

HWS Course Evaluation 2014-2015

Disciplines evaluated	54
Undergraduate courses offered	701
Focused courses	25
Related courses	77

Graduate courses offered	9
Focused courses	0
Related courses	2

Percent sustainability related or focused	14.8%
--	-------

Disciplines with sustainability-related or focused course(s)

1. AFS
2. AMST
3. ANTH
4. ASN
5. BIOL
6. CHEM
7. DAN
8. ECON
9. EDUC
10. ENG
11. ENV
12. GEO
13. HIST
14. MDSC
15. MUS
16. PHIL
17. PHYS
18. POL
19. PPOL
20. REL
21. SJSP
22. SPAN
23. SOC
24. WMST

Fall 2014		359 graduate= 2		12		36		13.4% Percent sustainability	
Subject	Catalog	Section	Title	Semester	Focused	Related	Assoc	Description	
AFS	200	1	Ghettoscapes	Fall 2014	0	0	1	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)	
AFS		1	Black Cinema	Fall 2014	0	0	1	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)	
AMST	101	1	Myths & Paradoxes	Fall 2014	0	1	1	ideals-such as freedom and individualism-relate to American inequalities? Is "America" itself a place or an idea? This introductory course in American Studies will engage a number o questions that are central to an evolving field by focusing on tensions and contradictions in American culture. Students will examine core American concepts, such as the " American Dream, " 'freedom and equality," immigration and the 'melting pot," as well as infrastructures like consumer culture, democracy, and national borders. The course also introduces students to American Studies methods through close interdisciplinary analysis of a variety of cultural artifacts, such as popular fiction, leisure, music, performance, propaganda or social practices. Readings will be drawn from a range of sources, including politics, history, popular culture, literature, media studies, and contemporary theory.	
AMST	330	1	Digital Humanities	Fall 2014	0	0	1	o fusing digital tools to perform traditional humanities work; studying modes of new media as objects of humanistic inquiry; and a new culture and ethos of collaboration. In this course we'll be using the tools of digital technologies to extend our inquiry into the cultural productions of the United States. Through a mix of seminar discussions, hands-on tutorials, and project-based work, this course will provide students with theoretical and practical foundations for working in the Digital Humanities, covering topics such as digitization, encoding, analysis, and visualization. The centerpiece of this class will be a digital humanities project: you will do your own original research into nineteenth century dime novels to make an on-line exhibit for our library. Creating this project will teach you the skills of humanities scholars-research, writing and analyzing and will let you put this knowledge to work. No technical background is required.	

ANTH	102	1	World Prehistory	Fall 2014	0	0	1	This course seeks to replace myths of hunter-gaps and ancient advanced 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 <i>¿happened¿</i> 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)
ANTH	205	1	Race, Class & Ethnicity	Fall 2014	0	1	1	This course explores race, class, and ethnicity through comparative study of the diverse experiences, histories, and life conditions of indigenous peoples, immigrant groups, diasporas, religious minorities, and oppressed classes in various local and global contexts. Analyzed and compared are the conscious and systemic social, cultural, economic, and political forces that have developed in history and function at present to maintain unequal access to wealth, power, and privilege according to differences of race, ethnicity, and class. Also examined are the various modes of thought and social action oppressed peoples have employed for political empowerment, economic justice, cultural survival, integrity of identity, and recognition of human rights. (Anderson, offered occasionally)
ANTH	209	1	Women & Men in Prehistory	Fall 2014	0	0	1	Until recently, most 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)
ANTH	228	1	Physical Anthropology	Fall 2014	0	0	1	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)
ANTH	280	1	Environment & Culture	Fall 2014	0	1	1	The subject of ecological studies in cultural anthropology is the study of the interaction between human populations and their environments. 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? (Annear, Fall, offered every year)

ANTH	306	1	Hist Anth Theory	Fall 2014	0	0	1	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. (offered every Fall)
ANTH	330	1	The Anthropology of Creativity	Fall 2014	0	0	1	Creativity flows continually through all human cultures and languages with spontaneity, novelty, and unfolding meaning. The course offers a survey of various anthropological perspectives on the power of individuality, interpretation, resistance, and imagination in the aesthetic process of creation. Considered are music, poetics, literature, and graphic arts in various historical and contemporary cultural contexts, with special attention to creolization and hybridization in the process of globalization. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (Anderson, offered annually)
ANTH	430	1	The Anthropology of Creativity	Fall 2014	0	0	1	Creativity flows continually through all human cultures and languages with spontaneity, novelty, and unfolding meaning. The course offers a survey of various anthropological perspectives on the power of individuality, interpretation, resistance, and imagination in the aesthetic process of creation. Considered are music, poetics, literature, and graphic arts in various historical and contemporary cultural contexts, with special attention to creolization and hybridization in the process of globalization. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (Anderson, offered annually)
ARAB	201	1	Arabic, Level III	Fall 2014	0	0	1	Arabic, Level III
ARCH	313	1	Hist of Modern Landscape Arch	Fall 2014	0	0	1	This course presents a survey of landscape design from the 19th century to the present with an emphasis on the 20th century. Lectures, readings, and discussion will present and analyze specific parks, gardens, roads, planned communities, and other sites of invention. Works of landscape design will be physically contextualized through consideration of contemporary and allied humanities, especially philosophy, literature, painting, and architecture. The relationship of individual landscape projects to their topographic and social contexts will emerge as a central theme of the course. Students will learn to see, analyze, and appreciate works of landscape design, and also the historical trends and cultural forces that have shaped them. (Blankenship, offered alternate years)
ARCS	301	1	Design II: Immediate Environme	Fall 2014	0	0	1	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: ARCS 200. (Staff, offered annually)
ARTH	102	1	Renaissance to Modern	Fall 2014	0	0	1	This course is a chronological study of principal monuments and developments in painting, sculpture, and architecture from Renaissance Italy to contemporary America. (Leopardi, offered annually)

ARTH	221	1	Italian Renaissance	Fall 2014	0	0	1	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. (Leopardi, offered occasionally)
ARTH	272	1	Later Chinese Pictures	Fall 2014	0	0	1	This course will explore pictorial practice from the reestablishment of Chinese rule in 1368 through the end of the twentieth century, focusing on painting and printmaking. Painting is regarded as high art in the earliest Chinese histories of art, second only to calligraphy, while prints are a much more common art form. Material will be presented chronologically, but broader topics will include popular subject matter in later pictures, including figural topics and landscapes; art criticism and later theories on painting; notions of artist's places within specific social classes; questions of patronage and collecting; and Chinese responses to international art movements.
ARTH	332	1	Roman Art,Architecture& Power	Fall 2014	0	0	1	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)
ARTH	432	1	Roman Art,Architecture& Power	Fall 2014	0	0	1	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)
ARTS	105	1	Color & Composition	Fall 2014	0	0	1	A perceptual approach to the study 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)
ARTS	105	2	Color & Composition	Fall 2014	0	0	2	A perceptual approach to the study 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)

ARTS	115	1	Three Dimensional Design	Fall 2014	0	0	1	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 and architectural studies majors: either ARTS 114 or ARTS 115. (Aub, Blankenship, D'Angelo, offered each semester)
ARTS	204	1	Abstract Painting	Fall 2014	0	0	1	A sequel to ARTS 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: ARTS 105. (Bogin, Ruth, offered alternate years)
ARTS	209	1	Watercolor Painting	Fall 2014	0	0	1	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. Prerequisite: ARTS 105. (Bogin, Yi, offered alternate years)
ARTS	214	1	Metal Sculpture	Fall 2014	0	0	1	direct and indirect working methods will be taught which includes fabrication and casting. During the fabrication portion of the course, the formal aspects of design will be investigated along with its execution in stock metal (rods, sheet, plate) and "found" (recycled) metal. In the process of working with these materials, the class will discuss assemblage possibilities, Constructivism, and the broader context of metal as a product of industry and war as it applies Modernist and Postmodernist concerns. By contrast, in the bronze casting portion of the course, we will explore the age old process of the "lost - wax" method as it has been practiced continuously from the ancients to contemporary times.
ARTS	246	1	Intaglio Printing	Fall 2014	0	0	1	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)
ARTS	265	1	Intermediate Imaging	Fall 2014	0	0	1	This course expands on themes introduced in Introduction to Imaging (ARTS 105) with additional emphasis on the development of conceptual expression in photographic imagery. Attention will be given to refining technical skills, which may include intermediate topics in image editing, camera controls, photographic composition, darkroom skills and lighting. Students will continue to be challenged to expand their visual vocabulary through exposure to contemporary and historical works of art. Classes are geared to the creation of an open, yet critical environment that fosters each student's emerging visual sensibility. Prerequisite: ARTS 165. (Chin, offered annually)
ARTS	365	1	Imaging Workshop	Fall 2014	0	0	1	This is a concept based course in which the student is encouraged to employ a variety of imaging media to fully explore their creative potential in a workshop environment. Projects using large and medium format film cameras, alternative processes and digital image capture and output are required. Students may expand their exploration into more conceptual, process-oriented, video or web-based art. Prerequisite: ARTS 265 or ARTS 268. (Chin, offered alternate years)

ASN	101	1	Trekking through Asia	Fall 2014	0	0	1	Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and two of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey! (Yoshikawa and Cerulli, offered annually)
ASN	101	2	Trekking through Asia	Fall 2014	0	0	2	Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and two of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey! (Yoshikawa and Cerulli, offered annually)
ASN	210	1	Buddhism&Taoism Through Chin L	Fall 2014	0	0	1	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)

ASN	215	1	Environ. & Develop. in E Asia	Fall 2014	1	0	1	<p>Rapid development in East Asia has brought prosperity to many, but has also created serious environmental problems. Rivers and lakes suffer from pollution and algal blooms; water tables have dropped dramatically; farmland has been polluted by industrial chemicals and over-fertilization; and cities choke on pollution from industry and automobiles. This course explores the environmental challenges facing East Asia as well as how governments and other groups are addressing them through various approaches to sustainable development. Special emphasis is placed on China, given its regional and global importance, and the Four Little Dragons (Taiwan, Hong Kong, Singapore, and South Korea). (Magee, offered Spring)</p>
ASN	225	1	Tibetan Buddhism	Fall 2014	0	0	1	<p>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)</p>
ASN	231	1	Tibetan Mandala Painting	Fall 2014	0	0	1	<p>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 immersion 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 become 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)</p>
ASN	236	1	Contemporary China	Fall 2014	0	0	1	<p>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, family, population, woman, economy, environment, 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, censorship, human rights, peasants' protest, HIV, China's rise, China-U.S. relations, and China's future. (Zhou, offered alternate years)</p>

BIOL	212	1	Biostatistics	Fall 2014	0	0	1	This course is required for the major. The concepts 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 applications, one- and two-way analysis of variance, correlation, and simple linear regression. The course includes an introduction to statistical computing on Macintosh computers utilizing standard statistical packages. Prerequisite: BIOL 167 or permission of instructor. (Brown, Cosentino, Droney, offered each semester)
BIOL	215	1	Population Genetics	Fall 2014	0	0	1	This course introduces students to major concepts in population genetics and microevolutionary theory. Students will explore evolutionary processes responsible for the origin and maintenance of genetic diversity in populations. To address the broader importance of genetic diversity, students will also examine applications of population genetics in medicine, conservation, forensics, agriculture, and anthropology. Topics include microevolution, quantitative genetics, molecular evolution, and molecular ecology. Laboratories will emphasize population genetic models and experimental design using computer simulations and molecular techniques. Students will discuss case studies from the primary literature and develop quantitative skills by analyzing and interpreting empirical data. With laboratory. Prerequisite: BIOL 167. (Cosentino, offered annually)
BIOL	220	1	General Genetics	Fall 2014	0	0	1	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 required for all biology majors. With laboratory. Prerequisite: BIOL 167. (Kenyon, Parent-Cursino, offered each annually)
BIOL	222	1	Microbiology	Fall 2014	0	0	1	This course provides a broad introduction to microorganisms. Students are given an opportunity to both examine microbes from the traditional vantage of microscopes and colonies, and enter the current conversation on and techniques using microorganisms. Students will learn how scientists harvest the power of microbes from creating medicines to cleaning the environment. Microbiology is a multi-disciplinary field and this course will allow students to explore genetics, molecular biology, bioinformatics, evolution, environmental science, biochemistry, and immunology. With laboratory. Prerequisite: BIOL 167. (Mowery, offered annually)

BIOL	227	1	Behaviorial Ecology	Fall 2014	0	0	1	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. With laboratory. Prerequisite: BIOL167. (Droney, offered annually)
BIOL	232	1	Cell Biology	Fall 2014	0	0	1	An introduction to the fundamental principles that guide the functions of cells and organelles. The major topics covered are transcription and translation, cell communication and signal transduction, cellular metabolism (respiration and photosynthesis), and cell motility. These topics are studied in the context of cancer and other human diseases. With laboratory. Prerequisite: BIOL 167. (Carle, offered annually)
BIOL	320	1	Agroecology	Fall 2014	0	1	1	ecological theory to study agricultural ecosystems, exploring how their design and management affect productivity sustainability, and the surrounding environment. Our work will focus primarily on agricultural ecosystems found locally including vineyards, orchards, row crops, organic farms, and backyard gardens. We will also consider animal production systems. We'll start by investigating how plants acquire and use resources such as light energy, water, and nutrients. Then we'll explore the impact of species interactions in agricultural systems. Finally, we'll examine impacts of management practices on species diversity and on the sustainability of agroecosystems. The laboratory will be field-based. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Newell, offered annually)
BIOL	324	1	Anatomy	Fall 2014	0	0	1	begin with an introduction of anatomical terminology and an overview of cellular processes and tissue classification. Students then are introduced to the gross and microscopic anatomy of the following systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive. Students will also develop an understanding of how these systems develop during early embryology as well as learning the clinical relevance of disease and disorders that affect anatomy. One of the goals of this course is to provide an understanding of human anatomy which then provides the foundation for clinical diagnosis and decisions. The laboratory component of the course generally parallels and reinforces lecture concepts with practical hands-on learning. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Ryan, offered annually)

BIOL	335	1	Molecular Biology	Fall 2014	0	0	1	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 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Carle, Parent-Cursino, offered annually)
BIOL	341	1	Developmental Biology	Fall 2014	0	0	1	This course presents a comprehensive view of the principles that govern how a single fertilized egg develops into a complex organism. Developmental biology is an integrative discipline that includes other fields of biology such as molecular and cell biology, genetics, biochemistry, evolution, neurobiology and physiology. Through lectures and laboratory exercises, students learn the experimental approaches used by scientists to study developmental processes. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Kenyon, offered annually)
CHEM	190	1	Accelerated General Chemistry	Fall 2014	0	0	1	chemistry. The course will begin with a brief review of the material covered in high school chemistry and then move on to more advanced topics. Questions such as (1) whether a reaction will occur and at what rate, (2) does a reaction require heat or liberate heat ? (3) To what extent will a reaction proceed? and (4) How fast does a reaction proceed? will be explored. In depth laboratory investigations will illustrate these quantitative principles with various types of reactions. Three Lectures and one laboratory per week. Prerequisite: Two years of high school chemistry and a satisfactory score on the HWS chemistry placement exam or two years of high school chemistry and a 5 on the AP chemistry exam. (Fall, offered annually)
CHEM	241	1	Organic Chemistry II	Fall 2014	0	0	1	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)
CHEM	241	2	Organic Chemistry II	Fall 2014	0	0	2	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)

CHEM	318	1	Inorganic Chemistry I	Fall 2014	0	0	1	A systematic survey of the principal reactions and properties associated with various groups and periods in the periodic table. A generally qualitative approach to preparation and properties of various classes of inorganic compounds such as: acids and bases, oxidation and reduction systems, complex ions, amphoteric oxides, and ionic compounds, and the quantitative manipulations of these systems. Laboratory. Prerequisite CHEM 110. (de Denus, offered annually)
CHEM	320	1	Physical Chemistry I	Fall 2014	0	0	1	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. (Newby, Fall, offered annually)
CHEM	425	1	Advanced Integrated Lab	Fall 2014	0	0	1	chemistry into project-oriented experiments. Such projects will involve synthesis, isolation, characterization, and analysis of inorganic and biomolecules. due to the advanced nature of many of these experiments, troubleshooting and problem-solving are required elements of this course. Effective use of primary literature and communication of results will also be major components of this course. Proficiency in statistical treatment of the data is also required. This course serves as the capstone laboratory experience for chemistry majors. Prerequisites: CHEM 190 OR 280; CHEM 241; plus at least one of the following three courses as a prerequisite and a second of these three courses as at least a co-requisite: CHEM 318, CHEM 320, CHEM 448; or instructor permission. (offered every semester)
CHEM	448	1	Biochemistry I	Fall 2014	0	0	1	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, or permission of the instructor. CHEM 320 is highly recommended. (K. Slade, offered annually)
CHEM	448	2	Biochemistry I	Fall 2014	0	0	2	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, or permission of the instructor. CHEM 320 is highly recommended. (K. Slade, offered annually)

CHIN	101	1	Beg. Chinese I	Fall 2014	0	0	1	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, a CD, and a DVD 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. Students 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 two lab sessions per week. (Zhou, Fall, offered annually)
CHIN	101	2	Beg. Chinese I	Fall 2014	0	0	2	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, a CD, and a DVD 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. Students 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 two lab sessions per week. (Zhou, Fall, offered annually)
CHIN	201	1	Inter. Chinese I	Fall 2014	0	0	1	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, and Integrated Chinese, Level 2-1 Traditional/Simplified Character Edition, which is used along with online learning programs as well as CDs and DVDs accompanying the text. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 102 or the equivalent. (Huang, Fall, offered annually)
CLAS	108	1	Greek Tragedy	Fall 2014	0	0	1	This course is a reading in English translation of selected plays of Aeschylus, Sophocles, and Euripide, 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)

CLAS	125	1	Greek & Roman Religion	Fall 2014	0	0	1	This course is an introduction to Greek and Roman religious thought and practice: the preGreek "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)
CLAS	202	1	Athens-Age of Pericles	Fall 2014	0	0	1	This course is a survey of the history of ancient Greece, from the earliest days to the time of Alexander the Great. At the course's center is the great age of Athenian democracy, so fertile in its influence on our own culture. Particular attention is paid to the social and political history, the intellectual life, the art, and the literature of that period. Issues such as democratic imperialism and the exclusion of certain categories of people from full participation in the democracy are emphasized. The course then traces democratic Athens' decline under the effects of the Peloponnesian War and Macedonian imperialism. (Offered every four years)
CPSC	120	1	Principles of Computer Science	Fall 2014	0	0	1	Designed to appeal to a diverse audience, this course examines some of the fundamental ideas of the science of computing withing a particular topic area, which varies from semester to semester. Recent topics have included Graphics and Animation, Multimedia, Robots, and Web Site Development. This course is intended for students with little or no previous computer science experience, and is appropriate for those who are interested in computer science as well as those who might not have considered computer science but are interested in a particular topic area. This course counts towards the major and minor in computer science but cannot be taken after completion of CPSC 124. No prerequisites. (Offered every semester)
CPSC	229	1	Foundations of Computation	Fall 2014	0	0	1	This course introduces students to some of the mathematical and theoretical foundations of computer science, and to their practical applications to computing. Topics include propositional and predicate logic, sets and functions, formal languages, finite automata, regular expressions, grammars, and Turing machines. This course is required for the major in computer science. Prerequisite: CPSC 124. (Offered annually)
CPSC	329	1	Software Development	Fall 2014	0	0	1	This course continues the study of programming by focusing on software design, development, and verification - the skills beyond fluency in a particular language which are necessary for developing large, reliable programs. Topics include object-oriented design, the use of APIs, and testing and verification. Techniques common in modern software development will also be studied. Specific techniques may include GUIs and event-driven programming, multi-threading, client-server networking, fault-tolerant computing, stream programming, and security. This course is required for the major in computer science. It includes a required lab component. Prerequisite: CPSC 225. (Offered annually)

CPSC	441	1	Computer Networks & Dist Proce	Fall 2014	0	0	1	One of the most important recent developments in computing is the explosive growth in the use of computer networks, which allow computers to communicate and work together. This course is an introduction to the theory and practice of computer networks, the software protocols that allow them to operate, and the applications that make use of them. Topics covered include direct-link networks, packet switching, internetworking, end-to-end protocols, network applications, and network security. Prerequisite: CPSC 225. (Offered occasionally)
DAN	200	1	Dance Composition I	Fall 2014	0	0	1	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	1	Dance History I	Fall 2014	0	0	1	This course examines the development of western theatrical dance from early social dance forms through the flowering of ballet in the 19th century. An emphasis is placed on recognizing how social, political, economic and religious environments and attitudes influenced dance, and were in turn influenced by dance. The course format consists of faculty lecture, student presentations, film and video viewing, and studio workshops. (Williams, Fall, offered alternate years)
DAN	250	1	Dance Improvisation	Fall 2014	0	0	1	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	305	1	Somatics	Fall 2014	0	0	1	having to do with integrating the body and the mind, usually with a focus on physical/psychological wellness. In this course we will investigate specific western and eastern body/mind practices such as Feldenkrais Method, Alexander Technique, Ideokinesis, Body/Mind Centering, Rolfing, Bartenieff Fundamentals, Acupuncture, Yoga, Reiki, and Pilates. Students are expected to gain an increased awareness of their body structure, an understanding of individual patterns of movement behavior, develop somatic self-awareness, witness the potential for teaching through touch and gain a comprehensive knowledge of the field. Course format includes movement exploration sessions, reading and reflective writing assignments, and hands-on application of course material. (Ikle, Spring, offered alternate years)

ECON	122	1	Economics of Caring	Fall 2014	0	1	1	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)
ECON	124	1	Entrepreneurial Leadership	Fall 2014	0	1	1	navigate tumultuous environments where change is rapid, discontinuous and unpredictable. Innovation, ingenuity and an ability to add value by solving problems are necessary. This course will examine the attributes required of successful entrepreneurs in contemporary leadership roles. Students will learn how to take an idea to impact. They will consider important concepts, such as ethics, sustainability, economic Darwinism, and managing uncertainty. They will discuss product invention, service implementation, economic choice, risk and return, scale and scope, value creation, and small business generation. As a significant course assignment, students will develop a strategic plan for a product, service, startup or organization that is worthy of implementation. No prerequisites required. (Forbes and Hamilton, offered annually)
ECON	202	1	Statistics	Fall 2014	0	0	1	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 and apply these tools. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, and hypothesis testing, as well as an introduction to computer software for statistical analysis. Students complete a semester project in which they apply the tools taught in the course to generate, interpret, and discuss a statistical analysis of their own. Prerequisite: ECON 160 or 120. (Offered each semester) MATH 130 strongly recommended.
ECON	202	2	Statistics	Fall 2014	0	0	2	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 and apply these tools. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, and hypothesis testing, as well as an introduction to computer software for statistical analysis. Students complete a semester project in which they apply the tools taught in the course to generate, interpret, and discuss a statistical analysis of their own. Prerequisite: ECON 160 or 120. (Offered each semester) MATH 130 strongly recommended.
ECON	203	1	Between Labor & Mgmt: Unions	Fall 2014	0	0	1	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)

ECON	230	1	Hist Econ Thought	Fall 2014	0	1	1	This course surveys the growth of economic thought from 1500 to the 20th century, with special emphasis on the growth of "scientific economics" in Britain between 1770 and 1890. While the primary aim of the course is to trace analytical developments in economics, attention is also paid to the political and social environments in which economic theory evolved. This course provides helpful preparation for ECON 305. Prerequisites: ECON 160 (Staff, offered alternate years)
ECON	245	1	Political Econ. of Food & Agri	Fall 2014	0	1	1	issues and problems, alternatives and policy options. Students will learn about the following: (1) the interrelated sets of processes by which food is produced, transformed by processing, distributed for purchase, and consumed; (2) problems and debates associated with these processes; (3) solutions and alternative food practices and policies. Questions addressed include: What is the role of the food system in social development, industrialization, and economic growth? How is food produced and what are the impacts of different production systems? What are the global patterns of food consumption, security, and trade? How do government policies shape the global patterns of food consumption, security, and trade? How do government policies shape the global food system? How might alternative policies and movements generate solutions to world food problems?
ECON	300	1	Macro.Theory & Policy	Fall 2014	0	0	1	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, one 200 level topics/issues course, and MATH 130 or equivalent. (Offered each semester)
ECON	300	2	Macro.Theory & Policy	Fall 2014	0	0	2	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, one 200 level topics/issues course, and MATH 130 or equivalent. (Offered each semester)
ECON	301	1	Micro. Theory & Pol.	Fall 2014	0	0	1	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, one 200-level topics/issues course, and MATH 130 or equivalent. (Offered each semester)
ECON	301	2	Micro. Theory & Pol.	Fall 2014	0	0	2	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, one 200-level topics/issues course, and MATH 130 or equivalent. (Offered each semester)

ECON	304	1	Econometrics	Fall 2014	0	0	1	The subject of this course, broadly speaking, is regression analysis. After a brief review of the simple linear model, the course develops the theoretical framework for the multivariate linear model. Various special topics are studied while students complete individual research projects that demonstrate comprehension of the steps in conducting an econometric analysis. Prerequisites: ECON 202 and ECON 300 or ECON 301. (Offered each semester)
ECON	304	2	Econometrics	Fall 2014	0	0	2	The subject of this course, broadly speaking, is regression analysis. After a brief review of the simple linear model, the course develops the theoretical framework for the multivariate linear model. Various special topics are studied while students complete individual research projects that demonstrate comprehension of the steps in conducting an econometric analysis. Prerequisites: ECON 202 and ECON 300 or ECON 301. (Offered each semester)
ECON	305	1	Political Economy	Fall 2014	0	0	1	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)
ECON	307	1	Mathematical Economics	Fall 2014	0	0	1	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)
ECON	308	1	Corporation Finance	Fall 2014	0	0	1	This course deals with the strategic decision-making process relative to three main areas: capital budgeting; capital structure; and working capital management. One important role a financial manager plays is to create value for the shareholder within legal and ethical constraints in a rapidly changing enterprise environment. Topics include the time value of money, risk and return, security valuation, capital budgeting, cash and liquidity management, management of current liabilities, dividend policy, cost of capital, capital structure policy and the evaluation of alternative methods of financing. Prerequisites: ECON 200, ECON 301 (Offered annually)
ECON	310	1	Economics and Gender	Fall 2014	0	1	1	This course examines the ways that gender matters in the economy and in economic theory. It examines the gendered nature of economic life through topics such as the economics and history of the family, household production and the allocation of time, gender differences in occupation and earnings, economic policy, gender in a global context, and alternative approaches for promoting gender equity. A discussion of feminist approaches to the study of economics provides the context for these issues. Prerequisite: ECON 301 or ECON 305. (Ramey, offered alternate years)

ECON	320	1	Media Economics	Fall 2014	0	0	1	This course uses economic analysis to study the media industry, including TV, video, print, music and new media. The course begins by reviewing/introducing basic economic concepts. Then develop the framework for industry studies in the field of industrial organization. Students will then prepare industry studies. These will be used to explore public policy questions involving the media. Readings and other materials: Colin Hoskins, Stuart McFadyen & Adam Finn, Media Economics, Sage Publications, 2004 (0-7619-3096-5) or Alan B. Albanan Media Economics, wiley-Blackwell, 2002 (978-0813821245); Ben H. Bagdikian, The New Media Monopoly, Beacon Press, 2004 (0807061875); Ronald Behis & Jeanne Lynn Hall, Big Media, Big Money, Rowman Littlefield, 2003 (978-0742511309); David R. Croteau & William Hognes, The Business of Media, 2nd Edition, Pine Forge Press (978-1412913157) Prerequisites: Economics 301 OR Media and Society 100. (Waller, offered Fall 2009)
ECON	415	1	Game Theory	Fall 2014	0	0	1	behavior among parties having interests that may be quite similar or in direct opposition. The student will learn how to recognize and model strategic situations, and how to predict when and how actions influence the decisions of others. We will begin with an analysis of normal form games in which we have a static setting and players move simultaneously. Concepts such as a player's best response, dominant strategies, and the Nash equilibrium are presented, along with various applications. Then we will turn to extensive form games to analyze games in which players move sequentially. Lastly, we will study situations in which players have less than full information. Prerequisite: ECON 301 and MATH 130. (Grayson, offered alternate years)
EDUC	72	1	Teaching Special Education	Fall 2014	0	0	1	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. (Kelly, Harris, Fall, offered annually)
EDUC	72	2	Teaching Special Education	Fall 2014	0	0	2	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. (Kelly, Harris, Fall, offered annually)
EDUC	74	1	Collaboration and Management	Fall 2014	0	0	1	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)

EDUC	81	1	Teaching for Equity	Fall 2014	0	1	1	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. (Collins, Hussain, Fall, offered annually)
EDUC	82	2	Teaching Reading & Writing	Fall 2014	0	0	1	Core Learning Standards for Eng. Lang.Arts & Literacy. Along with the field placement they show approaches for assessing & teaching reading & Writing. Consideration is given for students with special needs & teaching speakers of other languages. Topics incl. emergent literacy & begin. reading, as well as encouraging reading for pleasure & promoting reading & writing to learn. 082-01 - Attention is given to issues of vocab, phonological awareness, phonics, word recognition, fluency, and comprehension, to a range of children. 082-02 - Attention is given to developing vocabulary, fluency, and comprehension in reading, and to strategies for writing to learn.
EDUC	83	8	Teaching	Fall 2014	0	0	1	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) Individual section descriptions below; 083-09 - This seminar focuses on inquiry teaching methods to teach an learn science. Students engage in a variety of science activities designed to model different strategies. The analyze and assess their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. They are encouraged to be reflective about their practice. Local, state and national resources are available, with the emphasis on the New York Learning Standards.

EDUC	83	9	Teaching	Fall 2014	0	0	2	<p>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) Individual section descriptions below;</p> <p>083-09 - This seminar focuses on inquiry teaching methods to teach and learn science. Students engage in a variety of science activities designed to model different strategies. They analyze and assess their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. They are encouraged to be reflective about their practice. Local, state and national resources are available, with the emphasis on the New York Learning Standards.</p>
EDUC	84	1	Curriculum and Instruction	Fall 2014	0	0	1	<p>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, Gibbon, Spring, offered annually)</p>
EDUC	85	1	Protect Dignity & Safety Children	Fall 2014	0	0	1	<p>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. (Gibbon, Fall and Spring, offered annually)</p>
EDUC	203	1	Children With Disabilities	Fall 2014	0	0	1	<p>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 may experience? How do children with disabilities fit in the mainstream of American life? (Staff, Fall, offered annually)</p>

EDUC	230	1	Teaching Eng. Lang. Learners	Fall 2014	0	0	1	While the number of school children speaking a language other than English at home has been growing exponentially over the last few decades, their level of academic achievement has lagged significantly behind that of their language-majority peers. This course aims to contribute to preparing future teachers for working in culturally and linguistically diverse classrooms. One of its major goals is to give students a better understanding of the cognitive, linguistic, and emotional challenges involved in being schooled in a second language. In the first part of the course, therefore, through readings and discussions, students will become acquainted with some key theoretical frameworks for understanding second language and literacy development as well as sociocultural issues particularly relevant to the education of English language learners. The second major goal of the course is to provide students with pedagogical strategies for adjusting instruction to meet the needs of English language learners in the mainstream classroom. This goal will be achieved in the second part of the course, which will consist predominantly of lesson planning workshops and teaching demonstrations. The course will have a service learning component consisting of 15-20 hours of tutoring an English
EDUC	320	1	Children's Literature	Fall 2014	0	0	1	evolved into the most energetic branch of the publishing industry, with works in the genres of folk tales, poetry, picture books, "easy readers," informational books, chapter books, and novels for middle grades and young adults. Children's books regularly spawn films, and even as we speak the medium is rapidly becoming digital. Children's books can be read carefully for their literary qualities, and are an interesting testing ground for skills in literary criticism. Children's books have been part of the effort to promote multicultural education and social justice in the schools, too; and with the recent robust push-back of conservative religious and political books for children, it is useful to examine the political and social dimension of children's literature. This course examines a set of children's books from many angles, and is suitable for those interested in writing or publishing for children, for future teachers, and for people interested in literature generally. (Temple, Fall, offered alternate years)
EDUC	346	1	Technology in Education	Fall 2014	0	0	1	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 20th century students explore ways in which educational technology is 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, geospatial technologies, and Web 2.0 technology. (MaKinster, Spring, offered alternate years)

EDUC	401	1	Analysis Secondary Teaching	Fall 2014	0	0	1	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)
EDUC	404	1	Analy.Elem&Sp.E d.Teach	Fall 2014	0	0	1	This course 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 on becoming reflective practitioners as they critically examine teaching, learning, and curriculum development. Emphasis is placed on application of the above to the teaching of reading English Language Arts. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Harris, offered each semester)
EDUC	410	1	Analys:Teaching in Disciplines	Fall 2014	0	0	1	This professional field based seminar focuses on the development of a deeper understanding of the disciplinary content the student teacher is teaching. Through weekly conversations with his or her student-teaching college supervisor, the student will develop a more advanced understanding of how content knowledge combines with pedagogical content knowledge in effective teaching. Weekly observations of the student teacher by the supervisor and readings selected from educational journals and books will support these conversations. This seminar supports students as they prepare for and take the edTPA student teacher assessment. Occasional group meetings may be held. (Staff, offered each semester)
EDUC	604	1	GradAnaly:Elem& SpecEd Teachin	Fall 2014	0	0	1	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)
EDUC	800	1	Master's Project (Fall)-GMAT	Fall 2014	0	0	1	

ENG	136	1	Shakespeare on Screen	Fall 2014	0	0	1	So far as we can tell, Shakespeare's plays were written for the stage rather than for the page. In other words, they were meant to be experienced in an embodied public performance of sights and sounds, rather than read silently and in solitude. In this introduction to Shakespeare's work, we will draw upon the rich archive of Shakespeare on film to study six of his most influential plays in multiple performances, exploring how different directors brought these plays to life in different ways, working in a new medium and within different social and political contexts in the twentieth and twenty-first centuries. (Carson)
ENG	136	2	Shakespeare on Screen	Fall 2014	0	0	2	So far as we can tell, Shakespeare's plays were written for the stage rather than for the page. In other words, they were meant to be experienced in an embodied public performance of sights and sounds, rather than read silently and in solitude. In this introduction to Shakespeare's work, we will draw upon the rich archive of Shakespeare on film to study six of his most influential plays in multiple performances, exploring how different directors brought these plays to life in different ways, working in a new medium and within different social and political contexts in the twentieth and twenty-first centuries. (Carson)
ENG	170	1	Global English Literature	Fall 2014	0	0	1	cultural, technological, linguistic, and demographic phenomenon. Movements of westerners to colonial spaces evoked counter-movements of people from around the globe traveling to the west. These flows resulted in a new body of literature in western languages written by people from other parts of the globe. In this course students will study examples of this world literature written in English. Readings will typically include works from Africa, the Caribbean, Asia, and the Indian subcontinent. In order to consider how these literatures have been influenced by western aesthetic values and forms, and how might they, in turn, transform and reinvent western traditions, students may also study key narratives from England and/or the United States. Following decolonization movements of the mid-twentieth century, the study of these diverse literatures spawned key terms such as postcolonialism, globalization, diaspora, transnationalism, alterity, and so on; these concepts will also be part of the course. Throughout these literary works, students will find characters who must continue to live with the alien and alienating legacies of colonialism, even in a modern and globalized world. (Basu, Ivanchikova)
ENG	185	1	From Novel to Film	Fall 2014	0	0	1	literary tradition. It is still largely a medium that belongs to popular culture, and its sense of emotional immediacy, the persuasive power of visual storytelling, and filmmakers' ability to respond to current ideas and trends of thought often means that modern film is a useful window on the age in which a film is made. We will address narrative technique, ask how filmmakers use the visual medium to transform difficult but profoundly arresting narratives into engaging and comprehensible films, while also asking what makes an adaptation effective? Why bother if the book is satisfying? Can an adaptation ever be as good as the book? There is another focus here as well; we also want to raise important questions about how and by whom meaning is made in both novels and films and about the role of the imagination of the reader and viewer in completing the picture. Readings and films may vary. (Minott-Ahl)

ENG	185	2	From Novel to Film	Fall 2014	0	0	2	literary tradition. It is still largely a medium that belongs to popular culture, and its sense of emotional immediacy, the persuasive power of visual storytelling, and filmmakers' ability to respond to current ideas and trends of thought often means that modern film is a useful window on the age in which a film is made. We will address narrative technique, ask how filmmakers use the visual medium to transform difficult but profoundly arresting narratives into engaging and comprehensible films, while also asking what makes an adaptation effective? Why bother if the book is satisfying? Can an adaptation ever be as good as the book? There is another focus here as well; we also want to raise important questions about how and by whom meaning is made in both novels and films and about the role of the imagination of the reader and viewer in completing the picture. Readings and films may vary. (Minott-Ahl)
ENG	190	1	Creative Writing for FYs & SOs	Fall 2014	0	0	1	This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Some exercises are assigned, some individual invention is expected. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Students who complete ENG 190 may not take ENG 290. (Staff)
ENG	190	2	Creative Writing for FYs & SOs	Fall 2014	0	0	2	This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Some exercises are assigned, some individual invention is expected. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Students who complete ENG 190 may not take ENG 290. (Staff)
ENG	200	1	Critical Methods	Fall 2014	0	0	1	This course is required of all majors and minors to prepare students for upper-level study in English and Comparative Literature, and may not be exempted. This course will train students in the concepts, vocabulary and research methods required for advanced textual analysis and writing in the discipline. Required books include core reference texts in the discipline and will be supplemented by individual professors. (Staff)
ENG	213	1	Environmental Literature	Fall 2014	0	1	1	In this course students read poetry and prose by contemporary American nature writers who concern themselves with the human experience of and relation to nature. These writers lovingly evoke the American landscape while at the same time contemplating the modern environmental crisis. They approach the question of the meaning of nature in our lives in personal, as well as philosophical and ethical, ways. Cross-listed with environmental studies. (Staff)
ENG	213	2	Environmental Literature	Fall 2014	0	1	2	In this course students read poetry and prose by contemporary American nature writers who concern themselves with the human experience of and relation to nature. These writers lovingly evoke the American landscape while at the same time contemplating the modern environmental crisis. They approach the question of the meaning of nature in our lives in personal, as well as philosophical and ethical, ways. Cross-listed with environmental studies. (Staff)

ENG	241	1	English Romantic Poets	Fall 2014	0	0	1	This course is a comprehensive look at Romanticism and its proponents, its aesthetic context and the charged political environment in which it developed and thrived. The poets of this movement saw themselves thinkers and as agents of important change in the world. The poems they wrote were like the words of a magic spell, meant to unleash the power of imagination and speak new political and intellectual realities into being. In addition to reading the works of well known Romantics such as Wordsworth and Byron, the course examines the provocative writings of abolitionists, visionaries, and poets whose support of Revolution in France made them distrusted at home in England. (Minott-Ahl)
ENG	261	1	Popular Fiction	Fall 2014	0	0	1	When a novel acquires a mass readership, does it lose aesthetic value? What is the difference between "literary fiction" and "popular fiction"? Focusing on a genre fiction, cult bestsellers, middlebrow blockbusters, "pulp" or "trash" fiction produced across American history, this course invites students to consider the politics of taste and hierarchies of literary value embedded in popular reading practices. Students will read these literary works alongside a number of primary and secondary texts in order to illuminate the pleasures and anxieties of reading. (Creadick)
ENG	280	1	Film Analysis II	Fall 2014	0	0	1	This course focuses on specific aspects of the film system and how they work. Attention is paid to detailed analyses of images and sounds and their dynamic relation to the film's narrative. The goal of the course is a keener understanding not only of the world of film, but of the increasingly visual world in which we live. The primary emphasis is on what is called the Classical Hollywood Model, the dominant (culturally, economically, ideologically) mode of filmmaking in the world today (although not the only mode). As such it is crucial for students of film and, arguably, for us all to be actively aware of its structures and assumptions. This course is not open to students who have taken ENG 180 "Film Analysis I". (Lyon)
ENG	286	1	The Art of the Screen Play	Fall 2014	0	0	1	Screenplays are the blueprints of movies. In this course students read screenplays and study the films that have been made from them. Special attention is paid to such elements as story, structure, character development, and to the figurative techniques for turning written text into moving image. Prerequisite: ENG 200. (Holly)
ENG	290	1	Creative Writing	Fall 2014	0	0	1	This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: at least one other ENG course. Not open to students who have taken ENG 190. (Conroy-Goldman, Cowles, Staff)
ENG	290	2	Creative Writing	Fall 2014	0	0	2	This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: at least one other ENG course. Not open to students who have taken ENG 190. (Conroy-Goldman, Cowles, Staff)

ENG	296	1	Narrative Analysis	Fall 2014	0	0	1	What are stories made of? How does their structure and design influence what they can mean and how they are told? This course is an introduction to critical thinkers who have attempted to answer these questions. In addition to working through some fundamental theories about narrative (what it is and how it works), we will also apply what we've learned to some representative texts. Students will come away knowing how point-of-view, temporality, character representation, fictionality, and closure are not only critical to the way stories are told: they radically determine what these stories mean and how we interpret them. (Ivanchikova)
ENG	310	1	Power, Desire, Literature	Fall 2014	0	0	1	This course examines the relationship between power and desire as it is represented in literature. While the course will use Nietzschean, Freudian, and Marxist theories to frame our analysis of some classic literary texts by Sade and Masoch, it will also examine some more recent writers and the emergence of sadomasochism in the contemporary United States. The course questions some of the most deeply entrenched binary oppositions in Western culture such as those between subject and object, activity and passivity, domination and submission. (Basu)
ENG	342	1	Modernist Experiments	Fall 2014	0	0	1	praising plastic surgery and the demolition of museums, translations from the Chinese (redacted by editors who don't know the Chinese language): these are some of things modernism is known for. In the first half of the twentieth century writers working in a variety of genres, visual artists, and musicians were convinced that the available forms of artistic expression were outmoded. Our focus: the ways they experimented with language and literary form to represent a distinctly "modern" experience, one that needed to accommodate the realities of world war, the "discovery" of the unconscious, advances in transport and communication technologies, mass production and consumption, and the rise (and fall) of empires. (Cope)
ENG	370	1	Who Am I? Literature & Identity	Fall 2014	0	0	1	Can stories shape our understanding of who we are and help us find our own unique place in the world? By engaging with a variety of contemporary narratives from around the globe, students will examine how personal and collective identities are constructed, expressed, and transmitted. We will talk about identity in its relationship to desire, power, asceticism, consumption, faith, and nihilism. We will consider the ways in which narratives of identity shed light on one of life's greatest mysteries - the mystery of the self. (Ivanchikova)
ENG	382	1	New Waves	Fall 2014	0	0	1	The events of the late 1950s and '60s produced significant changes in film production and viewing around the world. Reacting against American imperialism and the economic and cultural control that the Hollywood film industry held over post-war film markets, many countries, including France, Japan, Germany, and Brazil, redefined their national cinemas in the direction of a politics of cinema where both film making and film viewing were conceived as radical political tools. (Lyon)
ENG	397	1	Creative Non-Fiction Wkshop	Fall 2014	0	0	1	This is a writing course in creative nonfiction designed for English majors or others seriously interested in working to develop their own voices in the medium of the personal essay. Students read and discuss essays by major contemporary American essayists. They also read and discuss each others' essays in a workshop with an eye toward revision. Participants should be prepared to write one essay a week. Prerequisite: permission of instructor, based on a writing sample. (Staff)

ENG	399	1	Hybrid Forms Workshop	Fall 2014	0	0	1	<p>New publication methods and technologies change art. From the printing press, to the typewriter, the record player, the camera, or the film reel, artists have used new technologies to expand our notions of art and to skirt borders of genres and media. In the advent of the internet and digital technologies, the possibilities for expansion and experimentation have again exploded, and contemporary artists are involved in a renaissance of hybrid forms that has become bigger than the technologies that started it. Poets are using cameras and bullhorns, musicians are using kitchen utensils, translators are using languages they don't actually speak, artists are using old books and exacto knives, sculptors are using live (and not live) human bodies, film directors are using colored pencils and moth wings, dancers are using dirt and armchairs. In this creative writing workshop, the focus will be on hybrid texts that include language in some form. We'll track a strange vein of precedent for contemporary hybrid texts across decades and even centuries, we'll explore what artists and writers are producing right now, and we'll create and workshop our own hybrid texts. We'll learn new critical language for talking about such texts, and we'll participate in collaborative and guerilla art projects. Artists from outside the English Department who are interested in working with language in some way are encouraged to ask for permission, even if they have not taken ENG 290.</p>
ENG	437	1	The Faerie Queene	Fall 2014	0	0	1	<p>Has anyone ever written a poem that is more awe inspiring than Edmund Spenser's <i>The Faerie Queene</i>? A rollicking adventure story, a powerful national epic, a searching philosophical meditation and guide for moral conduct, a profound exploration of renaissance theology, a pointed critique of traditional attitudes toward gender and class, a widely imaginative work of fantasy, and, not least, a deeply beautiful poem unto itself: this is surely one of the most fascinating works in all of English literature. We will read the whole poem, top to bottom, paying special attention to historical questions about gender, class politics, and religion. (Carson)</p>
ENV	201	1	Environment & Society	Fall 2014	1	0	1	<p>This course introduces students to the study of relationships between people and the environment from a critical geographic perspective, and provides a context for thinking about the social causes and consequences of environmental changes in different regions of the world. It focuses on how and why the human use of the environment has varied over time and , more importantly, space; analyzes different approaches to decision-making about environmental issues; and, examines the relative roles of population growth, energy consumption, technology, culture and institutions in causing and resolving contemporary environmental problems. (Lewis, Magee, Mauer, offered annually)</p>

ENV	202	1	Human Values & the Environment	Fall 2014	1	0	1	This course emphasizes the role of the humanities in imagining a just and sustainable planet. Through the study of literature, art, and critical/cultural theory, students will uncover the workings and origins of human values that shape how we relate to the environment. We will read well-known authors of U.S. environmental literature, including Aldo Leopold, Henry David Thoreau, Rachel Carson, and Edward Abbey. In addition to the classics, students will be introduced to lesser-known works by environmental thinkers writing from the margins of society. Topics will include environmental ethics, nature and culture, industrialization, and globalization, ecotheology, environmental justice, ecofeminism, and queer ecology. (Crawford, offered annually)
ENV	203	1	Fndmntals of Geograph Info Sys	Fall 2014	0	1	1	Geographic Information Systems (GIS) has been used in a multitude of environmental applications because it aids in the collection, storage, analysis, and visualization of spatial information and it helps users to make informed decisions regarding the use, management, and protection of the environment. This course will cover the theory of GIS with hands-on-experience in a multitude of environmental applications including: geographical data entry and acquisition, database query and site selection, vector and raster modeling, and integration with global positioning system (GPS). (Brubaker, offered each semester)
ENV	215	1	Environ. & Develop. in E Asia	Fall 2014	1	0	1	rapid development in East Asia has brought prosperity to many, but has also created serious environmental problems. Rivers and lakes suffer from pollution and algal blooms; water tables have dropped dramatically; farmland has been polluted by industrial chemicals and over-fertilization; and cities choke on pollution from industry and automobiles. This course explores the environmental challenges facing East Asia as well as how governments and other groups are addressing them through various approaches to "sustainable development." Special emphasis is placed on China, given its regional and global importance, and the Four Little Dragons (Taiwan, Hong Kong, Singapore, and South Korea). (Lewis, Magee, offered annually)
ENV	240	1	Environmental Justice in Film	Fall 2014	1	0	1	political participation, through readings, documentary films, and movies. This course will explore the scope of the environmental justice movement and its efforts to build alliances with struggles against poverty and racism to build a sustainable society. In particular, students will learn about people of color and working people's struggles against hazardous conditions in their neighborhoods, communities, and work places and their strategies to protect and revitalize natural and human resources in creative ways. The topic - environmental justice-raises the core themes regarding conservation, environmental politics and ethics, sustainable development, and ordinary people's struggles for democratization and citizenship. Topics include federal-state environmental policy, empowerment, health hazards, Native American perspectives, Superfunds, and Brownfields. Students in this course will be introduced to topics that enable students to learn problem-solving skills and approaches, both in writing and in their day -to-day activities. (Helfrich, offered annually)

ENV	245	1	Radical Environmentalism	Fall 2014	1	0	1	This course investigates the emergence, societal impacts, and significance of radical environmentalism, with special attention to the historical and moral dimensions, as well as the ecological and political perceptions that provide a firm basis for its controversial efforts to halt environmental degradation. Through readings, films, and discussion, students will learn about various and diverse forms of radical environmentalists. Students will examine topics such as tree-sits in the Pacific Northwest; monkey-wrenching; animal liberation; eco-terrorism; groups such as Earth First!, ELF, PETA, and ALF; deep ecology; eco-warriors; and attempts by the government to subvert and infiltrate environmental organizers and groups. (Helfrich, offered annually)
ENV	301	1	Group SIE	Fall 2014	1	0	1	The group senior integrative experience (Group SIE) involves a multidisciplinary project or seminar. It enables a group of ES seniors to investigate an interdisciplinary topic of environmental interest with a focus on the local HWS and Geneva community. The topic is selected at the beginning of the semester and students work both independently and in groups toward the completion of an overall class goal. Completion of the group senior integrative experience requires preparation of a substantial individual paper demonstrating the student's project focus as well as the integration of their work with the others within the class, and a public (group or individual) presentation at a brown bag seminar. (Staff,
EUST	101	1	Fndns of Eur Studies I: Ant-Ren	Fall 2014	0	0	1	Arising from the conjunction, over time, of ancient Mediterranean peoples with other indigenous groups, the set of cultures known as "European" continues to influence us. Drawing on art, history, literature, music, and philosophy from Greece Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures.
FRE	101	1	Beg. French I	Fall 2014	0	0	1	For students with no French experience, or placement. This is an immersion course that teaches speaking, listening, reading, writing, and French body language through a creative combination of interactive materials that introduce students to French culture as well as language. This course uses French as the principal language of instruction in the classroom. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. It is open only to students with no prior experience and students who have been placed in FRE 101, or students who have permission of the instructor. (Offered every semester)
FRE	101	2	Beg. French I	Fall 2014	0	0	2	For students with no French experience, or placement. This is an immersion course that teaches speaking, listening, reading, writing, and French body language through a creative combination of interactive materials that introduce students to French culture as well as language. This course uses French as the principal language of instruction in the classroom. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. It is open only to students with no prior experience and students who have been placed in FRE 101, or students who have permission of the instructor. (Offered every semester)
FRE	102	1	Beg French II	Fall 2014	0	0	1	For students who had French I in 12th grade, or placement. This course is a continuation of FRE 101. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. This course uses French as the principal language of instruction in the classroom. First-year students are placed according to placement exam results. Prerequisite: FRE 101 or equivalent, or permission of the instructor. (Offered every semester)

FRE	120	1	Inter French I	Fall 2014	0	0	1	This course is for students who have successfully completed the elementary sequence or equivalent. Students work with the interactive dvd Jules et Jim to practice oral/aural skills as well as review fundamentals of French grammar. Jules et Jim also gives students a unique window on French culture including art, history, literature, and cinema. This course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. Prerequisite: FRE 105 or equivalent, or permission of the instructor. (Offered every semester)
FRE	130	1	Inter French II	Fall 2014	0	0	1	course offers qualified students the opportunity to reinforce all the fundamentals of the French language. FRE 130 is the fourth-semester French language and culture course at Hobart and William Smith Colleges. In this course, we study the French language within the context of French and Francophone (French-speaking countries other than France) culture and literature. The goal of French 130 is to continue the study of modern French and Francophone culture through an immersion in its language and its literature. Therefore, all classes will be conducted in French. Over the course of the semester, students will work to fine-tune their proficiency in the four fundamental language skills: speaking, listening, reading, and writing. Students will work in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. First-year students are placed according to placement exam results. This course uses French as the principal language of instruction in the classroom. Prerequisite: FRE 120 or placement, or permission of the instructor. (Offered every semester)
FRE	226	1	French in Review I:Parler et C	Fall 2014	0	0	1	For students who had FRE 130 in 12th grade, or placement. This course offers a complete grammar review while emphasizing aural and speaking skills to prepare students for advanced courses. All grammatical concepts are reviewed to form a firm foundation for all advanced French classes. First-year students are placed according to placement exam results. The course uses French as the principal language of instruction in the classroom, and includes mandatory recitations every week. Prerequisite: FRE 130, or placement, or the equivalent. (Offered every semester)
FRE	226	2	French in Review I:Parler et C	Fall 2014	0	0	2	For students who had FRE 130 in 12th grade, or placement. This course offers a complete grammar review while emphasizing aural and speaking skills to prepare students for advanced courses. All grammatical concepts are reviewed to form a firm foundation for all advanced French classes. First-year students are placed according to placement exam results. The course uses French as the principal language of instruction in the classroom, and includes mandatory recitations every week. Prerequisite: FRE 130, or placement, or the equivalent. (Offered every semester)

FRE	227	1	Fre in Rev II: Lire + Ecrire	Fall 2014	0	0	1	language course in which students learn nuances of French grammar and stylistics through reading and various writing exercises. This course emphasizes the skills of reading and writing. The course guides the students through cultural and literary texts of increasing difficulty and helps them develop strategies for reading texts in French. These strategies will lead to understanding of vocabulary through the use of lexical resources (dictionaries and web materials), understanding of grammatical syntax, and ability to identify writing strategies in written texts using stylistic analysis. First-year students are placed according to the placement exam results. Prerequisite: FRE 226, or placement, or permission of instructor. (Offered every semester)
FRE	230	1	Senegal an Orientation	Fall 2014	0	0	1	This course provides an introduction to the people, land, and culture of Senegal for qualified students interested in this country. It is required of all students going to the Sénégal program. It includes an introduction to Sénégalaise history, religion, economics, manners and customs, food, sports, geography, and society. Materials for the class include readings and visual documents. The course may include a field trip to "Little Senegal" in New York City. Prerequisite: FRE 227, or concurrently with FRE 227 (Koffi-Tessio, offered alternate falls)
FRE	241	1	Prises De Vue	Fall 2014	0	0	1	films and the media. Major trends examined include youth, education, immigration, women in society, and the political system. Students pursue a research topic of their choice and submit a portfolio at the end of the semester. The course includes a required film screening every Tuesday night. Students improve their language skills through readings, discussions, written weekly film reviews, and reflection papers and oral presentations on relevant topics. This course is highly recommended for students planning a term in France. This course is cross-listed with Media and Society. Prerequisites: FRE 227, or permission of the instructor, or concurrently with FRE 227. (Gallouet, offered annually)
FRE	252	1	Lit II: "que Sais-Je?"	Fall 2014	0	0	1	authors who have shaped French thought from the Renaissance to the present. The question `Que sais je?' is an epistemological question, that is, a question about knowledge. What we know, or think we know, shapes our vision of the world, and who we are. The subject determines the object of knowledge. We pay particular attention to the subject, the "je" of the question. We consider the subject's position before the unknown, and the other. Our journey, beginning with Montaigne's question about identity will lead naturally to analysis of contemporary Western attitude toward others. Prerequisite: Any two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Gallouët, offered regularly)

FSEM	5	1	Trust and Betrayal	Fall 2014	0	0	1	<p>Trust between people makes life worth living, and yet trusting others makes us vulnerable to betrayal. This seminar explores the nature of trust and betrayal, as well as related questions of power, morality, and knowledge: How do I know whom to trust? What makes someone trustworthy? How does prejudice influence whom we trust and distrust? By examining situations in which trust was betrayed by doctors who experimented on humans, corporations who manipulated science to make a profit, and business professionals whose conflicts-of-interest undermined the national economy, students will study the role of social institutions and personal morality. We will also study a variety of vexing questions that we find in our daily lives and in television and film... What is a trusting romantic relationship? Does it make sense to trust a vampire or a gangster? Am I trustworthy?</p> <p>Typical Readings: Baier, Moral Prejudices; Potter, How Can I Be Trusted?; Hobbes, Leviathan; Gambetta and Hamill, Streetwise: How Taxi Drivers Establish Their Customers' Trustworthiness; McGarity and Wagner, Bending Science: How Special</p>
FSEM	11	1	Stealing Art, Saving Art	Fall 2014	0	0	1	<p>what motivates people to collect art? what motivates people to steal art? what motivates rare individuals to fake art? In this FSEM, students look at the seamy underside and the high-minded public face of cultural property, and the art world, from NAZI looters to museum directors. Among the topics considered: the transition from the Indiana Jones era of archaeology to scientific excavation; Goering's art looting and contemporary art restitution processes' the role of art museums in the restoration, conservation, and exhibition of art; and the complicated business of art fraud and forgery.</p>
FSEM	20	1	You Are Here:Geneva 101	Fall 2014	0	0	1	<p>welcome to Geneva, N.Y., your place of residence for the next four years; the first four years of your adult life. This course sets up your Geneva home as a laboratory in which to seek to understand the complex interaction of forces that produce a "place." We will consider the richness of place from four different angles: demographics, natural environment, built environment, and human activity. Each approach will reveal something different, yet each will overlap with and influence the others. We will read a wide range of texts, walk streets and land, consider work and play, and talk to people who live in and look at Geneva. In the end, we will examine how we come to know and understand any location, while coming to know this place, Geneva, in a personal and profound way. This course is part of a Learning Community. Visit page 19 for more information.</p> <p>Typical readings: Lippard, The Lure of the Local: Senses of Place in a Multicentered Society; Brumberg, The Making of an Upstate Community: Geneva, New York; Morrow, Wolves and Hone; Smith, An Elegant but Salubrious Village; Grover, Make a Way Somehow: African American Life in a Northern Community, 1790-1965; Grover, Geneva's Changing Waterfront, 1789-1989; Le Faro-Fernandez, Jade Visions; Knight, Blue-Eyed Devil; Tall, From Where We Stand</p>

FSEM	20	2	You Are Here:Geneva 101	Fall 2014	0	0	2	<p>Welcome to Geneva, N.Y., your place of residence for the next four years; the first four years of your adult life. This course sets up your Geneva home as a laboratory in which to seek to understand the complex interaction of forces that produce a "place." We will consider the richness of place from four different angles: demographics, natural environment, built environment, and human activity. Each approach will reveal something different, yet each will overlap with and influence the others. We will read a wide range of texts, walk streets and land, consider work and play, and talk to people who live in and look at Geneva. In the end, we will examine how we come to know and understand any location, while coming to know this place, Geneva, in a personal and profound way. This course is part of a Learning Community. Visit page 19 for more information.</p> <p>Typical readings: Lippard, The Lure of the Local: Senses of Place in a Multicentered Society; Brumberg, The Making of an Upstate Community: Geneva, New York; Morrow, Wolves and Hone; Smith, An Elegant but Salubrious Village; Grover, Make a Way Somehow: African American Life in a Northern Community, 1790-1965; Grover, Geneva's Changing Waterfront, 1789-1989; Le Faro-Fernandez, Jade Visions; Knight, Blue-Eyed Devil; Tall, From Where We Stand</p>
FSEM	20	3	You Are Here:Geneva 101	Fall 2014	0	0	3	<p>Welcome to Geneva, N.Y., your place of residence for the next four years; the first four years of your adult life. This course sets up your Geneva home as a laboratory in which to seek to understand the complex interaction of forces that produce a "place." We will consider the richness of place from four different angles: demographics, natural environment, built environment, and human activity. Each approach will reveal something different, yet each will overlap with and influence the others. We will read a wide range of texts, walk streets and land, consider work and play, and talk to people who live in and look at Geneva. In the end, we will examine how we come to know and understand any location, while coming to know this place, Geneva, in a personal and profound way. This course is part of a Learning Community. Visit page 19 for more information.</p> <p>Typical readings: Lippard, The Lure of the Local: Senses of Place in a Multicentered Society; Brumberg, The Making of an Upstate Community: Geneva, New York; Morrow, Wolves and Hone; Smith, An Elegant but Salubrious Village; Grover, Make a Way Somehow: African American Life in a Northern Community, 1790-1965; Grover, Geneva's Changing Waterfront, 1789-1989; Le Faro-Fernandez, Jade Visions; Knight, Blue-Eyed Devil; Tall, From Where We Stand</p>

FSEM	21	1	Class Matters	Fall 2014	0	1	1	I will use the concept of class as the organizing framework of prison through which we will explore social structure, culture, social institutions, and social inequality. My intent is to ensure that from here on out, whenever you want to get to know a new place or a new set of people, you will ask: "What is the class structure here, and how has it changed in the last thirty years? How does class shape the culture and the social rules that govern behavior here? How does class affect people's everyday lives here- their friendships, their work, their family life? How does class shape what is possible for the future of this place? "
FSEM	24	1	The Avian Persuasion	Fall 2014	0	0	1	If you've ever wished you could fly, join the club. If you've ever wondered why you wished you could fly, take this course. Humans have always been drawn to birds. We'll ask why as we try to understand human relationships with birds from the perspectives of writers, musicians, scientists, and back yard bird-watchers, among other types of thinkers by getting in their shoes. In doing so, can we discover and develop individual relationships with birds that will enhance our connection to the natural world? Can such a heightened awareness change our ways of being, and help change the fate of a planet? Activities include: outdoor birding, scientific and literary readings, film viewings, field trips, a falconry presentation with live birds, guest speakers, critical and creative writing, discussion, individual field observation time, and personalized, species-specific final projects. Viewings come from films such as Winged Migration, March of the Penguins and The Life of Birds; book-based readings include excerpts from Song of the Dodo, Wesley the Owl, Sibley's Birding Basics, The Goshawk, Winter World, The Birde's Conservation Handbook, Mind of the Raven, and Providence of a Sparrow, as well as articles and literary works. The course will emphasize active synthesis of firsthand experience and outside/secondary sources. Each student will need a field guide to the birds of North America (Sibley or Peterson recommended) a field notebook, and
FSEM	39	1	Fem'ism- Funk:Cultu&Politi c 70s	Fall 2014	0	0	1	too, rising gas prices, an unpopular war, and the economic crisis all dominated headlines. Can we really learn lessons can we learn from past events? Is it possible that the origins of the present trouble lie thirty years in the past? drawing contextual readings by a range of historians, students examine writing and cultural objects to consider answers to these and other questions. Texts include novels, essays, political speeches, photographs, music, visual art, and film. Typical readings include Schulman, The Seventies: The Great Shift in American Culture, Society, and Politics; Frum, How We Got Here: the 70s and others. This course focusses intensively on essay writing, and students should expect to spend significant effort on improving their expository skills. (Melanie Conroy-Goldman)

FSEM	42	1	Face to Face Interrogating Race	Fall 2014	0	1	1	<p>South Africa. The basic premise is that through the lens of another culture and history, we can come to examine our own. 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.</p> <p>Typical Readings: Archival films and recordings of the speeches of Nelson Mandela and Martin Luther King Jr.; films and texts such as Desmond Tutu and John Hope Franklin, Journey to Peace; writings such as Coetzee, Disgrace; Higginbotham, Shades of Freedom; Hurston, Their Eyes Were Watching God; R. Jacobs, The Slave Book; H. Jacobs, Incidents in the Life of a Slave Girl; Magona, Mother to Mother; Morrison, The Bluest Eye; Rubel; The Coming Free; Thompson, A History of South Africa; selections from Bell Hooks, Gwendolyn Brooks and James Baldwin</p>
FSEM	49	1	Sacred earth: Native Amer Rel Ec	Fall 2014	0	1	1	<p>The course focuses on Native North American religious traditions and the natural environment. Students explore how religious symbols, notions of humanity and "the sacred" and ecological processes function as mutually interactive systems. Emphasizing the diversity of beliefs and practices within Native American communities, students consider the historical, environmental, political and legal issues that influence the ways that Native Americans practice their religious traditions.</p>
FSEM	57	1	Facets of Islam	Fall 2014	0	0	1	<p>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 victum 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)</p>
FSEM	58	1	Tales of the Village Idiot:	Fall 2014	0	0	1	<p>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.</p>

FSEM	65	1	Philos Through Lit, Drama & Fi	Fall 2014	0	0	1	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 will 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. Typical readings: Kafka, Metamorphosis; Philip K. Dick, Minority Report; Anouilh, Antigone; Brian Friel, Molly Sweeney; Tolstoy, The Death of Ivan Ilyitch; Sartre, No Exit; selections from Huxley, Brave New World. Short readings from philosophers will include Plato, Descartes, Berkeley, Hume, Mill, Kant, Sartre. Films will include: The Wachowski Brothers, The Matrix; Kurosawa, Rashomon; Nolan, Memento; Kubrick, 2001, A Space Odyssey; Allen, Crimes and Misdemeanors; Becket, Waiting for Godot; Linklater, Walking Life. (Oberbrunner)
FSEM	72	1	Rock Music & Amer.Masculinitie	Fall 2014	0	0	1	Levi's, Dylan, the Beatles, the Stones, Hendrix, Led Zeppelin, Bruce Springsteen. They were some of the central figures in the history of rock music in America and England from the 1950's to the 1980's. But what kind of men were they? This seminar offers an interdisciplinary look at the lives of these men of rock through the lens of men's studies: i.e., through the history and theory of men's identity and experience. In their study of the biographies of the men who made the soundtrack of mid-20th century Anglo-American popular culture, students will develop an appreciation for the role of gender, race, class, sexuality, and nation in shaping men's lives. (Caparo)
FSEM	78	1	Consuming the World	Fall 2014	1	0	1	we do all of this without considering the life cycle of these "things." Think about all the t-shirts you own. Do you know what materials make up your t-shirts? Moreover, do you know what was required to get these t-shirts to you in the first place? While these questions may seem to have simple answers, the reality is that each of the "things" we consume has a complex secret life of its own, one worthy of further consideration. This course will explore the complex relationship between sustainability and consumption, paying specific attention to the myriad ways in which individual consumption practices shape global outcomes.
FSEM	78	2	Consuming the World	Fall 2014	1	0	1	we do all of this without considering the life cycle of these "things." Think about all the t-shirts you own. Do you know what materials make up your t-shirts? Moreover, do you know what was required to get these t-shirts to you in the first place? While these questions may seem to have simple answers, the reality is that each of the "things" we consume has a complex secret life of its own, one worthy of further consideration. This course will explore the complex relationship between sustainability and consumption, paying specific attention to the myriad ways in which individual consumption practices shape global outcomes.

FSEM	78	3	Consuming the World	Fall 2014	1	0	1	we are all consumers. We buy things. We use things up. We throw things away. Often we do all of this without considering the life cycle of these "things." Think about all the t-shirts you own. Do you know what materials make up your t-shirts? Moreover, do you know what was required to get these t-shirts to you in the first place? While these questions may seem to have simple answers, the reality is that each of the "things" we consume has a complex secret life of its own, one worthy of further consideration. This course will explore the complex relationship between sustainability and consumption, paying specific attention to the myriad ways in which individual consumption practices shape global outcomes.
FSEM	78	4	Consuming the World	Fall 2014	1	0	1	we are all consumers. We buy things. We use things up. We throw things away. Often we do all of this without considering the life cycle of these "things." Think about all the t-shirts you own. Do you know what materials make up your t-shirts? Moreover, do you know what was required to get these t-shirts to you in the first place? While these questions may seem to have simple answers, the reality is that each of the "things" we consume has a complex secret life of its own, one worthy of further consideration. This course will explore the complex relationship between sustainability and consumption, paying specific attention to the myriad ways in which individual consumption practices shape global outcomes.
FSEM	82	1	Artists Making Art: Craft Traditions	Fall 2014	0	0	1	What does an artist (or artisan) mean when they use the term "craft"? One way to answer this question is to say that craft represents the "method" or "technique" for creating an art object. This object of creation may be a tangible artifact with a physical form such as a piece of red figure pottery from classical Greece or a quilt stitched by a woman in the Gee's Bend Collective. Some artists, however, that use the term craft to describe their work created art from less tangible material such as a jazz improvisation or a performance art piece. This course examines the historical and artistic tradition(s) of craft through the writing, performances, conversations, and other stuff that artists use to do and understand their work. We also discuss how craft has been taught in workshops, commodified in the marketplace, and defined in relation to modernity, and more recently, in digital space. Along with highlighting the technical and pedagogical features of craft, the course investigates the ways that craft embodies knowledge through the process of art making.
FSEM	83	1	Monsters in America	Fall 2014	0	0	1	From the Witches of Salem, to the Alien Invaders of Area 51, to the Vampires of Sunnydale, and the Walking Dead of Atlanta, Americans throughout their history have embodied their deepest cultural and social fears as horrifying, other-worldly creatures. Gender theorist Judith Halberstam argues that monsters are "meaning machines," metaphors through which a community defines itself. In other words, what we fear can tell us much about who we are. This class examines American history by exploring the dominant monster myths of the past four centuries, using the idea of the horrific as unique window into America's past.

FSEM	84	1	The Hand Made Tale	Fall 2014	0	0	1	<p>of the world around them. The students will be designing/making/building/coding/researching a variety of objects while reading about the context from which these objects arise. The objects created will include airplanes, mobile robots, solar ovens, novel board games, geometric constructions, paper arts, and clocks. These creations will be demonstrated in various public venues for the campus community to enjoy.</p> <p>These projects are supported by a variety of readings and writing intensive assignments tot deepen an understanding of the history and significance of hand-made items which spring from the creativity of the mind. Students will each pursue an individual reading and writing project matching the overall theme of the course</p>
FSEM	86	1	Making of the Samurai	Fall 2014	0	0	1	<p>samurai and bushido that we have today. However, much of what we associate today with these terms originated only a few centuries ago. In this course, we will explore the history, image, and the concept of the samurai and bushido in the Japanese past and present. Students will learn when the warriorsemerged as significant actors in Japanese society, and how their roles and the perceptions of their roles evolved. We will focus especiallyon how the warriorsadapted to the relative peace of the Tokugawa period (1600-1868) and how the image created as a result was further amplified and manipulated by ideologues under the great Japanese Empire (1868-1945), especially during the Asia-Pacific War. The fall of the Japanese Empire in 1945 did not occasion the demise of the ideal of bushido as attested by works of such authors as Mishima Yukio and continuing popularity of samurai films in Japan. (Lisa Yoshikawa)</p>
FSEM	94	1	The History of Everything	Fall 2014	0	1	1	<p>Did you know that it was not until 300,000 years after the "big bang" that light occurred, or that in the year 2000, the tenth largest economic entity in the world was Microsoft (Australia was thirteenth, to put things in prospective)? David Christian's Maps of Time is an example of a recent form of historiography called "big history," because it attempts to locate human beings from the perspective of much larger contexts than the traditional historical periods. Christian's book begins nanoseconds after the 'big bang,' describes the development of the universe, the formation of our planet, the origins and evolution of life, including human life, and continues to trace human history through the origins of agriculture, the development of cities, states, and civilizations, the development of world religions, etc., up to globalization and the modern world, and then it peeks into future. What this course will do is to give us the opportunity to orient and seek to understand ourselves in relation to a variety of contexts from the cosmic to the global to the national and the local, contexts which, as Christian's book shows us, no matter how vast, or distant, or alien they may seem, create the patterns that play an intimate role in shaping our lives.</p>

FSEM	94	2	The History of Everything	Fall 2014	0	0	2	Did you know that it was not until 300,000 years after the "big bang" that light occurred, or that in the year 2000, the tenth largest economic entity in the world was Microsoft (Australia was thirteenth, to put things in prospective)? David Christian's Maps of Time is an example of a recent form of historiography called "big history," because it attempts to locate human beings from the perspective of much larger contexts than the traditional historical periods. Christian's book begins nanoseconds after the 'big bang,' describes the development of the universe, the formation of our planet, the origins and evolution of life, including human life, and continues to trace human history through the origins of agriculture, the development of cities, states, and civilizations, the development of world religions, etc., up to globalization and the modern world, and then it peeks into future. What this course will do is to give us the opportunity to orient and seek to understand ourselves in relation to a variety of contexts from the cosmic to the global to the national and the local, contexts which, as Christian's book shows us, no matter how vast, or distant, or alien they may seem, create the patterns that play an intimate role in shaping our lives.
FSEM	97	1	Going Home	Fall 2014	0	0	1	What does it mean for us to go home? As we change our ideas of home change, and so too do the circumstances from which we return. By Thanksgiving break, every first year student will face directly the question of "home." Half of HWS will students face it after studying abroad. And in a time of multiple wars, it is a question that the current generation will wrestle with for the rest of its lives. We will start our exploration with the classic tale of return, The Odyssey. We will follow Homer with "re-takes" on the Odyssey by Nikos Kazantzakis (in The Odyssey: a Modern Sequel), Derek Walcott (in Omeros), and a "retelling" of the Odyssey from Penelope's perspective in The Penelopiad. The course will end with a policy discussion regarding Veterans in the USA based on Jonathan Shay's Odysseus In America, a psychoanalytic exploration of what it meant for Vietnam Veterans to return home after the war.
FSEM	102	1	Thinking and Creating	Fall 2014	0	0	1	This is a seminar about intelligence, creativity, and all the students in the class - how you think and create. While we study the theory of multiple intelligences, intelligence testing, theories of creativity, and learning in the arts, the course will explore each student's thinking patterns, problem-solving styles, and innate capacity for creativity. This seminar was first taught in 1993 and has evolved over time, influenced by each class of first-year students. This year the seminar is designed to focus on thinking and creating in relation to American education, both higher education and K-12. Classroom experiences will be directed toward the development of non-conformist thinking and acceptance of self and others. Selected readings include Gould's Mismeasure of Man, Gardner's Intelligence Reframed, Kohl's "I won't learn from you" And Other Thoughts on Creative Maladjustment, and Stephen King's On Writing.

FSEM	110	1	Educ, Justice & Happiness	Fall 2014	0	1	1	Socrates, for "corrupting the youth," Plato devoted one of the greatest books ever written to the question of how people can live in a way that leads to social justice and personal happiness. His concerns inspired him to investigate many topics that remain important today: education, the equality of the sexes, democracy and tyranny, psychological health, class divisions, censorship and the nature of art, and the nature of knowledge and reality. Plato's Republic remains one of the most interesting works about education, justice, and happiness. In this seminar, we read the Republic, cover to cover, along with modern works, and discuss the parallels between these important topics as they arose in ancient Athens and as they arise in the 21st century and in our own experience.
FSEM	110	2	Educ, Justice & Happiness	Fall 2014	0	1	2	Socrates, for "corrupting the youth," Plato devoted one of the greatest books ever written to the question of how people can live in a way that leads to social justice and personal happiness. His concerns inspired him to investigate many topics that remain important today: education, the equality of the sexes, democracy and tyranny, psychological health, class divisions, censorship and the nature of art, and the nature of knowledge and reality. Plato's Republic remains one of the most interesting works about education, justice, and happiness. In this seminar, we read the Republic, cover to cover, along with modern works, and discuss the parallels between these important topics as they arose in ancient Athens and as they arise in the 21st century and in our own experience.

FSEM	111	1	Paris, Je T'Aime	Fall 2014	0	0	1	<p>This course will examine contemporary French life in the light of American points of view about France today. We will study Paris as the perceived historical and cultural "center" of the French world. French life will be studied through its multiple productions, (the life of the city, cinema, literature and cuisine). We will pay particular attention on how Americans have related to the city and its culture, and by extension to French culture, by examining the experience of American expatriated in France, and how their representations may construct stereotypes of the "city of lights" and of France. This course is taught as a learning community with French 130.</p> <p>Readings and other materials:</p> <p>BOOKS:</p> <p>Cultural experience:</p> <p>Jean-Benoit Nadeau, "Sixty Million Frenchmen Can't be Wrong: Why We Love France but Not the French", Sourcebooks, 2003. (ISBN-13: 978-1402200458)</p> <p>Chils, Julia with Alex Prud'homme. "My life in France". Alfred A Knopf, 2006 (ASIN: B002FNELSM).</p> <p>Gopnik, Adam. "Paris to the Moon". Random House Trade Paperbacks, 2001 (978-0375758232)</p> <p>Lebovitz, David. "The Sweet Life in Paris: Delicious Adventures in the World's Most Glorious - and Perplexing - City". Broadway, 2011 (ISBN-13: 978-0767928892)</p> <p>Literary texts:</p> <p>Gopnik, Adam. "Americans in Paris: A Literary Anthology". Library of America, 2004. (ISBN-13: 978-1931082563)</p> <p>Hemingway, Ernest. "A Moveable Feats". Scribner, 1996 (ISBN-13: 978-0684824994)</p> <p>Various essays, some from:</p> <p>DeJean, Joan. "The Essence of Style: How the French Invented High Fashion, Fine Food, Chic Cafes, Style, Sophistication, and Glamour". Free Press, 2005 (ISBN-13: 9780743264136)</p> <p>Sedaris, David. "Me Take Pretty One Day". Back Bay Books, 2001 (ISBN-13: 978-0316776967)</p>
------	-----	---	------------------	-----------	---	---	---	---

FSEM	119	1	Under the Spell	Fall 2014	0	0	1	<p>of inspiration for some of the world's greatest artistic and technological achievements. After listening to the "call of the wild" in primitive as well as modern societies like our own, we 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, its medicines and its emotional dispositions. Your entry into this world begins with a dip into Seneca Lake, followed by several other sensory adventures, including a trip to the Farm Sanctuary and the Watkins Glen Gorge. Each event will be accompanied by a writing assignment. The course will prepare you to research and write a scientific paper, an historical paper, a letter of correspondence, a piece of fiction, and poetry. In addition, you will be engaged in drawing the natural world around you, in caring for a plant, and in theatrically enacting a scene of biomimicry.</p> <p>Typical Readings: Works by Michael Pollan, David Malouf, R. Neilhardt, Steven Buhner, David Abram, Henry David Thoreau, Ursula Goodenough</p>
FSEM	121	1	Olympics:Pple,Places,Pas&Power	Fall 2014	0	0	1	<p>The summer and winter Olympiads are fascinating examples of athleticism and teamwork made successful by individuals from every corner of the globe. So, what appeals to you about the Olympics? Is it the athletes? marketing? culture and rituals/ history? politics? architecture? science?/ economics? sustainability? volunteerism? This seminar will examine what it takes to make each Olympiad a success and take a deeper look at the many disciplines and fields behind the Olympic games.</p>
FSEM	126	1	The Accidental Scientist	Fall 2014	0	0	1	<p>simple, enduring curiosities. These are tools we are born with. Or are we? We begin with the willingness to ask questions, big and small, about the nature of Life and this thing we call Experience. Why Accidental Scientist? Because we do not set out to read a textbook on Sociology, Biology or Etymology; but still we want to know: the evolution of a kiss;</p>
FSEM	128	1	Hidden Country	Fall 2014	0	0	1	<p>Country music is often regarded as a sort of backwater of American popular culture: musically old-fashioned, lyrically unsophisticated, and deeply conservative socially and politically. Such stereotypes have grains of truth to them, but they also obscure deeper meanings of the music which are far more nuanced, culturally interesting and socially important than most critics recognize. This course will explore those deeper meanings, the "hidden" side of country music. It takes country music seriously as both art and social commentary, and uses it as a starting point to explore such fundamental issues in American society as race, class, gender, urbanization and cultural change. Country is not seen as the expression of a single group, but as a complex lens through which various groups (urban and rural, rich and poor, white and black, liberal and conservative, North and South, etc.) see each other. The course is appropriate for both those who love and hate the music, and will emphasize historical and lesser-known forms of country, not just recent hits. As part of the course, students will be expected to attend special movie nights (outside of regular class time) approximately every other week throughout the semester.</p>

FSEM	140	1	Law&Order in Ancient Athens	Fall 2014	0	0	1	<p>What did the law protect? How did the Athenians administer justice? How did the courts operate and what were the penalties? In this course we will read court speeches from ancient Athens and examine the ways in which rhetoric and law converged, and justice was administered. We will study how the Athenians defined, developed, and exercised law within their own cultural beliefs and how the Athenian legal system compares to modern western law including its differences, similarities and unifying principles. Law as an idea, then, is as central to this course as the practices and procedures of the ancient Athenian court system.</p>
FSEM	144	1	Parched :Past,PresFuturofWater	Fall 2014	1	0	1	<p>Water is a necessity of life. It is nature's ultimate paradox: the softest natural 'element' in both classical and eastern thought and yet one capable of overcoming all the others. Water is an agent of purification, healing, nourishment, and mechanical power. It is also an agent of destruction and devastation. Water is the most plentiful natural resource on Earth and yet a resource that increasingly proves unobtainable when humans seek and need it most. In the midst of global climate change, environmental crises for water resources and the political debates over water, we have come to the realization of our complete dependence on water.</p> <p>Students will examine and draw conclusions about the nature of humankind's encounter with water using maps, biographies, autobiographies, poems, movies, novels, and scholarly articles. Through lectures, class discussion, debates, short essays, blogging, and research papers, this course will provide students with the tools to explore how the environment naturally produces safe, clean drinking water; how humans obtain and use these water resources; water quality and water pollution; water treatment processes;</p>
FSEM	145	1	Einstein, Relativity and Time	Fall 2014	0	0	1	<p>Einstein's theory of relativity is one of the triumphs of human thought, changing our understanding of our universe. The implications of relativity, which arose from a simple consideration of light, reached far and wide, from understanding the origins of the universe, to re-thinking philosophical issues, to influences across the arts. In this course, we will explore relativity, its concepts and its mathematics. This will lead us into related areas from exotica like black holes and time travel, to a better understanding of light in science and the arts, and to the social and historical context from which relativity emerged.</p>
FSEM	149	1	Mapping Culture	Fall 2014	0	0	1	<p>with a nightmarish 25th -century dystopian civilization? What can these fictional spaces teach us about culture and what happens when cultures collide? We will consider these and other questions as we read and map the spaces found in landmark works of Western fiction. After a general discussion of culture as a fluid web of interpretations, we will read seminal texts and create digital maps of these fictional worlds in order to examine the relationships between cultural manifestations and ideals and their representations in fiction. Finally, we will assume a fictional persona and "travel" to one of these worlds to document our impressions, experiences, and confusions in travelogues that trace the process of cross-cultural encounters and identity formation.</p>

FSEM	152	1	School Wars	Fall 2014	0	0	1	<p>Why are people willing to march, protest and risk their lives and livelihood for schools they can believe in? There is no public institution that inspires, enrages and connects to American ideals about "public good" more than schools. But what is "good"? In this seminar we ask, what's worth fighting for in school... and why? We will interrogate the conflicts that rage over what the purpose of schools should be and who should decide.</p> <p>Public protests,creative peoples' movements and even military intervention have been waged with the aim of directing the destiny of public education. Through discussions, formal debates,group projects,lectures,films and readings we will trace dynamic interests that vie to influence schools and direct education policy. We will pay particular attention to the voices and ideas of educators, policy makers, grassroots leaders and community activists over the past fifty years.</p> <p>This seminar will help students identify, contextualize and articulate the multiple dimensions of major policy debates in American education. Students will learn how to approach topics such as charter schools, standardized testing and school choice as critical consumers of information and consider various political, cultural and historical</p>
FSEM	157	1	Madness in Hist, Culture & Sci	Fall 2014	0	0	1	<p>Mad geniuses, crazy athletes, weird artists, political and religious fanatics, horror films, ghost stories, the confessions of loners, losers, and outcasts-all have to do with the distinction between that which is strange and that which is familiar, those who are similar to us and those who are different, those who are normal and those who are abnormal-in short, those who are "crazy" and those who are "sane." In this seminar, our aim will be to come to terms with what this curious and mercurial thing called "madness" is , as well as what it means-ethically and politically--to decide that someone is mad and someone else is not. Among other things,we will look at 1) how the definitions of madness and sanity have changed radically over the course of recorded history;2)how these definitions often overlap with broader social and cultural definitions of normalcy, morality, health, fitness,and criminality, 3)how the discourse of madness often intersects with social and cultural attitudes towards gender, race, class, ethnicity, and sexuality. By reading texts from numerous disciplines (psychology, philosophy, medicine, science, history, fiction, drama,anthropology,sociology)as well as viewing a number of films and conducting our own preliminary research, we will explore varying definitions of "madness" from a broad cultural and historical perspective, paying particular attention not only to the ways in which madness has been defined, but how different cultures and societies at different</p>
FSEM	162	1	Narratives on Disability	Fall 2014	0	0	1	<p>This course will introduce students to the lives of individuals with disabilities through personal narratives, written by individuals with disabilities as well as by family members. While the main readings for the course will be these personal accounts (mainly books), we will also consider the issues about disability in society raised in the books through supplemental readings. Issues to be examined include educational opportunity and inclusion, social participation and challenges, and family perspectives and issues.</p>

FSEM	173	1	Exper of Place:Wrting the City	Fall 2014	0	0	1	<p>This first year seminar will explore the experience of place, specifically living in cities, both large and small. Students will read texts from the nineteenth century reflecting the changes in everyday life that accompanied rapid urbanization (London and Paris), as well as twentieth-century texts reacting to the technological and social change that affected the city's fabric. Students will also become acquainted with the small city of Geneva, New York, its history and demographics, through readings and a community-engaged project. Writing will take different forms: analyses of literary and visual texts, creative nonfiction (writing about place), and informal reflection on readings and community engagement.</p>
FSEM	181	1	How Things Work!	Fall 2014	0	0	1	<p>This seminar is a dynamic, project based exploration of how things work. At the start of the class we will collectively draft a list of the things that we are most curious to learn how they operate. No Limits: Lasers, Smart Phones, Stars, Black Holes, the Internet, the Hubble Space Telescope, 3-D movies, trebuchets, solar power, wind turbines, etc.</p> <p>Whatever system we can explore with the Scientific Method and some ingenuity is fair game. Where possible we will build models to test our ideas. (sorry no Black Holes in the lab.) Curiosity, critical thinking and the desire to explore are essential. Math and Science skills are always a plus.</p>
FSEM	192	1	Fracking?	Fall 2014	0	1	1	<p>gas from carbon rich shales. Fracking uses injections of high pressure water mixed with sand and small quantities of various chemicals to enlarge or create fracture systems in otherwise "tight" shales. These fracture systems serve as pathways for the extraction of natural gas that is otherwise trapped within the shale. Fracking and shale gas development raise many contentious issues that are being debated locally and nationally. The Colleges sit along the northern margin of one of the most important areas for potential shale gas development-- the "Marcellus Shale play" as it is known in the petroleum industry. Among the arguments advanced by proponents of Marcellus shale gas development are that it can provide domestic energy security, that it is more climate friendly than oil or coal, and that its development will aid economic development. Opponents counter that it may threaten both the quantity and quality of surface and subsurface waters, that shale gas development will delay adoption of renewable energy and that the industrialization of the landscape associated with shale gas development will threaten more sustainable economic activities like tourism and agriculture. Who is right? In this seminar we will try to reach some carefully researched and considered conclusions of our own. Readings and field trips will introduce you to the geology of the Marcellus Shale and its use as a source for natural gas. Other readings and class discussions will define some of the most important questions (e. g. " What are the risks to groundwater from fracking? " "Is shale gas development part of the solution or the problem of climate change?") . You will them be asked to research one of these questions in detail, preparing a balanced white paper that sets out the relevant positions and a separate-op-ed piece advocating for what you see as the correct answer.</p> <p>Please note: This course has a mandatory weekend field trip early in the semester. If you</p>

FSEM	194	1	JPN:Ghosts,Demons&Monsters	Fall 2014	0	0	1	<p>Godzilla. Pokemon. Films like "Spirited Away" or "The Ring." The ninja magic of Naruto. The shape-shifting demons of Inu Yasha. These are all examples of the Japanese supernatural, re-packaged for world consumption.</p> <p>But what does the American consumer miss out on when enjoying these Japanese tales? Why is occult lore such an important part of the expressive culture of Japan? What is the historical or religious basis of the "soft Power" of "Cool Japan"? What do we learn about Japan-and about ourselves-when we shiver to a well-told Japanese ghost story?</p>
GEO	144	1	Astrobiology	Fall 2014	0	0	1	<p>brings together perspectives from astronomy, planetary science, geoscience, paleontology, biology and chemistry to examine the origin of life on Earth and the possibility of life elsewhere in the Universe. This course is designed to help students understand the nature and process of science through the lens of astrobiology. We will explore questions such as : What is life? How did I arise on Earth? Where else in the Universe might life be found? How do we know about the early history of life on Earth? And how do we search for life elsewhere? We will evaluate current theories on how life began and evolved on Earth and how the presence of life changed the Earth. We will review current understanding on the range of habitable planets in our solar system and around other stars. And we will discuss what life might look like on these other planets and what techniques we could use to detect it. This course is designed to fulfill a student's goal of experiencing scientific inquiry and understanding the nature of scientific knowledge. It does not count toward the major in Geoscience or Physics. (Arens, Hebb, Kendrick, offered annually)</p>
GEO	220	1	Geomorphology	Fall 2014	0	1	1	<p>biosphere, hydrosphere, and atmosphere. Geomorphology is the study of how these "spheres" interact and form the landscape we see around us. Through both descriptive and quantitative analysis, we will assess the scales and rates at which surface processes occur. Exploring the connection between modern processes and modern deposits is essential to deciphering the geologic record. We will explore the link between process, landform and deposit. We will evaluate fluvial, glacial, slope, eolian, weathering, and karst processes and the landforms that they produce and the deposits that are left behind. An understanding of surficial processes is critical to understanding the interaction of humans and their environment. Note: weekend field trips are required. (Curtin, Fall, offered alternate years)</p>
GEO	230	1	Earth History	Fall 2014	0	0	1	<p>This course develops the methods by which the Earth's history is deciphered. It looks at tectonics, sedimentary rocks and their structures, fossils and the fossil record, organic evolution, climate evolution, and various ways of delineating geologic time, using careful analysis of key moments from Earth's past. Laboratory work is centered on analysis of maps, structures, facies, and stratigraphy. Students will read and write extensively in the primary scientific literature. Mandatory weekend field trips are required. Prerequisite: GEO 184 or permission of the instructor. (Arens, Fall, offered annually)</p>

GEO	255	1	Global Climates	Fall 2014	0	1	1	The climate of a particular region is defined by annual and seasonal temperature and precipitation variations. This course examines the physical characteristics, processes and controlling mechanisms of Earth's climate system and the patterns of its change across both space and time. Fundamentals of Earth's atmospheric composition, heat budget, circulation, clouds, and precipitation will be covered with a focus on global climate and regional climates. Prerequisite: GEO 182. (Laird, Fall, offered annually)
GEO	340	1	Petrology	Fall 2014	0	0	1	subject encompasses all classes of rocks, this course focuses principally on igneous and metamorphic rocks. Topics include the mineralogical and chemical makeup of the common rock types, crystal growth, and equilibrium in magmatic and metamorphic environments, the application of experimental studies to the interpretation of igneous and metamorphic rocks, and the origin of magmas. Laboratory work emphasizes the systematic description of rocks in hand specimen and thin section, and the interpretation of origin from mineralogy and texture. Laboratory and one extended field trip are required. Prerequisite: GEO 240. CHEM 280 is also recommended. (McKinney, Fall, offered alternate years)
GEO	365	1	Environmental Meteorology	Fall 2014	0	1	1	atmosphere since it directly impacts humans, animals, plants and the Earth's surface. Additionally, it is within this portion of the atmosphere where pollutants are typically introduced to the air and directly influence air quality through their transport and dispersion. In this course, we will examine the relationships and controls on the transfer of properties (mass, energy, and moisture) between the Earth's surface and the overlying atmosphere, and within the atmospheric boundary layer itself. We will examine the sources, sinks, and transport of atmospheric pollutants under a variety of atmospheric conditions. To achieve these goals, we will use current, relevant data sets and conduct analyses to examine properties of the atmospheric boundary layer and pollutant transport. Prerequisites: GEO 215, GEO 255 or GEO 260. (Laird, Fall, offered alternative years)
GERM	101	1	Beg. German I	Fall 2014	0	0	1	German instruction endeavors to foster inter-cultural competence by infusing historical knowledge, cultural artifacts, and social structures into the very first lesson. Kontakte, the instructional materials for both German 101 and 102, is a communicative-based text that offers many opportunities for intercultural investigation. Instruction is designed to improve all skill areas of language acquisition through level-appropriate reading, writing, listening, and oral assignments. (Offered annually)
GERM	201	1	Inter. German I	Fall 2014	0	0	1	Instruction at the 200-level continues along the same lines as that on the 100-level in that functional linguistic and cultural abilities are the goals of the course. The text used in GERM 201 is Stationen and will take students on a tour of key locations in German-speaking Europe to introduce them to the broad cultural offerings of these diverse regions. (Offered annually)

GRE	101	1	Elementary Ancient Greek	Fall 2014	0	0	1	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)
GRE	223	1	Homer	Fall 2014	0	0	1	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)
GRE	301	1	Adv Readings I	Fall 2014	0	0	1	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)
HIST	101	1	Foundations of European Societ	Fall 2014	0	0	1	With the decline of the Roman Empire, Europe's cultural heritage faced unprecedented opportunities as well as challenges. The "Dark Ages" were a time of recovery and synthesis, with Germanic and Pagan customs mixing with Roman and Christian culture to form a unique blend of religion, family life, politics, and economy. Through literature and art, this course discusses the origins of the Western ascetic spirit and the beginning of romantic love and the cult of chivalry. Through visual sources, it explores the construction and defense of castles and manors, and traces the embryonic development of agriculture and technology. (Flynn, offered alternate years)
HIST	107	1	Trekking through Asia	Fall 2014	0	0	1	Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and tow of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of

HIST	107	2	Trekking through Asia	Fall 2014	0	0	2	<p>Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and two of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world.</p> <p>This course traces the historical emergence of the contemporary world food system.</p>
HIST	151	1	Food Systems in History	Fall 2014	0	1	1	<p>Students briefly examine the transition from hunter-gathering to Neolithic village agriculture, the differentiation between steppe agriculture and steppe nomadism in ancient Eurasia and the medieval agricultural systems of East Europe and Asia. In the second half, students examine the development of the present-day global food system since 1500. An important course goal is to understand the meaning of changes in the food systems for individual lives. (McNally, Offered alternate years)</p>
HIST	205	1	Modern Mexican History	Fall 2014	0	0	1	<p>of the modern Mexican state, from 1810 to the present. Mexico emerged as a nation-state as part of a larger, transnational process of democratic-nationalist revolutions, steeped in the languages and ideologies of nationalism, liberalism, and democracy. In applying these new models of society, however, elite state-builders continued to bar large sectors of the population from access to social citizenship based on ethnic, class, and gender exclusionary criteria. This contradiction has continued to haunt Mexico throughout history. This course is a historical examination of how social citizenship and "Mexicanness" have been understood and disputed across racial, class, gender, and regional lines, beginning with the nation's foundational contradiction. (Ristow, offered annually)</p>

HIST	226	1	Latin America: Colonial Period	Fall 2014	0	0	1	contact societies in the Americas and Europe, to the American independence movements of the nineteenth-century. Chronologically, this course will focus on five periods: pre-Columbian societies in the Americas and Europe; the violent conquest of the "New World" by Spanish conquistadores; the immediate aftermath of conquest and the consolidation of Spanish authority (c. 1530-1600); the establishment of stability and Spanish colonial rule (c. 1600-1800); and the fall of the Spanish Empire (c. 1730s-1810). The two key geographical areas of examination will be Central Mexico, and the Central Andes. Conceptually, this course will focus on the interrelated concepts of conquest and colonialism, paying close attention to the delicate balance of coercion and persuasion in the construction of the Spanish colonial regime. (Ristow, offered annually)
HIST	227	1	African-American History I	Fall 2014	0	0	1	This course traces the history of Africans and their descendants in America from the 17th century through the Civil War. Topics include the slave trade from Africa to the English colonies in North America; establishment of the slave system and slave laws in the 17th century; the evolution of slavery and slave culture in the 18th century; transformations in African American life during the Revolutionary age; the experience of free blacks in the North and South; black society in the Old South; black abolitionism; the Civil War; and Emancipation. (Harris, offered annually)
HIST	229	1	Public History:	Fall 2014	0	0	1	21st centuries. Public history blends academic research and a wide variety of production skills to engage popular audiences in discovering history; museum exhibits, television networks such as The History Channel, and national historical sites are examples of public history. We will develop critical thinking skills by visiting exhibits; viewing documentaries; reading historic markers, brochures, and popular books; and evaluating the content of public history websites. The course will explore the wide range of public history career options and examine the required skills. We will be creating public history products throughout the course. Prerequisites: No first year students; at least one 100 level History course. (John Marks, course offered Fall)
HIST	233	1	History Amer Thought to 1865	Fall 2014	0	0	1	This course traces the development of major ideas in a broad array of fields, including politics, religion, psychology, and history, through the Civil War era. While it focuses chiefly on formal thought, it also pays attention to trends in popular culture and to the social context. It relies heavily on primary source readings, a number of which are literary in character. Some questions examined involve the relationship between intellectual and social change, the distinctiveness of American thought, and the role of an intellectual elite in a democratic society. (Crow)
HIST	235	1	Civil War & Reconstruction	Fall 2014	0	0	1	In America's mid-nineteenth century, rising tensions over slavery's expansion, diverging ideas about federalism, and polarizing sectional identities erupted into violence, leading to four years of protracted, brutal war. The outcome was nothing less than revolutionary: the nation's political structures, economic systems, and social hierarchies were transformed. Paying careful attention to Americans' lived experiences, in this course we will seek to understand how and why the Civil War began, what changes it wrought, whether or not its fundamental conflicts were solved by Reconstruction, and finally, why it continues to have such a profound impact on America's vision of itself even today. (Free)

HIST	238	1	World Wars in Global Perspecti	Fall 2014	0	0	1	The American century, the formation of Communist states, genocides, including the Armenian massacres and the destruction of European Jewry; the ongoing crisis in the Middle East; and the relative decline of Europe and decolonization were all closely linked to the two world wars. This course explores these two cataclysmic wars; their origins, conduct, and consequences. In addition to such traditional approaches as military, political, and diplomatic history, students use literary, artistic, and cinematic representations to view these wars through personal experiences. (Linton, Fall)
HIST	240	1	Immigration&Ethn icity in Amer	Fall 2014	0	0	1	What is an American? This course examines this question by analyzing the sources of mass immigration to the United States, the encounters among various immigrant groups and natives, and the changing conceptions of ethnicity. The course covers the period from the 1840s to the present. It starts with the Irish and Germans who emigrated in the early 19th century, then consider the Russian Jews, Italians, and others who began arriving in the 1890s, and then investigates the post-1965 emigration from Asia, the Americas, and India that is remaking the country today. Reference is also made to the internal migrations of African-Americans. (Hood, offered alternate years)
HIST	283	1	South Africa in Trans.	Fall 2014	0	1	1	After a long period of colonialist domination, exploitation, racial humiliation, and destructive wars, southern Africa is emerging as a land of renewed hope for peace, stability and prosperity. This transition is explored in this course from the late 19th century to the rise of Nelson Mandela. By placing greater emphasis on South Africa, the course investigates such themes as the rise and demise of apartheid, wars of national liberation, economic development, demographic and environmental concerns, and democratization and the construction of pluralist societies. (not currently offered)
HIST	308	1	The Historian's Craft	Fall 2014	0	0	1	This course will introduce the methods and theories that have been particularly influential in shaping the work and profession of historians in the last several decades. Attention will be given to a broad range of approaches, with the goal of understanding the arguments, assumptions, and perspectives that mold our sense of the past. (Kadane)
HIST	311	1	20th Century America	Fall 2014	0	0	1	This course is a continuation of HIST 310. World War I and its aftermath, economic and social changes in the 1920s, interaction between politics and urbanization, the Depression, Franklin D. Roosevelt, and the New Deal are among the topics to be covered. (Hood, offered alternate years)
HIST	313	1	Darwinian Revolution	Fall 2014	0	0	1	This course first examines the life and work of Charles Darwin focusing on the genesis of his theory of evolution and then explores the ramifications of the Darwinian revolution both for the natural and human sciences and for broader religious, cultural, and political life. The course investigates what the Darwinian revolution tells about scientific revolutions and about the use and abuse of science in the modern world. The emphasis will be on Darwinian revolution in Europe, but attention will be paid to Darwin's fate in the Americas and Asia. (Linton, offered alternate years)
HIST	332	1	Slavery in Africa	Fall 2014	0	0	1	Between 1525 and 1875, more than 12.5 million Africans departed the continent as part of the trans-Atlantic slave trade. How did this massive forced migration change the continent? Why did some African rulers participate in the slave trade? How did the trans-Atlantic slave trade change the institution of slavery in Africa itself? Did the trans-Atlantic slave trade contribute to later forms of political instability in Africa? In this class, we will trace the political, social, economic, and cultural impact to the rise and fall of the trans-Atlantic slave trade on the African continent.

HIST	352	1	Wealth, Power & Prestige	Fall 2014	0	1	1	shaped American society by making political and economic decisions and by influencing cultural values. This seminar explores the history, social composition, and power of elites in American history by asking questions such as: What groups should be considered elites? Who belongs to elites, who doesn't, and why? How have the makeup and authority of elites changed in U.S. history? How do elites use power and understand themselves and their roles? How do elites seek to legitimate themselves in a society that prizes democracy and that, since the mid-20th century, has increasingly valued egalitarianism? What is the importance of elites for social inequality, economic growth, and race, ethnicity, and gender? How are changing understandings of rank, class, wealth, and equality reflected in the cultural realm, especially in the "self-help" literature? How is opposition to elites expressed politically and culturally? (Hood, offered alternate years)
HIST	371	1	Life-Cycles in History	Fall 2014	0	0	1	puberty rituals are juxtaposed with emerging notions of "childhood" and "adulthood" in order to elucidate cultural perceptions of the aging process. Marriage patterns and wedding rituals reveal ways in which sexuality and biological reproduction have been structured and controlled in various historical contexts. Multicultural approaches to dying investigate both the philosophy of death and social practices in the care (and neglect) of the dying. Our study of life's final phases will take us into local nursing homes and hospices where the dying have been relegated, for better or worse, in modern times. (Flynn, Fall, offered alternate years)
ITAL	101	1	Beg. Italian	Fall 2014	0	0	1	
ITAL	101	2	Beg. Italian	Fall 2014	0	0	2	
JPN	102	1	Beg. Japanese II	Fall 2014	0	0	1	This course is a continuation of JPN 101. Prerequisite: JPN 101 or placement by instructor. (Holland, Fall, offered annually)
JPN	202	1	Inter. Japanese II	Fall 2014	0	0	1	Prerequisite: JPN 201 or placement by instructor. (Holland, Fall, offered annually)
LAT	101	1	Beg Latin I	Fall 2014	0	0	1	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)
LAT	238	1	Latin Epic (Vergil Or Ovid)	Fall 2014	0	0	1	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)
LAT	301	1	Adv Readings I	Fall 2014	0	0	1	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)

LGBT	205	1	Sexuality and Israel/Palestine	Fall 2014	0	0	1	understand the impact of nationalism on daily life. One of the key aspects of the relationship between Israel/Palestine is the politics of sexuality, so we will simultaneously think critically about sexual identity and the histories of sexuality. Students will explore the connections between nationalism, sexual identity, and political economy. We will work through the ways nationalism constructs gender roles, and as a result, how advocating for the rights of gay, lesbian, bisexual, and transgender people must necessarily contend with nationalism. This class will analyze political rhetoric, strategies, and tactics within the context of the occupation, alongside films, literature, and personal essays. We will ask the following questions: Why is focusing on sexuality, particularly queer sexuality, important for understanding the relationship of Israel/Palestine? What defines LGBTQ rights and freedoms under occupation? What changes in our discussions of sexual politics in the context of the Middle East? How and when do LGBT Israelis and Palestinians come into contact with each other? What kinds of politics do they mobilize, together and apart?
MATH	100	1	Elementary Functions	Fall 2014	0	0	1	intended for students who plan to continue in the calculus sequence, this course involves the study of basic functions: polynomial, rational, exponential, logarithmic, and trigonometric. Topics include a review of the real number system, equations and inequalities, graphing techniques, and applications of functions. A problem-solving lab is an integral part of the course. Permission of instructor is required. This course does not count toward the major or minor in mathematics. (Offered annually)
MATH	110	1	Discovering in Math	Fall 2014	0	0	1	A study of selected topics dealing with the nature of mathematics, this course has an emphasis on the origins of mathematics, and a focus on mathematics as a creative endeavor. This course does not count toward the major or minor in mathematics. (Offered each semester)
MATH	110	2	Discovering in Math	Fall 2014	0	0	2	A study of selected topics dealing with the nature of mathematics, this course has an emphasis on the origins of mathematics, and a focus on mathematics as a creative endeavor. This course does not count toward the major or minor in mathematics. (Offered each semester)
MATH	115	1	Foundations of School Math	Fall 2014	0	0	1	Students will study the mathematical foundations of elementary school mathematics. This course will develop a student's abilities to reason mathematically, to solve mathematical problems, and to communicate mathematical ideas effectively. Primary attention will be devoted to mathematical reasoning in areas drawn from number systems and algebraic structures, number theory, algebra and geometry, probability and statistics, and discrete mathematics. Students will gain a deeper understanding of the nature and structure of mathematics and more specifically of how elementary school mathematics is embedded within the broader discipline of mathematics. (Prerequisite: must be in the Teacher Education Program pursuing certification to teach in an elementary school setting.)
MATH	130	1	Calculus I	Fall 2014	0	0	1	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)

MATH	130	2	Calculus I	Fall 2014	0	0	2	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MATH	130	3	Calculus I	Fall 2014	0	0	3	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MATH	130	4	Calculus I	Fall 2014	0	0	4	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MATH	130	5	Calculus I	Fall 2014	0	0	5	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MATH	130	870	Calculus I	Fall 2014	0	0	6	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MATH	131	1	Calculus II	Fall 2014	0	0	1	This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. Prerequisite: MATH 130 or permission of the instructor. (Offered each semester)
MATH	131	2	Calculus II	Fall 2014	0	0	2	This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. Prerequisite: MATH 130 or permission of the instructor. (Offered each semester)
MATH	131	3	Calculus II	Fall 2014	0	0	3	This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. Prerequisite: MATH 130 or permission of the instructor. (Offered each semester)
MATH	135	1	First Steps Into Adv. Math	Fall 2014	0	0	1	This course emphasizes the process of mathematical reasoning, discovery, and argument. It aims to acquaint students with the nature of mathematics as a creative endeavor, demonstrates the methods and structure of mathematical proof, and focuses on the development of problem-solving skills. Specific topics covered vary from year to year. MATH 135 is required for the major and minor in mathematics. Prerequisite: MATH 131 or permission of the instructor. (Offered each semester)

MATH	204	1	Linear Algebra	Fall 2014	0	0	1	This course is an introduction to the concepts and methods of linear algebra. Among the most important topics are general vector spaces and their subspaces, linear independence, spanning and basis sets, solution space for systems of linear equations, and linear transformations and their matrix representations. It is designed to develop an appreciation for the process of mathematical abstraction and the creation of a mathematical theory. Prerequisites: MATH 131, and MATH 135 strongly suggested, or permission of the instructor. Required for the major in mathematics. (Offered annually)
MATH	232	1	Multivariable Calculus	Fall 2014	0	0	1	A study of the concepts and techniques of the calculus of functions of several variables, this course is required for the major in mathematics. Prerequisite: MATH 131. (Offered annually)
MATH	237	1	Differential Equations	Fall 2014	0	0	1	This course is an introduction to the theory, solution techniques, and applications of ordinary differential equations. Models illustrating applications in the physical and social sciences are investigated. The mathematical theory of linear differential equations is explored in depth. Prerequisites: Math 232 and 204, or permission of the instructor. Math 204 may be taken concurrently. (Offered annually)
MATH	350	1	Probability	Fall 2014	0	0	1	This is an introductory course in probability with an emphasis on the development of the student's ability to solve problems and build models. Topics include discrete and continuous probability, random variables, density functions, distributions, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: MATH 232 or permission of instructor. (Offered alternate years)
MATH	375	1	Abstract Algebra I	Fall 2014	0	0	1	This course studies abstract algebraic systems such as groups, examples of which are abundant throughout mathematics. It attempts to understand the process of mathematical abstraction, the formulation of algebraic axiom systems, and the development of an abstract theory from these axiom systems. An important objective of the course is mastery of the reasoning characteristic of abstract mathematics. Prerequisites: MATH 135 and MATH 204, or permission of the instructor. (Offered annually)
MATH	448	1	Complex Analysis	Fall 2014	0	0	1	An introduction to the theory of functions of a complex variable. Topics include the geometry of the complex plane, analytic functions, series expansions, complex integration, and residue theory. When time allows, harmonic functions and boundary value problems are discussed. Prerequisite: MATH 331 or permission of the instructor. (Offered every third year)
MDSC	200	1	Cultures of Advertising	Fall 2014	0	0	1	In this course, we approach advertisements as economic, aesthetic, and ideological forces whose analysis reveals crucial information about cultural attitudes and ideologies of their time and place. We will study the industrial and aesthetic history of advertising by analyzing advertising campaigns as well as their strategies, themes, and practices. Our materials will be drawn from both corporate and non-profit campaigns, global and local campaigns, and from anti-consumerist actions and other resistant practices. Our work will cover diverse media, including: print culture, television, film trailers, mobile marketing, social networking sites, and a new media branding and marketing campaigns.

MDSC	200	2	Cultures of Advertising	Fall 2014	0	0	2	society. In this course, we approach advertisements as economic, aesthetic, and ideological forces whose analysis reveals crucial information about cultural attitudes and ideologies of their time and place. We will study the industrial and aesthetic history of advertising by analyzing advertising campaigns as well as their strategies, themes, and practices. Our materials will be drawn from both corporate and non-profit campaigns, global and local campaigns, and from anti-consumerist actions and other resistant practices. Our work will cover diverse media, including: print culture, television, film trailers, mobile marketing, social networking sites, and a new media branding and marketing campaigns.
MDSC	305	1	Film Editing I	Fall 2014	0	0	1	This course offers an introduction to the art of film editing, with an emphasis on the practical aspects of editing. Students learn basic editing techniques for narrative and documentary film, using either Final Cut Pro or Avid. In addition to actual editing exercises using unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. Finally, students study the relationship of a novel, its screen adaptation and the film in order to understand the relationship of editing to narrative. (Jiménez, offered annually)
MDSC	320	1	Media Economics	Fall 2014	0	0	1	print, music and new media. The course begins by reviewing/introducing basic economic concepts. Then develop the framework for industry studies in the field of industrial organization. Students will then prepare industry studies. These will be used to explore public policy questions involving the media. Readings and other materials: Colin Hoskins, Stuart McFadyen & Adam Finn, Media Economics, Sage Publications, 2004 (0-7619-3096-5) or Alan B. Albanan, Media Economics, Wiley-Blackwell, 2002 (978-0813821245); Ben H. Bagdikian, The New Media Monopoly, Beacon Press, 2004 (0807061875); Ronald Behis & Jeanne Lynn Hall, Big Media, Big Money, Rowman Littlefield, 2003 (978-0742511309); David R. Croteau & William Hognes, the Business of Media, 2nd Edition, Pine Forge Press (978-1412913157). Prerequisites: Economics 301 OR Media and Society 100. (Waller, offered Fall 2009)
MDSC	330	1	Sp.Top:Studies in Media & Prod	Fall 2014	0	0	1	This course will address a range of topics in accordance with the current scholarly interests of the Media and Society faculty and visiting artists. Therefore, the topics do vary as they address timely issues of research in Media Studies and Production as well as emerging areas in the field. Typical topics could include: portrait documentary, animation beyond Disney, cinematic video games, the end of celluloid and transmedia narratives. Students may not take the same topic twice for credit.
MDSC	330	2	Sp.Top:Studies in Media & Prod	Fall 2014	0	0	1	This course will address a range of topics in accordance with the current scholarly interests of the Media and Society faculty and visiting artists. Therefore, the topics do vary as they address timely issues of research in Media Studies and Production as well as emerging areas in the field. Typical topics could include: portrait documentary, animation beyond Disney, cinematic video games, the end of celluloid and transmedia narratives. Students may not take the same topic twice for credit.

MUS	120	1	Tonal Theo/Aural I	Fall 2014	0	0	1	skills necessary to become a listener/performer who can perceive sound in meaningful patterns, express these concepts musically, and think critically and artistically about musical form, style, and content. Review of diatonic scales, intervals, triads, and keys is followed by principles of voice leading, Roman numeral analysis and functional harmony, and non-harmonic figuration. Harmonic topics include tonic, dominant, subdominant, submediant, and supertonic triads in functional contexts; the dominant-seventh chord and its inversions; the leading-tone diminished seventh chord; and the cadential six-four chord. Formal topics include sentence and period phrase structures. Analytical and writing skills are introduced and developed, and aural understanding of the above foci is achieved through singing, conducting, playing, and listening. Prerequisite: MUS 110 or permission of the instructor. (Offered each semester)
MUS	160	1	The Symphony	Fall 2014	0	0	1	The concert symphony is the type of music most performed by orchestras today. Students in this course study the evolution and ever changing nuances of symphony. They explore the various periods and work their way through the classical period, the romantic period, and the 20th century. (offered alternate years)
MUS	170	1	Humor in Music	Fall 2014	0	0	1	In seeking to answer the fundamental question of this course—How can music be funny—students will examine the intersection of music and humor from a range of critical perspectives. Students will study humor theory, music theory, the practice of musical humor, and the diverse roles that musical humor plays in society. Our musical repertoire will draw from Western classical music and U.S. popular culture. Students will develop their ideas through written summaries/responses to homework, class discussion, in-class presentations, and brief written essays. All first-year students are welcome; no prior training in music is required.
MUS	204	1	Romantic - Modern	Fall 2014	0	0	1	Most 19th-century composers pushed the expressive power of chromatic harmony and thematic unity to the musical extreme. By 1910, most of the musical avant-garde no longer found it possible to work within the constraints of the three century old tonal system. New systems and searches for novel sonorities led to the use of natural and electronically generated sounds. Chance happenings were advocated by composers who objected to older music's predictability. The course surveys tradition and change in romantic and modern music and is based on selected readings, recordings, and scores. (offered every third semester)
MUS	205	1	Music at the Movies	Fall 2014	0	0	1	the present day, exploring its role and relation to the plot and visual elements at small-scale and large-scale (narrative) levels. Topics covered will include general elements of music, musical forms and stylistic periods, as well as film score compositional developments including instrumentation, theme structures, diegetic (part of the film's narrative sphere) and non-diegetic (purely soundtrack) music, music as narrative participant, subliminal commentary, and music as iconographic character. Films viewed will include those with soundtracks by major 20th-century composers and specialized soundtrack composers. The course is designed for varying levels of musical knowledge; reading musical notation is helpful but not necessary. (offered periodically)

MUS	213	1	Musical Aesthetics	Fall 2014	0	0	1	This course introduces students to the aesthetic tradition in music by examining its most important and enduring claims. Musical aesthetics is a branch of philosophy whose goal is to provide persuasive answers to questions about music's nature, purpose, and value: What is art? What is the nature of aesthetic experience? What is a musical work, and what determines its value? What is the relationship between music and other art forms? How would music function in an ideal society? Over the course of the semester, students will critically engage some of the most canonical answers to these questions, and learn to apply them to musical works from a variety of time periods and traditions. (Ability to read music helpful but not required.) (offered periodically)
MUS	220	1	Tonal Theo/Aural II	Fall 2014	0	0	1	This course continues goals outlined in MUS 120. Further exploration of harmonic analysis and part writing techniques, including supertonic, leading-tone, and subdominant seventh chords; Neapolitan and augmented-sixth chords; major-minor modal mixture; tonicization of and modulation to V in major and III and v in minor; and diatonic sequences. Rhythm and musicianship topics include more elaborate divisions of the beat and polyrhythms, and introduction to alto clef, as well as small binary forms. Prerequisite: MUS 120 or permission of the instructor. (Offered each semester)
MUS	320	1	Tonal Theory and Aural Skills	Fall 2014	0	0	1	This course builds on skills developed in MUS 120 and 220, and completes the tonal theory sequence with a focus on chromatic harmony of 19th-century Western art music. There is a strong emphasis on all aspects of part writing and analysis, and on aural engagement with theoretical and formal concepts through listening and performance of more complex melodic, polyrhythmic, and harmonic materials. Theoretical and musicianship topics include diatonic modulation to all closely related keys, chromatic modulation and voice-leading techniques, altered chords, polyrhythm, hypermeter, tenor clef, introduction to fugue techniques, and Sonata Theory. Prerequisite: MUS 220 or permission of the instructor. (Offered annually)
PHIL	120	1	Critical Thinking&Argu.A nalyisi	Fall 2014	0	0	1	This course is designed to improve a person's ability to think critically. While any course in philosophy does this, this course explicitly examines the principles of good reasoning. Emphasis is placed on the evaluation, the understanding, and the formulation of arguments. Instruction is given in the detection and correction of fallacies of reasoning and in the writing of argumentative essays. (Offered annually)
PHIL	120	2	Critical Thinking&Argu.A nalyisi	Fall 2014	0	0	2	This course is designed to improve a person's ability to think critically. While any course in philosophy does this, this course explicitly examines the principles of good reasoning. Emphasis is placed on the evaluation, the understanding, and the formulation of arguments. Instruction is given in the detection and correction of fallacies of reasoning and in the writing of argumentative essays. (Offered annually)
PHIL	230	1	Aesthetics	Fall 2014	0	0	1	This course addresses a variety of philosophical issues relating to the arts, focusing on questions such as these: What is the nature of artistic creativity? What is the purpose of the arts? Is there a way for us to determine aesthetic value? Is there truth in art? How are emotions related to the arts? What role should art critics play? How are interpretations and evaluations of art influenced by factors such as culture, time period, race, gender, class? What role do the arts have in non-Western cultures? Are there aesthetic experiences outside of the arts? The course concludes by examining specific art forms chosen according to student interests. (Oberbrunner, offered annually)

PHIL	238	1	Phil of Natural Science	Fall 2014	0	0	1	We take up several questions central to the philosophy of science: what distinguishes science from non-science? What is inductive reasoning? When is data evidence for a theory? What is a law of nature? How does a scientific community modify theories or reject one theory and replace it with another? What role, if any, do values play in the scientific enterprise? (G. Frost-Arnold, offered alternate years)
PHIL	370	1	Ancient Philosophy	Fall 2014	0	0	1	This course is a survey of the Origins of western philosophy. The course focuses on ancient Greek views of the nature of reality, morality, and knowledge. The great philosophers of the Classical period are studied in detail. The emphasis throughout this course is on understanding, analyzing, and evaluating the arguments and theories of these philosophers. Typical readings include: Plato, Euthyphro, Meno, Symposium, and Republic; Aristotle, Categories, Nichomachean Ethics, and Politics. (King, offered annually)
PHIL	373	1	Kant	Fall 2014	0	0	1	Kant's critical and transcendental investigations of the limits of the ability of the human mind to resolve issues of what we can know and how we should act have been enormously influential for all subsequent philosophical inquiry. This course is devoted to understanding the problems Kant faced, the answers he advanced, and the difficult and intriguing arguments he provided to support his views. Because understanding Kant's empirical realism and transcendental idealism is incomplete without critical scrutiny of his argument, objections are introduced and discussed. (Baer, offered annually)
PHYS	113	1	Suns and Planets	Fall 2014	0	0	1	This course is designed to help the student understand the nature and process of science by studying the subject of astronomy. Specifically, this course provides an introduction to the general physical and observational principles necessary to understand the celestial bodies. We will specifically discuss what is known about our Solar System, including the Sun, the rocky and gaseous planets and their moons, and the minor planets and asteroids. The course will culminate in an overview of the discovery and characterization of planets around other stars where we will begin to put our Solar System in the context of other recently discovered exo-solar systems. (Offered annually)
PHYS	115	1	Astrobiology	Fall 2014	0	0	1	brings together perspectives from astronomy, planetary science, geoscience, paleontology, biology and chemistry to examine the origin of life on Earth and the possibility of life elsewhere in the Universe. This course is designed to help students understand the nature and process of science through the lens of astrobiology. We will explore questions such as : What is life? How did I arise on Earth? Where else in the Universe might life be found? How do we know about the early history of life on Earth? And how do we search for life elsewhere? We will evaluate current theories on how life began and evolved on Earth and how the presence of life changed the Earth. We will review current understanding on the range of habitable planets in our solar system and around other stars. And we will discuss what life might look like on these other planets and what techniques we could use to detect it. This course is designed to fulfill a student's goal of experiencing scientific inquiry and understanding the nature of scientific knowledge. It does not count toward the major in Geoscience or Physics. (Arens, Hebb, Kendrick, offered annually)

PHYS	120	1	Physics of Dance	Fall 2014	0	0	1	The course is an exploration of the connection between the art of dance and the science of motion with both lecture/discussion sessions and movement laboratories. Topics include: velocity, acceleration, mass, force, energy, momentum, torque, equilibrium, rotation and angular momentum. "Dance it-Measure it" is the movement laboratory which combines personal experience of movement with scientific measurements and analysis. This is a science lab, not a dance technique course. (offered periodically)
PHYS	240	1	Electronics	Fall 2014	0	0	1	This course offers a brief introduction to AC circuit theory, followed by consideration of diode and transistor characteristics, simple amplifier and oscillator circuits, operational amplifiers, and IC digital electronics. With laboratory. Prerequisite: PHYS 160. (Offered annually)
PHYS	285	1	Math Methods	Fall 2014	0	0	1	This course covers a number of mathematical topics that are widely used by students of science and engineering. It is intended particularly to prepare physics majors for the mathematical demands of 300-level physics courses. Math and chemistry majors also find this course quite helpful. Techniques that are useful in physical science problems are stressed. Topics are generally drawn from: power series, complex variables, matrices and eigenvalues, multiple integrals, Fourier series, Laplace transforms, differential equations and boundary value problems, and vector calculus. Prerequisite: MATH 131 Calculus II. (Offered annually)
PHYS	351	1	Mechanics	Fall 2014	0	0	1	Starting from the Newtonian viewpoint, this course develops mechanics in the Lagrangian and Hamiltonian formulations. Topics include Newton's laws, energy and momentum, potential functions, oscillations, central forces, dynamics of systems and conservation laws, rigid bodies, rotating coordinate systems, Lagrange's equations, and Hamiltonian mechanics. Advanced topics may include chaotic systems, collision theory, relativistic mechanics, phase space orbits, Liouville's theorem, and dynamics of elastic and dissipative materials. Prerequisites: PHYS 160 and MATH 131 Calculus II. (Offered alternate years)
PHYS	383	1	Advanced Laboratory	Fall 2014	0	0	1	Advanced laboratory is the capstone laboratory experience in which students perform a wide variety of experiments that cover the major concepts in Modern Physics and Quantum Mechanics including wave-particle duality, NMR, particle decay, time dilation, particle scattering and absorption, and laser dynamics and spectroscopy. (Offered annually)
POL	201	1	The Politics of Climate Change	Fall 2014	0	1	1	That is, alongside the international negotiations, how is climate change affecting the domestic politics of individual nations? We will examine how climate change is translated through political systems, focusing on the US case. What explains the contemporary positions of the US government with respect to climate change? We will look at the process of political discussion leading to changes in public opinion, and also how these opinions are filtered through various organized forms of political participation. We will then look at the institutional structures-international and domestic- that channel public opinion and political participation, and enforce policy decisions. In tracing this process for the issue of climate change we also establish a broad understanding of how institutions translate preferences into outcomes. Finally, we discuss how climate change as a political issue helps shed light on how democratic systems relate to ultimate ethical goals.

POL	210	1	Midterm Campaigns and Election	Fall 2014	0	0	1	This course provides a critical examination of American midterm elections and the campaigns that lead up to them. By examining the current general literature on campaigns and elections within the US, students will grapple key questions such as: Do elections matter? How? How is the best way to run a campaign? Given redistricting, does party trump everything so that it really does not matter who is running? (Deutchman, offered alternate years; subfield: AMER)
POL	224	1	American Congress	Fall 2014	0	0	1	This course examines Congress as a major institution within the American political system. It studies the constitutional, theoretical, and practical behavior of members of the legislative branch in relation to American public policy, other political institutions, and the American public at large. Particular attention is devoted to factors that influence congressional behavior and to examining the (in)ability of the legislative branch to effectively represent the nation. (Lucas, offered annually, subfield AMER)
POL	245	1	Politics of the New Europe	Fall 2014	0	0	1	This course studies the evolution of postwar Europe, from radicalism to globalism, the welfare state to Blairist Thatcherism, Stalinism to the fall of the Berlin wall, American domination to the rise of the European Union. The focus of the course is the rise and fall of class politics. It explores what capitalism and socialism have meant to Europe, and contrasts European with U.S. politics. Topics include the crisis of prewar Europe, Keynesianism and communism, the meaning of 1968, radicalism, populism, the new right, and the New Europe. (Ost, offered alternate years; subfield: COMP)
POL	249	1	Protests, Movements, Unions	Fall 2014	0	1	1	This is a course in "unconventional" politics around the globe. In recent years, movements have become an inexorable part of the current political system. What are movements? How and why do they come about? What are their aims and purposes? How have movements changed over the past century? Why and when do movements become revolutions? Topics include the Russian Revolution, the lure of communism, the civil rights movement in the U.S., the struggle against communism in Eastern Europe, transnational social movements, and the "alternative globalization" movement. The course also includes theoretical social science readings on the causes, nature, and consequences of protests and movements. (Ost, offered alternate years; subfields: AMER, COMP)
POL	265	1	Modern Political Theory	Fall 2014	0	0	1	Reading texts from Locke through Nietzsche, this course considers the relation between freedom and slavery in modern European and American political theory. It interrogates the notion of the autonomous subject and the idea of instrumental reason that animates it. Additionally, it reads the self-criticism that is always part of the Enlightenment tradition for alternative conceptions of equality, interconnection, and human flourishing. (Dean, offered annually; subfield TH)
POL	332	1	Constitutional Law	Fall 2014	0	0	1	This course is concerned with the nature and development of the U.S. constitutional structure. Emphasis is placed on judicial review, the powers of national and state governments, limits on those powers, and the separation of powers. It addresses such issues as the regulation of private property, the constitutionality of an Independent Counsel, and the law and politics of impeachment. (Passavant, offered annually; subfield: AMER)

POL	380	1	Theories of Intl Relations	Fall 2014	0	0	1	Theories of international relations are plentiful, and debatable. This course examines a number of theory traditions in the study of international relations and involves the student in efforts to further develop the theory and/or to test some of its claims empirically. The theories selected vary from semester to semester, but come from such areas as structural realism, liberal internationalism, globalism, constructivism, and world systems. (Dunn, offered annually; subfield: IR)
PPOL	101	1	Democracy and Public Policy	Fall 2014	0	1	1	This course examines the American policy process by interrogating a number of domestic policy issues, affirmative action, poverty and welfare, HIV/AIDS, health care, labor/workplace, education, community development, and environmental concerns. Students examine all of these issues from various perspectives, including the modern conservative, modern liberal, and radical/democratic socialist, with particular attention to the role of the federal government in the policy process. Students have the opportunity to confront their own roles within the American policy process from a critical perspective. Students discuss, too, the role of the policy analyst in a democratic society and consider the interdisciplinary nature of public policy analysis. (Rimmerman, offered annually)
PPOL	219	1	Sexual Minority Mvmnts&Pub Poli	Fall 2014	0	0	1	This course explores the rise of the lesbian, gay, bisexual, and transgendered movements from both contemporary and historical perspectives. The course addresses the sources of these movements, the barriers that they have faced, and how they have mobilized to overcome these barriers. Students devote considerable attention to the response of the Christian Right to the policy issues that are a focus of this course; HIV/AIDS, same-sex marriage, integration of the military, education in the schools, and workplace discrimination. Finally, students address how the media and popular culture represent the many issues growing out of this course (Rimmerman, offered alternate years)
PPOL	328	1	Environmental Policy	Fall 2014	0	1	1	and environmental concerns in both the short and long term. It examines the nature of the problem in light of recent research on global warming, pollution and acid rain, solid waste management, and deforestation. Students interrogate the values of a liberal capitalist society as they pertain to our environmental problematic from a number of perspectives: modern conservative, modern liberal, democratic socialist/radical, ecofeminist, and doomsday perspectives. Students evaluate which perspective or combination of perspectives offers the most coherent and rigorous response to the policy and moral and ethical issues growing out of this course. Students assess the development and accomplishments of the environmental movement over time. The goal is to evaluate how the American policy process works in light of one of the most significant public policy issues of our time. (Rimmerman, offered alternate years)
PPOL	497	0	Public Policy Brief	Fall 2014	0	0	1	
PSY	210	1	Statistics & Design	Fall 2014	0	0	1	A survey of basic procedures for the analysis of psychological data, topics in this course include basic univariate and bivariate descriptive statistics; hypothesis testing; and a variety of analyses to use with single group, between group, within group, and factorial designs. A study of experimental methods is also conducted with laboratory. Prerequisite: PSY 100. (Rizzella, Greenspon, offered each semester)

PSY	230	1	Biopsychology	Fall 2014	0	0	1	This course examines how the human nervous system is related to behavior. Lectures are designed to concentrate on aspects of biopsychology that are interesting and important to a broad audience. The intent is to make connections among several areas of specialization within psychology (e.g., developmental; cognitive; and clinical) and between other disciplines (e.g., philosophy; biology; chemistry). A format is employed that presents basic content to support the presentation of contemporary topics. Information is presented assuming knowledge from an introductory level Psychology course. Prerequisite: PSY 100. (Greenspon, offered annually)
PSY	310	1	Res. Sensation: Perception	Fall 2014	0	0	1	In this introduction to conducting research on the senses (with laboratory), students explore contemporary issues in sensation and perception through classroom discussion and hands-on research experience. Students will conduct experiments that recreate or simulate classic studies in the history of sensory perception, and they will develop their own experiments and demonstrations concerning important perceptual phenomena. Areas to be addressed in laboratory include the ionic basis of neural signaling, retinal inversion, receptive fields, binocular rivalry, and other topics. Prerequisites: PSY 100, PSY 210, and either PSY 299 or PSY 230. (Graham, offered annually)
PSY	322	1	Research in Personality	Fall 2014	0	0	1	This course provides an introduction to a variety of methods employed in the service of three complementary objectives of personality research: 1) holistic understanding of the unique organization of processes within individuals; 2) explanation of individual differences and similarities; and 3) discovery of universal principles that characterize human personality functioning. Practical, ethical, and theoretical considerations for assessing and studying personality characteristics and processes are emphasized, as are interpretation and critical analysis of published research. Students design, carry out, and report original research. Prerequisites: PSY 100, PSY 210 and PSY 220. (Dyrenforth, offered annually)
PSY	331	1	Research in Cognition	Fall 2014	0	0	1	An in-depth examination of experimental methodology in the field of cognitive psychology is covered in this course. The use of reaction time and accuracy measures is emphasized. Students conduct a study in a cognitive area of their choice and present it during a classroom poster session. Prerequisites: PSY 100, PSY 210 and PSY 231. (Rizzella, offered annually)
REL	103	1	Journeys and Stories	Fall 2014	0	0	1	What does it mean to live a myth or story with one's life or to go on a pilgrimage: How are myths and voyages religious, and can storytelling and journeying be meaningful in our contemporary situation? This course begins by focusing on the journeys and stories found within traditional religious frameworks. It then turns to the contemporary world and asks whether modern individuals in light of the rise of secularism and the technological age can live the old stories or must they become non-religious, or religious in a new manner. (Bloss, offered alternate years)
REL	103	2	Journeys and Stories	Fall 2014	0	0	2	What does it mean to live a myth or story with one's life or to go on a pilgrimage: How are myths and voyages religious, and can storytelling and journeying be meaningful in our contemporary situation? This course begins by focusing on the journeys and stories found within traditional religious frameworks. It then turns to the contemporary world and asks whether modern individuals in light of the rise of secularism and the technological age can live the old stories or must they become non-religious, or religious in a new manner. (Bloss, offered alternate years)

REL	201	1	Trekking through Asia	Fall 2014	0	0	1	Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and tow of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of
REL	201	2	Trekking through Asia	Fall 2014	0	0	2	Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and tow of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of

REL	209	1	Muslim Jesus	Fall 2014	0	0	1	<p>This course examines Qur'anic portrayals of Jesus, his message, and his followers. It subsequently looks at how Muslims interpret those portrayals in their exegetical, legal, and sufic writings and explores how their interpretations have implication in interfaith relations. The course discusses topics related to the perceptions of Jesus in the Qur'an and Muslims' interpretations on the nature of Jesus, on the place of Jesus in the chain of prophecy, and on the validity of Jesus' message. It also talks about the significance of Jesus in Islam's mystical tradition, the messianic message in Muslim societies, and Qur'anic perceptions of Christians and their Gospels.</p> <p>The course will address the following questions: Do Muslims recognize Jesus? How is the portrayal of Jesus in the Qur'an and Muslims' interpretations similar and different from Christian understandings of Jesus? What are the causes of the different images of Jesus in Qur'anic and Christian perspectives? What does it mean when the Qur'an describes itself and Jesus as the Word of God? Why does the Qur'an regard Jesus as revered personality while at the same time reject his divinity? How do Muslim Jesus and Christian Jesus become a source of harmony and contentions between Muslims and Christians?</p>
REL	226	1	Religion and Nature	Fall 2014	0	1	1	<p>contemporary understanding of humanity's healthy, sustainable relationship with the natural world. The ecological crises of our time have forced us to question the prevailing global modes of production and consumption. Some have faulted the tradition of Western enlightenment and the scientific-technological mindset it has created, while others have focused on monotheistic traditions (Judaism, Christianity, and Islam) and their alleged anthropocentric desacralization of nature as the roots of our present ills. In order to gain a critical insight into these debates, students read some of the religious works on ecology and environmental ethics along with ecofeminist literature that situates the debates within the context of global capitalism and patriarchal oppression of women. (Lee, offered annually)</p>
REL	236	1	Gender and Islam	Fall 2014	0	0	1	<p>Westernization has brought sweeping changes and challenges to Islamic cultures and religious practices. As a result, political developments, social patterns, and codes of dress have undergone metamorphosis as secular ideologies conflict with traditional religious beliefs. The role of women continues to undergo transformation. How will these changes effect Muslim identity in the 21st century? (Anwar, offered annually)</p>
REL	240	1	What is Christianity?	Fall 2014	0	0	1	<p>This course is an introduction to Christianity designed both for students with no familiarity at all with Christianity and for students who have been raised in Christian traditions, but who are not familiar with the critical study of religion or the breadth of Christian traditions. Students explore Christianity using primary readings from Christian scriptures, historical readings on the development of various Christian traditions, and theological readings about the various interpretations of key Christian symbols in different Christian traditions. (Salter, offered alternate years)</p>

REL	250	1	Race and Religion	Fall 2014	0	0	1	This course will explore the relationships among race, ethnicity and religion. Using a variety of methods, ranging from theological and literary analysis to social scientific and historical analysis, this course will explore how race, ethnicity and religion are defined, constructed, and related to one another. Particular attention will be focused on exploring how race, ethnicity and religion function as important makers of identity (both individually and socially), modes of expression, agents of social change, and agents of oppression.
REL	267	1	Psychologies of Religion	Fall 2014	0	0	1	This course examines the variety of modern psychological perspectives that have been used to understand religion, including depth psychologies, social psychology, and empirical and behavioral approaches. In doing so, it explores psychological theories that attempt to answer such questions as: Why are people religious? Where do religious experiences and images come from? What does it mean to be religious? (Henking, offered alternate years)
REL	272	1	Sociology of the American Jew	Fall 2014	0	0	1	This course examines the sociological, religious, and historical complexion of the American Jewish community. It attempts to deal with such issues as immigration, religious trends, anti-Semitism, assimilation, adjustment, identity, and survival, and it attempts to understand the nature of the American Jewish community. It analyzes this experience by utilizing sociological and historical insights, as well as by looking at immigrant literature in its cultural and historical context. (Dobkowski, offered alternate years)
REL	335	1	Jihad	Fall 2014	0	0	1	This course discusses exegetical, theological, historical, and contemporary roots of jihad in Islamic and Western scholarship. It particularly explores the meaning and significance of jihad as exemplified in the history of Islamic civilization extending from the time of Muhammad to our contemporary contexts. In addition to exploring various forms of jihad, it examines the view that jihad is waging war against "the other" including non-believers, polytheists, apostates, followers of other religions and the West. This course also traces Western encounters with jihad and its impact on the clashes and dialogues between the West and the Muslim world. Among the questions discussed are: What is jihad? Does jihad mean the same thing to all Muslims? Does the Qur'an support jihad? Did Muhammad demand Muslims to do jihad? How do Muslims of various schools interpret the notion of jihad? Is jihad the same thing as waging war against the West? Does jihad connote wars against unbelievers, apostates, and followers of other religions? If so, what justifies Muslims to engage in jihad as physical struggle against the other? Does jihad pose danger to humanity? Does Al-Qaeda's terrorism count as jihad? Does Osama bin Laden's fatwa to retaliate against the West substantiate jihad? If so, how do we respond to
RUS	201	1	Inter Russian I	Fall 2014	0	0	1	The aim of these courses is to develop further the basic language skills acquired in the introductory courses. An intensive study of grammatical structures with a continued emphasis on oral and written skills, they include supplementary reading with vocabulary useful for everyday situations and creative writing based on course material. Audio/video tapes and computers are used.

RUSE	112	1	Tsars, Mad Cats, & Comrades	Fall 2014	0	0	1	This course serves as the introductory literature and culture course for Russian Area Studies as well as the major and minor. It introduces students to the dominant literary and cultural traditions from 1800-2000, with particular emphasis on developments in poetry and prose, but also with reference to movements in art, music, theater, and dance. Students will gain experience in close readings of texts in order to better understand the Russian cultural tradition and the manner in which Russian literature and history intertwine. Note: this course requires no previous knowledge of Russian literature or history.
RUSE	205	1	Hasidism to Communism & Back	Fall 2014	0	0	1	outside the boundaries of Russia from mid-19th century to the present by discussing and testing the limits of cultural assimilation and the boundaries of self-identity. It will cover the most important aspects of Russian-Jewish coexistence, and will focus on the cultural, linguistic and ideological transformation of Russian Jews in the late nineteenth and the twentieth centuries from pious Yiddish-speaking shtetl dwellers to secular Russian-speaking urbanites. Students will explore the richness of Russian-Jewish cultural heritage through the prism of historical documents, fiction, poetry, memoirs, and movies which were originally created in a variety of Jewish and non-Jewish languages. Special attention will be given to the experience of women and to their role in society, their creativity, and their relationships with men. Literary works of major 19th--20th-century Russian-Jewish writers, combined with lectures on art, religion, history, and politics will provide primary sources for discussion.
RUSE	352	1	Nabokov	Fall 2014	0	0	1	Vladimir Nabokov's writing sends chills up the spine. Some readers admire the brilliance of his prose style, the complexity of the games and puzzles imbedded in his work, and the beauty of the links he establishes between the "real" world and one that exists in an alternate realm. Other readers condemn him or his literary works as elitist, politically apathetic, and unforgivably obscene. His novels Lolita (#4) and Pale Fire (#53) appear on the Modern Library Board's list of 100 best English-language novels of the 20th century, but in the 1950's, Lolita was banned in the UK and France. The Soviet Union banned it, too, along with everything else Nabokov wrote, until 1988. Nabokov was born in Russia in 1899. He fled the Bolsheviks in 1919, earned a degree at Cambridge, settled in Berlin, and fled again, this time from the Nazis, to the United States. Before leaving his European exile for an American one, Nabokov had published nine novels in Russian, yet these works are largely known to American readers. This course provides a detailed introduction to the Russian Nabokov, focusing on works composed between 1922 and 1940, and will include novels, short stories, autobiographical writing, and critical essays. All readings, discussions, and written work will be done in English. Special arrangements may be made for students wishing to read text first written in Russian or French in the original language. No prerequisites; closed to first year students. (Welsh, offered every

SJSP	100	1	Foundations of Social Justice	Fall 2014	0	1	1	<p>This course provides an introduction to foundational principles and theories of social justice. Students will be introduced to key concepts, methodologies, and competencies connected to the field of social justice studies. Students will engage with this material by examining:</p> <ol style="list-style-type: none"> 1. theories and research on socialization that inform the development of social identity and social group affiliations within social institutions; 2. prejudice and discrimination, the dynamics of power and privilege, and interlocking systems of oppression; 3. forms of resistance and processes of empowerment and liberation created by individuals, families, and communities, and implemented within social systems. 4. socio-cultural, historical and legal contexts for the emergence, recognition, and interpretation of human rights, and the social liberation movements that found inspiration therein (such as civil rights movements, the women's liberation movement, indigenous rights movements, lesbian, gay, bisexual, transgender rights movements, and environmental justice movements); 5. how intersectional dynamics between race, class and gender inform social movements; and 6. introduction to social justice intervention strategies such as conflict resolution, collaboration, or advocacy. <p>Readings and other materials:</p> <p>Adams, M et al. (2010). "Readings for diversity and Social Justice". New York: Routledge.</p> <p>Ayers, W., Quinn, T. and Stovall, D. (2009). "Handbook of Social Justice in Education". New York: Routledge</p> <p>Newman, D.M. (2007). "Identities and Inequalities: Exploring the intersections of race, class, gender, and sexuality".</p> <p>Rosenblum, K.E. and Travis, T-M.C. (2008). "The Meaning of Difference (5th ed.)". New York: McGraw-Hill.</p>
SOC	211	1	Research Methods	Fall 2014	0	0	1	<p>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, Sutton, offered every semester)</p>

SOC	212	1	Data Analysis	Fall 2014	0	0	1	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, Freeman, offered annually)
SOC	220	1	Social Psychology	Fall 2014	0	0	1	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)
SOC	221	1	Race & Ethnic Relations	Fall 2014	0	1	1	What is race? What is ethnicity? Has race always existed? Why should the history of people of color matter to contemporary policy and social relationships? In this course, students analyze minority group relations including inter-group and intragrouppdynamics, sources of prejudice and discrimination, social processes of conflict, segregation, assimilation, and accommodation. Minority-majority relations are viewed as a source of hierarchy, contention, and change, and the history and current context of our multigroup society are analyzed. Emphasis is placed on racial and ethnic groups in the United States. Prerequisite: SOC 100. (Freeman, offered annually)
SOC	245	1	Sociology of Work	Fall 2014	0	0	1	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, offered occasionally)
SOC	251	1	Soc of the City	Fall 2014	0	1	1	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. (Kosta, offered alternate years)

SOC	258	1	Social Problems	Fall 2014	0	0	1	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)
SOC	301	1	Modern Sociological Theory	Fall 2014	0	0	1	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, Harris, offered alternate years)
SPAN	101	1	Beg. Spanish I	Fall 2014	0	0	1	Designed for students who have not taken Spanish before, this course develops the basic skills in understanding, speaking, reading, and writing the language, and introduces the student to a variety of cultural aspects of the Spanish-speaking world. Beginning Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. This course is the first part of the beginning sequence; students who take SPAN 101 in the Fall are highly advised to take SPAN 102 in the Spring of the same academic year. (Every semester)
SPAN	101	2	Beg. Spanish I	Fall 2014	0	0	2	Designed for students who have not taken Spanish before, this course develops the basic skills in understanding, speaking, reading, and writing the language, and introduces the student to a variety of cultural aspects of the Spanish-speaking world. Beginning Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. This course is the first part of the beginning sequence; students who take SPAN 101 in the Fall are highly advised to take SPAN 102 in the Spring of the same academic year. (Every semester)
SPAN	102	1	Beg Spanish II	Fall 2014	0	0	1	The second part of the beginning sequence, this course increases the level of proficiency in the areas of comprehension, speaking, reading and writing, and it provides students with more ample knowledge of the multiple cultural aspects of the Spanish-speaking world. Beginning Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. Completion of the beginning sequence or its equivalent is necessary for students who wish to advance to the intermediate level. Prerequisite: Span 101 or equivalent. (Every semester)

SPAN	121	1	Intermediate Spanish I	Fall 2014	0	0	1	have completed SPAN 102, or SPAN 110. The course further develops the basic language skills acquired in the beginning sequence through the intensive study of grammatical structures, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Cultural awareness is emphasized through an exposure to authentic materials from the diverse cultures of the Spanish-speaking world. Intermediate Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. This course is the first part of the intermediate sequence; students who take Span 121 are highly advised to take Span 122 the following semester. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Cost Rica. Prerequisite: SPAN 102 or placement in SPAN 121. (Every semester)
SPAN	121	2	Intermediate Spanish I	Fall 2014	0	0	2	have completed SPAN 102, or SPAN 110. The course further develops the basic language skills acquired in the beginning sequence through the intensive study of grammatical structures, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Cultural awareness is emphasized through an exposure to authentic materials from the diverse cultures of the Spanish-speaking world. Intermediate Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. This course is the first part of the intermediate sequence; students who take Span 121 are highly advised to take Span 122 the following semester. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Cost Rica. Prerequisite: SPAN 102 or placement in SPAN 121. (Every semester)
SPAN	122	1	Intermediate Spanish II	Fall 2014	0	0	1	more complex aspects of grammar, continues vocabulary build up, and emphasizes oral and written communication through discussion of authentic materials, situation dialogues, and the writing of short essays. Reading materials increase the students' ability to make connections between their own environment and the cultures of the Spanish-speaking world. Intermediate Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Costa Rica. Prerequisite: SPAN 21 or placement in SPAN 122. (Every semester)

SPAN	122	2	Intermediate Spanish II	Fall 2014	0	0	2	more complex aspects of grammar, continues vocabulary build up, and emphasizes oral and written communication through discussion of authentic materials, situation dialogues, and the writing of short essays. Reading materials increase the students' ability to make connections between their own environment and the cultures of the Spanish-speaking world. Intermediate Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Costa Rica. Prerequisite: SPAN 21 or placement in SPAN 122. (Every semester)
SPAN	231	1	The Art of Translation	Fall 2014	0	0	1	A situational approach to translation, this course focuses on Spanish in everyday situations. Class activities include role-playing, skits, writing assignments, and translations. Students explore the use of Spanish in fields such as business, health care, social services and education. Emphasis is placed on vocabulary and contrastive analysis of English and Spanish grammar. This course is recommended for bilingual students, students who intend to teach Spanish to English-speakers or English to Spanish-speakers, as well as students who intend to use Spanish in a professional field. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, offered annually)
SPAN	231	2	The Art of Translation	Fall 2014	0	0	2	A situational approach to translation, this course focuses on Spanish in everyday situations. Class activities include role-playing, skits, writing assignments, and translations. Students explore the use of Spanish in fields such as business, health care, social services and education. Emphasis is placed on vocabulary and contrastive analysis of English and Spanish grammar. This course is recommended for bilingual students, students who intend to teach Spanish to English-speakers or English to Spanish-speakers, as well as students who intend to use Spanish in a professional field. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, offered annually)
SPAN	231	3	The Art of Translation	Fall 2014	0	0	1	A situational approach to translation, this course focuses on Spanish in everyday situations. Class activities include role-playing, skits, writing assignments, and translations. Students explore the use of Spanish in fields such as business, health care, social services and education. Emphasis is placed on vocabulary and contrastive analysis of English and Spanish grammar. This course is recommended for bilingual students, students who intend to teach Spanish to English-speakers or English to Spanish-speakers, as well as students who intend to use Spanish in a professional field. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, offered annually)
SPAN	260	1	Spanish Writing Workshop	Fall 2014	0	0	1	This course focuses on Spanish grammar and writing. Class activities will examine challenging aspects of Spanish, while emphasizing the importance of context. Students will refine their language skills writing different types of compositions, including academic, administrative, journalistic and literary. Reading comprehension and use of idiomatic language are also important aspects of the course. Prerequisite: Completion of SPAN 122, or the equivalent. (Rodriguez-Mansilla, offered annually)

SPAN	260	2	Spanish Writing Workshop	Fall 2014	0	0	2	This course focuses on Spanish grammar and writing. Class activities will examine challenging aspects of Spanish, while emphasizing the importance of context. Students will refine their language skills writing different types of compositions, including academic, administrative, journalistic and literary. Reading comprehension and use of idiomatic language are also important aspects of the course. Prerequisite: Completion of SPAN 122, or the equivalent. (Rodriguez-Mansilla, offered annually)
SPAN	260	3	Spanish Writing Workshop	Fall 2014	0	0	3	This course focuses on Spanish grammar and writing. Class activities will examine challenging aspects of Spanish, while emphasizing the importance of context. Students will refine their language skills writing different types of compositions, including academic, administrative, journalistic and literary. Reading comprehension and use of idiomatic language are also important aspects of the course. Prerequisite: Completion of SPAN 122, or the equivalent. (Rodriguez-Mansilla, offered annually)
SPAN	316	1	Voces De Mujeres	Fall 2014	0	0	1	voces de mujeres explores the strategies used by modern female writers and artists to express themselves, comment on the condition of women, and foster feminist social change in Spain and Latin America. Class discussions will include issues of race, class, gender, and nation building. Additionally, the course will consider the ways in which female authors challenge traditional literary criticism and re-define terms like ¿woman¿, ¿gender¿, and ¿feminist¿. Prerequisite: two courses from level II, or equivalent. (Farnsworth, offered alternate years)
SPAN	317	1	Arte Y Revolucion	Fall 2014	0	0	1	America through a period of roughly 50 years (1930-1980). The emphasis will fall on the comparison of literary genres (novel, short story, theater, poetry), delving into each genre¿s particular devices, strategies and rhetoric. A study of the painting of Frida Kahlo and some songs of Salsa and the Nueva Canción Latinoamericana, will help highlight differences between literary media. This is a period of great ideological effervescence in Latin America, where the function of art in a revolutionary context is often debated, as well as the function of the revolutionary in the arts. Students sharpen their critical and communicative skills through oral and written responses to texts. (Paiewonsky-Conde, offered alternate years)
SPAN	355	1	Contemporary Theater	Fall 2014	0	0	1	This class will examine theater from Latin America, Spain, and the Latino population in the US. We will study the diverse methods that playwrights in these regions have developed to reflect and to critique the political and social climates in which they live; we will also discuss the role that theater plays in community-building, identity politics, and political activism. Dramatic practices such as metatheater, theater of cruelty, Brechtian techniques, and feminist drama will be discussed throughout the semester. Prerequisites: Prerequisite: two courses from level III, or the equivalent. (Farnsworth, offered occasionally)

SPNE	404	1	Lorca and Almodovar	Fall 2014	0	0	1	political transformation in its treatment of homosexuality. Lorca, murdered by fascist forces in 1936, is still buried in a nameless grave, and his "Sonnets of Dark Love" (homoerotic love) were not published until 1983. Almodóvar, whose "Law of Desire" made him an international icon of gay cinema, continues to be hailed as the leader of his generation. This course will examine Lorca's theater and poetry alongside Almodóvar's work. Class discussions will trace the thematic connections between the two authors (freedom and oppression, gender and sexuality, love and desire, among other themes) in the larger context of the human experience. Prerequisite: Junior or Senior status. (Liébana, offered alternate years)
THTR	100	1	Page to Stage	Fall 2014	0	0	1	
THTR	130	1	Acting I	Fall 2014	0	0	1	This course is designed to introduce the beginning student to the craft of acting through the use of improvisation, theatre games, and acting exercises. Actor training focuses on and makes use of individual and group exercises that challenge both the mind and the body. Emphasis is placed on developing concentration and focus, the use of the imagination, sensory awareness, and verbal and physical improvisational skills. Exercises are designed to encourage the acting student to listen to his or her impulses and to respond to them within the context of an imaginary circumstance. Students also learn to work off of a partner in order to discover their own true and authentic responses to another person. This course is a prerequisite for Acting II. (Hatch, Staff, offered each semester)
THTR	130	2	Acting I	Fall 2014	0	0	2	This course is designed to introduce the beginning student to the craft of acting through the use of improvisation, theatre games, and acting exercises. Actor training focuses on and makes use of individual and group exercises that challenge both the mind and the body. Emphasis is placed on developing concentration and focus, the use of the imagination, sensory awareness, and verbal and physical improvisational skills. Exercises are designed to encourage the acting student to listen to his or her impulses and to respond to them within the context of an imaginary circumstance. Students also learn to work off of a partner in order to discover their own true and authentic responses to another person. This course is a prerequisite for Acting II. (Hatch, Staff, offered each semester)
THTR	309	1	Feminist Theatre	Fall 2014	0	0	1	theatre, focusing on performance texts that address salient concerns of first, second, and third wave feminisms as well as performance modes that trouble such designations. Specifically, this course will examine the oft-marginalized role of women in mainstream commercial theatre both historically and within contemporary contexts. It will also explore the ways in which feminist theatre practitioners work in coalition with other social justice movements such as suffrage, workers rights, civil rights, and LGBT rights to create works that resist and/or redefine historically misogynistic modes of performance. The course will explore the ways in which notions of corporeality, intersectionality, poststructuralism, performativity and the gaze have shaped feminist performance traditions.

THTR	320	1	Theatre History II	Fall 2014	0	0	1	conditions of the theatrical past, this course will explore the development of theatre from approximately 1700 C. E. to the present. Students will build on the historiographical methodologies pertaining to the writing of history that were introduced in theatre History I, as well as research practices and opportunities in the field of theatre history. Students will interpret salient dramatic and theoretical texts as well as archival material and illustrate the ways in which these texts connect to the making of theatre as well as the ways in which theatre shapes and reflects larger culture(s). Over the course of this semester, students will explore pivotal moments in theatre history including 18th century Continental Theatre, 18th Century Sentimental and Laughing Comedy and Bourgeois Tragedy, German Romanticism, Chinese Opera, Melodrama, Modern Realism, French symbolism, the historical avant-garde (Dada, Futurism, Expressionism, Surrealism), Post-War Theatre, Theatre of the Absurd, Epic Theatre, Postmodern Theatre. Students will engage with historic material at an advanced level in a wide array of modes including research, performance, and design.
WMST	150	1	Chicana Fem'ism&Visual Culture	Fall 2014	0	0	1	feminism, feminist visual cultural studies, and arts-based activism. This course traces the emergence of Chicana as an identity category and its challenges to Chicano and feminist activism; the radical ways Chicanas have employed visual, performance, and graphic arts as a means of educating and catalyzing social change; and the rich body of indigenous folklore that has both defined gender and sexual roles and provided the platform for defying them. Throughout the semester, we will draw from primary texts from the beginning of the Chicano movement, a rich selection of visual, performance, and graphic arts, and contemporary scholarship in women's studies, Chicana/o studies, and visual cultural studies. (Baron)
WMST	204	1	The Politics of Health	Fall 2014	0	1	1	including the politics of gender, race and sexuality. Through the themes of social and environmental justice, students will explore the uneven distribution of health care and wellness both within the United States and beyond. Topics include the history of the women's health movement, breast cancer awareness campaigns, reproductive health and technologies, HIV/AIDS, feminist psychology, eating disorders, environmental health and toxicity, and more. In exploring these topics, feminist theory will serve as a lens through which we examine different experiences of illness and disease. At the same time, feminist pedagogy will serve as the model upon which we build our policy recommendations. (Hayes-Conroy)
WMST	219	1	Black Feminism and Theater	Fall 2014	0	0	1	In this course, we place black women's writings about their lives and factors that govern the health and well-being of black communities at the heart of our inquiry. Utilizing a wide range of theatrical texts, we will not only explore foundational texts and theories of black feminism in the US, but also the ways black playwrights and theater artists have communicated these theories artistically : as a mirror to a broken society and as a discursive intervention. Students will emerge from this course with an in depth knowledge of the foundations of black feminism and black feminist theory as well as the debates surrounding diversity in the contemporary American theatrical landscape.

WMST	300	1	Feminist Theory	Fall 2014	0	0	1	This seminar surveys several strands of feminist theorizing and their histories. By critically engaging the underlying assumptions and stakes of a range of theories, students become more aware of their own assumptions and stakes, and sharpen their abilities to productively apply feminist analyses in their own work. Prerequisite: WMST 100 or permission of instructor. (Staff, annually)
WMST	305	1	Food, Feminism & Health	Fall 2014	0	1	1	food, health, and the body. The class addresses key material, epistemological, and methodological issues associated with food activism and intervention, and builds towards the enactment of student-led research projects. Class work includes both seminar discussion and participation in a lab section that is dedicated specifically to learning and practicing social science research methods aimed at food-based research and intervention. The seminar portion of the class will serve as a launching point for developing and carrying out individual, student-led research projects. Topics for the class include debates from both the production and consumption sides of the food chain, and take the health of both bodies and landscapes as a focal point. Among the list are: agricultural sustainability, genetically modified foods, local food activism, food security and hunger, nutrition and health policy, disordered eating, cooking as care work, and gender-based food marketing. Within these topics, issues of race and racism, class-based and cultural difference, and gendered food practices will be foregrounded.
WRRH	105	1	Eng for speakers of other lang	Fall 2014	0	0	1	the opportunity to develop a foundational level of English literacy and communication skills. This course places an emphasis on writing in various genres including argumentation, narration, and summary, as well as various writing skills including cohesion, structure, grammatical fluency, and revision. Students will use their experiences at HWS to develop their English writing, reading, listening, and speaking skills, with priority being given to writing development. Students will improve their English skills through written responses to readings, essays written in multiple genres, and a presentation on an aspect in American culture or their home culture. The time and theme of the course may vary with the instructor. (Janney, Fall, offered annually)
WRRH	105	2	Eng for speakers of other lang	Fall 2014	0	0	1	the opportunity to develop a foundational level of English literacy and communication skills. This course places an emphasis on writing in various genres including argumentation, narration, and summary, as well as various writing skills including cohesion, structure, grammatical fluency, and revision. Students will use their experiences at HWS to develop their English writing, reading, listening, and speaking skills, with priority being given to writing development. Students will improve their English skills through written responses to readings, essays written in multiple genres, and a presentation on an aspect in American culture or their home culture. The time and theme of the course may vary with the instructor. (Janney, Fall, offered annually)

WRRH	150	1	American Sign Language I	Fall 2014	0	0	1	strategies for successful communication with the deaf. Instead of assuming a disability or medical model of deafness, this course presents the American Deaf Community as a linguistic minority and examines the complex relationship between language and identity. Students will develop an appreciation for the Deaf Community's contribution to the linguistic and cultural diversity of North America. They will consider the values and unique cultural characteristics of the Deaf Community in contrast to mainstream "hearing" cultural norms. Students learn about the historical context for the deaf experience in the United States from the early 19th century to the culmination of civil rights struggle with the passage of the Americans With Disabilities Act of 1990 through viewing documentaries like "Through Deaf Eyes." Films like "Hear and Now" introduce them to the controversy of cochlear implantation and its impact on deaf identity. Readings include "Introduction to American Deaf Culture" and "A Journey Into the Deaf-World." (Cappiello, Fall, offered annually)
WRRH	150	2	American Sign Language I	Fall 2014	0	0	2	strategies for successful communication with the deaf. Instead of assuming a disability or medical model of deafness, this course presents the American Deaf Community as a linguistic minority and examines the complex relationship between language and identity. Students will develop an appreciation for the Deaf Community's contribution to the linguistic and cultural diversity of North America. They will consider the values and unique cultural characteristics of the Deaf Community in contrast to mainstream "hearing" cultural norms. Students learn about the historical context for the deaf experience in the United States from the early 19th century to the culmination of civil rights struggle with the passage of the Americans With Disabilities Act of 1990 through viewing documentaries like "Through Deaf Eyes." Films like "Hear and Now" introduce them to the controversy of cochlear implantation and its impact on deaf identity. Readings include "Introduction to American Deaf Culture" and "A Journey Into the Deaf-World." (Cappiello, Fall, offered annually)
WRRH	150	3	American Sign Language I	Fall 2014	0	0	3	strategies for successful communication with the deaf. Instead of assuming a disability or medical model of deafness, this course presents the American Deaf Community as a linguistic minority and examines the complex relationship between language and identity. Students will develop an appreciation for the Deaf Community's contribution to the linguistic and cultural diversity of North America. They will consider the values and unique cultural characteristics of the Deaf Community in contrast to mainstream "hearing" cultural norms. Students learn about the historical context for the deaf experience in the United States from the early 19th century to the culmination of civil rights struggle with the passage of the Americans With Disabilities Act of 1990 through viewing documentaries like "Through Deaf Eyes." Films like "Hear and Now" introduce them to the controversy of cochlear implantation and its impact on deaf identity. Readings include "Introduction to American Deaf Culture" and "A Journey Into the Deaf-World." (Cappiello, Fall, offered annually)

WRRH	150	4	American Sign Language I	Fall 2014	0	0	4	strategies for successful communication with the deaf. Instead of assuming a disability or medical model of deafness, this course presents the American Deaf Community as a linguistic minority and examines the complex relationship between language and identity. Students will develop an appreciation for the Deaf Community's contribution to the linguistic and cultural diversity of North America. They will consider the values and unique cultural characteristics of the Deaf Community in contrast to mainstream "hearing" cultural norms. Students learn about the historical context for the deaf experience in the United States from the early 19th century to the culmination of civil rights struggle with the passage of the Americans With Disabilities Act of 1990 through viewing documentaries like "Through Deaf Eyes." Films like "Hear and Now" introduce them to the controversy of cochlear implantation and its impact on deaf identity. Readings include "Introduction to American Deaf Culture" and "A Journey Into the Deaf-World." (Cappiello, Fall, offered annually)
WRRH	150	5	American Sign Language I	Fall 2014	0	0	5	strategies for successful communication with the deaf. Instead of assuming a disability or medical model of deafness, this course presents the American Deaf Community as a linguistic minority and examines the complex relationship between language and identity. Students will develop an appreciation for the Deaf Community's contribution to the linguistic and cultural diversity of North America. They will consider the values and unique cultural characteristics of the Deaf Community in contrast to mainstream "hearing" cultural norms. Students learn about the historical context for the deaf experience in the United States from the early 19th century to the culmination of civil rights struggle with the passage of the Americans With Disabilities Act of 1990 through viewing documentaries like "Through Deaf Eyes." Films like "Hear and Now" introduce them to the controversy of cochlear implantation and its impact on deaf identity. Readings include "Introduction to American Deaf Culture" and "A Journey Into the Deaf-World." (Cappiello, Fall, offered annually)
WRRH	201	1	Grammar and Style	Fall 2014	0	0	1	stylistic choices have grammatical implications. Yet grammar is often given last place in writing classes or made a mere matter of mechanics; correcting a comma splice, changing a relative pronoun. This course is designed for all writers and would be writers who want to understand the rhetorical power of grammar. It is designed for anyone who wants to understand what stylistic choices writers have available. It is not, therefore, a course in grammar or a course in style, but a course on the relationship between them. Students improve their grammar through working on style; they improve their style by working on grammar, sentence diagramming, weekly grammatical excursions, required weekly quizzes, and a final project. (Forbes, Werner, offered each fall)

WRRH	201	2	Grammar and Style	Fall 2014	0	0	2	stylistic choices have grammatical implications. Yet grammar is often given last place in writing classes or made a mere matter of mechanics; correcting a comma splice, changing a relative pronoun. This course is designed for all writers and would be writers who want to understand the rhetorical power of grammar. It is designed for anyone who wants to understand what stylistic choices writers have available. It is not, therefore, a course in grammar or a course in style, but a course on the relationship between them. Students improve their grammar through working on style; they improve their style by working on grammar, sentence diagramming, weekly grammatical excursions, required weekly quizzes, and a final project. (Forbes, Werner, offered each fall)
WRRH	202	1	Going Places	Fall 2014	0	0	1	experience is at the heart of this course. As Orlean says, though, a journey need not be to an exotic place, though she has been to many such places. But a piece about a journey, a piece of travel writing, can come from somewhere just around the corner, down the street, up a flight of stairs, any "there-and-back-again" that you might take. The only requirement is that the writer; the traveler first, then the writer; pay attention. Students read exemplary travel writers, write their own travel pieces, keep a reading journal and observation notes to prepare for their formal essays. A field trip and a fee are required. (Forbes, Mayshle, offered alternate years)
WRRH	306	1	New Media Writing	Fall 2014	0	0	1	New media technologies are currently exploding writing possibilities in thrilling multimodal, multimedia, and multidisciplinary ways. this course will explore new media writing through theory, literature, journalism, and practice. Throughout the semester we will build a firm theoretical foundation in theories of new media and technology (through writers such as Heidegger, Baudrillard, and Haraway). to complement our theoretical inquiry, we will study new media works in genres such as journalism, literature, and art (including work by Nieman, Strickland, and Goldsmith), as well as some criticism responding to those works and their methods. Major assignments will include academic blogs responding to assigned materials, a video essay, an audio collage, a multimedia online document, and the curation of a creative tumbler series. Students will respond critically to each other's new media projects in regularly held workshops. (Babbitt)
WRRH	312	1	Power and Persuasion	Fall 2014	0	0	1	in this course, students read and respond to texts of rhetorical theory, practice the art of detailed rhetorical analysis, and apply rhetorical theory to their own persuasive texts. They also focus on suasive rhetoric as exemplified in contemporary social and political movements and non-profit organizations. Students learn methods for assessing what makes one text more persuasive than another and in turn, how to better assess the effectiveness of their own writing. (Werner, offered annually)

WRRH	360	1	Writ. Colleag Field Plcmnt	Fall 2014	0	0	1	<p>Writing Colleagues must enroll in WRRH 360 every semester they are in a placement. In addition to attending their placements, helping professors develop writing assignments and activities, reading student essays, and working one-on-one with writers, Writing Colleagues enrolled in WRRH 360 must also attend monthly professional development meetings, meet bi-weekly with the WC Coordinator, submit a weekly WC journal, and contribute to the community's writing culture through blogs, op-eds, or newspaper articles. These activities are designed to support Writing Colleagues as they continue to strengthen their own reading and writing skills and develop as Writing Colleagues. (Dickinson or Ristow & Janney, offered each semester)</p>
------	-----	---	----------------------------	-----------	---	---	---	---

Spring 2015		351 graduate= 7		13 41		15.4% Percent sustainability		
Subject	Catalog	Section	Title	Semester	Focus	Related	Assoc	Description
AEP	335	1	The Arts and Human Development	Spring 2015	0	0	1	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/Whittier, Spring, offered annually)
AFS	208	1	Growing Up Black	Spring 2015	0	0	1	This course focuses on the development of racial consciousness and identity in adolescence in African and African Diaspora literature and film. (McCorkle, alternate years relative to AFS 211)
AFS	230	1	New World Poetries	Spring 2015	0	0	1	Among the aims of this course, and corresponding to the mission of Africana Studies, is to provide an understanding and appreciation of cultural transactions: that we are always in the process of exchanging and renewing culture and language, specifically African and Western, is a fundamental goal. Secondly, the course will provide an introduction to two of the most influential Caribbean poets as well as a variety of contemporary poets and poetics that exemplify West African, African-American, and Caribbean poetry. The development and practice of close reading constitutes a third but no less important aim of the course. Readings include works by Kamau Braithwaite, Derek Walcott, Niyi Osundare, Harriet Mullen, Claudia Rankine, and Will Alexander. (McCorkle, offered occasionally)
AFS	430	1	The Films of Spike Lee	Spring 2015	0	0	1	The work of Spike Lee encompasses many genres (drama, musicals, documentary, comedy, action films and commercials) and addresses some of the most controversial inter-racial and intra-racial issues of our time; for these reasons, he has become a defining cultural icon, and his films have sparked considerable academic interest. Moreover, Spike Lee's own writing about his films in their pre-production and post-production stages gives us the opportunity to look at the creative process in a unique way. In this course then, we shall study Spike Lee's work, not only from the usual critical and academic perspective but also from Lee's perspective as an artist. Prerequisites: Africana Studies major. If there is room, non Africana Studies majors will be allowed in the course provided they have taken at least 2 MDSC courses above the 100 level. (Marilyn Jimenez, course offered alternate years).

AMST	101	1	Myths & Paradoxes	Spring 2015	0	0	1	How do we study American culture through an interdisciplinary lens? How do American ideals—such as freedom and individualism—relate to American inequalities? Is "America" itself a place or an idea? This introductory course in American Studies will engage a number of questions that are central to an evolving field by focusing on tensions and contradictions in American culture. Students will examine core American concepts, such as the "American Dream," "freedom and equality," immigration and the "melting pot," as well as infrastructures like consumer culture, democracy, and national borders. The course also introduces students to American Studies methods through close interdisciplinary analysis of a variety of cultural artifacts, such as popular fiction, leisure, music, performance, propaganda or social practices. Readings will be drawn from a range of sources, including politics, history, popular culture, literature, media studies, and contemporary theory.
AMST	201	1	Methods of American Studies	Spring 2015	0	0	1	begins by examining the history of American studies, reading the classical works and then explores the major intellectual and methodological questions of the field. Course materials include the "classics" in American Studies scholarship from the 20th century as well as readings in the "myth and symbol" school, literary and feminist critiques, material culture, popular culture, questions of empire and the nation, and critical race studies. Students will also be introduced to research in the field, learning the basic archival and research techniques underlying interdisciplinary research methods and exploring the limitations and benefits of the different methodological tools we use to study America. (Staff, offered annually)
AMST	206	1	America Through Russian Eyes	Spring 2015	0	0	1	might think? This course explores American culture and identifies through readings and films by American and Russian poets, novelists, and directors. From Red scares through the Cold War and Evil Empire all the way to the New Russians, twentieth- and twenty-first-century Americans and Russians have shared a deep mutual fascination, and have often defined themselves via contrast with the forbidding, alluring Other. We will study travelogues, memoirs, novels, stories, and films by artists as diverse as John Steinbeck, Langston Hughes, Gary Shteyngart, Ellen Litman, and Aleksei Balabanov, using these works to refine our own understanding of American culture. All readings and discussions will be in English. Register for either AMST 206 (prerequisite: AMST 100 or AMST 101) or RUSE 206 (prerequisite: RUSE 112 or HIST 263)
ANTH	212	1	NGOs and Development	Spring 2015	0	1	1	This course introduces students to critical research on NGOs in a variety of geographic contexts and invites students to consider the usefulness of approaching NGOs as discursive constellations, as arising from the interplay of international and national policy, as cultural practices, and as products of and producing globally circulating discourses of development. The course asks, what are the everyday practices constituting NGOs and development practices, and in what ways do development practices compel new types of relationships? Further, the course asks about how anthropologists study these phenomena, and how anthropological research might speak to policy concerns and issues of social justice. (Rodriguez, offered alternate years)

ANTH	297	1	Peoples & Cultures of Latin Am	Spring 2015	0	1	1	colonial times to the present, dealing especially with the effects of population growth, urbanization, industrialization, international politics, and rapid social change. Students will analyze approaches to ethnicity, diaspora, migrations, genocide, sexuality, neo-liberalism, human rights, and the commodification of life and labor. The course is structured to illuminate key ethnographic pieces through selected theoretical works and to situate them within a historical/conceptual development of the discipline in the region. Students will read selected anthropological material and view films produced on different geo-political regions of Latin America (Mesoamerica, the Andean region, Amazonia, and the Caribbean). (Maiale, offered alternate years)
ANTH	319	1	Feminist & Political Anthro	Spring 2015	0	1	1	This course explores anthropological engagements with feminism and what this practices and to a critical analysis of the anthropological endeavor. this course explores how culturally produced systems of gender and power inform such processes as nation-states, History-making, commonsense, the academic enterprise, social institutions, research methods, embodies dispositions, and the (re)making of cultural worlds. Particular attention will be given to understanding what makes cultural anthropology is a political pursuit, one wrapped up in systems of inequality that include colonialism, science and scientific expertise, and the authority to write and speak. (Rodriguez, offered alternate years)
ANTH	115	1	Language and Culture	Spring 2015	0	0	1	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. (Anderson, offered annually)
ANTH	206	1	Early Cities	Spring 2015	0	0	1	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)
ANTH	214	1	Rethinking Families	Spring 2015	0	0	1	institutions that shape our daily lives. We will explore the ways that multiple family formations challenge our conceptions of what makes a family and consider how families are impacted by and formed through categories of race, class, citizenship, ability, and sexuality. We will then examine how the family institution has been positioned as a key political site, and explore how families are shaped by public education, law , and social welfare policies, among other institutions. This course asks students to develop an understanding of the family as a political institution, to consider a variety of diverse family formations, and to critically examine the policies and institutions that shape the lives of children and families in the contemporary United States.

ANTH	222	1	Native American Religions	Spring 2015	0	0	1	This course explores Native American sacred ways of speaking, acting, knowing, and creating in diverse historical and contemporary culture; contexts. Indigenous views and practices are studied as a groundwork for interpretative and theoretical formulations about the role of religion Native American history, culture, and language. Native American religious traditions are further comprehended as dynamic modes of survival, empowerment, and renewal in the face of Euro-American domination, past and present. Upon these understandings, indigenous, anthropological, and Euro- American domination perspectives on religion are brought into balanced dialogue and exchange. (Anderson, offered alternate years)
ANTH	290	1	Pharaohs, Fellahin, Fantasy	Spring 2015	0	0	1	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)
ANTH	302	1	Borders and Walls	Spring 2015	0	0	1	Our lives are shaped by borders and walls, the material and conceptual obstacles that keep some of us in and others out. Passports, immigration checkpoints and neighborhood boundaries delimit and shape our everyday experiences. This course examines anthropological engagements with these boundaries and their ongoing production, asking about experiences of crossing, the temporal shifting of borders, how individuals navigate conceptual borders of race, class, and sexuality as well as the visceral boundaries that mark the edges of the contemporary nation-state.
ANTH	419	1	Feminist & Political Anthro	Spring 2015	0	0	1	This course explores anthropological engagements with feminism and what this practice and to a critical analysis of the anthropological endeavor. this course explores how culturally produced systems of gender and power inform such processes as nation-states, History-making, commonsense, the academic enterprise, social institutions, research methods, embodies dispositions, and the (re)making of cultural worlds. Particular attention will be given to understanding what makes cultural anthropology is a political pursuit, one wrapped up in systems of inequality that include colonialism, science and scientific expertise, and the authority to write and speak. (Rodriguez, offered alternate years)
ANTH	514	1	Grad- Rethinking Families	Spring 2015	0	0	1	institutions that shape our daily lives. We will explore the ways that multiple family formations challenge our conceptions of what makes a family and consider how families are impacted by and formed through categories of race, class, citizenship, ability, and sexuality. We will then examine how the family institution has been positioned as a key political site, and explore how families are shaped by public education, law , and social welfare policies, among other institutions. This course asks students to develop an understanding of the family as a political institution, to consider a variety of diverse family formations, and to critically examine the policies and institutions that shape the lives of children and families in the contemporary United States.

ARAB	102	1	Beginning Arabic II	Spring 2015	0	0	1	This course will build upon and further expand students' familiarity with the script, phonetics, and elementary grammar and conversation begun in Beginning Arabic I. Students will develop and further their ability to communicate in the present, past, and future tenses, to employ different grammatical forms, and to carry out and understand basic conversations. Multimedia technologies will be employed to improve listening comprehension and oral expression. Attendance at a weekly language table is required.
ARAB	202	1	Intermediate Arabic II	Spring 2015	0	0	1	Intermediate Arabic II
ARCH	311	1	History of Modern Architecture	Spring 2015	0	0	1	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. (S. Mathews, offered annually)
ARCH	312	1	Theories of Modern Arch. & Urb	Spring 2015	0	0	1	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. (S. Mathews, offered annually)
ARTH	101	1	Ancient to Medieval Art	Spring 2015	0	0	1	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)
ARTH	240	1	European Painting in 19th Cent	Spring 2015	0	0	1	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)
ARTH	253	1	Buddhist Art & Architecture	Spring 2015	0	0	1	This course will examine Buddhist architecture, painting, and sculpture from South Asia, Southeast Asia, The Silk Road, and East Asia. We will consider five important movements in Buddhist practice: Theravada, Mahayana, Pure Land, Esoteric, and Zen. Topics will include images of the life of the historic Buddha and tales of his previous lives; the role of the stupa on Buddhist worship; the expansion of the Buddhist pantheon; associations between art and patronage; representations of multiple realms of existence; the development of the mandala; the role of mediation in artistic practice. When appropriate, students will read Buddhist texts in translation. (Blanchard, Spring, offered alternate years)

ARTH	270	1	Early Medieval Art	Spring 2015	0	0	1	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)
ARTH	333	1	Art Since 1960	Spring 2015	0	0	1	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. (P. Mathews, offered occasionally)
ARTH	433	1	Art Since 1960	Spring 2015	0	0	1	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. (P. Mathews, offered occasionally)
ARTS	105	1	Color & Composition	Spring 2015	0	0	1	A perceptual approach to the study 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)
ARTS	115	1	Three Dimensional Design	Spring 2015	0	0	1	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 and architectural studies majors: either ARTS 114 or ARTS 115. (Aub, Blankenship, D'Angelo, offered each semester)
ARTS	203	1	Representational Painting	Spring 2015	0	0	1	A sequel to ART 105, this course focuses on the problems of painting from a source, including still life, figure, and landscape. Students works 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)
ARTS	245	1	Photo Screenprinting	Spring 2015	0	0	1	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)

ARTS	266	1	Intermediate Video II	Spring 2015	0	0	1	Building on of time to place (ARTS 166), this course will continue an exploration of time-based art, with emphasis on further exploration of digital video and the possibilities of time-based media in space (installation). Additional tools used may include sound, performance, electronics, and photography. Emphasis will be placed on creating conceptual works that engage artists and audience in a deeper understanding of current issues and human experience. Students will create original works of art that will be challenged and enriched by the critique process. In addition, students will consider the history of video, installation, and interactive art, as well as other issues in contemporary art. Prerequisite: ARTS 166 (Chin, offered alternate years)
ARTS	305	1	Painting Workshop	Spring 2015	0	0	1	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. Students will study both Modernist and Postmodern approaches to image making through painting. Prerequisite: ARTS 203, ARTS 204, ARTS 209, or permission of the instructor. (Bogin, Ruth, offered annually)
ARTS	315	1	Sculpture Workshop	Spring 2015	0	0	1	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)
ASN	215	1	Environ. & Develop. in E Asia	Spring 2015	1	0	1	Rapid development in East Asia has brought prosperity to many but has also created serious environmental problems. Rivers and lakes suffer from pollution and algal blooms; water tables have dropped dramatically; farmland has been polluted by industrial chemicals and over-fertilization; and cities choke on pollution from industry and automobiles. This course explores the environmental challenges facing East Asia as well as how governments and other groups are addressing them through various approaches to sustainable development. Special emphasis is placed on China, given its regional and global importance, and the Four Little Dragons (Taiwan, Hong Kong, Singapore, and South Korea). (Magee, offered Spring)
ASN	205	1	India Predeparture	Spring 2015	0	0	1	
ASN	211	1	Buddhism	Spring 2015	0	0	1	spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials, and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (Cerulli, offered annually)

ASN	231	1	Tibetan Mandala Painting	Spring 2015	0	0	1	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 become 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)
ASN	242	1	Riding with Genghis Khan	Spring 2015	0	0	1	conquest, and drank copiously. They also created the largest land empire in the world, ruled over this empire effectively, and fostered cultural exchange across Eurasia at an unprecedented scale. After its fall, the empire's legacies continued to impact Eurasian history, arguable to this day. This course explores aspects of this great empire, from its Central Asian nomadic origins to the Mongol predicament after it s fall. Our main focus is Genghis and the Mongol empire. Learn about the awesome Mongol battle strategies, and their administration that led to Pax Mongolica. Witness the magnificent courts and peoples that Marco Polo, or his reverse counterpart, Rabban Sauma, encountered, as you experience the excitement of their adventures. Explore how Mongols lived every day, and how they saw the world around them. Investigate how they adapted to various natural surroundings, and how they interacted with their various human neighbors, most famously the Chinese and the Persians. Consider why the great Khan remains widely known today, and why so many myths surround him. Let's ride through history with Genghis.
ASN	264	1	South Asian Religions	Spring 2015	0	0	1	South Asia is an extremely non-homogeneous region, which includes India, Pakistan, Bangladesh, Sri Lanka, Bhutan, Nepal, and the Maldives. This course is about the teachings, institutions, and practices of a selection of South Asian religions: Hinduism, Jainism, Sikhism, Islam, and Parsiism. Our study of the important teachings and teachers, gods and goddesses, ritual practices, and sacred texts different religions will be largely anthropological. We will read particular cases studies of each religion, with an eye toward "popular" religion and religious practice in South Asia post-1947. Issues of colonialism and its aftermath will be central to our discussions. Slides, films, and audio materials will be used extensively, and we will do some fieldwork as well. (Cerulli)
BIDS	200	1	Dialogues in Critical Soc Stud	Spring 2015	0	0	1	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. (Fall)

BIDS	202	1	Urban Politics and Education	Spring 2015	0	0	1	This course interrogates how American political commitments have informed the urban educational experience. Specifically, this course examines how the history and politics of local, state, and federal governments have converged to shape the urban educational experience, and how the common schooling movement in turn shaped urban politics. In addition, we shall seek to understand the significance of schooling for various urban and suburban political communities as well as the reforms produced from resistance and contestation against and amongst those political communities.
BIDS	295	1	Alcohol Use & Abuse	Spring 2015	0	0	1	While attractions, pleasures, and possible benefits of alcoholic consumption may be debated, there is little argument about the debilitating effect and enormous costs of heavy drinking and alcoholism on the health of individuals, families, and society in general. The 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 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.
BIDS	502	1	Grad-Urban Politics and Educat	Spring 2015	0	0	1	This course interrogates how American political commitments have informed the urban educational experience. Specifically, this course examines how the history and politics of local, state, and federal governments have converged to shape the urban educational experience, and how the common schooling movement in turn shaped urban politics. In addition, we shall seek to understand the significance of schooling for various urban and suburban political communities as well as the reforms produced from resistance and contestation against and amongst those political communities.
BIOL	316	1	Conservation Biology	Spring 2015	1	0	1	Conservation Biology addresses the alarming loss of biological diversity around the globe. In this course, students will explore the causes and consequences of biodiversity loss. Emphasis will be placed on integration of ecological and evolutionary theory to address the management and protection of biodiversity. Topics include species extinction and rarity, conservation genetics, population ecology, population viability analysis, landscape ecology, land and wildlife management, and captive species management. Students will also examine social, economic, and philosophical aspects of conservation, including the role of science in environmental policy. This course combines lecture, laboratory, and discussion of the primary literature. With laboratory. (Cosentino, offered annually)

BIOL	212	1	Biostatistics	Spring 2015	0	0	1	This course is required for the major. The concepts 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 applications, one- and two-way analysis of variance, correlation, and simple linear regression. The course includes an introduction to statistical computing on Macintosh computers utilizing standard statistical packages. Prerequisite: BIOL 167 or permission of instructor. (Brown, Cosentino, Droney, offered each semester)
BIOL	220	1	General Genetics	Spring 2015	0	0	1	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 required for all biology majors. With laboratory. Prerequisite: BIOL 167. (Kenyon, Parent-Cursino, offered each annually)
BIOL	222	1	Microbiology	Spring 2015	0	0	1	This course provides a broad introduction to microorganisms. Students are given an opportunity to both examine microbes from the traditional vantage of microscopes and colonies, and enter the current conversation on and techniques using microorganisms. Students will learn how scientists harvest the power of microbes from creating medicines to cleaning the environment. Microbiology is a multi-disciplinary field and this course will allow students to explore genetics, molecular biology, bioinformatics, evolution, environmental science, biochemistry, and immunology. With laboratory. Prerequisite: BIOL 167. (Mowery, offered annually)
BIOL	228	1	The Biology of Plants	Spring 2015	0	0	1	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. Prerequisite: BIOL 167. (Newell, offered annually)
BIOL	233	1	General Physiology	Spring 2015	0	0	1	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. Prerequisite: BIOL 167. (Deutschlander, offered annually)

BIOL	238	1	Aquatic Biology	Spring 2015	0	0	1	Aquatic Biology provides a working knowledge of the general biology and ecology of aquatic systems and of the organisms that make up aquatic communities. Study in the classroom and field focuses on lake systems, but also includes streams and rivers, wetlands, and ponds. Students use field and laboratory techniques to study water quality issues, community composition, and ecological interactions among aquatic organisms. With laboratory. Prerequisites: BIOL 167. (Brown, offered annually)
BIOL	324	1	Anatomy	Spring 2015	0	0	1	begin with an introduction of anatomical terminology and an overview of cellular processes and tissue classification. Students then are introduced to the gross and microscopic anatomy of the following systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive. Students will also develop an understanding of how these systems develop during early embryology as well as learning the clinical relevance of disease and disorders that affect anatomy. One of the goals of this course is to provide an understanding of human anatomy which then provides the foundation for clinical diagnosis and decisions. The laboratory component of the course generally parallels and reinforces lecture concepts with practical hands-on learning. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Ryan, offered annually)
BIOL	336	1	Evolution	Spring 2015	0	0	1	In this course, both micro-evolutionary process and macro-evolutionary patterns are discussed. Micro-evolution involves studying 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 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Droney, offered annually)
BIOL	340	1	Neurobiology	Spring 2015	0	0	1	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, and (3) how more complex functions of the nervous system (such as emotions, language, homeostasis, etc.) are produced by neural networks. 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. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Deutschlander, offered occasionally)

CHEM	304	1	Bonding with Food	Spring 2015	0	1	1	cooking is ultimately a series of complex chemical reactions. Chemistry is also essential to the production of food, from the most basic ingredients to the most elaborate grocery store offerings. An understanding of how society produces food, and how these practices are both regulated and manipulated, can be informed by an appreciation of the chemistry that underlies these techniques. This course begins by providing a background in food-related chemistry based on the foundation laid during introductory and organic chemistry, then applies this knowledge to the understanding of food production and policy. Students will design and perform experiments using food, research and write about issues of food production and policy, and communicate their feelings to each other and to the campus community. Prerequisites: CHEM 241 or permission of instructor. (Miller, offered occasionally)
CHEM	240	1	Organic Chemistry I	Spring 2015	0	0	1	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)
CHEM	280	1	Interm. General Chemistry	Spring 2015	0	0	1	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 110. (Spring, offered annually)
CHEM	310	1	Quantitative Analysis	Spring 2015	0	0	1	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 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, offered annually)
CHEM	318	1	Inorganic Chemistry I	Spring 2015	0	0	1	A systematic survey of the principal reactions and properties associated with various groups and periods in the periodic table. A generally qualitative approach to preparation and properties of various classes of inorganic compounds such as: acids and bases, oxidation and reduction systems, complex ions, amphoteric oxides, and ionic compounds, and the quantitative manipulations of these systems. Laboratory. Prerequisite CHEM 110. (de Denus, offered annually)

CHEM	322	1	Physical Chem II	Spring 2015	0	0	1	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. (Newby, Spring, offered annually)
CHEM	448	1	Biochemistry I	Spring 2015	0	0	1	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, or permission of the instructor. CHEM 320 is highly recommended. (K. Slade, offered annually)
CHEM	449	1	Biochemistry II	Spring 2015	0	0	1	A continuation of CHEM 448, 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, K. Slade, offered annually)
CHEM	240	2	Organic Chemistry I	Spring 2015	0	0	2	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)
CHEM	280	2	Interm. General Chemistry	Spring 2015	0	0	2	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 110. (Spring, offered annually)
CHEM	280	3	Interm. General Chemistry	Spring 2015	0	0	3	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 110. (Spring, offered annually)

CHIN	102	1	Beg Chinese II	Spring 2015	0	0	1	Continuation of CHIN 101, this course introduces an additional 500 traditional characters, new sentence patterns, and new grammatical rules. Students learn to make effective use of their language skills, acquire ability to conduct simple real situation dialogues, write simple notes, and read authentic materials such as signs and newspaper headlines. Students can also enhance their skills in Chinese word-processing and electronic communication. The principal text is Integrated Chinese, Level 1-1, Traditional Character Edition. Online learning programs along with a CD and DVD accompanying the text are used. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 101 or the equivalent. (Zhou, Spring, offered annually)
CHIN	202	1	Inter Chinese II	Spring 2015	0	0	1	This course continues CHIN 201 and is conducted primarily in Chinese. An additional 450-500 characters and phrases in both traditional and simplified forms 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/Simplified Character Edition. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 201 or the equivalent. (Huang, Spring, offered annually)
CHIN	302	1	Adv Chinese II	Spring 2015	0	0	1	This course continues CHIN 301 and is conducted exclusively in Chinese. Approximately 600-700 new 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/Simplified Character Edition. Prerequisite: CHIN 301 or the equivalent. (Staff, Spring, offered annually)
CHIN	102	2	Beg Chinese II	Spring 2015	0	0	2	Continuation of CHIN 101, this course introduces an additional 500 traditional characters, new sentence patterns, and new grammatical rules. Students learn to make effective use of their language skills, acquire ability to conduct simple real situation dialogues, write simple notes, and read authentic materials such as signs and newspaper headlines. Students can also enhance their skills in Chinese word-processing and electronic communication. The principal text is Integrated Chinese, Level 1-1, Traditional Character Edition. Online learning programs along with a CD and DVD accompanying the text are used. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 101 or the equivalent. (Zhou, Spring, offered annually)
CLAS	209	1	Alexander the Great	Spring 2015	0	0	1	Babylon. In that time, Alexander had conquered the Persian Empire, been declared the son of the God Amun of Egypt, travelled past the Indus River, and had become involved in the acculturation of ancient cultures. Although Alexander had achieved a great deal his legacy achieved even more. In this course, we will study the man Alexander and the legacy he left behind. Alexander and his achievements offer many problems and scholars and enthusiasts have presented a multitude of interpretations. Consequently, and thankfully, a history of Alexander the Great is a wonderful entry into the world of historiography. In this course, we will examine topics such as his military genius, his administration of empire, and the mysteries surrounding his death. As the eminent Macedonian scholar Eugene Borza wrote, "it was Alexander's lot that to act as a human being was to move on a vast stage, affecting the lives of countless persons in his own day and capturing the fancies of those who lived after."

CPSC	225	1	Intermediate Programming	Spring 2015	0	0	1	This course builds on CPSC 124, covering some of the more advanced fundamentals of programming including basic data structures (such as lists, stacks and queues, binary trees, and hash tables), recursion, common algorithms (such as searching and sorting), and generic programming. This course also looks more deeply at object-oriented programming, including the use of class hierarchies. Currently, the course is taught using the Java programming language. This course has a required lab component and is required for the major and minor in computer science. Prerequisite: CPSC 124. (Offered annually)
CPSC	327	1	Data Structures & Algorithms	Spring 2015	0	0	1	This course continues the study of data structures and algorithms, focusing on algorithm design and analysis and the relationships between data representation, algorithm design, and program efficiency. Topics include advanced data structures, key algorithm design techniques, analysis of the time and space requirements of algorithms, and characterizing the difficulty of solving a problem. Concrete examples will be drawn from a variety of domains, such as algorithms for graphs and networks, cryptography, data compression, strings, geometric problems, indexing and search, numerical problems, and parallel computation. This course is required for the major in computer science. Prerequisites: CPSC 225; CPSC 229 is recommended. (Offered annually)
CPSC	336	1	Robotics	Spring 2015	0	0	1	An advanced study of the electronics, mechanics, sensors, and programming of robots. Emphasis is placed on programming robots which investigate, analyze, and interact with the environment. Topics may include mobile robots, legged robots, computer vision, and various approaches to robot intelligence. Prerequisite: CPSC 226 or permission of the instructor. (Offered alternate years)
DAN	230	1	Community Arts	Spring 2015	0	1	1	This is a service-learning course that examines how the arts affect wellness, express one's culture, and promote environmental activism. Students explore the arts and artistic expression in their lives and in the Finger Lakes Region. In addition to theoretical readings and assignments in community arts and activism, the class visits community organizations in and around the Geneva area, specifically those that focus on the arts and/or environmental stewardship. Through the in-class discussions and readings and the out-of-class experiences with the community, students acquire a deeper understanding of how the arts can be used to promote positive social change (Whittier, offered alternate years).
DAN	212	1	Dance History II	Spring 2015	0	0	1	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. Modern Dance developed in America and was greatly influenced by a spirit of rebellion and feminist reform movements; it continues to be associated with social, artistic, and political reform movements in a global context. The course traces the development of modern dance through the tumultuous 1960s, and looks at the changing definitions of modern dance into contemporary times. (Williams, Spring, offered alternate years)

DAN	225	1	Anatomy & Kinesiology	Spring 2015	0	0	1	This course covers human skeletal 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. The course material is relevant to students interested in the areas of physical therapy, physical education, athletic training, human biology, and other movement sciences. (Fall, offered annually)
DAN	900	1	Beginning Dance Technique	Spring 2015	0	0	1	This course is an introduction to traditional and contemporary dance techniques for the beginning level 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 form. Topics each term are determined by the instructor and may include a combination of Jazz/Ballet/Modern or Modern/Afro-Caribbean styles.
DAN	927	1	Intermediate Modern Dance II	Spring 2015	0	0	1	This course is a continuation of Intermediate Modern I. Additional areas of emphasis include technical endurance, rhythmic accuracy, development of individual movement style, and increased work on dynamic phrasing and complex movement combinations. (Spring, offered alternate years)
DAN	930	1	Advanced Ballet I	Spring 2015	0	0	1	This course covers advanced classical technique, and therefore emphasizes the development of a unique artistic voice and the performance of complex steps, musical phrasing, and body connectivity concepts. This class prioritizes artistic experimentation, as well as somatic and kinesiology sound approaches to learning classical ballet technique. Classical ballet variations serve as an inspiration for barre and center combinations so that students gain a deeper understanding of the aesthetic and historical nuances of classical ballet. A strong foundation in ballet technique is expected. (Spring, offered alternate years)
DAN	935	1	Advanced Modern I	Spring 2015	0	0	1	This studio-based course is designed for the proficient dancer. A strong foundation in modern dance technique is expected. Emphasis will be placed on refining movement skills and artistry within contemporary modern dance at the advanced level. Complex and diverse movement experiences will emphasize proper alignment, movement mechanics, breath support, movement clarity, stylistic versatility, strength and endurance training, body connectivity, partnering skills and self-expression in order to develop greater technical acuity and enhance performance artistry. Concert attendance, reading and writing assignments provide additional resources as students place themselves within the context of contemporary modern dance. (offered annually)
DAN	955	1	Global Dance Techniques	Spring 2015	0	0	1	Enrollment in this course is by audition only and requires participation in the faculty dance concert in April. This is a studio-based technique course that builds upon prior knowledge of Afro-Caribbean dance aesthetics and aims for sophistication and nuance in both theory and practice. Students are encouraged to investigate how the body is used as a tool for expression and definition of cultural voice. This is not an introductory course. (Spring)

ECON	344	1	Economic Development	Spring 2015	0	1	1	This course examines both the theory and practice of Third World countries in their attempts to modernize and industrialize. Some topics that are 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. (Rezende, Fall, offered annually)
ECON	135	1	Latin American Econ	Spring 2015	0	0	1	Economies in this course we study the Latin American Economies, their troubled history, their boom-and-bust tendencies, the economic policies that have been implemented and their painful consequences in terms of poverty, inflation and debt. We begin with an overview of the settlement of the Americas and the economic systems that developed and end with a look at the rise of Brazil and the Chinese challenge of the 21st Century. (S. McKinney, Fall, Offered annually).
ECON	146	1	The Russian Economy	Spring 2015	0	0	1	Recent experience suggests that even relatively modest changes in economic policy can be challenging and divisive; hard to design, hard to implement, and likely to bring about significant changes in the distribution of income and a variety of unintended consequences. Imagine, then, what Russia experienced in the twentieth century, when over the course of less than eighty years it embarked on two absolutely fundamental changes in the entire economic and political system. In this course we explore the nature of the Soviet socialist economic system, its goals, accomplishments and failures, and then consider the more recent effort to replace that system with one based on markets (J. McKinney, offered alternate years)
ECON	202	1	Statistics	Spring 2015	0	0	1	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 and apply these tools. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, and hypothesis testing, as well as an introduction to computer software for statistical analysis. Students complete a semester project in which they apply the tools taught in the course to generate, interpret, and discuss a statistical analysis of their own. Prerequisite: ECON 160 or 120. (Offered each semester) MATH 130 strongly recommended.
ECON	207	1	Economics of Education	Spring 2015	0	0	1	This course applies the tools of economic analysis to the issue of education in the United States. It will use both current events and economic and sociological literature to provide an introduction to various aspects of the topic such as the history of education and governance in the U. S. , higher education as an investment decision, teacher quality and school type, and class and demographic issues (e. g. , race, ethnicity, gender, inequality and the importance of family). Finally, the course will also evaluate the U. S. education system in relation to other countries.

ECON	243	1	Political Econ. of Race	Spring 2015	0	0	1	Persistent racial inequalities in income and wealth remain a fact of life in the USA and throughout the Americas. In this course, we explore the interaction between race, gender, and ethnicity in labor and product markets, and we consider the theory and evidence for present-day debates over discrimination and policies such as affirmative action. Finally, we examine how different understandings of "race" color economic theories that seek to explain differences in economic outcomes. Prerequisite: ECON 160. (Staff, offered annually)
ECON	251	1	Economics & the Arts	Spring 2015	0	0	1	The purpose of this course is to apply economic theory and research methods to issues and problems in understanding the arts. Topics include decisions about pricing, input utilization, marketing, market integration, and government policy. The complementarity and/or competitiveness of high arts and popular arts are considered. Attention is given to the problems of funding and of balancing (or even identifying objectives) for efficient management of non-profit arts institutions. The possible roles of government in the arts are explored.
ECON	300	1	Macro.Theory & Policy	Spring 2015	0	0	1	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, one 200 level topics/issues course, and MATH 130 or equivalent. (Offered each semester)
ECON	301	1	Micro. Theory & Pol.	Spring 2015	0	0	1	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, one 200-level topics/issues course, and MATH 130 or equivalent. (Offered each semester)
ECON	304	1	Econometrics	Spring 2015	0	0	1	The subject of this course, broadly speaking, is regression analysis. After a brief review of the simple linear model, the course develops the theoretical framework for the multivariate linear model. Various special topics are studied while students complete individual research projects that demonstrate comprehension of the steps in conducting an econometric analysis. Prerequisites: ECON 202 and ECON 300 or ECON 301. (Offered each semester)
ECON	305	1	Political Economy	Spring 2015	0	0	1	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)

ECON	308	1	Corporation Finance	Spring 2015	0	0	1	This course deals with the strategic decision-making process relative to three main areas: capital budgeting; capital structure; and working capital management. One important role a financial manager plays is to create value for the shareholder within legal and ethical constraints in a rapidly changing enterprise environment. Topics include the time value of money, risk and return, security valuation, capital budgeting, cash and liquidity management, management of current liabilities, dividend policy, cost of capital, capital structure policy and the evaluation of alternative methods of financing. Prerequisites: ECON 200, ECON 301 (Offered annually)
ECON	315	1	Managerial Economics	Spring 2015	0	0	1	This course provides students with an applied competence in utilizing basic microeconomic principles, methodologies, and techniques to solve managerial problems relating to costs, prices, revenues, profits and competitive strategies. Using managerial economic techniques, four basic areas of finance are addressed : risk analysis, production analysis, pricing analysis and capital budgeting. This course further explores how economic and financial forces affect a firm's organizational architecture relative to both its internal and external environment, as well as within a global context. Prerequisite: Econ 301. (Offered annually)
ECON	316	1	Labor Market Issues	Spring 2015	0	0	1	This course focuses on the supply side of the labor market. A model of human capital is developed. Education is examined as an investment decision, with applications. The determinants of earnings are studied and examined by group; including race, gender, ethnicity, and nativity. A substantial portion of this section will focus on immigration, specifically adjustment and impact. Other topics may include income inequality, compensating wage differentials, discrimination, unions, marriage, and the allocation of time within a household. For each subject the specific underlying economic model is developed with a discussion of public policy and its implications. Prerequisite: ECON 301
ECON	324	1	Money & Financial Markets	Spring 2015	0	0	1	This is a basic money and banking course that integrates macroeconomic theory and monetary theory, with special emphasis on how interest rates are determined and their role in the overall economy, the changing structure and function of financial markets, the role of the Federal Reserve System, the relationship between the domestic and international monetary system, and how and why financial crises develop and their impact upon the economy. Prerequisites: ECON 300. (Khan, Rezende, offered annually)
ECON	202	2	Statistics	Spring 2015	0	0	2	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 and apply these tools. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, and hypothesis testing, as well as an introduction to computer software for statistical analysis. Students complete a semester project in which they apply the tools taught in the course to generate, interpret, and discuss a statistical analysis of their own. Prerequisite: ECON 160 or 120. (Offered each semester) MATH 130 strongly recommended.

ECON	300	2	Macro.Theory & Policy	Spring 2015	0	0	2	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, one 200 level topics/issues course, and MATH 130 or equivalent. (Offered each semester)
ECON	301	2	Micro. Theory & Pol.	Spring 2015	0	0	2	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, one 200-level topics/issues course, and MATH 130 or equivalent. (Offered each semester)
ECON	305	2	Political Economy	Spring 2015	0	0	2	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)
EDUC	348	1	Our National Parks	Spring 2015	0	1	1	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 may require at least two weekend field trips. (MaKinster, Fall, offered alternate years)
EDUC	507	1	Civil Rights Education	Spring 2015	0	1	1	Since the Supreme Court's 1954 ruling in Brown v. Board, educational equality has been central to the ongoing struggle for civil rights in the U.S. This course will explore the origins and legacy of civil rights activism with regard to educational opportunity, with a focus on current issues of racial and socioeconomic justice. Taking a social history perspective, the course will evaluate major debates between civil rights leaders in the 1930's and the movements that dramatically emerged in the 1960's and continue today. Of particular interest to this course is an analysis of why schooling in particular has been central to civil rights struggles. (Hussain, offered annually Spring)
EDUC	73	1	Assessments & IEPS	Spring 2015	0	0	1	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)

EDUC	74	1	Collaboration and Management	Spring 2015	0	0	1	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)
EDUC	82	1	Teaching Reading & Writing	Spring 2015	0	0	1	Core Learning Standards for Eng. Lang.Arts & Literacy. Along with the field placement they show approaches for assessing & teaching reading & Writing. Consideration is given for students with special needs & teaching speakers of other languages. Topics incl. emergent literacy & begin. reading, as well as encouraging reading for pleasure & promoting reading & writing to learn. 082-01 - Attention is given to issues of vocab, phonological awareness, phonics, word recognition, fluency, and comprehension, to a range of children. 082-02 - Attention is given to developing vocabulary, fluency, and comprehension in reading, and to strategies for writing to learn.
EDUC	84	1	Curriculum and Instruction	Spring 2015	0	0	1	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, Gibbon, Spring, offered annually)
EDUC	85	1	Protect Dignity & Safety Children	Spring 2015	0	0	1	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. (Gibbon, Fall and Spring, offered annually)

EDUC	201	1	Schooling and Social Equality	Spring 2015	0	0	1	This course traces a social and political history of American schooling. Beginning with the meteoric rise of formal schooling in the 19th century, the course examines how the common schooling movement radically transformed the economic and political significance of education in America. Next the course follows the schooling experiences of groups systemically targeted by policy makers: European immigrant, working class, Indigenous, Chicano/a, Black, new immigrant and women of each group. We shall seek to understand the significance of schooling for various communities as well as the reforms produced from resistance and contestation. (Hussain, Fall, offered alternate years).
EDUC	202	1	Human Growth & Develop.	Spring 2015	0	0	1	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)
EDUC	203	1	Children With Disabilities	Spring 2015	0	0	1	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 may experience? How do children with disabilities fit in the mainstream of American life? (Staff, Fall, offered annually)
EDUC	220	1	Storytelling	Spring 2015	0	0	1	Storytelling is the oldest form of teaching. Knowing how to make a word, voice, gesture, and meaning to orchestrate an audience's imaginative experience is still an essential part of any communicator's competence, whether in leadership, peace building, religious education, teaching, or artistic performance. The scholarship concerning story and the oral tradition is hefty and interesting, and students will read from it. But the main emphasis of the course is developing skill as storytellers as students consider dozens of stories from many traditions and practice telling stories in many ways to different audiences both in and out of class. The course is intended to fulfill a performing arts goal. (Temple, offered annually in the spring).
EDUC	221	1	Understanding Autism	Spring 2015	0	0	1	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, Asperger Syndrome, 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)
EDUC	222	1	Learn, Teach, Schools & Math	Spring 2015	0	0	1	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)

EDUC	225	1	Educational Leadership	Spring 2015	0	0	1	<p>Educational settings are being heavily defined by technology and globalization. As access to global networks continues to spur an interconnectedness, today's educators must navigate environments where complex social challenges exist, resource allocations are unpredictable and systems are consistently impacted by external forces, such as new policy or laws from state or federal governments. Contemporary educational leaders must engage across difference, identify critical needs, build coalitions, manage uncertainty and collaborate with stakeholders. This course is designed to provide a conceptual framework of leadership theory as well as introduce a variety of change models that can be applied within educational settings. (MaKinster and Forbes, Spring, offered alternate years)</p>
EDUC	231	1	Linguistics & Eng Grammar for ESL	Spring 2015	0	0	1	<p>This course aims to provide an introduction to the study of language to all students interested in the way language works. Students will learn linguistics by "doing linguistics", that is, by analyzing language data both in contrived exercises and in "live" samples (billboard signs, newspaper headlines, etc.). They will gain a basic understanding of phonology, morphology, syntax, semantics, pragmatics, and language variation, and of the ways in which language is represented in writing. The course also aims to develop students' awareness of basic English grammar and to enable them to explain its rules to learners of English as a second or foreign language. (Staff, Spring, offered annually)</p>
EDUC	301	1	Drama In Dev Context	Spring 2015	0	0	1	<p>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)</p>
EDUC	307	1	Civil Rights Education	Spring 2015	0	0	1	<p>Since the Supreme Court's 1954 ruling in <i>Brown v. Board</i>, educational equality has been central to the ongoing struggle for civil rights in the U.S. This course will explore the origins and legacy of civil rights activism with regard to educational opportunity, with a focus on current issues of racial and socioeconomic justice. Taking a social history perspective, the course will evaluate major debates between civil rights leaders in the 1930's and the movements that dramatically emerged in the 1960's and continue today. Of particular interest to this course is an analysis of why schooling in particular has been central to civil rights struggles. (Hussain, offered annually Spring)</p>
EDUC	333	1	Literacy	Spring 2015	0	0	1	<p>other adults on the planet. In this course, we consider what these people are missing, in terms of ways of thinking and seeing the world as well as in civic and economic life. Then we will plunge into what we might do to help them. Solutions are not simple. We will need to explore the history of the English conventions of writing and spelling, the linguistic basis for reading skill, and "best practices" of teaching reading and writing. Since promoting literacy is a major concern of the international development community, the course will briefly consider international literacy efforts like Education for All, EGRA, and the work of CODE-Canada, and other agencies. The course is relevant to those interested in educational aspects of public policy, international development, and teaching in the schools. It will also be useful to students involved in tutoring projects such as America Reads. (Temple, offered annually in the spring).</p>

EDUC	401	1	Analysis Secondary Teaching	Spring 2015	0	0	1	This seminar accompanies EDUC 102-103, 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)
EDUC	404	1	Analy.Elem&Sp.Ed.Teach	Spring 2015	0	0	1	This course 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 on becoming reflective practitioners as they critically examine teaching, learning, and curriculum development. Emphasis is placed on application of the above to the teaching of reading English Language Arts. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Harris, offered each semester)
EDUC	410	1	Analys:Teaching in Disciplines	Spring 2015	0	0	1	This professional field-based seminar focuses on the development of a deeper understanding of the disciplinary content the student teacher is teaching. Through weekly conversations with his or her student-teaching college supervisor, the student will develop a more advanced understanding of how content knowledge combines with pedagogical content knowledge in effective teaching. Weekly observations of the student teacher by the supervisor and readings selected from educational journals and books will support these conversations. This seminar supports students as they prepare for and take the edTPA student teacher assessment. Occasional group meetings may be held. (Staff, offered each semester)
EDUC	415	1	Analysis of TESOL	Spring 2015	0	0	1	(Permission of instructor, open only to seniors who have completed all of the requirements for student teaching in TESOL). Analysis of TESOL is a full-semester seminar to accompany the student teaching semester for students involved in one of several programs leading to New York State certification in Teaching English to speaker of other languages, kindergarten through grade 12. In the seminar the students carry out readings and discussions on teaching speaking, listening, reading and writing in English, and relate academic writings on these issues to daily experiences in classrooms.
EDUC	521	1	Grad-Understanding Autism	Spring 2015	0	0	1	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, Asperger Syndrome, 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)

EDUC	533	1	Grad-Literacy	Spring 2015	0	0	1	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)
EDUC	83	3	Teaching	Spring 2015	0	0	3	<p>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,</p> <p>offered annually) Individual section descriptions below;</p> <p>083-09 - This seminar focuses on inquiry teaching methods to teach an learn science. Students engage in a variety of science activities designed to model different strategies. The analyze and assess their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. They are encouraged to be reflective about their practice. Local, state and national resources are available, with the emphasis on the New York Learning Standards.</p>
EDUC	83	4	Teaching	Spring 2015	0	0	4	<p>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,</p> <p>offered annually) Individual section descriptions below;</p> <p>083-09 - This seminar focuses on inquiry teaching methods to teach an learn science. Students engage in a variety of science activities designed to model different strategies. The analyze and assess their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. They are encouraged to be reflective about their practice. Local, state and national resources are available, with the emphasis on the New York Learning Standards.</p>

EDUC	83	6	Teaching	Spring 2015	0	0	6	<p>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) Individual section descriptions below;</p> <p>083-09 - This seminar focuses on inquiry teaching methods to teach an learn science. Students engage in a variety of science activities designed to model different strategies. The analyze and assess their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. They are encouraged to be reflective about their practice. Local, state and national resources are available, with the emphasis on the New York Learning Standards.</p>
ENG	270	1	Globalization & Literature	Spring 2015	0	1	1	<p>things, an economic, cultural, technological, and demographic phenomenon. Students examine globalism and its related metaphors of hybridity, cosmopolitanism, migrancy, exile, and so on against nationalism and its privileged metaphors of rootedness and identity. If the production of a national subject is no longer the purpose of "discipline," what does it mean to produce a transnational subject? These are some of the concerns of the fiction students read for this course. We typically begin with two famous American novels, Upton Sinclair's The Jungle and Don DeLillo's White Noise, to examine the impact of globalization on the United States. We then move to two South Asian novels, Salman Rushdie's Midnight's Children and Hanif Kureishi's Black Album. We end with two important novels by black women writers, Tsitsi Dangarembga's Nervous Conditions and Toni Morrison's Tar Baby. (Basu)</p>
ENG	112	1	Things Fall Apart	Spring 2015	0	0	1	<p>challenges, difficult forms , and impossible situations - all in order to discover what is possible: how does the character survive? How can we identify with her or him? How can the poem peer through its strange exterior to invite us in? How does the author make use of pain, turmoil, and confusion in the text? How can we as readers persevere in the face of these challenges and glean experience, skill and strength? By reading across multiple genres, writing critical papers, completing short creative and critical written exercises, participating in group presentations, and taking quizzes and tests, students will endeavor to become more tenacious, engaged, observant, thoughtful, empathetic, and articulate. (Manring)</p>

ENG	116	1	Literature and Politics	Spring 2015	0	0	1	<p>How and why do literary texts represent political persons, philosophies, and events? What is the effect (if any) of their doing so? Are a writer's politics necessarily reflected in their writing? What do we mean by politics anyway? For that matter, what do we mean by literature? When we define these terms, are we already making a political determination? This course seeks to respond to these questions by exploring two separate but related issues: 1) the representation of political persons, events, and ideas in literature and 2) the politics (cultural , social , and otherwise) of literature: who gets published and why? What do we expect when we read ? How does reading inspire (or compel) us to rethink our political commitments? Our responses to these questions will engage such issues as the politics of affect, empathy, and emotion: the philosophical and political status of literature's representation of ' possible worlds'; utopian and dystopian tendencies in literature and political thought; the politics of representation; the politics of elitism and marginalization; essentialist and anti-essentialist discourses in literature in politics; literature in the marketplace; literature's role in the revolution against (or maintenance of) political and national structures; the 'cultural' politics of race, class, gender, and sexuality. Texts will include novels, poems, stories, and plays, as well as relevant theoretical and critical essays</p>
ENG	170	1	Global English Literature	Spring 2015	0	0	1	<p>cultural, technological, linguistic, and demographic phenomenon. Movements of westerners to colonial spaces evoked counter-movements of people from around the globe traveling to the west. These flows resulted in a new body of literature in western languages written by people from other parts of the globe. In this course students will study examples of this world literature written in English. Readings will typically include works from Africa, the Caribbean, Asia, and the Indian subcontinent. In order to consider how these literatures have been influenced by western aesthetic values and forms, and how might they, in turn, transform and reinvent western traditions, students may also study key narratives from England and/or the United States. Following decolonization movements of the mid-twentieth century, the study of these diverse literatures spawned key terms such as postcolonialism, globalization, diaspora, transnationalism, alterity, and so on; these concepts will also be part of the course. Throughout these literary works, students will find characters who must continue to live with the alien and alienating legacies of colonialism, even in a modern and globalized world. (Basu, Ivanchikova)</p>
ENG	180	1	Film Analysis I	Spring 2015	0	0	1	<p>is paid to detailed analyses of images and sounds and their dynamic relation to the film's narrative. The goal of the course is a keener understanding not only of the world of film, but of the increasingly visual world in which we live. The primary emphasis is on what is called the Classical Hollywood Model, the dominant (culturally, economically, ideologically) mode of filmmaking in the world today (although not the only mode). As such it is crucial for students of film and, arguably, for us all to be actively aware of its structures and assumptions. Open to first-year students only. Students who complete ENG 180 may not take ENG 280. (Lyon)</p>

ENG	190	1	Creative Writing for FYs & SOs	Spring 2015	0	0	1	This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Some exercises are assigned, some individual invention is expected. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Students who complete ENG 190 may not take ENG 290. (Staff)
ENG	200	1	Critical Methods	Spring 2015	0	0	1	This course is required of all majors and minors to prepare students for upper-level study in English and Comparative Literature, and may not be exempted. This course will train students in the concepts, vocabulary and research methods required for advanced textual analysis and writing in the discipline. Required books include core reference texts in the discipline and will be supplemented by individual professors. (Staff)
ENG	203	1	The Lyric	Spring 2015	0	0	1	powers of language and what those powers are being harnessed to do. The premise of this course is that there is something about the use of language in lyric poetry that sets it apart from other forms of language-use. We will begin the course by considering the concept of mimesis as a way to begin discovering that secret and understanding how it is enacted. In this course we will try to get fix on what lyric poetry really is. Is it poetry that aspires to the condition of music, for example? And if it is, why? If "a poem is not the record of an event but the event itself," as Robert Lowell put it, how is that possible; that is, what makes that possible? We'll explore the way poetry doesn't refer to experience but incarnates it. Texts include Ovid's Metamorphoses, the odes of John Keats, and the poems of Gerard Manley Hopkins, Randall Jarrell, Marianne Moore, Denise Levertov, George Herbert, among others. (Weiss)
ENG	214	1	Victorian Poets	Spring 2015	0	0	1	The poets of the nineteenth century lived in an age of rapid change, as well as the questioning and re-thinking of once-established truths. They saw themselves as participants in the collective (though not-always concerted) effort of their age to make sense of their changing world and influence the direction their society would take in politics, religion, morality, and art, to name a few areas of concern. This course introduces students to the works of well-known Victorian poets, such as Alfred Tennyson, Elizabeth Robert Browning, and W. B. Yeats. It will also focus on Thomas Hardy, Charles Dickens, and Charlotte Bronti, writers we are accustomed to think of as novelists.
ENG	235	1	Once and Future King	Spring 2015	0	0	1	Arthur and the Knights of the Round Table. How did the possibly historical and legendary figure of Arthur and his fictitious knights came to inspire so many stories? Why do Arthurian myths continue to flourish in literature and films today? This course follows Arthur, Guinevere and the Knights of the Round Table from the sixth century and the medieval mists of Tintagel through their Romantic revival and to the edge of the twenty-first century. The main focus is the exploration of the emergence and the development of the legends of King Arthur and their relationship to the imaginative literature and the glorious chivalric mentality of the Middle Ages. All texts and their textual characteristics are studied within their historical and socio-cultural contexts. Therefore, the basic approach is both formalist and historicist. (Erussard)

ENG	239	1	18th Century Novel	Spring 2015	0	0	1	This course is designed to be a survey of significant themes and techniques in the novels of the period, with some attention paid to continental influences and development and metamorphoses of eighteenth century themes in the novels of the nineteenth and twentieth centuries. Special attention is given to novels by and about women. (Holly)
ENG	247	1	Irish Lit Renaissance	Spring 2015	0	0	1	This course is designed as a sustained and extensive study of the major texts (poetic, novelistic, dramatic, essayistic) of the "Irish Renaissance" and an Irish Modernism in which thematic concerns with cultural and political nationalism converged with an abiding interest in radical forms of literary experimentation. We will look at these texts in terms of what Seamus Deane has called "Irish Renaissances": those periods of Irish literary flourishing that both inspired and were inspired by Irish Modernism. (Cope)
ENG	248	1	3 English Novelists	Spring 2015	0	0	1	In this course, we will read two or three novels each by three modern English novelists. Our aim will be to explore how these novelists sought to develop the formal, stylistic, and thematic means to represent and interrogate the major social, political, religious, ethical, and cultural questions of their day. We will explore the ways in which these novelists changed throughout the course of their careers, and explore the causes (personal and historical) for these changes, while also paying attention to the ways in which their reputations and readerships have changed over time. Authors may include Woolf, Conrad, Lawrence, Wilde, or others. (Cope)
ENG	249	1	Contemporary British Fictions	Spring 2015	0	0	1	and short stories that examine changes in British identity from 1945 to the present. And we will situate these texts within a media-rich historical account of post-war Britain, by watching British films and television programs, listening to British music and reading British news media through term. George Bernard Shaw once quipped that " England and America are two countries divided by a common language." He makes an excellent point: because there are so many superficial similarities between the two cultures run. Our goal will be to dig deep with our cultural analysis, exploring some of the paradoxes at the core of contemporary Britain and reflecting, in turn, on what this might reveal to us about the state of America in the present.
ENG	266	1	Modernist American Poetry	Spring 2015	0	0	1	This course is a study of selected major early twentieth century figures, including Gertrude Stein, T.S. Eliot, H. D., Jean Toomer, Ezra Pound, Marianne Moore, and William Carlos Williams. (Cowles)
ENG	267	1	Post WWII American Poetry	Spring 2015	0	0	1	An introduction to contemporary American poetry, this course emphasizes both the close reading of poems and the placing of recent American poetry within its social and literary contexts. (Cowles)

ENG	276	1	Imagining the Middle East	Spring 2015	0	0	1	This course will examine representations of the Middle East , its geography, its culture, and its peoples in literature and film. The Greater Middle East is a loosely defined geopolitical entity that extends from Pakistani-Indian border to the Northern shores of Africa. Students will learn about the region as seen and imagined through the eyes of both foreigners and natives, Western and non-Western writers, travel journalists, soldiers, bloggers, colonists, refugees, and migrants. The course will explore the stereotypes that define representations of the Middle East in the West; most specifically, we will address Edward Said's claim that the Middle East became trapped in swarm of interrelated notions he defined as Orientalism. Said insists that Orientalism is a fiction produced by the western mind and subsequently used to justify colonial exploration, validate the need for human rights interventions, while also constructing the region as a site of an exotic adventure.(Ivanchikova)
ENG	290	1	Creative Writing	Spring 2015	0	0	1	This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: at least one other ENG course. Not open to students who have taken ENG 190. (Conroy-Goldman, Cowles, Staff)
ENG	305	1	Psychoanalysis & Lit	Spring 2015	0	0	1	Aside from its aspirations to being medicine or a science, psychoanalysis constitutes a powerful theory of reading, which, in its emergence at the beginning of the twentieth century, corresponds to the revolution in interpretation which continues into our own time. The aim of this course is to study this theory of reading in order to show how it is the foundation of such interpretive concepts and procedures as close reading, text, and the intentional fallacy, as well as being both the source and critique of the modern handling of such interpretational elements as image, myth, and meaning. (Holly)
ENG	312	1	Bible as Literature	Spring 2015	0	0	1	national significance, but the Bible is also a phenomenal literary project that has influenced generations of readers and writers. This course surveys the main books of the Old and New Testaments through a literary prism by focusing on the rhetorical, formal, narrative, and generic aspects of select biblical stories. Students will be introduced to the historical and theological contexts that allowed the formation of the Bible, but this course aims to look beyond those contexts and read the Holy Scriptures as a literary work. By exposing students to different genres within the biblical texts such as creation myths, poetry, prophecies, parables, and visions, we will try to define a "biblical aesthetic," and explore the relationship between content and form. (Erussard)

ENG	316	1	Hearts of Darkness	Spring 2015	0	0	1	with that which is alien, an exploration of Western culture and the Western psyche takes place. Conrad's Heart of Darkness is the archetype of this encounter. In the 100 years since it was written, Western and non-Western writers have constructed versions and counter-versions of it. Colonialism, identity, love, religion, freedom, justice, the nature of the self, and the complex character of western civilization itself are all subjects. Students read each fiction by the light of its own structure and intent as well as in dialogue with Conrad. Authors may include V.S. Naipaul, Norman Rush, David Malouf, Peter Matthiessen, Tayeb Salih, Barry Unsworth, Nadine Gordimer, J.M. Coetzee, Graham Greene and others. (Weiss)
ENG	338	1	Milton/Paradise Lost	Spring 2015	0	0	1	This course will devote itself to reading Paradise Lost. Our work will be to understand Paradise Lost, its poetics, its structure, its story, its political, theological and sexual ideas; its historical moment of the English revolution. to do this we will read some criticism and history, some of Milton's prose, in the Norton, which he devoted the middle years of his life to writing before Paradise Lost, and we will read some sonnets and early poems to familiarize ourselves with Milton's style and more generally, how a poem makes its meaning.
ENG	360	1	Sexuality and American Lit	Spring 2015	0	0	1	This course focuses on the literary production of sexuality and subjectivity in America. It considers the works in light of Michael Foucault's theory of the deployment of sexuality and feminist discussions on the politics of sexuality, and looks at the relationships between sexuality, power, and resistance both within novels and within their respective cultural contexts. (Creadick)
ENG	370	1	Geographies of Nowhere	Spring 2015	0	0	1	imagination, and the part it played in Western colonial expansion by focusing on twentieth and twenty-first century world literature and film. A frontier is usually imagined as a place that is far away from the "center": it is where civilization meets wilderness and humans face nature. The frontier is thus usually a contested space, a place of tension and uncertainty. In this course, we will focus on spaces that can be called global frontiers, among them the High Arctic (Alaska and Northern Canada), the Global South (interior Africa), and the Mysterious East (Afghanistan). All these spaces are fantasy locations that we view as either uncharted territories where nothing goes on (such as the Arctic) or as all-too-chaotic locations where too much goes on (such as Afghanistan). (Ivanchikova)
ENG	380	1	Film and Ideology	Spring 2015	0	0	1	The subject of this course is a selection of mainstream studio and independent films which respond in some way to contemporary debates around political and social issues such as national identity, war, racism, sexism, class divisions, sexual identity, masculinity and femininity. Students study each film in narrative and visual detail in order to see how the film system can work not only to mask and naturalize ideological positions and assumptions but to dismantle them and make them visible. (Lyon)
ENG	394	1	Workshop: The Craft of Fiction	Spring 2015	0	0	1	An intensive workshop devoted to the creation and critiquing of student fiction, this course is suitable for students strongly committed to fiction writing. Students are expected to produce a portfolio of polished stories. Prerequisite: Permission of instructor, based on writing sample. ENG 190/290 is generally required. (Conroy-Goldman)

ENG	398	1	Screenwriting I	Spring 2015	0	0	1	This course offers a workshop in the fundamentals of writing the motion picture. weekly writing assignments move students through a process of script development - from brainstorming and the movie in a paragraph to the treatment/outline, beat sheet, the creation of a scene, and the first act. Students share work and engage in a variety of exercises designed to help each tell his or her stories. Prerequisites: ENG 280 and/or ENG 286. (Holly)
ENG	438	1	Milton/Paradise Lost	Spring 2015	0	0	1	This course will devote itself to reading Paradise Lost. Our work will be to understand Paradise Lost, its poetics, its structure, its story, its political, theological and sexual ideas; its historical moment of the English revolution. to do this we will read some criticism and history, some of Milton's prose, in the Norton, which he devoted the middle years of his life to writing before Paradise Lost, and we will read some sonnets and early poems to familiarize ourselves with Milton's style and more generally, how a poem makes its meaning.
ENG	490	1	Trias Tutorial	Spring 2015	0	0	1	Under the direction of the Trias Writer-in-Residence, students will work towards the production of a full portfolio of creative writing, suitable for publication or submission as a writing sample to graduate school in the field. Students will pursue individualized reading lists, produce new work on a bi-weekly basis, and complete substantial revisions of their efforts.
ENG	200	2	Critical Methods	Spring 2015	0	0	2	This course is required of all majors and minors to prepare students for upper-level study in English and Comparative Literature, and may not be exempted. This course will train students in the concepts, vocabulary and research methods required for advanced textual analysis and writing in the discipline. Required books include core reference texts in the discipline and will be supplemented by individual professors. (Staff)
ENG	290	2	Creative Writing	Spring 2015	0	0	2	This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: at least one other ENG course. Not open to students who have taken ENG 190. (Conroy-Goldman, Cowles, Staff)
ENG	290	3	Creative Writing	Spring 2015	0	0	3	This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: at least one other ENG course. Not open to students who have taken ENG 190. (Conroy-Goldman, Cowles, Staff)

ENV	101	1	Sustainable Communities	Spring 2015	1	0	1	applied to real world communities. It will not only focus on the United Nation's three "interdependent and mutually reinforcing pillars" of sustainable development- economic development, social development, and environmental protection-but also will touch on intertwined subjects such as culture, education, public policy, landscape design, architecture, ecology, urban planning, and historic preservation. Rochester, Geneva, and other local communities in the Finger Lakes area will serve as case studies to discern how cities and towns are working to become more sustainable; students will learn about various opportunities to become civically engaged and involved within these communities. Evening lectures by local, regional and national experts are planned. This course can substitute for the ENV 110 requirement. (Staff, offered annually)
ENV	200	1	Environmental Science	Spring 2015	1	0	1	This is rigorous course for the Environmental Studies major focusing on the science behind and plausible scientific solutions to pressing environmental issues. Students will learn about the science behind and the complex scientific interrelationships of issues like population growth, ecosystems, exotic species, resource use, e.g., soil, mineral, water and energy resources, and the impact of their use on the planet, i.e., global warming, acid rain, pollution, toxicity, and waste disposal. (Brubaker, Halfman, offered each semester)
ENV	201	1	Environment & Society	Spring 2015	1	0	1	This course introduces students to the study of relationships between people and the environment from a critical geographic perspective, and provides a context for thinking about the social causes and consequences of environmental changes in different regions of the world. It focuses on how and why the human use of the environment has varied over time and , more importantly, space; analyzes different approaches to decision-making about environmental issues; and, examines the relative roles of population growth, energy consumption, technology, culture and institutions in causing and resolving contemporary environmental problems. (Lewis, Magee, Mauer, offered annually)
ENV	202	1	Human Values & the Environment	Spring 2015	1	0	1	This course emphasizes the role of the humanities in imagining a just and sustainable planet. Through the study of literature, art, and critical/cultural theory, students will uncover the workings and origins of human values that shape how we relate to the environment. We will read well-known authors of U.S. environmental literature, including Aldo Leopold, Henry David Thoreau, Rachel Carson, and Edward Abbey. In addition to the classics, students will be introduced to lesser-known works by environmental thinkers writing from the margins of society. Topics will include environmental ethics, nature and culture, industrialization, and globalization, ecotheology, environmental justice, ecofeminism, and queer ecology. (Crawford, offered annually)
ENV	204	1	Geography of Garbage	Spring 2015	1	0	1	You probably know where your t-shirt or computer was made, but do you know where they go when you throw them away? Each night, trucks bring tons of New York City waste to processing and storage facilities near Geneva. Meanwhile, boatloads of computers recycled in North America sail for Asia and Africa to be dismantled in dangerous conditions so that small amounts of valuable metals may be recovered. This course will introduce students to the global geography of garbage (garbography?) with a particular focus on environmental, human health, and human rights implications. (Magee)

ENV	215	1	Environ. & Develop. in E Asia	Spring 2015	1	0	1	Rapid development in East Asia has brought prosperity to many, but has also created serious environmental problems. Rivers and lakes suffer from pollution and algal blooms; water tables have dropped dramatically; farmland has been polluted by industrial chemicals and over-fertilization; and cities choke on pollution from industry and automobiles. This course explores the environmental challenges facing East Asia as well as how governments and other groups are addressing them through various approaches to "sustainable development." Special emphasis is placed on China, given its regional and global importance, and the Four Little Dragons (Taiwan, Hong Kong, Singapore, and South Korea). (Lewis, Magee, offered annually)
ENV	330	1	Sustainable Consumption	Spring 2015	1	0	1	In light of increasing calls for sustainable development, complex geographies of production and consumption continue to emerge from global economic relationships. In tracing a range of everyday commodities from their points of origin to the consumers who purchase these products, this course introduces students to the relationship between consumption trends, market forces, and natural resource extraction. In addition to different theoretical perspectives on "ethical" and "green" consumerism, special attention will also be paid to major eco-labeling programs like "Fair Trade" and "organic." (Lewis, offered alternate years)
ENV	351	1	Sustainable Comm. Dev Methods	Spring 2015	1	0	1	planning, its application, methods and implementation. It will survey the myriad of approaches to sustainable development undertaken by a variety of disciplines, using disparate methods with differing degrees of success. Students will evaluate the successes and failures of not only the methods but the outcomes of these efforts in achieving social equity, environmental and economic sustainability. Through a service-learning project with local organizations, students will navigate through the process of developing a sustainable community development plan by applying the skills and knowledge developed throughout the course. Following this spring course, summer community development internship opportunities will solicit students from this course.
ENV	252	1	Green Energy	Spring 2015	0	1	1	The climate change crisis has spurred the need for and interest in sustainable energy technologies. In this course we will study the major green energy technologies: efficiency, wind, solar (photovoltaic and thermal), geothermal, current/wave energy, smart grids and decentralized production. The class will study each technology from the basic principles through current research. In parallel, students will work together on a green energy project. Project ideas include: developing a green energy production project on campus, or a campus/Geneva self-sufficiency study.

ENV	333	1	Environ'tal Justice & Am Lit	Spring 2015	0	1	1	disproportionately from environmental hazards. The course will study literary works grounded in this material reality of simultaneous ecological and human devastation specific to U. S. minority groups and raise questions about the power of literature to document , illustrate, arouse, and instruct in the face of environmental crisis. Topics will include ecofeminism, environmental racism, urban ecology and planning, sexuality and environment, and U. S. environmental imperialism. We will read critical theory alongside poetry and prose from a diverse range of 19th-and 20th-century American writers. The course will also emphasize activism; we will explore the role of the arts in environmental justice activism and apply what we learn by creating our own activist projects. (Crawford, offered alternate years)
ENV	337	1	Amer Indian Environmentalism	Spring 2015	0	1	1	natural world and their physical surroundings. Many native peoples are rooted to place. This course explores American Indian relationships to nature and eco-political responses to contemporary environmental issues. Beginning with the history of American Indian political relationships with the U. S. federal government, we will consider the various and complex ways in which this history has affected- and continues to affect- American Indian ecology, agricultural land use, natural resource conservation, urban pollution, and modern environmental movements. Topics may include: land struggles regarding sacred and ecologically unique places; uranium mining and other resource struggles; fishing and whaling; dam removal; the "crying Indian" in the Keep America Beautiful Public Services announcement; and genetics and the patenting of indigenous foods such as wild rice. We will pay close attention to the alliances and conflict between Native and non-Native peoples. Students in this course will be introduced to study the writings and ideas of Native and non-Native scholars and activists such as Vine Deloria, Jr., Winona LaDuke, William Cronon, among many others.
ENV	310	1	Adv. Geographic Info. Systems	Spring 2015	0	0	1	Geographic Information Systems (GIS) modeling capabilities have been used to inform and support decision making in the management of watersheds and parks, in the design of emergency evacuation plans, among others. Advanced GIS will cover a wide range of modeling applications using rasters, including watershed drainage analysis, ecological corridors and least cost path analysis. Students will also be introduced to analytical tools such as spatial data interpolation techniques, point pattern and density analysis, and error assessment. Hands-on experience will be provided through weekly labs and final project. (Brubaker, offered annually)

ENV	101	2	Sustainable Communities	Spring 2015	1	0	2	applied to real world communities. It will not only focus on the United Nation's three "interdependent and mutually reinforcing pillars" of sustainable development- economic development, social development, and environmental protection-but also will touch on intertwined subjects such as culture, education, public policy, landscape design, architecture, ecology, urban planning, and historic preservation. Rochester, Geneva, and other local communities in the Finger Lakes area will serve as case studies to discern how cities and towns are working to become more sustainable; students will learn about various opportunities to become civically engaged and involved within these communities. Evening lectures by local, regional and national experts are planned. This course can substitute for the ENV 110 requirement. (Staff, offered annually)
ENV	200	2	Environmental Science	Spring 2015	1	0	2	This is rigorous course for the Environmental Studies major focusing on the science behind and plausible scientific solutions to pressing environmental issues. Students will learn about the science behind and the complex scientific interrelationships of issues like population growth, ecosystems, exotic species, resource use, e.g., soil, mineral, water and energy resources, and the impact of their use on the planet, i.e., global warming, acid rain, pollution, toxicity, and waste disposal. (Brubaker, Halfman, offered each semester)
ENV	201	2	Environment & Society	Spring 2015	1	0	2	This course introduces students to the study of relationships between people and the environment from a critical geographic perspective, and provides a context for thinking about the social causes and consequences of environmental changes in different regions of the world. It focuses on how and why the human use of the environment has varied over time and , more importantly, space; analyzes different approaches to decision-making about environmental issues; and, examines the relative roles of population growth, energy consumption, technology, culture and institutions in causing and resolving contemporary environmental problems. (Lewis, Magee, Mauer, offered annually)
FRE	101	1	Beg. French I	Spring 2015	0	0	1	For students with no French experience, or placement. This is an immersion course that teaches speaking, listening, reading, writing, and French body language through a creative combination of interactive materials that introduce students to French culture as well as language. This course uses French as the principal language of instruction in the classroom. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. It is open only to students with no prior experience and students who have been placed in FRE 101, or students who have permission of the instructor. (Offered every semester)
FRE	102	1	Beg French II	Spring 2015	0	0	1	For students who had French I in 12th grade, or placement. This course is a continuation of FRE 101. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. This course uses French as the principal language of instruction in the classroom. First-year students are placed according to placement exam results. Prerequisite: FRE 101 or equivalent, or permission of the instructor. (Offered every semester)

FRE	120	1	Inter French I	Spring 2015	0	0	1	This course is for students who have successfully completed the elementary sequence or equivalent. Students work with the interactive dvd Jules et Jim to practice oral/aural skills as well as review fundamentals of French grammar. Jules et Jim also gives students a unique window on French culture including art, history, literature, and cinema. This course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. Prerequisite: FRE 105 or equivalent, or permission of the instructor. (Offered every semester)
FRE	130	1	Inter French II	Spring 2015	0	0	1	course offers qualified students the opportunity to reinforce all the fundamentals of the French language. FRE 130 is the fourth-semester French language and culture course at Hobart and William Smith Colleges. In this course, we study the French language within the context of French and Francophone (French-speaking countries other than France) culture and literature. The goal of French 130 is to continue the study of modern French and Francophone culture through an immersion in its language and its literature. Therefore, all classes will be conducted in French. Over the course of the semester, students will work to fine-tune their proficiency in the four fundamental language skills: speaking, listening, reading, and writing. Students will work in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. First-year students are placed according to placement exam results. This course uses French as the principal language of instruction in the classroom. Prerequisite: FRE 120 or placement, or permission of the instructor. (Offered every semester)
FRE	226	1	French in Review I: Parler et C	Spring 2015	0	0	1	For students who had FRE IV in 12th grade, or placement. This course offers a complete grammar review while emphasizing aural and speaking skills to prepare students for advanced courses. All grammatical concepts are reviewed to form a firm foundation for all advanced French classes. First-year students are placed according to placement exam results. The course uses French as the principal language of instruction in the classroom, and includes mandatory recitations every week. Prerequisite: FRE 130, or placement, or the equivalent. (Offered every semester)
FRE	227	1	Fre in Rev II: Lire + Ecrire	Spring 2015	0	0	1	language course in which students learn nuances of French grammar and stylistics through reading and various writing exercises. This course emphasizes the skills of reading and writing. The course guides the students through cultural and literary texts of increasing difficulty and helps them develop strategies for reading texts in French. These strategies will lead to understanding of vocabulary through the use of lexical resources (dictionaries and web materials), understanding of grammatical syntax, and ability to identify writing strategies in written texts using stylistic analysis. First-year students are placed according to the placement exam results. Prerequisite: FRE 226, or placement, or permission of instructor. (Offered every semester)

FRE	253	1	Lit III: Paris Outremer	Spring 2015	0	0	1	Depending on the instructor, this course follows various trajectories between Paris and Francophone countries and regions around the world. Students listen to voices in French from outside France. Paris is considered a starting point, rather than the center of Francophone cultures. Special attention is given to the ambiguous love-hate relations between France and other Francophone countries. . This course teaches explication de texte, the French approach to reading literary and other cultural texts. Prerequisite: Prerequisite: Any two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Koffi-Tessio, offered alternate years)
FRE	383	1	Middle Ages and Renaissance	Spring 2015	0	0	1	Topics include Medieval epic and romance, Medieval and Renaissance lyric poetry, Montaigne, Rabelais, The Pléiade poets, Women in the French Renaissance. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with another 250 level. (Wells, offered regularly)
FRNE	285	1	The Troubadours	Spring 2015	0	0	1	medieval Southern France-and their legacy as the inventors of love poetry in the vernacular. Performing their songs in the most powerful and vibrant cultural centers of medieval France. The Troubadours sang the praises of their beloved, incited kings to war, accused the decadence and corruption of the ruling classes, and made the vernacular an accepted medium for religious expression. But who were the troubadours? In this class, students are introduced to the language, history, religion, geography, and culture of these poets. Through the study of printed texts, CD recordings, digital images of medieval manuscripts, and artistic representations, students will learn about the origins of the troubadour lyric as live musical performance, its later transformation into written text, and the troubadours' impact on other cultures and literary traditions. Readings (and CD/MP3 recordings) : the troubadours, some texts of the Northern French trouvères, and occasional relevant readings in literature of other periods and traditions.
FRNE	341	1	Boulevard Saint- Germain	Spring 2015	0	0	1	The western imagination of the 20th century has evolved in response to, and in spite of, the major traumas of two world wars and their aftermath. This course examines how the particular conceptions of the universe, deriving from the stark realities of a war-torn continent, were formulated in the writing of de Beauvoir, Sartre and Camus, the three voices that resonated with the deepest chords of a wounded nation, continent, world. (Staff, offered occasionally)

FSCT	302	1	Disability&Sexuality in US Cu	Spring 2015	0	0	1	What is the relationship between sexuality and disability in US culture? How did we come to know and feel what we think we know and feel about these intersecting realms of knowledge and lived experience? US cultural ideals of beauty, youth, fitness, strength, skinniness, sex appeal, social skill, mental acuity, and - most elusive - "health" all rely on norms of ablebodiedness and heterosexuality, as well as middle-class whiteness. We will thus approach disability and sexuality not as fixed or singular categories, but as fluid, historically shifting, culturally-specific formations that intersect with race, class, gender, and nation. How do some bodies, minds, and psyches as well as sexual acts, desires, relationships, and identities come to be seen as deviant and others as normal? What are the cultural institutions that have historically disciplined disabled, queer, and gender-non-conforming subjects? What legacies of resistance might we find in various forms of art and cultural production; in feminist and queer coalitions, activism and movements for Health or Fat Justice, and for disability, racial and economic justice; and in scholarship including LGBT and Disability Studies? Where can we look for models of queer kinship, care collectives, and "alternative" familial and community structures based on practices of interdependence? We will approach these questions through a range of critical essays, books, films, artwork, and community engagement, working together to queer and crip - or
FSCT	502	1	Grad Disabi'ty&Sexual'y in US	Spring 2015	0	0	1	What is the relationship between sexuality and disability in US culture? How did we come to know and feel what we think we know and feel about these intersecting realms of knowledge and lived experience? US cultural ideals of beauty, youth, fitness, strength, skinniness, sex appeal, social skill, mental acuity, and - most elusive - "health" all rely on norms of ablebodiedness and heterosexuality, as well as middle-class whiteness. We will thus approach disability and sexuality not as fixed or singular categories, but as fluid, historically shifting, culturally-specific formations that intersect with race, class, gender, and nation. How do some bodies, minds, and psyches as well as sexual acts, desires, relationships, and identities come to be seen as deviant and others as normal? What are the cultural institutions that have historically disciplined disabled, queer, and gender-non-conforming subjects? What legacies of resistance might we find in various forms of art and cultural production; in feminist and queer coalitions, activism and movements for Health or Fat Justice, and for disability, racial and economic justice; and in scholarship including LGBT and Disability Studies? Where can we look for models of queer kinship, care collectives, and "alternative" familial and community structures based on practices of interdependence? We will approach these questions through a range of critical essays, books, films, artwork, and community engagement, working together to queer and crip - or

GEO	142	1	Earth Systems Science	Spring 2015	0	1	1	each other. This applied geoscience course investigates Earth and its systems for non-majors. The course focuses on global environmental change by exploring the complex links between the geosphere (Earth's rocky surface), hydrosphere (oceans, lakes, rivers and groundwater), atmosphere and biosphere (living things). This course examines each of these "spheres". What are they made of? How are they structured? How do they work? How do they interact with each other? We will consider how humans manipulate Earth's system, particularly considering climate change, nutrient pollution, ozone depletion and loss of biodiversity. We recognize that the geologic past is the key to the present and future, and explore how contemporary environmental change has analogues in Earth history. This course is designed to fulfill a student's curricular goal of experiencing scientific inquiry. It does not count toward the Geoscience major. (Arens, Halfman, or Kendrick, offered annually)
GEO	143	1	Earth & Life Through Time	Spring 2015	0	1	1	atmosphere - an inevitable consequence of the planet's size and position in the solar system? Should we expect all such Goldilocks Planets to have the same habitable environment? Or has our planetary home been shaped by the chance events of history? This course will begin with an examination of history. What makes a system like the Earth historical? Then we will explore how scientists ask and answer questions about historical systems and understand how this method differs from the classic "experiments" that most students performed in science class. Finally, we will study a series of moments in Earth's history where everything really did change. These may include the origin of life, the transition to an oxygen-rich atmosphere, the origin of animals, land plants, flowering plants, dinosaurs, mammals, and consider why our species -Homo sapiens- is the last bipedal ape standing. We will consider ice ages, wandering continents, meteor impacts and titanic volcanic eruptions. We will examine episodes of mass extinction when life hit the reset button. And we will conclude with a final question: If chance events can change the course of Earth's history, can we? (Arens or Kendrick, offered annually)
GEO	270	1	Paleoclimatology	Spring 2015	0	1	1	Understanding how and why climate changes is important for interpreting the geologic record and evaluating contemporary climate change. After an overview of Earth's modern ocean-atmosphere system and energy balance is presented, dating methods and techniques for reconstructing past climates are discussed. Field and lab projects may include working with existing paleoclimate datasets in addition to collecting and interpreting archives of climate change such as tree rings, bog and lake cores, and speleothems from the local area. Note: There are required weekend field trips. Prerequisites GEO 184 and GEO 186; or permission of instructor. (Curtin, Spring, offered alternate years)

GEO	240	1	Mineralogy	Spring 2015	0	0	1	Mineralogy is the study of the structure, chemistry, and origin of minerals. Since minerals are the basic components of all rocks and sediments and are commonly in chemical equilibrium with natural waters, an understanding of minerals is crucial to many fields in geoscience. This course introduces students to the chemical and physical properties of minerals, their occurrence in rocks, and their economic uses. It also familiarizes students with some of the most important minerals and the techniques used in their identification and characterization. Techniques covered include crystallographic, X-ray, spectroscopic, and optical microscopy. Laboratory. Prerequisites: GEO 184 and CHEM 110 (or concurrent enrollment). (McKinney, offered annually)
GEO	250	1	Oceanography	Spring 2015	0	0	1	This course addresses the ways in which bodies of water, such as the ocean, the Great Lakes, and Seneca Lake respond to inputs of energy, in particular heat from the sun and energy from the wind. Students examine the distribution of heat, temperature, salinity and water movements and how they interact with the atmosphere, both on a global scale and on the localized scale represented by Seneca Lake. Prerequisite: GEO 184 and CHEM 110 or instructor consent. (Laird, offered annually)
GEO	260	1	Weather Analysis	Spring 2015	0	0	1	Few things capture the public's attention and influence daily decisions like weather. In this course, we will examine day-to-day weather patterns with an emphasis on understanding the basics of meteorological processes and forecasting, independent analysis of weather events and mastery of hands-on data analysis. We will examine and discuss conceptual models of the structure of mid-latitude cyclones and convection weather systems, including the processes of cyclogenesis and frontogenesis. Interpretation of atmospheric kinematic and dynamic processes on weather charts is emphasized along with an introduction to weather prediction. Prerequisite: GEO 182. (Metz, spring, offered annually)
GEO	262	1	Polar Meteorology	Spring 2015	0	0	1	atmospheric environment and have some unique weather systems, as well as climate characteristics. Perhaps surprisingly to many, the polar atmosphere is governed by the same physical principles that operate in middle latitude and tropical regions. This course will use the context of the Arctic and Antarctic to introduce and discuss the thermodynamic, radiative, and precipitation processes in the atmosphere. Additional topics that will be discussed include Polar lows, interactions between the atmosphere, cryosphere, and ocean, and stratospheric ozone. Related to many of these topics, we will use current, relevant data sets and collect our own measurements in a local winter environment to compare to observations from Polar Regions. Prerequisite: GEO 215, GEO 255, or GEO 260. (Laird, Spring, offered alternate years)
GEO	290	1	Paleontology	Spring 2015	0	0	1	This course examines the fossil record from the perspective of the questions that can be asked of it. How do fossils contribute to understanding patterns of evolution? What large-scale patterns of biological diversity are seen only from the vantage point of fossils? How does form give clues to function? What can be learned about Earth's past climates and environments from fossils? How do fossils tell time in the geologic record? The class answers these questions through a detailed study of the fossils themselves. Prerequisite: GEO 184. (Arens or Kendrick, Spring, offered alternate years)

GEO	299	1	Geoscience Field Studies	Spring 2015	0	0	1	The course is designed to introduce you to field-based scientific investigations in an intensive 2-week course. We will conduct several mapping and data collection projects that will provide you experience with field observations in areas of geology, meteorology, and climatology. Students completing the course receive one full course credit. The course is offered as credit/no credit and can be counted toward a Geoscience major or minor. (offered annually)
GEO	355	1	Mesoscale & Severe Weather	Spring 2015	0	0	1	squall lines, hurricanes, and lake-effect snow occur with spatial and temporal dimensions described as mesoscale. Mesoscale meteorology typically encompasses atmospheric phenomena that are smaller than 1000 km in size. Thus, in addition to severe weather systems, this course will investigate fronts, mountain wind systems, land-sea breezes, and precipitation bands, with a focus on the processes and dynamics that govern their formation and distribution. Mesoscale weather is inherently difficult to predict given the relatively small size and complex nature of the various phenomena. In order to facilitate investigation of mesoscale meteorology and severe weather, this class will regularly utilize archived meteorological measurements, mesoscale computer models, and current observations of the atmosphere, which continuously provides interesting and dynamic situations to learn from. Prerequisite: GEO 260 and MATH 130. (Metz, Spring, offered alternate years)
GERE	212	1	The Cave of Western Thought	Spring 2015	0	0	1	This course is designed to question the ways in which (y) our world comes into being using the image of the cave to mine the mysterious depths of mind, soul, and being. Are we shackled in the belly of a mountain, as Plato contends I his "Allegory of the Cave," until we realize Truth, or is Truth to be found in the dark and deep depths within Plato's cave? What are the multifarious uses of the cave in literature that reference human experience, sensory and spiritual , and how and why does the cave come to represent such divergent themes of enlightenment, freedom, power, sense perception, love , and language? Taking cues primarily from the German-language literary tradition, we will also learn how philosophy has infused various literary periods and genres, from Medieval Epic to Modern Film.
GERE	213	1	Border, Nation, Identity	Spring 2015	0	0	1	Partition of India/Pakistan and the 1990 Reunification of East/West Germany-this course takes a comparative approach to understand the nature of the national border. We will ask a myriad questions that interrogate the efficacy of national borders as markers of human identity. What is a national border and how is it drawn, how is it erased? What role do politics, religion, and language play in establishing a community within a border? What mythologies bring people together as a nation? In which ways is a national border divisive? We will study these two moments n history primarily from the vantage pint of fictional literature, including novels, short stories, poetry and film. We will supplement our exploration of fictional texts with the study of treatises, essays, correspondence, speeches, and documentary photography and film. By reading fiction alongside non-fiction, we will be able to examine how a national border is simultaneously a thing of the imagination and of grave physicality.

GERM	102	1	Beg German II	Spring 2015	0	0	1	This course is a continuation of GERM 101 and continues to pursue the goals established above. Prerequisite: GERM 101 or the equivalent. (Offered annually)
GERM	202	1	Inter. German II	Spring 2015	0	0	1	Fourth-semester German is designed to develop further the skills acquired in previous semesters. Students will continue to work with Stationen in achieving these goals.(Offered annually)
GRE	102	1	Beg. Greek II	Spring 2015	0	0	1	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)
GRE	250	1	Ancient Greek Historians	Spring 2015	0	0	1	In this course, students read selections from Herodotus, Xenophon, or Thucydides, examining both the authors' prose styles and the historical contexts in which they wrote. The course aims to develop the ability to read the original Greek text of an ancient historian with attention given to vocabulary, grammar and style. In addition, students will also examine the ways in which Greek historians recorded their history in a way that was both aesthetically pleasing and useful.
HIND	102	1	Beginning Hindi II	Spring 2015	0	0	1	Beginning Hindi II
HIST	151	1	Food Systems in History	Spring 2015	0	1	1	This course traces the historical emergence of the contemporary world food system. Students briefly examine the transition from hunter-gathering to Neolithic village agriculture, the differentiation between steppe agriculture and steppe nomadism in ancient Eurasia and the medieval agricultural systems of East Europe and Asia. In the second half, students examine the development of the present-day global food system since 1500. An important course goal is to understand the meaning of changes in the food systems for individual lives. (McNally, Offered alternate years)
HIST	208	1	Women in American History	Spring 2015	0	1	1	This class surveys four centuries of American women's experiences, focusing on how women's status was determined, maintained, and contested. It examines themes of patriarchy, power, autonomy, dependence, and agency, and considers how issues of class, race, and sexuality have shaped women's interactions with each other and with men. It also explores the changing social rules that define gender roles, and investigates the way that women and men have dealt with those rules and expectations over time. (Free, Offered annually)
HIST	215	1	American Urban History	Spring 2015	0	1	1	This course examines the urbanization of American society from the colonial period to the present, with emphasis on the development of the physical city. It explores the establishment and growth of colonial cities; the impact of technological innovations such as mass transit and the automobile on urban spatial form; the changing responses to urban problems such as water, fire, pollution, housing, crime and disorder; the advent of city planning; the relationship between ethnic and racial conflicts and urban form, especially suburbanization; and the rise of the contemporary decentralized city. (Hood, Offered alternate years)

HIST	263	1	The Russian Land	Spring 2015	0	1	1	today's most pressing problems, Russia would be an excellent choice. Appearing first at the interface between agrarian and tribal worlds, Russia has a thousand years of experience dealing with Islam, for example, and offers clear instruction about what does and does not work. And countries all over the world are struggling along economic and political paths and models first articulated and explored by Russians centuries ago. Long before Latin American or African or Asian countries began their responses to western power, Russia was grappling with the challenge of modernity, trying to compete economically, trying to adjust without losing her identity. Finally, whatever contemporary issue draws our attention -- the environment, women's condition, civil liberties, terrorism, ethnic violence, the arts, drugs, development -- Russia has much to teach us about nearly every one. The course will typically require such readings as: Turchin, War and Peace and War: the Life Cycles of Imperial Nations; Figes, Natasha's Dance; Lahuse, How Life Writes the Book; Libert, The Environmental Heritage of Soviet Agriculture.
HIST	264	1	Modern European City	Spring 2015	0	1	1	This course examines the emergence and development of new industrial cities, such as Manchester and Bochum, and the transformation of older administrative and cultural centers such as Paris and Vienna. The course emphasizes the ways in which contrasting visions of the city; source of crime and pathology or fount of economic dynamism and democratic sociability; were expressed and embodied in city planning, reform movements, and the arts. In exploring the modern city, students use perspectives derived from European and American social and political thought and employ literary, statistical, and visual source materials. (Linton, offered alternate years)
HIST	327	1	Central America and the US	Spring 2015	0	1	1	This seminar will investigate massive human rights violations, their documentation's, and the peace process in Central America in the second half of the twentieth century, with a special focus in the role of United States' intervention. During the Cold War, no region in the world was more integrated into the security strategy and political economy of the United States that was Central America, and nowhere did the transformation of U.S. foreign policy from the principle of national self-determination to overt military and economic imperialism ring clearer. at the same time, no region in the world experienced more egregious and violent crimes against human rights than, in particular, Guatemala, El Salvador, and Nicaragua. While these governments actively thwarted and violently suppressed democratic social movements, revolutionary forces, and regimes committed to social justice, the United states used civil conflicts in the region as a pretext for intervention, and actively aided in their escalation. That said, the U.S. government's support for brutally repressive regimes in Central America also generated a powerful humanitarian response both within the United States and in the international community. Finally, this course will examine how humanitarian instruments and organizations sought to uncover the truth about human rights abuses, negotiate peace, and, less successfully, implement justice in Central America. Prerequisites: At least one course in Latin American studies or cross-

HIST	101	1	Foundations of European Societ	Spring 2015	0	0	1	With the decline of the Roman Empire, Europe's cultural heritage faced unprecedented opportunities as well as challenges. The "Dark Ages" were a time of recovery and synthesis, with Germanic and Pagan customs mixing with Roman and Christian culture to form a unique blend of religion, family life, politics, and economy. Through literature and art, this course discusses the origins of the Western ascetic spirit and the beginning of romantic love and the cult of chivalry. Through visual sources, it explores the construction and defense of castles and manors, and traces the embryonic development of agriculture and technology. (Flynn, offered alternate years)
HIST	220	1	Early Medieval Europe	Spring 2015	0	0	1	This is an essential course on the Middle Ages that will be taught in Madison Flynn's absence by Sarah Whitten. Early medieval Europe and the Mediterranean shared an inheritance from the Roman world of Roman institutions, Christianity, and barbarian identities. The civilizations that developed in the West including the Merovingians, Lombards, Carolingians, Byzantines, and early Islamic dynasties were profoundly shaped by all these components in varied ways. Beginning with the later Roman Empire, the course is organized around political shifts but also covers developments in religious, legal, economic, social, and cultural history. Major themes of the class include the changing nature of religious authority, political fragmentation, and legal transformation.
HIST	228	1	African-American History II	Spring 2015	0	0	1	This course examines the varied experiences of African Americans from Reconstruction to the present, focusing on class and gender differences within African American society as well as on the fight for social and political equality in America. Major topics include Reconstruction in the South; African American intellectuals; the Great Migration; the Civil Rights movement; black power; and contemporary problems. (Harris, offered annually)
HIST	231	1	Modern Latin America	Spring 2015	0	0	1	Latin America through an examination of paradigms of modernity and marginality. It will focus on: the continuities and ruptures from Spanish colonialism to nation-state rule; the imposition of stability in Latin America, and the ideological foundations of the dominant, transnational paradigm of progress; identity politics and the rejection of European paradigms of progress; the coming and process of the global paradigm of Cold War, and its new models of anxiety, hope, and marginality in Latin America; the survival and even prosperity of Latin America's indigenous populations in the era of neoliberalism. In so doing, we will examine the possibilities for the most marginal of populations to represent themselves, and the limitations of such self-representation. (Ristow, offered annually).
HIST	234	1	Hist Amer Thought From 1865	Spring 2015	0	0	1	This course covers the history of American thought and culture from the late Victorian period to the present, examining forces that led Americans to rebel against the Victorian world view and which were responsible for the rise of Modernism. Social and political thought are emphasized, but the rise of the social sciences, new philosophical movements, theology and aesthetics, American identity, the emergence of the university as a major cultural institution, and the role of the intellectual in modern America are also discussed. There is no prerequisite, but HIST 336 is recommended. (Crow)

HIST	242	1	Riding with Genghis Khan	Spring 2015	0	0	1	conquest, and drank copiously. They also created the largest land empire in the world, ruled over this empire effectively, and fostered cultural exchange across Eurasia at an unprecedented scale. After its fall, the empire's legacies continued to impact Eurasian history, arguable to this day. This course explores aspects of this great empire, from its Central Asian nomadic origins to the Mongol predicament after its fall. Our main focus is Genghis and the Mongol empire. Learn about the awesome Mongol battle strategies, and their administration that led to Pax Mongolica. Witness the magnificent courts and peoples that Marco Polo, or his reverse counterpart, Rabban Sauma, encountered, as you experience the excitement of their adventures. Explore how Mongols lived every day, and how they saw the world around them. Investigate how they adapted to various natural surroundings, and how they interacted with their various human neighbors, most famously the Chinese and the Persians. Consider why the great Khan remains widely known today, and why so many myths surround him. Let's ride through history with Genghis.
HIST	250	1	Medieval Popular Culture	Spring 2015	0	0	1	What is the relationship between high and low culture? How do oral cultures differ, and how have literacy and electronic media transformed human consciousness in more recent times? Close exploration of the material conditions of peasant life, of the psychological workings of folklore, magic, witchcraft, and play in culture help students come to terms with these issues. We assess the historical consequences of oppression within the political structure of the three estates, and evaluate the efficacy of various techniques of popular resistance. In the end, we assess the value of play in sustaining social cohesion, emotional stability and personal freedom in our historical heritage. (Flynn, offered annually)
HIST	276	1	The Age of Dictators	Spring 2015	0	0	1	European one-party dictatorships that used state organs to mobilize mass support and unleash unprecedented levels of coercion and terror directed at their own populations still haunt our memory and understanding of the 20th century. This course examines and compares the origins and dynamics of Stalin's Soviet Union, Mussolini's Italy, and Hitler's Germany, and their ways of securing popular support and eliminating opposition. The class critically explores theories and concepts used to classify and categorize these regimes: totalitarianism, fascism, bonapartist dictatorships. (Linton, offered alternate years)

HIST	300	1	Race & Violence in Am. Hist.	Spring 2015	0	0	1	Native Americans from the western frontier, and from Chinese aid in building the Transcontinental Railroad. The nation's promise of freedom and equality came to fruition alongside a legacy of the Ku Klux Klan, Jim Crow, and the struggles of the Modern Civil Rights Movement. As such, a full understanding of the history of America requires an examination of the centrality of race and racial violence in the American experience. This course is not designed to make heroes, villains or victims out of those involved, but rather to raise questions concerning the role that various acts of racial violence played in shaping American culture and society. Did concepts of race lead to the brutality of slavery, or was racism a consequence of this abusive system? Did preconceived ideas of difference and "savagery" create conditions for western expansion? How did concepts of race determine who would be included or excluded from various segments of society, and in what ways was violence used to control those deemed the 'other'? These questions and more will be addressed through the use of a variety of texts and films throughout the semester.
HIST	301	1	The Enlightenment	Spring 2015	0	0	1	meanings of ancient religious texts, but find meaning in civil society, material life, and science, and uphold the sanctity of human equality, which they experience through relatively unrestrained access to various news media, conversations held in accessible social spaces, and schooling premised on the belief that education and experience shape the human mind. How responsible is the 18th-century movement of rigorous criticism and cultural renewal known as "the Enlightenment"? Students examine its coherence as a movement, its major themes and proponents, its meaning for ordinary people, its varied interpretations, its spread throughout Europe and beyond, and the more sinister cultural institutions and projects that many Enlightenment figures were reluctant to interrogate. (Kadane, offered annually)
HIST	320	1	The Asia Pacific Wars	Spring 2015	0	0	1	This course attempts to survey the multiple memories and histories of the Asia Pacific Wars among the people of North East Asia and the United States. We will examine changes and continuities in these views in the framework of regional politics and economy since 1945, focusing on such controversial issues as the Nanjing massacre, "comfort women," Pearl Harbor, war and racism, Hiroshima and Nagasaki, the Smithsonian Enola Gay exhibit, and history textbooks. In the broadest context, the course explores the history of imperialism and colonialism in Asia-Pacific since the late nineteenth century and the importance of "history" and "memory" in understanding its consequences. We will be reading a variety of secondary materials.
ITAL	101	1	Beg. Italian	Spring 2015	0	0	1	
JPN	101	1	Beg. Japanese I	Spring 2015	0	0	1	This course provides an introduction to modern spoken Japanese. Open to seniors by permission only. (Holland, Spring, offered annually)
JPN	201	1	Inter Japanese I	Spring 2015	0	0	1	Prerequisite: JPN 102 or placement by instructor. (Holland, Spring, offered annually)
JPN	301	1	Adv Japanese I	Spring 2015	0	0	1	Prerequisite: JPN 202 or placement by instructor. (Holland, Spring, offered annually)

LAT	102	1	Beg Latin II	Spring 2015	0	0	1	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)
LAT	255	1	Lat. Historian: Tacitus or Livy	Spring 2015	0	0	1	This course includes readings from Tacitus's <i>Annales</i> or Livy's <i>Ab Urbe Condita</i> , examining the authors's prose styles and the historical contexts in which they wrote. Students explore the authors's 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's lapses in objectivity and accuracy. Prerequisite: LAT 102 or the equivalent. (Offered every three years)
LAT	302	1	Adv Readings II	Spring 2015	0	0	1	This course is parallel to LAT 301. (Spring, offered annually)
LGBT	208	1	Queers in Space	Spring 2015	0	0	1	How do the spaces we live in- our houses, neighbor hoods, cities, and national boundaries- impact the way we think about our sexual identities, orientations, and subcultures? This course will examine lesbian, gay , bisexual, transgender, and queer cultures and identities through the fundamental concepts of cultural geography, urban planning, and architecture. We will be thinking about space on multiple scales, starting with examining " the closet" as a metaphor for those who identify as LGBT but do not disclose their identifies. We will then move to our houses and buildings: How do our houses reflect cultural assumptions about sexuality, family structures, and kinship? How do the spaces we occupy- the buildings, parks, & roads that make up our everyday life- shape, and are shaped by, our cultural assumptions about " normal" bodies? Ho does race, class, sexuality, and dis/ability define what a "normal" body is? We'll examine the concept of "queer space": What makes a space "safe" for queer people? How do our identities get territorialized, and who might be excluded from that space? How does LGBT culture center on urban spaces, and shy? What kinds of LGBT communities emerge in rural spaces? Finally, we will think spatially on a global scale: How does sexual identity get defined differently when we think of it transnationally? As we ask these questions, we will necessarily be asking larger ones; how is knowledge and power wrapped up in how we organize and make meaning form different
LTAM	210	1	Latin American Perspectives	Spring 2015	0	0	1	An introduction to Latin America through histories and novels, commentaries, analyses and movies, from the perspective of those within Latin America and those outside of it. The organization of the course is chronological, starting with accomplishments of the indigenous Americans before major European settlement and ending with the crises and issues of the early 21st century. (S. McKinney, Fall; C. Ristow, Spring)
MATH	110	1	Discovering in Math	Spring 2015	0	0	1	A study of selected topics dealing with the nature of mathematics, this course has an emphasis on the origins of mathematics, and a focus on mathematics as a creative endeavor. This course does not count toward the major or minor in mathematics. (Offered each semester)

MATH	130	1	Calculus I	Spring 2015	0	0	1	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MATH	131	1	Calculus II	Spring 2015	0	0	1	This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. Prerequisite: MATH 130 or permission of the instructor. (Offered each semester)
MATH	135	1	First Steps Into Adv. Math	Spring 2015	0	0	1	This course emphasizes the process of mathematical reasoning, discovery, and argument. It aims to acquaint students with the nature of mathematics as a creative endeavor, demonstrates the methods and structure of mathematical proof, and focuses on the development of problem-solving skills. Specific topics covered vary from year to year. MATH 135 is required for the major and minor in mathematics. Prerequisite: MATH 131 or permission of the instructor. (Offered each semester)
MATH	204	1	Linear Algebra	Spring 2015	0	0	1	This course is an introduction to the concepts and methods of linear algebra. Among the most important topics are general vector spaces and their subspaces, linear independence, spanning and basis sets, solution space for systems of linear equations, and linear transformations and their matrix representations. It is designed to develop an appreciation for the process of mathematical abstraction and the creation of a mathematical theory. Prerequisites: MATH 131, and MATH 135 strongly suggested, or permission of the instructor. Required for the major in mathematics. (Offered annually)
MATH	232	1	Multivariable Calculus	Spring 2015	0	0	1	A study of the concepts and techniques of the calculus of functions of several variables, this course is required for the major in mathematics. Prerequisite: MATH 131. (Offered annually)
MATH	278	1	Number Theory	Spring 2015	0	0	1	This course couples reason and imagination to consider a number of theoretical problems, some solved and some unsolved. Topics include divisibility, primes, congruences, number theoretic functions, primitive roots, quadratic residues, and quadratic reciprocity, with additional topics selected from perfect numbers, Fermat's Theorem, sums of squares, and Fibonacci numbers. Prerequisites: MATH 131 and MATH 204, or permission of the instructor. (Offered alternate years)
MATH	331	1	Fndtns. Analysis I	Spring 2015	0	0	1	This course offers a careful treatment of the definitions and major theorems regarding limits, continuity, differentiability, integrability, sequences, and series for functions of a single variable. Prerequisites: MATH 135 and MATH 204. (Offered annually)
MATH	351	1	Math. Statistics	Spring 2015	0	0	1	This is a course in the basic mathematical theory of statistics. It includes the theory of estimation, hypothesis testing, and linear models, and, if time permits, a brief introduction to one or more further topics in statistics (e.g., nonparametric statistics, decision theory, experimental design). In conjunction with an investigation of the mathematical theory, attention is paid to the intuitive understanding of the use and limitations of statistical procedures in applied problems. Students are encouraged to investigate a topic of their own choosing in statistics. Prerequisite: MATH 350. (Offered alternate years)

MATH	436	1	Topology	Spring 2015	0	0	1	This course covers the fundamentals of point set topology, starting from axioms that define a topological space. Topics typically include: topological equivalence, continuity, connectedness, compactness, metric spaces, product spaces, and separation axioms. Some topics from algebraic topology, such as the fundamental group, might also be introduced. Prerequisite: MATH 331 or permission of the instructor. (Offered every third year)
MATH	110	2	Discovering in Math	Spring 2015	0	0	2	A study of selected topics dealing with the nature of mathematics, this course has an emphasis on the origins of mathematics, and a focus on mathematics as a creative endeavor. This course does not count toward the major or minor in mathematics. (Offered each semester)
MATH	130	2	Calculus I	Spring 2015	0	0	2	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MATH	131	2	Calculus II	Spring 2015	0	0	2	This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. Prerequisite: MATH 130 or permission of the instructor. (Offered each semester)
MATH	232	2	Multivariable Calculus	Spring 2015	0	0	2	A study of the concepts and techniques of the calculus of functions of several variables, this course is required for the major in mathematics. Prerequisite: MATH 131. (Offered annually)
MATH	130	3	Calculus I	Spring 2015	0	0	3	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MATH	131	3	Calculus II	Spring 2015	0	0	3	This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. Prerequisite: MATH 130 or permission of the instructor. (Offered each semester)
MATH	130	4	Calculus I	Spring 2015	0	0	4	This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)
MDSC	303	1	Hist.of the Social Documentar	Spring 2015	0	1	1	Photography and moving images have been used to enlighten those who do not suffer to the lives of those who do, to forward social change, and to influence social policy, sometimes progressively and sometimes not. This course examines visual social documentary's influence, largely confined to consideration of American social documentarians, including influence of photographers of immigrants' conditions in major cities during the early 20th century; government-sponsored documentation of rural Americans' lives during the Great Depression; and documentary films which have shaped social conscience from consciousness. (Robertson, Spring, offered alternate years)

MDSC	304	1	Media and Theory	Spring 2015	0	1	1	This course provides an in-depth study of media forms and their modes, methods, and themes. We will explore the role of media in shaping social consciousness, material culture, and the experience of modern life. We will survey key theoretical works in media studies and cultural studies by reading them along with primary documents such as film texts, radio broadcasts, television programs, magazine and newspaper articles, soundtracks, digital environments, and more. Consumer attitudes, narrative forms, artistic practices, and modes of production will be investigated for their ideological.
MDSC	205	1	America in the Seventies	Spring 2015	0	0	1	It is easy to make fun of the 70s with its big hair, bad music, and crazed behavior. Many historians see the first half of the decade as a pounding hangover from the radical 60s and the second half as a counterbalancing prelude to the conservative 80s, denying the 70s any identity of its own. But beneath the glittering disco globes, a fundamental shift in the culture, society and ideology that defined American life; one reflected and refracted in the era's mass media and popular arts; took place from 1970 to 1979. This class explores the 70s from the perspective of its cultural productions, paying particular attention to the critical intersections where the arts both influence and mediate the major historical events and intellectual currents of this decade. (Friedman, offered annually)
MDSC	308	1	Film Editing II	Spring 2015	0	0	1	effects. Using industry-standard editing and compositing software (After Effects and Shake), students will learn basic compositing techniques, such as green screen, rotoscoping and matchmoving, within the context of the history and art of visual effects. Since its inception, film has been drawn to the possibility of altering reality through visual effects in the works of Gorges Melies; with the advent of digital compositing, special effects have gained added importance in contemporary filmmaking. Moreover, visual effect as 'staged' reality go beyond film to encompass the function of illusionism in Western representation as shown by Norman Klein in "the Vatican to Vegas: A History of Special Affects." Prerequisites: MDSC 305. (Marilyn Jimenez, course offered alternate years).
MDSC	330	1	Sp.Top:Studies in Media & Prod	Spring 2015	0	0	1	This course will address a range of topics in accordance with the current scholarly interests of the Media and Society faculty and visiting artists. Therefore, the topics do vary as they address timely issues of research in Media Studies and Production as well as emerging areas in the field. Typical topics could include: portrait documentary, animation beyond Disney, cinematic video games, the end of celluloid and transmedia narratives. Students may not take the same topic twice for credit.
MDSC	415	1	Advanced Social Documentary	Spring 2015	0	0	1	This course is for students with a serious interest in documentary videography. The course will concentrate on developing a television-quality documentary. The focus of the course will be on developing a concept, scriptwriting, filming, and editing for the purpose of informing, persuading, or convincing an audience. The topics will include a contemporary issue, or a history that sheds light on a contemporary issue. Students enrolling in this course should expect to spend considerable time outside of the ordinary class period in research, production and post-production. The ability to work well as the member of a collaborative team is essential. Prerequisites: MDSC 300 or instructor's consent. (Robertson, course offered alternate years Fall).

MDSC	303	2	Hist.of the Social Documentar	Spring 2015	0	1	2	Photography and moving images have been used to enlighten those who do not suffer to the lives of those who do, to forward social change, and to influence social policy, sometimes progressively and sometimes not. This course examines visual social documentary's influence, largely confined to consideration of American social documentarians, including influence of photographers of immigrants' conditions in major cities during the early 20th century; government-sponsored documentation of rural Americans' lives during the Great Depression; and documentary films which have shaped social conscience from consciousness. (Robertson, Spring, offered alternate years)
MDSC	330	2	Sp.Top:Studies in Media & Prod	Spring 2015	0	0	2	This course will address a range of topics in accordance with the current scholarly interests of the Media and Society faculty and visiting artists. Therefore, the topics do vary as they address timely issues of research in Media Studies and Production as well as emerging areas in the field. Typical topics could include: portrait documentary, animation beyond Disney, cinematic video games, the end of celluloid and transmedia narratives. Students may not take the same topic twice for credit.
MUS	215	1	Mus & Race in US Popular Cultu	Spring 2015	0	1	1	economic arenas of the United States from 1900 to the present day. Through non-technical analysis of selected examples from the U. S. popular canon, students will learn to identify ways in which music and performative gesture underscored, subverted, and sometimes transcended racial stereotypes. Through focused engagement with topics including (1) Primitivism in the Jazz Age of the 1920s; (2) Black Power, white Money, and 1960s Soul; (2) Gender, Sexuality and Gangsta Rap; and (4) Racial Cross-Dressing- Minstrelsy from Jim Crow to Eminem, students will learn to hear discourses of race and identity that reside below the surface of popular music in the United States while developing analytical tools for engaging music as an expression of cultural identity. (offered periodically)
MUS	120	1	Tonal Theo/Aural I	Spring 2015	0	0	1	skills necessary to become a listener/performer who can perceive sound in meaningful patterns, express these concepts musically, and think critically and artistically about musical form, style, and content. Review of diatonic scales, intervals, triads, and keys is followed by principles of voice leading, Roman numeral analysis and functional harmony, and non-harmonic figuration. Harmonic topics include tonic, dominant, subdominant, submediant, and supertonic triads in functional contexts; the dominant-seventh chord and its inversions; the leading-tone diminished seventh chord; and the cadential six-four chord. Formal topics include sentence and period phrase structures. Analytical and writing skills are introduced and developed, and aural understanding of the above foci is achieved through singing, conducting, playing, and listening. Prerequisite: MUS 110 or permission of the instructor. (Offered each semester)
MUS	135	1	Music in America 1750-2000	Spring 2015	0	0	1	Investigating the panorama of American Music to reveal its infinite variety and vitality, origins of American music are traced from the Native Americans, to the psalm singing colonials, to the African slaves. Eighteenth century works by Billings and Mason are examined. Emphasis is placed on 19th- and 20th-century music. Compositions include works by Ives, Copland, Gershwin, Crumb, Antheil, and Bernstein. (offered alternate years)

MUS	202	1	Medieval/Renaissance	Spring 2015	0	0	1	From Gregorian chant and the songs of the troubadours, the beginnings of polyphony, the "new secular style" of the 14th century, and the "sweet" harmonies of the 15th century Burgundian school, through the humanistic currents of the late 15th and 16th centuries, composers created new styles, techniques, and forms, responding to the demand for greater expressivity and more variety. The course surveys tradition and change in music from 600 to 1600 and is based on selected readings, recordings, and scores. (offered every third semester)
MUS	207	1	Big Band-Bossa: Jazz His'y	Spring 2015	0	0	1	This course studies the development of contemporary styles and techniques in jazz and American popular music of the Western hemisphere since 1900. (offered annually)
MUS	220	1	Tonal Theo/Aural II	Spring 2015	0	0	1	This course continues goals outlined in MUS 120. Further exploration of harmonic analysis and part writing techniques, including supertonic, leading-tone, and subdominant seventh chords; Neapolitan and augmented-sixth chords; major-minor modal mixture; tonicization of and modulation to V in major and III and v in minor; and diatonic sequences. Rhythm and musicianship topics include more elaborate divisions of the beat and polyrhythms, and introduction to alto clef, as well as small binary forms. Prerequisite: MUS 120 or permission of the instructor. (Offered each semester)
MUS	304	1	Composition	Spring 2015	0	0	1	Through a progressive series of composition projects, students investigate the some organization of musical works and performances, focusing on fundamental questions of unity and variety. Students will learn how to become more fluent improvisers as a means to inform their creative process and divorce themselves from composing works solely utilizing theoretical constructs. Aesthetic issues and intentionality are considered in the pragmatic context of the instructions that composers provide to achieve a desired musical result, whether these instructions are notated in prose, as graphic images, or traditional western musical notation. (Offered annually)
MUS	420	1	20th C Theory & Aural Skills	Spring 2015	0	0	1	landscape of 20th-century repertoire and theoretical concepts. Repertoire-based development of theoretical and musicianship skills features topics including: high chromaticism; introduction to jazz theory and forms; octatonicism and pentatonicism; set-class and twelve-tone theory; atonality; triadic transformations; unequal meters and complex polyrhythms; and historical approaches and current trends in popular music theory and analysis. Students will produce original written analyses of popular music and atonal/twelve-tone works, one of which will serve as the basis for an analytical presentation and participation in the Senior Symposium, if eligible. Prerequisite: MUS 320 or permission of the instructor. (Offered annually)
PHIL	154	1	Cont.Issues: Environ. Ethics	Spring 2015	0	1	1	This course explores the ethical and philosophical issues that arise when we consider the relation between humans and the natural environment; issues made urgent by our current environmental crisis. Among questions examined are: Is the value of nature intrinsic or only instrumental? Do humans have obligations toward nonhuman animals? Why are animal species worth preserving? Is it individual animals or ecosystems that should be of moral concern? What can feminism tell us about our treatment of nature? Are economic efficiency and cost/benefit analysis adequate criteria for assessing our relation to the environment? (King, offered annually)

PHIL	158	1	Debating Public Policy	Spring 2015	0	1	1	difference between just a cool idea and an implemented policy. However, respectfully and persuasively selling one's ideas requires knowledge and skills that most people lack. This course develops students' theoretical knowledge of policy analysis tools and their practical skills (especially oral communication skills) to improve their advocacy. Students work in teams to develop public policy positions on current political, moral, and legal issues - domestic and international. Teams then formally debate these positions while other students vote on them. Strong emphasis is placed on anticipating problems with one's own public policy positions. Students learn about the general structure and tools of advocacy and opposition, as well as particular issues of current concern. The primary goal of this course is not to teach you how to debate. Debate is just the primary medium of the assignments about public policy analysis. (Barnes, offered alternate years)
PHIL	345	1	Power, Privilege, & Knowledge	Spring 2015	0	1	1	How is power used to shape the knowledge produced in a society? How does my race or gender influence my knowledge and ignorance? These are key questions in social epistemology, which is the study of the social dynamics of knowledge. In this course, students explore the historical beginnings of social epistemology in the work of Marx, Foucault and Goldman. Drawing on this history, students conduct a sophisticated study of contemporary work by feminists and philosophers of race. Among the topics discussed are: the corporatization of science, knowledge of the female orgasm, white ignorance, and strategies for becoming a responsible knower in a world of power and privilege. (K. Frost-Arnold, offered alternate years)
PHIL	545	1	Grad-Power,Privilege,& Knowl'g	Spring 2015	0	1	1	How is power used to shape the knowledge produced in a society? How does my race or gender influence my knowledge and ignorance? These are key questions in social epistemology, which is the study of the social dynamics of knowledge. In this course, students explore the historical beginnings of social epistemology in the work of Marx, Foucault and Goldman. Drawing on this history, students conduct a sophisticated study of contemporary work by feminists and philosophers of race. Among the topics discussed are: the corporatization of science, knowledge of the female orgasm, white ignorance, and strategies for becoming a responsible knower in a world of power and privilege. (K. Frost-Arnold, offered alternate years)

PHIL	110	1	Puzzles and Paradoxes	Spring 2015	0	0	1	<p>provide fascinating insights about our world. Philosophical puzzles and paradoxes are like that. This course will cover a variety of challenging puzzles about the nature of reality, morality, language and what we can know about the world. Some of these puzzles have been solved, but many are not yet solved, and we can learn much from both of these. Even if you don't solve a particular puzzle completely, working toward the answer can help you with future problems by giving you a set of tools that you can use again and again to get other answers. Puzzles and paradoxes make you a better thinker. (And, for some, they are lots of fun too.)</p> <p>Reading and other materials:</p> <p>The exact readings used will depend on the professor who is teaching the course and on which puzzles that professor wants to cover during the semester. There are textbooks that cover many of these puzzles, but we expect that a textbook would be supplemented by other readings. A sample of the puzzles that we envision being appropriate for this course would include: metaphysical problems (Zeno's paradoxes, Sorites paradox, artificial persons, time travel, relativism); epistemological problems (liar paradox, surprise text paradox, preface paradox, grue paradox, Descartes' evil demon); ethical problems (free will & responsibility, psychological egoism, paradox of hedonism, the experience machine); political problems (prisoner's dilemma, Arrow's impossibility theorem); and problems in rational choice (Newcomb's paradox, Monty Hall problem, two envelope paradox, principle of insufficient reason & Bertrand's paradox). Of course, this is not an exhaustive list, nor could it all be done in one semester. However, we do envision the course including some</p>
PHIL	151	1	Cont.Issues:Crime & Punishment	Spring 2015	0	0	1	<p>This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? When is a person morally responsible for their actions? When is punishment an appropriate response to behavior that violates social norms? It also looks at some problems in legal theory and in public policy, such as: What sorts of acts ought to be criminal? When is a person legally responsible for her actions? Why should insanity be a defense to criminal charges? The following general question links all these problems: Which forms of behavior control are morally justifiable responses to which forms of social deviance? (Brophy, offered annually)</p>

PHIL	156	1	Biomedical Ethics	Spring 2015	0	0	1	This course examines ethical issues that arise in the practice of medicine, in the delivery of health care, and in biomedical research. Ethical issues arise in all areas of human activity, but they arise in medicine with special urgency. Some reasons for this are the special nature of the physician/patient relationship, the importance of the matters of life and death involved, the difficulty in distributing health care in a just manner, and the many recent technological advances in medical treatment that exacerbate all of these problems. Among the issues considered are informed consent, patient autonomy, confidentiality and privacy, genetic intervention, medical experimentation, reproductive control, allocation of scarce medical resources, and justice in health care delivery. (Staff, offered annually)
PHIL	236	1	Philosophy of Law	Spring 2015	0	0	1	State of the law raises many problems for which philosophy provides solutions. At the same time, the law provides valuable source material bearing on many traditional issues in philosophy. This course studies these problems and issues by examining both philosophical writings on the law and legal opinions. Tort and contract law are examined, as well as criminal and constitutional law. Some of the questions to be considered are: What is law? What is the relation between law and morality? To what extent is the state justified in interfering with a person's liberty? When are persons responsible for their actions? What is justice? When is a person liable for harm caused to others? When is morally justified to punish a person? (Lee, offered alternate years)
PHIL	350	1	Theories of Reality	Spring 2015	0	0	1	This course will focus on questions such as the following: What is real? Is the material world the only reality? Are properties, like being round, or being rational, as real as things? Is mind, awareness, consciousness, a different sort of reality? Are people simply complex machines? Are human beings free to create their own futures? With respect to physical reality, we will consider issues such as causality, space, time, and substance. For persons, we will examine the relationship between mind and body, the idea of personal identity, and the nature of human free will and responsibility. Both classical and contemporary perspectives will be considered. (Oberbrunner, offered annually)
PHIL	372	1	Early Modern Phil	Spring 2015	0	0	1	This course is an introduction to the principal works and central theories of the early modern period (1600-1750). The philosophical thought of this period was closely tied to the newly developing sciences and also to profound changes in religion, politics, and morality. Accompanying the transformation of thinking in all of these areas was a renewed interest in skeptical theories from ancient sources, and what emerged was the beginning of uniquely modern approaches to philosophy. Each year this course focuses on a handful of texts from this period, to be selected from the works of Montaigne, Bacon, Galileo, Descartes, Hobbes, Arnauld, Gassendi, Mersenne, Leibniz, Spinoza, Boyle, Butler, Malebranche, Pascal, Newton, Locke, Berkeley, and Hume. (Brophy, offered annually)
PHIL	154	2	Cont.Issues: Environ. Ethics	Spring 2015	0	1	2	This course explores the ethical and philosophical issues that arise when we consider the relation between humans and the natural environment; issues made urgent by our current environmental crisis. Among questions examined are: Is the value of nature intrinsic or only instrumental? Do humans have obligations toward nonhuman animals? Why are animal species worth preserving? Is it individual animals or ecosystems that should be of moral concern? What can feminism tell us about our treatment of nature? Are economic efficiency and cost/benefit analysis adequate criteria for assessing our relation to the environment? (King, offered annually)

PHYS	252	1	Green Energy	Spring 2015	0	1	1	The climate change crisis has spurred the need for and interest in sustainable energy technologies. In this course we will study the major green energy technologies: efficiency, wind, solar (photovoltaic and thermal), geothermal, current/wave energy, smart grids and decentralized production. The class will study each technology from the basic principles through current research. In parallel, students will work together on a green energy project. Project ideas include: developing a green energy production project on campus, or a campus/Geneva self-sufficiency study.
PHYS	114	1	Stars, Galaxies & the Universe	Spring 2015	0	0	1	This course provides an introduction to the general physical and observational principles necessary to understand stars, galaxies and the Universe as a whole. We will discuss light, optics and telescopes, properties of stars, black holes, galaxies, and cosmology. The course will culminate in a discussion of the formation of the Universe starting with the Big Bang. (Offered annually)
PHYS	140	1	Principles of Physics	Spring 2015	0	0	1	This is a one-semester survey course in physics with laboratory, which makes use of algebra and trigonometry, but not calculus. It is designed particularly for architectural studies students, for whom it is a required course. It also provides a serious, problem-solving introduction to physics for students not wishing to learn calculus. The following topics are included: mechanics (particularly statics, stress, and strain), sound, and heat. This course satisfies the physics prerequisite for PHYS 160. (Offered annually)
PHYS	270	1	Modern Physics	Spring 2015	0	0	1	This course provides a comprehensive introduction to 20th-century physics. Topics are drawn from the following: special relativity; early quantum views of matter and light; the Schrödinger wave equation and its applications; atomic physics; masers and lasers; radioactivity and nuclear physics; the band theory of solids; and elementary particles. With laboratory. Prerequisites: PHYS 160 and MATH 131 Calculus II. (Offered annually)
PHYS	287	1	Computational Methods	Spring 2015	0	0	1	This course explores topics in computational methodologies and programming within physics. Computers are a ubiquitous tool in physics data acquisition and analysis. Each semester we will explore a set of topics within this field. Topics may include the statistics of data analysis, techniques of linear and nonlinear fitting, frequency analysis, time-frequency analysis, signal and image processing. Technologies may include data acquisition systems, data analysis environments, and common scientific programming languages. Prerequisite: PHYS 285. (Offered annually)
PHYS	355	1	Quantum Computing	Spring 2015	0	0	1	There are two broad areas to this subject. One is the area of overlap with classical physics and the appearance of entropy in the study of computation. The other is the area of overlap with quantum physics, reflected in the explosive growth of the potentially revolutionary area of quantum computing. Topics will be drawn from Shannon's theory of information; reversible and irreversible classical computation; the no-cloning theorem; EPR states and entanglement; Shor's algorithm and other quantum algorithms; quantum error correction; quantum encryption; theoretical aspects of quantum computing; and physical models for quantum computing. Prerequisite: One 300-level course in Physics or Mathematics. (Offered alternate years)

PHYS	361	1	Electricity and Magnetism	Spring 2015	0	0	1	This course develops the vector calculus treatment of electric and magnetic fields both in free space and in dielectric and magnetic materials. Topics include vector calculus, electrostatics, Laplace's equation, dielectrics, magnetostatics, scalar and vector potentials, electrodynamics, and Maxwell's equations. The course culminates in a treatment of electromagnetic waves. Advanced topics may include conservation laws in electrodynamics, electromagnetic waves in matter, absorption and dispersion, wave guides, relativistic electrodynamics, and Liénard-Wiechert potentials. Prerequisites: PHYS 160 and MATH 131 Calculus II. (Offered alternate years)
POL	211	1	Visions of the City	Spring 2015	0	1	1	This course examines the changing and contested meaning of urban life in the United States. Cities have been cast as disordered spaces that corrupt our most fundamental attachments. But cities have also been presented as well-ordered cosmopolitan spaces in which the American experience could be almost perfectly expressed. In interrogating the tension between these two depictions of urban life, we will specifically discuss: attempts to inform daily practices through the design of the city; anxieties about immigration and mobility; architecture's relationship to nature and democracy; the origins of housing reform and urban planning movement; and the significance of gender, race, and class in the American experience. (Mink, offered alternate years; subfield: AMER)
POL	215	1	Racial and Ethnic Politics	Spring 2015	0	1	1	This course examines the historical and contemporary relationship between ethnic minority and majority groups in the American political system. The course looks at the use and effectiveness of political and social power in shaping American race relations and the ability of alternative methods to change those relations. The focus of the course is largely on the relationship between U.S. society and African-Americans, but Asian-Americans, Hispanic-Americans, and Native Americans are also covered. (Rose, offered occasionally; subfield: AMER)
POL	238	1	Sex and Power	Spring 2015	0	1	1	The overwhelmingly male bias in the American political system raises fundamental questions about equity, justice, and the representation of all interests. The feminist movement, in an attempt to answer some of these questions, has in effect redefined politics itself, fundamentally altering the terms of the debate. This course uses the framework that "the personal is political" to critique the American political system from a variety of feminist perspectives. Specifically, the course focuses on the issues of the sexual revolution, rape and pornography, and the sexuality debates within the feminist community. (Deutchman, offered annually; subfield: AMER)
POL	204	1	Modern American Conservatism	Spring 2015	0	0	1	One of the most significant factors in American politics over the last 40 years has been the rise of the Right in the United States. Although there has long been a tradition of an active Right in the U.S., it was for the most part politically marginalized. Over the last 25 years it has been increasingly successful and influential. This is especially true for the Religious Right or Christian Right. What happens to the post-William Buckley, post-/Ronald Reagan Right will be a major focus of this course. (Deutchman, offered annually; subfield: AMER)

POL	207	1	Governing Through Crime	Spring 2015	0	0	1	Over the last thirty years, the United States has experienced an exponential rise in both the numbers of people incarcerated and the rate of incarceration. Some analysts are beginning to see comparisons between the U.S. and the Soviet gulag or apartheid South Africa in terms of the percent of the population imprisoned. Until the 1970s, criminal justice policy was seen as the domain of policy experts, while courts increasingly sought to protect the due process rights of those accused of crimes. At the end of this era, the administration of the death penalty was declared unconstitutional and considered to be anachronistic, if not "barbaric." Then something changed. Today, it is said, we are a society that governs through crime. (Passavant, offered alternate years; subfield: AMER)
POL	213	1	Politics of China	Spring 2015	0	0	1	This course addresses issues of central concern to Comparative Political Science, such as modernization and its discontents, nation-building and its others, democracy, class, gender, and contention. It does so however from closely reading and interpreting how they are discursively framed and contested in China. Students will be required not only to identify the salient topics and debates for each week, but more importantly, to think beyond a concept's familiar usage and track how it changes in different political contexts and narratives. The goal of the course is twofold: to provide a detailed analysis of the core issues of Chinese politics and society and, in doing so, introduce a new vocabulary of the political.
POL	222	1	Political Parties	Spring 2015	0	0	1	Despite early skepticism and modern contempt, political parties have become integral components of the American political process. This course examines the historical and contemporary functions of American political parties in the context of the wishes of the American public, the desires of political officials, and the needs of the nation. It outlines the operational, functional, and electoral factors that shape the American party system. The course further examines the role and challenges of third parties in the U.S. (Lucas, offered annually, subfield AMER)
POL	229	1	State & Local Government	Spring 2015	0	0	1	This course is concerned with the structures, functions, and politics of state governments. It highlights the similarities and differences that characterize the 50 states. It examines the historical and constitutional roles of the states; the role of the states in the federal system; and variations among the states in regard to economic characteristics, citizen attitudes, voter participation, political parties, and public policy. (Staff, offered occasionally; subfield: AMER)
POL	267	1	20th Century Political Theory	Spring 2015	0	0	1	marked by extreme violence-two world wars, the use of atomic weapons, genocide on a mass scale-as well as grand experiments in participatory government, extensions of basic rights, and developments in technology and science. As the century ended, some theorists claimed that ideology had ended as well; they argued that one version of human flourishing, one based in economic markets, had clearly triumphed. Other theorists were deeply critical of the claim for the end of ideology as well as of the association of markets and flourishing, not to mention of the suppositions that technologies were unambiguously beneficial and that rights were the best ways to secure freedom. Readings will vary by term but will be chosen from key texts from European and American political theorists and their critics, for example, Freud, Lenin, Gramsci, Simone de Beauvoir, Habermas, Hardt and Negri. (Dean, offered annually; subfield: TH)

POL	290	1	American Foreign Policy	Spring 2015	0	0	1	This course is an introduction to the study of American foreign policy. The first section provides an historical overview of American foreign policy since World War II, highlighting the important events, themes, and trends that have shaped and continue to shape the making and practice of American foreign policy. The second section explores the process of foreign policy making within the American political context. This section examines the nuts-and-bolts of how decisions are made and implemented. The third and final section presents key foreign policy issues facing the United States today. (Dunn; offered annually; subfield: IR)
POL	334	1	Civil Liberties	Spring 2015	0	0	1	This course analyzes key constitutional liberties like freedom of religion, the wall of separation between church and state, and freedoms of speech and press. It also addresses the USA PATRIOT Act's implications for civil liberties. It studies how governments are obliged to act and the constitutional limits placed on the way governments may act. (Passavant, offered annually; subfield: AMER)
POL	348	1	Racism, Class, and Conflicts	Spring 2015	0	0	1	Why is racism so prevalent? What makes nationalism, anti-Semitism, or anti-Islamism such compelling narratives that so many people and countries adopt them? What purposes do racisms and hatreds serve? And why do class conflicts serve the cause of democracy better than identity conflicts do? This course explores the role that organized conflicts and hatreds play around the world, the ways they are used to gain power, consolidate nations, legitimate domination, secure dignity (at others' expense), or deflect attention. Politics cannot do without conflicts, but how these conflicts are organized has profound implications for how inclusive, or not, the political system will be. We explore histories of racist thought, and politicized animosities such as racisms in the US, anti-Semitism in Europe, ethnic conflicts in Africa, apartheid, anti-Chinese campaigns, anti-Islamism, as well as conflicts based on class. We will see hatreds less as psychological phenomena than political ones, which can be combatted on that level as well. (Ost, offered occasionally; subfield: COMP)
PORT	101	1	Beginning Brazilian-Portuguese	Spring 2015	0	0	1	Beginning Brazilian-Portuguese offered every two years in the Spring. Prerequisite for students traveling to Brazil in the Fall semester.
PPOL	497	0	Public Policy Brief	Spring 2015	0	0	1	
PPOL	101	1	Democracy and Public Policy	Spring 2015	0	1	1	This course examines the American policy process by interrogating a number of domestic policy issues, affirmative action, poverty and welfare, HIV/AIDS, health care, labor/workplace, education, community development, and environmental concerns. Students examine all of these issues from various perspectives, including the modern conservative, modern liberal, and radical/democratic socialist, with particular attention to the role of the federal government in the policy process. Students have the opportunity to confront their own roles within the American policy process from a critical perspective. Students discuss, too, the role of the policy analyst in a democratic society and consider the interdisciplinary nature of public policy analysis. (Rimmerman, offered annually)

PPOL	364	1	Social Policy & Community Activi	Spring 2015	0	1	1	This is a course about social policy and community participation and activism. It is also a course about democracy, community, education, and difference. All students are required to be fully engaged in a semester-long community activism/service project. Students have an opportunity to reflect upon how their participation in the community influences their own lives, their perspectives on democracy, and their understanding of democratic citizenship. In addition, students examine contemporary social policy issues; HIV/AIDS, health care, affirmative action, welfare, and education policies from a number of ideological perspectives and from the perspective of how these issues are played out on our campus and in the Geneva, N.Y., communities. (Rimmerman, offered alternate years)
PSY	210	1	Statistics & Design	Spring 2015	0	0	1	A survey of basic procedures for the analysis of psychological data, topics in this course include basic univariate and bivariate descriptive statistics; hypothesis testing; and a variety of analyses to use with single group, between group, within group, and factorial designs. A study of experimental methods is also conducted with laboratory. Prerequisite: PSY 100. (Rizzella, Greenspon, offered each semester)
PSY	231	1	Cognitive Psychology	Spring 2015	0	0	1	This course is designed to provide a general understanding of the principles of cognitive psychology. Cognitive psychology is the scientific approach to understanding the human mind and its relationship to behavior. The course introduces students to classic and contemporary empirical research in both theoretical and practical aspects of a variety of cognitive issues. Topics included are pattern recognition, attention, mental representation, memory, language, problem solving and decision making. Prerequisite: PSY 100. (Rizzella or staff, offered annually)
PSY	299	1	Sensation and Perception	Spring 2015	0	0	1	Perception of the world through the senses is one of the most sophisticated yet least appreciated accomplishments of the human brain. This course explores how people experience and understand the world through the senses, using frequent classroom demonstrations of the perceptual phenomena under discussion. The course introduces the major facts and theories of sensory function and examines the psychological processes involved in interpreting sensory input, as well as the evolutionary foundations of human perception. The primary emphasis is on vision, though other senses are considered as well. Prerequisite: PSY 100. (Graham, offered annually)
PSY	311	1	Research in Behavioral Neurosc	Spring 2015	0	0	1	neuroscience. A systems approach is utilized that assumes organized activity of different parts of the nervous system is important for determining behavior. Currently, the focus of research in this course involves investigating how music is organized in the nervous system and how this impacts other behaviors such as language and other cognitive abilities. Emphasis is placed on theoretical and methodological issues. Specifically, the history of questions to which theory and method have been applied, the logic implicit to answer certain kinds of questions, and the strengths and limitations of specific answers for providing insights into the nature of the brain-behavior relationship are examined. The development of conceptual and theoretical skills is emphasized. Prerequisites: PSY 100, PSY 210 and PSY 230 or PSY 299, or permission of instructor. (Greenspon, offered annually)

PSY	327	1	Research in Social Psych	Spring 2015	0	0	1	This course is designed to acquaint students with experimental research approaches in social psychology. Through examination of classic and contemporary studies and innovative as well as traditional methods in the discipline, the practical and ethical challenges of designing, conducting, and interpreting social psychological research are explored. Students design and carry out original research. Prerequisites: PSY 100, PSY 210 and PSY 227 or WMST 223. (Fisher, offered annually)
PSY	347	1	Research in Cross-Cultural Psy	Spring 2015	0	0	1	This course concentrated on the study of human behavior and experience as they occur in different cultural contexts and/or are influenced by cultural factors. Special attention is devoted to cross-cultural research methodology. Claims about the generality or universality of psychological laws and theories are evaluated. Students use knowledge gained in this course to design and carry out a research project. Prerequisites: PSY 100, PSY 210, and PSY 245. (Ashdown, offered annually)
PSY	350	1	Res. in Clinical Psychology	Spring 2015	0	0	1	This course provides an introduction to the scientist-practitioner model of clinical psychology. Students examine a variety of theoretical models of psychotherapy and research regarding the effectiveness of therapeutic interventions. Contemporary treatment issues and ethics are also considered. Students are introduced to clinical research methods and design a single-case behavior-change experiment. The laboratory component provides an opportunity for students to learn and practice basic counseling skills with their peers. Prerequisites: PSY 100, PSY 210 and PSY 221. (Wilson, offered annually)
REL	347	1	Gender&Globaliz in Muslim Worl	Spring 2015	0	1	1	women and their gender constructs in the Muslim world. While globalization has provided Muslim women with the newly found freedom to explore choices outside their constructed traditional roles, it has to a different degree trapped women into the cultures of materialism, consumerism, and liberation. Among the questions addressed in this course are whether globalization is a blessing or a blight? What has been the impact of globalization in the Muslim world? Does it affect men and women differently? Does globalization reinforce the inequality of men and women in the Muslim societies? To what extent does globalization affect the gendered divisions of private and public, resources, sexual division of labor, male-female power and authority and the production of identity in the context of globalization? How do feminists, womanists, and islamists restructure gender awareness, power relations and opportunities in the public space? What kind of religious is indigenous resistance challenges the impact of globalizations on gender issues in the Muslim world? (Anwar, offered alternate years)
REL	109	1	Imagining Amer Rel	Spring 2015	0	0	1	what does it mean to imagine an American religion? This course explores that question in two ways. One way is to work towards a definition of the terms in the title of this course: what is an "American"? What is "religion"? What does it mean to "imagine" these things? The other way we explore the question of American religion is to examine various attempts to make meaning in the United States. How do different social groups "imagine American religion"? Does that change and, if so, why and how? Why does it matter how people imagine American religion? (Salter, offered annually)

REL	211	1	Buddhism	Spring 2015	0	0	1	spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials, and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (Cerulli, offered annually)
REL	213	1	Death and Dying	Spring 2015	0	0	1	This course examines the inevitable fact of death and the meaning of life this might entail. From the very moment that we are born we are faced with the possibility of death. Death then forms a real and essential component of our existence, our lives. We shall examine this topic through a variety of perspectives, including psychology, philosophy, literature/fiction (such as short stories and poetry), and religion. We will look at the various attitudes and postures towards death, how different people from different backgrounds, cultures, and fields have coped with this fact, the different interpretations of the meaningfulness of life people extract from it, and possible speculations and interpretations people have provided as to why we must die and where if anywhere it may possibly lead.
REL	228	1	Religion and Resistance	Spring 2015	0	0	1	In this course students explore the ways in which religion and resistance are related. Among other questions, students ask how the religious imagination helps us to see alternate realities and permits us to call into question our current realities. Students also explore the role of religion in legitimizing the status quo and oppression. They ask how religious communities identify and combat oppression. In combating oppression, the class also turns to questions of practice. Is it enough to talk about liberation? Is religion a call to action? If so, what is meant by action? (Salter, Staff, offered occasionally)
REL	237	1	Christianity and Culture	Spring 2015	0	0	1	What is the relationship between what Christian groups do and how they understand themselves? This course uses case studies of a wide variety of Christian communities, from a Native American community in the contemporary U.S. to the Christian communities of the Apostle Paul, to examine the relationship between theory and practice in Christianity. Special emphasis is placed on the questions of whether or how Christian communities can produce significant social change. (Salter, offered alternate years)
REL	253	1	Creation Stories: Why They Matter	Spring 2015	0	0	1	This course probes educational conversations on the nature of the world from theistic and non-theistic perspectives. It will elaborate on the world's origin (creation, emanation, and the world's eternity), the law of nature, freedom and predestination, ethics, religious devotion, and eschatology. Some of the questions in this course will include: What is the origin of the universe? Is the world a product of creation, emanation, or evolution? How do religious traditions characterize the nature of the universe? How does religion relate to the world? Are religion and science in conflict or complementary? In what way can we relate religion and science? How does our view of the world influence or discourse in ethics, politics, science, and religion? (Kafrawi, Fall)

REL	255	1	Peace and Violence in Quran	Spring 2015	0	0	1	regarding the meaning of Islam and its treatment of various forms of peace including liberation, justice, equality, freedom, and tolerance, as well as those of violence including war, self-defense, killing, suicide, sacrifice, and punishment. To appreciate the meaning of Qur'anic verses on these issues, the course will pay attention to the horizon of the questions focusing on their specific circumstances. Throughout the semester, the class will discuss questions on Qur'anic support for peace and violence. The following list constitutes some of those questions: Does the Qur'an support peace or violence? How is peace to be achieved in a Qur'anic worldview? What kinds of violence does the Qur'an allow or disallow to take place? Since Qur'anic verses seem to suggest both peace and violence, to what extent does the Qur'an promote peace and to what extent does it allow violence? Does the Qur'an promote peace/violence as an end or as a means? What are the historical circumstances that students of the Qur'an should know in order to better understand the meaning of Qur'anic verses regarding peace and violence? (Kafrawi, offered Fall alternate years)
REL	257	1	What's Love Got to Do	Spring 2015	0	0	1	Love perplexes us because it is complex, powerful, and shows up in so many different forms. We wonder why love is sometimes accompanied by exhilaration, other times by resignation, and other times by grief. We might wonder what are the sources of love, perhaps our biology, our attachments to people, our rituals, and/or the nature reality itself. We also have to ask whether love can coexist with abuse, violence, and oppression. This course explores love and its place in human experience using approaches from psychology, philosophy, ethics, and theology. We will think with ancient and contemporary authors who use a variety of methods to grapple with these and other questions in order to broaden and deepen our understandings of love.
REL	264	1	South Asian Religions	Spring 2015	0	0	1	India, Sri Lanka, Pakistan, Bangladesh, Nepal, Bhutan, and the Maldives). Through readings, slides, and films we will learn about and discuss Hinduism, Christianity, Jainism, Islam, and Zoroastrianism in their specific South Asian contexts. This course is not a sweeping, general survey of these five South Asian religions. Although we will discuss some of the more salient aspects of each tradition's history, texts, and people, we will not be primarily concerned with history and doctrinal particularities. Instead, we will be keenly attentive to a particular methodology in the field of religious studies – the anthropology of religion – and a particular theoretical framework for studying South Asian religions – postcolonial theory. To this end, we will restrict our enquiries to particular anthropological micro-studies of each tradition in the context of South Asia's colonial and postcolonial history. (Cerulli, offered alternate years)
REL	283	1	Que(e)rying Religious Studies	Spring 2015	0	0	1	What do religion and sexuality have to do with each other? This course considers a variety of religious traditions with a focus on same-sex eroticism. In the process, students are introduced to the fundamental concerns of the academic study of religion and lesbian/gay/queer studies. Among the topics considered are the place of ritual and performance in religion and sexuality, the construction of religious and sexual ideals, and the role of religious formulations in enforcing compulsory heterosexuality. Prerequisites: Any 100-level religious studies course or permission of instructor. (Henking, offered alternate years)

REL	284	1	Contesting Gods in America	Spring 2015	0	0	1	methods, and programs for interfaith dialogues in the multicultural America. As religious traditions often use the same concepts and moral idioms, this course discusses the shared foundations, values, ideals, and concerns of diverse religious traditions and how they get embodied in the everyday discourses, actions and interactions of religious believers. This course particularly addresses the use and abuse of the concept of God in enhancing or vilifying human relations to others respectively as manifested in the believers' responses to religious truth claims. Among the topics explored in this course include human need for faiths and interfaith dialogues, God as a common denominator of faiths and as a source of conflicts, tolerance and coexistence, the myth of God's superiority, and exclusives and pluralism. (Kafrawi, offered alternate years).
RUS	202	1	Inter. Russian II	Spring 2015	0	0	1	The aim of these courses is to develop further the basic language skills acquired in the introductory courses. An intensive study of grammatical structures with a continued emphasis on oral and written skills, they include supplementary reading with vocabulary useful for everyday situations and creative writing based on course material. Audio/video tapes and computers are used.
RUSE	203	1	Russian Prison Literature	Spring 2015	0	0	1	The Soviet system of prisons and labor camps operated for much of the 20th century. Under dictator Josef Stalin, millions of the country's own citizens were imprisoned on false charges for years, worked to death in Siberian mines, or executed outright. The perpetrators of these crimes have never been brought to justice. In this course students read from the literature that arose in response to this tragedy: works by Aleksandr Solzhenitsyn, Varlam Shalamov, Lidia Ginzburg, and Georgii Vladimov. The course is open to all students regardless of level, and all readings will be in English translation. (Galloway, offered alternate years)
RUSE	204	1	Russian Film 1917-2001	Spring 2015	0	0	1	This course is an introduction to the most important trends, directors, and films in Russian cinema from the beginning of the 20th century to the present. Students are exposed to a wide range of movies, including early silent films, experimental films of the 1920s and early 1930s, socialist realist films, films on World War II and Soviet life, and films from contemporary Russia. All readings are in English and all films shown with English subtitles. Due to the rich heritage of Russian cinema this course does not claim to be an exhaustive treatment of all the great Russian films, but rather aims to acquaint students with the overall contours of Russian filmmaking and with the fundamentals of reading film. (Welsh, offered alternate years)
RUSE	206	1	America Through Russian Eyes	Spring 2015	0	0	1	might think? This course explores American culture and identify through readings and films by American and Russian poets, novelists, and directors. From Red scares through the Cold War and Evil Empire all the way to the New Russians, twentieth-and twenty-first-century Americans and Russians have shared a deep mutual fascination, and have often defined themselves via contrast with the forbidding, alluring Other. We will study travelogues, memoirs, novels, stories, and films by artists as diverse as John Steinbeck, Langston Hughes, Gary Shteyngart, Ellen Litman, and Aleksei Balabanov, using these works to refine our own understanding of American culture. All readings and discussions will be in English. Register for either AMST 206 (prerequisite: AMST 100 or AMST 101) or RUSE 206 (prerequisite: RUSE 112 or HIST 263)

RUSE	350	1	Dead Russians, Big Books	Spring 2015	0	0	1	(in translation) Nineteenth-century Russian writers recorded "the body and pressure of time" and mapped the human heart, exploring relationships between men and women, sexuality, issues of good and evil, and the alienated individual's search for meaning in the modern world. In brilliant, yet deliberately accessible work, prose writers recorded the conflict and struggle of their distinctively Russian cultural tradition, with its own understanding of ideas about religion, freedom, and the self, and its own attitudes toward culture, historical, and social order. Open to students of all levels. (Offered occasionally)
RUSE	116	88	Siberian Culture	Spring 2015	0	0	1	immersing participants in the language, culture, and contemporary issues of Siberia. Participants will complete language training appropriate to their level, from beginning to advanced, as well as coursework in English on cultural studies of the Altai. By examining South-Central Siberia, seminar participants will see first hand the breadth of Russia, and will gain a much better sense of its complexities and diversity- in terms of culture, ethnicity, and physical environment. A multifaceted understanding of Russia is critical if

SJSP	100	1	Foundations of Social Justice	Spring 2015	0	1	1	<p>This course provides an introduction to foundational principles and theories of social justice. Students will be introduced to key concepts, methodologies, and competencies connected to the field of social justice studies. Students will engage with this material by examining:</p> <ol style="list-style-type: none"> 1. theories and research on socialization that inform the development of social identity and social group affiliations within social institutions; 2. prejudice and discrimination, the dynamics of power and privilege, and interlocking systems of oppression; 3. forms of resistance and processes of empowerment and liberation created by individuals, families, and communities, and implemented within social systems. 4. socio-cultural, historical and legal contexts for the emergence, recognition, and interpretation of human rights, and the social liberation movements that found inspiration therein (such as civil rights movements, the women's liberation movement, indigenous rights movements, lesbian, gay, bisexual, transgender rights movements, and environmental justice movements); 5. how intersectional dynamics between race, class and gender inform social movements; and 6. introduction to social justice intervention strategies such as conflict resolution, collaboration, or advocacy. <p>Readings and other materials:</p> <p>Adams, M et al. (2010). "Readings for diversity and Social Justice". New York: Routledge.</p> <p>Ayers, W., Quinn, T. and Stovall, D. (2009). "Handbook of Social Justice in Education". New York: Routledge</p> <p>Newman, D.M. (2007). "Identities and Inequalities: Exploring the intersections of race, class, gender, and sexuality".</p> <p>Rosenblum, K.E. and Travis, T-M.C. (2008). "The Meaning of Difference (5th ed.)". New York: McGraw-Hill.</p>
SOC	242	1	Sociology of Bus/Mgmt	Spring 2015	0	1	1	<p>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)</p>

SOC	259	1	Social Movements	Spring 2015	0	1	1	- have their origins in the struggles of social movement participants in the past. Social movements, typically conceptualized as non-institutional political activity, are an important source of social, cultural, economic and political change in society. The study of social movements is central to the sociological study of social change. The purpose of this course is to introduce students to the causes, characteristics, and consequences of social movements. In answering several questions about social movements, we will look at a broad range of cases, including the U.S. civil rights movement, the women's liberation movement, the environmental movement, and the anti-globalization movement. Prerequisite: SOC 100. (Staff, offered occasionally)
SOC	211	1	Research Methods	Spring 2015	0	0	1	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, Sutton, offered every semester)
SOC	225	1	Sociology of Family	Spring 2015	0	0	1	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. (Monson, offered annually)
SOC	226	1	Sex and Gender	Spring 2015	0	0	1	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 alternate years)

SOC	238	1	Immigrant America	Spring 2015	0	0	1	most persistent forms of structured social inequality. focusing on the United States, but with reference to other multi-ethnic societies, this course will consider the immigration histories to examine why and how the salience of ethnic identity increases and decreases at particular historical moments, how the categories of race and ethnicity inform each other, and how they are inexorably related to the continuous remaking of the American mainstream. This course will pay particular attention to the immigration patterns of the turn-of-the-twentieth-century (Ellis Island) groups, and the Chicago-school tradition of urban ethnographies that documented the lives of those groups during the 20th and 21st centuries. (Kosta, offered alternate years)
SOC	299	1	Vietnam: Conflict & Change	Spring 2015	0	0	1	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)
SOC	300	1	Classical Soc. Theory	Spring 2015	0	0	1	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, Kosta, offered annually)
SOC	370	1	Religion, Politics, & Lifestyle	Spring 2015	0	0	1	maintenance and transformation of society. Does what is sacred essentially maintain the social patterns and power structure of society or do various forms of belief and spirituality make a crucial contribution to movements producing social change? Has religion become a less important element of society in the modern world through growing secularization or is it continually transformed with renewed social influence in society? These questions about the effects and prevalence of sacred beliefs and institutions are examined through the views of both classic and contemporary sociologists. This advanced seminar course examines variation in the social significance of religion by looking at how alternative movements as well as dominant beliefs and practices in modern Western societies have remained influential, faded to marginality, or reemerged in political and social life. Three debates will be highlighted: the problem of pluralism spawning religious conflict, the question of the inevitability of secularization, and the possibility of imposing a separation between religion and the modern political state.

SPAN	344	1	Rutas literarias de Espana	Spring 2015	0	1	1	This course focuses on key moments in the development of Spanish Peninsular Literature from the Middle Ages to the (post) modern period. Through the analysis of poems, short stories, essays and other historical and experimental genres, this class seeks to explain and exemplify essential themes of the Spanish literary tradition: race and ethnicity; nation, Empire, and foreign influence; cultural customs and the appraisal of modernity; gender issues and the reflection on literature, individuality and artistic language. Prerequisite: two courses from level II, or equivalent. (Rodriguez-Mansilla, offered alternate years)
SPAN	102	1	Beg Spanish II	Spring 2015	0	0	1	The second part of the beginning sequence, this course increases the level of proficiency in the areas of comprehension, speaking, reading and writing, and it provides students with more ample knowledge of the multiple cultural aspects of the Spanish-speaking world. Beginning Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. Completion of the beginning sequence or its equivalent is necessary for students who wish to advance to the intermediate level. Prerequisite: Span 101 or equivalent. (Every semester)
SPAN	121	1	Intermediate Spanish I	Spring 2015	0	0	1	have completed SPAN 102, or SPAN 110. The course further develops the basic language skills acquired in the beginning sequence through the intensive study of grammatical structures, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Cultural awareness is emphasized through an exposure to authentic materials from the diverse cultures of the Spanish-speaking world. Intermediate Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. This course is the first part of the intermediate sequence; students who take Span 121 are highly advised to take Span 122 the following semester. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Cost Rica. Prerequisite: SPAN 102 or placement in SPAN 121. (Every semester)
SPAN	122	1	Intermediate Spanish II	Spring 2015	0	0	1	complex aspects of grammar, continues vocabulary build up, and emphasizes oral and written communication through discussion of authentic materials, situation dialogues, and the writing of short essays. Reading materials increase the students' ability to make connections between their own environment and the cultures of the Spanish-speaking world. Intermediate Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Costa Rica. Prerequisite: SPAN 21 or placement in SPAN 122. (Every semester)

SPAN	203	1	Span for Conversation & Debate	Spring 2015	0	0	1	This course focuses on the Spanish grammar acquisition process with a particular focus on listening comprehension and speaking. In addition to traditional grammar learning, students will refine their Spanish language skills by practicing oral expression. Aural comprehension, idiomatic usage, fluency, and language use in everyday situations will be emphasized. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, offered annually)
SPAN	225	1	Hispanic Media: Contemp. Issue	Spring 2015	0	0	1	assignments organized around major journalistic and academic genres. We will investigate contemporary issues as presented in the media of Spain, Latin America and U.S. Latino communities. More specifically the course will explore such topics as immigration and multiculturalism, gender and sexuality, linguistic variety of the Spanish language, and issues of cultural identity among others. The internet, printed, audio and visual media material will provide the foundation for class discussions, oral presentations, cultural projects and other activities. Critical readings will complement the material and provide a broader understanding of contemporary cultural realities on both sides of the Atlantic. Prerequisite: Completion of SPAN 122, or the equivalent. (Rodriguez-Mansilla, offered annually)
SPAN	345	1	Latin American Lit. Frontiers	Spring 2015	0	0	1	This is a survey of Latin American literature from the conquest to the twentieth century. The course covers a broad range of literary developments in Latin America including ancient indigenous literature and colonial chronicles, texts from the era of independence and romanticism, modernist and avant-garde poetry, and contemporary theatre and narrative. Class discussions examine the general characteristics of major literary movements as well as the particular cultural, social, and political messages of each text. Prerequisite: two courses from level II, or equivalent. (Farnsworth, offered occasionally)
SPAN	365	1	Lit & Mus of Hispanic Caribbea	Spring 2015	0	0	1	This course is an introduction to the cultural history of Cuba, Dominican Republic, and Puerto Rico through the analysis of some of the main features of the literature and music of the region. Students investigate how these two expressive modalities delve into issues of gender roles, racial relations, identity (insularity, hybridity), economic dependence, religious syncretism, and a characteristic sense of humor. The study shows literature has self-consciously drawn on the oral traditions while music spontaneously draws on the written word, imitating and complementing life and each other. Prerequisite: two courses from level III, or the equivalent. (Paiewonsky-Conde, offered alternate years)
SPAN	122	2	Intermediate Spanish II	Spring 2015	0	0	2	complex aspects of grammar, continues vocabulary build up, and emphasizes oral and written communication through discussion of authentic materials, situation dialogues, and the writing of short essays. Reading materials increase the students' ability to make connections between their own environment and the cultures of the Spanish-speaking world. Intermediate Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Costa Rica. Prerequisite: SPAN 21 or placement in SPAN 122. (Every semester)

SPAN	203	2	Span for Conversation & Debate	Spring 2015	0	0	2	This course focuses on the Spanish grammar acquisition process with a particular focus on listening comprehension and speaking. In addition to traditional grammar learning, students will refine their Spanish language skills by practicing oral expression. Aural comprehension, idiomatic usage, fluency, and language use in everyday situations will be emphasized. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, offered annually)
SPAN	225	2	Hispanic Media: Contemp. Issue	Spring 2015	0	0	2	assignments organized around major journalistic and academic genres. We will investigate contemporary issues as presented in the media of Spain, Latin America and U.S. Latino communities. More specifically the course will explore such topics as immigration and multiculturalism, gender and sexuality, linguistic variety of the Spanish language, and issues of cultural identity among others. The internet, printed, audio and visual media material will provide the foundation for class discussions, oral presentations, cultural projects and other activities. Critical readings will complement the material and provide a broader understanding of contemporary cultural realities on both sides of the Atlantic. Prerequisite: Completion of SPAN 122, or the equivalent. (Rodriguez-Mansilla, offered annually)
SPAN	203	3	Span for Conversation & Debate	Spring 2015	0	0	3	This course focuses on the Spanish grammar acquisition process with a particular focus on listening comprehension and speaking. In addition to traditional grammar learning, students will refine their Spanish language skills by practicing oral expression. Aural comprehension, idiomatic usage, fluency, and language use in everyday situations will be emphasized. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, offered annually)
SPNE	345	1	LatAm Contemp.Narr.	Spring 2015	0	0	1	This course examines some of the most representative works by the generation of Latin American literary giants known as the "Boom." This is a fiction that lays bare the paradoxes at the very core of fiction: exposing the double-sidedness of boundaries, turning life inside out and death outside in, dismantling the construction of subjectivity, and constantly assaulting and reconstructing the reader's own sense of identity. And yet for all this, the reader is always caught in the very dense web of socio/historical conditions (and at times gruesome political reality) of Latin America. It is, therefore, a literature responsive to the whole of human experience. Prerequisite: Open to all; recommended for sophomores and above. (Paiewonsky; Conde, offered alternate years)

THTR	280	1	Stage Management	Spring 2015	0	0	1	describes stage managers as "responsible and adaptable communicators who have the ability to handle and coordinate diverse groups of artistic personalities with tactful discipline and a sense of humor. They establish a creative environment by combining the ability to prioritize and anticipate and solve problems, with calm sensitivity and grace under pressure. Their ability to do the above stems from organizational ability, acquired technical knowledge...,familiarity with union requirements, and an inspirational personality that creates positive energy." This class examines the way in which stage managers fulfill these wide-ranging duties, studying the process of stage management from pre-production to closing night. Stage Management emphasizes practical knowledge and skill development, through case studies, generation of a prompt book for a hypothetical production, and the observation of the rehearsal process as it is practiced at the collegiate and professional levels.
THTR	300	1	American Drama	Spring 2015	0	0	1	The history of dramatic literature and theatrical performance from the early 20th century, with the plays of Rachel Crothers, Eugene O'Neill and Susan Glaspell, to the present, with the theatrical experiments of the Ontological-Hysteric Theatre and the Wooster Group. The course traces the development of dramatic forms, theatrical organizations, and changing styles in directing, acting and design. (Gross, Hatch, offered every three years)
THTR	335	1	Shakespearean Performance	Spring 2015	0	0	1	A performance-oriented approach to Shakespeare. Starting with the sonnets, actors will learn to consider meter, rhythm, rhetoric, and imagery as they inform characterization and dramatic action. During a weekly laboratory, we will view and analyze recorded and videotaped performances of Shakespeare's plays. (Hatch, spring, alternate years)
WMST	212	1	Gender & Geography	Spring 2015	0	1	1	As a point of entry to discussions of gender, place and culture, this course will explore the diverse ways in which geographers have conceived of, analyzed and redefined gender as a contested spatial practice. In particular, using contemporary geographic texts, we will explore the gendered dynamics of geographic research methods, nature discourse, resource management, embodiment and health, agriculture and food, and globalization, among other topics. Emphasis will be placed on recognizing and researching cultural difference across these various topical areas. Readings and class discussion will build through individual and group assignments toward a final research paper/presentation.
WMST	213	1	Transnational Feminisms	Spring 2015	0	0	1	Is woman a global category? How is gender performed differently across the globe? How do representations of first, second, and third-world women circulate transnationally? In this course, we will investigate how gendered bodies travel, perform, and are understood in wide variety of national, diasporic, and global media contexts, from theater and film, to politics and popular culture. Prerequisite: WMST 100 or permission of instructor. (Baron)

WMST	222	1	African Women's Literature	Spring 2015	0	0	1	<p>Despite how it is often reported in the media, Africa is not a country. This course explores its diversity through the literature of women writing across the continent. While Africa has increasingly been included (if tokenized) in the global literary scene, the voices inducted to this ever-shifting canon of literature have been almost entirely male. By looking specificity and variety of African women's writing throughout the past hundred years, we will see how gender shapes experience in a variety of contexts and provides alternate perspectives on history, culture, tradition, and identity (among others). Authors will include: Chimamanda Ngozi Adichie, Miriam Bâ No Violet Bulawayoo, Amma Ata Aidoo, Tsitsi Dangarembga, Nadine Gordimer, Bessie Head, Sindiwe Magona, and Veronique Tadjo (among others).</p>
------	-----	---	----------------------------	-------------	---	---	---	--