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For the college website and the catalogue online,  
please refer to: <http://www.vassar.edu>

# VASSAR

## 2004/05 Catalogue



*printed on recycled paper*

# Calendar

2004/05

Vacations, recesses, and holidays are shown in underlined figures.

**JULY**

S	M	T	W	T	F	S
				<u>1</u>	<u>2</u>	<u>3</u>
<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>
<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>

**AUGUST**

S	M	T	W	T	F	S
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>
<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>
<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>
<u>29</u>	<u>30</u>	<u>31</u>				

**SEPTEMBER**

S	M	T	W	T	F	S
				<u>1</u>	<u>2</u>	<u>3</u>
	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>

**OCTOBER**

S	M	T	W	T	F	S
				<u>1</u>	<u>2</u>	
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
<u>31</u>						

**NOVEMBER**

S	M	T	W	T	F	S
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>
<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>
<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>			

**DECEMBER**

S	M	T	W	T	F	S
				<u>1</u>	<u>2</u>	<u>3</u>
	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
<u>31</u>						

**JANUARY**

S	M	T	W	T	F	S
					<u>1</u>	
<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>
<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>
<u>30</u>	<u>31</u>					

**FEBRUARY**

S	M	T	W	T	F	S
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
<u>27</u>	<u>28</u>					

**MARCH**

S	M	T	W	T	F	S
			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>
<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	

**APRIL**

S	M	T	W	T	F	S
				<u>1</u>	<u>2</u>	
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>

**MAY**

S	M	T	W	T	F	S
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>
<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>
<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>			

**JUNE**

S	M	T	W	T	F	S
				<u>1</u>	<u>2</u>	<u>3</u>
	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>

Although Vassar College has no religious affiliations, it does respect the observance of religious holy days by members of the college community.

**First Semester 2004/05**

August	6	Friday	Last day for payment of first semester fees.
	23	Monday	Residence houses open at 9:00 a.m. for new students only. All new students arrive before 2:00 p.m. for beginning of orientation week. First board meal is lunch.
September	28	Saturday	Residence houses open at 9:00 a.m. for all other students.
	30	Monday	Classes Begin. Registration of special students.
	1	Wednesday	Fall Convocation at 3:30 p.m.
October	10	Friday	Add period ends.
	2-3	Saturday-Sunday	Freshmen Parents Weekend.
November	8	Friday	Drop period ends.
	15	Friday-	October break begins at 5:00 p.m.
	24	Sunday	October break ends at midnight.
	8-19	Monday-Friday	Preregistration for Spring 2005.
	24-28	Wednesday-Sunday	Thanksgiving recess begins at 5:00 p.m. Thanksgiving recess ends at midnight.
December	7	Tuesday	First semester classes end.
	8-12	Wednesday-Sunday	Study period.
	13-17	Monday-Friday	First semester examinations.
	18	Saturday	Residence houses close at 9:00 a.m. Last board meal is breakfast.

**Second Semester 2004/05**

January	3	Monday	Last day for payment of second semester fees.
	15	Saturday	Residence houses open at 9:00 a.m. New students arrive. First board meal is lunch.
February	19	Wednesday	Second semester classes begin. Registration of special students.
	1	Tuesday	Add period ends.
March	23	Wednesday	All College Day (classes will be held).
	4	Friday	Drop period ends.
April	4	Friday	Spring vacation begins at 5:00 p.m.
	5	Saturday	Residence houses close at 9:00 a.m. Last board meal is breakfast.
	20	Sunday	Spring vacation ends at midnight. Residence houses open at 9:00 a.m. on Saturday (19th). First board meal is lunch on Saturday, March 19.
May	8-10	Friday-Sunday	All Parents Weekend
	4-15	Monday-Friday	Preregistration for Fall, 2005.
June	27	Wednesday	Spring Convocation at 3:30 p.m.
	3	Tuesday	Second semester classes end.
	4-10	Wednesday-Tuesday	Study period.
July	11-17	Wednesday-Tuesday	Second semester examinations.
	18	Wednesday	Residence houses close at 9:00 a.m. (except seniors).
	22	Sunday	141st Commencement. Residence houses close at 9:00 a.m. on Monday, May 23 (for seniors).
August	3-5	Friday-Sunday	Vassar College Reunions.

Note: Due to the Thanksgiving holiday there is an uneven distribution of class days during the fall term. Therefore, the final Monday and Tuesday of the fall term will be treated, for teaching purposes, as a Friday and a Thursday, as noted below:

Monday, December 6 = Friday  
 Tuesday, December 7 = Thursday

# Four-Year Calendar, 2004/05-2007/08

<b>First Semester</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>
Classes Begin	8/30 (Mon)	9/1 (Thur)	8/31 (Thur)	8/30 (Thur)
October Break:				
Begins 5:00 p.m.	10/15 (Fri)	10/14 (Fri)	10/13 (Fri)	10/12 (Fri)
Ends Midnight	10/24 (Sun)	10/23 (Sun)	10/22 (Sun)	10/21 (Sun)
Thanksgiving:				
Begins 5:00 p.m.	11/24 (Wed)	11/23 (Wed)	11/22 (Wed)	11/21 (Wed)
Ends Midnight	11/28 (Sun)	11/27 (Sun)	11/26 (Sun)	11/25 (Sun)
Classes End	12/7 (Tue)	12/9 (Fri)	12/8 (Fri)	12/7 (Fri)
Study Period:				
Begins	12/8 (Wed)	12/10 (Sat)	12/9 (Sat)	12/8 (Sat)
Ends	12/12 (Sun)	12/14 (Wed)	12/13 (Wed)	12/12 (Wed)
Final Exams:				
Begin	12/13 (Mon)	12/15 (Thur)	12/14 (Thur)	12/13 (Thur)
End	12/17 (Fri)	12/21 (Wed)	12/20 (Wed)	12/19 (Wed)

## **Second Semester**

Classes Begin	1/19 (Wed)	1/25 (Wed)	1/24 (Wed)	1/23 (Wed)
Spring Break:				
Begins 5:00 p.m.	3/4 (Fri)	3/10 (Fri)	3/9 (Fri)	3/7 (Fri)
Ends Midnight	3/20 (Sun)	3/26 (Sun)	3/25 (Sun)	3/23 (Sun)
Classes End	5/3 (Tue)	5/9 (Tue)	5/8 (Tue)	5/6 (Tue)
Study Period:				
Begins	5/4 (Wed)	5/10 (Wed)	5/9 (Wed)	5/7 (Wed)
Ends	5/10 (Tue)	5/16 (Tue)	5/15 (Tue)	5/13 (Tue)
Final Exams:				
Begin	5/11 (Wed)	5/17 (Wed)	5/16 (Wed)	5/14 (Wed)
End	5/17 (Tue)	5/23 (Tue)	5/22 (Tue)	5/20 (Tue)
Commencement	5/22 (Sun)	5/28 (Sun)	5/27 (Sun)	5/25 (Sun)

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# General Information



Will Faller

Winston Churchill said, “We shape our buildings; thereafter they shape us.” Vassar’s striking new Center for Drama and Film, designed by Cesar Pelli, is shaping the next generation of filmmakers and dramatists.

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## A History of Vassar College

A pioneer for women’s education and liberal arts education in the United States, Matthew Vassar founded Vassar College in 1861. Opening its doors to its first class of 353 students paying \$350 for tuition and “residence” on September 26, 1865, the college offered young women a liberal arts education equal to that of the best men’s colleges of the day. Coeducational since 1969, Vassar College set the standard for higher education for women for more than 100 years and now sets the standard for true coeducation. Recognized as one of the best liberal arts colleges in the country, Vassar has successfully fulfilled its founder’s goals.

An English-born brewer and businessman, Matthew Vassar established his college in Poughkeepsie, New York, a small city on the Hudson River, 75 miles north of New York City. Soon after opening its doors, Vassar gained a reputation for intellectual rigor that led to the founding of the first chapter of Phi Beta Kappa at a women’s college. For the first time, women were offered courses in art history, physical education, geology, astronomy, music, mathematics, and chemistry, taught by the leading scholars of the day.

From the beginning, the Vassar curriculum was characterized by boldness, breadth, and flexibility, and Vassar graduates were recognized as a “breed apart” for their independence of thought and their inclination to “go to the source” in search of answers. The Vassar approach to learning was shaped by faculty members such as noted astronomer Maria Mitchell, the first woman to be elected to the American Academy of Arts and Sciences, and Frederick Louis Ritter, one of America’s first historians of music. In 1869, Maria Mitchell took her students to Iowa to observe an eclipse of the sun, and in the 1880s Lucy Maynard Salmon, professor of history, explored the “seminar method” of teaching through original source materials.

Vassar continues to use original source materials as essential teaching elements in several departments. The college holds an extensive collection of manuscripts in the Virginia B. Smith Manuscript Collection, named for president emerita Virginia B. Smith upon her retirement in 1986. The collection ranges from medieval illuminated manuscripts to modern manuscripts of literary and historical

importance. Outstanding among the many manuscripts are the papers of Mary McCarthy, Robert Lowell, Sir Stephen Spender, Elizabeth Cady Stanton, and Elizabeth Bishop.

Education at Vassar was also shaped by the study of art. When creating his college, Matthew Vassar stated that art should stand “boldly forth as an educational force.” To fulfill this mission, Vassar was the first college in the country to include a museum and teaching collection among its facilities. The college’s gallery predates such institutions as the Metropolitan Museum of Art, which was founded in 1880, and the Museum of Fine Arts, Boston, established in 1870. The college’s Frances Lehman Loeb Art Center, with over 16,000 works in its collection, stands as a contemporary acknowledgment of that early commitment.

Today, the Vassar curriculum is broader, richer, and more varied than ever with concentrations ranging from Latin to cognitive science, from biochemistry to religion, from astronomy to Africana studies. Vassar, among the first to offer courses in drama, psychology, and Russian, has experimented with interdepartmental courses since the early 1900s and has long been recognized for curricular innovation.

After declining an invitation to merge with Yale, Vassar decided to open its doors to men in 1969. In keeping with its pioneering spirit, Vassar was the first all-women’s college in the country to become coeducational: men now represent 40 percent of the student body of 2,435.

The unique traditions upon which the college was founded continue to be upheld today: a determination to excel, a willingness to experiment, a dedication to the values of the liberal arts and sciences, a commitment to the advancement of equality between the sexes, and the development of leadership. Vassar continues to stand at the forefront of liberal arts institutions and has positioned itself as a leading force in higher education in the twenty-first century.

### **Presidents of Vassar College**

<b>Milo P. Jewett</b>	1861-1864
<b>John H. Raymond</b>	1864-1878
<b>Samuel L. Caldwell</b>	1878-1885
<b>James Monroe Taylor</b>	1886-1914
<b>Henry Noble MacCracken</b>	1915-1946
<b>Sarah Gibson Blanding</b>	1946-1964
<b>Alan Simpson</b>	1964-1977
<b>Virginia B. Smith</b>	1977-1986
<b>Frances D. Fergusson</b>	1986-

# Academic Life

## Mission Statement of Vassar College

The primary mission of Vassar College, to furnish “the means of a thorough, well-proportioned, and liberal education,”<sup>1</sup> was articulated in the *First Annual Catalogue* and has remained constant throughout its history. Founded in 1861 to provide young women an education equal to that once available only to young men, the College has since 1969 opened its doors to both women and men on terms of equality. Encouragement of excellence and respect for diversity are hallmarks of Vassar’s character as an institution. The independence of mind and the diverse intellectual interests of students are fostered by providing them a range of ways to meet our curricular expectations. The structure of the residential experience, in which students in all four classes live in the residence halls, obliges students to master the art of living cooperatively in a diverse community. Diversity of perspective is honored as well in the college’s system of shared governance among all the constituencies of the institution.

Vassar’s statement of academic purpose, adopted by faculty and trustees, is a definition of the qualities it seeks to develop in its students:

- Achievement of depth and range of knowledge in a single discipline or in a subject approached through several disciplines. The quality sought is not only the mastery of a body of facts, but the attainment of skill in the conduct of inquiry and the satisfaction of having gained knowledge.
- Recognition of the different kinds of knowledge and their scope and relevance to one another. It is necessary for an educated person to understand the relationships between the past, the present, and the future as well as those between people and their social and physical environment.
- Immediate experience of creative ideas, works of art, and scientific discoveries.
- Development of the powers of reason and imagination through the processes of analysis and synthesis and the use of all our human resources — to speculate, to feel, to inquire boldly, to enjoy, to change, to create, and to communicate effectively.
- Increased knowledge of oneself, a humane concern for society, and a commitment to an examined and evolving set of values.

To achieve these purposes, Vassar offers a curriculum that honors the values of liberal learning as it challenges us to lead energetic and purposeful lives. We aim, therefore, to support a faculty dedicated to teaching, scholarship, and artistic endeavor; to educate—in the humanities, the natural sciences, and the social sciences—distinguished, diverse students motivated toward intellectual risk; to promote clear thinking and articulate expression; to stimulate integrative learning through multidisciplinary studies that communicate across cultural and curricular perspectives; and to commit both students and teachers to coherent and cohesive approaches to learning.

In the largest sense, Vassar seeks to educate the individual imagination to see into the lives of others. As such, its academic mission cannot be separated from its definition as a residential community composed of diverse interests and perspectives. The differences among us are real and challenging. Contemporary life requires more than ever the skills and wisdom that liberal education has always promoted: the exercise of informed opinion and sound critical judgment; a willingness to engage in ethical debate in a spirit of reasonable compromise; the achievement of balance between emotional engagement and intellectual detachment; the actions of personal integrity and respect for others; independent thought and an attendant resistance to irresponsible authority. It is our mission to meet the challenges of a complex world responsibly, actively, and imaginatively.

<sup>1</sup> Taken from remarks by Matthew Vassar to the first meeting of the Board of Trustees, 1861.

**Goals:**

1. To develop a well-qualified, diverse student body which, in the aggregate, reflects cultural pluralism, and to foster in those students a respect for difference and a commitment to common purposes.

2. To educate our students, both broadly and deeply, in the liberal disciplines; to stimulate integrative thinking both within and across the disciplines; to strengthen and refine the powers of reason, imagination, and expression; through curricular offerings to promote gender and racial equality and a global perspective; and to nurture not only pleasure in learning but also an informed and active concern for the well-being of society.

3. To extend these curricular values into the life of a residential community in which students may develop their skills by means of organized and informal activities, athletics, student government, contact with the surrounding community, and engagement with a concerned faculty.

4. To maintain and support a distinguished and diverse faculty in their commitment to teaching, to scholarship, and artistic endeavor, and to other forms of professional development.

5. To renew, improve, and adapt the college's educational programs and technologies in ways that are commensurate with the most provident use of its resources.

6. To continue to be a significant source of national and international leadership, producing graduates who will be distinguished both in their professional careers and in service to their communities and the world.

7. To inform, involve, and engage the alumnae/i of the college in order to promote lifelong learning and to enlist their energies in the continuing development of the college.

**Faculty**

Assisting students to realize these goals is a faculty of more than 200 individuals, all of whom hold advanced degrees from major universities in this country and abroad. In their devotion to the teaching of undergraduates and in their concern with the needs and capabilities of the individual student, they carry on Vassar's strongest and most productive traditions. At the same time, they encourage students to assume responsibility for the direction of their education and to engage in independent study and in field work.

**Accreditation**

Vassar is accredited by the Middle States Association of Colleges and Schools.

**Curriculum**

The Vassar curriculum has always been characterized by boldness, breadth, and flexibility, and curricular innovation has been constant in the history of the college. Vassar was among the first colleges to offer courses in drama, psychology, and Russian, and it has experimented with interdepartmental courses since the early part of the twentieth century.

Today, the curriculum is broader, richer, and more varied than ever, including concentrations ranging from Latin to cognitive science, from biochemistry to religion, from astronomy to Africana studies. Students at Vassar may choose courses from such diverse fields as Asian art and women's studies, corporate finance and Chinese, film history and constitutional law, or paleoclimatology and Old English. Field work, integral in the curricula of many departments for decades, is an expected part of students' work in such fields as anthropology, geography, geology, and education, and study away programs are available for many students, especially those concentrating in foreign language study.

Curricular requirements are flexible, and both students and faculty have



various options in ways of teaching and learning. Students have a choice of four paths to the bachelor's degree: concentration in a department; interdepartmental programs such as biopsychology or mathematics/computer science; multidisciplinary programs such as urban studies; American culture; or science, technology and society; or concentration in an individually tailored course of study in the Independent Program.

### **Informal Education**

The formal curriculum is supported and enriched by remarkably abundant resources for informal education outside the classroom. The college provides lectures, in any year, by more than 150 outside scholars and public figures. Vassar's schedule of concerts, lectures, films, dramatic productions, art exhibitions, and conferences generates a campus atmosphere that would do credit to a much larger institution.

Artists from outside the college give concerts and recitals in addition to those given by the college musical organizations and by faculty members and students of the Department of Music. Exhibitions of fine printing, binding, manuscripts, rare editions, and Vassar memorabilia are shown in the main library.

Every year, four major productions are staged by the faculty and students of the Department of Drama; works of eminent playwrights from the ancient Greeks to the moderns have been presented in recent years. In addition to these major productions, many studio productions, directed by the students and faculty, are presented throughout the year under the auspices of the Department of Drama.

The Third World Festival is an annual event sponsored by the Program in Africana Studies which focuses on the Afro-American, African, and Afro-Caribbean heritage and tradition, and on the social and political thought of the non-Western world, particularly the African Diaspora.

# Physical Resources

## Academic Buildings and Facilities

Matthew Vassar, a businessman, was as much concerned with the physical as with the intellectual resources of his college. When Vassar opened, its observatory had one of the three finest telescopes in the nation; its library and “cabinets” of scientific equipment were more than adequate; a major collection of art had been acquired. Today, Vassar’s academic buildings, its educational equipment, and its library collections remain exceptional for a college of its size.

## Admission

The Carol and James Kautz Admission House is adjacent to the Powerhouse Theater and Ferry House. This handsome Arts and Crafts style building was redesigned in 1995 by architect Linda Yowell, a member of the class of 1973, to accommodate the Office of Admission.

## The Libraries

The Libraries at Vassar are extraordinary and rank among the very best of liberal arts collections in the United States, both in number (currently over one million pieces) and their exceptional variety and depth. Located at the center of campus, the Libraries include the original Frederick Ferris Thompson Memorial Library (1905) as well as the Van Ingen Library (1937) that houses three book stack levels, the Art Library, and the Visual Resources Library. The adjacent Helen D. Lockwood Library was added in 1977 and the new Martha Rivers and E. Bronson Ingram library addition was completed in 1999. The George Sherman Dickinson Music Library, one of the finest undergraduate music libraries in the country, is located in Skinner Hall.

In addition to the broad range of primary materials of particular value to undergraduate instruction, and the manuscripts, rare books, and archives fundamental to scholarship, the libraries also offer electronic resources that employ new technologies in support of class assignments and research. These resources include on-line indexes and databases, many with full text capabilities, electronic journals, and CD-ROMs. Instructional programs that teach the most efficient ways to use all library technologies are routinely offered in the libraries’ hands-on electronic classroom. Most of Vassar’s holdings can be found in the online public access catalog, with materials not owned by the libraries made available through interlibrary loan and document delivery to students and faculty.

Computing in the library is ubiquitous; throughout provision has been made for both wired and wireless access to the campus network and the Internet. Multiple computer workstations are available as well as a pool of circulating laptop computers for use in the library.

Located on the second floor of the Vassar College Main Library, the Media Cloisters is a state-of-the-art space for collaborative learning and the exploration of high end technologies. The Cloisters serves as the public sphere for networked interaction, the gathering place for students, professors, and librarians engaged in planning, evaluating, and reviewing the efforts of research and study utilizing the whole range of technologies of literacy. In this way, the Cloisters channels flows of research, learning, and teaching between the increasingly networked world of the library and the intimacy and engagement of the classrooms and other campus spaces.

## Frances Lehman Loeb Art Center

The Frances Lehman Loeb Art Center opened its doors to the public in November, 1993. Designed by architect Cesar Pelli, the 59,700 sq. ft. art center provides

extensive exhibition space. Its sculpture garden is designed by landscape architect Diana Balmori. Also included in the art center are a separate prints and drawings gallery and a state-of-the-art computerized collection catalogue/imaging system.

The Frances Lehman Loeb Art Center houses one of the oldest college art collections in the country. The collection contains over 16,000 paintings, sculptures, prints, drawings, and photographs spanning the history of art from ancient Egypt to contemporary art. It is noted for its collection of twentieth-century art, Greek and Roman sculpture and ceramics, Old Master prints, nineteenth-century British watercolors and drawings, and photographs. Available to the college and surrounding Poughkeepsie communities, the art center is a cultural resource of high visibility for viewing and learning about art.

## Academic Computing

A fiber-optic network connecting the campus provides the entire Vassar community with extraordinary access to computing resources. The network allows communication with the campus among students, faculty, administrators, and staff. The catalog of the Vassar Library is on the network and many bibliographic and other databases. Fractional T3 link to the Internet allows the community to draw on computer resources at colleges and universities around the world and to use the offerings of the World Wide Web.

The network reaches every student room; the ninety-eight percent of students who bring their own computers to campus can connect to the network with ease. Students who do not bring computers may also enjoy 24-hour access: every residence hall offers clusters of computers in public areas. Clusters are also found in the Computer Center, College Center, the library, and in the academic buildings. Via the network students gain access to shared software, and to laser printers housed in public clusters.

Students may use public Macintosh, PC computers, and advanced computing equipment at the Campus Computer Center until midnight most nights of the week. The center provides laser printing, color printing, scanning, video imaging and editing, multimedia equipment, and powerful workstations. The staff of Computing and Information Services offers support and technical advice to users. In all, CIS supports more than 1,400 Macintoshes, PCs, and Unix workstations located throughout campus. Students with laptop computers are able to connect wirelessly to the network at many locations on campus. The Media Cloisters in the Library also provides sophisticated multimedia processing equipment.

Computers and the network are used in support of the curriculum in virtually all departments. Grants from the Pew Foundation, the Mellon Foundation, and the National Science Foundation have sponsored innovations in many academic departments.

## The Arts and Literatures

There are several places on campus designed for theatrical productions of various sorts. Opened in spring 2003, in place of Avery Hall, is the new Center for Drama and Film, which houses the department of Drama and Film and provides a 300-seat auditorium for theatrical productions featuring a traditional proscenium stage, a small black box studio, two screening rooms that have surround sound, 35 mm and advanced digital projectors, as well as production spaces and classrooms for both film and drama, equipped with advanced technology. Another larger blackbox theater seating 135 is located in the Hallie Flanagan Davis Powerhouse Theater. With its flexible seating arrangements and advanced lighting and sound equipment it offers an ideal space for both traditional and experimental productions. In the tradition of Hallie Flanagan, the founder of the original Vassar Experimental theater in the 1930s, the department sees as its main educational mission to balance the study of the history, theory, and literatures of the drama with the practice of

theater. The department produces plays and hosts visits by prominent contemporary artists. Recent seasons have focused on the Greeks, Shakespeare, neglected works from the nineteenth century, and new material. Recent visitors include Anna Deveare Smith, Kristin Linklater, Joanne Akalaitis, The Beijing Opera, the New York Theater Workshop and Peggy Shaw. Student-run productions take place in both formal and less formal spaces: the Susan Stein Shiva Theater provides a fully equipped, flexible space devoted to extracurricular productions; the outdoor amphitheater is often used for readings and performances in good weather; two lecture halls with raked seating and performance space frequently accommodate performances by the various improvisation comedy groups on campus. Film showings take place in the Nora Ann Wallace '73 Auditorium in Blodgett Hall, the Blanche Brumback Spitzer Auditorium in Sanders Classroom Building, Taylor Hall 203, and the Pat and John Rosenwald Film Theater and the Mary Ana Fox Martel Theater in the Center for Drama and Film.

The Belle Skinner Hall of Music houses a wide range of musical activities, and includes a concert hall, extensive practice facilities, and one of the nation's finest college music libraries. In 2002, Skinner Recital Hall became the home of a newly built pipe organ designed by the master organ builder, Paul Fritts of Tacoma, Washington. Vassar owns 65 Steinway pianos, seven pipe organs, six harpsichords, and many musical instruments of historic interest in the Darlington and James Collections. In addition, there is an electronic music studio. The music library supports the college's diverse curriculum and includes classical and world music, musical theater, and jazz. Nearly 18,000 books and periodicals, 27,000 printed musical scores, and over 29,000 sound and video recordings make up the collection. Many of these items can be found in the online public catalog and can be checked out of the library by the college community.

The complex of buildings consisting of the Frances Lehman Loeb Art Center, Taylor Hall, and van Ingen Hall, houses the art gallery, art department, architectural design studio, classrooms, the art library, the slide library, and faculty offices.

The curricula of modern language programs at Vassar are enhanced by the facilities of the Foreign Language Resource Center, located in Chicago Hall. The center incorporates a computer laboratory, a video laboratory for the viewing of tapes, several computer-equipped classrooms, and a 30-seat film/video theater.

## **The Natural and Social Sciences**

Each of the physical science departments (biology, chemistry, geology-geography, physics-astronomy) has its own building with classrooms, offices, and laboratory space and modern equipment for study and research. There are extensive special collections. The geology department has a collection of minerals, rocks, and fossils in its A. Scott Warthin, Jr., Geological Museum.

The Department of Anthropology has new digital video and sound analysis labs and newly renovated archaeology and physical anthropology labs. The department's Digital Video Lab has analog and digital video playback capabilities and is configured to enable computer-based digital photo manipulation and non-linear video editing. The lab is wired to a nearby classroom for remote editing demonstrations and digital projections of student's projects. The department's Sound Analysis Lab houses analog, digital, and computer-based means of analyzing and producing sound. Geared to the needs of linguistics, musical, and cognitive science research and teaching, the lab's hardware and software can be configured to extract and store sonic data and waveform analysis in a variety of formats and media, or to provide for the production and synthesis of sound. The Sound Analysis Lab is located in Blodgett Hall adjacent to the anthropology department's Digital Video Editing Lab to facilitate the integration of sound and video production. The Archaeology and Physical Anthropology Labs contain equipment for ge archaeological and geophysical survey and for the macro and microscopic analysis of osteological, zooarchaeological, palynological and artifactual materials. An extensive collec-

tion of fossil hominid and primate casts, zooarchaeological and/or artifact collections from North America, South America, Western Europe, the Middle East, and New York State sites, are available for student research and comparative study.

The chemistry department, located in the Seeley G. Mudd Chemistry Building, maintains a philosophy of close student-faculty collaboration and a commitment to providing hands-on experience with state-of-the-art instrumentation. The department houses an extensive array of analytical instruments used by students and faculty in classes and while conducting original research. Organic structural studies are carried out using nuclear magnetic resonance, infrared spectroscopy, mass spectrometry and polarimetry, using the Bruker 300-MHz NMR, Hewlett-Packard GC/MS, Perkin-Elmer FTIR, Thermo Nicolet Nexus 670, and Rudolph Polarimeter. These instruments also support the Amber Research Lab. In the biochemistry program, students study protein structure using ultraviolet/visible spectrophotometry, fluorescence spectrophotometry, high performance liquid chromatography, and matrix-assisted laser desorption ionization time of flight mass spectrometry (MALDI-TOF MS). Environmental analyses are carried out using atomic emission spectrophotometry with inductively-coupled plasma atomization (ICP-AES), X-ray fluorescence (XRF), voltammetry, potentiometry, and gas chromatography with detection by electron capture, flame ionization, and mass spectrometry (GC/ECD/FID/MS). Students characterize new polymers using thermal gravimetric analysis (TGA), differential scanning calorimetry (DSC), near infrared spectrophotometry (NIR), gel permeation chromatography (GPC), and dynamic laser light scattering. The department maintains a laser laboratory containing helium-neon, nitrogen, dye, and IR diode lasers, and an X-ray laboratory with a single crystal X-ray diffractometer for structure determination. A detailed listing of the department's offerings is available on the department website.

The Mudd Building also houses Vassar's Laboratory for Scientific Visualization, a computer resource for teaching and faculty/student research.

The Department of Geology and Geography is located in Ely Hall, which contains classrooms, teaching and research laboratories, and computing facilities. Instrumentation in Ely Hall includes petrographic microscopes for the study of rocks and minerals, an automated powder X-ray diffractometer for the study of crystal structures, a Silicon Graphics Visual Workstation for geophysical and terrane modeling, a clastic sedimentology laboratory for the analysis of sediments, and a paleoclimatology laboratory equipped with a coulometer and a Chittick apparatus for carbon analyses to examine biological and geochemical indicators of climate change. Analytical facilities are complemented by the inductively-coupled plasma atomic emission spectrophotometer in Mudd Hall. Scanners, digitizing tablets, and eleven state-of-the-art PC computers comprise the Geographic Information Systems (GIS) laboratory in Ely Hall. The laboratory is maintained by a GIS specialist and facilitates computer-assisted cartography and spatial analysis in geographic and geologic teaching and research. An extensive collection of geographic, geologic, and tectonic maps of continents and ocean basins complements the department's digital and electronic data resources. The department maintains specialized field equipment including sediment samplers and corers, stream gauges and samplers, a foldable rowboat, and a Global Positioning System (GPS) for geologic, geographic, and environmental investigations. Faculty in the department also operate a meteorological station at the 500-acre Vassar Farm ecological reserve.

The Department of Physics and Astronomy is located in Sanders Physics Laboratory, which contains classrooms, teaching and research laboratories, computing facilities, and a research library. Instrumentation and computing facilities in Sanders support faculty and student research in computational physics, astrophysics, and solid state physics, multi-media curriculum development, and astronomical image processing and analysis. Some projects involve work at national laboratories and observatories. Physics teaching labs are equipped with instrumentation

for work in various physics fields. Students can major in physics and become certified to teach high school in New York State. Dedicated in 1997 is the Class of 1951 Observatory, a new building on the edge of the campus that houses 32-inch and 20-inch reflecting telescopes and a solar telescope, as well as several small telescopes. Both large telescopes are equipped with electronic CCD cameras and spectroscopes. The 32-inch is used primarily for student and faculty research on supernovae, variable stars and the structure of galaxies. The 20-inch is used for instruction and observing. The department is also a member of the Keck Northeast Astronomy Consortium which supports Vassar students in summer research positions at other institutions, as well as student travel to local and national meetings.

The Olmsted Hall of the Biological Sciences is a modern structure designed to meet the educational and research needs of students and faculty in biology. In addition to comfortable classrooms and well-equipped teaching laboratories, Olmsted Hall has faculty research laboratories, and equipment and preparation rooms supporting research and teaching. The building houses a number of specialized facilities including a confocal microscope, a scanning electron microscope, laboratories for tissue culture and cell and molecular biology, a vivarium, and a large greenhouse complemented by an herbarium and environmental growth chambers.

Students of biology and other natural sciences have access to 500 acres of streams, wetlands, ponds, old-growth forest, and recently reclaimed farmland and meadows on the Vassar Farm, located a short distance from campus. The Priscilla Bullitt Collins Field Station, which contains a library, classroom, modern laboratory, computers, and a weather station, is located within an ecological preserve on the farm.

The Psychology Department is located in Blodgett Hall which has numerous facilities for teaching and research in all areas of psychology. There are classrooms and laboratories for physiology, neurochemistry, and experimental learning. Observation rooms and laboratories containing recording equipment for research in developmental, individual differences and social psychology, and a human electrophysiology suite are also located in Blodgett Hall. In addition, the Wimpfheimer Nursery School serves as an on campus laboratory for students pursuing coursework and research in developmental psychology.

The Department of Computer Science has two student labs that offer access to Sun workstations, a variety of Macintosh computers, an eight-processor parallel machine, and a microprocessor hardware laboratory. Printing facilities and a computer science library are housed within the department. Faculty and students participate in international research within various fields of computer science.

The social sciences are housed in Blodgett Hall, Rockefeller Hall, and Swift Hall. In each of these buildings, besides department lounges and libraries, there are classrooms designed for discussion-based teaching and lecturing, as well as several classrooms equipped with computer projection. Blodgett Hall contains a computer laboratory for economics as well as computer and traditional laboratories for psychology.

## **Residential and Social Buildings**

Ninety-eight percent of the Vassar student population lives on campus in traditional residence halls, apartments, or the cooperative houses. Faculty may apply for residential hall live-in house fellow positions or for college owned housing. Such proximity encourages a close association between faculty and students in and out of the classroom.

## **Main Building**

Main Building, Vassar's oldest and largest building, is the heart of the college community. A handsome and monumental structure designed by James Renwick,

Jr., it houses the Office of the President, the College Center, and other educational and administrative offices. The top three floors serve as a residence hall for approximately 313 students. In 1986, Main was one of twelve sites named a National Historic Landmark, along with the Empire State Building and the Metropolitan Museum of Art. In 1996, architect Cesar Pelli redesigned and renovated the lobby of Main.

## Residence Halls

Main and the remaining eight traditional residence halls house a majority of the freshmen, sophomores, and juniors on campus. Accommodating between 169 and 352 students, each house has a separate and unique personality that drives community development. An active in-house leadership team consisting of faculty, administrators, and students largely directs community, in any given house. The fourteen House Fellows are faculty members (and their families) who live within the houses and take part in house programming, leadership, and informal advising. The five House Advisers are live-in professional student affairs administrators who participate in campus-wide initiatives and oversee the building management, student leadership, and overall coordination for two houses (a cluster). The House Intern oversees a set of Student Fellows who serve as peer advisers to first-year students. The House Officers are responsible for house programming and addressing community issues.

Apartment style accommodations are available to mostly junior or senior students who apply and are granted permission. All such units are represented by a set of student officers and or managers. The Terrace Apartments (246 residents), the Town Houses (250 residents), and the South Commons (50 residents) house a majority of the senior class in four or five bedroom apartments. Students who wish to live off campus or to make other special accommodations must acquire approval through the Office of Residential Life.

Student rooms are furnished with basic needs (bed, dresser, and desk). An Ethernet connection is in each student's room, and computer clusters for general use are in all houses. Houses also offer kitchen facilities, multipurpose rooms, television rooms, and other amenities.

Students are expected to care for their own rooms and to follow all guidelines governing on-campus housing. Houses are closed during winter break, spring break, and summer session. One house, however, is designated to accommodate small numbers of students staying during each interim. The apartment style housing is open during winter and spring breaks.

## College Center

A large and dramatically designed College Center, created by renovating part of Main Building and encircling it with a new building, was opened in 1975. The center provides rooms for social, educational, and extracurricular activities and auxiliary services for the college community. It houses the Office of Campus Activities; a post office; the Vassar College Store; a computer store; the WVKR radio station; offices for student government, organizations, and a desktop publishing laboratory; the community dark room; lounges and meeting rooms; 24-hour public-access computers; a popular snack bar called the Retreat, the Kiosk coffee bar, and Matthew's Mug, the college pub.

Three recently renovated areas of the facility include the College Information Center, the James W. Palmer III '90 Gallery, and the multipurpose room. The College Information Center disseminates information concerning local area events and points of interest, including directories, maps, and schedules. All information concerning campus events and programs, as well as ticket sales and reservations, is available at the Information Center. The Palmer Gallery is open year-round with rotating exhibitions. The gallery features the work of faculty and students, in addition to local artists and arts organizations.

## Campus Dining

The All College Dining Center is located in the Students' Building and serves the entire community as a central dining facility. Remarkably flexible and efficient and bright with color, it provides seating for over 1,000 people in pleasant and well-lit dining areas of various sizes.

The All College Dining Center offers continuous service from 7:00 a.m. until 8:00 p.m. Monday through Friday, and from 8:00 a.m. until 8:00 p.m. Saturday and Sunday, when college is in session.

Breakfast at the dining center offers made-to-order omelets, freshly baked pastries, and a self-operated waffle station. Lunch and dinner feature the very popular Pan Geos Fresh Flavors of the World, authentically replicated cuisine from around the world, prepared to order. Other choices include an exciting array of traditional and vegetarian dishes, made-to-order hot and cold sandwiches, pizza, grilled items, a full salad bar, a wide selection of hot and cold beverages, and the Java City Café featuring cappuccinos and espresso drinks.

The Retreat in the College Center offers fresh baked pastries, made-to-order sandwiches and grill items, pizza, fresh soups, a salad bar, a full range of snacks and convenience items, hot and cold beverages, and lots of daily and weekly specials. The Retreat is open for continuous service from 8:30 a.m. until 11:00 p.m., Monday through Friday, and from noon to 11:00 p.m., Saturday and Sunday, when college is in session.

The Kiosk coffee bar, located at the north entrance to the College Center, serves Starbucks coffees, cappuccinos and espressos, fresh baked pastries and other specialties on weekdays between 8:00 a.m. and 5:00 p.m.

The Vassar Express, on the second floor in the College Center, offers students a quick, bagged lunch alternative during the hectic 11:30-1:30 lunch period, Monday through Thursday. Students choose from a menu assortment of sandwiches and prepared salads, and round out their selection with chips, fruit, a beverage, and a dessert.

The Atrium Café, located in the New Athletic Center, features freshly-prepared smoothies and offers an assortment of hot and cold gourmet specialties.

Campus Dining also offers an extensive catering menu. The catering office can handle requests for all catering needs.



# Student Services and Activities

## A Community of Special Character

Among the stated purposes of Vassar College (p. 8) are the “increased knowledge of oneself, a humane concern for society, and a commitment to an examined and evolving set of values.” Vassar, therefore, seeks to sustain a community of special character in which people of divergent views and backgrounds come together to study and live.

New students traditionally sign the book of matriculation, thereby agreeing to uphold the letter and spirit of college regulations, to maintain the values of the academy which is Vassar, and to preserve the integrity of the institution.

Respect for others is central to Vassar. The college expects its students to be mindful of their responsibilities to one another and to engage actively in the creation of a community of intellectual freedom, mutually-understood dignity, and civil discourse.

## Academic and Nonacademic Advising and Counseling

Students may seek academic advice from the dean of studies, the dean of freshmen, the advisers to sophomores, juniors or seniors, their pre-major or major adviser, and informal advice from the house fellows or from individual faculty members. The dean of students and the director of residential life provide advice on nonacademic matters, as do the house advisers.

Entering students are assigned to faculty premajor advisers until they decide on an area of concentration, when they are given departmental or program advisers. Faculty members assist students with registration and the selection of a concentration.

The Learning and Teaching Center offers individual assistance and workshops in writing and quantitative skills, study skills, time management, and test preparation. Academic coaching is also offered to students registered with the Office of Disability and Support Services. The Office of Career Development provides advice and assistance to students and alumnae/i as they investigate career options and apply for employment and internships. The Office for Preprofessional Advising and Fellowships coordinates advising for those students interested in preparing for entry into health profession schools and schools of law and works in concert with a faculty committee to assist students who wish to apply for fellowships.

The Counseling Service, staffed by psychologists and a consulting psychiatrist, provides confidential help for students who have personal concerns. Counseling on special problems is also provided by the physicians at the health service, the director of the office of religious and spiritual life, the director of the office for campus community and the director of the office for disability and support services.

## Equal Opportunity and Affirmative Action

Vassar College is committed to fostering a community that reflects the values of a liberal arts education and promoting an environment of equality, inclusion, and respect for difference. In support of this mission, the Office of Equal Opportunity and Affirmative Action, reporting directly to the President, is responsible for the development, coordination, and implementation of a wide range of equal opportunity and affirmative action policies and programs, in accordance with the Vassar Governance, and in consultation with the Committee on Equal Opportunity and Affirmative Action, and with members of senior staff, the faculty, the administration, and the student body.

Central to its mission, the office offers and sponsors programs aimed to educate the Vassar community on matters of equal opportunity, affirmative action, and civil rights. The office also monitors the College's compliance with state and federal equal opportunity and civil rights legislation, and works together with the Faculty

Director of Affirmative Action to oversee college grievance procedures related to violations of Vassar's nondiscrimination and harassment policy. With regard to issues of discrimination and harassment, including sexual harassment, individuals may contact the office to inquire about their rights, seek information about the application of informal or formal grievance procedures in relation to a specific situation, request mediation, counseling, or explore other avenues of informal conflict resolution, or file a complaint.

## **ALANA Center**

The ALANA Center is a culturally specific, resource center for African American/Black, Latino, Asian/Asian American, and Native American students focused on providing support and advisement on a range of personal, academic, social, cultural, community, and general college life matters. The ALANA Center strives to enhance the success and satisfaction for students of color and works with other campus offices and individuals to ensure a diverse and inclusive campus community.

The ALANA Center provides a myriad of resources and programs to support students of color, and fosters cultural, social, academic, and creative expressions. The center offers opportunities for leadership development, intra-cultural and cross-cultural dialogues, lectures, and big sister/big brother and alumnae/i mentoring programs. Also, a comfortable and affirming gathering space is provided for student organizations with similar goals in supporting students of color. As an extension of cultural/social and academic concerns, resources for interacting with various communities in Poughkeepsie and surrounding areas are provided. Other resources include culturally specific journals/newsletters, educational videos, career development, scholarship and fellowship information, a computer lab, and a supportive staff. The ALANA Center is available to assist in all aspects of the Center's services.

## **Athletics**

The athletics program is an integral component of the total educational experience at Vassar. The offerings not only complement and provide a balance to Vassar's rich and demanding academic life, but also help to promote a sense of community. Through our wide range of intercollegiate varsity, club, intramural, and recreational programs, we provide an opportunity to participate for everyone.

The 23-team varsity intercollegiate programs compete in Division III of the National Collegiate Athletic Association (NCAA). The goal of the intercollegiate athletic program is to offer each varsity team member the opportunity and the challenge to achieve his or her maximum potential as an athlete within Vassar's atmosphere of academic excellence. To this end Vassar has produced All-Americans, national qualifiers, state, regional, and conference champions, as well as many scholar-athlete award winners.

In addition to the National Collegiate Athletic Association (NCAA) Division III, Vassar is a member of the Upstate Collegiate Athletic Association (UCAA) and competes in the following sports: baseball, basketball, cross-country, field hockey, lacrosse, soccer, swimming and diving, tennis and women's volleyball. The UCAA provides an ideal opportunity to compete within an excellent athletic conference that includes: Clarkson, Hamilton, Hobart/William Smith, Rensselaer, Rochester, St. Lawrence, Skidmore and Union. Vassar is also a member of the Eastern College Athletic Conference (ECAC), the New York State Women's Collegiate Athletics Association (NYSWCAA), and competes in the Seven Sisters Championships.

The club program gives the opportunity for intercollegiate competition and student leadership in nonvarsity sports.

The intramural program includes competitive and recreational levels of play in many sports for those who seek competition, fun, exercise, or just a change from the

rigors of study without the intense commitment required of varsity participation.

Walker Field House, renovated in 1998, features a new tennis/multipurpose playing surface with indirect lighting. The 42,250 square feet of floor space contains five tennis courts and accommodates a variety of sports including volleyball, basketball, fencing, and badminton. The building also houses a six-lane Olympic-sized swimming pool with a four-foot moveable bulkhead and diving well, renovated locker rooms, and a new sports medicine facility. The new athletic and fitness facility is a 53,000-square foot athletic facility that includes a 1,200 seat basketball gym, an elevated running track, a 5,000 square foot weight training/cardiovascular facility, a multipurpose room, locker rooms, administrative offices, and a laundry/uniform room.

Kenyon Hall is named in honor of the late Helen Kenyon, class of 1905, the first woman chair of the board of trustees. Kenyon Hall includes a dance studio, a dance studio/performance area, a weight-training and rowing complex, nine squash courts (six international and three hardball), a wood floor gym, locker rooms, an athletic training room and a laundry area.

On-campus outdoor facilities include a nine-hole golf course, 13 tennis courts, and numerous playing fields. Prentiss Field has a quarter-mile all-weather track, two soccer fields, field hockey game and practice fields, and a baseball diamond. The J. L. Weinberg Field Sports Pavilion, opened in 2003, includes six locker rooms, a sports medicine facility, and a laundry facility. The Vassar College Farm contains a rugby field and practice grids. The intercollegiate rowing program facilities include a boathouse and a 16-acre parcel of land on the Hudson River.

On the varsity level, women compete in basketball, cross country, fencing, field hockey, golf, lacrosse, rowing, soccer, squash, swimming and diving, tennis, and volleyball. Men compete in baseball, basketball, cross country, fencing, lacrosse, rowing, soccer, squash, swimming and diving, tennis, and volleyball. Club teams include badminton, cycling, men's and women's rugby, sailing, skiing, track, ultimate Frisbee, and weight lifting. Intramural sports include badminton, basketball, billiards, bowling, chess, floor hockey, touch football, golf, ping pong, indoor and outdoor soccer, softball, squash, tennis, coed volleyball, and inner tube water polo.

For a full list of coaching staff, see Athletics (p. 393).

## Campus Life

The Associate Dean of the College for Campus Life advises students on various resources for dispute resolution and campus life concerns, coordinates mediation resources for students, and acts as the “ombudsperson” for the student community. The office also coordinates campus dialogues through such venues as the Campus Life Resource Group, All College Day, and facilitated discussions among members of the campus community.

## Career Development

The Office of Career Development provides a range of services designed to meet the career needs of Vassar students and alumnae/i.

In the belief that career development is an ongoing process compatible with a liberal arts education, the office helps individuals to build skills and increase knowledge that will be useful throughout their lives.

Services are designed to assist students in all phases of the developmental process. Specifically, services focus on 1) increasing self-awareness, 2) exploring career options, 3) integrating life and work planning, and 4) securing employment and/or further educational opportunities.

Individual counseling sessions may involve—but are not limited to—examining interests, values, and skills; exploring career fields; constructing effective resumes; and pursuing graduate or professional school admission as well as intern-

ships and job opportunities. Group meetings covering such topics as self-awareness, working abroad, resume writing, and interviewing are offered throughout the year.

Assessment instruments provide another tool for individuals to examine themselves in relation to the world of work. The Strong Interest Inventory and the Myers-Briggs Type Indicator may be taken on the recommendation of a staff member.

The office's extensive resources provide students with the necessary information to make choices and pursue career interests. Student career interns specializing in broad career fields provide assistance in the career library. The library houses several thousand books, periodicals, and in-house publications. A database listing nearly 8,000 alumnae/i volunteer career advisers and employer databases are also available.

The Office of Career Development publishes *ActionLine*, a semimonthly newsletter that informs students regarding special events and upcoming deadlines. The Career Development website features useful resources including job and internship listings and career information.

Special programs sponsored by the office include the annual Alumnae/i Career Forum, panels addressing various career fields, and the Executive-in-Residence Program.

College-sponsored on-campus recruiting programs bring students together with prospective employers. Off-campus recruiting programs are also held, in conjunction with other selective liberal arts colleges, in several cities. Current job listings are available to both students and alumnae/i through office postings and several on-line job banks. The office also maintains reference files for current students and alumnae/i.

## Counseling Service

The Counseling Service provides a variety of services to help students and the campus community handle the problems associated with academics, college life, and personal development. Services include: individual, couple, and group counseling and psychotherapy; crisis intervention; educational programs; consultation; assessment; and referral to off-campus services. Services are free of charge to Vassar College students.

The staff is made up of mental health professionals who welcome all students and embrace a philosophy of diversity. As part of the College community, counselors are committed to the personal and academic development of all Vassar students. The counselors are trained in the disciplines of clinical and counseling psychology and clinical social work, and work with students to explore personal problems and concerns in a secure and private setting. Students come to the Counseling Service for a variety of reasons, for example: relationship problems with parents, peers or partners, depression, anxiety, alcohol and other drug use and abuse, coming out issues, stress, concerns about academic progress or direction, or assistance in planning for the future. The student and the counselor work out the details and the course of counseling jointly.

Counselors often refer students to resources outside of the Vassar community depending on the needs of the student and the limitations of the Counseling Service. Students referred for treatment off campus may use their health insurance to defray the cost. Off-campus services are the responsibility of the student and/or the student's family.

The Counseling Service offers a variety of groups, some with a specific focus such as eating disorders or the concerns of children of alcoholics. Groups are formed at the beginning of each semester and typically meet once a week. A list of groups is advertised at the start of each semester.

Confidentiality, a highest priority at the Counseling Service, is often a concern for students. Strict ethical principles and codes of conduct govern the Counseling Service, ensuring confidentiality within specific legal limits. Counseling records

are separate from academic and medical records at the college and are not available to college offices outside of the Counseling Service.

A consulting psychiatrist is affiliated with the Counseling Service. Limited psychiatric services are available at Metcalf by referral from a counselor. If continuing psychiatric services are required, a referral is made to a private psychiatrist.

## **Disability and Support Services**

Vassar College is committed to providing qualified students with disabilities equal access and opportunity to academic courses, programs, and activities of the college. The Office of Disability and Support Services works with self-identified students with documented disabilities in accordance with the provisions of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A disability may be present before a student enters Vassar, or may develop or be diagnosed while attending college. Disabilities may include, but are not necessarily limited to, mobility impairments, visual and hearing impairments, chronic health conditions, orthopedic impairments, learning disabilities, traumatic brain injury, attention deficit disorder, psychiatric disabilities, and substance abuse/recovery.

The primary objective is to foster academic excellence, personal responsibility, and growth in students with disabilities. To this end, students in need of accommodations should self-identify themselves to Disability and Support Services and provide appropriate documentation of their disability or disabilities. After registering with the office, the director works with the student and necessary faculty and administration to identify accommodations and services that are appropriate to the student's needs, academic program, and campus life experience. Students are expected to be actively involved in the accommodation process and assume responsibility for securing services and accommodations. Students with temporary impairments should also contact the office to learn about available support services. Please contact the Office of Disability and Support Services for more information.

## **Fellowships and Graduate School/Preprofessional Advising**

The Office for Fellowships and Graduate School/Preprofessional Advising works with students and recent graduates who pursue admission to professional schools, particularly in the fields of health and law, as well as with those who apply for fellowships to fund graduate education, independent study and research. Students interested in these possibilities are encouraged to meet with the director and to consult the available materials relative to their interests. Students interested in application to a health related professional school are encouraged to seek advice from the members of the Pre-Medical Advisory Committee. Early consultation is recommended if one wishes to apply for any professional school, graduate program, or competitive fellowship.

## **Health**

The Health Service at Vassar is designed to promote the health of the individual and the student community and to treat medical issues as they emerge.

Centered in Baldwin House, the Health Service medical staff maintains daily clinics on weekdays for routine medical and gynecological care. After hours, in addition to caring for our own infirmary patients, the nursing staff handles acute problems with on-call medical staff backup.

A health fee covers the cost of most medical visits on campus. Charges are made for medications, laboratory work, and gynecologic visits. The college requires that each student carry insurance to defray the cost of off-campus consultation, hospitalization, or emergency room use.

New students are required to file a medical history and physical examination with the department before coming to college. Proof of immunization against

measles, mumps, rubella, and polio, as well as recent tetanus and TB tests, are mandatory to meet New York State requirements. New York State also requires a Meningitis immunization form. The Hepatitis B vaccine and Varivax are also highly recommended.

The Health Service provides student outreach activities and maintains a strong health education program.

## **Health Education**

The Office of Health Education is committed to the development of the whole person—body, mind, and spirit. The office provides support, information, and resources to the student body regarding issues of health and well being.

## **Learning and Teaching Center**

The Learning and Teaching Center, located in the Library, supports the intellectual life of students and faculty at Vassar. One of the center's primary missions is to help all students realize their academic potential and achieve the educational goals. To that end, it provides resources, programs, and services designed to support and enhance learning, both in the classroom and beyond.

Academic support specialists work with students to develop their writing and quantitative skills, both in general and in the context of specific courses or assignments. They also provide assistance with study skills such as reading, note taking, organization and time management. The center offers a range of academic skills workshops throughout the year. Academic support specialists are also available for individual conferences by appointment.

Learning specialist services are also available to address the evolving needs of students with disabilities, specifically the needs of students with learning disabilities, attention deficit disorder, psychiatric disabilities, and chronic health impairments. Academic coaching is offered to students registered with the Office of Disability and Support Services through weekly in-office appointments with the learning specialist, and through consultation by telephone and e-mail.

Library Instruction Services offer a variety of programs to promote awareness of the breadth and depth of the library's collections and to foster students' ability to use research materials effectively. Students may also arrange research consultations with a reference librarian or peer tutor.

The Writing Center is staffed by students who are trained to help other students improve their writing skills. The Writing Interns offer help at any stage of the writing process, from rough outline to final draft. The Writing Center is located in room 30 of the Library. Drop-in hours are posted at the beginning of each semester; students may also make appointments in advance.

## **Religious and Spiritual Life**

The Office of Religious and Spiritual Life (RSL) helps students integrate lives of passionate commitment, embodied practice, and intellectual critique at Vassar and beyond. Our programs articulate a lively public role for religious imagination and ensure that opportunities for spiritual and democratic formation are part of the demanding and creative education Vassar offers—for the religiously devoted, the spiritually curious, and the radically questioning.

Religious and Spiritual Life oversees, advises, and supports a wide range of religious and civic communities and initiatives on campus, and plays an important role as a community liaison for the college in the mid-Hudson Valley.

Spirituality and Service programs offer the Vassar Community opportunities for service-learning. Participants receive training, support and tools for reflection, drawing on the resources of spiritual and religious traditions to sustain and enrich their work. In collaboration with the Office of Student employment, Religious and Spiritual Life directs the college's participation in the Federal Work Study Program

in community service.

Peace and Justice programs explore traditions and tools for non-violence in religious and political communities past and present, and bring resources to campus to help students work for peace.

Arts and Celebration gives students skills and materials for creating public art—such as giant puppets, murals, luminaries, sculpture, performance—and practice in shaping community rites of passage to help open up opportunities for transformation and reflection.

Religious Practice, Ritual, and Interpretation are recognized components of learning at Vassar and beyond, and offer shared experiences and opportunities for dialogue that engage questions of the sacred in secular culture.

As part of the support Religious and Spiritual Life staff provide to these program areas, staff members are available for pastoral counseling and spiritual guidance. Buddhist, Episcopal, Jewish, Muslim, Protestant, Roman Catholic, and Unitarian Universalist advisors and consultants serve the campus community.

## Student Employment

Student Employees are an integral part of the daily operation of Vassar College and student jobs are found in nearly 100 departments and offices on the campus. Each semester students fill over 1500 campus jobs. On campus student employment is coordinated through the Student Employment Office (SEO). The mission of the Student Employment Office is to offer employment that matches the educational goals set by each student and to offer jobs and other opportunities that help students gain both professional and personal development. Student job descriptions, which identify each position's requirements, also describe the skills students will learn in that position. Job descriptions are available to students at all times through the office's website. The website also provides detailed information about working, the payroll calendar, and important information about the required documents a student must provide to become a student employee at Vassar. The Student Employment Manual details the policies and procedures governing Vassar's student employment program and is provided to new employees each year.

Job vacancies are posted on the Student Job Board and can be found by visiting the SEO. The SEO in conjunction with its advisory committee sponsors programs with other offices that support the educational aspect of a student's employment, including annual programs on banking, tax filing, and resumes.

Financial aid students have priority consideration for campus jobs through the placement process and during exclusive priority periods at the beginning of each semester. Financial aid students account for about seventy-five percent of student employees; twenty-five percent are not on financial aid. The Student Employment Office assists all students who are interested in working to secure employment. College policy limits the number of hours that students may work based upon class year: freshmen may work up to eight hours per week, sophomores nine hours per week, and juniors and seniors may work up to ten hours per week.

In addition to the part time employment program that operates during academic periods, the Student Employment Office also administers a small full time employment program for students during the winter, spring and summer breaks. Interested students should inquire at the Student Employment Office.

## Student Government and Extracurricular Activities

The Constitution for the Vassar Student Association gives control over social regulations, as well as extracurricular activities, to the students, subject only to an ultimate veto by the president of the college. Organized under a Council of Representatives and elected standing committees, the VSA plays an effective role in the college community.

Student concern for participation in college policy making, which ultimately

affects their education as well as their personal lives, is reflected in the *Governance* of the college, which now recognizes the student body as a separate entity within the corporate community, endowed with rights and responsibilities, and enjoying opportunities for conference with the board of trustees, the faculty, and the administration. Students sit as voting members of the Committee on Curricular Policies, the Committee on College Life, and other committees of the college.

The range of extracurricular activities at Vassar is as broad as the interests of the students. There are currently over 90 organizations and club sports: political groups, a film society, an FM radio station, a weekly newspaper and several magazines, and groups focused on social action. Students sponsor a tutorial program for local school children and a Big Brother/Big Sister program.

## **Student Performing Groups**

*Dance:* Vassar Repertory Dance Theatre is a performing group of ballet, modern, and jazz dancers; it is a credited course offering dance students the opportunity to present both their own choreography and professional repertory in the studio theater and off campus. In past years the dancers have performed repertory by Humphrey, Sokolow, Duncan, Balanchine, Nijinska, and Fokine.

*Drama:* Student theater productions take place throughout the academic year in the Susan Stein Shiva Theater. These extracurricular dramatic and musical productions are initiated by individual students or groups of students in the Philaethis Society, the Ebony Theatre Ensemble, Laughingstock, Improv, and Happy Ever Laughter.

*Music:* The Department of Music sponsors six ensembles: Choir, Madrigal Singers, Women's Chorus, Orchestra, Wind Ensemble, and Jazz Ensemble. The department offers academic credit for year-long participation in any of these ensembles, and membership is open to all members of the Vassar community by audition. The Choir, a large concert ensemble, regularly performs major works with orchestra and tours periodically in this country and abroad. The Madrigal Singers, a select chamber ensemble, performs unaccompanied vocal music from the Renaissance through contemporary works. The Women's Chorus, a concert ensemble, performs both choral-orchestral and a *cappella* works for women's voices. The sixty-member orchestra performs with student and faculty soloists. The Wind and Jazz ensembles perform in various campus residence halls in addition to their formal presentations. Opera Workshop, also under the sponsorship of the Department of Music, gives an annual performance in Skinner Hall.

Informal singing groups (not affiliated with the music department)—such as the Accidentals, Night Owls, Matthew's Minstrels, Measure for Measure, and Vassar College Gospel Choir—perform regularly at other colleges as well as on campus.

The Vassar Mahagonny Ensemble is a student-run instrumental group devoted to the performance of music written after 1900 as well as student compositions.



# Admission

A demonstrated commitment to academic excellence is the primary consideration in admission to Vassar College, but candidates should illustrate that they will contribute to and benefit from the range of intellectual, leadership, artistic, and athletic opportunities offered by the college community. The Admission Committee is particularly interested in candidates who have made effective use of all opportunities available to them.

## Admission to the Freshman Class

Vassar welcomes applications from candidates of varied backgrounds and does not require a specific secondary school program. However, Vassar does expect candidates to have elected the most demanding course work offered by their high schools. Therefore, we recommend that students elect four years of English, mathematics, laboratory science, history or social science, and foreign language. Students should take a substantial portion of their work in enriched, accelerated, or honors courses or in Advanced Placement or International Baccalaureate programs when these options are available. Special attention is given to the academic breadth, depth, and rigor of candidates' junior- and senior-year programs.

## Early Decision Plan

The Early Decision Plan is intended for candidates who have explored and researched their college options carefully and concluded that Vassar is their clear first choice. Vassar has two early decision deadlines: November 15 and January 1. Candidates who use the first deadline will hear from Vassar in mid-December. Candidates who use the second deadline will hear from us by early February. Candidates will receive one of three decisions: admission, a deferral of our decision until the regular decision period, or denial, which is our final decision. The Office of Financial Aid makes preliminary financial aid awards at or near the same time to admitted candidates who have demonstrated financial need. Successful early decision candidates are expected to return the Candidate's Reply Form within two weeks, pay the required fee deposit, and withdraw any applications submitted to other colleges and universities.

## Regular Decision Plan

Candidates who wish to be considered under Vassar's regular decision plan should insure that all required credentials are postmarked by the January 1 deadline. The preapplication and the nonrefundable \$60 application fee (or a formal request for a fee waiver) should be submitted as early as possible in the senior year. Candidates are notified of the Admission Committee's decisions in late March or early April. Regular decision candidates must respond by May 1, the Candidate's Uniform Reply Date. Admission to the freshman class is contingent upon maintenance, throughout the senior year, of the level of academic performance on which admission was based.

## Required Credentials

In addition to the preapplication form, the nonrefundable \$60 application fee, biographical information, and information about extracurricular activities, candidates must submit the following credentials: a transcript of high school courses and grades, the scores of the College Board SAT I examination and the scores of any three SAT II examinations, or the results of the ACT, an evaluation from the high school counselor that addresses the candidate's qualifications for admission, a recommendation from a teacher in an academic subject, and a personal statement or essay.

## Admission of International Students

Vassar College welcomes applications from international students. These candidates must take the College Board SAT I examination and any three SAT II examinations or the ACT if testing centers are available to them. Candidates whose primary language is not English *must* take the Test of English as a Foreign Language (TOEFL). We generally expect a minimum TOEFL score of 600 (or 250 on the computer-based version).

Some need-based financial aid is available to international freshman applicants who are not citizens or permanent residents of the United States. Applications from noncitizens who apply for financial aid are considered on a need-aware basis. Vassar College also welcomes transfer applications from international students. However, we are unable to offer any financial aid to transfer candidates who are not citizens or permanent residents of the United States.

## Campus Visits

Vassar welcomes visits from high school students and their families. Guided tours of the campus led by Vassar students and group information sessions led by an admission officer and a Vassar senior are available on a daily basis. Please call the Office of Admission at 845-437-7300 or consult our website for the seasonal schedule. Appointments are not necessary for tours and information sessions.

## Interviews

An interview is not required for admission. Most students and their families find that they have a clear understanding of Vassar's academic and extracurricular offerings and admission standards after attending a group information session and going on a campus tour. However, candidates may feel that further dialogue with a Vassar representative would be helpful. Applicants may request an interview with an alumna or alumnus in their local area when completing the application for admission. While interviews are not offered on campus, admission officers are always available after information sessions to advise students and their families on the admission process and to discuss special circumstances and needs.

## Advanced Placement and International Baccalaureate

Every effort is made to insure that students do not find college work to be a repetition of high school work. Appropriate placement is made by departments at the time of registration or within the first two weeks of classes. Students who have taken Advanced Placement examinations will receive one unit of credit, equal to one semester course at Vassar, (or  $\frac{1}{2}$  unit for the Physics "C" examination) for each examination in which a score of four or five is earned. Students may then be permitted to elect an intermediate-level course after consultation with an adviser and if given permission by the department chair. A maximum of 4 units of credit is allowed for Advanced Placement examination results. (See Freshman Handbook.)

Vassar welcomes applications from students who have participated in the International Baccalaureate program, and awards credit for scores of five, six, or seven on the Higher Level examinations. No credit will be given for work done in IB Standard Level courses.

The college may also grant credit for sufficiently high marks on certain foreign advanced programs of study, such as the GCE A levels, the German Abitur, the French Baccalaureate, etc. Students possessing such credentials should consult with the Office of the Dean of Studies.

## College Work before Admission as a Freshman

Vassar may accept the equivalent of, and not more than, four courses of comparable

work taken at a college or university prior to a student's admission as a freshman. Transfer credit for work completed prior to admission to Vassar must be applied for within one year of matriculation. The student must list such courses and the colleges at which they were taken on the application for admission. Transfer of this credit will require departmental approval as well as approval of the Committee on Leaves and Privileges.

Credit will be granted only for coursework completed on a college campus and not used to satisfy requirements for the high school diploma. Students involved in college-level work during high school may wish to supplement their request for credit with the result of an Advanced Placement Examination, even if they were not enrolled in an Advanced Placement course.

## Admission of Transfer Students

Students from two- and four-year institutions are typically admitted as transfers into the sophomore or junior classes for either the fall or the spring semester. The college may also admit some highly qualified freshmen candidates for the spring semester. All transfer students must complete a minimum of seventeen Vassar units to be eligible for the Vassar degree. Thus, students with more than four semesters of college-level work are generally not eligible to apply for admission.

To be considered for admission, candidates for transfer are expected to present a strong college record with *at least* a B average in liberal arts courses comparable to those offered at Vassar. Candidates should be enthusiastically recommended by their current dean and college instructors. Those denied admission to the freshman class who want to reapply should complete a minimum of one year of college with an exemplary record before submitting a transfer application. Vassar may also accept transfer applications for the spring semester of the freshman year from new candidates with very strong high school records who have performed well during the first semester in college. Credit toward the Vassar degree for courses of comparable quality taken elsewhere is determined after admission by the Office of the Dean of Studies. No transfer credit will be assigned without an official transcript.

Please note that financial aid is available on a limited basis for transfer students. Students who are considering applying for financial aid should consult the financial aid office for eligibility requirements, policies, and information about application procedures and deadlines. We regret that we cannot offer financial aid to international transfer applicants.

## Credentials and Application Deadlines

Transfer candidates are required to submit the application forms, the nonrefundable \$60 application fee, and all required credentials by April 1 for admission in the fall semester and by November 15 for admission in the spring semester. Required credentials include official college transcripts from all schools attended, an official transcript of the secondary school record, recommendations from the college dean and a college professor, standardized test scores, a graded writing sample, and a personal statement or essay. The application fee may be waived upon written request from the dean or advisor substantiating reasonable need for the waiver.

All transfer candidates should submit scores from the SAT I and any three SAT II: Subject tests or from the ACT. However, the SAT II: Subject Tests may be waived for students who are returning to college after a lengthy hiatus or who will have completed one full year of college. Consult with the transfer coordinator for more information. In addition, the TOEFL exam is required for candidates whose primary language is not English.

## Notification

Candidates for transfer admission to the fall semester are normally notified of our

decisions on their applications in early May. Candidates for admission to the spring semester are normally notified of our decisions by mid-December. Transfer candidates for both semesters are expected to respond to offers of admission within two weeks. Admission to Vassar is contingent upon the maintenance, for the balance of the term, of the standard of academic performance upon which the admission committee based its decision.

### **Admission to Exchange Programs**

Students attending colleges or universities which have established exchange programs with Vassar who wish to study at Vassar for a semester or a full academic year should make arrangements directly with the exchange coordinator on their own campuses. Vassar has exchange programs with the member colleges of the Twelve College Exchange (Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Wellesley, Wesleyan, Wheaton, and Williams), with Brooklyn College, and with York University in England.

### **Special Students and Part-Time Students**

Well-qualified non-traditional students who live within commuting distance of the campus and who wish to study on a part-time basis are encouraged to discuss special-student status and resumption of work with the Adviser to Special Students in the Office of the Dean of Studies.

### **Student Right-To-Know Act**

Under this act, educational institutions are required to disclose to current and prospective students their completion or graduation rate. This rate is defined as the percentage of students who complete their degree program within 150 percent of the normal completion time for that degree. For Vassar College, this means the percentage of entering students who complete their degree within six years. The most recent Vassar class graduation rate is 88 percent. Additional graduation and retention rate information is available from the Office of the Registrar.

# Fees

## Payment of Fees

Comprehensive fee charges are billed to parents in early July for the fall term and in early December for the spring term. Additional bills are generated monthly to reflect all other charges incurred by the students. Payments must be received by the designated due dates to avoid late payment fees and/or the denial of student privileges. Payments should be made by check and mailed to the address indicated on the bill or made in person at the cashier's office. All payments must be in the form of United States dollars. Payments from outside of the United States must be drawn on United States banks.

Vassar College offers an installment payment plan through Academic Management Services (AMS), providers of the TuitionPay Monthly Plan. AMS works with Vassar College to set up your Monthly Plan Account, collect your tuition installments and forward them on to our office of Student Accounts. To enroll in this plan simply call AMS at (800) 635-0120, or enroll at [www.tuitionpay.com](http://www.tuitionpay.com). A low, annual enrollment fee of \$75.00 is required, which includes Tuition Protection Coverage (life insurance).

Fees are subject to change at the discretion of the college's Board of Trustees and are reviewed on an annual basis.

## Entrance Fee

**Application for admission** (nonrefundable) . . . . . \$ 60.00  
 An application for admission to the college is not accepted until payment fee is received.

## Undergraduate Comprehensive Fee

**Tuition** - Full time for fall and spring Terms . . . . . \$30,895.00  
**Room** - All residential halls and apartments . . . . . \$ 4,080.00  
**Board** - Standard plan . . . . . \$ 3,600.00  
**Student activities fee** (nonrefundable) . . . . . \$ 230.00  
**College health service fee** (nonrefundable) . . . . . \$ 225.00

In general, the college requires full-time students to live in college housing. Permission to live off-campus may be granted by the Director of Residential Life in the spring for the following academic year. If a student does not apply for permission by the posted deadline, the student will be liable for full room and board charges. Housing assignments are secured through a room-draw process, which is based on academic seniority. Apartment units are generally not available to freshmen.

Students living in residence halls are required to participate in the college board plan. A portion of the room and board fee is used to establish a declining-dollar account. Students utilize their declining-balance accounts in lieu of cash, when they eat at the various food service locations on campus. A range of meal plans provide different levels of declining dollar amounts. Each alternative plan has a slightly different charge associated with it.

The meal plan is optional for students housed in apartments (Terrace Apartments or Town Houses). A declining-balance account may be established for use in lieu of cash at the college dining facilities.

All declining-balance amounts are expected to be utilized during the semester in which they are established. Any unused declining-balance amounts are transferred from fall to spring term, but unused balances are forfeited at the end of the spring term. Additional declining balance amounts may be charged to the student's bill up to \$50 per semester.

The student activity fee is required for all matriculated students. These funds are transferred to the Vassar Student Association for use by its various organizations.

The college health service fee is required for all students residing in college housing. The fee covers limited medical services as provided by the college's infirmary. Additional charges may be incurred during the academic year related to medications or gynecological services. A schedule of fees is on file at the Office of Health Services. Payment of the college's health service fee is recommended for those students not housed in residential halls or college apartments.

### Other Fees and Deposits

**Student Sickness and Accident Insurance** (nonrefundable) . . . . \$ 295\*  
Arrangements for a group health and accident insurance policy have been made by the college. All full-time students must enroll in the plan, except those students whose parents certify that they have equivalent coverage. The deadline for claiming exemption is August 9, 2004. No exemption will be granted after this date. This plan covers students while on or away from campus for a period of 12 months beginning August 22. Information regarding insurance will be sent to all students.

**Transcript of academic record** (first semester students only) . . . . \$ 50  
First time students to the college are required to pay this fee as part of their first term bill. This will entitle the student to an unlimited number of transcripts of academic record in the future.

**Late Fee** (nonrefundable) . . . . . \$ 50  
A late fee is charged if term bills are not paid by the designated due date.

### Graduate Fees

**Full-time tuition** . . . . . \$ 30,895  
**Part-time tuition per unit** . . . . . \$ 3,635  
**General deposit** . . . . . \$ 200  
This deposit will be refunded upon completion of degree requirements or upon earlier withdrawal on the same basis as the undergraduate general deposit.

### Part-Time Student Fees

**Part-time undergraduate students per unit** . . . . . \$ 3,635  
**Non-matriculated special students and full-time high school students taking work at Vassar College per unit** . . . . . \$ 1,795  
The general deposit of \$200 for part-time undergraduate students and \$100 for special and high school students is required. This deposit will be refunded upon completion of degree requirements or upon earlier withdrawal subject to normal provisions.

### Music Performance

**Instruction in any single branch, including practice**  
**Each semester, full-time** . . . . . \$ 500

**Use of practice room and instrument, without instruction**  
**Each semester** . . . . . \$ 50  
Department of Music majors are exempt from three semesters of fees for performance instruction during their junior and senior years. This fee exemption applies to instruction in only one branch per semester. Non-matriculated special students taking individual lessons will be charged one-half of the rate-per-unit fee plus the fee for performance instruction. Individuals from the community may elect, with

\* This is the fee in effect for 2003/04 academic year. The fee is subject to change as formal premium quotes are received from insurance carriers later in the year.

the approval of the chair of the music department, to take instruction in a musical instrument without receiving academic credit. The charge per semester for such instruction is \$525.00.

**Miscellaneous Fees**

<b>Diploma replacement fee</b> .....	\$	<b>35.00</b>
<b>Emergency Medical Training instruction fee</b> .....	\$	<b>200.00</b>
<b>Senior Film Workshop (per semester)</b> .....	\$	<b>100.00</b>
<b>Filmmaking (per semester)</b> .....	\$	<b>100.00</b>
<b>Teacher Certification (fifth year program) (per unit)</b> .....	\$	<b>100.00</b>

**Student Deposits**

<b>General deposit</b> .....	\$	<b>200</b>
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The general deposit, payable by all new students with the first term bill, is refundable either upon graduation or upon earlier withdrawal, subject to its application in whole or in part against any unpaid fees or charges against the student.

<b>Fee deposit to reserve a place on the college list</b> .....	\$	<b>500</b>
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The fee deposit must be received by the Office of Student Accounts on or before April 15 for returning students, May 1 for new students. This deposit will be applied toward the student's fees for the ensuing year (nonrefundable).

**Miscellaneous**

Fines may be imposed for violation of college and social regulations. Students may also be fined for failure to meet obligations in the administrative and business offices and the library after due notice has been given. Students accept responsibility for damage done to college property, including laboratory breakage, whether caused by individuals or groups.

A schedule of fees for special services and fines is available in the Office of the Director of Residential Life.

Housing assignments and registration may be canceled for those students who do not meet established deadlines for the payment of fees. Students whose accounts remain unpaid at the end of a semester may have their pre-registration for the following semester canceled. Students who have unpaid financial obligations to the college cannot attend classes and are subject to leave of absence or suspension proceedings by the college.

**No student will receive a diploma or transcript until the college account is paid in full.**

**Other Expenses**

Costs of consumable supplies are required in certain courses.

The college estimates that a reasonable budget for incidental expenses (books and supplies, recreation, etc.) is \$1,700 per year.

**Refunds**

Engagements with instructors and other provisions for education and residence are made in advance by the college for the entire academic year. No refunds of any fees will be made because of withdrawal or leave of absence from the college, or for withdrawal from courses, except as hereinafter specified. Refunds will be credited first against financial aid awards, with the balance, if any, remitted to the student.

All notices of withdrawal must be submitted in writing to the Dean of Studies, and the date that notice is received will be the official date of withdrawal.

\* Examples of the Title IV Refund Policy are available in the Financial Aid Office.

**Return of Title IV Funds [§484B]\***

Students who are receiving Title IV Financial Aid loans and grants (excluding Federal Work Study) who withdraw from classes are subject to the Federal Title IV Refund Formula. A student granted a personal leave of absence will also be subject to the Federal Title IV Refund Formula.

Where the student has withdrawn from classes, the school will first determine the percentage of Title IV assistance the student earned. For withdrawal on or before the first day of classes, 100 percent of Title IV aid must be returned. Up to the 60 percent point in time, the percentage of assistance earned is equal to the percentage of the payment period or period of enrollment for which it was awarded that was completed as of the day of withdrawal.

In calculating the percentage of the payment period or period of enrollment, the federal formula uses calendar days completed divided by total number of calendar days in the period.

If the student withdraws or takes a leave after the 60 percent point then the percentage earned is 100 percent. The earned percentage is applied to the total amount of Title IV grant and loan assistance that was disbursed (and that could have been disbursed) to the student or on the student's behalf for the payment period or period of enrollment for which it was awarded as of the day the student withdrew.

Excess funds to be returned to Title IV programs will be credited in the following order:

- Unsubsidized FFEL Stafford Student Loans
- Subsidized FFEL Stafford Student Loans
- Unsubsidized Federal Direct Stafford Student Loans
- Federal Perkins Loans
- FFEL Parent Plus Loans
- Federal Direct Parent Plus Loans
- Federal Pell Grants
- Federal SEOG (Supplementary Educational Opportunity Grant)
- Other Title IV assistance for which a return of funds is required.

**Tuition**

Upon withdrawal or leave of absence from the college, or upon withdrawal from courses, refund of the applicable tuition will be made at the following rates:

Prior to the first day of classes in each semester: . . . . .	100%
	(less the nonrefundable fee deposit)
During the first week of the semester . . . . .	90%
During the second week of the semester . . . . .	80%
During the third week of the semester . . . . .	70%
During the fourth week of the semester . . . . .	60%
During the fifth week of the semester . . . . .	55%
During the sixth week of the semester . . . . .	50%

No refund will be made after the sixth week of the semester.

No refund is made in the event that classes are temporarily canceled. The payment of tuition entitles the student to educational opportunities which are not dependent upon a specific number of classes, hours, or weeks of instruction.

No refund is made in cases of suspension or expulsion.

Examples of the refund policy are available upon request in the Office of Financial Aid.

\* Examples of the Title IV Refund Policy are available in the Financial Aid Office.



## **Room and Board**

Prior to the first day of classes in each semester, the college will refund 100 percent of the room and board charges.

After classes begin, no refund will be made for room charges, but in the case of a withdrawal or leave of absence from the college, unused declining-balance accounts are fully refundable.

No refunds of room and board charges are made in cases of suspension or expulsion.

## **Music Performance**

If the course is dropped before the day classes begin in each semester, the fee will be canceled. In the case of withdrawal within seven weeks, with the dean of studies' approval, charges will be made at the rate of \$40 per lesson. The minimum charge will be \$80. The balance will be refunded. No part of the fee is refunded after the seventh week.

## **Credit Balance on Account**

Refunds of credit balances will normally not be made until the beginning of the fifth week of classes. If the student is a Title IV financial aid recipient and if Title IV funds exceed allowable charges (tuition/fees/room/board), these funds will be returned to the student/parent within fourteen days of payment unless the student/parent has authorized the school to hold these funds toward payment of other allowable institutional charges.

## **Title IV Funds**

Title IV funds are Pell Grants, Supplemental Educational Grants, Perkins Loans, and Stafford Student Loans.

If tuition and/or room and board liability has been reduced after the student has terminated enrollment at the college, Title IV funds received will be refunded to the programs according to the federal refund formula then in effect.

## Financial Aid

Matthew Vassar bequeathed to the college its first scholarship fund. Through the years, generous friends of the college have added permanent scholarship funds and annual gifts to help promising students meet their college costs.

During the academic 2003/04 year, approximately sixty percent of the student body received financial aid totaling more than \$29 million from the college, federal, state, and private sources. Of that amount, over \$21 million was awarded in the form of Vassar Scholarship assistance, all of which was awarded on the basis of financial need as determined by the college.

Students applying for admission will receive a freshman application for financial aid and detailed information about financial aid at Vassar, including expenses, how assistance is awarded, and the application procedures. Applicants and their families must complete the Free Application for Federal Student Aid (FAFSA) to apply for assistance from federal financial aid programs. Applicants must also file a supplemental form, the CSS PROFILE form, with the College Scholarship Service. This last form is required by Vassar College prior to the awarding of its own resources. Both forms are available in school guidance offices. Complete instructions and deadlines for first-year and transfer students are included in the admission application booklet and financial aid brochure available from the Office of Admission.

Instructions and application materials for financial aid for returning students are available from the Office of Financial Aid in late February, with a filing deadline of mid-April.

Eligibility for federal student financial aid is determined by a federally mandated formula. Financial need for a Vassar Scholarship is determined through the use of the assessment principles of the College Scholarship Service and subject to the professional judgement of the student financial aid officers of the college.

Students who are residents of New York State may be eligible for assistance from the following sources:

The Tuition Assistance Plan (TAP)

Regents Awards for Children of Deceased or Disabled Veterans

Vassar requires all financial aid applicants who are New York residents and United States citizens to apply for TAP. Information about these programs can be obtained from school guidance offices, Vassar's Office of Financial Aid, or the New York State Higher Education Services Corporation.

The Committee on Student Records provides the TAP certifying officer and the financial aid officer of the college with a means for detailed analysis of any individual student's status and academic progress to determine continuing eligibility for New York State financial assistance and federal Title IV financial aid programs.

Information about State Aid to Native Indians is also available in the Office of Financial Aid, or students may write to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

## Financial Aid Awards

Financial aid for entering students is awarded on the basis of financial need. The college expects students and parents to assume the primary responsibility for financing college costs. Need is defined as the difference between Vassar's costs and a family's expected contribution. Awards are packaged so that the first portion of the student's need is covered with the offer of a loan and a job. Any remaining need is met with a scholarship. Recipients of freshman awards can expect continuing financial aid in relation to their need. They must, of course, remain members in good standing of the college community. Demonstrated need is reassessed each academic year and may indeed change if a family's circumstances change.

Applicants for financial aid are expected to investigate all possible sources of assistance for which they may be eligible, such as state scholarships and awards offered by community organizations.

The following scholarships from funds not held by Vassar are available to applicants who meet the qualifications:

The B. Belle Whitney Scholarship, held in trust by J.P.Morgan/Chase Manhattan Bank for students with financial need from the following towns in Connecticut: Bethel, Danbury, Brookfield, Sherman, New Milford, Newtown, New Fairfield, Redding and Ridgefield.

The Marie L. Rose Huguenot Scholarship: Applicants must prove Huguenot ancestry by submitting a genealogical form available from the Office of Financial Aid.

The L.L. Staton Scholarship, held in trust by Mahlon DeLoatch, Jr., of Taylor and Brinson, Attorneys-at-Law, Tarboro North Carolina for women from Tarboro, Edgecombe County, eastern North Carolina and western North Carolina, in that order.

The Eva March Tappan Scholarship, held in trust by Fleet Bank, Worcester, Massachusetts for residents of Worcester County.

## **Financial Aid and Athletics**

Athletic ability is never a factor in the awarding of financial aid by Vassar College. Vassar College fields teams at the Division III level of the National Collegiate Athletic Association. Division III regulations prohibit the awarding of any financial aid based on athletic considerations.

## **Scholarships in the Performing Arts**

A limited number of art-supplies stipends and music-performance scholarships are given on the basis of merit and financial need. Applications may be obtained at the financial aid office in the first week of college for new students, in March for students already enrolled.

## **Hager Moral Obligation Scholarship Program**

The Hager Scholar Program provides moral obligation scholarships to a small number of juniors and seniors who are selected on the basis of academic excellence, service to the college community, and financial need. The award replaces a portion of the Self-Help component (loan/student income contribution) of the recipients' financial aid package. Donors contributing to this scholarship fund do so with the explicit hope that recipients will contribute to the college scholarship program, in the years after graduation, an amount equal to or greater than the funds they received as undergraduates. The concept was devised by the late Peter Hager when he was a trustee and chair of the Committee for Investments and Finance.

## **Loan Funds**

The Federal Stafford Student Loan Program offers federally insured loans at a low rate of interest. You pay no interest or principal while you are in college and have up to 10 years to repay the loan. Deferment and forbearance provisions are available in special circumstances. An origination fee and finance charges are deducted from the loan prior to disbursement by the lender. Applicants for Stafford Loans must demonstrate need under criteria used in determining eligibility for federal student-aid programs administered by the college. Applicants found ineligible for a subsidized Stafford Loan may still receive a Stafford Loan—they will be required to at least make interest payments or capitalize the interest while in school. Application and additional information may be obtained from the Office of Financial Aid or your local lender.

The Federal Perkins Loan program is a federally funded program administered by the college. You may have up to 10 years to repay the loan at 5 percent interest. There are no interest or principal payments while attending college on at least a half-time basis. Deferment and cancellation provisions are available in special circumstances.

Vassar Signature Premier Loan Program and Vassar Signature Select Loan Program are offered to international students in cooperation with Chase Manhattan Bank. The interest rates vary from prime to prime plus 1.5%, and may or may not include a 5% origination fee. The interest rates and origination fee are determined by whether the student secures a U.S. citizen as a co-borrower and the credit rating of the student and co-borrower. Students have up to 15 years to repay, and deferment on payments while in graduate school is available.

The Office of Financial Aid determines which loan is most appropriate for a student receiving financial aid.

## **Other Federal Loan Programs**

The Federal Parent Loan for Undergraduate Students is available to the parents of dependent undergraduate students. This loan carries a low variable interest rate. The maximum amount that can be borrowed is the cost of education less financial aid. Availability is also subject to credit review of the borrower(s). Repayment begins shortly after the date of disbursement.

## **Student Employment**

A campus job is part of all financial aid awards and priority for certain jobs is given to financial aid recipients. Students receive an allocation for either Federal Work Study (federally funded) or Institutional Employment. Presently, financial aid allocations are \$1,540 to \$1,930 requiring a student to work eight to ten hours per week. Some positions, which are funded through the Federal Work-Study Program (FWS) are off-campus community service positions. The Student Employment Office assists all students with job placements.

## **Temporary Loans**

The college is fortunate to have modest funds donated to help students needing temporary emergency assistance. These loans are interest free, and are to be repaid in the shortest time possible. Application should be made to the director of financial aid.

## **Vassar Scholarship for Study Away and Exchange Programs**

A limited amount of Vassar scholarship is made available for students to participate in programs of study away from the college. Once the scholarship funds for these programs are exhausted, students will be limited to their eligibility for Federal student financial aid to assist them with their study-away expenses.

## **Scholarship Funds**

All Vassar scholarships are awarded solely on the basis of financial need, as determined by the college. The endowed funds listed below help support the Vassar scholarship program. Students do not apply for specific endowed funds; rather, they apply for financial aid.

For students seeking admission to Vassar College, the financial aid information is available in the admissions packet.

Maxine Goldmark Aaron '24 Fund  
Stella Hamburger Aaron 1899 Fund  
Gorham D. and Rebecca I. Abbot Fund

Jennie Ackerly Fund  
Florence White Adlem Fund  
Edna C. Albro Fund

George I. Alden Trust Fund  
 Julia Bowles Alexander Fund  
 Margaret Middleditch Allardyce Fund  
 Mildred Allen Fund  
 Adelaide Ames Fund  
 Arlene Joy Amron Memorial Fund  
 Mary Louise Anderson Fund  
 E. Cowles and Miriam Jay Wurts Andrus  
 Fund  
 Louise C. Armstrong Fund  
 Elizabeth V. Atwater Fund  
 Norma K. Aufzien Fund  
 Chellis A. Austin Fund  
 Edwin C. Austin Fund  
 Sarah Taylor Avrit Fund  
 Sara L. Azrael Fund  
 Lydia Richardson Babbott Fund  
 Elsie L. Baker Fund  
 Katharine Jones Baker Scholarship  
 Mary Donahue Baker Fund  
 Columbus and Edith E. Langenberg Baldo  
 Music Fund  
 Leslie Greenough Barker Fund  
 Agnes L. Barnum Fund  
 Edward M. Barringer Fund  
 Charles and Rosanna Batchelor Fund  
 Baxter Scholarship Fund  
 Louisa Van Kleeck Beach Fund  
 Adeline Beadle Fund  
 Aymer J. and E. Louise Beecher Fund  
 Gabrielle Snyder Beck Endowment Fund  
 Julia E. Bell Fund  
 Margaret Jones Benton Fund  
 Ada Kerr Benz Fund  
 The Arnold Bernhard Foundation Fund  
 Cecile and Gustav Bernd Sr. Fund  
 Alison Bernstein Scholarship  
 Frank Stillman Bidwell Fund  
 Mary Brown Bidwell Fund  
 William Bingham, II Fund  
 Sarah Gibson Blanding Fund  
 Edith S. Wetmore Blessing Fund  
 Avis H. & Lucy H. Blewett Fund  
 Margaret S. Block Fund  
 Rebecca Prentiss Blunt Fund  
 Olive Thompson Bond Fund  
 Clara Lena Bostwick and Marion  
 Bostwick Mattice Smith Fund  
 Annie Nettleton Bourne Fund  
 Constance B. Bowditch Fund  
 Mabel Maxwell Brace Fund  
 Priscilla Braislin Fund  
 Nannie Jenckes Brayton Fund  
 Louise D. Breckinridge Fund  
 Jane Breckir Memorial Fund  
 Brigham Fund  
 Blanche Campbell Brown Fund  
 Laura A. Brown Fund  
 Mabel Webster Brown Fund  
 Virginia Post Brown Fund  
 Brownell-Collier Fund  
 Florence Wadhams Buchanan Fund  
 Catharine Morgan Buckingham Fund  
 John Buckmaster Fund  
 Louise Burchard Fund  
 Bertha Shapley Burke Fund  
 Shirley Oakes Butler Fund  
 Marian Voorhees '04 and Edgar J.  
 Buttenheim Fund  
 Hilda J. Butterfield Fund  
 Annie Glyde Wells Caldwell Fund  
 Northern California Endowment Fund  
 Nellie Heth Canfield Fund  
 Eliza Capen Fund  
 Henrietta Capen Fund  
 Jane Clark Carey Fund  
 Dorothy Carl Class of 1930 Scholarship  
 Central New York Scholarship Fund  
 Cornelia B. Challice Fund  
 Emily M. Chapman Fund  
 Chemical Bank Fund  
 Augusta Choate Fund  
 Althea Ward Clark Fund in the  
 Environmental Sciences  
 Carnzu A. Clark Family Fund  
 Class of 1896 Scholarship Fund  
 Class of 1900 Scholarship Fund  
 Class of 1922 Scholarship Fund  
 Class of 1923 Scholarship Fund  
 Class of 1931 Scholarship Fund  
 Class of 1934 Scholarship Fund  
 Class of 1936 Scholarship Fund  
 Class of 1942 Fund for the Environmental  
 Sciences  
 Class of 1944 Scholarship Fund  
 Class of 1945 Scholarship Fund  
 Class of 1952 Scholarship Fund  
 Class of 1954 Scholarship Fund  
 Class of 1955 Scholarship Fund  
 Class of 1956 Memorial Scholarship Fund  
 Class of 1961 Scholarship Fund  
 Class of 1972 Scholarship Fund  
 Class of 1974 Scholarship Fund  
 Class of 1982 Scholarship Fund  
 Class of 1985 (Alden) Fund  
 Cleveland Vassar Club Endowment Fund  
 Annette Perry Coakley Fund  
 P. Charles Cole Fund  
 College Bowl Scholarship Fund  
 Isabella Steenburg Collins Fund  
 Colorado Vassar Club Endowment Fund  
 Compton Family Scholarship Fund  
 Compton Foundation Scholarship Fund  
 Dorothy Danforth Compton Fund  
 Ruth E. Conklin Fund  
 Connecticut Scholarship Fund  
 Alison R. Coolidge Fund  
 Wildey B. and Ella H. Cooper Fund  
 Dr. Susan Covey Memorial Scholarship  
 Sarah Frances Hutchinson Cowles &  
 Patricia Stewart Phelps Fund  
 Susan Copland Crim Fund  
 Dr. Emma V.P. Bicknell Culbertson Fund  
 Gladys H. Cunningham Fund

Florence M. Cushing Fund  
Charles L. Dates Fund  
Arthur Vining Davis Foundations  
Scholarship Fund  
Thomas M. and Mary E. Bennett Davis  
Fund  
Margarita Victoria Delacorte '53  
Memorial Scholarship Fund  
Barbara Rowe de Marneffe & Pamela  
Rowe Peabody Fund  
George Sherman Dickinson Fund  
Bertha Clark Dillon Fund  
May Cossitt Dodge Fund  
Mario Domandi Fund  
Susan Miller Dorsey Fund  
Caroline B. Dow & Lilla T. Elder Fund  
Durant Drake Fund  
Drotleff Scholarship Fund  
Kathryn McGrath Dubbs Fund  
Gwendoline Durbridge Fund  
Maude Elizabeth Batcheller Durkee Fund  
Catherine Pelton Durrell '25 Endowed  
Scholarship Fund  
Ruth P. East Fund  
Charles M. Eckert Fund  
Edna H. Edgerton Fund  
Achсах M. Ely Fund  
Linda Beiles Englander '62 Fund  
Elizabeth Y. Evans Fund  
Martha Jarnagin Evans Fund  
Margaret Ferguson Fund  
Edith Ferry Memorial Fund  
Mary Davis Firestone Memorial Fund  
Julia Amster Fishelson Fund  
Lucy Aldrich Fitch Fund  
Abbie H. Fox Fund  
Anne Frank Memorial Fund  
Ruth Scharps Fuld Fund  
Flora Todd Fuller Fund  
S. Margaret Gallagher Fund  
Roberta Galloway Gardner Fund  
Nellie J. Ryder Gates Fund  
Caroline M. Gerrish Fund  
Margaret McKee Gerrity Fund  
Cora Williams Getz Fund  
George R. & Helen M. Gibbons Fund  
Kate Viola Gibson Fund  
Gilan Fund  
Lucille Renneckar Glass Fund  
Frances Goldin Fund  
Louise Miller Glover Fund  
Frances Goldin Scholarship Fund  
George Coleman Gow Fund  
The Michael Paul Grace Endowed  
Scholarship  
Graham Alumnae Fund  
Harriette Westfall Greene Fund  
Robina Knox Gregg Fund  
Emma Catherine Gregory Fund  
Kate Stanton Griffis Fund  
The Lea Trinka Grossi '72 Scholarship  
Gertrude H. Grosvenor Fund  
Helen Morris Hadley Fund  
George S. & Esther E. Halstead Fund  
Marian Shaler Hanisch Fund  
H. Stuart Harrison Fund  
Evelina Hartz Fund  
Margaret D. Hayden 1939 Scholarship  
Fund  
Alice Hayes Fund  
Elizabeth Debevoise Healy & Harold  
Harris Healy, Jr. Fund  
Edward W. Hearon Memorial Fund  
William Randolph Hearst Endowment  
Fund  
Laura McNeely Hedrick Fund  
Heffernan Fund  
Hazel Bowling Heflin Fund  
John P. Herrick Fund  
Hersey Association Scholarship Fund  
Heloise E. Hersey Fund  
Bailey Wright Hickenlooper Fund  
Meredith Miller Hilson Fund  
Malcolm and Anna Robb Hirsh '37  
Endowed Scholarship  
Adelaide F. and Alexander P. Hixon  
Endowment for Exploring Transfer  
Dorothy Deyo Munro and Cornelia  
Deyo Hochstrasser Scholarship Fund  
Robert & Martha Hoffman Fund  
Elizabeth Hogsett Fund  
Blanche Ferry Hooker Fund  
Julie Lien-Ying How Memorial  
Scholarship  
Mable Hastings Humpstone Fund  
Calvin Huntington Fund  
Dorothy D. Hurd Fund  
Lillia Babbitt Hyde Fund  
Helen K. Ikeler Fund  
Indiana Vassar Club Endowment Fund  
Martha Rivers Ingram '57 Fund  
Jane Lilley Ireson Fund  
Martha Turley Jack Scholarship  
Helen Hunt Jackson Fund  
Harriet Morse Jenckes Fund  
Bertha Tisdale Jenks Fund  
Elizabeth Jenks Fund  
Dorothy Jennings Class of 1932  
Scholarship Endowment Fund  
Beth Johnson Memorial Fund  
Jane T. Johnson Fund  
Julia E. Johnson Fund  
Helen Lyon Jones Fund  
Leila D. Jones Fund  
Louise M. Karcher Fund  
Carol and James Kautz Trustee  
Scholarship at Vassar College  
Katharine Margaret Kay Fund  
Peggy Bullens Keally Fund  
Clara E.B. Kellner Scholars Fund  
Charlotte K. Kempner and Phyllis A.  
Kempner Scholarship Fund  
Dorothy W. King Fund  
Margaret Allen Knapp Scholarship Fund

Adelaide Knight Fund  
 Koopman Fund  
 Bertha M. Kridel Fund  
 Delphia Hill Lamberson Fund  
 Lambert-Hall Fund for Studio Art  
 Ellen Vorzimer Langner Fund  
 Katharine P. Larrabee Fund  
 Loula D. Lasker Fund  
 Otis Lee Fund  
 Margaret Anita Leet Fund  
 Margaret Bashford Legardeur Fund  
 Dorothy I. Levens Fund  
 Susan J. Life Fund  
 Elisabeth Locke Fund in Music  
 Helen D. Lockwood Fund  
 Julia B. Lockwood Fund  
 Frances Lehman Loeb '28 Scholarship Fund  
 Dorothy Hirsch Loeb '48 Scholarship Fund  
 Louisiana Vassar Club Endowment Fund  
 Polly Richardson Lukens Memorial Fund  
 Hannah Willard Lyman Fund  
 Lyndon Hall Alumnae Association Scholarship Fund  
 Catherine Hubbard MacCracken Fund  
 Majorie Dodd MacCracken Fund  
 Martha H. MacLeish Fund  
 Susan Zadek Mandel and Beth K. Zadek Fund  
 Mabel Farnham Mangano Fund  
 Mary Anna Fox Martel 1890 Memorial Scholarship Fund  
 Mary Sue Cantrell Massad Fund  
 Louise Roblee McCarthy Memorial Fund  
 Emma C. McCauley Fund  
 Richard H. McDonald Fund  
 James C. McDonnell Fund  
 Janet C. McGean Fund  
 A. Madrigale M. McKeever Fund  
 Maude McKinnon Fund  
 Elizabeth L. Geiger McMahon Fund  
 M. Frances Jewell McVey Fund  
 J. Warren Merrill Fund  
 Caroline Henshaw Metcalf Fund  
 Michigan Vassar Club Endowment Fund  
 Minnesota-Dakota Vassar Club Endowment Fund  
 William Mitchell Fund  
 Mohawk Valley Vassar Club Endowment Fund  
 Mary E. Monroe Fund  
 Mary H. Morgan Fund  
 Eugenia Tuttle Morris Fund  
 James B. & Emma M. Morrison Fund  
 Maude Morrison Fund  
 Christine Morgan Morton Fund  
 Samuel Munson Fund  
 Sylvia and Harry Nelson Fund and Gretchen Hawkins Nelson and Sylvia Allen Nelson Fund  
 Mary Nelson Fund  
 Sylvia A. and Harry D. Nelson Fund  
 Virginia Shafroth Newton 1941 Fund  
 New York Aid Fund  
 Elizabeth Singer Nicholson Memorial Fund  
 Nickerson-Elwell Scholarship Fund  
 Philip Noehlin Memorial Fund  
 North Carolina Vassar Club Endowment Fund  
 Jean Anderson O'Neil Fund  
 Florence White Olivet Fund  
 Mary Olmstead Fund  
 Marian Woodward Ottley Fund  
 Lydia Abbott Paddon and Richard Paddon Fund  
 Mary Cornelia Palmer Fund  
 Mabel Pearse Fund  
 Honoro G. Pelton Fund  
 Catharine Walker Percopo '46 Fund  
 Emma M. Perkins Fund  
 Florence Clinton Perkins Fund  
 Viva S. Perkins Fund  
 Matilda C. Perry Fund  
 Dorothy Persh Scholarship  
 Philadelphia Vassar Club Endowment Fund  
 Frances W. Pick Fund  
 Mary Ellen and Bruce Eben Pindyck Fund  
 Poughkeepsie Community Fund  
 Sarah Goddard Power Memorial Fund  
 Queen Marie Scholarship Fund  
 Elizabeth McCandless Rainey Fund  
 Sarah Tod Fitz Randolph Fund  
 Frances Helen Rawson Fund  
 John H. Raymond Fund  
 Ellen Roth Reisman Memorial Scholarship Fund  
 Emma A. Rice Fund  
 Julia A. Richards Fund  
 Delia Rosanna Robbins Fund  
 Paul C. Roberts Fund  
 President Franklin D. Roosevelt Fund  
 Sandra Priest Rose Fund  
 Barbara Hirsch Rosston Scholarship Endowment  
 The Lucile Cross Russell Fund  
 Alexander and Mary Ellen Saunders Fund  
 Harriet Sawyer Fund  
 Edna Bryner Schwab Fund  
 Alice McAfee Scott Fund  
 Miriam Tannhauser McNair Scott Art History Scholarship Fund  
 Esther Sears Fund  
 Ruth Sedgwick Fund  
 Henrietta Buckler Seiberling Music Fund  
 Senior Class Gift—Scholarship Fund  
 Janet Warren Shaw Fund  
 Mary E. Shepard Fund  
 Susan Stein Shiva Fund  
 Lydia M. Short Fund  
 Dorothy Linder Silberberg Fund  
 Linda Sipress Scholarship

James T. and Gertrude M. Skelly Fund	Yannis Pavlos Vardinoyannis Fund
Anna Margaret and Mary Sloan Fund	Matthew Vassar Auxiliary Fund
Jane Prouty Smith Fund	Vassar Club of New York City Scholarship Fund
Reba Morehouse Smith Fund	Vassar Club of St. Louis Fund
Blanche Brumback Spitzer Fund	Matthew Vassar Jr. Fund
Kittie M. Spring Fund	Valerie Vondermuhll Fund
Carol L. Stahl Fund	Harriett F. Hubbell Vossler Fund
Catharine P. Stanton Fund	Annetta O'Brien Walker Fund
Louise J. Starkweather Fund	Cornelia Walker Fund
Mary Isabella Starr Fund	Washington State Vassar Club Endowment Fund
Florence Finley Stay Scholarship	Dr. Caroline F. Ware Fund
Lucy W. Stedman Fund	Waterman-Neu Fund
Mary Betty Stevens, M.D. Fund	Watkins-Elting Scholarship Fund
Clara Sax Strasburger Fund	Elizabeth Wylie Webster Fund
Ernest and Elsie Sturm Fund	Mary C. Welborn Fund
Summer Institute of Euthenics Scholarship Fund	Emma Galpin Welch Fund
Solon E. Summerfield Fund	Agnes B. and Elizabeth E. Wellington Fund
Diana Ward Sumner Fund	Clara Pray West Fund
Surdna Foundation Scholarship Fund	Westchester Vassar Club Endowment Fund
Helen B. Sweeney Fund	Dorothy Marioneaux Whatley Fund
Marian Stanley Sweet Fund	Dorothy Whitman Fund
Texas Scholarship Fund	Martha McChesney Wilkinson & Ruth Chandler Moore Class of 1918 Fund
Florence White Thomas Fund	The Lois P. Williams '16 Scholarship Endowment
Mary Rogers Thomas Memorial Fund	Edward and Elizabeth Williamson Fund
Sarah and Elizabeth Thomas Fund	Katharine Mathiot Williston Fund
Adalyn Thompson Fund	Florence Ogden Wilson Fund
John Thompson and Benson Van Vliet Fund	Woodrow Wilson Fund
C. Mildred Thompson Fund	Winbrook Scholarship Fund
James and Theresa Thornbury Fund	Lucy Madeira Wing Fund
Ada Thurston Fund	Annie Carpenter Winter Fund
Charlotte F.K. Townsend Fund	David, Helen and Marian Woodward Fund and Marian Woodward Ottley Fund
Emily Allison Townsend Fund	Dr. Gladys Winter Yegen Fund
Margaret Pope Trask Endowment Fund	Mary Stout Young Fund
Jane B. Tripp Fund	Jacob Ziskind Fund
Thomas Tsao '86 Memorial Fund	Professor Anita Zorzoli Scholarship Endowment
Cordelia F. Turrell Fund	75th Anniversary Scholarship Fund
Ruth Updegraff Scholarship Fund	
Janet Graham Van Alstyne 1922 Scholarship Fund	
Esther Ruth Van Demark Fund	
Dr. Helen VanAlstine Scholarship Fund	

Additional scholarship funds were made available by the following Vassar Clubs during the 2002/03 academic year from gifts and endowments:

Atlanta	Jersey Hills	Saint Louis
Berkshire County	Kansas City	Santa Barbara
Boston	London	Tri-County
Central Florida	Minnesota and Dakotas	Vermont and New Hampshire
Chicago	New Haven	Washington, D.C.
Cincinnati	New York	Westchester
Cleveland	Palm Beach/Martin Counties	Western New York
Colorado	Philadelphia	Wisconsin
Fairfield County	Poughkeepsie	Worcester County
Hartford	Rhode Island	
Hawaii	Rochester	
Indiana		



## Fellowships

A limited number of fellowships are available for graduate study. The fellowship funds have been established by friends of the college to encourage Vassar graduates to continue their studies in the United States or abroad, either in work toward an advanced degree or in the creative arts. Since the stipends do not cover the full amount needed for graduate work, applicants are strongly advised to apply simultaneously for outside grants. For information concerning graduate fellowships, students should consult their departmental adviser or the Director of the Office for Fellowships and Graduate School/Preprofessional Advising.

Members of the graduating class and recent graduates of Vassar College are eligible as specified under each fellowship. Applications should be made before February 2005, to the Committee on Fellowships. Application forms for all Vassar fellowships are available from the Office for Fellowships and Graduate School/Preprofessional Advising.

### Vassar College Fellowships

Mary Richardson and Lydia Pratt Babbott Fellowship	Helen Brown Nicholas and John Spangler Nicholas Fellowship— <i>Science at Yale University</i>
Katherine Jones Baker Fellowship— <i>Biological sciences, medicine, chemistry, or physics</i>	Mary Pemberton Nourse Fellowship— <i>Medicine, social work, public health</i>
Phyllis Hunt Belisle— <i>Mathematics</i>	Margaret C. Peabody Fellowship— <i>International relations</i>
Eliza Buffington Fellowship— <i>Research</i>	Helen Dwight Reid Fellowship— <i>International relations</i>
Nancy Skinner Clark Fellowship— <i>Biology</i>	Mary Langdon Sague Fellowship— <i>Chemistry</i>
DeGolier Fellowship	Belle Skinner Fellowship— <i>Study of history in France</i>
Eloise Ellery Fellowship	Adolph Sutro Fellowship
Dorothy A. Evans Fellowship	Elinor Wardle Squier Townsend Fellowship— <i>Art, preferably abroad</i>
The Oppi Handler Fellowship	Louise Hart Van Loon Fellowship
Elizabeth Skinner Hubbard Fellowship— <i>Religion</i>	Margaret Floy Washburn Fund— <i>Psychology</i>
James Ryland and Georgia A. Kendrick Fellowship	Emilie Louise Wells Fellowship— <i>Economics</i>
Abby Leach Memorial Fellowship— <i>Greek history, archaeology, art, literature</i>	
Maguire Fellowship— <i>Study in another country in which a student can pursue his or her special interests in the humanities, broadly defined</i>	

### W. K. Rose Fellowship

This fellowship is made possible by a bequest from the estate of W. K. Rose, a distinguished scholar and teacher who was a member of the Vassar English department from 1953 until his untimely death in the fall of 1968. Its object is to provide a worthy young artist with a chance to be free after college to pursue his/her work as an artist. All Vassar graduating seniors and Vassar alumnae/i under the age of 36 at the time of the deadline who demonstrated a creative talent in their years of undergraduate study, who are not presently employed by the college, and who have not already attained substantial recognition in their field will be considered eligible. Applications should be requested through the W. K. Rose Fellowship Committee or the Director of the Office for Fellowships and Graduate School/Preprofessional Advising and are due by January 15, 2005.

### Academic Internship Funds

The funds listed below help support Vassar's endowment for academic internships in the sciences, humanities, and social sciences. Students do not apply for specific endowed funds; rather, they apply for participation in either the URSI or Ford Scholars academic internship programs.

Mr. and Mrs. Noah Barnhart, Jr. Fund for  
Academic Internships in the  
Humanities and Social Sciences  
Gabrielle Snyder Beck Fund  
Class of 1942 Fund for the Environmental  
Sciences  
Christian A. Johnson Endeavor  
Foundation Fund  
Terry Gordon Lee '43 Memorial  
Internship Fund

The New York Community Trust—The  
John L. Weinberg Family Fund  
Bruce Eben and Mary Ellen Pindyck  
Internship in Art  
Nancy Olmsted '60 Fund  
Joseph H. and Florence A. Roblee  
Foundation Fund  
C.V. Starr Foundation Fund

# Alumnae and Alumni of Vassar College (AAVC)

Founded in 1871 and governed by an independent board of directors, AAVC's mission is to lead the alumnae/i in advancing the interests of Vassar College. In addition, AAVC strives to be relevant to the alumnae/i and to Vassar College by sustaining a sense of community, maintaining traditions, sharing resources, fostering connections, and encouraging a lifelong desire to know. Once their class graduates, all matriculated students of the college are considered members of AAVC with voting privileges.

AAVC connects the more than 34,000 Vassar alumnae/i worldwide with each other and the college through classes, clubs, and affiliate groups; reunions, mini-reunions, and travel programs; online and print publications; and regional, on-campus, and young alumnae/i events. For example, AAVC organizes 100 nights after graduation parties in multiple cities across the country; sponsors AAVC Distinguished Achievement Award winners to visit classes and lecture on campus; supports affiliate group initiatives, such as the African-American Alumnae/i of Vassar College alumnae/i-student mentoring program; and hosts the Vassar College reunion weekend each June. In addition to these programs, AAVC works closely with the college by co-sponsoring programs such as alumnae/i interviewers (Office of Admission), networking events (Office of Career Development), regional events coordinated around traveling teams (Office of Athletics), and faculty lectures at regional club gatherings (Office of Dean of the Faculty).

The official publication of AAVC, Vassar, the *Alumnae/i Quarterly*, is published in the fall, winter, spring, and summer and is distributed to all alumnae/i, faculty, and administrators. Each issue is also placed in racks in the College Center, athletic facility, and library for students. The magazine includes articles about alumnae/i, on-campus activities, students, and faculty, as well as Class Notes.

AAVC manages and operates Alumnae House as a welcoming on-campus home for alumnae/i. The House was given to the college by two alumnae in 1924. Its Tudor-style architecture and gracious atmosphere make it a pleasant gathering place for alumnae/i, faculty, students, administrators, staff, and visitors to the campus. Members of the Vassar community enjoy the House with overnight stays, lunch at the Pub, and wedding receptions. Reservations are required. For information, call 845-437-7100 or write Alumnae House, 161 College Avenue, Poughkeepsie, NY 12603.

The AAVC executive director manages the affairs and staff of the association in accordance with the policies determined by the board. The rotating AAVC Board includes the AAVC president, who is chief officer of the AAVC, chair of its board of directors, and a college trustee. In total, six of the twenty-two AAVC directors sit on the Vassar College Board of Trustees. The association takes its direction from the more than 34,000-member constituency whose volunteer leadership, perspective, and energy help guide and support the college.

# Academic Information



Russell Monk

*"I'll see your soda and raise you two cookies."*

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# Degrees and Courses of Study

Vassar College offers a balanced course of study leading to the degree of Bachelor of Arts. To permit flexibility, it also offers an opportunity for a four-year program leading to a combined Bachelor of Arts and Master of Arts or Science degree in a limited number of specified areas. It encourages students to pursue the degree through the development of a coherent program of study that recognizes, as much as possible, individual needs.

## Requirements for the Degree of Bachelor of Arts

### Units

Each candidate for the bachelor of arts degree is required to complete 34 units of work, equivalent to the standard of 120 semester hours recognized by the Board of Regents of the University of the State of New York. The system of units is fourfold:

- a) the single unit, a course for one semester
- b) the half unit, equivalent to one-half of a semester course taken over an entire semester or for a half-semester only
- c) the double unit, consisting of a year sequence of semester courses or the equivalent of two semester courses in one term
- d) the unit and a half earned in one course over one semester

### Freshman Course, Quantitative Course, and Foreign Language Requirements

All graduates must comply with the Freshman Course requirement, the Quantitative Course requirement, and the foreign language proficiency requirement as described on page 44.

### Residence

Four years of full-time enrollment is the usual length of time expected for the baccalaureate degree. However, students may be permitted to spend a longer or shorter time. The fact that many students will benefit from a break in the four-year sequence is acknowledged and reflected in the residence requirement. While students are expected to make orderly progress toward the degree, they are encouraged to move at the pace and in the fashion which suits their needs and those of their chosen program. Students who want to accelerate their degree program should consult with the Dean of Studies.

### Residence Requirement

1. A student choosing a regular four-year program must spend at least three of those years in residence.
2. Students on a three-year program (accelerating students, those entering with a considerable number of prematriculation Advanced Placement credits, those transferring after one year at another college) would normally be expected to spend two and one-half years in residence. If special one-year off-campus programs—e.g., Junior Year Away or academic leave of absence—were deemed essential to their studies, the residence requirement would be reduced to two years in those cases by permission of the Committee on Leaves and Privileges.
3. Students entering Vassar as juniors must spend two years in residence and elect at least 17 units—the minimum amount of Vassar work required of transfer students for a Vassar baccalaureate degree.
4. Any special permissions relating to the residence requirement (academic leaves of absence, acceleration) must be sought individually from the Committee on

Leaves and Privileges by February 15 of the previous academic year.

5. All students must be in residence for at least two semesters of their junior and senior years in college.

### **Attendance at Class**

The educational plan of Vassar College depends upon the effective cooperation of students and teachers. Each student bears full responsibility for class attendance, for completing work on schedule, and for making up work missed because of absence. In cases of extended absence the instructor may, with the approval of the Dean of Studies, refuse a student the opportunity to make up work or to take the final examination, or may exclude a student from the course.

To protect the integrity of the academic year, students are required to be in residence by midnight of the day before classes begin in each semester. Exception from this rule is by prior permission of the Dean of Studies.

### **The Vassar Curriculum**

Vassar offers students a choice of four ways to proceed toward a degree which embodies an education that is personally significant. They are: concentration in a department, the Independent Program, and the multidisciplinary and interdepartmental programs.

### **Freshman Courses**

Each year several introductory courses, designated Freshman Courses, provide entering students the opportunity to develop particular abilities in a small class setting along with fellow freshmen who are making the transition to college work. Intended as introductions to the collegiate experience, these courses are limited in enrollment to nineteen freshmen and are offered in a variety of disciplines. In general, they serve as introductions to those disciplines. Particular attention is given to the effective expression of ideas in both written and oral work.

All entering freshmen are required to elect at least one Freshman Course. The Freshman Course offerings are listed every year in the *Freshman Handbook*.

### **Quantitative Courses**

Numeracy, like literacy, is important in a liberal education. Accordingly, all Vassar students are required before their third year to complete at least one full-unit course that shall develop or extend the student's quantitative or numerical skills. Qualifying courses are designated by the faculty and are noted in the schedule of classes.

Exemption from this requirement is limited to students who have completed equivalent coursework at another college or university as certified by the Dean of Studies.

### **Foreign Language Proficiency**

Recognizing the unique importance in undergraduate education of the study of foreign languages, the Vassar curriculum provides for both study of and concentration in French, German, Greek, Italian, Latin, Russian, and Spanish. In addition, students may learn American Sign Language, Chinese, Japanese, Hebrew, and Old English and, through the Self-instructional Language Program, Arabic, Hindi, Irish, Korean, Portuguese, Swahili, and Swedish.

All three- and four-year students whose first language is English are required before graduation to demonstrate proficiency in a foreign language by one of the following six ways:

- a) the passing of a proficiency examination administered by one of the foreign language departments, the Self-Instructional Language Program or, for

- languages not in the Vassar curriculum, by the Office of the Dean of Studies;
- b) Advanced Placement score of 4 or 5 in a foreign language;
  - c) SAT II achievement test score in a foreign language of at least 600;
  - d) one year of foreign-language study at Vassar at the introductory level or one semester at the intermediate level or above;
  - e) equivalent foreign-language coursework completed at another institution; such courses may involve languages not taught at Vassar, including American Sign Language; or
  - f) completion of Old English and Beowulf (English 235 and 236); both Old English and Beowulf must be completed to satisfy the requirement.

## College Course

The College Course program was established to ensure that students can have direct exposure in their years at Vassar to some important expressions of the human spirit in a context that is both multidisciplinary and integrative. The aim of introductory level College Course is to study important cultures, themes, or human activities in a manner that gives the student experience in interpreting evidence from the standpoint of different departments. The courses relate this material and these interpretations to other material and interpretations from other departments in order to unite the results of this study into a coherent overall framework. The interpretations are expected to be both appreciative and critical; the artifacts will come from different times, places, and cultures; and the instructors will come from different departments.

## Concentration in a Department

A student may choose a curricular program and a major within a field of concentration at any time until the end of the second year of study or the midpoint in the student's college years. The choice must be filed with the Registrar.

Minimum requirements for the concentration vary with the department. At least half of a student's minimum requirements in the field of concentration must be taken at Vassar.

Of the 34 units required for the degree, students may not take more than 50 percent or 17 units in a single field of concentration. At least one-fourth of the 34 units, or 8½ units, must be in one or more of the divisions of the curriculum outside the one in which the student is concentrating. This minimum may, with rare exceptions, include interdepartmental courses or courses offered by the multidisciplinary programs. No more than 2 units of the 34, with the exception of physical education 110, 390, and all dance, may be for work in physical education.

It is strongly recommended that students take courses in each of the four divisions at Vassar. Students are also expected to work in more than one department each semester.

These are the curricular divisions:

<b>Arts</b>	<b>Foreign Languages and Literatures</b>	<b>Social Sciences</b>	<b>Natural Sciences</b>
Art	Chinese	Anthropology	Astronomy
Drama	French	Economics	Biology
English	German Studies	Education	Chemistry
Film	Greek	Geography	Computer Science
Music	Hebrew	History	Geology
Physical	Hispanic Studies	Philosophy	Mathematics
Education	Italian	Political Science	Physics
and Dance	Japanese	Religion	Psychology
	Latin	Sociology	
	Russian Studies		

## **Independent Program**

The Independent Program is available to any student who wishes to elect a field of concentration that is not provided by one of the regular departments or the interdepartmental or multidisciplinary programs of the college. Consequently, the student's own specially defined field of concentration will be interdisciplinary in nature, and may draw upon various methods of study, on and off campus.

A student may apply for admission to the independent program no earlier than the second semester of the freshman year and normally no later than the end of the sophomore year. The guidelines and requirements of the independent program are described on page 240.

## **Interdepartmental Programs**

Interdepartmental programs are concentrations in which the concerns of two or more academic departments come together, under the supervision of participating faculty members. They differ from the multidisciplinary programs mainly in that their subjects are by their nature joint concerns of the departments involved and are accessible through the methods and approaches appropriate to these disciplines. Through cooperation in curricular planning, scheduling, and advising, interdepartmental programs offer students coherent courses of study within the levels of instruction of the participating departments. At the present time, Vassar offers six interdepartmental programs—biochemistry; earth science and society; geography-anthropology; medieval and renaissance studies; neuroscience and behavior; and Victorian studies. The regulations and requirements of these programs are specified under course listings.

Fulfillment of distribution requirements for students in an interdepartmental concentration is determined in consultation with an adviser in the program.

## **Multidisciplinary Programs**

Each multidisciplinary program concentrates on a single problem or series of problems that cannot be approached by one discipline alone. The integration and coherence of the program are achieved through work of ascending levels of complexity. At the present time, Vassar has ten fully developed multidisciplinary programs—Africana studies; American culture; Asian studies; cognitive science; environmental studies; international studies; Jewish studies; Latin American studies; science, technology, and society; urban studies; and women's studies. The regulations and requirements of these programs are specified under course listings.

Fulfillment of distribution requirements for students in a multidisciplinary concentration is determined in consultation with the adviser in the program.

## **Double Major**

Students wishing to apply to the Committee on Leaves and Privileges for permission to take a double major, in which they fulfill all the requirements of each field of concentration concerned, may do so after obtaining the permission of the appropriate advisers and department chairs. Generally, students seeking a double concentration are expected to have a good academic record. They should present a clear statement to the committee indicating the academic advantages expected from study in the two proposed fields.

## **Correlate Sequence**

In addition to an elected field of concentration, a student may undertake an optional correlate sequence in one of the following areas:

Africana studies, ancient societies, anthropology, art, astronomy, biology, chemistry, Chinese, classics, computer science, economics, English, environmental science, French, geography, geology, German, Greek, Hispanic studies, history,



Italian, Japanese, Jewish studies, Latin, Latin American studies, mathematics, medieval and renaissance studies, music, philosophy, physics, political science, religion, Russian studies, urban studies, Victorian studies, women's studies.

The correlate sequence provides the opportunity to organize studies outside the major field of concentration, progressing from introductory to advanced work under the guidance of an adviser in the relevant department or program. A sequence usually consists of 6 units, selected to acquaint the student with the methodology of the field and to permit achievement of some depth of learning in at least one of its areas of knowledge. The mere amassing of units is not acceptable. Ordinarily, no more than 2 units may be courses taken at another school. Specific requirements for each sequence are noted in the individual department or program section of the catalogue.

Students interested in pursuing a correlate sequence should complete a Declaration of Correlate Sequence form available from the Office of the Registrar.

### **Part Time Status**

Ordinarily, all matriculated students will be required to register full time (a minimum of 3.5 units) for eight semesters or until they complete the requirements for their degree, whichever comes first. Part time status (fewer than 3.5 units, reduced tuition) is reserved for students who, for documented (e.g. medical) reasons, will need to reduce their course load for several semesters. Students who, for documented reasons, require a reduced course load for a single semester may be eligible for full time underload status (fewer than 3.5 units, full tuition). All requests for part time status or full time underload status should be submitted to the Committee on Leaves and Privileges, which will evaluate the academic merits of each request. Students considering part time status who receive financial aid should also consult with the Office of Financial Aid about possible financial implications.

### **Leaves of Absence**

Vassar allows its students two kinds of leaves of absence: academic and nonacademic. Both kinds of leaves are granted upon application through the Office of the Dean of Studies before appropriate deadlines announced annually. Applications for academic leaves, except when of an emergency nature, should be made before February 15 of the academic year before the one for which they are sought.

An academic leave of absence will be granted to a student for a semester or a year within the general framework of sensible and promising academic purpose. It may be granted to a student who wishes to take coursework of a particular kind at another institution or to a student who wishes to gain a different academic perspective. Departmental advisers help students in planning programs which include academic work elsewhere. In certain departments, leaves in the sophomore year may be more desirable than leaves in the junior year, and vice versa. Approved academic leaves may be rescinded if a student's grades fall below the level required for approval.

Any student seeking such an academic leave should consult the appropriate adviser in the Office of the Dean of Studies in sufficient time to allow for conferences with faculty advisers, followed by submission of an application to the Committee on Leaves and Privileges before the February 15 deadline. Nontransfer students may include no more than 10 units of work taken elsewhere in the 34 units presented for the Vassar baccalaureate degree. For transfer students, the maximum is 17 units.

Leaves of a nonacademic nature generally fall into two categories—leaves for medical reasons and leaves for students who want a period of time off to do something quite different from academic work. These may be leaves for employment or merely for personal reorientation. To aid students seeking employment during personal leaves of absence, Vassar has joined in consortium with seven other

colleges and universities in the College Venture Program, which develops job placements in public or private organizations, and which maintains a job bank in the Office of Career Development. In any of these cases, the request for leave should be carefully considered by the appropriate adviser and approved by the Dean of Studies. Applications for nonacademic leaves, except when of an emergency nature, should be made before April 1 of the academic year before the one for which they are sought. Students should submit a written, signed request for nonacademic leaves to the dean of studies. In exceptional circumstances, students may apply for retroactive credit, but in general, students will not receive credit for academic work undertaken while on a personal leave of absence.

The college reserves the right to limit leaves, within the framework of residential and academic policies. Ordinarily, nonacademic leaves of absence are limited to at most two consecutive semesters.

## **Foreign Study**

### **Study Abroad**

Appropriately qualified students may study abroad on approved programs under conditions set by the Committee on Leaves and Privileges. Usually, but not always, foreign study is planned for the junior year.

All students interested in foreign study should discuss the possibilities with their departmental advisers, and then submit an application to the committee through the study away office. Study abroad can be especially valuable for students majoring in foreign languages and literatures, and international studies. It may also complement work in other departments and programs. Students should discuss their program with their academic adviser.

As study abroad generally poses particular challenges for students, the college must require reasonable standards of academic performance of students applying for this privilege. In order to merit consideration by the committee, a student requesting permission to study abroad must have a compelling academic rationale as well as the strong support of the adviser and the department concerned, a good academic record (ordinarily with a Vassar College gpa of 3.2 or better), and the foreign language background specified in junior year away guidelines, usually a minimum of two years of college study.

Information on procedures and an application are available in the reading room of the study abroad office in Main Building, room N-173. Students wishing to make an application should consult these office materials.

Students planning any academic leave for one term only should plan to take the leave during the first semester. Leaves for b-term only are limited to those who can provide strong, specific justification based on academic grounds.

### **Vassar German Summer Program in Münster**

Vassar College, in conjunction with the College of William and Mary and Sweet Briar College, conducts an intensive summer program with the opportunity to study and travel in Germany during a seven-week period. The program entails a five-day informal trip through Germany, a five-week homestay with a German host-family, and a six-day excursion to Weimar and Berlin. While in Münster, students take courses in German conversation, literature, and culture. Students who successfully complete the program receive 2 units of graded Vassar credit. Minimum requirements are the completion of German 105 and 106, or the equivalent, and the recommendation of the instructor. For further information consult the Department of German Studies.

### **Vassar Siena Summer Program**

Vassar College offers an intensive summer program with the opportunity to study and travel in Italy during a seven-week period. Program participants are matched

with a student of the University of Siena with whom they meet regularly. Special lectures supplement the program.

Classes at the third and fourth semester level meet three and one half hours a day, Monday through Friday, and focus on contemporary language and culture. These courses, designated Italian 205 and 206, count towards both the Italian major and the Correlate Sequence in Italian at Vassar College. The program includes visits to Rome at the beginning and the end of the program. As guests of its owner, a Vassar alumna, there is a visit to the Villa Spannocchia, the seat of the Etruscan Foundation and a center for the study of alternative farming and environmental preservation. There are long weekend trips to Venice and Padua, local field trips to Florence, cradle of the Renaissance, the countryside around Siena (Pienza, Castiglione d'Orcia, the Chianti Region) and some open-air spas. Students also have two free weekends to explore nearby regions: the Italian Riviera, Portofino, and the Cinque Terre, the Tuscan islands (Elba, Giglio, Capraia), the hill-towns of Umbria (Assisi, Spoleto, and Perugia), and the marble quarries and beaches of Versilia.

The program is also open to students in good standing at other institutions who have completed two semesters of elementary Italian, or the equivalent. The program is directed by Vassar College Italian Department faculty. Courses are taught by local university faculty with teaching experience in the United States. For further information consult the Department of Italian.

### **Vassar Spanish Language Summer Program in Mexico**

Vassar College offers an intensive six-week summer program in Oaxaca, Mexico. This program offers a mix of classroom and experiential learning opportunities in the city of Oaxaca, located 250 miles southeast of Mexico City, nestled in a highland valley at an altitude of 5,000 feet above sea level. Students have three hours of intensive language instruction and a one-hour of conversation class Monday through Friday. Students also participate in a seminar course two afternoons a week taught by a Vassar College professor.

In the afternoons, students also have the option of participating in workshops on topics such as Mexican history, cooking, back strap loom weaving, ceramics, music and dance. These two-hour sessions are taught by indigenous instructors of these arts. Students may also participate in the intercambio or language exchange program with local university students and professionals who are eager to speak Spanish with institute students in exchange for a chance to practice their English.

On the weekends, the Vassar College Summer Program in Mexico organizes tours and trips that build on the students' course work. Program fees include two extended weekend trips to destinations such as Mexico City, San Crist6bal de Las Casas or Yucatdn. On other weekends, students have the opportunity to tour nearby archaeological sites, indigenous markets and artisan villages around the central valley of Oaxaca.

The intermediate Spanish language courses offered in this program are taught by qualified instructors at the Instituto Cultural Oaxaca and focus on contemporary language and culture. These intermediate-level courses count towards both the Hispanic Studies Major and Correlate Sequence, and fulfill Vassar College language requirement.

During the program students receive room and board in carefully screened, private homes, where they experience Mexican family life and practice their Spanish.

This program is open only to matriculated Vassar students. To be eligible the student must have completed Elementary Spanish Education, Basic Spanish Review, or equivalent (two or three years of high school Spanish).

### **Vassar-Wellesley-Wesleyan Program in Bologna**

Vassar College, Wellesley College, and Wesleyan University offer a study abroad

program at the Università di Bologna in Italy. The program is committed to high academic standards and to providing opportunities for students to develop their knowledge of the Italian language and culture in one of the most venerable and prestigious academic environments in Europe.

Undergraduates wishing to study humanities and social sciences may enroll for the fall or spring semesters or for the full academic year. Students who enroll for the full year or for the spring semester and who have at least an intermediate knowledge of Italian will complete two regular university courses at the Università di Bologna, as well as take courses in language and Italian studies offered by the program. Since all courses are offered in Italian, participants must have completed the equivalent of second-year Italian. Those interested in applying should consult with their advisers before making a formal application to the dean of studies, study away office, Main N-173.

### **Vassar-Wesleyan Program in Paris**

Qualified students majoring in any discipline may spend a semester or an academic year with the Vassar-Wesleyan Program in Paris. The program offers courses in language, culture, literature, art, the social sciences, and women's studies. Additionally, many courses are available through the University of Paris. Courses cover France and the French-speaking world (for course descriptions, see the listing for French). Students normally participate in their junior year, but sophomores and seniors are also eligible. Since all courses are given in French, participants should have completed a 200-level course above French 213 or the equivalent. Those interested in applying should consult with their advisers and with the Department of French before making formal application through the dean of studies, study away office, Main N-173.

### **Vassar-Wesleyan Program in Spain**

Qualified students, regardless of their field of concentration, may spend a semester or an academic year with the Vassar-Wesleyan Program in Spain studying at Universidad Carlos III de Madrid. The program offers courses in Spanish language, literature, history, art, politics, and society (for course descriptions, see the listing for Hispanic Studies). Students normally participate in their junior year, but qualified sophomores and seniors are also eligible. Since all courses are given in Spanish, participants must have completed the equivalent of second-year Spanish (Hispanic Studies 205, 206). Those interested in applying should consult with their advisers and with the Department of Hispanic Studies before making formal application through the dean of studies, study away office, Main N-173.

### **Vassar Program in Morocco**

Qualified students may spend the fall semester with the Vassar Program in Morocco. The program offers courses in Moroccan and classical Arabic, literature, history, and anthropology as well as an elective option in any traditional department of Mohammed V University (for course descriptions, see the listing for Africana studies). Students normally participate in their junior year. Participants are expected to have taken appropriate area courses offered at Vassar before studying abroad. Those interested in applying should consult with their advisers and with the Africana Studies Program before making a formal application through the dean of studies, study away office, Main N-173.

### **Oxfordshire, England: Internship in British Primary Schools**

Vassar College, in cooperation with the primary schools of Oxfordshire, offers a one-semester internship in British primary schools. Students interested in teacher

certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in infant or junior schools in the vicinity of Oxford University. They also take a “half-tutorial” of study at Oxford-Brookes University in some area such as history, English, psychology, history of art, physical sciences, geography, or many other subjects taught in the university. Those interested in applying should consult with their adviser and the Department of Education before making formal application through the dean of studies, study away office, Main N-173.

### **Clifden, Ireland: Internship in Irish Schools**

Vassar College, in cooperation with the Clifden Community School, Clifden Ireland, offers a one-semester internship in Irish secondary education. Students interested in teacher certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in the secondary school in Clifden, Ireland. They may also take a “half-tutorial” of study at University College, Galway, in areas such as history, English, psychology, history of art, physical sciences, geography, or other subjects taught in the general university curriculum. Those interested in applying should consult with their adviser and the Department of Education before making formal application through the dean of studies, study away office, Main N-173.

### **Domestic Study, Off Campus**

#### **Venture/Bank Street Urban (NYC) Education Semester**

Vassar College, in cooperation with Venture/Bank Street, offers a two-semester program in urban education. Students interested in teacher certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in New York City public schools. In addition to the 2 unit internship, students also take three additional courses at Bank Street College. Those interested in applying should consult with their adviser and the Department of Education before making formal application through the Office of the Dean of Studies.

### **Exchange Programs**

Vassar students may apply with the approval of their major department adviser to study for a year or a semester at Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Wellesley, Wesleyan, Wheaton, or Williams, all member colleges of the Twelve College Exchange Program. Included in the possibilities are a semester at the Eugene O'Neill Memorial Theatre Center in Waterford, Connecticut, with academic credit sponsored by Connecticut College, and a semester of studies in maritime history and literature, oceanography, and marine ecology at the Mystic Seaport in Mystic, Connecticut, with academic credit sponsored by Williams College. In addition, students may participate in the Washington Semester Program in Washington, D.C., or apply to study at Brooklyn College, Fisk University, Howard University, Morehouse College, and Spelman College. Election of specific courses at Bard College is also possible.

For details about procedures related to exchanges, students should consult the Office of the Dean of Studies. Academic work at other colleges may be worked out on an individual basis through consultation with the dean of studies and appropriate academic departments.

### **Field Work**

Offered by most departments for academic credit, field work enables students to

examine the way the theories and the practical experiences of a particular discipline interact. It provides opportunities for observation and participation which are not ordinarily available in classwork. Depending on their academic interests, students undertake internships in a variety of organizations and agencies in the local community and other places. Every field work student is supervised by a faculty member who evaluates the intellectual merit of the proposed field work, determines the amount of credit to be given, and decides upon the academic requirements for the awarding of credit. Generally, field work students have prerequisites or a corequisite in the faculty member's department.

Field work may be done during the academic year or in the summer. Students interested in field work placements should consult the director of field work during preregistration or at the beginning of each semester. Students seeking credit for summer placements must complete their registration before they leave campus. Students may not apply for retroactive field work credit.

During the academic year, some students commute to New York City or Albany one or two days a week to serve as interns in government, nonprofit organizations, or businesses. In cooperation with the career development office, the field work office also maintains an extensive listing of summer internships. The field work committee may approve academic credit for nonresidential placements for a semester away for special programs proposed by students and their advisers in consultation with the director of field work.

## **Transfer Credit**

Students attempting to transfer credit from other institutions are advised that only those courses completed with a grade of "C" or better will receive credit toward the Vassar degree. Beginning with work completed Fall of 2002, all post-matriculation transfer credit will be listed on the Vassar transcript along with the grades earned at the home institution. However, only Vassar work will be computed into the Vassar cumulative grade-point average.

## **Summer Work**

### **Summer Work Taken at Vassar**

Students taking summer ungraded work of any kind for Vassar credit are limited to a maximum of 2 units per summer. The deadline for application for summer work is June 1. Students may not apply for retroactive credit. There is no tuition charge for the first 2 units of Vassar summer independent study or field work.

October 1 is the deadline for the completion of summer ungraded work. Students registered for Vassar summer work will be held responsible for completing the work unless they notify the Registrar by registered mail before July 1 of their intention to drop the work. Failure to complete the work by October 1 or to notify the Registrar by July 1 of termination of work will result in a mandatory grade of "Unsatisfactory."

### **Summer Work at Another Institution**

Work taken at another institution in the summer may be counted as transfer credit provided a grade of "C" or better is earned. Credit earned by means of distance learning is not transferable. In order to guarantee transfer of credit in advance, students must obtain signed permission from the chair of each department in which they are seeking credit before the end of the second semester. Forms for registration of this work are available in the Office of the Registrar. Nontransfer students may include no more than 10 units of work at another institution in the 34 units presented for the degree. See section on transfer credit above.

Students may apply for retroactive credit, but the college makes no guarantee of transfer of credit unless summer work has been approved in advance.

## Academic Internships at Vassar College

Each summer, Vassar sponsors academic internship programs in the sciences, humanities, and social sciences where students collaborate with faculty mentors on original research projects. All internship participants receive stipends to cover room and board expenses and meet their summer earnings requirement.

## URSI

The Undergraduate Research Summer Institute (URSI) began in the summer of 1986 to support collaborative student-faculty research in the sciences at Vassar. Each year, students spend ten weeks during the summer working with faculty members from the Departments of Anthropology, Astronomy, Biology, Chemistry, Cognitive Science, Computer Science, Geology, Mathematics, Physics, and Psychology on research projects at Vassar and at other sites. Recent URSI students have worked at archeological sites in Alaska, examined closely interacting galaxies NGC3395 and NGC3396 with the aid of the Kitt Peak Observatory in Arizona, developed interactive animation programs in Computer Science, explored the relationship between marriage and physical health, and studied proton transfer in perovskite oxides at Los Alamos National Laboratories. Information on the program and a complete listing of last summer's projects is available on the URSI website.

## Ford Scholars

The Ford Scholars Program at Vassar provides special opportunities for students in the humanities and social sciences to engage in collaborative scholarship with faculty. More than 20 different academic departments and multidisciplinary programs, plus the Frances Lehman Loeb Art Center and the library, have participated in the program. Examples of recent Ford Scholars projects include research conducted with a curator and an English professor on nineteenth-century objects of or by women from the Magoon Collection of the Frances Lehman Loeb Art Center for an exhibition mounted in Spring 2000. Since 1995 students working with a history professor have participated in a critical oral history project on the Vietnam War involving former United States and Vietnamese policy makers. One student working with a professor of Italian developed a Web site on Dante's *Divine Comedy* locating manuscripts illuminations, frescoes, paintings, statues, architecture, maps, and photographs that are representative of what Dante had seen and drawn on in writing his masterpiece. Working with two professors in German Studies students built a German-English bilingual MOO for German courses to be used as an interactive educational tool The Moo—Multiple user domain—Object Oriented is now in use with German Studies 210. The Ford Scholars program allows students to test their own interests in an academic life.

## General Academic Regulations and Information

Students preregister for each semester's classes toward the end of the previous semester. Additions in registration are permitted during the add period, which extends through the first ten class days of each semester, and courses may be dropped, provided minimal full-time status is maintained, until the midpoint of each semester. No changes may be made without consultation with the student's adviser.

The average course load in each student's program is 4 or 4½ units per semester. Permission from the Committee on Leaves and Privileges is required if the student wishes to take more than 5 or less than 3½ units, with the exception of first-semester

freshmen who may, in special circumstances, drop to 3 units with the approval of the dean of freshmen and their premajor adviser.

All students in residence are expected to enroll in at least 3½ units each semester, and permission to elect fewer units is granted only in exceptional cases, usually for reasons of health.

Every course elected, including independent work, must be completed even though the course may be in excess of the minimum number of units required for graduation. Students may not drop any semester course after the sixth Friday of the term. When for reasons of health or serious emergency the dean withdraws a student from a course after this date, the notation WD signifying a withdrawal without penalty is recorded in lieu of a grade for the course.

## Evaluation of Work

### The Grading System

Vassar has adopted a system of evaluation that allows some flexibility. Students must take three-quarters of the work done at Vassar toward the degree on a letter-graded basis, but a total of one-fourth may be taken as nongraded work in the NRO and ungraded categories. (Credit transferred from other accredited institutions does not enter into the graded-ungraded quota.)

A student's standing in college and the requirements for graduation are determined by a dual standard, one of quality and the other of quantity. The quality of the work is measured by the quality points and the grade average, the quantity is measured by the units completed. The semester and cumulative grade averages are based on the ratio of the total number of quality points received to the total number of graded units elected at Vassar.

### Letter Grades

**A** indicates achievement of distinction. It involves conspicuous excellence in several aspects of the work.

**B** indicates general achievement of a high order. It also involves excellence in some aspects of the work, such as the following:

- Completeness and accuracy of knowledge
- Sustained and effective use of knowledge
- Independence of work
- Originality

**C** indicates the acceptable standard for graduation from Vassar College. It involves in each course such work as may fairly be expected of any Vassar student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable attainment should include the following factors:

- Familiarity with the content of the course
- Familiarity with the methods of study of the course
- Evidence of growth in actual use both of content and method
- Full participation in the work of the class
- Evidence of an open, active, and discriminating mind
- Ability to express oneself in intelligible English

**C-**, **D+**, and **D** indicate degrees of unsatisfactory work, below standard grade. They signify work which in one or more important respects falls below the minimum acceptable standard for graduation, but which is of sufficient quality and quantity to be counted in the units required for graduation.

Work evaluated as **F** may not be counted toward the degree.

### Provisional Grades

A department may offer provisional grades for a-b and a/b courses. For the student electing both terms of such a course, the final grade received at the end of the year



automatically becomes the grade that will be recorded on the student's transcript for both the first and the second semester. For the student who elects only the a-term of an a/b course, the first semester grade is final. A student who elects to take a provisionally graded course under the Non-Recorded Option must take both semesters on this basis.

### **Uncompleted Work**

*Incomplete* indicates a deferred examination or other work not completed, for reasons of health or serious emergency. Grades of *incomplete* are granted by the dean of studies, the dean of freshmen, and the class advisers, usually in consultation with the instructor or the college health service. Unless otherwise specified, work must be completed by May 1 of the following year in the case of a first semester mark of *incomplete* and by October 1 of the same year in the case of a second semester mark of *incomplete*, otherwise the grade for the work outstanding automatically becomes a failure. If a class dean or class advisor, in consultation with the appropriate instructor, determines that the overall objectives of a class cannot be achieved by the completion of the outstanding, incomplete work, then the student will be withdrawn from the course without penalty.

### **Credit Restrictions**

A student who chooses to drop the second semester of a hyphenated course after passing the first semester automatically receives a grade of WP and loses credit for the first semester. No course for which credit has been received may be repeated for credit. Records are not kept of audited courses.

### **Non-Recorded Option**

Courses designated by a department or program as available under the Non-Recorded Option are noted in the Schedule of Classes each semester. Most departments limit the option to nonmajors only. In order to elect the NRO in a designated course, a student must file a NRO form, signed by his or her adviser, with the Office of the Registrar indicating the lowest letter grade the student wishes to have recorded on the permanent record. The deadline for electing a course under the NRO is the last day of the sixth full week of classes. After this deadline, a student may neither change the choice of the NRO nor change the minimum grade elected.

A regular letter grade is assigned at the end of the course by the instructor, who, before turning in grades to the Registrar, has knowledge of the minimum grade set by the student. If the grade assigned by the instructor at the end of the course matches or surpasses the student's elected minimum grade, the letter grade is entered and counts in the student's grade point average. If the grade assigned by the instructor is lower than the student's elected minimum grade, but is still passing (D or better), a grade of PA is entered on the permanent record. (The grade of PA is permanent; it may not be revoked and the letter grade assigned by the instructor may not be disclosed.) If the letter grade assigned by the instructor is an F, an F is recorded and serves as a letter grade on the student's permanent record. The election of a course under the NRO counts in the total ungraded Vassar work allowed each student, even if a letter grade is received.

**Non-Recorded Option Limit** — Students may elect a maximum of 4 units of work under the Non-Recorded Option. For transfer students, this limit is reduced by 1 unit for each year of advanced standing awarded to the student.

### **Ungraded Work**

Ungraded work is open to all students who have the appropriate prerequisites subject to limitations imposed by departments on work done in the field of concentration. This work is graded SA (Satisfactory) and UN (Unsatisfactory).

"Satisfactory" work is defined as work at C level or above.

“Unsatisfactory” work will not be credited toward the degree.  
298 and 399 Independent Work is graded “Distinction,” “Satisfactory,” or “Unsatisfactory.”

**Ungraded Limit** — Students may elect a maximum of 5 units of Ungraded Work. For transfer students, this limit is reduced by 1 unit for each year of advanced standing awarded to the student. This ungraded limit does not apply to any units taken in excess of the 34 unit maximum required for graduation.

## Categories of Ungraded Work

Independent work, field work, and reading courses are treated as ungraded work and may not be taken for letter grades. To elect any of these opportunities for ungraded work, a student needs the permission of an instructor.

**INDEPENDENT STUDY.** Independent study in any field is intended to give students responsibility and freedom in investigating subjects of special interest to them. It may take a variety of forms, such as independent reading programs, creative projects in the arts, research projects, group tutorials, or additional work attached to specific courses. The categories are:

**290 FIELD WORK**—Open to students in all classes who have appropriate qualifications.

**297 READING COURSES**—Reading courses offer an opportunity to pursue a subject through a specified program of unsupervised reading. They make possible intensive investigation of specialized fields in which classroom instruction is not offered, and allow a student to develop the capacity for critical reading. Reading courses are open to all students who have the appropriate requirements as set by departments.

**298 INDEPENDENT WORK**—Open to students of all classes who have as prerequisite one semester of appropriate intermediate work in the field of study proposed.

**399 SENIOR INDEPENDENT WORK**—Open to students in their senior year plus other qualified students who have taken 200 level independent work in the discipline.

## The Grade Average

The grade-average ratio is determined on the basis of quality points: each unit given a mark of A counts 4 quality points; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; F=0. The grade average is arrived at by dividing quality points by graded units.

Work graded PA under the Non-Recorded Option, ungraded work at Vassar, and work done at other institutions but accepted for Vassar credit does not enter into the grade average.

## Standards for Continuance at Vassar College and Graduation

Compliance with the standards of scholarship is expected at Vassar College. Instructors are urged to notify the Dean of Studies of students whose work falls below the satisfactory level, and the college reserves the right to require a leave of absence or withdrawal for any student whose academic performance falls below its standards. The status of all students with unsatisfactory records is reviewed at the end of each semester by the Committee on Student Records, and this committee may, at its discretion, allow students to continue at the college or require a leave or withdrawal. Students whose work is below C level are placed on probation if they are allowed to continue. Students on probation may expect academic reports to be made to the deans' offices during the semester of their probation. The committee reviews the records of juniors and seniors with grade averages below C in their areas of concentration and may require changes in concentration, leaves,

or withdrawal. A student remains in good academic standing as long as he or she is matriculated at Vassar and is considered by the committee to be making satisfactory progress toward the degree.

### **The Senior Year Requirements**

All students must be registered at Vassar College for their senior year requirements. The nature of the required senior work varies with the several departments or programs. Senior-level work is described under departmental offerings and in the statements on the independent, interdepartmental, and multidisciplinary programs.

Graduation depends upon the student's successful completion of all stated requirements for the degree, including those of the senior year.

### **Graduation Grade**

An average of C for all courses, i.e., a 2.0 grade average, and an average of C in courses in the field of concentration or major program, constitute the minimum grade requirement for graduation.

### **Written Work and Final Examinations**

Normally, in introductory and intermediate courses, some form of written work will be assigned and returned to students by the midpoint of the semester. The instructor may set the due date of final work, excluding final exercises, no later than the last day of the study period. Exceptions to this deadline must be approved by the dean of studies.

Final examinations may be given on both a scheduled and a self-scheduled basis at the option of the instructor. The instructor in each class announces within the first week of the semester what the requirements of the course will be and whether there will be a written examination or another form of evaluating student accomplishment, such as papers or special projects.

If the examination is to be on the regular schedule, it must be taken at the posted time and completed at one sitting. If it is self-scheduled, the student will obtain the examination at the beginning of the period chosen, take it to an assigned room, complete it at one sitting, and return it at the end of the allotted time.

A student fails an examination unless the prescribed procedures are followed or unless the student has been excused from the examination by the appropriate dean. A student who is ill should report to health service which, if it thinks it advisable, will recommend to the dean the need for an *incomplete*. In cases of an emergency, students should be advised by the Office of the Dean of Studies.

Rules governing conduct in examinations and expected standards of academic integrity are cited annually in the *Student Handbook*, and students are responsible for conforming to these expectations.

## **Academic Honors**

### **Honors at Graduation**

There are two categories of honors at graduation: departmental, interdepartmental, multidisciplinary, or independent program honors, which will carry the designation "With Departmental Honors"; and general honors, which will carry the designation "With General Honors." A student may graduate with one or both. In the first category, honors will be awarded to those students designated as meeting predetermined standards and so recommended by the departments concerned, the Committee on the Independent Program, or the faculty of the multidisciplinary programs to the Committee on Student Records, which oversees the continuity of standards. In the second category, honors will be awarded to the top twenty percent of each graduation class.

## Phi Beta Kappa

Vassar College was granted a charter by the national honor society of Phi Beta Kappa in 1898. Members are elected by the Vassar chapter each year. The basis for selection is evidence of high distinction in an academic program which exhibits breadth and substance and in which each of the general areas of the liberal arts—arts, languages, social sciences, and natural sciences—is well represented.

### Prizes

Vassar College awards prizes each year from certain endowed funds, according to the terms of the gifts. The recipients are selected by the appropriate departments.

#### Prizes from endowed funds:

Gabrielle Snyder Beck Prize—for summer study in France

Catherine Lucretia Blakeley Prize—for a study in international economic relations

Wendy Rae Breslau Award—for an outstanding contribution of a sophomore to the community

Beatrice Daw Brown Poetry Prize—for excellence in the writing of poetry

Virginia Swinburne Brownell Prizes—for excellent work in biology, political economy, and history

Sara Catlin Prize—for an outstanding contribution of a senior to the religious life of the community

Man-Sheng Chen Scholarly Award—for excellence in Chinese Studies

E. Elizabeth Dana Prize—for an individual reading project in English

Eleanor H. DeGolier Prize—to the junior with the highest academic average

Jean Slater Edson Prize—for a work of music composition chosen in a college-wide competition

Lucy Kellogg English Prize—for excellence in physics or astronomy, alternately

English Department Prize in Fiction—to a senior for excellence in the writing of fiction

Helen Kate Furness Prize—for an essay on a Shakespearean or Elizabethan subject

Ida Frank Guttman Prize—for the best thesis in political science

Janet Holdeen-adams Prize—for excellence in computer science

J. Howard Howson Prize—for excellence in the study of religion

Evelyn Olive Hughes Prize in Drama and Film—to an outstanding junior drama major for a summer study of acting abroad

Ruth Gillette Hutchinson—for excellence in a paper on American economic history

John Iyoya Prize—for creative skills in teaching

Agnes Reynolds Jackson Prize—for excellence in written work in economics

Julia Flitner Lamb Prizes—to a junior major and a senior major for excellence in political science

Helen D. Lockwood Prize—for excellence in the Study of American Culture

David C. Magid Memorial Prize in Cinematography—for the most outstanding combination of achievement in cinematography and excellence in film study

Helen Miringoff Award—for a substantial contribution to an agency or the community through field work

Edith Glicksman Neisser Prize—to a student demonstrating a commitment to child study or child development

Dorothy Persh Prize—for summer study in France

Ethel Hickox Pollard Memorial Physics Award—to the junior physics major with the highest academic average

Leo M. Prince Prize—for the most notable improvement

Gertrude Buttenwieser Prins Prize—for study in the history of art

Betty Richey Memorial Sports Award—to a member of the women's field hockey, lacrosse, or squash team who embodies the qualities of loyalty, initiative, sportswomanship, leadership, and team support

Kate Roberts Prize—for excellence in biology

- Marilyn Swartz Seven Playwriting Award—*to a junior or senior in any discipline who submits the best dramatic work written for the stage*
- Erminnie A. Smith Memorial Prize—*for excellence in the study of geology*
- Deanne Beach Stoneham Prize—*for the best original poetry*
- Harriet Gurnee Van Allen Prize—*for excellence in biology*
- The Masha N. Vorobiov Memorial Prize—*for summer Russian language study*
- Frances Walker Prize—*for the greatest proficiency in the study of piano*
- Laura Adelina Ward Prizes—*for excellence in English and European history, and English literature*
- Weitzel Barber Art Travel Prize—*to provide a junior or senior in the art department with the opportunity to travel in order to study original works of art*
- Vernon Venable Prize—*for excellence in philosophy*
- Mary Evelyn Wells and Gertrude Smith Prize—*for excellence in mathematics*
- Jane Dealy Wirsig Memorial Prize—*in recognition of outstanding promise and accomplishment in journalism*
- Sophia H. Chen Zen Memorial Prize—*for the best thesis in Asian studies; alternate years, for the best thesis in history*

### **Departmental prizes:**

- Jeffrey Chance Memorial Award—*for excellence in both classwork and research in chemistry*
- June Jackson Christmas Prize—*for academic excellence in Africana Studies*
- John F. DeGilio Prize—*for creative skills in secondary teaching*
- Clyde and Sally Griffen Prize—*for excellence in American history*
- Betsy Halpern-Amaru Book Prize—*for excellence in the study of classical texts of Judaism, Christianity, or Islam*
- M. Glen Johnson Prize—*for excellence in international studies*
- Jesse Kalin Book Prize—*for excellence in Japanese language and culture studies*
- Molly Thacher Kazan Memorial Prize—*for distinction in the theater arts*
- Olive M. Lammert Prizes—*for excellence in the study of biochemistry and chemistry*
- Olive M. Lammert Book Prizes—*for excellence in analytical and physical chemistry, organic chemistry, and general chemistry*
- Neuroscience and Behavior Senior Prize—*for excellence in neuroscience and behavior.*
- Philip Nochlin Prize—*for a senior thesis of highest distinction in philosophy*
- Harry Ordan Memorial Prize—*for excellence in philosophy*
- Paul Robeson Prize—*for best senior thesis in Africana Studies*
- Douglas Saunders Memorial Prize—*for an excellent senior thesis in history*
- Marian Gray Secundy Prize—*for meritorious achievement in field research and community service*
- Ellen Churchill Semple Prize—*for excellence in the study of geography*
- Sherman Book Prize—*for distinguished accomplishment in Jewish Studies*
- Alice M. Snyder Prize—*for excellence in English*
- Lilo Stern Memorial Prize—*for the best paper submitted for an anthropology, geography, or sociology class*
- Lilian L. Stroebe Prizes—*to the senior German major for the most outstanding work, and the sophomore German major showing the greatest promise*
- Florence Donnell White Award—*for excellence in French*
- Frederic C. Wood, Sr. Book Prize—*for excellence in moral and ethical concerns*

### **Prizes awarded through outside gifts:**

- Academy of American Poets Prize—*for excellence in the writing of poetry*
- American Chemical Society Award—*for excellence in analytical chemistry*
- Chemical Rubber Company Award—*to the outstanding freshman in general chemistry*
- Elizabeth Coonley Faulkner Prize—*to a junior for research on a senior thesis or project in Washington, D. C.*

Frances Aaron Hess Award—*for sustained volunteer activity on behalf of an off-campus organization*

The Hinerfeld Family Annual Award—*for outstanding work in sociology*

Phi Beta Kappa Prize—*to the member of Phi Beta Kappa who has the most distinguished academic record of the graduating class*

The Richard Feitler '86 and Margery Kamin Feitler '86 Sister Arts Prize—*for poetry based on a work of art in the collection of Vassar's Frances Lehman Loeb Art Center*

The Wall Street Journal Prize—*to a student with an excellent record in economics*

## **The Advising System**

The role of the faculty adviser at Vassar is that of educator rather than overseer. The student is expected to take the initiative in seeking advice from an appropriate adviser. There are three types of advisers: premajor advisers, assigned to freshmen upon arrival, who advise them until a field of concentration is chosen or until they enter the Independent Program or a multidisciplinary or interdepartmental program; departmental advisers, for those concentrating in a discipline; and advisers for students in the Independent Program or in a multidisciplinary or interdepartmental program.

Advising involves multiple functions. It helps the student discover appropriate individual goals and intentions. It also provides the student with information about alternative programs and modes of study and, through special counseling offers appropriate help and guidance. The Office of the Dean of Studies serves to centralize information for advisers as well as students. Students are urged to avail themselves of the services of the Learning and Teaching Center, the Office of Career Development, the Office of Field Work, the house fellows, the Health Service, and Counseling Service, as well as of faculty advisers.

## **Withdrawal and Readmission**

The student facing a personal emergency which jeopardizes continuance at college should consult the dean of studies, the dean of freshmen, or the class advisers. After appropriate consultation and advice, and upon written request, a student may be voluntarily withdrawn.

A student who seeks readmission after having withdrawn in good standing may reapply to the dean of studies, who will bring the request to the Committee on Readmission. To apply for readmission, a student should write a full letter of application before March 15 of the year of intended fall reentrance, or by December 1 for reentrance in the second semester.

A student whose withdrawal has not been voluntary, or about whose readmission there are special questions, should address any questions to the dean of studies.

The college tries to accommodate the student who wishes to resume interrupted study if it is felt that the student is ready to return.

## **Transfer Students**

Every year, Vassar accepts transfer students into the sophomore and junior classes. When the students arrive at the beginning of the semester in which they are to enter the college, they are assigned advisers after consulting with the appropriate person in the Office of the Dean of Studies. Evaluations of the students' previous work are made as they enter the college. Courses taken at other institutions similar to courses at Vassar will be accepted automatically provided a minimum grade of "C" is earned. Credit earned by means of distance learning is not transferable. Occasionally, some of a student's previous work will not be acceptable for Vassar credit. In such cases, the Committee on Leaves and Privileges will act as the final arbiter of credit. Students who have taken unusual courses would do well to inquire before admission about any problems that are foreseeable. It is sometimes difficult to anticipate problems in maintaining sequences and continuity between the

programs of study at the previous institution and Vassar's offerings and requirements. Therefore, it is frequently necessary for students to make adjustments of one kind or another after they arrive. All transfer students must take at least one-half of their 34 units, or 17, at Vassar College. Prospective transfer students should particularly notice that at least half of a student's minimum requirements in the field of concentration must be taken at Vassar.

It may be difficult for junior transfer students to complete the necessary courses for teacher certification in addition to the other degree requirements, especially since practice teaching involves a heavy time commitment in the schoolroom upon placement. Students wishing further information on this subject should consult the chair of the Department of Education.

## **Graduate Study at Vassar College**

A limited program of advanced work leading to the master's degree is available to qualified students who hold baccalaureate degrees. Graduate programs may currently be taken in the Departments of Biology and Chemistry. The minimum requirements for a master's degree are one year of resident graduate study and 8 units of work, of which 6 units must be at Vassar or under Vassar's auspices. Programs must include a minimum of 3 units of graded course work, and may include 300-level courses considered suitable for graduate credit, but must include 2 units of 400-level graded courses designed primarily for graduate students. Departments may require a reading knowledge of one or more relevant foreign languages, a thesis, and written or oral comprehensive examinations, as evidence of the candidate's proficiency. Requirements differ among departments.

Detailed information concerning admission to candidacy and specific requirements for the degree may be obtained from the chair of the department of interest and from departmental statements.

## **The B.A.-M.A. Program**

Accelerated four-year B.A.-M.A. programs (42 units) are offered to superior students by the Department of Chemistry. An applicant must have a distinguished college record during the first two years of study in order to be accepted into the program. Application should be made to the department by the end of the freshman year, if possible, and no later than the end of the second year. The student must be recommended by the department when applying to the Committee on Leaves and Privileges for final acceptance into the program upon the completion of the second year of study.

Students who have been accepted into the program are expected to maintain a high level of achievement and to meet all the requirements for the master's degree as well as the undergraduate requirements; the M.A. evidence of proficiency will substitute for the undergraduate senior project. The student must take at least 3 units of 300-level coursework during the third year. In addition to the minimum number of units required by the department for the completion of the undergraduate concentration, the student must have 8 units in the field of concentration suitable for graduate credit. These must include 5-7 units of coursework and may include 300-level courses considered suitable for graduate credit, but must include 2 units of 400-level graded courses designed primarily for graduate students. Also, they must include 1-3 units of thesis work or other demonstration of the candidate's proficiency.

Candidates for the B.A.-M.A. degree will normally complete their course of study in four academic years, three of which must be at Vassar or under Vassar's auspices. A student may spend the third year away from Vassar only if he or she participates in a program that satisfies the third-year requirement and is approved by the department.

Students who are interested in qualifying for the B.A.-M.A. program are urged

to consult the department as soon as possible in order to acquaint themselves with details and requirements.

### **Procedures for Complaint**

Complaints concerning classes and other academic matters are normally made to the appropriate department chair or program director. They may also be brought to the Office of the Registrar, Office of the Dean of Studies, or the Office of the Dean of Faculty. Further information may be obtained from these offices.



# Preparation for Graduate Study

The undergraduate program at Vassar College affords preparation for graduate work either in the liberal arts or in the professions. Students interested in advanced degrees should consult the several departments as early as possible in their undergraduate careers. Students contemplating graduate work should inquire concerning the language requirements of the subject in which they are interested. Normally a reading knowledge of both French and German is required for the Ph.D. and one language is required for the M.A.

Catalogues of graduate and professional schools are filed in the library, and notices of fellowships and assistantships of many institutions are posted on the bulletin boards of departments and in Main Building. Such aid is available through many channels, among them Vassar's fellowship program, graduate schools, the Fulbright program, special grants offered by foundations and professional associations, New York State Regents' medical fellowships, and the Marshall and Rhodes fellowships for study in Britain. For information about these programs, students should consult their departments and the Director of the Office for Fellowships and Graduate School/Preprofessional Advising, Office of the Dean of Studies.

Graduate Record Examinations are required or recommended by graduate schools, especially for fellowships. Application blanks and information pamphlets are available at the Office of Career Development or the Office for Fellowships and Graduate School/Preprofessional Advising.

Most professional schools advise a student to obtain a sound foundation in the liberal arts as the best preparation for admission. This holds true of architecture, business, law, medicine, social service, and teaching.

**Architecture:** Students interested in a career in architectural design are well advised to take a liberal arts degree as part of their preparation for admission to programs that offer the master's degree in architecture (M.Arch.). Students may major in any subject in the college and are advised to take courses in architectural design, art studio and architectural history, mathematics, and physics as part of their preparation. Students seeking advice about architecture programs should make known their interest to the art department where they will be assigned to an adviser.

**Engineering:** For those students interested in a program leading to an engineering degree, Vassar College maintains a cooperative arrangement with the Thayer School of Engineering at Dartmouth College. Those students interested in this program should make their interest known to the Department of Physics or to the Office of the Dean of Studies.

**Law:** Law schools, even more than medical schools, emphasize the importance of a broad liberal arts education. No specific courses or subjects are required for entrance. The qualities desired are independence, discrimination, respect for evidence, critical analysis and constructive synthesis, power of organization, clear expression, and sound judgment. All American Bar Association-approved law schools require the Law School Admission Test. Students seeking prelaw advice should consult the Director of the Office for Fellowships and Graduate School/Preprofessional Advising.

**Medicine:** Medical schools differ in their philosophies of education, specific requirements, and systems of training. They are all interested, however, in a broad background in the liberal arts with a strong foundation in the natural sciences. In general, they require a minimum of one year of inorganic chemistry, one year of organic chemistry, one year of physics, one year of biological science, and one year of English. Calculus or mathematics or biochemistry may be required and is often recommended. There is, however, wide variation in the requirements of the different schools, and a student should consult a member of the Premedical Advisory Committee and the *Medical School Admissions Requirements Handbook*, which is available in the Office for Fellowships and Graduate School/Preprofessional

Advising. Since a student may fulfill the minimum requirements for entrance by majoring in one of the required subjects or in an unrelated subject, he or she is advised to select the field of greatest interest for the undergraduate program. The Premedical Advisory Committee holds an advising session in the fall for incoming freshmen. Students interested in planning for the medical school application procedure are encouraged to declare their interest by the end of the sophomore year; students will be placed with a premedical adviser during their junior year. Members of the committee are always available for individual conferences with students. For information on taking the MCAT and filing applications for medical schools, students should consult the Director of the Office for Fellowships and Graduate School/Preprofessional Advising.

**Teaching:** See Department of Education.

**Other health professional careers:** For students interested in careers such as dentistry, optometry, and veterinary medicine, early consultation with the director of the Office for Fellowships and Graduate School/Preprofessional Advising is recommended.

# Instruction 2004/2005

The courses of instruction are announced subject to modification. Classes and seminars will meet in accordance with the schedule of classes, printed for each semester. Scheduled courses may be withdrawn owing to underelection, change in faculty, or special emergency.

## Schedule of Classes

Classes meet Monday through Friday beginning at 8:00 a.m. or 9:00 a.m.; Wednesday afternoon after 3:00 and Wednesday evening are open for field work and study on special projects. Course meetings are scheduled for three 50-minute or two 75-minute periods unless specified to the contrary; longer sessions may be used for seminars and laboratory work.

A limited number of classes are scheduled on Monday, Tuesday, and Thursday evenings; otherwise the evening hours are kept free for rehearsals, meetings, lectures, special programs, and presentations.

## Library Hours

### Main Library

When college is in session, the main library is open:

Monday through Thursday, 8:30 a.m. to 1:30 a.m.

Friday, 8:30 a.m. to 10:00 p.m.

Saturday, 9:00 a.m. to 10:00 p.m.

Sunday, 10:00 a.m. to 1:30 a.m.

During college breaks the hours are:

8:30 a.m. to 5:00 p.m. except Saturdays, Sundays, and legal holidays.

### Art Library

When college is in session, the art library is open:

Monday through Thursday, 8:30 a.m. to 1:30 a.m.

Friday, 8:30 a.m. to 10:00 p.m.

Saturday, 9:00 a.m. to 10:00 p.m.

Sunday, 10:00 a.m. to 1:30 a.m.

During college breaks the hours are listed in the Vassar College calendar and on the Library website.

### Music Library

When college is in session, the music library is open:

Monday through Thursday, 8:30 a.m. to 11:00 p.m.

Friday, 8:30 a.m. to 5:00 p.m.

Saturday, 12:00 noon to 7:00 p.m.

Sunday, 12:00 noon to 11:00 p.m.

During college breaks the hours are listed in the Vassar College calendar and on the Library website.

## Course Credit

The credit which a course carries is stated in units per semester and shown in parentheses ( ) opposite the course title.

## Course Elections

The elections of first-year students are limited to courses marked "Open to all classes," or to courses numbered 100 to 199 unless special prerequisites are stated. Students with Advanced Placement credit may be admitted to other courses.

Unless otherwise noted, courses are open to sophomores, juniors, and seniors. Matriculated students may audit courses with the permission of the instructor. No formal registration is necessary and no extra fee is charged.

## Course Numbering System

Undergraduate courses are offered on the levels shown in the following numbering system:

000-099 Noncredit courses.

100-199 Introductory courses, without prerequisite of college work

200-299 Intermediate courses, with prerequisite of 1 to 2 units of Introductory work or Advanced Placement or permission

300-399 Advanced courses, with prerequisite of 2 units of Intermediate work or permission

Courses numbered above 400 are designed for graduate students. The same number is reserved in each department for particular kinds of study:

290 Field Work

297 Reading Course

298 Intermediate Independent Work

399 Senior Independent Work

Courses numbered in the 180 and 280 series are newly developed courses which may be offered on a trial basis under this number for one time only. After this initial offering, the course must either be presented for approval as a regular course or dropped completely by the department.

Courses numbered in the 380 series apply to departmental offerings in which small groups of students pursue advanced work on special topics with *special permission*. It is understood that the topics are changed from time to time, with no particular time limit, according to the department's needs, and are listed under the general heading "Special Studies" within the departmental listings. *The term may also apply to experimental courses introduced by departments or introduced interdepartmentally which will normally be offered for one year.*

## Course Notations

[ ] not offered in 2004/05.

**a** Course offered in the first semester

**b** Course offered in the second semester

**a or b** Semester course which may be offered in either semester or in both

**a and b** Course offered in both semesters

**a.1, b.1** Half-unit courses given in the first half of the semester

**a.2, b.2** Half-unit courses given in the second half of the semester

- A hyphen separating course numbers shows courses that must be taken for a year for credit (105a-106b). See credit restrictions, page 53.

/ A slash separating course numbers shows courses in which the first semester may be taken alone for credit but is required for permission to elect the second (105a/106b).

A student who fails the first semester of a year-long course (courses with numbers separated by a hyphen or a slash) may not take the second semester except by departmental permission.

, A comma separating course numbers shows that either semester may be elected without the other (105a, 106b).

# Departments and Programs of Instruction

The courses and faculty, listed by departments and programs, are for the year 2004/05. Course descriptions are listed in the following order:

**Africana Studies Program**  
**American Culture Program**  
**Anthropology Department**  
**Anthropology-Sociology**  
**Art Department**  
**Asian Studies Program**  
**Biochemistry Program**  
**Biology Department**  
**Chemistry Department**  
**Chinese and Japanese Department\***  
**Classics Department**  
**Cognitive Science Program**  
**College Courses**  
**Computer Science Department**  
**Drama and Film Department**  
**Economics Department**  
**Education Department**  
**English Department**  
**Environmental Science Courses**  
**Environmental Studies Program**  
**French Department**  
**Geography-Anthropology Program**  
**Geology and Geography Department**  
**German Studies Department**  
**Hispanic Studies Department**  
**History Department**  
**Independent Program**  
**Interdepartmental Courses**  
**International Studies Program**  
**Italian Department**  
**Jewish Studies Program**  
**Latin American Studies Program**  
**Mathematics Department**  
**Media Studies Development Project**  
**Medieval and Renaissance Studies Program**  
**Music Department**  
**Neuroscience and Behavior**  
**Philosophy Department**  
**Physical Education and Dance Department**  
**Physics and Astronomy Department**  
**Political Science Department**  
**Psychology Department**  
**Religion Department**  
**Russian Studies Department**  
**Science, Technology and Society Program**  
**Self-Instructional Language Program**  
**Sociology Department**  
**Urban Studies Program**  
**Victorian Studies Program**  
**Women's Studies Program**

\* Pending NYSED approval

## Africana Studies

**Director:** Timothy Longman (Political Science and Africana Studies); **Professors:** Lawrence Mamiya (Africana Studies and Religion), Lizabeth Paravisini-Gebert (Hispanic Studies); **Associate Professors:** Joyce Bickerstaff (Africana Studies and Education), Patricia-Pia Celerier (French), Diane Harriford (Sociology), Timothy Longman (Africana Studies and Political Science), Judith Weisenfeld (Religion); **Assistant Professors:** Lisa Collins (Art), Tiffany Lightbourn (Psychology), Mia Mask (Film), Ismail Rashid (Africana Studies and History), Nikki Taylor (History), Laura Yow (English); **Adjunct Assistant Professor:** Dennis Reid (Africana Studies).

The Africana Studies program is the oldest multidisciplinary program at Vassar College. The program is concerned with the cultural, historical, political, economic, and psychological consequences of the dispersal of Africans from their ancestral continent to the diverse regions of the world. It comprises the focused and critical study of the people, cultures, and institutions of Africa and the African Diaspora through a generous offering of courses both originating in the program and cross-listed or approved from other departments. These courses span a majority of the standard disciplines: literature and the arts; area studies; history; social sciences; psychology.

In addition to a broad array of courses offered on the Vassar campus, the program also participates in several study away programs. Most notable of these is Vassar's junior year abroad program at Mohammed V. University in Rabat, Morocco. Students may also study in the United States at one of four historically Black colleges—Fisk University; Howard University; Spelman College; or Morehouse College.

**Requirements for concentration:** 11 units are required for the major. Students must take courses that fall into the three following areas of study: (1) Intellectual History and Social Thought (black critical thinking and conceptual structures); (2) Migration Studies and Area Studies (population movements and geographic areas); and (3) Arts, Culture, and Media (literature, art, film, drama). There are no specific required courses, but a list of courses that fall into each area is available each semester.

**Distribution of unit requirements:** (a) Two courses from each of the three required areas (6 units); (b) a minimum of 3 additional units in any one of the three required areas listed above; (c) at least 1 unit at the 100-level; (d) at least 2 units at the 300-level, excluding the thesis; (e) the thesis preparation course (299), which must be taken in the fall of the senior year (1/2 unit); (f) a thesis, to be written only following the successful completion of 299, in the spring of the senior year (1 unit). No more than 1 unit of field work and/or reading courses may count toward the major. NRO work may not be used to satisfy the major requirements for the program in Africana Studies.

**Advisers:** Program director and program faculty.

**Correlate Sequence in Africana Studies:** Coursework in the correlate sequence is organized to give students a coherent and related body of work. Students undertaking the correlate sequence take 2 units in each of the following areas: (a) Intellectual History and Social Thought; (b) Migration Studies and Area Studies; and (c) Arts, Culture, and Media; a total of 6 units. A list of courses that fall into each area is available each semester. There are no required courses for the correlate sequence, but at least 1 unit must be at the 300-level.

### I. Introductory

#### A. Intellectual History and Social Thought

### **102b. Introduction to Third-World Studies: A Comparative Approach (1) to Africa and the African Diaspora**

This course acquaints students with the major concepts, themes, and approaches to the study of peoples of African descent. These concepts include history and the African past; slavery, forced migration, and the creation of the Diaspora; colonialism and conquest; race and identity; resistance and religion; and cultural transformation. Integrating the disciplines, the course uses a variety of texts, music and visual culture. Ms. Bickerstaff.

## **B. Migration Studies and Area Studies**

### **106-107. Elementary Arabic (1)**

Fundamentals of the language. Students learn to understand spoken Arabic, to express simple ideas both orally and in writing, and to read Arabic of average difficulty.

Open to all students.

Three 50-minute periods, plus one drill session per week.

### **141a. Tradition, History and the African Experience (1)**

(Same as History 141) From ancient stone tools and monuments to oral narratives and colonial documents, the course examines how the African past has been recorded, preserved, and transmitted over the generations. It looks at the challenges faced by the historian in Africa and the multidisciplinary techniques used to reconstruct and interpret African history. Various texts, artifacts, and oral narratives from ancient times to the present are analyzed to see how conceptions and interpretations of the African past have changed over time. Mr. Rashid.

## **C. Arts, Culture, and Media**

### **108a. Introduction to the African Literary Traditions (1)**

Examines the works of a number of African writers, both orally transmitted texts—such as folklore and poetry—and written genres, and their cultural influence and impact upon European concepts about Africans before and during the Renaissance, including the period of the 800 years of Moorish/Muslim rule of Iberia. It also investigates how contemporary African writers have tried to revive a sense of the African cultural continuum in old and new literary works. Writers include: Horus, St. Augustine, Ibn Khaldun, Achebe, Ba, Ngugi, Neto, Abrahams, Mazrui, and Salih. Instructor to be announced.

### **160a and b. Books, Children, and Culture (1)**

(Same as Education 160) This course examines select classical works from the oral tradition and contemporary works of children's fiction and non-fiction. The course addresses juvenile literature as a sociological phenomenon as well as a literary and artistic one (illustrative content). The course traces the socio-historical development of American children's literature from Western and non-Western societies. Social, psychoanalytic, and educational theory provide a conceptual basis and methodological framework for the cultural analysis of fairy tale and modern fantasy in cross-cultural perspective. Socialization issues include: ideals of democracy; moral character; race and class; politicalization; and the human relationship to the natural environment. Ms. Bickerstaff.

## **D. Other or Variable**

### **105a. Issues in Africana Studies (1)**

Topic for 1004/05: *Religion and the Civil Rights Movement*. This course examines the ways in which religious beliefs, practices, and institutions helped to shape the

modern Civil Rights Movement. Topics include theologies of non-violent resistance, spirituals and freedom songs, religion and gender in the movement, critiques of religious motivated activism, and of non-violent resistance. Ms. Weisenfeld.

Open only to Freshmen. Satisfies requirement for a Freshman Course.

**[177a or b. Special Topics]** (½)

(Same as English 177) Topic and instructor to be announced.

Not offered in 2004/05.

## II. Intermediate

### A. Intellectual History and Social Thought

**210a. Great Books and Classics of Africa and the African Diaspora** (1)

This course provides an introduction to the accumulated thought arising out of and/or concerning the cultural and intellectual experiences of people of African descent, during the modern era. It enables students to examine and discuss the philosophical assertion that “humans are an end in themselves” as central to world views of people of African descent. The texts include classics from social science, history, and humanities that embody the essence of the African, North America African, and African Caribbean experiences. Readings include: Africanite, Pre-Colonial Black Africa, Eurocentrism, *The Marrow of Tradition*, *Black Thunder*, *Youngblood*, *Black Skins*, *White Masks*. Instructor to be announced.

**[211b. Religions of the Oppressed and Third-World Liberation Movements]** (1)

(Same as Religion 211) A comparative socio-historical analysis of the dialectical relationship between religion and the conditions of oppressed people. The role of religion in both suppression and liberation is considered. Case studies include the cult of Jonestown (Guyana), the Iranian revolution, South Africa, slave religion, and aspects of feminist theology. Mr. Mamiya.

Not offered in 2004/05.

**[229b. Black Intellectual History]** (1)

(Same as Sociology 229) This course provides an overview of black intellectual thought and an introduction to critical race theory. It offers approaches to the ways in which black thinkers from a variety of nations and periods from the nineteenth century up to black modernity engage their intellectual traditions. How have their perceptions been shaped by a variety of places? How have their traditions, histories and cultures theorized race? Critics may include Aimé Césaire, Anna Julia Cooper, W.E.B. DuBois, Frantz Fanon, Paul Gilroy, Ngugi wa Thiong’o, Ida B. Wells, and Patricia Williams. Ms. Harriord.

Not offered in 2004/05.

**[258a. Race and Ethnicity]** (1)

(Same as Sociology 258) Ms. Martinez.

Not offered in 2004/05.

**[260b. African-American Religion]** (1)

(Same as Religion 260) A survey of the history of religion among Americans of African descent from slavery to the present. Major topics include: African religious backgrounds and transformations in the Atlantic world, religion under slavery, the rise of independent black churches, black women and religion, new religious movements, folk traditions, music, and religion and the Civil Rights Movement. Ms. Weisenfeld.

Not offered in 2004/05.



**[268b. Sociology of Black Religion]** (1)  
 (Same as Religion 268 and Sociology 268) A sociological analysis of a pivotal sector of the Black community, namely the Black churches, sects, and cults. Topics include slave religion, the founding of independent Black churches, the Black musical heritage, Voodoo, the Rastafarians, and the legacies of Malcolm X and Martin Luther King, Jr. Mr. Mamiya.  
 Not offered in 2004/05.

## **B. Migration Studies and Area Studies**

**200a/b. Green Haven Prison** (½)  
 This course combines field visits to the Green Haven maximum security prison and class meetings on campus. The program at the prison features student-inmate dialogue groups on topics such as: Domestic Violence, Family Issues; Communication Skills; Group Transitional Preparation (issues that prepare men for transition to their communities) in English and Spanish. The on-campus class meetings include group discussion, readings, and films on the prison experience in America. Mr. Mamiya and Mr. Cladis.

Prison visits on Fridays 11:00 a.m. to 4:00 p.m. Class meetings on alternate Sundays 5:00 to 7:00 p.m.

**201ab. The Prison Experience in America** (½)  
 A continued exploration of the criminal justice system and the prison experience in America. Field visits to local prisons and more extensive readings and research. Mr. Mamiya and Mr. Cladis.

Prison visits on Fridays 11:00 a.m. to 4:00 p.m. Class meetings on alternate Sundays 5:00 to 7:00 p.m.

**206b. Social Change in the Black Community** (1)  
 (Same as Sociology 206) An examination of social issues in the Black community: poverty and welfare, segregated housing, drug addiction, unemployment and underemployment, and the prison system. Social change strategies from community organization techniques and poor people's protest movements to more radical urban responses are analyzed. Mr. Mamiya.

**207a/208b. Intermediate Arabic** (1, 1)  
 Continued study of the Arabic language. Students continue their study of spoken, and written Arabic.

**[235a. The Civil Rights Movement in the United States]** (1)  
 In this interdisciplinary course, we examine the origins, dynamics, and consequences of the modern Civil Rights Movement. We explore how the southern-based struggles for racial equality and full citizenship in the U.S. worked both to dismantle entrenched systems of segregation, disfranchisement, economic exploitation, and discrimination and to challenge American society to live up to its professed democratic ideals. Ms. Collins.

Prerequisite: 1 unit in Africana Studies or by special permission.

Not offered in 2004/05.

**[242b. Brazil: Development, Urbanization, and Environment in Portuguese America]** (1)

(Same as Geography 242 and Latin American Studies 242)

Not offered in 2004/05.

**[246a. African-American Politics]** (1)  
 (Same as Political Science 246) This course analyzes the diverse ways in which African Americans have engaged in politics in the United States. After briefly

considering challenges facing the African American community, the course looks at approaches to politics including active engagement in the political system, Pan-Africanism and Black nationalism, accommodation and assimilation, class-based struggle, and everyday forms of resistance. The course concludes with a consideration of possible policy alternatives advocated by various African-American leaders. Writers studied may include W.E.B. DuBois, Marcus Garvey, Booker T. Washington, Malcolm X, Martin Luther King, Jr., William Julius Wilson, bell hooks, Manning Marable, Robin Kelley, Angela Davis, and Patricia Williams. Mr. Longman.

Not offered in 2004/05.

### **250a. African Politics (1)**

(Same as Political Science 250) This course introduces students to the great diversity of peoples, ideas, cultures, and political practices found on the African continent. The course first investigates the causes of the contemporary social, economic, and political challenges facing African states, then analyzes the ways in which African populations have responded to foreign domination, authoritarian government, unfavorable economic conditions, and social divisions. The course uses case studies of African countries to explore political issues within specific contexts and pays particular attention to international involvement in Africa. Mr. Longman.

### **259b. Human Rights and Politics (1)**

(Same as Political Science 259) This course examines the growing international influence of human rights principles, documents, and organizations on politics. We study how human rights discourse has emerged as a major factor in modern politics and will review the documents that serve as a basis drawn from Africa and the United States to explore issues such as universality versus cultural specificity of human rights discourses, civil and political rights versus cultural versus economic, social, and cultural rights, individual versus group rights, the crime of genocide, efforts to expand human rights law to include rights for children, women, gays, and lesbians and others, and the activities of national and international human rights organizations. Mr. Longman.

### **[264b. African American Women's History] (1)**

(Same as Women's Studies 264) In this interdisciplinary course, we explore the roles of black women in the U.S. as thinkers, activists, and creators during the nineteenth and twentieth centuries. Focusing on the intellectual work, social activism, and cultural expression of a diverse group of African American women, we examine how they have understood their lives, resisted oppression, constructed emancipatory visions, and struggled to change society. Ms. Bickerstaff, Ms. Collins.

Alternate years: not offered in 2004/05.

### **265a. African American History to 1865 (1)**

(Same as History 265) This course traces the lives of African captives from Africa across the Atlantic and explores their experiences in North America. It addresses not only how bondage brutalized African Americans but also the strategies they devised to counter slavery, including religion, resistance, and the development of a distinctive African American culture. Other topics include free black communities, black abolitionists, and African Americans' role in the Civil War. Ms. Taylor.

### **267b. African American History, 1861-Present (1)**

(Same as History 267) This course surveys the major themes, events, and people in modern African American history, with an emphasis on the continuing struggle

for full citizenship, equality, and justice. Beginning with the Civil War, the class explores the different modes and degrees of racism that have shaped the black experience. But more than simply revisiting the oppression, the course portrays African Americans as central actors in their own history. In this vein, we examine tactics of protest and activism, and methods of self-definition and self-assertion. Topics include migration, culture, religion, feminism, and nationalism. Ms. Taylor.  
Two 75-minute periods.

**271a. Perspectives on the African Past: Africa Before 1800** (1)

(Same as History 271) A survey of traditional African history with an emphasis on the Nile Valley civilizations, Ethiopia, the Sudan Kingdoms, the advent of Islam, the Swahili city-states of Southeast Africa, and the early society of central and southern Africa prior to 1800. This course examines the dramatic post-World War II issues and trends in the historiography relating to pre-colonial Africa. Mr. Rashid.

**272b. Modern African History** (1)

(Same as History 272) A study of the major political, economic, social, and intellectual developments in the unfolding of the African experience from the early nineteenth century to the present time. Attention is directed to the broad spectrum of contacts of Africa with the outside world in trade, diplomacy, etc., prior to the nineteenth century. The course focuses on the rise of the Pan-African movement, African nationalism, the decolonization process, the emergence of independent African states, and the dilemmas of post-colonialism: neocolonialism, development issues and post-independence politics. Mr. Rashid.

**C. Arts, Culture, and Media**

**202a. Black Music** (1)

(Same as Music 202) An analytical exploration of the music of certain African and European cultures and their adaptive influences in North America. The course examines the traditional African and European views of music performance practices while exploring their influences in shaping the music of African Americans from the spiritual to modern times. Mr. Reid.

**203b. The Origins and Development of Islamic Literature** (1)

Instructor to be announced.

Prerequisite: one course in religion or Africana Studies.

**227a. African-American Literature, Origins to the Present** (1)

(Same as English 227) An examination of African-American literature from its origins in black folklore and slave narratives to the present. The course seeks to identify literary characteristics that have evolved out of the culture and historical experience of black people. Its goal is to better understand how black literature created its own aesthetic principles in its interaction with the dominant literary tradition. Some attention may be devoted to current debates involving literary theory and politics. Readings include autobiographies, nineteenth-century novels and poetry, works from the Harlem Renaissance and modernist fiction including black women novelists. Instructor to be announced.

**[232b. African American Cinema]** (1)

(Same as Film 232) This course provides a survey of the history and theory of African American cinema. It begins with the silent films of Oscar Micheaux, and examines the early all black cast westerns and musical of the twenties, thirties, and forties. The political debates circulating around stars like Sidney Poitier, Dorothy Dandridge, Eartha Kitt, and Harry Belafonte are the focus for discussing the racial

climate of the fifties. Special consideration is given to Blaxploitation cinema of the late sixties and seventies, in an attempt to understand the historical contexts for contemporary filmmaking. The new wave of late eighties and early nineties black romantic comedies, including *The Wood*, *The Best Man*, and *Coming to America*, are also addressed. Ms. Mask.

Prerequisite: Film 210 and permission of the instructor.

Not offered in 2004/05.

#### **241a. Introduction to Black Theater (1)**

(Same as Drama 241) An introduction to the literature, history, theory, and technique of Black drama from the Black Renaissance in America to the present. The plays of this period are analyzed and discussed, and the course emphasizes the critical interpretation of Black drama and its relationship to American drama. Mr. Reid.

#### **251b. The Black Woman as Novelist (1)**

(Same as English 251) An examination of the novels of black women writing in English. Particular consideration is given to literary forms, cultural approaches to novelistic expression, and the roles of black women in fiction and society. Authors may include: Toni Morrison, Ann Petry, Gloria Naylor, Buchi Emecheta, Jamaica Kincaid, Tsitsi Dangarembga, Zora Neale Hurston and others. Ms. Yow.

Prerequisite: 1 unit of 100-level work or by special permission of the director.

#### **252b. Writing the Diaspora (1)**

(Same as English 252) This course focuses on writers of the modern African Diaspora and on creative writing. How can the narratives of the Diaspora aid a young writer in writing through complexity? What are the intricacies of undesired movement and place? What are the creative limitations within the narrative form, and how can we push those limitations while creating our own stories and essays? This course focuses on the writing and close reading of innovative Diasporic short fiction and creative nonfiction. The course may include the writers: Charles Johnson, Mari Evans, Ngugi Wa Thiong'o, Harriet Wilson, Aminata Sow Fall, Ken Mufuka, Nikki Giovanni, Sonia Sanchez, and Sam Selvon, as well as some film and music. In a workshop setting, students explore the possibilities of narrative voice, the range available to the narrative "I," the rounding of secondary characters, and the pressures of fictively representing one's race, gender, tribe or group. Instructor to be announced.

Prerequisites: one course in literature or Africana Studies.

Not offered in 2003/04.

#### **253b. The Arts of Central, East, and Southern Africa (1)**

(Same as Art 253b) An introduction to the arts of central, eastern and southern Africa and the African Diaspora. This course is organized thematically and examines the ways in which the visual arts—sculpture, textiles, architecture, painting, photography—function both historically and currently in relationship to broader cultural issues. Within this context, the course considers the connections between art and religion, trade, gender, cosmology, identity, political power, colonialism and post-colonialism, as well as the representation of the 'Self' and the 'Other.' Ms. Brielmaier.

Prerequisite: Art 105-106, or one 200-level course in Africana Studies

#### **254a. The Arts of Western and Northern Africa (1)**

(Same as Art 254a) An introduction to the arts of western and northern Africa and the African Diaspora. This course is organized thematically and examines the ways in which the visual arts—sculpture, textiles, architecture, painting, photography—function both historically and currently in relationship to broader cultural

issues. Within this context, the course considers the connections between art and religion, gender, cosmology, identity, political power, colonialism and post-colonialism, as well as the representation of the 'Self' and the 'Other.' Ms. Brielmaier.

Prerequisite: Art 105-106, or one 200-level course in Africana Studies or by permission of instructor.

**[255b. Literature and Religion of the Caribbean] (1)**

The Caribbean region has rich and varied religious traditions that emerged out of the crucible of the plantation and brought together elements of African belief systems, Amerindian theologies, and various forms of Christianity. The course examines how these religions—Santeria, Voodoo, Obeah, Kumina, Gaga, and others—enrich the cultures and literatures of the various islands. Readings include work from all the various linguistic groups in the region (in the original English or in translations). Among the authors to be studied are Marie Chauvet, Jamaica Kincaid, Edward Brathwaite, Mayra Montero, Alejo Carpenier, Erna Brodber, and Derek Walcott. Ms. Paravisini-Gebert.

Not offered in 2004/05.

**[266a. African-American Arts and Artifacts] (1)**

(Same as Art 266) An introduction to the artistic and material production of African Americans in the U.S. from the colonial period to the present day. We examine multiple influences on (African, European, American, diasporic, etc.) and uses for black creative expression. Working with an expansive conception of art, we pay close attention to the work of formally and non-formally trained artists in relation to their social, cultural, aesthetic, and historical contexts. Ms. Collins.

Prerequisites: Art 105-106 or by permission of the instructor.

Not offered in 2003/04.

**270a. The Harlem Renaissance (1)**

(Same as English 270) A critical analysis of the outpouring of serious creative effort in poetry and prose in Harlem during the early 1900s to 1930s by writers whose works were influenced by an emergent sense of nationalism, cultural awakening, self-awareness, and by an affirmation of the African past. The vigor and versatility of the period is expressed in the works of such writers as W. E. B. DuBois, Claude McKay, Alain Locke, Countee Cullen, James Weldon Johnson, and Jean Toomer. Mr. Laymon.

**275b. Caribbean Discourse (1)**

Study of the work of artists and intellectuals from the Caribbean. Analysis of fiction, non-fiction, and popular cultural forms such as calypso and reggae within their historical contexts. Attention to cultural strategies of resistance to colonial domination and to questions of community formation in the post-colonial era. May include some discussion of post-colonial literary theory and cultural studies. Ms. Yow.

**280b. The Music and Literary Traditions of Five Caribbean Islands: Colonialism into the Twenty-First Century (1)**

The Caribbean is fast becoming an influential international voice. Through the eyes of its writers and musicians, past and present, this course examines the complex and sometimes fractious relationship between the Caribbean and Africa, Europe, Asia, and the Americas. Mr. Reid.

**281b. Words of Fire: African American Orators and Their Orations (1)**

Like their African counterparts, African Americans have an urgent concern with the intellectual and emotive force of the word in the appropriate socio-political context. Sound, meaning, and manner of speaking the language undergirds the

structure of human relationships in oratory within and outside the African American community, from its African origins through slavery, up through the period of Malcolm X, Martin Luther King, Jr. and the Congressional Black Caucus. The oral tradition of African Americans is a vernacular art form experienced from the preacher pulpit, the political stump, the legislative halls, the street corner and the theatrical stage. Ms. Bickerstaff.

#### D. Others or Variable

**290a or b. Field Work** (½ or 1)  
Individual or group field projects or internships. The department.  
Unscheduled. May be selected during the academic year or during the summer.

**298a or b. Independent Work** (½ or 1)  
Individual or group project of reading or research. The department.  
Unscheduled. May be selected during the academic year or during the summer.

**299a. Research Methods** (½)  
An introduction to the research methods used in the disciplines represented by Africana Studies. Through a variety of individual projects, students learn the approaches necessary to design projects, collect data, analyze results, and write research reports. The course includes some field trips to sites relevant to student projects. The emphasis is on technology and archival research, using the Library's new facilities in these areas. Required of majors and correlates, but open to students in all disciplines. Program faculty and Ms. Kurozman.

#### E. Reading Courses

Note: prerequisites for all sections of 297, permission of instructor.

**297.04b. Psychology of Black Experience in White America** (1/2)  
Ms. Lightbourn.

**297.05a. Multi-Ethnic Literature for Young Children:  
From Aesop to Zemach** (1/2)  
Ms. Bickerstaff.

**[297.08a/b. Caribbean Politics]** (1/2)  
Mr. Longman.  
Not offered in 2004/05.

**297.09b. African Religions** (1/2)  
Mr. Mamiya.

### III. Advanced

#### A. Intellectual History and Social Thought

**[310a. Politics and Religion: Tradition and Modernization  
in the Third World]** (1)  
(Same as Religion 310) An examination of the central problem facing all Third World and developing countries, the confrontation between the process of modernization and religious tradition and custom. Along with the social, economic, and political aspects, the course focuses on the problems of cultural identity and crises of meaning raised by the modernizing process. Selected case studies are drawn from Africa and Asia. Mr. Mamiya.

Prerequisite: Sociology/Religion 261 or Africana Studies 268, or 2 units in

Religion or Africana Studies at the 200-level, or by permission of instructor.  
Not offered in 2004/05.

**[321a. Cross-Cultural Studies in Education: Policy, Politics, Power]** (1)  
(Same as Education 321) A comparative study of education and schooling in selected contemporary societies—United States, Africa, Asia, South America. Through the case-study method, this seminar examines formal educational institutions from preschool to post-secondary education. Educational ideology and practice as reflected in curriculum and school organization are reviewed. Within the United States, the schooling of culturally different populations is studied. Among them are: Appalachian, Native American, black urban (north and south), and elite white independent schools. Ms. Bickerstaff.

Prerequisite: 2 units of coursework from the social science division, Africana Studies, or by permission of instructor.

Not offered in 2004/05.

**[364b. Readings in Modern Black Feminist Thought]** (1)  
(Same as History 364 and Women's Studies 364) This course explores black feminist thought from 1960 to the present. Tracing the development of black feminist consciousness against the backdrop of rapid social change in American society, we not only examine the themes and issues (education, civil rights, welfare, poverty, child and health care) that have been—and still are—important to black women, but also the strategies these women have employed in their multi-textured struggle for liberation. Since black women's activism is often rooted in their life experiences, we also study how the activist tradition has informed black feminist thought during these decades. We examine the works of black women authors such as Assata Shakur, Toni Cade, and Audre Lorde. Ms. Taylor.

Not offered in 2004/05.

## B. Migration Studies and Area Studies

**320a. Up From Slavery: Schooling and Socialization of Blacks in America** (1)

(Same as Education 320) This course is devoted to both theoretical and empirical issues in the schooling of Black America from primary through post-secondary levels—eighteenth century to the present in the rural and urban environment. Students become familiar with major sociological themes in the study of education: socialization and learning; social and cultural determinants of academic performance; relationships between families and schools; inequality; the “culture” of the school and problems of change; institutional racism; and politicalization and social policy. Ms. Bickerstaff.

Prerequisite: 2 units of Education or Africana Studies or by permission of instructor.

One 2-hour period.

**[330b. Black Metropolis: Caste and Class in Urban America 1800 to Present]** (1)

The migration of African Americans from the rural South to the urban North in late nineteenth- and early twentieth-century America was one of the most significant internal mass movements in modern urban history. This seminar traces the historical antecedents of the great migration and examines the social, cultural, economic, and political dynamics and consequences of this extraordinary demographic shift within black communities and the larger society. Using the case study method, selected cities are drawn from urban centers in the south and the north. Themes and locations will vary from year to year. Ms. Bickerstaff.

One 2-hour period.

Prerequisite: 2 units in Africana Studies or Urban Studies or by permission of the director.

Not offered in 2004/05.

**345b. The Great Migration: Movement, Creativity, Struggle, and Change** (1)

(Same as Urban Studies 345) In this interdisciplinary seminar, we examine the Great Migration, the twentieth-century search by millions of black southerners for opportunity, safety, and full citizenship in the cities of the Northeast, Midwest, and West. Focusing on the actions, expressions, and thoughts of migrants, we explore how migrants experienced their lives, expressed their desires, and understood society. By analyzing things such as the organizing of factory and domestic workers, the blues sung by black women, the creation of urban legends and lore, and the investigative journalism of African American newspapers and civil rights organizations, we study links between movement, creativity, struggle, and change. Alternates with 330b: Black Metropolis. Ms. Collins.

**352b. Seminar on Multiculturalism in Comparative Perspective** (1)

(Same as Political Science 352) This seminar explores the political significance of cultural diversity. Based on the comparative analysis of the United States and other multicultural states, the course examines how and why racial, ethnic, linguistic, and religious identities become grounds for political action. The course examines the formation of identity groups and considers the origins of prejudice, racism, and discrimination. The course also considers peaceful means that governments can use to accommodate cultural diversity. In addition to the United States, countries studied may include South Africa, Rwanda, India, and Yugoslavia. Mr. Longman.

Prerequisite: by permission of instructor.

One 2-hour period.

**365b. Resistant Spirit: Black Mississippi, Jim Crow, and Grass Roots Activism, 1877-2000** (1)

(Same as History 365) Perhaps nowhere in modern America can the racial contest between white and black be more fruitfully studied than in the state of Mississippi. Using white supremacy and black activism in Mississippi as its focal points, this seminar explores the Civil Rights movement from the end of Reconstruction to the present day. We examine the mechanisms of racial violence, segregation, and political repression, while also tracing how black Mississippians mobilized, organized and finally empowered themselves. In addition, the course critiques various types of sources—including oral testimony, biography, local studies, and state surveys—in order to better understand this chapter in American race relations. Ms. Taylor.

One 2-hour period.

**[373b. Slavery and Abolition in Africa]** (1)

(Same as History 373) The Trans-Saharan and the Atlantic slave trade transformed African communities, social structures, and cultures. The seminar explores the development, abolition, and impact of slavery in Africa from the earliest times to the twentieth century. The major conceptual and historiographical themes include indigenous servitude, female enslavement, family strategies, slave resistance, abolition, and culture. The seminar uses specific case studies as well as a comparative framework to understand slavery in Africa. Mr. Rashid.

Not offered in 2004/05.



**374b. the African Diaspora and the Making of the Pan-African Movement 1900-2000 (1)**

(Same as History 374) This seminar investigates the social origins, philosophical and cultural ideas, and the political forms of Pan-Africanism from the late nineteenth century to the end of the twentieth century. It explores how disaffection and resistance against slavery, racism and colonial domination in the Americas, Caribbean, Europe, and Africa led to the development of a global movement for the emancipation of peoples of African descent from 1900 onwards. The seminar examines the different ideological, cultural, and organizational manifestations of Pan-Africanism as well as the scholarly debates on development of the movement. Readings include the ideas and works of Edward Blyden, Alexander Crummel, W. E. B. Dubois, Marcus Garvey, Amy Garvey, C.L.R. James, and Kwame Nkmmah. Mr. Rashid.

Special permission.

**384b. From Dred Scot to Proposition 209: Race and Law in American Society (1)**

This course examines, from an historical and social perspective, the legal struggle for human and civil rights for African Americans from colonial America to the present. The course addresses critical issues as reflected in the crises arising out of race relations in antebellum and post-bellum America, the legal milestones, i.e. the Dred Scot Case, Plessey v. Fergusson, the Scottsboro Cases, Brown v. Topeka Board of Education, Bakke, McClesky, Swann, Proposition 209, interpretations of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, the "separate but equal doctrine," "affirmative action," and the quest for equal justice under law. Instructor to be announced.

**388b. Prejudice, Racism and Social Policy (1)**

(Same as Psychology 388 and Urban Studies 388) Prejudice and racism is one of the most enduring and widespread social problems facing the world today. This course tackles prejudice and racism from a social psychological perspective, and aims to give students an understanding of the theoretical causes, consequences, and "cures" of this pervasive phenomenon. We review the empirical work on stereotyping, prejudice, and discrimination and then explore real-world examples of these principles in action in the policy realm. In particular we examine historical and contemporary cases that relate to affirmative action, segregation/desegregation, bilingual education, urban policy, U.S. immigration policy, U.S. foreign policy in Rwanda and Yugoslavia. This course is intended to help upper-level students acquire the theoretical tools with which to analyze prejudice and racism research and the development of public policies. Ms. Lightbourn.

**C. Arts, Culture, and Media****301b. Black Britain in Literature and Film (1)**

Black people have lived in Britain since the sixteenth century, yet their presence has been ignored in the past and contested in the present. The course examines the past and current situations of black people in Britain as described in literature and film. Issues concern notions of "home" and citizenship, immigration, sexuality and intermarriage, and the recent Stephen Lawrence murder case. Readings begin with the major black writers of the eighteenth century, such as Olaudah Equiano and Ignatius Sancho, and end with contemporary writers such as Caryl Phillips, S.I. Martin, and Zadie Smith. Films include *Mona Lisa*, *Sapphire*, *Secrets and Lies*, and excerpts from British television documentaries. Mr. Reid.

**319b. Race and Its Metaphors** (1)  
(Same as English 319) This course reexamines the canonical literature in order to discover how race is either explicitly addressed or implicitly enabling to the texts. Does racial difference, whether or not overtly expressed, prove a useful literary tool. The focus of this course varies from year to year. Ms. Yow.

**354a. Seminar in African Art** (1)  
(Same as Art 354) The Contemporary Arts of Africa. This seminar focuses on the content and form of contemporary visual production in Africa, considering the ways in which African artists across the continent negotiated various themes. Exploring sculpture, painting and photography, emphasis is placed on the changing meanings of art within African contexts. As a part of this process, the tension between the “tribal” or “traditional” and the “contemporary” or “(post) modern” is examined with respect to the ways that the advent of “national” culture as well as outside factors (colonialism, Christianity, European art education, international tourism) simultaneously presented the artist with new problems and new venues for visual production. We also consider issues concerning the representation of the “other” within African contexts as well as issues of “authenticity.” Ms. Brielmaier.

Prerequisite: permission of instructor.

**366b. Seminar in African American Art and Cultural History** (1)  
(Same as Art 366) Topic for 2004/05: *Creativity and Politics in the Harlem Renaissance and the WPA*. Focusing on the experiences and representations of African Americans in the U.S., this seminar examines the arts, institutions, and ideas of the Harlem Renaissance of the 1920s and New Deal projects of the 1930s and 1940s. Analyzing paintings, sculptures, photographs, novels, “folk arts,” murals, illustrations, manifestos, films, performances, and various systems of patronage, we explore relationships between art, politics, and society. Ms. Collins.

Prerequisite: by permission of instructor.

One 2-hour period.

**392a or b. Diversity in Performance** (½)  
(Same as Drama 392) Instructor to be announced.

#### **D. Other or Variable**

**300a or b. Senior Essay or Project** (1)

**369a. Major Third World Author** (1)  
Studies of African or African American literary themes or a major author. Subject matter varies from year to year. Open primarily to Juniors and Seniors. Instructor to be announced.

**399a or b. Senior Independent Work** (½ or 1)  
Senior independent study program to be worked out in consultation with an instructor. The department.

# Vassar JYA Morocco Program

The Africana Studies Program has initiated an academic semester-abroad program with Mohammed V. University in Rabat, Morocco. Part of the program includes an historical study tour. Prerequisites for participation include 1) area studies, 2) two years French/or one year Arabic, and 3) intensive summer four-week classical Arabic language study in Rabat. Program coordinator: Mrs. Berkley. The following courses are offered:

**120a. Elementary Modern Standard Moroccan Arabic and Culture (1)**  
Fundamentals of the language. Students learn to understand spoken Arabic, to express simple ideas both orally and in writing, and to begin reading Arabic.

Four hours per class, five times a week; one 2-hour seminar per week on Moroccan culture

**121a. Introduction to Modern Standard and Moroccan Arabic (1)**  
The objective of this intensive course is to enable the students to acquire a basic knowledge of Modern Standard and Moroccan Arabic. The course contains four hours classical Arabic per week and four hours Moroccan Arabic per week. Classes are two hours each and include language labs. These sessions refine knowledge of the phonology of Modern Standard Arabic and cover the basics of the grammar and syntax of Modern Standard and Moroccan Arabic; there are graded practice exercises.

**220a. Anthropology of the Middle East and the Maghreb (1)**  
The objective of this course is to introduce the students to Middle Eastern and Maghrebian cultures and societies, focusing on the major issues relevant to the area. The course will cover cultural commonalities and diversities in the Middle East and the Maghreb. Issues such as political systems, kinship, gender, and social change will be covered and examined. Examples will be drawn from the Machrek, the Maghreb, and Morocco.

**221a. Cultural Ecology of Moroccan Landscapes (1)**  
This cultural geography course provides an introduction for the understanding of patterns and processes of human interaction with the physical environment in Morocco. Landscapes are a register of human history; they express the social and cultural values of the people who have built them. The landscapes of Morocco afford an opportunity to use the methods of cultural geography to examine the social, environmental technological, and historical factors that shaped past and present Moroccan cultural ecology. This course includes a one week excursion to the Atlas Mountains and the desert at the end of the program.

**222a. Issues in the Contemporary History of Morocco and North Africa (1)**

This course examines the development of the Moroccan state within the context of the larger Maghreb (Algeria, Morocco, Tunisia). The course examines the religious, political and economic changes in Morocco's history. The phenomena of colonialism, nationalism, and independence are examined.

**223a. Independent Elective Study in English, Arabic or French (1)**

This course may be chosen as a substitute for either 220a, 221a or 222a.

## American Culture

**Director:** Eileen Leonard (Sociology); **Steering Committee:** Eileen Leonard (Chair), Frank Bergon (English), Wendy Graham (English), Joy Lei (Education), Thuy Linh Tu (Mellon PostDoc), Patricia Wallace (English); **Panel of Advisors:** Eileen Leonard (Chair), Andrew Bush (Hispanic Studies), Lisa Collins (Art), Rebecca Edwards (History), Paul Kane (English), Jennifer Ma (Psychology), Lizabeth Paravisini-Gebert (Hispanic Studies), Robin Trainor (Education); **Participating Faculty:** Lee Bernstein (Visiting), Lisa Brawley (Urban Studies), Andy Bush (Hispanic Studies), Randy Cornelius (Psychology), Margaretta Downey (Visiting), Rebecca Edwards, Wendy Graham, Joy Lei, Eileen Leonard, Peter Leonard (Field Work), Thomas McGlinchey, James Metzner (Visiting), MacDonald, Moore, Joel Smith (Frances Lehman Loeb Art Center), Thuy Linh Tu (Mellon Post Doc), Adelaide Villmoare (Political Science), Patricia Wallace (English).

The multidisciplinary program in American Culture offers students an opportunity to study the civilization of the United States from a variety of perspectives and through the methodologies of different intellectual disciplines. "Culture," as used in this program, means the ways in which Americans understand themselves and interact with each other and their environment. It includes their institutions as well as their literature, their families, their politics and economics, work and machines, habits, rituals, ideas and beliefs, and art and artifacts. Because of the social diversity of Americans, the study of culture in the United States refers to many cultures and must ask how this diversity coexists with national identity.

The program has three main purposes: (1) to familiarize students with the dissimilar ways that various disciplines study culture; (2) to give them a broad knowledge of various facets of American culture; and (3) to develop a more sophisticated understanding of one aspect of American culture.

Because Vassar offers a broad range of courses relevant to the study of American culture, students interested in the concentration should consult with the program's director as early as possible in order to plan a coherent program of study around their interests. Although the emphasis varies with the training and interests of individual students, all students in the program should think of their study of American culture as including some attention to: (a) American expression in the arts; (b) American institutions—political, social, economic; (c) American thought and beliefs; (d) American history; and (e) the American physical environment. Students are admitted to the program by the director, subject to the approval of their statement of focus and program of study by the panel of advisers. Students interested in pursuing a concentration in ethnic studies within American Culture should consult with the Director. (For example, a list of Asian American Studies courses and interested faculty has been prepared and is available in the American Culture Office.)

**Requirements for Concentration:** 16 units, including (1) the Seminar in American Culture; (2) at least 2 units of special studies in American Culture (American Culture 280 or 380 courses); (3) 1 unit of advanced (300-level) work in each of two separate disciplines, in the junior or senior year, one of which must be selected from the supplementary list of approved courses; (4) familiarity with a culture other than American (this requirement may be met by a semester's study abroad in the junior year or by 1 unit selected from an approved list of courses); (5) the senior project; (6) the senior colloquium; and (7) remaining courses chosen from the supplementary list of approved courses.

After the declaration of the major, no required courses may be elected NRO.

**Junior-Year Requirements:** 1 unit of special studies in American Culture; and the Seminar in American Culture (250).

**Senior-Year Requirements:** Senior thesis or project (300); Senior Colloquium (301); and Multidisciplinary Research Methods (313).

## I. Introductory

### 105a. Themes in American Culture: Race and Social Space (1)

How are American cities shaped by race? How do cities in turn affect the meaning of racial identities and differences? Through a study of political processes, literary and cultural representations, and social practices, this multidisciplinary course explores the role of race in the shaping of cities. We see how cities have become sites of contact, creativity, and conflict within and between people of different racial backgrounds. Topics include immigration, urban reform and renewal, ethnic enclaves and “ghettos,” riots and rebellions, and urban iconography. Mr. Bernstein, Ms. Tu.

Open to freshmen and sophomores only.  
Two 75-minute periods.

## II. Intermediate

### 212b. The Press in America (1)

The course examines the media’s role in the contemporary world, covering mostly traditional journalism venues of newspapers, magazines, and television. Different kinds of writing are explored from news reporting to feature profiles, from editorial writing to criticism. Journalism standards and ethics and the history of the press are reviewed, especially since Watergate. Through reading assignments, students are encouraged to take a critical view of journalism, both print and electronic. Students are also asked to develop their skills as editors by evaluating work of their peers in class. Applicants to the course must submit samples of original nonfiction writing and a statement about why they want to take the course. The nature of the writing submissions is specified beforehand in flyers distributed to students through the program office. Ms. Downey.

Not open to first-year students.

Deadline for submission of writing samples one week after October break.

Admission by permission of the instructor.

One 2-hour period.

### 250a. Seminar in American Culture: The Multidisciplinary Approach (1)

The intent of the seminar is to help students converge upon a cultural feature from more than one direction, to recognize some of its inherent complexities, and to assess the peculiar resources for such illumination offered by a multidisciplinary approach.

Topic for 2004/05: *Silver and Gold: Politics and Culture in Gilded Age America*. This course focuses on money as a thematic tool for understanding the tension between progress and poverty in post-Civil War America. Americans of the era debated the very definition of money as they wrestled with the implementation of a new banking system and a high protective tariff, a prolonged crisis in the rural economy, and increasing use of abstract assets and debts such as stocks, bonds, and mortgages. Many contrasted the desperation of urban laborers with the luxuries of a new millionaire class. With the end of slavery, would wage labor provide the new standard of value? In the industrial economy, which practices were fair and which should be outlawed? In a burgeoning consumer economy, how would non-pecuniary standards of value be conserved? Our approach enables us to cover regional perspectives and to deal with issues of class, race, and gender in a variety of contexts, roughly covering the years from 1870 to 1900. Contemporary texts include selections from such authors as Mark Twain, Henry Adams, Henry George, Thorstein Veblen, Edith Wharton, William Dean Howells, Charles Chesnut, Frank Norris, Henry James, and Theodore Dreiser. The course also draws on the work of such historians as Richard Bense, Ronald Takaki, William Cronon, Barbara Fields, and David Montgomery. Ms. Edwards, Ms. Graham.

Required of students concentrating in the program. Not open to senior majors.

Open to other students by permission of the director and as space permits.

Prerequisite: course work that has dealt with American materials in at least two separate disciplines.

Two 75-minute periods.

**275b. Ethnicity and Race in America: Constructions of Asian America (1)**

(Same as Urban Studies 275) This multidisciplinary course examines U.S. culture through an understanding of the social, historical, and structural contexts that shape Asian American identities and experiences. Topics include immigration, legal constructions, racialization, community formations and pan-ethnicity, political and social activism, educational achievement and social mobility, race relations, and intersections of gender, class, and sexuality. Ms. Lei, Mr. Bernstein.

Special permission.

Two 75-minute periods.

**285a. New York in Film and Photography (1)**

(Same as Urban Studies 285) In the twentieth century, successive schools of photographers and filmmakers made New York City a hub of activity and an ever-new subject of inquiry: an emblem of modernity's promise and a mirror of cultural dysfunction. Lectures, site-related field trips, and weekly film screenings are complemented by literary and historical readings and study of works in the collection of the Frances Lehman Loeb Art Center. Mr. Moore, Mr. Smith.

Two 75-minute periods.

Special Permission.

**288a. Culture and Killing (1)**

This course examines various forms of killing, responses to them, and the cultural contexts within which people give them meaning. Killing is memorialized, celebrated, condemned depending on the socio-political circumstances surrounding it; we explore ways in which Americans bear witness to the violent end of life. The course studies race, class, and gender dimensions of lynching, group and individual murder, and state execution at different historical moments. Ms. Villmoare, Mr. McGlinchey.

Special Permission

One 2-hour period.

**289a. Pop and Politics in Asian America (1)**

Asian Americans have historically had a complicated relationship to American popular culture, which has generated and sustained various myths and stereotypes—from the Dragon Lady and Fu Manchu to Charlie Chan and the Japanese whiz kid—about their “racial characteristics.” However, particularly in the last few decades, Asian Americans have also engaged with popular culture in complex ways—consumed, reused, reimagined, and presented alternatives to its practices and images—that have allowed them to create new forms of leisure, modes of individual and collective representation, and new avenues for political contestation. Using a variety of theoretical tools and “case studies,” this course addresses the relationship between Asian American culture and the “popular” in its various forms and practices (including: music, film, print media, and performance) and in its various spaces (including: dancehalls, car clubs, and city streets). In this course we also consider how the recent popularization of transnational Asian cultural forms and practices (from anime to Bollywood, and yoga to acupuncture) has shaped these Asian American cultural productions and popular ideas of “Asianess” more generally. Ms. Tu.

Two 75-minute periods.

Special Permission.

**290a or b. Field Work** (½ or 1)  
Permission of the director required.

**298a or b. Independent Study** (½ or 1)  
Permission of the director required.

### III. Advanced Courses

**300a. Senior Thesis or Project** (1)  
Required of students concentrating in the program.  
The senior project is graded Distinction, Satisfactory, or Unsatisfactory.

**301b. Senior Colloquium** (1)  
A study of particular forms and concepts, versions and visions of American community at the national and local level. The course is designed to enable students through individual and group projects to explore contested issues and methodological problems in American studies. Ms. Brawley.

Prerequisite: Required of seniors concentrating in the program, open to other students whose concentration makes it appropriate, by permission of the director and as space permits.

One 2-hour period.

**313a. Multidisciplinary Research Methods** (½)  
This course is required for all senior American Culture majors. It considers the practical difficulties of applying multidisciplinary approaches to various kinds of American cultural texts. It is intended as preparation for developing the Senior Thesis or Project. Ms. Leonard.

Prerequisite: permission of director.

One 75-minute period.

**385b. American Friendships** (1)  
This course undertakes to question the fundamental terms of individual and community through an examination of a middle position, a dual voice, most audible in the theorization and experience of friendship, which is to say the course moves the implicit focus on politics to questions of ethics. The discussion begins, then, in the field of philosophy, returning to the *Nichomachean Ethics* of Aristotle as a point of departure, followed by a consideration of contemporary philosophical approaches, such as Jacques Derrida's work on the politics of friendships. From these bases one takes up the relevant text of the founding figure of American philosophy, Ralph Waldo Emerson's essay, *Friendship*, thereby entering fully into American materials. From there the philosophical framework opens out in two principal directions: sociology, especially as represented in the research of Ronald Sharp, now Dean of the Faculty at Vassar, and literature, including works by Mark Twain, William Faulkner, Lillian Helman and Alice Walker, and such films as *Thelma and Louise* and Clint Eastwood's recent version of *The Unforgiven*. Mr. Bush, Mr. Leonard.

Special Permission.

One 2-hour period.

**[386a. American Modernism: Aesthetics and Social Conscience, 1929-1945]** (1)

During the crises of the Great Depression and World War II, America saw the growth of a number of social movements, including the mobilization of labor, women and minorities, and the development of new social and political institutions. American modernism during this period was characterized by wide-sweeping experimentation but it was also a time when many artists were deeply concerned with the social issues of the day. They saw their art as commenting on,



intervening, and at times attempting to transform society. This course studies ways in which modernist images reflect and participate in the social constructions of class, race and gender, and also reconfigure (represent) those images. Whether or not the image is produced by the camera, the movie projector, the paintbrush, the typewriter, collage, or any number of other media, it is the image which is at the heart of the modernist aesthetic and which binds many artists to a social world and to an era they hoped to transform.

Course materials include the work of photographers, painters and muralists, filmmakers, novelists, poets, theorists and historians. We study such artists as Jacob Lawrence, Zora Neale Hurston, William Faulkner, William Carlos Williams, Charlie Chaplin, the photographer Esther Bubley, such theorists as Theodor Adorno and Roland Barthes and a number of social, cultural and political historians of the period. Ms. M. Cohen, Ms. Wallace.

Special Permission.

One 2-hour period.

Not offered in 2004/05.

## Anthropology

**Professors:** Colleen Ballerino Cohen (Chair), Judith L. Goldstein<sup>b</sup>, Lucy Lewis Johnson, Martha Kaplan; **Associate Professor:** Anne Pike-Tay; **Assistant Professors:** Thomas Porcello, David Tavárez; **Visiting Assistant Professor:** Simon Hawkins.

The field of anthropology seeks to promote a holistic understanding of social life by offering complex accounts of human histories, societies and cultures. Anthropologists undertake ethnographic, archival, and archaeological research on the varied aspects of individual and collective experience in all time periods and parts of the world. The Department of Anthropology offers a wide range of options for majors and for nonmajors in recognition of the broad interdisciplinary nature of the field. Nonmajors from all classes may choose courses at any level with permission of the instructor and without introductory anthropology as a prerequisite.

**Requirements for Concentration:** 12 units including Anthropology 140, 201, 301, and two additional 300-level seminars. It is required that students take Anthropology 201 by the end of their junior year and highly recommended that they take it in their sophomore year. Anthropology 140 is a prerequisite or co-requisite for Anthropology 201. Students are required to take courses in at least three of the four fields of anthropology; those being archaeology, biological anthropology, cultural anthropology, and linguistics. Students are also required to achieve familiarity with the peoples and cultures of at least two areas of the world. This requirement can be met by taking any two courses in the range from Anthropology 235-244 or other courses by petition. The remaining courses are to be chosen from among the departmental offerings in consultation with the adviser, in order to give the student both a strong focus within anthropology and an overall understanding of the field. With the consent of the adviser, students may petition the department to take up to 2 of the 12 required units in courses outside the department which are related to their focus. Once a course plan has been devised, it must be approved by the department faculty.

**NRO:** One introductory course taken NRO may count towards the major if a letter grade is received. If a student receives a PA for an introductory course taken under the NRO option, that student must complete 13 courses for an anthropology major. No other required courses for the major may be taken NRO.

**Requirements for a Correlate Sequence:** 6 units to include 1 unit at the 100-level and 2 units at the 300-level. Courses should be chosen in consultation with an anthropology department adviser in order to a) complement the student's major and b) form a coherent focus within anthropology. Possible concentrations include cultural studies, field work, evolution, archaeology, language. One introductory course taken NRO may count towards the correlate sequence if a letter grade is received. If a student receives a PA for an introductory course taken under the NRO option, that student must complete seven courses for an anthropology correlate sequence. No other required courses for the correlate sequence may be taken NRO.

**Recommendations:** The field experience is essential to the discipline of anthropology. Therefore, majors are urged to take at least one fieldwork course, to engage in field research during the summer, and/or to undertake independent fieldwork under a study away program.

**Anthropological Research Experience:** The department also offers students the opportunity for independent fieldwork/research projects through several of its courses and in conjunction with on-going faculty research projects. Opportunities for laboratory research, which is also critical to anthropological inquiry, are available in our archaeology, biological anthropology, sound analysis, and digital video editing labs.

**Advisers:** The department.

<sup>b</sup>Absent on leave, second semester.

## I. Introductory

### 100a. Archaeology (1)

Archaeologists study the material evidence of past human cultures. In this course students learn how archaeologists dig up physical remains, tools, and houses and use these data to reconstruct and understand past cultures. The methods and theory behind archaeological recovery, problem solving and interpretation are learned through the use of selected site reports, articles from all over the world, and hands on experimentation. Ms. Pike-Tay.

### 120b. Human Origins (1)

This course introduces current and historical debates in the study of human evolution. Primate studies, genetics, the fossil record and paleoecology are drawn upon to address such issues as the origins of nature of human cognition, sexuality, and population variation. Ms. Johnson.

### 140a or b. Cultural Anthropology (1)

An introduction to central concepts, methods, and findings in cultural anthropology, including culture, cultural difference, the interpretation of culture, and participant-observation. The course uses cross-cultural comparison to question scholarly and commonsense understandings of human nature. Topics may include sexuality, kinship, political and economic systems, myth, ritual and cosmology, and culturally varied ways of constructing race, gender, and ethnicity. Students undertake small research projects and explore different styles of ethnographic writing. Mr. Hawkins.

### 150a or b. Linguistics and Anthropology (1)

This course provides the student with a practical introduction to structuralist methods of linguistic analysis. There is a focus on both theoretical discussions about, and practical exercises in, the phonology, morphology, syntax, and semantics of natural human languages. Additional topics include: the acquisition of linguistic and communicative competence; the relationship between human language and other animal communication systems; and cultural and social dimensions of language variation (including the study of regional and social dialects, code switching and mixing, speaking styles, registers, and idiolects). The course is intended both as the College's general introduction to formal linguistics and as a foundation for more advanced courses in related areas. Mr. Tavárez.

### 170a. Topics in Anthropology (1)

This course provides the student with an introduction to anthropology through a focus on a particular issue or aspect of human experience. Topics vary, but may include Anthropology through Film, American Popular Culture, Extinctions, Peoples of the World. The Department.

Open only to freshmen. Satisfies requirement for a Freshmen Course.

Topic for 2004/05a: *Extinctions: Causes and Culprits*. Australia, New Guinea, and the Americas were full of very large mammals during the last Ice Age. In the Americas, camels, giant sloths, mammoths and mastodons became extinct between roughly 17,000 to 12,000 years ago. Greater Australia's giant marsupials and giant flightless birds disappeared even earlier. Many researchers see environmental change as the cause of these extinctions while just as many attribute primary cause to early human "big game" hunters. This class reviews the historic and current debates weighing the roles of human, ecological and environmental causes and culprits of the extinctions of Pleistocene megafauna as well as of many more recent species. Ms. Pike-Tay.

## II. Intermediate

### **201b. Anthropological Theory** (1)

In this course we explore the history of intellectual innovations that make anthropology distinctive among the social sciences. We seek to achieve an analytic perspective on the history of the discipline and also to consider the social and political contexts, and consequences, of anthropology's theory. While the course is historical and chronological in organization, we read major theoretical and ethnographic works that form the background to debates and issues in contemporary anthropology. Ms. Kaplan.

Prerequisite or Co-requisite: Anthropology 140.

### **[212. World Musics]** (1)

(Same as Music 212)

Not offered in 2004/05.

### **[231a or b. Topics in Archaeology]** (1)

An examination of topics of interest in current archaeological analysis. We examine the anthropological reasons for such analyses, how analysis proceeds, what has been discovered to date through such analyses, and what the future of the topic seems to be. Possible topics include tools and human behavior, lithic technology, the archaeology of death, prehistoric settlement systems, origins of material culture.

May be repeated for credit if the topic has changed.

Prerequisite: prior coursework in Anthropology or by permission of instructor.

Not offered in 2004/05.

### **[232a. Topics in Biological Anthropology]** (1)

This course covers topics within the broad field of biological (or physical) anthropology ranging from evolutionary theory to the human fossil record to the identification of human skeletal remains from crime scenes and accidents. Bioanthropology conceptualizes cultural behavior as an integral part of our behavior as a species. Topics covered in this course may include human evolution, primate behavior, population genetics, human demography and variation, or forensic anthropology.

May be repeated for credit if the topic has changed.

Prerequisite: prior coursework in Anthropology or by permission of instructor.

Not offered in 2004/05.

### **235b. Area Studies in Prehistory** (1)

This course is a detailed, intensive investigation of archaeological remains from a particular geographic region of the world. The area investigated varies from year to year and includes such areas as Eurasia, North America, and the native civilizations of Central and South America.

May be repeated for credit if the topic has changed.

Prerequisites: Prior coursework in Anthropology or by permission of instructor.

Topic for 2004/05b: *Prehistory of North America*. The native peoples and cultures of North America have been central to the development of American anthropology as a discipline. This course examines what is known of the prehistory of the Americas north of Mexico, what problems have particularly interested the archaeologists who have studied this area over the past century, and how the focus of the archaeologist has been influenced by the concerns of the larger anthropological community. Ms. Johnson.

### **240a or b. Cultural Localities** (1)

Detailed study of the cultures of people living in a particular area of the world, including their politics, economy, world view, religion, expressive practices, and

historical transformations. Included is a critical assessment of different approaches to the study of culture. Areas covered vary from year to year and may include Europe, Africa, North America, and India.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Topic for 2004/05a: *Ethnography of the Middle East*. This course provides an overview of some of the most important trends and issues in the contemporary Middle East, (roughly defined as stretching from Morocco in the west to Iraq and Iran in the East). Using the broad themes of Islam, Gender, and Nationalism/Colonialism, it demonstrates the wide range of cultures and beliefs while also investigating some of the ideas and experiences that may create ties across the region. Through the use of sources such as films, novels, web sites, and ethnographies, the course sheds light on many of the myths and misperceptions of this politicized region. Student assignments include significant writing on a range of topics such as the veil and feminism, representations of the Middle East in the U.S., Islamic reform movements, tensions between the Arab east and the Arab west, the place of non-Muslim Arabs, and the transformations of the Ba'ath party. Mr. Hawkins.

Topic for 2004/05b: *Mesoamerican Worlds*. (Same as Latin American Studies 240b) An intensive survey of the culture, history, politics, and writing of several neighboring indigenous societies that have deep historical and social ties to territory now located in Mexico, Guatemala, Belize, and Honduras. This course explores the emergence of powerful Mesoamerican states with a vivid cosmology tied to warfare and human sacrifice, the reconfiguration of these societies under the twin burdens of Christianity and colonial rule, and the strategies that some of these communities adopted in order to preserve local notions of identity, and to cope with (or resist) incorporation into nation-states. The course also introduces students to a selection of historical and religious texts produced by Nahua, Mixtec, Zapotec and Maya authors. After a consideration of urbanization, socio-religious hierarchies, and writing and calendrical systems in Precolumbian Mesoamerica, the course focuses on the adaptations within Mesoamerican communities resulting from their interaction with an evolving colonial order. The course also investigates the relations between native communities and the Mexican and Guatemalan nation-states, and examines a range of issues that have fostered recent debates—such as the representation of indigenous identities in the national and global spheres, the rapport among environmental policies, globalization, and local agricultural practices, and legal projects that address indigenous autonomy in the wake of the unfinished dialogue between the EZLN and the Mexican state. Mr. Tavárez.

### **241b. The Caribbean**

(1)

An overview of the cultures of the Caribbean, tracing the impact of slavery and colonialism on contemporary experiences and expressions of Caribbean identity. Using ethnographies, historical accounts, literature, music, and film, the course explores the multiple meanings of 'Caribbean,' as described in historical travel accounts and contemporary tourist brochures, as experienced in daily social, political, and economic life, and as expressed through cultural events such as calypso contests and Festival and cultural-political movements such as rastafarianism. Although the course deals primarily with the English-speaking Caribbean, it also includes materials on the French and Spanish speaking Caribbean and on diasporic Caribbean communities in the U.S. and U.K. Ms. Cohen.

Prerequisite: Previous coursework in Anthropology or by permission of instructor.

Alternate years: offered in 2004/05.

**[242b. The Frozen North]** (1)  
 Characterized by extreme cold, a dearth of plants, and rich fauna on the land and in the seas, the polar and sub-polar regions called forth unique biological and cultural adaptations from their human inhabitants. This course concentrates on peoples of the far north, looking at the myriad adjustments in technology, material culture, social structure, and ideology necessary to survive and thrive in this extreme environment. It also examines the northern people's interactions with the Europeans who invaded the area over the past millennium. Ms. Johnson.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Alternate years: not offered in 2004/05.

**[243a. The Pacific]** (1)  
 An introduction to the cultures and histories of peoples of the Pacific, and to important anthropological issues that have resulted from research in the Pacific. Using historical and ethnographic documents and films, the course explores the variety of Pacific societies, from the chiefly kingdoms of Polynesia to the egalitarian societies of Papua New Guinea with some attention as well to Asian labor-diaspora communities in Hawaii and Fiji. The course analyzes the European cultural fascination with the "exotic" Pacific as well as Pacific islanders' own visions and versions of their history and goals in the encounter with European colonialism and Christianity, and in the post-colonial present. Ms. Kaplan.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Alternate years: not offered in 2004/05.

**245b. The Ethnographer's Craft** (1)  
 (Same as Urban Studies 245) This course introduces students to the methods employed in constructing and analyzing ethnographic materials by combining readings, classroom lectures, and discussions with regular field exercises. Students gain experience in participant-observation, fieldnote-taking, interviewing, survey sampling, domain analysis, symbolic analysis, quantitative analysis, the use of archival documents and contemporary media in ethnographic work, and how to formulate field problems. Attention is also given to current concerns with interpretation and modes of representation. Mr. Hawkins.

**247a. Modern Social Theory: Marx, Durkheim, and Weber** (1)  
 (Same as Sociology 247a)

**250a. Language, Culture, and Society** (1)  
 This course draws on a wide range of theoretical perspectives in exploring a particular problem, emphasizing the contribution of linguistics and linguistic anthropology to issues that bear on research in a number of disciplines. At issue in each selected course topic are the complex ways in which cultures, societies, and individuals are interrelated in the act of using language within and across particular speech communities.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Topic for 2004/05a: *Language, Culture, and Society*. This course introduces students from diverse backgrounds to major issues in contemporary linguistic anthropology. The first half of the course covers basic formalist frameworks Saussure, Peirce, Jakobson, culminating with Chomsky's trajectory from early generative grammar to the present. The second half of the course begins with a consideration of the linguistic relativity hypothesis, the ethnography of communication, and investigates various practice-oriented approaches to language use in

specific social contexts including Austin, Putnam, Grice, Tarmen, and Bourdieu. The course culminates with a consideration of current anthropological research in a variety of domains the intersection between language use and gender and/or class identities, the study of non-Western rhetoric and poetics, the sociopolitical impact of language ideologies, and the rapport between language and power. Students may pursue a research project informed by the approaches we discuss in this course. Mr. Tavárez.

**255b. Language and Gender** (1)

This course focuses on language as a cultural means of communication. Gender is approached both as a grammatical category and as a social category of person linked to different kinds of language use. The course explores the way in which language use and ideologies about language use both inform and are informed by gender. The investigation of language and gender and of gender-related social movements are explored from a cross-cultural perspective. Mr. Porcello.

**[259a. Soundscapes: Anthropology of Music]** (1)

(Same as Music 259) This course investigates a series of questions about the relationship between music and the individuals and societies that perform and listen to it. In other words, music is examined and appreciated as a form of human expression existing within and across specific cultural contexts. How does music create and express social identity, value, and difference? How is music used to include or exclude individuals from group membership? How is group solidarity-stylistic, ethnic, nationalistic-linked to patterns of musical production and consumption? How do we make sense of our lives through making and listening to music? Where do musicians draw their creativity from? How do we listen? Why do we perform? The course takes an interdisciplinary approach to the social life of music, addressing historical themes and debates within multiple academic fields (anthropology, ethnomusicology, sociology, linguistics, philosophical aesthetics, cultural and media studies) via readings, recordings, and films. Mr. Porcello.

Prerequisites: prior coursework in Anthropology or Music, or by permission of instructor.

Not offered in 2004/05.

**260a. Current Themes in Anthropological Theory and Method** (1)

The focus is upon particular cultural sub-systems and their study in cross-cultural perspective. The sub-system selected varies from year to year. Examples include: kinship systems, political organizations, religious beliefs and practices, verbal and nonverbal communication.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Topic for 2004/05a: *Local Politics and Global Commodities*. This course engages the anthropology of globalization by focusing on local cultural and political impacts of participation in global markets. The course introduces key theoretical approaches in the anthropology of globalization, ranging from Mintz and Wolf's world system approach, to Sahlins' "cosmologies of capitalism," to Arjun Appadurai's "modernity at large." Cases studied consider both the local political effects of producing for global markets, and the situation of local groups who consume foreign commodities. Studies of both production and consumption of global commodities in both "western" and "non-western" societies are included. Topics for the course include the history of sugar production in colonial plantation societies and its consumption in industrializing Europe; the twentieth century global soft drink market, with focus on the US, the Pacific, and the Caribbean as sites of consumption; and recent work on the emergence of water as a commodity. In each case, we focus on the locally salient cultural and political opportunities and consequences

of participation in the global market. In addition to research based on secondary sources, students in the class do research on their own consumption of global commodities. Ms. Kaplan.

**[261. Culture, Power, History] (1)**

This course examines the turn to historical questions in current anthropology. What are the implications of cultural difference for an understanding of history, and of history for an understanding of culture? Recent works which propose new ways of thinking about western and non-western peoples and the power to make history are read. Theoretical positions include structure and history, world system, hegemony and resistance, globalization theory, and discourse approaches. Historical/ethnographic situations range from New Guinea cargo cults to the English industrial revolution, from the history of sugar as a commodity to the colonizing of Egypt, from debates about the sexuality of women and Hindu gods in Fiji to the role of spirit mediums in the struggle for Zimbabwe. The department.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Alternate years: not offered in 2004/05.

**262b. Anthropological Approaches to Myth, Ritual and Symbol (1)**

What is the place of myth, ritual and symbol in human social life? Do symbols reflect reality, or create it? This course considers answers to these questions in social theory (Marx, Freud and Durkheim) and in major anthropological approaches (functionalism, structuralism, and symbolic anthropology). It then reviews current debates in interpretive anthropology about order and change, power and resistance, and the role of ritual in the making of history. Ethnographic studies include Fiji, Indonesia, Papua New Guinea, sixteenth century Italy, the Seneca, and the U.S. The department.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Alternate years: offered in 2004/05.

**[263a. Anthropology Goes to the Movies: Film, Video, and Ethnography] (1)**

This course examines how film and video are used in ethnography as tools for study and as means of ethnographic documentary and representation. Topics covered include history and theory of visual anthropology, issues of representation and audience, indigenous film, and contemporary ethnographic approaches to popular media. Ms. Cohen.

Prerequisite: previous coursework in Anthropology or Film or by permission of instructor.

Two 75-minute class periods, plus 3-hour preview lab.

Not offered in 2004/05.

**264a. Anthropology of Art (1)**

The Anthropology of Art explores the practices of producing and interpreting art. The course moves from classic analyses of the form and function of art in the work of Franz Boas, through ethnoaesthetics, to the developing world market in the art objects traditionally studied by anthropologists. Among the topics explored in the course are connoisseurship and taste, authenticity, "primitive art," and the ethnographic museum. Ms. Goldstein.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

**290a or b. Field Work (½ or 1)**

Individual or group field projects or internships. May be elected during the college year or during the summer. Open to all students. The department.



**297a or b. Reading Course in Archaeological Field Methods** (½)  
Ms. Johnson.

**298a or b. Independent Work** (½ or 1)  
Individual or group project of reading or research. May be elected during the college year or during the summer. The department.

### III. Advanced

**300a or b. Senior Thesis** (1)  
The department.

**301a. Senior Seminar** (1)  
A close examination of current theory in anthropology, oriented around a topic of general interest, such as history and anthropology, the writing of ethnography, or the theory of practice. Students write a substantial paper applying one or more of the theories discussed in class. Readings change from year to year. Ms. Goldstein.

**305a or b. Topics in Advanced Biological Anthropology** (1)  
An examination of such topics as primate structure and behavior, the Plio-Pleistocene hominids, the final evolution of *Homo sapiens sapiens*, forensic anthropology, and human biological diversity.

May be repeated for credit if the topic has changed.

Prerequisite: Anthropology 232 or by permission of the instructor.

Topic for 2004/05a: *Primate Studies*. The major part of this course provides an indepth review of the evolutionary history, zoogeography, comparative anatomy, biomolecular relatedness, behavioral ecology, and social organization of non-human primates. Secondarily, it considers why, for more than a century, monkeys and apes have been given special status as mirrors of humanity's pre-rational and pre-cultural origins. The history of primate studies is considered in light of the competing objectives of disciplines ranging from psychology to sociology to cultural anthropology to paleoanthropology. Ms. Pike-Tay.

Topic for 2004/05b: *The Plio-Pleistocene Hominids*. At some point during, the Pliocene Epoch, the hominoids split into branches which became today's humans, chimpanzees, and gorillas. We begin by examining the early hominoids and the paleo-ecological and behavioral factors which influenced this evolutionary event and then move to examining the subsequent evolutionary path of the hominids. Major focus is on the australopithecines and early hominines, the theoretical and political bases and ramifications of various taxonomic schemes and the technicalities of hominid phylogeny. Ms. Johnson.

**331a. Seminar in Archaeological Method and Theory** (1)  
The theoretical underpinnings of archaeological archaeology and the use of theory in studying particular bodies of data. The focus ranges from examination of published data covering topics such as architecture and society, the origin of complex society, the relationship between technology and ecology to more laboratory-oriented examination of such topics as archaeometry, archaeozoology, or lithic technology.

Prerequisites: 200-level work in archaeology or by permission of instructor.

May be repeated for credit if the topic has changed.

Topic for 2004/05a: *Technology and Ecology*. (Same as Science, Technology and Society 331 and Environmental Studies 331) Examines the interactions between human beings and their environment mediated by technology from the earliest evidence of toolmaking approximately up to the Industrial Revolution. Includes some experimentation with primitive technologies. Ms. Johnson.

**351b. Language and Expressive Culture** (1)

This seminar provides the advanced student with an intensive investigation of theoretical and practical problems in specific areas of research that relate language and linguistics to expressive activity. Although emphasizing linguistic modes of analysis and argumentation, the course is situated at the intersection of important intellectual crosscurrents in the arts, humanities, and social sciences that focus on how culture is produced and projected through not only verbal, but also musical, material, kinaesthetic, and dramatic arts. Each topic culminates in independent research projects.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in linguistics or by permission of instructor.

Topic for 2004/05b: *Sound*. (Same as Media Studies Developmental Project 351) This seminar centers on the examination of acoustic, perceptual, and cultural dimensions of aural phenomena. Linguistics is one focal area of the course, in which we pursue both qualitative and quantitative analyses of paralinguistic and prosodic features (pitch, intonation, rhythm, timbre, formants), acoustic phonetics, and especially issues of sound symbolism (onomatopoeia, iconicity, metaphor, and synaesthesia). Additional topics of discussion include relationships between sound structure and social structure as investigated by anthropologists and ethnomusicologists, sound as an element of various media, the cultural history of sound (as encoded in regulatory practices such as public noise ordinances, as well as in architectural and technological designs). Mr. Porcello.

**360a or b. Problems in Cultural Analysis** (1)

Covers a variety of current issues in modern anthropology in terms of ongoing discussion among scholars of diverse opinions rather than a rigid body of fact and theory. The department.

May be repeated for credit if topic has changed.

Prerequisites: Previous coursework in Anthropology or by permission of instructor.

Topic for 2004/05a: *Writing, Memory and Power*. (Same as Media Studies Developmental Project 360) This course examines the rapport among writing practices, hierarchies of knowledge, collective memory genres, and sociopolitical authority. We begin with a reassessment of the epistemic assumptions that underlie the canonical distinctions between writing and orality, ideographic and alphabetic writing, and collective memory and reconstruction. We then trace the production, circulation and reception of various media that record rhetorical acts, narratives, and collectively authored statements. The case studies range from public and private ideographic/alphabetic texts, sacred texts, and clandestine writings to monuments, rhetorical performances, and globally exchanged texts and images. The course concludes with an assessment of writing and remembrance as practices that reinforce social circuits and perennially reconstitute their own spaces and modes of interaction. In 2004, the case studies may include the gendered production of Classic Maya and Postclassic Mixtec writing, the European art of memory and its failed introduction into sixteenth-century China, the circulation of clandestine texts in the seventeenth and eighteenth centuries, Classical Arabic rhetoric and state bureaucracies, the rhetoric of public monuments, and information exchanges over the Internet. Mr. Tavárez.

Topic for 2004/05b: *Imagining Asia*. (Same as Asian Studies 360) Does “the Orient” exist? On the other hand, does “the West” exist? This course explores Western scholarly images of Asia. It also traces the impact of Asian ideas and institutions on the West. Each time offered, the seminar has at least three foci, on topics such as: Asia and capitalism, Asia and the concept of culture, Asia and feminism, Asia and knowledge, Asia and Marxism. Ms. Kaplan.

**[361b. Consumer Culture] (1)**

An examination of classic and recent work on the culture of consumption. Among the topics we study are gender and consumption, the creation of value, commodity fetishism, the history of the department store, and the effect of Western goods on non-Western societies. Ms. Goldstein.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Not offered in 2004/05.

**[362b. Male and Female in Anthropological Perspective] (1)**

The course begins with an overview of the position of men and women according to recent anthropological theory, and in so doing examines how including women affects mainstream anthropological theory. The course compares the classification of sex differences and images of men and women with their social roles. Representations of women in popular culture are studied. The department.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Not offered in 2004/05.

**[363a. Nations, Globalization, and Post-Coloniality] (1)**

(Same as International Studies 363) How do conditions of globalization and dilemmas of post-coloniality challenge the nation-state? Do they also reinforce and reinvent it? This course engages three related topics and literatures; recent anthropology of the nation-state; the anthropology of colonial and post-colonial societies; and the anthropology of global institutions and global flows. Ms. Kaplan.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Not offered in 2004/05.

**[364a. Tourism] (1)**

Recreational travel to distant places to experience other cultures is becoming big business as tourism achieves the status of one of the leading growth industries world-wide. This course explores this trend, emphasizing the history of tourism, the role played by and the impact of tourism in the process of development, the relationship between tourism and constructions of national and cultural identities and negotiations for power, and the concept "tourist" as it applies to the experience of recreational travelers and ethnographic study and representation alike. Students use ethnographic case studies, novels, essays, historical travel journals, travel brochures, advertisements, and personal narratives, to prepare in-depth analyses and accounts of tourism. Ms. Cohen.

Prerequisite: previous coursework in Anthropology or by permission of instructor.

Not offered in 2004/05.

**399a or b. Senior Independent Work (½ or 1)**

Individual or group project of reading or research. May be elected during the college year or during the summer. The department.

**Anthropology-Geography**

For curricular offerings see page 234.

## Anthropology-Sociology

Students may elect to do a combined degree program in Anthropology-Sociology.

The Departments of Anthropology and Sociology strongly encourage prospective joint majors to identify related interests within each department's offerings that can be used in developing a coherent series of classes. Elective coursework in each department can then be used in developing complementary perspectives. Examples include gender, media/cultural representation, and race/ethnicity.

**Requirements for Concentration:** A total of 16 units in the two fields must be taken, with no more imbalance than 9 in one and 7 in the other.

### Anthropology Requirements:

Anthropology 140	Cultural Anthropology	(1)
One additional Anthropology 100-level course		(1)
Anthropology 201	Anthropological Theory	(1)
Anthropology 301	Senior Seminar	(1)
One additional 300-level Anthropology Seminar		(1)

### Sociology Requirements:

Sociology 151	Introduction to Sociology	(1)
Sociology 247	Modern Social Theory	(1)
Sociology 254	Research Methods	(1)
Sociology 300a-301b	Senior Thesis	(1)
One additional 300-level Sociology course		(1)

The above requirements total 10 units. The remaining 6 units required for the joint major should be chosen in consultation with the student's adviser.

**Advisers:** All members of the Departments of Anthropology and Sociology. A joint major should have one adviser in each department.

## Art

**Professors:** Nicholas Adams<sup>ab</sup>, Eve D'Ambra<sup>b</sup>, Frances D. Fergusson (and President), Susan D. Kuretsky, Karen Lucic (Chair), Molly Nesbit<sup>a</sup>, Harry Roseman<sup>a</sup>; **Associate Professors:** Peter Charlap<sup>b</sup>, Peter Huenink, Brian Lukacher, Andrew Watsky; **Assistant Professors:** Lisa Collins<sup>a</sup>, Jacqueline Marie Musacchio<sup>b</sup>; **Lecturer:** James Mundy; **Adjunct Assistant Professors:** Richard Bosman, Isolde Brielmaier, Laura Newman, Barry Price, Gina Ruggeri, Jessica Winston; **Adjunct Instructors:** Merrill Falkenberg, Judith Linn, Joyce Robbins.

**Requirements for Concentration in Art History:** The major consists of a minimum of 12 units. 10 units, including Art 105-106, must be in graded art history courses taken at Vassar. 2 units may be taken in studio art and/or architectural design, or may be transferred from work completed outside of Vassar, such as courses taken Junior Year Abroad.

**Distribution:** 6 units must be divided equally between groups A, B, and C. 1 unit in group D (African or Asian) may be substituted for a unit from any of the other three groups and 1 unit taken JYA may also be applied to meet this distribution requirement. 3 units must be in 300-level art history courses: two seminars in different art historical groups and 301 (senior project). 300-level seminars are to be selected on the basis of courses in the same area already taken on the 200-level. Majors are also urged to take a 300-level seminar before 301.

A) Ancient	B) Renaissance	C) Nineteenth Century	D) Asian
Medieval	Seventeenth	Twentieth Century	African
	Century	American	African American

Departmental and interdisciplinary courses that do not conform to the groups listed above may be applied to the distribution requirements upon approval of the student's major adviser.

Ungraded/NRO work may not be used to satisfy the requirements for the art history concentration.

**Senior Year Requirements:** Art 301 and 1 additional unit at the 300-level. Majors concentrating in art history are required to write a senior paper, based upon independent research and supervised by a member of the department. Petitions for exemption from this requirement, granted only in special circumstances, must be submitted to the chair in writing by the first day of classes in the A semester.

**Recommendations:** The selection and sequence of courses for the major should be planned closely with the major adviser. Students are advised to take courses in the history of painting, sculpture, and architecture, and are strongly encouraged to take at least one studio course. Students considering graduate study in art history are advised to take courses in foreign languages: German, and the Romance, Classical, or Asian languages, depending on areas of interest. Students with special interest in architectural design and/or city planning should meet with the departmental adviser to discuss this concentration.

The art department offers a correlate sequence in art history to allow students to develop an area of significant interest outside their major field of concentration. In consultation with a departmental adviser, the student will select a body of courses encompassing introductory through advanced study and covering more than one historical period.

**The Correlate Sequence in Art History:** 6 graded units including Art 105-106, three 200-level courses in at least two art historical period groups, and one 300-level course.

**Advisers:** the art history faculty.

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

**Requirements for Concentration in Studio Art:** 13 units; 4 units must be in graded art history courses, consisting of Art 105-106 and two 200-level courses in different groups (A, B, C, or D) listed above; 9 studio units, 7 of which must be graded units taken at Vassar, including Art 102-103; 4 units in 200-level studio courses, of which 2 must be Art 204-205 and 2 must be in sequential courses in painting, drawing, or printmaking; 3 units in 300-level studio courses including Art 301. By special permission up to 2 units of 298 and 399 work can be included in the major.

**Senior Year Requirements:** Art 301 and 1 additional unit at the 300-level.

**Studio Art:** Entrance into the studio concentration is determined by evaluation of the student's class work and by a review of the student's portfolio by the studio faculty. The portfolio may be submitted for evaluation at any time, ordinarily between the spring of the sophomore year and the spring of the junior year. Students taking studio courses are charged a fee to cover the cost of some materials, and they may be responsible for the purchase of additional materials. Studio majors are required to attend and participate in the majors' critiques.

Students who wish to concentrate in studio art are advised to take Art 102-103 in their freshman year and at least one additional studio course in the sophomore year in order to have a portfolio of work to be evaluated for admission to the studio art concentration. Those students interested in the studio concentration should consult the studio faculty no later than the end of the sophomore year. NRO work may not be used to satisfy the requirements for the studio concentration.

**Advisers:** the studio art faculty.

## Art History

### I. Introductory

#### **105a-106b. Introduction to the History of Art** (1)

An historical and analytical introduction to architecture, sculpture, and painting. The department.

Open to all classes. Enrollment limited by class.

Three 50-minute periods and one conference hour.

#### **[160a. Social Movements and Visual Culture in the United States]** (1)

This course examines the relationships between visual culture and social movements in the United States. Focusing on the twentieth century, we explore connections between art, politics, and society. Ms. Collins.

Open to freshmen. Limited enrollment.

Two 75-minute periods.

Not offered in 2004/05.

#### **[170b. History of Architecture]** (1)

A survey of architecture from the earliest times to the present. Focusing on a major work or theme each week, the course covers architecture and city-making in a historical context. Primary source readings and field trips. Mr. Adams.

Open to all classes.

Two 75-minute periods.

Not offered in 2004/05.

#### **190a. Images and Ideas: Exploring the Sense of Sight** (1)

An exploration of how various notions of seeing (as perception, as recognition, as revelation) have been treated in the visual arts and in literature. Class meetings take place in the Frances Lehman Loeb Art Center so that students may make regular use of Vassar's extensive art collection. Ms. Kuretsky.

Open to freshmen. Limited enrollment.

Two 75-minute periods.

## II. Intermediate

### 210a. Greek Art and Architecture (1)

(Same as Classics 210). Sculpture, vase painting, and architecture from the Archaic and Classical periods, with glances back to the Bronze Age and forward to the Hellenistic kingdoms. Stylistic developments leading to the ideal types of hero, warrior, athlete, maiden, etc. are central to the course, along with the mythological subjects that glorified the city-state and marked religious cults and the rituals of everyday life. Ms. D'Ambra.

Prerequisite: Art 105-106 or Classics 216 or 217, or by permission of instructor.  
Two 75-minute periods.

### [211b. Roman Art and Architecture] (1)

(Same as Classics 211) Sculpture, painting, and architecture in the Roman Republic and Empire. Topics include: the appeal of Greek styles, the spread of artistic and architectural forms throughout the vast empire and its provinces, the role of art as political propaganda for state and as status symbols for private patrons. Ms. D'Ambra.

Prerequisite: Art 105-106 or Classics 218 or 219, or by permission of instructor.  
Two 75-minute periods.  
Not offered in 2004/05.

### 220a. Romanesque and Gothic Architecture (1)

A history of architecture from the revival of monumental building by the Carolingians in the north of Europe down to the age of the great cathedrals in the thirteenth century. While it is a survey of mostly church architecture, coverage extends to castles and cities. Topics explored include Benedictine monasticism and the legacy of Rome; materials and construction; design and structural innovations of Gothic in the Ile-de-France; the castle in war; the city as setting for cathedral builders. Readings focus on primary sources and recent monographs. Videos and computer animations. Mr. Huenink.

Prerequisite: Art 105-106, or Medieval Studies, or by permission of instructor.  
Two 75-minute periods.

### 221b. The Sacred Arts of the Middle Ages (1)

Sculpture, manuscript illumination, painting, and metalwork from the Carolingian through the Gothic period (800-1300). Focus is on formal and iconographic developments in their historical and monumental context. Readings focus on primary sources and writings on medieval aesthetics. Some work with Vassar's collections and New York museums. Mr. Huenink.

Prerequisites: Art 105, or Medieval Studies, or by permission of instructor.  
Two 75-minute periods.

### [230a. Northern Renaissance Painting] (1)

Early Netherlandish and German painting and printmaking from Campin and van Eyck to Bruegel, Holbein, and Dürer. The course examines northern European attitudes toward nature, devotional art and portraiture that developed in the early fifteenth century and their evolution up to and through the Protestant Reformation of the sixteenth century. Ms. Kuretsky.

Prerequisite: Art 105-106, or by permission of instructor.  
Two 75-minute periods.  
Not offered in 2004/05.

### 231b. Northern Baroque Painting (1)

An exploration of the new forms of secular and religious art that developed during the so-called Golden Age of the Netherlands in the works of Rubens, Rembrandt, Vermeer and their contemporaries. The course examines the impact of differing

religions on Flanders and the Dutch Republic, while exploring how political, economic and scientific factors encouraged the formation of seventeenth century Netherlandish art. Ms. Kuretsky.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

### **235a. Renaissance Painting, Sculpture, and Decorative Arts in Italy (1)**

This course surveys a selection of the arts in Renaissance Italy, focusing primarily on Tuscany and central Italy from circa 1300 to circa 1500. This period witnessed the rise of the mendicant orders, the devastation of the Black Death, the growth of civic and private patronage, and finally, the exile of the Medici family, all of which had a profound impact on the visual arts. The work of major artists and workshops is examined and contextualized within their political, social, and economic settings by readings and discussions of contemporary texts and recent scholarship. Ms. Musacchio.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

### **236b. Sixteenth-Century Painting, Sculpture, and Decorative Arts in Italy (1)**

This course examines High Renaissance and Mannerist art in Italy. We focus in particular on Papal Rome, Ducal Florence, and Republican Venice, and the work of Leonardo da Vinci, Michelangelo, Raphael, Titian, and their followers in relationship to the social and cultural contexts of the time. Issues such as private patronage, female artists, contemporary sexuality, and the interconnections between monumental and domestic art are examined in light of recent scholarship in the field. Instructor to be announced.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

### **242a. Seventeenth-Century Painting and Sculpture in Italy and France (1)**

An examination of the dominant trends and figures of the Italian and French baroque period. This course explores the works of major masters including Caravaggio, Bernini, Poussin, and La Tour, as well as such issues as the development of illusionistic ceiling decoration, the theoretical basis of baroque art, the relationship of art to the scientific revolution, and art's subservience to the church and the royal court. Ms. Winston.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

### **[243b. Art and Ideas of the Golden Age in Spain] (1)**

This class addresses painting and sculpture in Spain during the sixteenth and seventeenth centuries. We explore the art of major figures, such as El Greco, Diego Velazquez and Francisco de Zurbarán, as well as those who are less familiar. Artists and ideas are considered in their cultural context: monastic, popular religious, court and bourgeois. In addition, we examine the use of art to expand the empire, both politically and religiously, in the New World. Ms. Winston.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

Not offered in 2004/05.

### **250a. Change and Diversity in American Art, from the Beginnings to 1865 (1)**

This course examines the arts of the prehistoric, colonial, early republic, and antebellum periods. Important figures include painters such as Copley, West,



Mount, Cole, and Church, and architects such as Jefferson, Bulfinch, Latrobe, Davis, and Downing. In addition, we consider the diverse and often overlooked contributions of women, Native Americans, African Americans, and folk artists. Ms. Lucic.

Prerequisite: Art 105-106, or by permission of instructor.  
Two 75-minute periods.

**251b. The Challenge of Modernity: American Art 1865-1945 (1)**

Painting, sculpture, photography, architecture, and design during America's "coming-of-age" as a cultural, economic, and political power. The course examines the work of such figures as Richardson, Sullivan, Wright, Homer, Eakins, Cassatt, Sargent, Whistler, O'Keeffe, Hopper, Stieglitz, Strand, and the artists of the Harlem Renaissance. Ms. Lucic.

Prerequisite: Art 105-106, or by permission of instructor.  
Two 75-minute periods.

**253b. The Arts of Central, Eastern, and Southern Africa (1)**

(Same as Africana Studies 253b) An introduction to the arts of central, eastern and southern Africa and the African Diaspora. This course is organized thematically and examines the ways in which the visual arts—sculpture, textiles, architecture, painting, photography—function both historically and currently in relationship to broader cultural issues. Within this context, the course considers the connections between art and religion, trade, gender, cosmology, identity, political power, colonialism and post-colonialism, as well as the representation of the 'Self' and the 'Other.' Ms. Brielmaier.

Prerequisite: Art 105-106, or one 200-level course in Africana Studies or by permission of instructor.

**254a. The Arts of Western and Northern Africa (1)**

(Same as Africana Studies 254a) An introduction to the arts of western and northern Africa and the African Diaspora. This course is organized thematically and examines the ways in which the visual arts—sculpture, textiles, architecture, painting, photography—function both historically and currently in relationship to broader cultural issues. Within this context, the course considers the connections between art and religion, gender, cosmology, identity, political power, colonialism and post-colonialism, as well as the representation of the 'Self' and the 'Other.' Ms. Brielmaier.

Prerequisite: Art 105-106, or one 200-level course in Africana Studies or by permission of instructor.

**257a. The Arts of China (1)**

A historical survey of the major developments in Chinese art from the Neolithic period through the Qing dynasty, including archaeological discoveries, bronzes, ceramics, Buddhist sculpture, architecture, calligraphy, and painting. Mr. Watsky.

Prerequisite: Art 105-106, or by permission of instructor.

Alternate years: offered in 2004/05.

Two 75-minute periods.

**[258a. The Arts of Japan] (1)**

A historical survey of the major developments in Japanese art from prehistoric times through the present, including painting, sculpture, decorative arts, architecture, and garden design. Mr. Watsky.

Prerequisite: Art 105-106, or by permission of instructor.

Alternate years: not offered in 2004/05.

Two 75-minute periods.

**[259b. Warriors, Deities and Tea Masters: Japanese Art of the Momoyama Period (1568-1615)]** (1)

A survey of the arts during this brief yet pivotal period, when artists and patrons in a newly redefined Japan explored several—often contrasting—esthetic ideals. The course examines developments in a range of mediums, including painting, architecture, ceramics, and lacquer. Some of the themes treated are the tea ceremony, the first arrival of Europeans, the workshop in Japanese art, and genre. Mr. Watsky.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

Not offered in 2004/05.

**260b. Mirrors of Emperors, Vehicles of Pleasure: Japanese Art of the Edo Period (1615-1868)** (1)

A survey of the arts during this long period of peace, when the Tokugawa shoguns ruled from their capital in Edo (present-day Tokyo). As sole arbiters of national authority, these warrior-class leaders expanded and transformed the traditional iconography of overt power, especially in painting and architecture. At the same time, the merchant class emerged as significant sponsors of the arts and, among other contributions, introduced novel subject matter—sex and the theater-in-paintings and prints. Older sources of art patronage, such as the Imperial Court and Buddhism, evolved their traditions in new directions. Mr. Watsky.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**262a. Art and Revolution in Europe, 1789-1848** (1)

A survey of major movements and figures in European art, 1789-1848, focusing on such issues as the contemporaneity of antiquity in revolutionary history painting, the eclipse of mythological and religious art by an art of social observation and political commentary, the romantic cult of genius, imagination, and creative self-definition, and the emergence of landscape painting in an industrializing culture. Mr. Lukacher.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**263b. Painters of Modern Life: Realism, Impressionism, Symbolism** (1)

A survey of major movements and figures in European art, 1848-1900, examining the realist, impressionist, and symbolist challenges to the dominant art institutions, aesthetic assumptions, and social values of the period; also addressing how a critique of modernity and a sociology of aesthetics can be seen developing through these phases of artistic experimentation. Mr. Lukacher.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**264b. The Avant-Gardes, 1889-1929** (1)

(Same as Media Studies Development 264a) The formation of the European avant-gardes is studied as part of the general modernization of everyday life. Various media are included: painting, sculpture, architecture, photography, the applied arts, and film. Ms. Nesbit.

Prerequisite: Art 105-106, or by permission of instructor.

Two 75-minute periods.

**[265a. Modern Art and the Mass Media, 1929-1968]** (1)

(Same as Media Studies Development 265) The history of modernist painting in Europe and America from 1930 to 1975, together with those contemporary developments in film, photography, and the mass media. Special attention is paid

to the criticism, theory, and politics of the image. Ms. Nesbit.  
 Prerequisite: Art 105-106, or by permission of instructor.  
 Two 75-minute periods.  
 Not offered in 2004/05.

**[266a. African American Arts and Artifacts] (1)**

(Same as Africana Studies 266) An introduction to the artistic and material production of African Americans in the U.S. from the colonial period to the present day. We examine multiple influences on (African, European, American, diasporic, etc.) and uses for black creative expression. Working with an expansive conception of art, we pay close attention to the work of formally and non-formally trained artists in relation to their social, cultural, aesthetic, and historical contexts. Ms. Collins.

Prerequisite: Art 105-106, or by permission of instructor.  
 Two 75-minute periods.  
 Not offered in 2004/05.

**[268b. The Times, 1968-now] (1)**

This course studies the visual arts of the last thirty years, in America and abroad, together with the often difficult discussion emerging around them. The traditional fine arts as well as the new media, performance, film and architecture are included. Ms. Nesbit.

Prerequisite: Art 264 or 265 or by permission of instructor.  
 Two 75-minute periods.  
 Not offered in 2004/05.

**271b. Early Modern Architecture (1)**

European and American architecture and city building (1500-1800). Focus is on the development and transformation of Renaissance ideas through their diffusion through Europe and the Mediterranean and their encounter with new exigencies in the Americas. Instructor to be announced.

Prerequisite: Art 105-106, or 170, or by permission of instructor.

**[272a. Modern Architecture] (1)**

The period from 1800-1930 represents the period of the richest change in the history of architecture. Beginning with the transformation of the nature of architecture and architectural practice with Ledoux and Boullée it ends with the sparkling manifestoes of modernism and the extravagant experiments of Le Corbusier. Among the architects we cover are K. F. Schinkel, William Butterfield, Frank Lloyd Wright, and the first architects of Modernism such as Walter Gropius, Mies van der Rohe, and Le Corbusier. Mr. Adams.

Prerequisite: Art 105-106, or 170 or by permission of instructor.  
 Two 75-minute periods.  
 Not offered in 2004/05.

**[273b. Architecture After Modernism] (1)**

European and American architecture and city building (1930-present); examination of the diffusion of modernism and its reinterpretation by corporate America and Soviet Russia. Discussion of the critiques of modernism (postmodernism, deconstruction). Issues in contemporary architecture. Mr. Adams.

Prerequisite: Art 105-106, or 170, or by permission of instructor.  
 Two 75-minute periods.  
 Not offered in 2004/05.

**285a. Introduction to Video Art** (1)

This course provides an introduction to the history of video art. Topics to be considered include: video activism and media critique, phenomenology and video installation, interaction and feedback. We discuss the work of artists such as: Nam June Paik, Bruce Nauman, Vito Acconci, Pipilotti Rist, Diana Thater, Gary Hill, Bill Viola and Shirin Neshat. Ms. Falkenberg.

Prerequisite: Art 105-106, or permission of instructor.

Two 75-minute periods.

**290a or b. Field Work** (½ or 1)

Projects undertaken in cooperation with approved galleries, archives, collections, or other agencies concerned with the visual arts, including architecture. The department.

May be taken either semester or in the summer.

Open by permission of a supervising instructor. Not included in the minimum requirements for the major.

Prerequisites: Art 105-106 and one 200-level course.

**298a or b. Independent Work** (½ or 1)

Open by permission of the instructor with the concurrence of the adviser in the field of concentration. Not included in the minimum for the major.

**III. Advanced**

Prerequisite for advanced courses: 3 units of 200-level work or the equivalent. By permission.

**300a or b. Senior Paper Preparation** (½)

Optional. Regular meetings with a faculty member to prepare an annotated bibliography and thesis statement for the senior paper. Course must be scheduled in the semester prior to the writing of the senior paper. Credit given only upon completion of the senior paper. Ungraded.

Prerequisite: permission of the Chair of the Art Department.

**301a or b. Senior Project** (1)

Supervised independent research culminating in a written paper.

**[310b. Seminar in Ancient Art]** (1)

(Same as Classics 310)

Prerequisite: permission of instructor.

One 2-hour period.

Not offered in 2004/05.

**320b. Seminar in Medieval Art** (1)

"Workshops of Vulcan:" The Industry of the Sacred Arts in the Middle Ages. Beauty to the medieval eye did not refer first to something abstract and conceptual. Artists and architects played in the first instance to the medieval love of the sensible world. Treasuries of abbeys and cathedrals were crammed with jewelry and *objets d'art*, and sanctuaries were saturated with images in gold, enamel, and precious glass. This seminar on the artistic adornment of architecture centers in the Royal Abbey of St.-Denis under the abbacy of Suger in 1140's Paris. Additional treasure troves in the constellation of St.-Denis are featured such as Aachen, Conques, Stavelot, Cluny, the Ste-Chapelle. Mr. Huenink.

Prerequisite: permission of instructor.

One 2-hour period.

**330a. Seminar in Baroque Art** (1)

Caravaggio. This seminar explores the life and work of the seventeenth-century painter Caravaggio. We read both seventeenth-century sources and modern, often conflicting, interpretations to provide a critical framework for the reception of his images. Ms. Winston.

Prerequisite: permission of instructor.  
One 2-hour period.

**331b. Seminar in Northern Art** (1)

Time and Transformation in Seventeenth-Century Dutch Art. An exploration of the seventeenth-century obsession with the transformative effects of time and circumstance on the physical world as manifested in themes that evoke notions of temporality and in images of the fragmentary such as ruins. The seminar has been planned to coincide with a large loan exhibition of Dutch paintings, drawings and prints, opening at the Loeb Art Center in April 2005. Ms. Kuretsky.

Prerequisite: permission of instructor.  
One 2-hour period.

**[332b. Seminar in Italian Renaissance Art]** (1)

Prerequisite: permission of instructor.  
One 2-hour period.  
Not offered in 2004/05.

**354a. Seminar in African Art** (1)

The Contemporary Arts of Africa. This seminar focuses on the content and form of contemporary visual production in Africa, considering the ways in which African artists across the continent have negotiated various themes. Exploring sculpture, painting and photography, emphasis is placed on the changing meanings of art within African contexts. As a part of this process, the tension between the "tribal" or "traditional" and the "contemporary" or "(post) modern" is examined with respect to the ways that the advent of "national" culture as well as outside factors (colonialism, Christianity, Islam, European art education, and international tourism) has simultaneously presented the artist with new problems and new venues for visual production. We also consider issues concerning the representation of the "other" within African contexts as well as issues of "authenticity." Ms. Brielmaier.

Prerequisite: permission of instructor.  
One two-hour period.

**[358a. Seminar in Asian Art]** (1)

Prerequisite: permission of instructor.  
One 2-hour period.  
Not offered in 2004/05.

**362a. Seminar in Nineteenth-Century Art** (1)

Ruskin, Baudelaire, and Art Criticism in Nineteenth-Century Europe. This seminar examines the art criticism and social opinions of John Ruskin and Charles Baudelaire, whose writings on English and French art and culture converged around the following issues: the instrumentality of nature in an industrial/urban society; the pleasures and tribulations of the commodity, fashion and femininity; the contesting claims of sensuality and morality in esthetic experience; and the nostalgia for the historical past. We explore how Ruskin and Baudelaire developed art criticism as a controversial medium for social and cultural commentary at the nexus of romanticism and modernism. Mr. Lukacher.

Prerequisite: permission of instructor.  
One 2-hour period.

**364a. Seminar in Twentieth-Century Art** (I)  
Installation Art. This course examines the history of installation art, from its origins in the 1960s, with the advent of minimal art to the diverse practices that characterize the art form today. We consider the work of the following artists: Robert Smithson, Gordon Matta-Clark, Richard Serra, Anish Kapoor, Ilya Kabakov, David Hammons, Ann Hamilton, Mariko Mori and several others. Among the themes considered are site-specificity, documentation, audience interaction, time and narrative, and the relationship between artist, artwork, and institution. Ms. Falkenberg.

Prerequisite: permission of instructor.

One two-hour period.

**366b. Seminar in African American Art and Cultural History** (1)  
(Same as Africana Studies 366) Creativity and Politics in the Harlem Renaissance and the WPA. Focusing on the experiences and representations of African Americans in the U.S., this seminar examines the arts, institutions, and ideas of the Harlem Renaissance of the 1920s and New Deal projects of the 1930s and 1940s. Analyzing paintings, sculptures, photographs, novels, "folk arts," murals, illustrations, manifestos, films, performances, and various systems of patronage, we explore relationships between art, politics, and society. Ms. Collins.

Prerequisite: permission of instructor.

One 2-hour period.

**370a. Seminar in Architectural History** (1)  
Topic and instructor to be announced.

Prerequisite: permission of instructor.

One 2-hour period.

**378b. Seminar in Museum History, Philosophy, and Practice** (1)  
What the Art Object Can Tell Us. This seminar focuses only on original works of art from the over 15,000 objects in the permanent and loan collections at the Loeb Art Center. The class explores how history and society affect the creation and reception of art objects. Special attention is paid to patterns of collecting, conservation and connoisseurship. All seminar work is directed toward a small exhibition in the Art Center. Mr. Mundy.

Prerequisite: permission of instructor.

One 2-hour period.

**382a. Belle Ribicoff Seminar in the History of Art** (1/2)  
Topic for 2004/05a: Dia:Beacon and the Art of the 1960s and 70s. In May 2003, Dia Art Foundation opened a new museum in nearby Beacon, New York, to display its permanent collection. Dia:Beacon's expansive galleries comprise 240,000 square feet of singular and in-depth installations of some of the most important artists who emerged in the 1960s and 70s, including Bern and Hilla Becher, Joseph Beuys, Louise Bourgeois, John Chamberlain, Hanne Darboven, Walter De Maria, Dan Flavin, Michael Heizer, Robert Irwin, Donald Judd, On Kawara, Imi Knoebel, Sol LeWitt, Agnes Martin, Bruce Nauman, Blinky Palermo, Gerhard Richter, Robert Ryman, Fred Sandback, Richard Serra, Robert Smithson, Andy Warhol, and Lawrence Weiner. Ranging from Andy Warhol's silkscreen *Shadow Paintings* to Michael Heizer's *Negative Sculpture* defining a space twenty feet beneath the gallery floor, these artists challenged some of the most basic premises of traditional painting and sculpture of the past, and created precedents for much of the art that has been made in the past few decades. Classes meet at Beacon. Time is divided between the galleries and the classroom. Each meeting concentrates two or three artists on view. In total, the course provides an overview of the major ideas and radical inventions of the art of the 1960s and 70s. Mr. Govan.

Prerequisite: permission of the chair.  
 One two-hour period on site at DIA:Beacon.  
 Six-week course.

**385b. Seminar in American Art** (1)

Modernity and the Movies: The Material Culture of Hollywood Films in the 1940s and 1950s. This course examines the contribution of set designs, costumes, hair styles, and body types to the narrative structures of classic Hollywood films. The goal is to appreciate filmmakers' creative adaptation of American material culture and to understand the complex and often conflicting attitudes toward modernity in the mid-twentieth century. The course includes films with striking design concepts that invoke industrial, technological, and urban modernity. Retreat from modernity into a small town or suburban pastoralism is also considered. Filmmakers include Alfred Hitchcock, Douglas Sirk, William Wyler, Vincent Minnelli, and Billy Wilder. Ms. Lucic.

Prerequisite: permission of instructor.  
 One 2-hour period and one weekly film screening.

**399a or b. Senior Independent Work** (½ or 1)

Open by permission of the instructor with the concurrence of the department adviser in the field of concentration. Not included in the minimum for the major.

**Studio Work in Design, Drawing, Painting, Sculpture**

**I. Introductory**

**102a-103b. Basic Drawing** (1)

Development of visual ideas through drawing. Line, shape, value, form, and texture are investigated through specific problems in a variety of media. Mr. Charlap, Mr. Bosman, Ms. Ruggeri, Ms. Newman.

Open to all classes.  
 Two 2-hour periods.

**108a. Color** (1)

To develop students' understanding of color as a phenomenon and its role in art. Color theories are discussed and students solve problems to investigate color interactions using collage and paint. Mr. Charlap.

Open to all classes.

**II. Intermediate**

Prerequisites for intermediate courses: Art 102a-103b or by permission of instructor.

**202a-203b. Painting I** (1)

Basic painting skills are explored through a sequence of specific problems involving landscape, still life, and the figure. Instruction in the use of various painting media. Mr. Charlap.

Two 2-hour periods.

**204a-205b. Sculpture I** (1)

Introduction to the language of three-dimensional form through a sequence of specific problems which involve the use of various materials. Ms. Robins, Mr. Roseman.

Two 2-hour periods.

**[206a 207b.] Drawing** (1)  
Intensive study of the figure with emphasis on establishing and pursuing a drawing idea. Study from life as well as the imagination with work from both still life and landscape. Mr. Roseman, Mr. Charlap.  
Prerequisite: Art 102a.  
Two 2-hour periods.  
Not offered in 2004/05.

**208a. Printmaking: Introduction** (1)  
A variety of printmaking concepts and procedures are explored through a series of assignments in monotype and collagraph. Mr. Bosman.  
Corequisite: Art 102a.  
Two 2-hour periods.

**209b. Printmaking: Intaglio** (1)  
The intaglio techniques of line etching, aquatint, and drypoint, as well as their variations, are applied to making both black and white and color prints. Mr. Bosman.  
Prerequisite: Art 102a.  
Two 2-hour periods.  
Alternate years.

**212a. Photography** (1)  
An investigation of the visual language of black and white photography. The technical and expressive aspects of exposing film, developing negatives, and printing in the darkroom are explored. No previous photographic experience is necessary. Students are required to provide their own camera, film and photographic paper. Ms Linn.  
Prerequisites: Art 102-103.  
One 4-hour period.

**213b. Photography II**  
This course explores the development of an individual photographic language. Technical aspects of exposure, developing and printing are taught as integral to the formation of a personal visual esthetic. All students are required to supply their own camera, film, and photographic paper. Ms Linn.  
Prerequisite: permission of the instructor.  
One 4-hour period.

**298a or b. Independent Study** (½ or 1)  
Open by permission of the instructor with the concurrence of the adviser in the field of concentration. Not included in the minimum for the major except by special permission. Mr. Charlap, Mr. Roseman, other instructors to be announced.

### III. Advanced

Prerequisites for advanced courses: 2 units of 200-level work and as noted.

**301a or b. Senior Project** (1)  
A supervised independent project in studio art.

**302a, 303b. Painting II** (1)  
This course investigates painting through a series of assigned open-ended projects. Because it is intended to help students develop a context in which to make independent choices, it explores a wide range of conceptual and formal approaches to painting. Ms. Newman.  
Prerequisite: Art 202a-203b.  
Two 2-hour periods.



**304a, 305b. Sculpture II****(1)**

The first semester is devoted to the study of perception and depiction. This is done through an intensive study of the human figure, still life, landscape, and interior space. Meaning is explored through a dialectic setup between subject and the means by which it is visually explored and presented. Within this discussion relationships between three-dimensional space and varying degrees of compressed space are also explored. In the second semester we concentrate on the realization of conceptual constructs as a way to approach sculpture. The discussions and assignments in both semesters revolve around ways in which sculpture holds ideas and symbolic meanings in the uses of visual language. Ms. Robins, Mr. Roseman.

Prerequisite: Art 204a-205b or by permission of instructor.

Two 2-hour periods.

**388b. Computer Animation: Art, Science and Criticism (1)**

(Same a Computer Science 388b, Media Studies Development Project 388b) An interdisciplinary course in Computer Animation aimed at students with previous experience in Computer Science, Studio Art, or Media Studies, but not necessarily more than one of these areas. The course introduces students to mathematical and computational principles and techniques used to describe the shape and motion of three-dimensional figures in Computer Animation. It introduces students to artistic principles and techniques used in drawing, painting and sculpture, as they are translated into the context of Computer Animation. It also encourages students to critically examine Computer Animation as a medium of communication. Finally, the course exposes students to issues that arise when people from different scholarly cultures attempt to collaborate on a project of mutual interest. The course is structured as a series of animation projects interleaved with screenings and classroom discussions. Students carry out their projects working in pairs or small groups, using state-of-the-art modeling and animation software. In classroom discussions students critically evaluate their project work, and reflect on the process of interdisciplinary collaboration itself. Mr. Ellman, Mr. Roseman.

Prerequisite: Art 102-103, or by special permission of instructors.

Two 2-hour periods.

**399a or b. Senior Independent Study****(½ or 1)**

Open by permission of the instructor with the concurrence of the department adviser in the field of concentration. Not included in the minimum for the major except by special permission. Mr. Charlap, Mr. Roseman, other instructors to be announced.

**Studio Work in Architectural Design****275a. Architectural Drawing****(1)**

Elements of architectural drawing, focusing on the articulation, development and representation of architectural form. The first of a two-course sequence, drawing techniques include Multiview, paraline and perspective, with emphasis placed on the objective utilization of these techniques. Mr. Price.

Prerequisite: Art 105-106, corequisite: one of the following 200-level architectural history courses: Art 220, 270, 272 or 273, or by permission of the instructor.

Two 2-hour periods.

**276b. Architectural Drawing****(1)**

Elements of architectural drawing, focusing on the advanced articulation, development and representation of architectural form. The second of a two-course sequence, drawing techniques include Multi-view, paraline and perspective, with emphasis placed on the analytical utilization of these techniques. Mr. Price.

Special permission.

Prerequisite: Art 275, corequisite: one of the following 200 level architectural history courses: Art 220, 270, 272 or 273.

Two 2-hour periods.

**375b. Architectural Design (1)**

Elements of architectural design, focusing on the conceptualization, refinement and expression of architectural ideas. Mr. Price.

Special permission.

Prerequisite: Art 275 and 276, corequisite; two of the following 200-level architectural history courses: Art 220, 270, 272 or 273.

One 3-hour period, and one 1-hour period.

## Asian Studies

**Director (Acting):** Martha Kaplan (Anthropology: South Asia and the Pacific); **Steering Committee:** Christopher Bjork (Education: Japan, Indonesia), Hiromi Tsuchiya Dollase (Language and Literature: Japan), Wenwei Du (Language and Literature: China), Tomo Hattori (English: Asian-American Studies), E. H. Rick Jarow (Religion: South Asia), Haoming Liu (Language and Literature: China), Seungsook Moon (Sociology: East Asia), Himadeep Muppidi (Political Science: South Asia), Peipei Qiu (Language and Literature: Japan), Bryan Van Norden (Philosophy and Literature: China), Michael Walsh (Religion: China), Andrew Watsky (Art History: East Asia), Yu Zhou (Geography: East Asia) **Participating faculty:** Yuko Matsubara, (Language and Literature: Japan), Anne Parries (Language and Literature: China).

The Asian Studies Program offers a multidisciplinary approach to the study of Asia with courses and advising in anthropology, art, economics, geography, history, language, literature and culture, philosophy, politics, religion, and sociology of Asia. While majors focus on a particular region of Asia (e.g., East Asia, South Asia) including language study, intermediate and advanced coursework, and a senior thesis in this area, they are also expected to be familiar with some other parts of Asia through the introductory courses and some coursework outside their area of specialty.

While majors take courses on Asia offered in a wide range of disciplines, they are also expected to choose one or two disciplines in which they develop a theoretical or methodological sophistication that they apply to their study of Asia, particularly in their thesis and senior seminar work. Students interested in developing a concentration in Asian American Studies should refer to the catalogue section of the American Culture Program.

A student's program of study for the major is designed in close consultation with the director and an advisor. Students should obtain an application form, which includes a statement of interest, from the program office or the Asian Studies website prior to meeting with the program director. This should be done by the end of the first semester of the sophomore year if the student plans to apply for study abroad. The director and members of the program faculty review the application and make suggestions for modifications. Any changes to a plan of study should be discussed with the advisor in advance; significant changes are reviewed by the director.

**Study Abroad:** Study abroad in some region of Asia greatly enhances a student's learning experience and understanding of Asia and is highly recommended for program majors. Advice and literature on different programs are available through the Office of the Dean of Studies (Study Abroad office), Asian Studies, and the \*Department of Chinese and Japanese.

**Asian Studies Courses:** Courses approved for the Asian Studies major include courses offered by the Asian Studies Program (see Section I below) and Approved Courses (courses on Asia offered in other departments, see Section II below). A list of Asian Studies courses approved for majors is prepared and posted on the Asian Studies website before preregistration each semester. Courses not on the list which may be appropriate to an individual student's plan of study are considered for approval by the director and steering committee upon special petition by the student major, after consultation with the advisor.

**Requirements for the Concentration in Asian Studies:** 12 units of which at least 7 are normally taken at Vassar. After declaration of the major, all courses taken towards the major must be graded. Students may request, however, that up to 1 unit of independent study or field work be counted towards the major.

1) **Introductory-Level Study:** Two introduction level courses either offered by Asian Studies or from the approved course list (excluding Asian Studies 182 and 160).

2) **Language:** Competency in one Asian language through the intermediate college level must be achieved and demonstrated by completion of relevant courses or special examination. 100-level language work does not count toward the major, and a maximum of 4 units of Asian language study are counted toward the 12 units for the major. Besides Chinese and Japanese offered by the Department of Chinese and Japanese, Hindi and Korean may be taken through the Self-Instructional Language Program.

3) **Intermediate-Level Study:** A minimum of 3 units of intermediate course work (200-level) of direct relevance to Asia in at least two disciplines, selected from the lists of Program Courses and Approved Courses below. Recommendation: At least two of these courses should be related to the student's regional focus within Asia and at least one should be outside the area of regional specialty.

4) **Advanced-Level Work:** A minimum of 3 units at the 300-level including the designated Asian Studies "Senior Seminar", 1 unit of thesis work (Asian Studies 300-301 or Asian Studies 302), and at least one additional 300-level seminar from the lists of Program Courses and Approved Courses below. The senior seminar and the thesis constitute the Senior Year Requirement.

5) **Discipline-Specific Courses:** Majors are expected to choose one or two disciplines in which they will take courses and develop a theoretical or methodological sophistication that they will bring to bear on their study of Asia, particularly in their thesis and senior seminar work. Introductory work in each discipline should be taken early to fulfill prerequisites for upper level work in the chosen discipline.

6) **Area-Specific Courses:** Majors should try to include three or four courses (not including language study) that focus on a student's geographical area of specialization within Asia, and two courses that include a geographic area other than the region of focus.

## I. Program Courses\*

### 105a. Introduction to Asian Studies

(1)

An introductory survey of the classical literary and cultural traditions of East and South Asia. The course focuses on the foundational ideals of Asian cultures as well as their "prevailing paradigms" found in literature, fine arts, and philosophical texts whose influence continues on to this day. Topics include (from India) *Vedic Hymns*, *Epics*, the Presence of the Buddha; (from Japan) the Way of the Warrior, the Lover from the *Tales of Genji*, and the Aesthetics of Emptiness; (from China) the Philosophy of Confucius, the Taoist Way of Zhuangzi, and the *Dream of the Red Chamber*. Mr. Jarow.

Open to all students.

### 110b. Asian Studies Study Trip: Visualizing Japan

(1)

Normally the study trip takes place during the spring semester break, rotating to different destinations in Asia. Enrollment for the trip is determined early in the Fall semester.

Destination 2004/2005: Japan. The course, which is taught in conjunction with the study trip, examines how Japanese artists and patrons have employed the visual over the long course of Japanese history; the primary focus is the visual arts, especially painting, sculpture, architecture, and gardens, though other arts, such as literature and film, are also considered. A half unit Japanese for visitor course (Asian Studies 182) is offered for those who need elementary Japanese instruction. Mr. Watsky.

Prerequisite: permission of instructor.

### 152a. Religions of Asia

(1)

(Same as Religion 152) This course is an introduction to the religions of Asia (Buddhism, Confucianism, Hinduism, Zen, Shinto, etc.) through a study of

practices, sites, sensibilities, and doctrines. The focus is comparative as the course explores numerous themes, including creation (cosmology), myth, ritual, action, fate and destiny, human freedom, and ultimate values. Mr. Walsh.

Open to all students.

**[160b. Introduction to Classical Chinese]** (1)

(Same as Chinese 160) Classical Chinese is the literary language in which almost all of Chinese literature was written prior to the twentieth century. This course introduces students to the rudiments of reading Classical Chinese, with an emphasis on early Chinese philosophical texts. No previous background in Chinese language, history, or culture is required. Among the texts to be studied are passages from the sayings of Confucius and Taoist works. Mr. Van Norden.

Open to all students.

Not offered in 2004/2005.

**182b. Introduction to Japanese for Visitors** (½)

(Same as Japanese 182)

**215b. Masterpieces of Traditional Chinese Literature** (1)

(Same as Chinese 215) Selected works of Classical Chinese literature from a variety of periods and genres, such as the *Book of Odes* (early lyric poetry), the Tang Dynasty poems of Li Bo and Du Fu, historical narratives, including selections from the *Book of Documents* and the *Zuo Zhuan*, and the classic Chinese novels, such as *Romance of the Three Kingdoms*, *The Scholars*, and *Dream of the Red Chamber*. We discuss and interpret these texts from a variety of perspectives, including historical, structuralist, philosophical, feminist and “hermeneutics of suspicion.” Assignments include brief weekly essays. Instructor to be announced.

Prerequisite: one course in any humanities discipline, or Asian Studies, or permission of instructor.

**[216. Classics Canon and Commentary in China]** (1)

(Same as Chinese 216) Studying classic or canonical texts through commentarial traditions is a near universal form of education in pre-modern cultures. This course examines the nature, development and evolution of canons and commentaries, focusing on the immensely influential *Five Classics* and the *Four Books* of the Chinese tradition. We also read and discuss seminal Western discussions of canonicity and hermeneutics, including works by Emerson, Jaroslav Pelikan and Alasdair MacIntyre. Mr. Van Norden.

Prerequisite: one course in any humanities discipline, or Asian Studies, or permission of instructor.

Not offered in 2004/05.

**223. Gothic and Supernatural in Japanese Literature** (1)

(Same as Japanese 223) This course introduces students to Japanese supernatural stories. We interpret the hidden psyche of the Japanese and Japanese culture that creates such bizarre tales. We see not only to what extent the supernatural creatures—demons, vampires and mountain witches—in these stories represent the “hysteria” of Japanese commoners resulting from social and cultural oppression, but also to what extent these supernatural motifs have been adopted and modified by writers of various literary periods. This course consists of four parts; female ghosts, master authors of ghost stories, Gothic fantasy, and dark urban psyche. Examining the topics of “ghosts,” “demons” and “dark spirits” from various points of view, we eventually think about the relationship between the essence of human nature and society. Ms. Dollase.

Prerequisite: one language/literature/culture or Asian Studies course or permission of instructor.

- 231a. Hindu Traditions** (1)  
(Same as Religion 231) Mr. Jarow.
- [232. Imagining the Dao: Daoism and Chinese Culture]** (1)  
(Same as Religion 232) Mr. Walsh.  
Not offered in 2004/05.
- 233b. Buddhist Traditions** (1)  
(Same as Religion 233) Mr. Walsh.
- 235a. Religions of China** (1)  
(Same as Religion 235) Mr. Walsh.
- [236. East Asia: People, Culture and Economic Development]** (1)  
(Same as Geography 236). An examination of the common and contrasting experiences of East Asian countries since the late nineteenth century. It emphasizes the regional contexts in which various environmental, cultural, social, political and economic forces overlay and interact, constituting the unique path of each country. Major themes include Japanese industrial organization, economic development in new industrialized countries, transformation of the Chinese economy after 1978 and regional integration of East Asia. Ms. Zhou.  
Not offered in 2004/05.
- [238. China: Political-Economic Transformation]** (1)  
(Same as Geography 238). China, one of the world's oldest cultures, has nourished a large portion of the global population. The country thus provides invaluable wisdom and lessons concerning the human-environment relations learned through a long history and various modern transformations. The course examines China's diverse physical environments, its cultural traditions, and human interactions with nature and society. The major part of the course, however, is devoted to its modern political economic transformation since 1949. We analyze China's experiment with state socialism in the post-World War II era, and the dramatic changes that occurred in rural and urban China after the reform policies since 1978. Controversial issues regarding China's policies on human rights, minority regions, and China's foreign relations come into focus at various points of the course. Ms. Zhou.  
Not offered in 2004/05.
- 272b. Comparative Education** (1)  
(Same as Education 272) Mr. Bjork.
- 280. Topic in Asian Studies** (1)  
Selected topics in Asian Studies. May be repeated for credit when a new topic is offered.  
Topic for 2004/05: *History of India*. Instructor to be announced.  
Open to non-majors.
- 290a or b. Field Work** (½ or 1)  
Prerequisites: 2 units of Asian Studies Program or approved coursework and permission of the program director.
- 298a or b. Independent Study** (½ or 1)  
Prerequisites: 2 units of Asian Studies Program or approved coursework and permission of the program director.

**300-301. Senior Thesis** (½)

A 1-unit thesis written over two semesters.

**302a or b. Senior Thesis** (1)

A 1-unit thesis written in the fall or spring semester. Students may elect this option only in exceptional circumstances and by special permission of the program director.

**306a. Women's Movements in Asia** (1)

(Same as Sociology 306)

**350a. Advanced Topics in Asian Studies** (1)

An examination of selected topics relevant to the study of Asia in an interdisciplinary framework. Topics vary from year to year.

May be repeated for credit when a new topic is offered.

Open to nonmajors.

Topic for 2004/05: *Comparative Methodology*. (Same as Philosophy 350). An exploration of some of the methodological issues raised by the prospect of one culture understanding and making judgments about another. The course considers essays on ethical and cognitive relativism, incommensurability, and the hermeneutics of suspicion and faith. Although the focus is primarily methodological, recent Western approaches to understanding Chinese philosophy provide test cases for some of the theories examined. This course is open to all qualified students. Instructor to be announced.

Prerequisites: A 200-level course in Asian Studies or a 200-level course in Philosophy.

**360b. Senior Seminar: Imagining Asia** (1)

Does "the Orient" exist? On the other hand, does "the West" exist? This course explores Western scholarly images of Asia. It also traces the impact of Asian ideas and institutions on the West. Each time offered, the seminar has at least three foci, on topics such as: Asia and capitalism, Asia and the concept of culture, Asia and feminism, Asia and knowledge, Asia and Marxism. Ms. Kaplan.

In 2004-05, this course serves as the Senior Seminar for Asian Studies majors. Other students are also welcome to enroll.

**[384. The Literatures of Classical India: The Ayur-Ved]** (1)

(Same as Religion 384). This seminar offers a comprehensive view of the traditional medical systems and healing modalities of India and China and examines the cultural values they participate in and propound. From a study of classical Ayur Vedic texts, Daoist alchemical manuals, and shamanic processes and their diverse structural systems, the course goes on to explore the relationship between healing systems, religious teachings, and social realities and looks at ways in which the value and practices of traditional medical and healing systems continue to be enacted in India, China and the West. Mr. Jarow.

Prerequisites: Hindu Traditions (Religion 231) or permission.

Not offered in 2004/05.

**399a or b. Senior Independent Study** (½ or 1)

Prerequisites: 2 units of Asian Studies Program or approved coursework and permission of the program director.

**II. Approved Courses**

In addition to the Program courses listed above, there are approved courses given in other departments and programs. These can count towards an Asian Studies major. Look under the respective departments for course descriptions and semester

or year offered. An updated list of approved courses is available in the Asian Studies Program Office and on-line on the Asian Studies Program web site before preregistration. Students are also urged to consult the additional course offerings of Asian Studies Program faculty members listed under their home departments; while these courses may not focus specifically on Asia, they often include case studies, examples, or materials related to regions of Asia.

Anthropology 240	Cultural Localities (when topic is Asian)	(1)
Art 257	The Arts of China	(1)
Art 258	The Arts of Japan	(1)
Art 259	Japanese Art of the Momoyama Period, 1568-1615	(1)
Art 260	Japanese Art of the Edo Period (1615-1868)	(1)
Chinese 212	Chinese Film and Contemporary Fiction	(1)
Chinese 214	The Tumultuous Century: Twentieth Century Chinese Literature	(1)
Chinese and Japanese 120	Introduction to Chinese and Japanese Literature: Traditions, Genres and Methodology	(1)
Chinese and Japanese 250	Special Topics in Chinese and Japanese Literatures 1) Experiencing the Other: Representation of Each Other in Chinese and Western Literature Since the Eighteenth Century 2) Masterpieces of Classical Japanese Literature 3) Chinese Popular Culture 4) Introduction to Chinese Literature: Poetry and Fiction	(1)
Chinese and Japanese 361	Chinese and Japanese Drama and Theatre	(1)
Chinese and Japanese 362	Women in Japanese and Chinese Literature	(1)
Chinese and Japanese 363	Seminar: Transcending the Limit: Literary Theory in the East-West Context	(1)
Economics 268	Economic development in less developed countries	(1)
English 228	Asian/American Literature	(1)
Geography 340	Advanced Regional Studies (when topic is Asian)	(1)
History 112	Modern Asia: Tradition and Transformation	(1)
History 222	Modern China	(1)
History 224	Modern Japan	(1)
History 279	The Vietnam War	(1)
History 324	Politics and Wars in East Asia	(1)
Japanese 222	Narratives of Japan: Fiction and Film	(1)
Japanese 224	Japanese Popular Culture and Literature	(1)
Japanese 364	The West in Japanese Literature since the Nineteenth Century	(1)
Music 212	World Musics	(1)
Philosophy 110	Early Chinese Philosophy	(1)
Philosophy 210	Neo-Confucianism and Chinese Buddhism	(1)
Philosophy 350	Seminar in Chinese Philosophy-Comparative Methodology	(1)
Political Science 280	Subaltern Politics	(1)
Political Science 363	Decolonizing International Relations	(1)
Religion 250	Across Religious Boundaries: Understanding Differences (when topic is Asian)	(1)



Religion 350	Comparative Studies in Religion (when topic is Asian)	(1)
Sociology 236	Women, Men and Social Change in East Asia	(1)
Sociology 347	Reenvisioning Women in the Third World	(1)

## **Astronomy**

For curricular offerings, see Physics and Astronomy, page 321.

## Biochemistry

**Faculty:** Director: Eric Eberhardt (Chemistry); see biology and chemistry.

The interdepartmental program in biochemistry provides in-depth studies in biochemistry and molecular biology built upon a solid foundation in biology and chemistry. Experimental approaches to problems are emphasized throughout the program, with course laboratories, with the Senior Laboratory in Macromolecular Function (Biochemistry 377), and with ample opportunities for students to engage in independent research.

**Requirements for Concentration:** 18 units; Biology 105/106, and 238; Chemistry 108/109 or 110/111, 244, 245, 323, and 350; Biology/Chemistry 272 and 324; Biochemistry 377; Mathematics 121/122 or 125; Physics 113 and 114; and, two additional 200- or 300-level courses in biology or chemistry, one of which must be a lecture course (excluding Biology 206). The second unit may include only one research course. After declaration of the major, no NRO work is permissible in the major.

**Senior Year Requirement:** Biochemistry 377.

**Recommendations:** Students are strongly advised to take, in their freshman year, Biology 105 and 106 and Chemistry 108/109 or 110/111. Mathematics 121/122 or 125 should be taken in either the freshman or sophomore year. Such a program is appropriate for concentration in biology and chemistry in addition to biochemistry.

**Major Advisers:** Chemistry: Mr. Eberhardt, Ms. Kaur, Ms. Rossi, Mr. Smart; Biology: Ms. Dahlquist, Ms. Damer, Mr. Jemiolo, Ms. Norrod, Ms. Pokrywka, Mr. Straus, Ms. Susman.

### Course Offerings

See biology and chemistry.

#### **377. Senior Laboratory in Macromolecule Function (1)**

A protein and its gene are characterized by chemical modification and site-directed mutagenesis. Coursework includes student presentations and extensive laboratory work. Mr. Eberhardt.

Prerequisites: Biology/Chemistry 324.

Two four-hour periods.

#### **384. Structural Chemistry and Biochemistry (1)**

(Same as Chemistry 384)

## Biology

**Professors:** Robert S. Fritz, John H. Long, Jr., E. Pinina Norrod, Mark A. Schlessman (Chair), Kathleen M. Susman, Robert B. Suter; **Associate Professors:** Richard B. Hemmes, David K. Jemiolo, Leathem Mehaffey, III, Nancy Pokrywka, A. Marshall Pregnall, Margaret L. Ronsheim, J. William Straus<sup>ab</sup>; **Assistant Professors:** Cynthia K. Damer<sup>a</sup>, Kam D. Dahlquist; **Lecturer and Coordinator of Laboratory Instruction:** Ann H. Mehaffey.

**Requirements for Concentration:** 14 units: at the 100-level, Biology 105 and Biology 106; at the 200-level, 4 units of graded work, not including Biology 206; at the 300-level, 3 units of graded work; 5 units to be apportioned as follows:

- a) 3 units in Chemistry: 108/109 or 110/111, and 244;
- b) 2 units to be chosen from among Chemistry 245; Physics, 113, 114; Mathematics 101, 102, 121, 122, or 125; Geology 151, 152; Psychology 200; Biopsychology 201; Environmental Science 280; and other intermediate or advanced science courses subject to departmental approval. One of the two units may also be an additional graded 200-level or 300-level Biology course (excluding 206) or ungraded independent research Biology 298 or 399.

**Senior Year Requirements:** 2 units of graded 300-level biology taken at Vassar College.

**Independent Research:** The biology department encourages students to engage in independent research with faculty mentors, and offers ungraded courses Biology 178, 298, and 399. The department also offers Biology 303, a graded research experience for senior majors. Students should consult the chair or individual faculty members for guidance in initiating independent research.

**Field Work:** The department offers field work in biology. Students should consult the field work office and a biology faculty adviser for details.

**Teaching Certification:** Students who wish to obtain secondary school teaching certification in biology should consult both the biology and education departments for appropriate course requirements.

**Early Advising:** Those students considering a concentration in biology, particularly those who have already identified an interest in a subdiscipline of biology, should consult a departmental adviser early in their freshman year to discuss appropriate course sequences. After declaration of the major, no NRO work is permissible in the major.

**Postgraduate Work:** Students considering graduate school or other professional schools should be aware that such schools usually require courses beyond the minimum biology major requirements. In general, students should have at least a full year of organic chemistry, a year of physics, and a year of calculus. Students are urged to begin their chemistry and other correlated sciences coursework as soon as possible, since this will assist them in successful completion of the biology major. Students should consult with the chair of biology or the pre-medical adviser at their earliest opportunity.

**Further Information:** For additional information on research opportunities, honors requirements, etc., please see the biology department.

**Advisers:** For the Class of 2005, Mr. Fritz, Ms. Norrod, Ms. Ronsheim, Ms. Susman; for the class of 2006, Mr. Jemiolo, Ms. Pokrywka.

### Correlate Sequences in Biology:

The Department of Biology offers four correlate sequences, each with a different emphasis. Students interested in undertaking a correlate in biology should consult with one of the biology advisers assigned to each class (see above). The requirements for each are listed below:

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

**Cellular Biology/Molecular Biology (7 units)**

Biology 105	Introduction to Biological Processes	(1)
Biology 106	Introduction to Biological Investigation	(1)
Chemistry 108/109 or Chemistry 110/111		

Two of the following:

Biology 202	Plant Physiology and Development	(1)
Biology 205	Introduction to Microbiology	(1)
Biology 228	Animal Physiology	(1)
Biology 232	Developmental Biology	(1)
Biology 238	Genetics	(1)
Biology 272	Cellular Biochemistry	(1)

One of the following:

Biology 316	Neurobiology	(1)
Biology 323	Cell Biology	(1)
Biology 324	Molecular Biology	(1)
Biology 370	Immunology	(1)

**Animal Physiology (6 units)**

Biology 105	Introduction to Biological Processes	(1)
Biology 106	Introduction to Biological Investigation	(1)
Biology 228	Animal Physiology	(1)

Three of the following, at least one at the 300-level:

Biology 226	Animal Structure and Diversity	(1)
Biology 232	Developmental Biology	(1)
Biology 238	Genetics	(1)
Biology 316	Neurobiology	(1)
Biology 370	Immunology	(1)

**Ecology/Evolution (6 units)**

Biology 105	Introduction to Biological Processes	(1)
Biology 106	Introduction to Biological Investigation	(1)
Biology 241	Ecology	(1)
Biology 350	Evolutionary Biology	(1)

One of the following:

Biology 202	Plant Physiology and Development	(1)
Biology 205	Introduction to Microbiology	(1)
Biology 238	Genetics	(1)

One of the following:

Biology 208	Plant Structure and Diversity	(1)
Biology 226	Animal Structure and Diversity	(1)
Biology 354	Plant-Animal Interactions	(1)
Biology 356	Aquatic Ecology	(1)

**Behavior/Neurobiology (6 units)**

Biology 105	Introduction to Biological Processes	(1)
Biology 106	Introduction to Biological Investigation	(1)

Two of the following:

Biology 226	Animal Structure and Diversity	(1)
Biology 228	Animal Physiology	(1)
Biology 241	Ecology	(1)

One of the following:

Biology 232            Developmental Biology            (1)  
 Biology 238            Genetics            (1)

One of the following

Biology 316            Neurobiology            (1)  
 Biology 340            Animal Behavior            (1)

## I. Introductory

### 105 a and b. Introduction to Biological Processes (1)

Development of critical thought, communication skills, and understanding of central concepts in biology, through exploration of a timely topic. The content of each section varies. The department.

### 106 a and b. Introduction to Biological Investigation (1)

Investigation of biological questions via extended laboratory or field projects. Emphasis is placed on observation skills, development and testing of hypotheses, experimental design, data collection, statistical analysis, and scientific writing and presentation. The department.

One 75 minute and one four hour period.

Biology 105 and 106 may be taken in any order. Students who have not taken any introductory biology should start with Biology 105 or Biology 106.

### 172. Microbial Wars (1)

(Same as Science, Society, and Technology 172) This course examines ways in which some microbes have become a problem due to misuse by humans. The topics include resistance to antibiotics, emerging infections, and bioterrorism. Introductory material stresses the differences between microbes, including bacteria, protozoa, and viruses.

### 178. Special Projects in Biology (½)

Execution and analysis of a laboratory or field study. Project to be arranged with individual instructor. The department.

Open to freshmen and sophomores only.

## II. Intermediate

Two units of 100-level biology taken at Vassar College are prerequisites for entry into 200-level courses unless otherwise stated.

### 202. Plant Physiology and Development (1)

An examination of the cellular and physiological bases of plant maintenance, growth, development, and reproduction; with emphasis on the values of different plants as experimental systems. Mr. Pregnall.

Three 50-minute periods; one 4-hour laboratory.

### 205. Introduction to Microbiology (1)

An introduction to the world of microbes, including bacteria, fungi, and viruses. The study of bacteria is stressed. Studies of the morphology, physiology, and genetics of bacteria are followed by their consideration in ecology, industry, and medicine. Ms. Norrod.

Two 75-minute periods; two 2-hour laboratories.

### 206. Environmental Biology (1)

(Same as Science, Technology, and Society 206) A biological exploration of the impacts of contemporary agricultural production, transportation, waste disposal,

and energy production, as well as human population growth, on the health of terrestrial and aquatic ecosystems. The course also examines biological conservation, genetically modified organisms, renewable resource utilization, and energy efficiency, and their roles in the transition to a sustainable society. Mr. Hemmes.

Prerequisite: Biology 151 or permission of instructor.

### **208. Plant Structure and Diversity (1)**

A study of the origins and diversification of plants. Problems to be analyzed may include mechanical support, internal transport, mechanical and biochemical defenses, life-histories, reproductive strategies, and modes of speciation. Laboratories include comparative study of the divisions of plants and identification of locally common species and families in the field. Mr. Pregnall, Ms. Ronsheim, or Mr. Schlessman.

Three 50-minute periods; one 4-hour laboratory.

### **226. Animal Structure and Diversity (1)**

The structures and functions of animals are compared, analyzed, and interpreted in a phylogenetic context. Emphasis is placed on the unique innovations and common solutions evolved by different taxonomic groups to solve problems related to feeding, mobility, respiration, and reproduction. Laboratory work centers on the comparative study of the anatomy of species representative of the major animal phyla. Mr. Long or Mr. Mehaffey.

Three 50-minute periods; one 4-hour laboratory.

### **228. Animal Physiology (1)**

A comparative examination of the approaches animals use to move, respire, eat, reproduce, sense, and regulate their internal environments. The physiological principles governing these processes are developed in lecture and applied in the laboratory. Mr. Long or Mr. Mehaffey.

Recommended: Chemistry 108, 109, and Physics 113.

Three 50-minute periods; one 4-hour laboratory.

### **232. Developmental Biology (1)**

The study of embryonic development including gametogenesis, fertilization, growth, and differentiation. Molecular concepts of gene regulation and cell interactions are emphasized. The laboratory emphasizes classical embryology and modern experimental techniques. Ms. Pokrywka or Mr. Straus.

Two 75-minute periods; one 4-hour laboratory.

### **238. Principles of Genetics (1)**

Principles of genetics and methods of genetic analysis at the molecular, cellular, and organismal levels. Emphasis is placed on classical genetic experiments, as well as modern investigative techniques such as recombinant DNA technology, gene therapy, genetic testing, and the use of transgenic plants and animals. Laboratory work includes experiments on prokaryotes and eukaryotes. Ms. Dahlquist, Ms. Damer, or Ms. Pokrywka.

Three 50-minute periods; one 4-hour laboratory.

### **241. Ecology (1)**

Population growth, species interaction, and community patterns and processes of species or groups of species are discussed. The course emphasizes these interactions within the framework of evolutionary theory. Local habitats and organisms are used as examples of how organisms are distributed in space, how populations grow, why species are adapted to their habitats, how species interact, and how communities change. Field laboratories at Vassar Farm and other localities emphasize the formulation of answerable questions and methods to test hypotheses. Mr. Fritz or Ms. Ronsheim.

Three 50-minute periods; one 4-hour field laboratory.

**272. Biochemistry** (1)

(Same as Chemistry 272) Basic course covering protein structure and synthesis, enzyme action, bio-energetic principles, electron transport and oxidative phosphorylation, selected metabolic pathways in prokaryotic and eukaryotic cells. Mr. Jemiolo, Mr. Straus, or Mr. Eberhardt (Chemistry).

Prerequisite: Chemistry 244.

Three 50-minute periods; one 4-hour laboratory.

**290. Field Work** ( $\frac{1}{2}$  or 1)

**298. Independent Work** ( $\frac{1}{2}$  or 1)

Execution and analysis of a field, laboratory, or library study. The project, arranged with an individual instructor, is expected to have a substantial paper as its final product.

Permission of instructor is required.

**III. Advanced**

Two (2) units of 200-level biology are prerequisites for entry into 300-level courses; see each course for specific courses required or exceptions.

**303. Senior Research** (1)

Critical analysis, usually through observation or experimentation, of a specific research problem in biology. A student electing this course must first gain, by submission of a written research proposal, the support of a member of the biology faculty with whom to work out details of a research protocol. The formal research proposal, a final paper, and presentation of results are required parts of the course. A second faculty member participates both in the planning of the research and in final evaluation.

Permission of instructor is required.

**316. Neurobiology** (1)

An examination of nervous system function at the cellular level. The course emphasizes the physical and chemical foundations of intercellular communication, integration and processing of information, and principles of neural development. Laboratory includes demonstrations of biophysical methodology and experimental approaches to the study of nerve cells. Mr. Mehaffey or Ms. Susman.

Prerequisites: 2 units of 200-level biology or 1 unit of 200-level biology and either Psychology 241 or Biopsychology 201. Recommended: Biology 228, 272.

**323. Cell Biology** (1)

Investigations with a biochemical emphasis into the dynamics of the eukaryotic cell. Topics include the cell cycle, membrane trafficking, cytoskeleton, and cell signaling. Ms. Damer or Ms. Pokrywka.

Prerequisite: Biology 272.

**324. Molecular Biology** (1)

(Same as Chemistry 324) An examination of the macromolecular processes underlying storage, transfer, and expression of genetic information. Topics include the structure, function, and synthesis of DNA; mutation and repair; the chemistry of RNA and protein synthesis; the regulation of gene expression; cancer and oncogenes; the molecular basis of cell differentiation; and genetic engineering. Mr. Jemiolo.

Prerequisites: one of the following: Biology 205, 238, or 272.

**325. Bioinformatics (1)**

Students learn current bioinformatics techniques. Topics include sequence alignment and phylogeny, biological databases, protein structure prediction, modeling pathways and networks, and the analysis of high-throughput genomic and proteomic data. Ms. Dahlquist.

Prerequisite: Biology 238 or Biology / Chemistry 272.

One 4-hour computer laboratory.

**340. Animal Behavior (1)**

Examination of the relationship between behavior and the individual animal's survival and reproductive success in its natural environment. Evolutionary, physiological, and developmental aspects of orientation, communication, habitat selection, foraging, reproductive tactics, and social behavior are considered. Methodology and experimental design is considered in lectures, but is given particular emphasis in the laboratory component of the course. Mr. Hemmes or Mr. Suter.

Prerequisites: 2 units of 200-level biology or 1 unit each of 200-level biology and psychology.

Recommended: Biology 226, 228, 238, or Psychology 200.

**350. Evolutionary Biology (1)**

Study of the history of evolutionary thought, mechanisms of evolutionary change, and controversies in the study of organic evolution. Topics include the origin and maintenance of genetic variability, natural selection, adaptation, origin of species, macroevolution, co-evolution, and human evolution.

Prerequisites: any two of Biology 208, 226, or 241; or permission of the instructor.

**354. Plant-Animal Interactions (1)**

An examination of the predominant interactions between plants and animals that influence their ecology and evolution. The course focuses on the kinds of interactions (herbivory, mutualism, pollination, seed dispersal, etc.), the costs and benefits of interactions, the ecological contexts that favor certain types of species interactions (environmental stability, competition, and predation intensity), and the evolution (natural selection models and co-evolution) of interactions. Primary literature and case histories are regularly discussed and theories that explain the evolution and ecology of interactions are explored. The laboratory includes individual and group independent projects that permit observation and experimentation with plant-animal interactions. Mr. Fritz.

Prerequisite: Biology 241 or permission of instructor.

**356. Aquatic Ecology (1)**

A consideration of freshwater, estuarine, and marine habitats that examines material and energy fluxes through aquatic systems; physiological aspects of primary production; the biogeochemical cycling of nutrients; adaptations of organisms to physical and chemical aspects of aquatic environments; biological processes that structure selected communities; and the role of aquatic habitat in global change phenomena. Mr. Pregall.

**370. Immunology (1)**

An examination of the immune response at the cellular and molecular levels. Topics include the structure, function, and synthesis of antibodies; transplantation and tumor immunology; immune tolerance; allergic responses; and immune deficiency diseases. Mechanisms for recognition; communication; and cooperation between different classes of lymphocytes in producing these various responses are stressed, as are the genetic basis of immunity and the cellular definition of "self"



which makes each individual unique. Ms. Norrod.

Prerequisite: Chemistry 244 or permission of instructor; Biology 238, 272 recommended.

**382. Conservation Biology (1)**

(Same as Environmental Studies 382) Conservation Biology is a new science that has developed in response to the biological diversity crisis. The goals of conservation biology are to understand human impacts on biodiversity and to develop practical approaches for mitigating them. This course is designed to provide an up-to-date synthesis of the multiple disciplines of conservation biology, with particular emphasis on applied ecology and evolutionary biology. Topics may include kinds of biological diversity, genetics of small populations, population viability analysis, systematics and endangered species, pests and invasions, habitat fragmentation, reserve design, management plans for ecosystems and species, and restoration ecology. Ms. Ronsheim or Mr. Schlessman.

Prerequisites: 2 units of 200-level Biology, preferably from 206, 208, 238, or 241; or permission of the instructor.

**399. Senior Independent Work (½ or 1)**

Execution and analysis of a field, laboratory, or library study. The project, to be arranged with an individual instructor, is expected to have a substantial paper as its final product.

Permission of instructor is required.

**IV. Graduate**

**400. Thesis (1)**

**416. Neurobiology (1)**

**423. Cell Biology (1)**

**424. Molecular Biology (1)**

**440. Animal Behavior (1)**

**450. Evolutionary Biology (1)**

**454. Plant-Animal Interactions (1)**

**456. Aquatic Ecology (1)**

**470. Immunology (1)**

## Chemistry

**Professor:** Miriam Rossi; **Associate Professors:** Marianne H. Begemann, Stuart L. Belli, Sarjit Kaur<sup>ab</sup>, Christopher J. Smart (Chair); **Assistant Professors:** Eric S. Eberhardt, Joseph M. Tanski; **Lecturer and Coordinator of Laboratory Instruction:** Christina N. Hammond; **Lecturer and Curator of Instrumentation:** Edith C. Stout; **Lecturer:** David Nellis; **Research Professor:** Curt W. Beck.

**Requirements for Concentration:** Chemistry 108/109 or 125 or the equivalent as approved by the department; Chemistry 244 and 245 or the equivalent as approved by the department; 8 units to include Chemistry 300, 350, 352, 353, 354, 362, and 2 units of additional graded 300-level courses, one of which must be taken senior year. Chemistry 198, 298, and 399 do not count toward these 8 units. Mathematics 121/122 or 125; Physics 113/114. No courses required for the chemistry major may be elected on an NRO basis.

**Recommendations:** A reading knowledge of French, German, Russian, or Japanese, and courses in allied sciences. Students who wish to graduate with certification by the American Chemical Society should consult the department. Entering students who plan to concentrate in chemistry are advised to elect both chemistry and mathematics in the freshman year and physics in the freshman or sophomore year.

**Teaching Certification:** Students who wish to obtain secondary certification in Chemistry should consult both the Chemistry and Education Departments for appropriate course requirements.

**Requirements for B.A.-M.A.:** The candidate must satisfy all requirements for the B.A. degree as described above. In addition, 8 units of advanced work are required as follows: 3 to 5 units of 300-level courses; 2 units of 400-level courses; 1 to 3 units will be credited for the thesis, which will be based on a research project normally carried out during the fourth year. Chemistry 326, 342, 357, or 450, must be included among the advanced courses elected to fulfill the requirements of the joint degree. For students selecting thesis research in biochemistry or an interdisciplinary area, advanced courses in biology, biochemistry, mathematics, and physics may, with the permission of the adviser, be substituted for some of the required courses in chemistry. Further information regarding the thesis may be found in the separate publication, "Graduate Study in Chemistry at Vassar College." Consult the graduate student adviser in the department.

**Advisers:** Class of 2005, Mr. Belli; Class of 2006, Ms. Kaur; Class of 2007, Ms. Rossi; Correlate Sequence, Ms. Begemann.

**Correlate Sequence in Chemistry:** A correlate sequence in chemistry provides students interested in careers ranging from public health to patent law an excellent complement to their major field of study. The chemistry correlate sequence is designed to combine a basic foundation in chemistry with the flexibility to choose upper-level chemistry courses relevant to the student's particular interests. Students considering careers in such areas as art conservation, public policy relating to the sciences, scientific ethics, archeochemistry, the history of science, law or public health may benefit from a course of study in chemistry. This correlate is not intended for students majoring in closely related disciplines, such as biology or biochemistry, and therefore not more than one course can be credited towards both the correlate and the student's major. The correlate consists of 6½ units distributed as follows:

<b>Required Courses:</b>	<b>Units</b>
General Chemistry with lab (Chemistry 108/109)	2 OR
Chemistry Principles with lab (Chemistry 125)	1
Organic Chemistry with lab (Chemistry 244/245)	2

<sup>ab</sup>Absent on leave for the year.

**Minimum of two classes from the following:** (2)

Chemistry 272	Biochemistry	
Chemistry 323	Protein Chemistry	
Chemistry 326	Inorganic Chemistry	
Chemistry 342	Organic Chemistry	
Chemistry 350	Physical Chemistry: Thermodynamics and Chemical Kinetics	
Chemistry 352	Physical Chemistry: Molecular Structure	
Chemistry 357	Chemical Physics	
Chemistry 362	Instrumental Analysis	(1½)

One half unit of laboratory work at the advanced level: (½)  
(Completion of chemistry 362 from the previous list satisfies this requirement)

Chemistry 298	Independent Research
Chemistry 353 or 354	Physical Chemistry Laboratory
Chemistry 370	Advanced Laboratory

**I. Introductory****108a/109b. General Chemistry** (1)

This course covers fundamental aspects of general chemistry, including descriptive chemistry, chemical reactions, stoichiometry, atomic and molecular structure, states of matter, properties of solutions, thermodynamics, kinetics, equilibria, electrochemistry, and nuclear chemistry. Most of the work is quantitative in nature. The department.

Three 50-minute lectures; one 4-hour laboratory.

**125a. Chemical Principles** (1)

This course is designed to cover pertinent aspects of general chemistry in one semester to prepare students with a strong chemistry background for Organic Chemistry in the second semester of the year. The material covered includes chemical reactions, stoichiometry, atomic and molecular structure, and general chemical physics, emphasizing the fundamental aspects of and connections between equilibria, electrochemistry, thermodynamics, and kinetics. Mr. Tanski.

Three 50 minute lectures; one 4 hour laboratory.

**198a or b. Freshmen Independent Research** (½)

Students perform independent chemistry research under the direction of a faculty member of their choosing. Attendance at regularly scheduled department seminars/events is required to satisfactorily complete the course. The department.

Open only to freshmen.

**II. Intermediate****244a or b. Organic Chemistry: Structure and Properties** (1)

An introduction to the structure of organic molecules and to their nomenclature. Among the properties of organic compounds, shape, charge distribution, and spectroscopic properties are emphasized. Laboratory work includes isolation, physical transformations and identification of organic compounds including the application of gas chromatography and infrared and nuclear magnetic resonance spectroscopy. Ms. Kaur, Mr. Smart.

Prerequisite: Chemistry 109 or 125.

Three 50-minute lectures; one 4-hour laboratory.

**245a or b. Organic Chemistry: Reactions and Mechanisms** (1)

A study of the reactions of organic compounds from a mechanistic point of view. Laboratory work includes synthesis, qualitative analysis, and quantitative investi-

gation of reaction rates and equilibria which emphasize mechanistic considerations. Ms. Kaur, Mr. Smart.

Prerequisite: Chemistry 244.

Three 50-minute lectures; one 4-hour laboratory.

**270. Computational Methods in the Sciences** (1/2)  
(Same as Physics 270)

**272b. Biochemistry** (1)  
(Same as Biology 272)

**297. Reading Course** (1/2)

**298. Independent Research** (1/2 or 1)  
Students perform independent chemistry research under the direction of a faculty member of their choosing. Attendance at regularly scheduled department seminars/events is required to satisfactorily complete the course. The department.

### III. Advanced

**300a or b. Senior Thesis** (1)

**323b. Protein Chemistry** (1)  
A detailed study of the structure and function of proteins. Structure determination, mechanisms of catalysis and regulation, and the interactions of enzymes in complex systems will be treated. Mr. Eberhardt.

Prerequisite: Chemistry 350 (may be corequisite), or 272.

**324. Molecular Biology** (1)  
(Same as Biology 324)

**326a or b. Inorganic Chemistry** (1)  
An introduction to structure and reactivity of inorganic, coordination, and organometallic compounds, including the following topics: chemical applications of group theory, atomic and molecular structure, theories of bonding, the solid state, coordination chemistry, inorganic reaction mechanisms, and organometallic chemistry. A laboratory portion of this class includes selected experiments which reinforce these concepts. Ms. Rossi, Mr. Tanski.

Prerequisite: Chemistry 352, or permission of instructor.

**[335a or b. Advanced Environmental Chemistry]** (1)  
Physical and chemical mechanisms for delineating the fate of pollutants are theoretically defined and applied to model environmental systems. Consideration is also given to characterizing the chemistry of natural systems. Topics covered include: thermodynamics and equilibria of complex systems; chemodynamics; photochemical reaction mechanisms, redox chemistry in natural waters; and chemical reactions in the air, soil, and water environments. Mr. Belli.

Prerequisite: Chemistry 350 or permission of instructor.

**342b. Organic Chemistry** (1)  
Selected topics in organic chemistry such as stereochemistry, conformational analysis, carbanions, carbocations, radicals, kinetic and thermodynamic control of reactions, mechanisms, synthesis. The department.

Prerequisites: Chemistry 245, 350, or permission of instructor.

**350b. Physical Chemistry: Thermodynamics and Chemical Kinetics (1)**

Equations of state for gases; the laws of thermodynamics; solutions and phase equilibria; chemical equilibrium and chemical kinetics. Instructor to be announced.

Prerequisites: Chemistry 245; Physics 113, 114; Mathematics 121/122 or 125.

**352a. Physical Chemistry: Molecular Structure (1)**

Introductory wave mechanics and bonding theories; electrical and magnetic properties of molecules; spectroscopy; statistical mechanics. Ms. Begemann.

Prerequisites: Chemistry 245; Physics 113, 114; Mathematics 121/122 or 125.

**353b, 354a. Physical Chemistry: Laboratory (1/2)**

Selected experiments to teach techniques and to demonstrate principles introduced in the lectures. Instructor to be announced, Ms. Begemann.

Corequisites: Chemistry 350, 352.

One 4-hour laboratory.

**[357. Chemical Physics] (1)**

The course includes selected topics which are of interest to chemistry majors as well as biochemistry and physics majors. Possible topics include applications of group theory, interaction of radiation with matter, molecular spectroscopy, reaction kinetics, reaction rate theory, and statistical mechanics. The material covered in any particular semester will depend on the mutual interests of the instructor and the students. Ms. Begemann.

Prerequisites: Chemistry 350 and 352 or by permission of instructor.

Not offered in 2004/05.

**362b. Instrumental Analysis (1 1/2)**

An introduction to chemical analysis, this course covers the theoretical and practical aspects of spectroscopic, electrochemical, and chromatographic methods, including topics in instrumentation, statistics, and chemometrics. Mr. Belli.

Prerequisite: Chemistry 245 or permission of instructor.

Includes one 4-hour laboratory.

**365a or b. Spectrometric Identification of Organic Compounds (1/2)**

This course focuses on the use of modern analytical instrumentation to identify unknown organic compounds. Students get extensive hands-on experience using Nuclear Magnetic Resonance Spectroscopy (NMR) (H, C, DEPT, COSY, HETCOR), Fourier Transform Infrared Spectroscopy (FTIR), and Gas Chromatography/Mass Spectrometry (GC/MS). Working with weekly unknowns, students learn to interpret spectra and assemble the data necessary to support both a formula and structure determination. Ms. Stout.

Prerequisite: Chemistry 245.

One 4-hour laboratory.

**370a or b. Advanced Laboratory (1/2)**

Advanced laboratory work may be elected in the field of organic, analytical, physical, inorganic, biochemistry, or environmental chemistry. The department.

Prerequisite or corequisite: a 300-level course in the pertinent field.

One 4-hour laboratory.

**[382b. Special Topics in Organic Chemistry: Introduction to Polymer Chemistry] (1)**

Properties and uses of selected polymers (thermally stable, conducting, and biodegradable). This course includes organic and kinetic aspects of polymeriza-

tions, characterization techniques for structure determination, thermal and mechanical properties, and measurement of molecular weight and distribution. Laboratory techniques and experiments leading to synthesis, characterization and physical properties of selected polymers (synthesized or commercially available polymers) are emphasized. Ms. Kaur.

Prerequisites: Chemistry 244/245 or permission of instructor.

Two 50-minute lectures; one 4-hour laboratory.

Not offered in 2004/05.

**384a. Structural Chemistry and Biochemistry (1)**

(Same as Biochemistry 384) In this course, principles and methods regarding the structure of molecules and macromolecules will be studied with an emphasis on selected topics in chemistry and biochemistry. Ms. Rossi.

Prerequisite: 350 or permission of instructor.

Two 75-minute lectures.

**399. Senior Independent Research (½ or 1)**

Students perform independent chemistry research under the direction of a faculty member of their choosing. Attendance at regularly scheduled department seminars/events is required to satisfactorily complete the course. The department.

Open only to seniors.

**IV. Graduate**

Advanced courses in the following areas will be offered at the discretion of the department and according to the needs of graduate students.

**426. Advanced Inorganic Chemistry: Special Topics (1)**

**440. Synthetic Organic Chemistry (1)**

**441. Environmental Chemistry: Special Topics (1)**

**445. Theoretical Organic Chemistry (1)**

**450. Physical Chemistry (1)**

**463. Analytical Chemistry: Special Topics (1)**

**472. Biochemistry: Special Topics (1)**

# Chinese and Japanese

**Associate Professors:** Wenwei Du, Peipei Qiu, Bryan Van Norden; **Assistant Professors:** Hiromi Tsuchiya Dollase, Haoming Liu; **Instructors:** Yuko Matsubara, Anne Parries.

**Requirements for Chinese or Japanese Concentration:**\* Students who start language study with Chinese 105-106 or Japanese 105-106 must complete a total of 13 units, 8 of which are to be language study including Chinese 306 or Japanese 306 and 305 of which are to be content courses as outlined below. Students who start language study with Chinese 205-206 or Japanese 205-206 must complete Chinese 305-306 or Japanese 305-306, and seven other courses selected from departmental or approved courses that must fulfill the specific requirements outlined below. A student's program of study should be designed in close consultation with the advisor according to the target concentration. NRO option is not allowed after the declaration of major for courses counting toward the concentration. For students seeking to double major in Chinese, Japanese, and/or Asian Studies, no more than two units may be double counted.

## Content Courses:

Introductory-level study: Chinese-Japanese 120: Introduction to Chinese and Japanese Literature: Traditions, Genres, and Methodology.

Intermediate-level study: 2 units of departmental or approved 200-level courses.

Advanced-Level Study: Two 300-level courses.

High advanced-level language study: 2 units chosen from Chinese 350, 351 and 360 and Japanese 350 and 351 can be counted toward the requirements of one intermediate and one advanced level content course.

Courses offered by other departments may be elected with approval to fulfill the requirements.

**Junior Year Study Away and summer courses** may substitute for the required courses with department approval. The department strongly encourages students to study abroad in China or Japan and commits to providing the students with supervised study away programs.

**Honors' Requirements:** Same as those for the majors except for replacing an intermediate-level course with a thesis/culminating project. The thesis is normally written in both semesters of the senior year. The senior project can be done either as a one unit course in one semester, or a ½ unit course in each of two semesters.

**Requirements for the Correlate Sequence in Chinese or Japanese Language:** 6½ units chosen among Chinese 160/360 and Chinese or Japanese 105, 106, 205, 206, 305, 306, 350, 351, and 399; at least 5 units must be taken above the 100-level and two courses must be taken at the 300-level. Junior Year Study Away and summer courses may be substituted with department approval. 4 units must be taken at Vassar. Courses available for letter grades must be taken for letter grades.

Departmental courses are arranged in three groups: 1) courses in Chinese-Japanese literary studies (CHJA); 2) courses in Chinese language and literary studies (CHIN); 3) courses in Japanese language and literary studies (JAPA).

## Chinese-Japanese (CHJA)

### 120a. Introduction to Chinese and Japanese Literature: Traditions, Genres and Methodology (1)

This course is an introduction to the literary traditions of China and Japan. It focuses on the exploration of the literary principles through the representative works in different genres, including myths, poetry, drama, and classical and vernacular narratives. Thematic comparison between the two traditions is drawn in the discussion and cinematic adaptations of chosen works and contextual

\* Pending approval by the New York State Department of Education

materials are viewed during the course. Assignments emphasize the development of basic skills on writing about literary and cultural topics and texts. All readings and discussions are in English. Ms. Qiu.

Open to all classes.

**[250. Special Topics in Chinese and Japanese Literatures] (1)**

Topics vary each year. Can be repeated for credit when a new topic is offered.

Future topics include:

- 1) Experiencing the Other: Representation of Each Other in Chinese and Western Literature Since the Eighteenth Century. Mr. Liu
- 2) Masterpieces of Classical Japanese Literature. Ms. Qiu.
- 3) Chinese Popular Culture. Mr. Du.
- 4) Introduction to Chinese Literature: Poetry and Fiction. Mr. Du.
- 5) Japanese Poetry. Ms. Qiu

Not offered in 2004/05.

**290a or b. Field Work (½ or 1)**

Prerequisites: 2 units of Chinese or Japanese and permission of the chair. The department.

**298a or b. Independent Study (½ or 1)**

Prerequisites: 2 units of Chinese or Japanese and permission of the chair. The department.

**300a-301b. Senior Thesis (½, ½)**

Open only to majors. The department.

Permission required.

**302a or b. Senior Project (1)**

Open only to majors. One unit project done in one semester. The department.

Permission required.

**303a-304b. Senior Project (½, ½)**

Open only to majors. One unit project done in two semesters. The department.

Permission required.

**350a. Seminar in Chinese Philosophy-Comparative Methodology (1)**

(Same as Philosophy 350). An exploration of some of the methodological issues raised by the prospect of one culture understanding and making judgments about another. The course considers essays on ethical and cognitive relativism, incommensurability, and the hermeneutics of suspicion and faith. Although the focus is primarily methodological, recent Western approaches to understanding Chinese philosophy provide test cases for some of the theories examined. Mr. Van Norden

Prerequisites: a 200-level course in Chinese, Japanese, Asian Studies or Philosophy.

**[361b. Chinese and Japanese Drama and Theatre] (1)**

A study of Chinese and Japanese culture and society through well-known dramatic genres—*zaju*, *chuanqi*, *kunqu*, Beijing Opera, modern Spoken Drama, *noh*, *bunraku*, *kabuki*, and New Drama; a close reading of selected plays in English translation. Scheduled films of performances convey Chinese and Japanese theatrical conventions and aesthetics. Discussions focus on major themes based on research presentations. All readings and discussions are in English. Mr. Du.

Prerequisite: one 200-level language/literature/culture/drama or Asian Studies course or permission of instructor.

Not offered in 2004/05.



**[362. Women in Japanese and Chinese Literature] (1)**

An intercultural examination of the images of women presented in Japanese and Chinese narrative, drama, and poetry from their early emergence to the modern period. While giving critical attention to aesthetic issues and the gendered voices in representative works, the course also provides a comparative view of the dynamic changes in women's roles in Japan and China. All selections are in English translation. Ms. Qiu.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of instructor.

Not offered in 2004/05.

**363b. Seminar: Transcending the Limit: Literary Theory in the East-West Context (1)**

This course examines various traditional and contemporary literary theories with a distinct Asianist—particularly East Asianist—perspective. At least since the eighteenth century, Western theoretical discourse often took into serious consideration East Asian literature, language and civilization in their construction of “universal” theoretical discourses. The comparative approach to literary theory becomes imperative in contemporary theoretical discourse as we move toward ever greater global integration. Selected texts from Hegel, Segalen, Barthes, Derrida, Todorov, and Said as well as some primary texts are among the required readings. All readings are in English. Mr. Liu.

Prerequisite: one literature course or by permission.

**399a or b. Senior Independent work (½ or 1)**

Prerequisite: 4 units of Chinese or Japanese or by permission of the chair. The department.

**Chinese (CHIN)****105a-106b. Elementary Chinese (1½)**

An introduction to Mandarin Chinese (*putong hua* or *guo yu*). While the approach is aural-lingual, reading and writing skills are introduced early in the program. The two semesters cover about 600 characters. Grammatical analysis, pattern drills, and conversational practices are stressed throughout. Mr. Liu ; Ms. Parries.

Open to all classes.

Five 50-minute periods.

**[160. Introduction to Classical Chinese] (1)**

(Same as Asian Studies 160) Classical Chinese is the literary language in which almost all of Chinese literature was written prior to the twentieth century. This course introduces students to the rudiments of reading Classical Chinese, with an emphasis on early Chinese philosophical texts. No previous background in Chinese language, history, or culture is required. Among the texts to be studied are passages from the sayings of Confucius and Taoist works. Mr. Van Norden.

Open to all classes.

Does not satisfy the foreign language proficiency requirement.

Not offered in 2004/05.

**205a-206b. Intermediate Chinese (1½)**

Further practice in conversation and learned patterns; acquisition of new grammatical structures, vocabulary, and about 800 additional characters. Emphasis on communicative skills in listening, speaking, reading and writing. Mr. Du; Ms. Parries.

Prerequisite: Chinese 105-106 or permission of instructor.

Five 50-minute periods.

**[212. Chinese Film and Contemporary Fiction] (1)**

An introduction to Chinese film through its adaptations of contemporary stories. Focus is on internationally well-known films by the fifth and sixth generation of directors since the late 1980s. Early Chinese films from the 1930s to the 1970s are also included in the screenings. The format of the course is to read a series of stories in English translations and to view their respective cinematic versions. The discussions concentrate on cultural and social aspects as well as on comparison of themes and viewpoints in the two genres. Mr. Du.

Prerequisite: one language/literature/culture/film or Asian Studies course, or permission of instructor.

Not offered in 2004/05

**214a. The Tumultuous Century: Twentieth Century Chinese Literature (1)**

This is a survey introduction to the literature of China from the late Qing Dynasty through the present day. Texts are arranged according to trends and schools as well as to their chronological order. Authors include Wu Jianren, Lu Xun, Zhang Ailing, Shen Congwen, Lao She and Gao Xingjian. All major genres are covered but the focus is on fiction. A few feature films are also included in association with some of the literary works and movements. No knowledge of the Chinese language, Chinese history, or culture is required for taking the course. All readings and class discussion is in English. Mr. Liu.

Prerequisite: one language/literature/culture or Asian Studies course, or permission of instructor.

**215b. Masterpieces of Traditional Chinese Literature (1)**

(Same as Asian Studies 215) Selected works of classical Chinese literature from a variety of periods and genres, such as the *Book of Odes* (early lyric poetry), the Tang Dynasty poems of Li Bo and Du Fu, historical narratives, including selections from the *Book of Documents* and the *Zuo Zhuan*, and the classic Chinese novels, such as *Romance of the Three Kingdoms*, *The Scholars*, and *Dream of the Red Chamber*. We shall discuss and interpret these texts from a variety of perspectives, including historical, structuralist, philosophical, feminist and "hermeneutics of suspicion." Assignments include brief weekly essays. Mr. Van Norden.

Prerequisite: one course in any humanities discipline, or Asian Studies, or permission of instructor.

**[216. Classics, Canon, and Commentary in China] (1)**

(Same as Asian Studies 216) Studying classic or canonical texts through commentarial traditions is a near universal form of education in pre-modern cultures. This course examines the nature, development and evolution of canons and commentaries, focusing on the immensely influential *Five Classics* and the *Four Books* of the Chinese tradition. We also read and discuss seminal Western discussions of canonicity and hermeneutics, including works by Emerson, Jaroslav Pelikan, and Alasdair MacIntyre. Mr. Van Norden.

Prerequisite: one course in any humanities discipline, or Asian Studies, or permission of instructor.

Not offered in 2004/05.

**290a or b. Field Work (½ or 1)**

Prerequisites: 2 units of Chinese and permission of the chair. The department.

**298a or b. Independent Study (½ or 1)**

Prerequisites: 2 units of Chinese and permission of the chair. The department.

**300a-301b. Senior Thesis (½, ½)**

Open only to majors. The department.

Permission required.

**302a or b. Senior Project** (1)

Open only to majors. One unit project done in one semester. The department.  
Permission required.

**303a-304b. Senior Project** (½, ½)

Open only to majors. One unit project done in two semesters. The department.  
Permission required.

**305a/306b. Advanced Chinese** (1)

Intensified instruction in the reading of original Chinese language materials, reflecting aspects of a changing China. Emphasis is on communicative skills. Mr. Du; Mr. Liu.

Prerequisite: Chinese 205-206 or permission of instructor

**350a. Advanced Readings in Chinese: Genres and Themes** (1)

This course is equivalent to a fourth-year Chinese course or beyond, and may be repeated for credit if topic changes. The course aims to further develop the advanced students' speaking, reading and writing proficiency. The course explores different genres of texts from various journalistic and literary writings. Readings are arranged according to thematic topics. Course discussions and lectures are conducted in Chinese. Ms. Parries.

Prerequisite: Chinese 306 or permission of instructor.

**351b. Advanced Readings of Original Literary Works** (1)

This course is equivalent to a fourth-year Chinese course or beyond, and may be repeated for credit if topic changes. This course involves close reading of a single literary work of an extensive length, shorter texts of a single author, or texts which have a common thematic interest. Emphasis is on *baihua* literature while samples of semi-*wenyan* texts are introduced. Through close reading and classroom discussion of the material, students are trained to approach authentic texts with linguistic confidence and useful methods. Ms. Parries.

Prerequisite: Chinese 306 or permission of instructor.

**[360. Classical Chinese]** (1)

This course is for students with at least two years of modern Chinese or the equivalent. It introduces students to the rudiments of reading Classical Chinese, with an emphasis on early Chinese philosophical texts. Students in this class attend the same lectures as, and do all the assignments of students in Chinese 160, but they also attend an extra session every week, in which they work with and are tested on modern Chinese translations of the Classical Chinese texts. Mr. Van Norden.

Prerequisite: Chinese 205-206 or equivalent.

Not offered in 2004/05.

**399a or b. Senior Independent work** (½ or 1)

Prerequisite: 4 units of Chinese or by permission of the chair. The department.

**Japanese (JAPA)****105a-106b. Elementary Japanese** (1½)

An introduction to modern Japanese. Students develop communicative skills based on the fundamentals of grammar, vocabulary and conversational expressions. Emphasis on both oral and written proficiency. The course introduces *hiragana* and *katakana* syllabaries as well as approximately 150 *kanji* (Chinese characters). Ms. Qiu; Ms. Dollase.

Open to all classes.

Five 50-minute periods.

**182b. Introduction to Japanese for Visitors** (½)  
 (Same as Asian Studies 182) This six-week course is especially designed for faculty and students who are going to participate in a spring study trip to Japan. The aim of this course is to give the participants an opportunity to establish a basic understanding of Japanese language and culture. It is an immersion-style course and focuses on verbal communication. The participants of the course learn basic Japanese conversational phrases and grammar. The course is conducted mainly in Japanese, but handouts in Western alphabet are distributed in class. Those enrolled are required to attend two 50-minute sessions per week. The course is open to students who have not studied Japanese before. Ms. Matsubara.

By permission of instructor.

**205a-206b. Intermediate Japanese** (1½)  
 This course puts equal emphasis on the further development of oral-aural proficiency and reading-writing skills with an intense review of basic grammar as well as an introduction of more advanced grammar, new vocabulary, expressions, and another 350 *kanji* (Chinese characters). Ms. Dollase; Ms. Qiu.

Prerequisite: Japanese 105-106 or permission of instructor.

Five 50-minute periods.

**[222. Narratives of Japan: Fiction and Film]** (1)  
 This course examines the characteristics of Japanese narratives in written and cinematic forms. Through selected novels and films that are based on the literary works or related to them thematically, the course explores the different ways in which Japanese fiction and film tell a story and how each work interacts with the time and culture that produced it. While appreciating the aesthetic pursuit of each author or film director, attention is also given to the interplay of tradition and modernity in the cinematic re-presentation of the literary masterpieces and themes. No previous knowledge of Japanese language is required. Ms. Qiu.

Prerequisite: one language/literature/culture/film or Asian Studies course, or permission of instructor.

Not offered in 2004/05

**223b. The Gothic and the Supernatural in Japanese Literature** (1)  
 (Same as Asian Studies 223) This course introduces students to Japanese supernatural stories. We interpret the hidden psyche of the Japanese people and culture that create such bizarre tales. We see not only to what extent the supernatural creatures — demons, vampires, and mountain witches — in these stories represent the “hysteria” of Japanese commoners resulting from social and cultural oppression, but also to what extent these supernatural motifs have been adopted and modified by writers of various literary periods. This course consists of four parts; female ghosts, master authors of ghost stories, Gothic fantasy and dark urban psyche. Ms Dollase.

Prerequisite: one language/literature/culture course or Asian Studies course, or permission of instructor.

**[224. Japanese Popular Culture and Literature]** (1)  
 This course examines Japanese popular culture as seen through popular fiction. Works by such writers as Murakami Haruki, Yoshimoto Banana, Murakami Ryu, Yamada Eimi, etc. who emerged in the late 1980's to the early 1990's, are discussed. Literary works are compared with various popular media such as film, music, *manga*, and animation to see how popular youth culture is constructed and reflects young people's views on social conditions. Theoretical readings are assigned. This course emphasizes discussion and requires research presentations. This course is conducted in English. Ms. Dollase.

Prerequisite: one language/literature/culture or Asian Studies course, or permission of instructor.

Not offered in 2004/05

**290a or b. Field Work** (½ or 1)

Prerequisites: 2 units of Japanese and permission of the chair. The department.

**298a or b. Independent Study** (½ or 1)

Prerequisites: 2 units of Japanese and permission of the chair. The department.

**300a-301b. Senior Thesis** (½, ½)

Open only to majors. The department.

Permission required.

**302a or b. Senior Project** (1)

Open only to majors. One unit project done in one semester. The department.

Permission required.

**303a-304b. Senior Project** (½, ½)

Open only to majors. One unit project done in two semesters. The department.

Permission required.

**305a/306b. Advanced Japanese** (1)

This course is designed to develop each student's ability to read contemporary Japanese text from newspapers, magazines, and literary works, with a solid grammatical foundation and mastery of *kanji*, as well as gaining proficiency in writing at an advanced level. Continued training in aural-oral proficiency in spoken Japanese through exercises, classroom interactions and audio-visual materials. Ms. Dollase, Ms. Qiu.

Prerequisite: Japanese 205-206 or permission of instructor.

**350a. Advanced Readings in Japanese: Genres and Themes** (1)

This course is equivalent to a fourth-year Japanese course or beyond, and may be repeated for credit if topic changes. The aim of this course is to further develop the advanced students' speaking, reading, and writing proficiency. The course explores different genres of texts ranging from contemporary Japanese media sources to literature. Readings are arranged according to thematic topics. Discussions and lectures are conducted entirely in Japanese. Ms. Matsubara.

Prerequisite: Japanese 306 or permission of instructor.

**351b. Advanced Readings of Original Literary Works** (1)

This course is equivalent to a fourth-year Japanese course or beyond, and may be repeated for credit if topic changes. This course involves close reading of a single literary work of an extensive length, shorter texts of a single author, or texts which have a common thematic interest. Through close reading and classroom discussion of the material, students are trained to approach authentic texts with linguistic confidence and useful methods. Ms. Matsubara.

Prerequisite: Japanese 306 or permission of instructor.

**[364. The West in Japanese Literature since the Nineteenth Century]** (1)

This course examines the influence of the West on Japanese literature after the nineteenth century and follows the process of the construction of modern Japanese identity. Since Japan opened its gates to other countries in the mid-nineteenth century, it has devoured Western culture with great enthusiasm. Nevertheless, Japanese people have always expressed uneasiness toward the forced dilution of their old Japanese cultural identity. Translated Japanese literary works are closely

read, and various theoretical readings are assigned. This course emphasizes discussion and requires research presentations. This course is conducted in English

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of instructor.

Not offered in 2004/05.

### **399a or b. Senior Independent work** (½ or 1)

Prerequisite: 4 units of Japanese or by permission of the chair. The department.

### **Summer Program in China**

The summer program in Qingdao University, China is open to all Vassar students. Each session of the program lasts eight weeks from late May to late July. Based on the level of language instruction needed by participating students, the program offers, in a particular year, the following intensive elementary, intermediate, and advanced courses. For information, please consult the department.

#### **101-102. Elementary Chinese** (3)

An introduction to Mandarin Chinese (*putonghua* or *guoyu*). While the approach is aural-lingual, reading and writing skills are introduced early in the course. This 3-unit intensive course covers the content similar to that of the on-campus Chinese 105-106. Grammatical analysis, pattern drills and conversational practice are stressed throughout.

Open to all classes.

#### **201. Special Topics** (1)

When necessary, students may petition for approval to enroll in university course work or special academic internships associated with an advanced language course.

#### **205-206. Intermediate Chinese** (3)

Further practice in conversation and learned patterns; acquisition of new grammatical structures, vocabulary, and about 800 additional characters. Emphasis on communicative skills in listening, speaking, reading and writing.

Prerequisite: Chinese 105-106 or permission of instructor.

#### **305-306. Advanced Chinese** (2)

Intensified instruction in the reading of original Chinese language materials, reflecting aspects of a changing China. Emphasis is on communicative skills.

Prerequisite: Chinese 205-206 or permission of instructor.

#### **340-341: Advanced Readings in Modern Chinese** (2)

This sequence course is equivalent to fourth-year Chinese or beyond. The course aims to further develop the advanced students' speaking, reading and writing proficiency. Readings include modern and contemporary literary works, journalistic writings, and other nonliterary texts. Readings are arranged according to topics and the course may be repeated if topics are different.

Prerequisite: Chinese 306 or permission of instructor.

### **Approved Courses**

Anthropology 240	Cultural Localities (when topics include East Asia)	(1)
Anthropology 360	Problem in Cultural Analysis (when topics include East Asia)	(1)
Art 257	The Arts of China	(1)
Art 258	The Arts of Japan	(1)
Art 259	Warriors, Deities and Tea Masters: Japanese Art	

	of the Momoyama Period	(1)
Art 260	Mirrors of Emperors, Vehicles of Pleasure: Japanese Art of the Edo Period	(1)
Art 358	Seminar in Asian Art	(1)
Asian Studies 152	Religions of Asia	(1)
Asian Studies 232	Imagining the Dao: Daoism and Chinese Culture	(1)
Asian Studies 233	Buddhist Traditions	(1)
Asian Studies 235	Religions of China	(1)
Asian Studies 240	Women in China	(1)
Education 285	Comparative Education (when topics include East Asia)	(1)
English 170	Approaches to Literary Studies (if Chinese and Japanese 363 Seminar is not taught in a cycle of two and half years)	(1)
English 217	Literary Theory and Interpretation (if Chinese and Japanese 363 Seminar is not taught in a cycle of two and half years)	(1)
English 228	Asian-American Literature (when topics include East Asia)	(1)
English 317	Studies in Literary Theory (if Chinese and Japanese 363 Seminar is not taught in a cycle of two and half years)	(1)
Geography 236	East Asia: People, Culture, and Economic Development	(1)
Geography 238	China: Political-Economic Transformation	(1)
Geography 340	Advanced Regional Studies (when topics include East Asia)	(1)
History 112	Modern Asia: Tradition and Transformation	(1)
History 222	Modern China	(1)
History 224	Modern Japan	(1)
History 324	Politics and Wars in East Asia	(1)
Philosophy 110	Early Chinese Philosophy	(1)
Philosophy 210	Neo-Confucianism and Chinese Buddhism	(1)
Political Science 363	Decolonizing International Relations (when topics include East Asia)	(1)
Religion 250	Across Religious Boundaries: Understanding Differences (when topics include East Asia)	(1)
Religion 350	Comparative Studies in Religion (when topics include East Asia)	(1)
Sociology 236	Women, Men, and Social Change in East Asia	(1)
Sociology 380	Women's Movement in Asia	(1)
Sociology 382	Re-envisioning Women in the Third World (when topics include East Asia)	(1)

## Classics

**Professors:** Robert D. Brown<sup>a</sup>, M. Rachel Kitzinger (Chair), Robert L. Pounder (Assistant to the President); **Assistant Professors:** Rachel Friedman<sup>a</sup>, J. Bertrand Lott; **Visiting Instructor:** Barbara Olsen; **Blegen Research Fellow:** Claude Eilers (McMaster University, Hamilton, Ontario).

Students may major in Classical Studies, with a concentration in Greek, in Latin, or in Ancient Societies or elect a correlate sequence in Greek, in Latin, or in Ancient Societies.

**Requirement for Concentration in Classical Studies: Greek:** 11 units consisting of the following courses: 6 units of Greek, including two at the 300-level; Classics 102 and Classics 103; Classics 216; 1 unit of 200-level work from among Classics 212, 213, 214, 215, or Classics/College Course 101: Civilization in Question, or another relevant 200-level course from the college curriculum; Greek 305 or Greek 306-307: Senior Project.

**Requirement for Concentration in Classical Studies: Latin:** 11 units consisting of the following courses: 6 units of Latin, including two at the 300-level, Classics 102 and Classics 103; Classics 217; 1 unit of 200-level work from among Classics 212, 213, 214, 215, or Classics/College Course 101: Civilization in Question, or another relevant 200-level course from the college curriculum; Latin 305 or Latin 306-307: Senior Project.

**Requirements for Concentration in Classical Studies : Ancient Societies:** 11 units consisting of the following courses: 3 units of Greek or Latin; Classics 102 and Classics 103; Classics 216 or 217; 2 units from among 200- or 300-level Greek or Latin, or Classics 212, 213, 214, 215 or Classics/College Course 101: Civilization in Question, or another relevant course from the college curriculum; two 300-level courses, including 301 and/or 302 and another relevant 300-level course from the college curriculum; Classics 305 or Classics 306-307: Senior Project.

**Requirements for Correlate Sequences in Greek or Latin:** 6 units, to include 5 units of either Greek or Latin, of which at least one must be at the 300-level; 1 unit chosen from the Vassar curriculum in consultation with a departmental adviser. In addition to courses offered by the Department of Classics, possible choices include Art 210, 211, 310, Drama 221, Philosophy 101 and 320.

**Requirements for Correlate Sequence in Ancient Societies:** 6 units, to include one year of either Greek or Latin; one of either Classics 102 or Classics 103; either Classics 216 or 217; two other units from courses taught in translation above the 100-level, one of which must be a 300-level course.

Those interested in completing a correlate sequence should consult as soon as possible with a member of the department to plan their course of studies.

Any course offered by the Department of Classics may be elected (by non-majors only) under the NRO. Courses elected under the NRO before the declaration of the major will be counted toward the major.

**Recommendations:** For graduate study, command of both classical languages is essential; a reading knowledge of French and German is also desirable.

**Advisers:** The department.

## Courses in Classical Civilization

### I. Introductory

#### [101a. Civilization in Question]

(Same as College Course 101)

Not offered in 2004/05.

(1)

<sup>a</sup>Absent on leave, first semester.



**102b. Reading Antiquity**

(1)

From the great epics of Homer and Vergil to the intimate lyrics of Sappho and Catullus, the literature of Greece and Rome presents a vast array of forms, subject matter, and styles that played a formative role in the western literary tradition and continue to challenge the imagination. This course tackles the question of how to read classical literature, with an understanding of the cultural conditions and assumptions that went into its making. The topics focus on issues where a twenty-first century perspective may make it difficult for a reader to understand an ancient text. These include the roles of orality, literacy, tradition, and innovation in the composition of ancient literature; polytheism and the relationship of cult, ritual, and myth; ancient concepts of the community and its social constituents; the poet's persona and the literary construction of individuality. Readings in English translation are selected from a representative variety of Greek and Roman texts by such authors as Homer, Hesiod, Sappho, Euripides, Catullus, Vergil, Livy, and Ovid. Ms. Friedman, Mr. Brown.

**103a. Crosscurrents: History and Culture of the Ancient Mediterranean**

(1)

The axiom of Ancient History that navigable water enables communication is nowhere so true as with the Mediterranean Sea, around which there grew up in antiquity the cultures of, e.g., Egypt, Greece, Rome, Asia Minor, Syria, and North Africa. This course provides an introduction to the ancient Mediterranean from the earliest cultures of Mesopotamia and Egypt (c.3000 BCE) to the beginnings of the Christian Middle Ages. Topics such as trade, migration, immigration, conquest, and imperialism are used to illustrate both historical developments and complex cultural interactions. Through primary and secondary readings, students are asked to consider questions like: How do cultures 'interact'? What does it mean for one culture to 'borrow' from another? What 'belongs' to a culture? How do cultures conceive of their debts to, and interactions with, other cultures? Mr. Lott.

**II. Intermediate****210a. Greek Art and Architecture**

(1)

(Same as Art 210)

**[211b. Roman Art and Architecture]**

(1)

(Same as Art 211)

Not offered in 2004/05.

**[212a. Tragedy and the Athenian Polis]**

(1)

This course studies a number of plays by Aeschylus, Sophocles, and Euripides to understand tragedy both as a dramatic genre and as a critique of the social, religious, political, and familial structures of Athens in the fifth century BCE. All materials are in English translation. Ms. Kitlinger.

Prerequisite: Classics 101, 102 or 103 or special permission.

Not offered in 2004/05.

**[213b. The Culture of War]**

(1)

An exploration of the ideals, practices, and moral problems engendered by war. The course focuses on two Greek wars—one mythical, one historical. We begin with the legendary Trojan War and the ensuing conflict of Aeneas with the native peoples of Italy, as described in Homer's *Iliad* and Vergil's *Aeneid*. Turning to historical Greece, we study the ruinous Peloponnesian War between Athens and Sparta (431-404 BCE). Our main text is the classic account of Thucydides, whose treatment of causation, enmity, leadership, heroism, morality, and other aspects of war we compare with the epics of Homer and Vergil. For a different perspective on the Peloponnesian War, we also read at least one of the "peace" plays of the comic

dramatist Aristophanes (*The Archarnians*, *Peace*, and *Lysistrata*). Finally, we examine the complex interplay between fictional and real war in Euripides' *Trojan Women*, an Athenian tragedy set in Troy but composed during—and partly in response to—the Peloponnesian War. Mr. Brown.

Prerequisite: Classics 101, 102 or 103 or special permission.

Not offered in 2004/05.

#### **[214a. Male and Female in Greek and Roman Literature and Myth] (1)**

This course explores the way male and female roles are defined and viewed in ancient literature in both the private sphere of the family and in the public sphere. In addition to discussing literary texts where gender roles are central to the content, we put the definitions and points of view expressed in these texts next to the evidence for the actual conditions of daily life, as far as they can be reconstructed, and next to the constructions of gender which emerge in myths about divine figures. We read literary texts from a number of genres: examples of texts we read are parts of the *Odyssey*, poems of Sappho and Alcaeus, Aeschylus' *Oresteia* and Euripides' *Hippolytus*, comedies of Aristophanes, poems of Catullus, Propertius and Tibullus, plays of Plautus and Terence, and Ovid's *Art of Love* and love poems. In addition, we look at speeches from law courts and archaeological remains as evidence for daily life and the Homeric Hymns and Ovid's *Metamorphoses* for the comparative evidence of divine models. Ms. Kitzinger.

Prerequisite: Classics 101, 102, or 103, or special permission.

Not offered in 2004/05.

#### **[215b. The Rome of Caesar Augustus: Politics, Art, and the Creation of the Empire] (1)**

The rise and reign of the first Roman Emperor, Caesar Augustus (43BCE-14CE), was an age of complex contradictions, nuanced evolutions, and ongoing experimentation. It stood between Republic and Empire, when "liberty" became dynastic monarchy. It was marked by domestic harmony, economic growth, and government sponsored cultural excellence in the arts; it was also a time of imperial conquests, book burnings, and the brutal repression of political opponents, including Augustus' own daughter and granddaughter. This class approaches the Rome of Augustus from several directions, considering history, literature, art, architecture, religion, the economy, and politics. We read Augustus' autobiographical epitaph; the works of Vergil, Horace, and Ovid; and the historical and biographical treatments of Velleius, Tacitus, and Suetonius. More humble inscriptions left to us by the urban populace are also an important source for the period. Finally, we evaluate the claim that Augustus "found Rome a city of brick and left it a city of marble" by considering his major building projects and the programmatic reshaping of Rome into a capital city for the Emperor and the Empire. Mr. Lott.

Prerequisite: Classics 101, 102, or 103, or special permission.

Not offered in 2004/05.

#### **216a. History of the Ancient Greeks (1)**

(Same as History 216) This course examines the history and culture of the ancient Greeks from the emergence of the city-state in the eighth century BCE to the conquests of Alexander the Great in 335 BCE. In addition to an outline of the political and social history of the Greeks, the course examines several historical, cultural, and methodological topics in depth, including the emergence of writing, Greek colonialism and imperialism, ancient democracy, polytheism, the social structures of Athenian society, and the relationship between Greeks and other Mediterranean cultures. Students both read primary sources (for example, Sappho, Tyrtaios, Herodotus, Thucydides, Aristophanes, and Plato) and examine sites and artifacts recovered through archaeology; the development of students' critical abilities to evaluate and use these sources for the study of history is a primary goal of the class. Ms. Olsen.

Prerequisite: Classics 101, 102, or 103, or 1 unit in History or special permission.

**[217a. History of the Ancient Romans] (1)**

(Same as History 217) This course examines the history of the ancient Romans from the foundation of their city around the eighth century BCE to the collapse of their Mediterranean Empire in the fifth century CE. The course offers a broad historical outline of Roman history, but focuses on significant topics and moments in Roman history, including the Republican aristocracy, the civil and slave wars of the Late Republic, the foundation of the Empire by Caesar Augustus, urbanism, the place of public entertainments (gladiatorial combats, Roman hunts, chariot races, and theater) in society, the rise of Christianity, the processes of Romanization, and barbarization, and the political decline and fall of the Roman Empire. Students read primary sources such as Plautus, Cicero, Livy, Tacitus, and Suetonius, and secondary accounts dealing with important issues such as slavery, religious persecution and multiculturalism. Students also examine important archaeological sites and artifacts. The development of students' critical abilities to evaluate and use these sources for the study of history is a primary goal of the class. Mr. Lott.

Prerequisite: Classics 101, 102, or 103, or 1 unit in History or special permission.  
Not offered in 2004/05.

**281a. From Homer to Omeros (1)**

In this age of postcolonialism when the study of Classics repeatedly comes under fire for being the irrelevant and outdated province of "dead white males," the work of the Caribbean poet, Derek Walcott, reminds us that it is possible to be engaged in a study of the Classical tradition from a critical yet creative perspective. One of the most recent and most exciting poets to seek a direct relationship with the Homeric poems in his work, Walcott has authored both a stage version of the *Odyssey* and a modern epic, *Omeros*. In this course we devote ourselves to a close reading of these works alongside the appropriate sections of Homer's *Iliad* and *Odyssey*, with a view towards understanding some of the complexities of Walcott's use of the Homeric models. Ms. Friedman.

Prerequisite: any course in Classics, Greek or Latin, or special permission.

**282b. The Archaeology of Imperial Rome (1)**

The ascension of Augustus, Rome's first Emperor, affected all aspects of Roman culture and visibly transformed the city of Rome itself. Architectural innovations in turn influenced other arts such as painting and sculpture as Augustus' reign ushered in a longterm peace and prosperity to the Roman Empire. This course investigates the material culture of the city of Rome as well as the contemporary sites of Ostia and Pompeii as it emerged under Augustus and other emperors of the Early Empire. Topics include the use of art for propaganda purposes, the relationship between politics and religion, and daily life across the social classes of Rome. Wherever possible, literary texts are used to supplement archaeological material. Ms. Olsen.

Prerequisite: any course in Classics, Greek or Latin, or special permission.

**298a or b. Independent work (½ or 1)**

**III. Advanced**

Classics 301 and 302 are offered every year. Since their topics change annually, they may be taken for credit more than once. The prerequisite for each course is one unit of Classics, Greek, or Latin at the 200-level, or, with special permission, work appropriate to the topic at the 200-level in other disciplines.

**301b. Ancient Societies and New Media: The History and Historiography of Antiquity in the Digital Age** (1)

(Same as Media Studies 301b.) This course examines the use of new technologies and new media to study the history of Classical antiquity in order to better understand both the changing craft of the historian (what it means to “do history” today) and the particular contribution that new technologies are making to our knowledge and understanding of the ancient world. The course investigates topics such as types of digital history (archives, exhibits, scholarship, teaching, discussion), the future of historical narratives (spatial, interactive, participatory, additive, expressive), research with new technology, and the practitioners of history. In particular, readings in media theory, historiography, media production, and historical research guide discussions of important issues, events, and controversies in ancient history, such as the Black Athena controversy, the figure of Alexander the Great, and the use of Roman coins and inscriptions as mass media. Over the semester, students review current materials, research particular topics of ancient history, analyze historical methods, and produce a new media history project. Mr. Lott.

**302a. The Blegen Seminar** (1)

The course is offered by the Blegen Distinguished Visiting Research Professor or the Blegen Research Fellow in Classics, appointed annually to pursue research and lecture on his/her scholarly concerns in classical antiquity. We encourage students to take note of the fact that each Blegen Seminar is uniquely offered and will not be repeated. Since the topic changes every year, the course may be taken for credit more than once.

Topic for 2004/05: *Romans, Greeks, and Jews: Toleration and its Alternatives in the late Republic and early Empire*. The Jews of the Graeco-Roman world occasionally enjoyed self-rule of various degrees, but more typically they found themselves ruled by others; for Jews of the Diaspora, the communities in which they lived exhibited attitudes that range from tolerance to active oppression. How is this to be understood politically? religiously? culturally? And how did their experience compare to other minorities? These questions are explored through documents preserved in literary, epigraphical, and papyrological contexts. Mr. Eilers.

**305a or b. Senior Project** (1)**306a-307b. Senior Project** (½,½)**[310b. Seminar in Ancient Art]** (1)

(Same as Art 310)

Not offered in 2004/05.

**399. Senior Independent Work** (1)**Courses in Greek Language and Literature****I. Introductory****105a-106b. Elementary Greek** (1)

Introduction to the language. Readings in the New Testament and Plato. Ms. Kitzinger.

Open to all classes; four 50-minute periods.

**II. Intermediate****215a. Fifth- and Fourth-Century Literature** (1)

Authors may include Sophokles, Euripides, Xenophon, Lysias, and Plato. In addition to consolidating knowledge of grammar, the selection of passages brings

into focus important aspects of Athenian culture. Ms. Friedman.

Prerequisite: Greek 105-106 or by permission of the instructor.

**230b. Archaic Literature** (1)

Authors may include Homer and Homeric Hymns, Hesiod, lyric poets, and Herodotus, as the first prose writer. Selections allow discussion of the interrelationship of poetic form in this period and the growth of prose out of oral poetry. Social, religious, and political issues surrounding the texts are discussed. Ms. Olsen.

Prerequisite: Greek 215 or by permission of instructor.

**298a or b. Independent Work** (½ or 1)

**III. Advanced**

Greek 301 is offered every year, 302 and 303 in alternation; the topic of 301 changes annually. Prerequisite for all advanced courses: 2 units in 200 level courses in the language or by permission of instructor.

**301b. Topics in Greek Literature** (1)

This course involves close reading of texts from a single genre or author or texts which have a common thematic interest. Study of the texts and of secondary material allows us to explore various features of ancient society; for example, the course might take as its topic a genre such as Greek history or comedy, the oeuvre of a single author such as Pindar or Plato, or a theme such as the depiction of foreigners, the Greek sophists, or the tradition of the funeral oration. Since the topic changes every year, the course may be taken for credit more than once.

Topic for 2004/05: *The Capable Voluptuary*. Concentrating on Plutarch's *Life of Antony*, this course considers the literary topos of the 'capable voluptuary'—the public figure whose achievements were overshadowed by decadence, depravity, or some other moral flaw. We also consider (in less depth) the *Life of Demetrius* (which Plutarch offered as a parallel to the *Antony*) and several other rhetorical, historical, and literary texts. Mr. Eilers.

**302a. Greek Tragedy** (1)

A reading of a play by Sophokles or Euripides. Careful study of the text helps us to understand the playwright's style. We also consider how the play examines and responds to the historical, social and political conditions of Athens in the fifth century BCE. Ms. Friedman.

**[303a. Homer]** (1)

Extensive selections from the *Iliad*, the *Odyssey*, and/or *Homeric Hymns* with attention given to oral theory, thematic structure, and social issues raised by the poems. Ms. Olsen.

Not offered in 2004/05.

**305a or b. Senior Project** (1)

**306a-307b. Senior Project** (½, ½)

**399a or b. Senior Independent Work** (½ or 1)

**Courses in Latin Language and Literature**

**I. Introductory**

**105a-106b. Elementary Latin** (1)

Introduction to the language. Readings in classical prose and poetry. Mr. Lott.

Open to all classes; four 50-minute periods.

## II. Intermediate

**Either Latin 210 or Latin 215** may be taken as a requisite for Latin 220. Both are introductions to the reading of Latin authors but Latin 210 begins with a concentrated review of grammar whereas Latin 215 proceeds immediately to the reading of Latin texts and incorporates grammatical review with the readings themselves. Latin 210 is recommended for students who for any reason would benefit from an overview of Latin grammar in order to refresh their skills before proceeding to the translation of Latin authors. Students should speak to the chair of the department if they are unsure about which course to choose.

### **210a. Reading Latin** (1)

A thorough review of Latin grammar followed by an introduction to the reading of continuous, unadapted Latin prose and poetry of the Republican era. Readings are selected to illustrate a variety of literary forms and styles as well as significant aspects of Roman culture. Successful completion of the course qualifies students for Latin 220. Mr. Lott.

### **215a. Republican Literature** (1)

Selected readings from authors such as Plautus, Cicero, Catullus, Caesar, Sallust, and Vergil. The selection of readings is designed to consolidate knowledge of grammar, provide an introduction to the translation of continuous, unadapted Latin, and highlight interesting features of Roman culture in the last two centuries of the Republic. Successful completion of the course qualifies students for Latin 220. Ms. Olsen.

### **220b. Literature of the Empire** (1)

Authors may include Horace, Livy, Ovid, Seneca, Petronius, Suetonius, and Vergil. Readings are selected to illustrate the diversity of literary forms that flourished in the early Empire and the interaction of literature with society, politics, and private life. Mr. Brown.

### **298a or b. Independent Work** (½ or 1)

## III. Advanced

Latin 301 and 305a-306b are offered every year, Latin 302-304 in rotation; the topic of Latin 301 changes annually. Prerequisite for all advanced courses: 2 units in 200-level courses in the language or special permission.

### **301b. Topics in Latin Literature** (1)

The course involves close reading of texts from a single genre or author or texts which have a common thematic interest. Study of the texts and of secondary material allows us to explore various features of ancient society. For example, the course might take as its topic a genre such as Roman satire or the Roman novel, the relationship between the diverse works of a single author like Horace or Seneca, or a theme such as the depiction of slaves, the revolution of love poetry, or Roman attitudes toward death. Since the topic changes every year, the course may be taken for credit more than once.

Topic for 2004/05: *Prose Fiction*. While most of the surviving examples of the ancient novel are in Greek, in Latin we have sections of Petronius' *Satyricon* and all of Apuleius' *Metamorphoses*. Though these works are quite different from one another and are separated in time by about 100 years, they raise similar questions about the role of prose fiction in ancient Rome. In addition to considering each work on its own terms, we also explore how these works position themselves in relationship to the more clearly defined genres of poetry and historical narrative and how they define their relationship to their literary antecedents. Ms. Friedman.

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- 302a. Vergil** (1)  
Selections from the *Eclogues*, *Georgics*, or *Aeneid* of Rome's greatest poet. Subjects of study include the artistry of the Vergilian hexameter, the relationship of Vergil's works to their Greek models, and general topics such as his conception of destiny, religion, and the human relation to nature. Ms. Olsen.
- [303a. Tacitus]** (1)  
Close readings from the works of the imperial historian and ethnographer Tacitus. In connection with further developing students' reading skills, the class focuses on particular literary, cultural, or historical issues. Mr. Brown.  
Not offered in 2004/05.
- [304a. Roman Lyric and Elegy]** (1)  
Poems of Horace, Tibullus, Propertius, Catullus and Ovid with attention given to poetic form, the influence of poets on each other, and the view they give us of Roman society in the first century BCE. Mr. Brown.  
Not offered in 2004/05.
- 305a or b. Senior Project** (1)
- 306a-307b. Senior Project** (½ , ½ )
- 399a or b. Senior Independent Work** (½ or 1)

## Cognitive Science

**Director:** Gwen J. Broude (Psychology); **Faculty Members:** Janet K. Andrews (Psychology), Carol Christensen (Psychology), Jennifer Church (Philosophy), Thomas Ellman (Computer Science), Luke Hunsberger (Computer Science), Kenneth R. Livingston (Psychology), John H. Long, Jr. (Biology); **Participating Faculty:** Herman Cappelen (Philosophy), Mark Cleaveland (Psychology), Randolph Cornelius (Psychology), Jeffrey Cynx (Psychology), John Feroe (Mathematics), Kevin Holloway (Psychology), Nancy Ide (Computer Science), Jannay Morrow (Psychology), Carolyn Palmer (Psychology), Thomas Porcello (Anthropology), Bradley Richards (Computer Science), Kathleen M. Susman (Biology).

The relationship between consciousness and brain activity, the nature of language and symbolism, the possibility of machine intelligence, and the explanation of perception, memory, thought, emotion, and metaphor are such rich and complex problems that their exploration demands a multidisciplinary approach. Studies in the field of cognitive science combine the conceptual analysis of philosophy and linguistics with the technology of computer science and the empirical research of psychology and neuroscience in an attempt to understand these phenomena.

The key elements of the major in cognitive science are (1) sustained exposure to an integrated multidisciplinary perspective through the Core Courses in cognitive science, (2) development of thematic expertise or breadth in Cognitive Science themes and methods, (3) completion during the senior year of an independent research project on a topic chosen by the student.

The first of these goals is met by completion of the following courses. All majors are required to complete all of these courses:

Cognitive Science 100	Introduction to Cognitive Science	(1)
Cognitive Science 211	Perception and Action	(1)
Cognitive Science 213	Language	(1)
Cognitive Science 215	Knowledge and Cognition	(1)
Psychology 200	Statistics and Experimental Design	(1)
Cognitive Science 219	Research Methods in Cognitive Science	(1)
Cognitive Science 311	Seminar in Cognitive Science	(1)

The second goal of the major is met by choosing four courses from the possible electives listed below. The following stipulations apply to electives: (1) The choice of electives must be made in consultation with the adviser at the time of declaration of the major. (2) Elective courses should allow students either to (a) gain **thematic** expertise or (b) attain **breadth** in Cognitive Science themes and methods. (3) At least one of the four electives must be a 300-level seminar. This can include a second Cognitive Science seminar. (4) No more than one of the electives can be a 100-level course. The exception is the Computer Science 101-102 sequence. A student who takes this sequence can have both courses count toward the major.

### Approved Courses:

Anthropology 150	Linguistics and Anthropology	(1)
Anthropology 250	Language, Culture, and Society	(1)
Anthropology 351	Language and Expressive Culture	(1)
Biology 105	Introduction to Biological Processes	(1)
Biology 106	Introduction to Biological Investigation	(1)
Biology 226	Animal Structure and Diversity	(1)
Biology 228	Animal Physiology	(1)
Biology 238	Principles of Genetics	(1)



Biology 316	Neurobiology	(1)
Biology 340	Animal Behavior	(1)
Biology 350	Evolutionary Biology	(1)
Computer Science 101	Computer Science I: Problemsolving and Abstraction	(1)
Computer Science 102	Computer Science II: Data Structures and Algorithms	(1)
Computer Science 240	Language Theory and Computation	(1)
Computer Science 342	Topics in Theoretical Computer Science	(1)
Computer Science 365	Artificial Intelligence	(1)
Mathematics 121/122	Single Variable Calculus	(1)
Mathematics 125	Topics in Single Variable Calculus	(1)
Mathematics 221	Linear Algebra	(1)
Mathematics 222	Multivariable Calculus	(1)
Mathematics 241	Probability Models	(1)
Mathematics 263	Discrete Mathematics	(1)
Mathematics 341	Mathematical Statistics	(1)
Mathematics 364	Advanced Linear Algebra	(1)
Philosophy 125	Symbolic Logic	(1)
Philosophy 220	Metaphysics and Epistemology	(1)
Philosophy 222	Philosophy of Language	(1)
Philosophy 224	Philosophy of Mind	(1)
Philosophy 310	Seminar in Analytic Philosophy*	(1)
Psychology 221	Learning and Behavior	(1)
Psychology 223	Comparative Psychology	(1)
Psychology 229	Research Methods in Learning and Behavior	(1)
Psychology 231	Principles of Development	
Psychology 239	Research Methods in Developmental Psychology	(1)
Psychology 241	Principles of Physiological Psychology	(1)
Psychology 243	Neuropsychology	(1)
Psychology 249	Research Methods in Physiological Psychology	(1)
Psychology 262	Abnormal Psychology	(1)
Psychology 264	Behavior Genetics	(1)
Psychology 300	Advanced Methods of Statistical Analysis	(1)
Psychology 321	Seminar in Animal Learning and Behavior	(1)
Psychology 323	Seminar in Comparative Psychology	(1)
Psychology 331	Seminar in Developmental Psychology	(1)
Psychology 341	Seminar in Physiological Psychology	(1)
Psychology 343	Seminar on States of Consciousness	(1)
Neuroscience and Behavior 201	Neuroscience and Behavior	(1)
Neuroscience and Behavior 301	Seminar in Neuroscience and Behavior	(1)

\*Students should consult with their advisers to decide which sections of Philosophy 310 are relevant to their concentration.

The final goal of the major is met by completing a thesis in the senior year. The topic of the thesis is chosen by the student in consultation with one or more members of the program faculty. All majors must sign up for the thesis in the senior

year. Students are strongly encouraged to sign up for Cognitive Science 300-301 for  $\frac{1}{2}$  credit in the a-semester and  $\frac{1}{2}$  credit in the b-semester, for a total of 1 unit of credit. In cases where this is not possible it is acceptable to sign up for Cognitive Science 302 for a full unit in either the a- or the b-term. Students should consult their adviser before electing the latter option.

After declaration of the major, all courses within the major must be taken for letter grades. Students may elect a graded or ungraded option for theses, but may not change the election once made.

### **100a and b. Introduction to Cognitive Science (1)**

This course serves as an introduction to the multidisciplinary field of cognitive science. The course provides the historical context of the emergence of cognitive science, tracing developments in modern philosophy and linguistics, and the rise of cognitivism and neuroscience in psychology and of artificial intelligence in computer science. The basic substantive issues of cognitive science discussed include the mind-body problem, thought as computation and the computer model of mind, the role of representation in mental activity, and the explanation of mental activity via categories such as language, memory, perception, reasoning, and consciousness. The discussions of these issues illustrate the distinctive methodology of cognitive science, which integrates elements of the methodological approaches of several disciplines. The program faculty.

### **211a. Perception and Action (1)**

(Same as Psychology 211) This course is about how systems for perceiving the world come to be coordinated with systems for acting in that world. Topics include how physical energies become perceptual experiences, systems for producing complex actions, and how it is that actions are brought under the control of perceptions. Relevant evidence is drawn from behavioral and neuroscientific studies of other species and from human infants and children, as well as from human adults. Computer models of these processes and the problem of replicating them in robots are considered. Classes include regular laboratory work.

Prerequisite: Cognitive Science 100.

### **213a. Language (1)**

(Same as Psychology 213) This course considers the rich and complex phenomenon of human language from a multidisciplinary perspective. The emphasis is on the cognitive representations and processes that enable individual language users to acquire, perceive, comprehend, produce, read, and write language. Consideration is given to the relation of language to thought and consciousness; to neural substrates of language and the effects of brain damage on language ability; to computational models of language; and to language development. Throughout, language is examined at different levels of analysis, including sound, structure, and meaning.

Prerequisite: Cognitive Science 100.

### **215b. Knowledge and Cognition (1)**

(Same as Psychology 215) This course focuses on higher-order cognitive processes and abilities. The phenomena studied include memory, organization of knowledge, concepts, imagery, problem-solving, and reasoning. Relevant philosophical issues are examined along with research on the brain, experimental evidence from cognitive psychology, and some computer models. A major goal of the course is to show how these elements are integrated in the developing framework of cognitive science. The program faculty.

Prerequisite: Cognitive Science 100.

**219b. Research Methods in Cognitive Science (1)**

(Same as Psychology 219b) In this course, students learn to apply the principal methodologies of cognitive science to a specific problem in the field, such as sentence processing or visual form perception. The methods are drawn from human neurophysiology, experimental cognitive psychology, computer modelling, linguistic and logical analysis, and other appropriate investigative tools, depending on the specific issue chosen for study. A major goal of the course is to give students hands-on experience with the use and coordination of research techniques and strategies characteristic of contemporary cognitive science. The program faculty.

Prerequisites: Psychology 200, and either Cognitive Science 211, 213, 215, or Psychology 241.

**290a and b. Field Work (½ or 1)****298a and b. Independent Work (½ or 1)****300-301. Senior Thesis (1)**

A thesis written in two semesters for 1 unit.

**302a. and b. Senior Thesis (1)**

A thesis written in one semester for 1 unit.

**311b. Seminar in Cognitive Science (1)**

The topic of the seminar varies regularly, but is always focused on some aspect of thought, language, perception, or action considered from the unique, synthetic perspective of cognitive science. The seminar is team-taught by faculty members in the program. May be repeated for credit if the topic has changed.

Topic for 2004/05: *Modularity*. Ms. Broude, Mr. Long.

Prerequisite: One intermediate level cognitive science course and permission of the instructors.

One 3-hour period.

**399a and b. Senior Independent Work (½ or 1)**

## College Courses

College Courses deal with important questions about human nature and culture, and our relation to the natural world, to technology, and to our own work.

In College Courses, students explore significant books, works of art, and other expressions of the human spirit, past and present, Western and non-Western. Because College Courses are interdisciplinary and integrative, they expose students to different instructors, disciplinary approaches, and major research techniques in order to illuminate a text, a human dilemma, or a major institution from many directions. Students thus enrich their comprehension of the topic, and enhance their ability to think from multiple perspectives. They also develop an awareness of the connections among bodies of knowledge by crossing the borders that separate disciplines, and by examining relations among diverse works and across cultures and centuries.

Because of the foundational concerns of the College Courses, students gain a framework of knowledge and questions that can help orient and integrate their other studies at Vassar. Freshmen may find these courses especially valuable because they introduce a variety of disciplines and provide the broad historical and cultural perspectives for later, more specialized courses. Sophomores and juniors may wish to take a College Course involving their major field in order to discover how it relates to other disciplines. Seniors may find the courses useful as a way of integrating their coursework and reflecting on critical issues.

### **101a. Civilization in Question: Religion and War** (1)

Religious ideology and rhetoric play a significant role in violent conflict in the modern period. This is a phenomenon that we are only now coming to appreciate fully. In this course we examine the central religious issues that have been at the forefront of modern conflicts. We consider some of the ways that religious terminology, symbolism, and myth have been employed as a way of marking difference and setting identity boundaries from the First World War to the current "War on Terror". Mr. Lachter. (Religion; Jewish Studies).

Open to all classes.

Two 75-minute lecture periods and one 50-minute discussion section.

### **382b. Death** (1)

(Same as Philosophy 382) An interdisciplinary study of varied responses to death by modern Continental philosophers and American writers. A primary concern of the course is how philosophy and literature converge and diverge as distinctive ways of knowing. The course includes comparative studies of Kierkegaard and Flannery O'Connor, Heidegger and Stephen Crane, Merleau-Ponty and Wallace Stevens, Nietzsche and Hemingway. Mr. Bergon, Ms. Borradori.

One 3-hour course.

Prerequisites: Two 200-level courses in literature and/or philosophy.

## Computer Science

**Professor:** Nancy Ide (Chair); **Assistant Professors:** Thomas Ellman, Luke Hunsberger<sup>b</sup>, Bradley Richards, Jennifer Walter; **Visiting Associate Professor:** Louis Voerman.

**Requirements for Concentration:** Computer Science 101, 102, 203, 224, 240, 241, 245, 331, 334, plus any two other 300-level Computer Science courses, and Mathematics 221 and 263. No course numbered 200 or higher may be elected NRO and counted toward the requirements for concentration.

**Recommendations:** Prospective majors are strongly advised to complete Computer Science 101 and 102 by the end of the freshman year. Students who intend to pursue graduate studies in computer science are strongly urged to take Computer Science 342.

**Advanced Placement:** Students eligible for Advanced Placement may be able to bypass Computer Science 101. Please consult with the department.

**Non-Majors:** Students majoring in the sciences are advised to complete Computer Science 101 and 102, or to complete a correlate sequence in Computer Science.

**Correlate Sequence in Computer Science:** Students majoring in other programs may complement their study by electing a correlate sequence in Computer Science. Selection of the appropriate option should be made in consultation with the Computer Science faculty to ensure exposure to the areas of Computer Science most useful to the field of concentration.

**Requirements for the Correlate:** Computer Science 101, 102 and 203; any two of 224, 240, 241 and 245 (at least one of which must be either 240 or 241), plus any 300-level Computer Science course. No course numbered 200 or higher may be elected NRO and counted toward the requirements for the correlate. Suggested correlate sequences include the following, in addition to Computer Science 101, 102 and 203:

- Architecture: 224, 241 and (324 or 325).
- Software Systems: 241, 245, and (334 or 335).
- Programming Languages: 240, 245 and 331.
- Artificial Intelligence: (240 or 241), 245 and 365.
- Graphics: 241, (224, 240 or 245) and 378.
- Theory: 240, 241 and 342.

### I. Introductory

**101a or b. Computer Science I: Problem-Solving and Abstraction** (1)  
Introduces the design and implementation of algorithms to solve computational problems, using an object-oriented programming language. Topics include procedural abstraction, expression evaluation, flow of control constructs and recursion; data abstraction, classes, inheritance and interfaces; elementary data structures (e.g., arrays, strings, vectors, lists, stacks, queues); input/output and event-driven programming. The course emphasizes principles of program design and data organization. A weekly laboratory period provides guided hands-on experience. The department.

Open to all classes.

**102a or b. Computer Science II: Data Structures and Algorithms** (1)  
Development of data structures and algorithms in an object-oriented programming language. Topics include hierarchic program refinement, preconditions, postconditions and invariants; data encapsulation and fundamental data structures (e.g., priority-queues, sets, maps, heaps, search trees, hash tables and graphs);

<sup>b</sup>Absent on leave, second semester.

fundamental algorithms (e.g., searching and sorting) and analysis of algorithm complexity. A weekly laboratory period provides guided hands-on experience. The department.

Open to all classes.

Prerequisite: Computer Science 101.

## II. Intermediate

### **203a or b. Computer Science III: Software Design and Implementation (1)**

Develops techniques for design and implementation of complex software systems. Topics include object-oriented modeling, design patterns, component libraries, multiple inheritance, parametric polymorphism, generic algorithms, containers, iterators, function objects and storage management. Development of a software system of significant complexity is required. A weekly laboratory period provides guided hands-on experience.

Prerequisite: Computer Science 102.

### **224a or b. Computer Organization (1)**

Examines the hierarchical structure of computing systems, from digital logic and microprogramming through machine and assembly languages. Topics include the structure and workings of the central processor, instruction execution, memory and register organization, addressing schemes, input and output channels, and control sequencing. The course includes a weekly hardware/software laboratory where digital logic is explored and assembly language programming projects are implemented. Mr. Voerman.

Prerequisite: Computer Science 102.

### **240a. Language Theory and Computation (1)**

Study of regular sets, context free grammars and languages, finite and push-down automata, as well as more powerful models of computation, such as Turing machines. Provides theoretical foundations for Computer Science 331, Compiler Design. Ms. Ide.

Prerequisites: Computer Science 203, and Mathematics 263.

### **241b. Algorithmics (1)**

Introduces the systematic study of algorithms and their analysis with regard to time and space complexity. Topics include divide-and-conquer, dynamic programming, greediness, randomization, upper and lowerbound analysis, and introduction to NP completeness. Emphasis is placed on general design and analysis techniques that underlie algorithmic paradigms. Builds a foundation for advanced work in computer science. Ms. Walter.

Prerequisites: Computer Science 203, and Mathematics 263.

### **245b. Declarative Programming Models (1)**

Declarative programming languages are important alternatives to the imperative languages used in most software systems. This course covers two kinds of declarative programming: functional programming and logic programming. Topics include the operational and denotational semantics of declarative languages, techniques for programming in declarative languages, and the use of mathematical logic as a tool for reasoning about programs.

Prerequisites: Computer Science 102 and Mathematics 263.

### **290a or b. Field Work (½ or 1)**

### **295a or b. Special Topics (½ or 1)**

Intermediate-level treatment of specialized topics in computer science,

Prerequisite: permission of instructor.

**298a or b. Independent Work**

(½ or 1)

Prerequisite: permission of instructor.

**III. Advanced****324b. Computer Architecture**

(1)

An exploration of current research areas in computer organization including an examination of data-flow, microcode, cache memory, distributed, parallel, and other nonstandard architectures, and related topics. Mr. Voerman.

Prerequisite: Computer Science 224.

Alternate years: offered in 2004/05.

**[325b. Microcomputers and Digital Electronics]**

(1)

Advanced seminar in the architecture and implementation of microprocessors. Topics include digital logic, memory and processor interfaces, interrupt handling, and serial I/O methods. Differences among logic implementations such as TTL, CMOS, and ECL are considered. Students participate in the design and implementation of a microcomputer. Mr. Voerman.

Prerequisite: Computer Science 224.

Alternate years: not offered in 2004/05.

**331b. Compilers**

(1)

Studies the theory of automata for language recognition as well as the implementation of actual compilers for programming languages. During the semester students develop modules comprising the front-end of a compiler for a high-level computer. Ms. Ide.

Prerequisite: Computer Science 224, 240, 245, or permission of instructor.

**334a. Operating Systems**

(1)

Deals with the theory and implementation of the software that governs the management of system resources. Topics that are covered include file organization, process scheduling, system services, memory management, security methods, resource contention, and design principles. Operating systems for parallel and distributed processing, real-time processing, virtual machines, and networking are also considered. Mr. Voerman.

Prerequisites: Computer Science 203, 224.

**335a. Software Development Methodology**

(1)

Presents a systematic methodology for developing large software systems, focusing on the specification, modeling and design phases of the software development process. Topics include class hierarchies, aggregation, class relationships, and use-case analysis, among others. The course also touches on relevant notions of software architecture and middleware. Concepts are reinforced in group projects.

Prerequisites: Computer Science 203.

**342b. Topics in Theoretical Computer Science**

(1)

Investigation of a selected topic in theoretical computer science. The topic is chosen each year according to the interests of students and faculty. Potential topics include algorithms, complexity, computability, programming language semantics, and formal methods, among others. The department.

Prerequisite: Computer Science 240, Computer Science 241, Computer Science 245.

**365a. Artificial Intelligence**

(1)

An introduction to Artificial Intelligence as a discipline of Computer Science, covering the traditional foundations of the field and a selection of recent advances. Traditional topics include: search, two- player adversarial games, constraint

satisfaction, knowledge representation and reasoning, and planning. Additional topics will vary from year to year and will be selected from the following: reasoning about time, probabilistic reasoning, neural networks, philosophical foundations, multi-agent systems, robotics, recent advances in planning. Significant programming assignments and a course project complement the material presented in class.

Prerequisites: Computer Science 203, Computer Science 245.

### **375a. Networks**

(1)

Provides a detailed introduction to network protocols and software, as well as a discussion of network architectures and technology. Topics covered include properties of various transmission media, methods for reliable transfer of data, Ethernet and local-area networks, TCP/IP and the Internet, routing, and security. Programming assignments and a project emphasize the key concepts. Mr. Richards.

Prerequisites: Computer Science 203 or permission of instructor.

### **[376a. Database Design]**

(1)

Concerned with the theory and techniques of database design and the organization of query and command languages. The differences among relational, hierarchical, and networked databases are considered. Topics include data independence, data dictionaries, data models, entity-attribute relationships, access methods, and security issues.

Prerequisite: Computer Science 203.

Alternate years: not offered in 2004/05.

### **377a. Parallel Programming**

(1)

An introduction to parallel computing, with coverage of parallel architectures, programming models, and techniques. Topics include SIMD and MIMD models, shared-memory and message-passing styles of computation, synchronization, deadlock, and parallel language design. Students are exposed to common techniques for solving problems in sorting, searching, numerical methods, and graph theory, and gain practical experience through programming assignments run on a parallel processing system.

Prerequisite: Computer Science 203.

### **378a. Graphics**

(1)

Introduction to computer graphics: 3D modeling and viewing, geometric transformations, visible surface detection methods, illumination and shading models, surface rendering methods (including ray-tracing and radiosity), and color models. A brief review of the mathematics for computer graphics: coordinate systems, vector products, linear algebra, and parametric representations. Instructor to be announced. Mr. Ellman.

Prerequisites: Computer Science 203 and Mathematics 221.

Alternate years: offered in 2004/05.

### **388b. Computer Animation: Art, Science and Criticism**

(1)

(Same as Art 388b, Media Studies Development Project 388b) An interdisciplinary course in Computer Animation aimed at students with previous experience in Computer Science, Studio Art or Media Studies, but not necessarily more than one of these areas. The course introduces students to mathematical and computational principles and techniques used to describe the shape and motion of three-dimensional figures in Computer Animation. It introduces students to artistic principles and techniques used in drawing, painting and sculpture, as they are translated into the context of Computer Animation. It also encourages students to critically examine Computer Animation as a medium of communication. Finally, the course exposes students to issues that arise when people from different scholarly cultures attempt to collaborate on a project of mutual interest. The



course is structured as a series of animation projects interleaved with screenings and classroom discussions. Students carry out their projects working in pairs or small groups, using state-of-the-art modeling and animation software. In classroom discussions students critically evaluate their project work, and reflect on the process of interdisciplinary collaboration itself. Mr. Ellman, Mr. Roseman.

Prerequisites: Computer Science 378 and permission of the instructors.

**395a or b. Special Topics**

**(½ or 1)**

In-depth treatment of specialized topics in computer science, such as programming language semantics, parallel processing, etc.

Prerequisite: Computer Science 203.

**399a or b. Senior Independent Work**

**(½ or 1)**

## Drama and Film

**Professors:** Jesse G. Kalin, Sarah R. Kozloff (Chair, Film), Kenneth M. Robinson, James B. Steerman<sup>b</sup>; **Associate Professors:** Gabrielle H. Cody (Chair, Drama), Christopher Grabowski, Denise Walen; **Assistant Professors:** David Birn, Mia Mask, Philippe Roques<sup>a</sup>; **Visiting Assistant Professor:** Neil Worden; **Lecturers:** Holly Hummel, William Miller; **Adjunct Instructor:** Penny Kreitzer, Mark Wheeler, Kathy Wildberger.

### Drama

**Requirements for Concentration:** 10½ units. Drama 100, 103, 221-222, 3 additional units in dramatic literature or theater history from the following courses: Drama 201, 231, 242, 317, 324, 335, 336, 337, of which 2 must be 324, 335, 336 or 337. 2 units from the following production courses: Drama 202, 203, 205, 209, 302, 304, 305, 307, 390; 2 additional elective units at the 200-level or above in drama, film, or dance.

#### 1. Introductory

##### 100a. Introduction to Western Drama (1)

A survey of European and American theater from its beginnings in Ancient Greece to the advent of contemporary performance art and multimedia performance. The class examines the many and widely differing forms the theatrical event has taken over the last 2500 years as revealed through the reading and analysis of twenty of the most celebrated dramatic texts of the western cannon. Emphasis is placed on the form, structure, and themes of the texts, the physical circumstances of theatrical production, and relationship of these to the historical, theoretical, and cultural context from which they emerged. Ms. Cody, Ms. Walen, Mr. Birn. Mr. Worden, Ms. Hummel.

Two 75-minute periods.

##### 103a or b. Introduction to Stagecraft (½)

An introduction to the fundamentals of stagecraft, including the processes of flat and platform construction, scene painting, rigging, and theatrical safety. Mr. Miller.

This is a six-week course.

Two 75-minute periods.

#### II. Intermediate

##### 200a or b. The Experimental Theater (½)

This course focuses on putting theory into practice through participation in the performance, design, or technical aspects of department productions. The 2003-04 season included *Spring Awakening*, *Buried Child*, *The Secretaries*, *Cabaret* and *The Invention of Love*. The department.

Prerequisites: Drama 100, 103, and permission of the department.

May be repeated up to four times.

One 4-hour period and production laboratory.

##### 201b. Text In Performance (1)

The analysis of performance texts as they are interpreted in contemporary production. Students engage in close readings of play texts and criticism and then examine the ramifications of production choices by viewing a number of professional productions. Ms. Cody, Mr. Grabowski.

Prerequisites: Drama 100, 221-222 or special permission of the instructors.

One 2-hour period and laboratory.

<sup>a</sup>Absent on leave, first semester.

<sup>b</sup>Absent on leave, second semester.

**202b. Methods of Production: Theory and Practice of Theatrical Communication (1)**

An exploration of the strategies theatre artists use to interpret text and communicate with an audience in production, and the collaborative manner these strategies are developed and deployed in contemporary theatre practice. Through the staging of weekly practical projects and the discussion and critique of these projects the class examines the opportunities presented and challenges posed by a wide variety of dramatic texts including the work of William Shakespeare, Georg Buchner, Anton Chekhov, Caryl Churchill, and Thornton Wilder. A critical framework for the class is provided by the writings of Constantin Stanislavski, Bertolt Brecht, Robert Edmund Jones, Peter Brook and others. Mr. Birn, Mr. Grabowski.

Prerequisites: Drama 100.

Two 75-minute periods.

**203a or b. The Actor's Craft: The Study of Acting Theories From 1915-present. (1)**

The development of rehearsal techniques and strategies in preparation for acting on the stage. The approach is psychophysical realism. Ideas are drawn from the work of Constantin Stanislavsky, Michael Chekhov, Tedashi Suzuki, Anne Bogart, Sanford Meisner, and others. Mr. Worden.

Prerequisites: Drama 100, and permission of the department.

Two 75-minute periods.

**205a or b. The Actor's Voice (1)**

Instruction, theory, and practice in the use of the voice for the stage. Ms. Kreitzer.

Prerequisites: Drama 100 and permission of the department.

One 3-hour period.

**206a. Movement for Actors (1)**

Training in stage movement for actors. Students learn to understand neutral posture alignment and explore the dynamic and expressive qualities of movement, as well as the methods of developing a rich physicalization of character. Concepts from the Alexander Technique, Laban Movement Analysis, experimental theatre, and post-modern dance are used. Ms. Wildberger.

Prerequisites: Drama 100, and permission of the instructor.

One 3 hour period.

**209a or b. Topics in Production (1)**

In-depth study of one or more of the specialized skills used in the creation of the technical aspects of theatrical production. Past topics have included Draping and Drafting, Graphic Communication for Designers, Scene Painting, and Stage Management. May be repeated, but students may study each skill area only once.

Prerequisites: Permission of the instructor.

Unscheduled.

**221a-222b. Sources of World Drama (2)**

An exploration of dramatic literature and performance practices from around the world and the theories that have affected both the literature and practice of theatre from Aristotle's *The Poetics* to writings by late twentieth-century theorists. The course focuses in depth on a number of critical periods rather than surveying the development of dramatic literature. Ms. Walen.

Prerequisite: Drama 100.

Two 75-minute periods.

**231a. History of Fashion for the Stage (1)**

A historical survey of dress from the Egyptians through the nineteenth century as seen in sculpture, manuscript illumination, painting, and drawing. Cultural background investigated through manners and customs in Western Europe. Ms. Hummel.

Permission of the instructor required.

Two 75-minute periods.

**241b. History of Black Theater (1)**

(Same as Africana Studies 241) Mr. Reid.

**290a or b. Field Work (½ or 1)**

To be elected in consultation with the adviser and the Office of Field Work.

**298a or b. Independent Work (½ or 1)**

To be elected in consultation with the adviser.

**III. Advanced****302a or b. Problems in Design (1)**

Study of set, costume, lighting or sound design. May be repeated in another area of design. Mr. Birn, Ms. Hummel, Mr. Miller.

Prerequisites: Drama 202 and permission of the instructor.

One 3-hour period.

**[304a. The Art of Acting: Classics] (1)**

Advanced study of classical acting including Shakespeare, Chekhov, and Ibsen in which students examine the challenges of creating an entire acting role. Techniques explored include John Barton, Michael Chekhov, Tadashi Suzuki, Anne Bogart, and Kristin Linklater. Mr. Worden.

Prerequisites: Drama 203, 205, 1 unit in dance or movement analysis, and permission of the instructor.

Two 2-hour periods.

Not offered in 2004/05.

**305a. The Director's Art (1)**

An investigation into the actor/director collaboration. Through the exploration of Chekhov and Shaw's plays, students acquire a rehearsal vocabulary and develop rehearsal strategies while working on several projects during in-class exercises. As the semester progresses, a final project is developed outside of class time and viewed by the department. Mr. Grabowski.

Prerequisites: Drama 202 or 203, 302 or 304, and permission of the instructor.

Two 2-hour periods.

**306b. The Art of Acting: Comedy (1)**

Advanced study of comic acting styles including clowning, Commedia Dell'arte, Restoration, High Comedy and Absurdism. The work of Lecoq, Suzuki, Wilde, Coward, Ionesco, Beckett and Callow are explored. Mr. Worden.

Prerequisites: Drama 203, 205, 1 unit in dance or movement analysis, and permission of the instructor.

Two 2-hour periods.

**317a or b. Dramatic Writing (1)**

(Same as Film 317) Studies of dramatic construction, analysis of, and practice in writing stage plays and/or screenplays. Mr. Steerman.

Note: students wishing to be considered for admission must submit a short writing sample (dramatic, narrative, poetic, or expository) at least ten days prior to preregistration.

Prerequisites: Drama 100 or Film 210 and permission of the instructor.  
Open only to juniors and seniors.  
One 2-hour period.

**[324b. European and American Drama] (1)**

Historical and critical study of European and American dramatic literature, theory and criticism, playwrights, and/or aesthetic movements. Ms. Walen.

Prerequisites: Drama 221-222 or permission of the instructor.  
One 2-hour period.  
Not offered in 2004/05.

**[335a. Seminar in Drama] (1)**

Topic to be determined. Past topics have included Brecht, Ibsen, Beckett. Ms. Cody.

Prerequisites: Drama 221-222 and permission of the instructor.  
One 2-hour period.  
Not offered in 2004/05.

**336a. Seminar in Performance Studies: Modern and Postmodern Theatrical Practice (1)**

Selected topics in Western and non-Western performance traditions and literatures. Ms. Cody.

Prerequisites: Drama 221-222 and permission of the instructor.  
One 2-hour period.

**337b. Seminar in Para-Theater (1)**

An examination of para-theatrical genres and their relation to performance. Readings cover street theatre, demonstrations, stand-up comedy, circus arts, dance, performance art, mediatized performance and theories of liveness as well as the performativity of race, class and gender. Ms. Walen.

Prerequisites: Drama 221-222 and permission of the instructor.  
One 2-hour period.

**382b. Acting for the Camera (1)**

Techniques of acting and writing for the camera. Special emphasis placed on collective class project. Mr. Wheeler.

Prerequisites: Drama 100, 203 and permission of the instructor.  
One 3-hour period.

**390a or b. Senior Project in Drama (1)**

Students may propose to undertake a project in one of the following areas: research in dramatic literature, theater history, performance studies, acting, directing, design, or playwriting. Possible proposals can range from collaborative ensemble projects to solo work, to more conventional endeavors in specific areas such as research, acting, directing, or designing. The nature of this project is to be determined in consultation with the department. The department.

Enrollment limited to senior drama majors.

Prerequisites: senior standing, and permission of the department. In the case of directing and design projects, students must also have completed Drama 202.

Unscheduled.

**391a or b. Senior Production Laboratory (1)**

Participation in the performance, design, or technical aspects of department productions. Students undertake a major assignment with significant responsibility focusing on theory, craft and collaboration. The department.

Prerequisites: senior standing, 1 unit at the 300-level in Drama, and permission of the department.

May not be taken concurrently with Drama 390.  
Unscheduled.

**392a or b. Diversity in Performance** (½)  
(Same as Africana Studies 392) This course is intended to enable students from different backgrounds to create and perform—within the Vassar Experimental Theater season—a non-traditional or non-Eurocentric text, and to document their experience through discussion and journal work. The topic changes each year to encompass many aspects of diversity, including sexuality, gender, culture and class. Instructor to be announced.

One 4-hour period.

**399a or b. Senior Independent Work** (½ or 1)  
To be elected in consultation with the adviser.

## **Film**

For curricular offerings, see Film, page 207

## Earth Science and Society

**Faculty:** see Geology-Geography

The Department of Geology and Geography is unique at Vassar for we combine within the same department the distinctive perspectives of both the natural and social sciences. By exploring the many processes shaping the planet, geology provides an understanding of the physical limits of human activity. By examining societies in their spatial and regional contexts, geography helps explain the human dimensions of global change. Thus, students interested in the interactions between humans and the Earth can engage that concern via the interdisciplinary major in Earth Science and Society. The Earth Science and Society major presents an integrated and rigorous focus on the earth as humanity's home. It offers students the opportunity to engage in interdisciplinary inquiry with faculty in one department while learning the theories and methodologies of the two geosciences.

Students majoring in Earth Science and Society take courses in the department in order to satisfy the major requirements. Some of these courses are cross-listed between Geology and Geography; others are cross-listed with Environmental Studies, International Studies, and Urban Studies. Interdisciplinary courses outside the department relevant to the study of Earth Science and Society may be substituted in partial fulfillment of the major. Such substitution must be discussed with the faculty adviser and approved by the department. A student interested in the major should consult with the chair of the department as early as possible to plan a coherent course of study.

**Requirements for Concentration:** 12 units to be distributed as follows, with specific courses chosen in consultation with the chair of the department and the student's adviser, and with the approval of the department. (1) Three departmental survey courses that provide a firm grasp of the earth system, its people, and history (Geography 105, Global Geography; Geology 151, Earth, Environment, and Humanity; Geology 161, The Evolution of Earth and its Life); (2) a methods course selected from among Geography 220, Cartography: Making Maps with GIS, Geography 222, Geographic Research Methods, or Geography 225, GIS: Spatial analysis; (3) a sequence of three courses in geology including at least one at the 300-level; (4) a sequence of three courses in geography including at least one at the 300-level; (5) the senior seminar, Geography 301; (6) an optional interdisciplinary senior thesis (Geography 300) or an additional 300-level course in the department during the senior year.

**Senior-Year Requirements:** Geography 300 (or another 300-level course), Geography 301. Majors must write a senior thesis to be considered for departmental honors.

**Field Work:** The department offers field work in geography and geology which can count towards the major at the 200-level. Summer geology field camp, an internship, independent study, or selected coursework taken during junior year study away from Vassar may be credited as field work.

**Early Advising:** The broad spatial and temporal view afforded by the geosciences is invaluable for a variety of pursuits. The department offers at least two half-unit courses Geology 100, The Earth Around Us; Geology 101, Geohazards that introduce students unfamiliar with the perspective of the geosciences to the disciplines. We urge potential majors to enroll in these courses. Also, potential majors should consult with a faculty member in the department as soon as possible in order to determine a course of study that reflects the interests and aspirations of the student. After declaration of the major, no required courses may be elected NRO.

**Advisers:** Ms. Cunningham, Mr. Godfrey, Mr. McAdoo, Ms. Menking, Mr. Nevins, Ms. Schneiderman, Mr. Walker, Ms. Zhou.

### **Course Offerings**

See Geography and Geology.

#### **300b. Senior Thesis (1)**

An original study, integrating perspectives of geography and geology. The formal research proposal is first developed in Geography 301, the senior seminar, and then is presented to a faculty member in either geography or geology, who serves as the principal adviser. A second faculty member from the other respective discipline participates in the final evaluation.

#### **399a or b. Senior Independent Work (1)**



## Economics

**Professors:** Geoffrey A. Jehle (Chair), Paul A. Johnson, David A. Kennett, Alexander M. Thompson III (Dean of Studies); **Associate Professors:** Shirley B. Johnson-Lans, Christopher P. Kilby, William E. Lunt; **Visiting Associate Professor:** Timothy Koechlin; **Assistant Professors:** Sean M. Flynn<sup>b</sup>, Alan C. Marco<sup>a</sup>, Robert P. Rebelein<sup>b</sup>, Jonathan C. Rork<sup>a</sup>; **Visiting Assistant Professor:** Brooks A. Kaiser; **Adjunct Lecturer:** Frederick Van Tassell III.

**Requirements for Concentration:** at least 11 units of graded economics credit normally composed of Economics 100, 101, 200, 201, 209, and 6 other graded units (excluding Economics 120) at least three of which must be at the 300-level. Credit for Economics 305 cannot be used to satisfy the requirements for the concentration unless Economics 306 is also taken. At least 6 units must be taken at Vassar including 2 at the 300-level. Students must also complete at least 1 unit of college level calculus such as Mathematics 101, 121, or equivalent. Students are strongly encouraged to complete this requirement early in their college careers. With the exception of Economics 120, majors may not elect the Non-Recorded option. All exceptions to the normal program require special permission from the department chair.

**Requirements for Departmental Honors:** To be eligible for departmental honors, students must take the Senior Seminar in Economics, and must perform work of a high standard in the seminar and in their other courses.

It is strongly recommended that all students intending to spend junior year abroad take Economics 200, 201, and 209 by the end of their sophomore year.

*Economics and Your Career—A Guide to Designing Programs of Study in Economics at Vassar* recommends sequences of study for students planning to work right after graduation, and for those planning to attend graduate or professional schools. It is available in the department office.

**Advisers:** The department.

**Correlate Sequence:** The economics department offers a correlate sequence which designates coherent groups of courses intended to complement the curricula of students majoring in other departmental, interdepartmental, and multidisciplinary programs. Four options are currently available within the correlate sequence in economics:

**International Economics**, coordinated by Mr. Kennett.

**Public Policy**, coordinated by Ms. Johnson-Lans<sup>a</sup>, Mr. Rork<sup>b</sup>.

**Quantitative Economics**, coordinated by Mr. Lunt.

Courses within each option should be chosen in consultation with the coordinator of that sequence. Students pursuing the correlate sequence in economics are required to complete a minimum of six units in economics, including at least one at the 300-level and Economics 100 and Economics 101. At least four units must be taken at Vassar. Additional requirements for each of the options are detailed in *Correlate Sequences in Economics*, available in the department office.

### I. Introductory

#### 100a and b. Introduction to Macroeconomics (1)

An introduction to economic concepts, emphasizing the broad outlines of national and international economic problems. Students learn the causes and consequences of variations in gross national product, unemployment, interest rates, inflation, the budget deficit, and the trade deficit. The course also covers key government policy-making institutions, such as the Federal Reserve and the Congress, and the controversy surrounding the proper role of government in stabilizing the economy. The department.

<sup>a</sup>Absent on leave, first semester.

<sup>b</sup>Absent on leave, second semester.

**101a and b. Introduction to Microeconomics (1)**

An introduction to economic concepts emphasizing the behavior of firms, households, and the government. Students learn how to recognize and analyze the different market structures of pure competition, oligopoly, and monopoly. The course also covers theories of how wages, interest, and profits are determined. Additional topics include the role of government in regulating markets, determinants of income distribution, and the environment. The department.

**120a. Principles of Accounting (1)**

Accounting theory and practice, including preparation and interpretation of financial statements. Mr. Van Tassell.

Open to all classes.

**II. Intermediate****200a and b. Macroeconomic Theory (1)**

A structured analysis of the behavior of the national and international economies. Alternative theories explaining the determination of the levels of GDP, unemployment, the interest rate, the rate of inflation, exchange rates, and trade and budget deficits are considered. These theories provide the basis for discussion of current economic policy controversies. The department.

Prerequisites: Economics 100.

**201a and b. Microeconomic Theory (1)**

Economics is about choice, and microeconomic theory begins with how consumers and producers make choices. Economic agents interact in markets, so we carefully examine the role markets play in allocating resources. Theories of perfect and imperfect competition are studied, emphasizing the relationship between market structure and market performance. General equilibrium analysis is introduced, and efficiency and optimality of the economic system are examined. Causes and consequences of market failure are also considered. The department.

Prerequisites: Economics 100 or 101.

**204a. Gender Issues in Economics. (1)**

(Same as Women's Studies 204) An analysis of gender differences in education, earnings, employment and the division of labor within the household. Topics include a study of occupational segregation, discrimination, the role of "protective legislation" in the history of labor law, and effects of changes in the labor market of the U.S. We also study the economics of marriage, divorce, and fertility. A comparison of gender roles in other parts of the world is the final topic in the course. Ms. Johnson-Lans.

Prerequisite: Economics 101.

**209a and b. Probability and Statistics (1)**

This course is an introduction to statistical analysis and its application in economics. The objective is to provide a solid, practical, and intuitive understanding of statistical analysis with emphasis on estimation, hypothesis testing, and linear regression. Additional topics include descriptive statistics, probability theory, random variables, sampling theory, statistical distributions, and an introduction to violations of the classical assumptions underlying the least-squares model. Students are introduced to the use of computers in statistical analysis. No prior experience with computers is assumed. The department.

Prerequisites: Economics 100, 101 or permission of instructor.

**210a and b. Econometrics (1)**

This course equips students with the skills required for empirical economic research in industry, government, and academia. Topics covered include simple and multiple regression, maximum likelihood estimation, multicollinearity, heteroskedasticity, autocorrelation, distributed lags, simultaneous equations, instrumental variables, and time series analysis. Extensive use is made of the computer, although no prior experience with computers is assumed. Mr. Johnson.

Prerequisites: Economics 209 or an equivalent statistics course. Recommended: Economics 100, 101.

**215b. The Science of Strategy (1)**

Strategic behavior occurs in war, in business, in our personal lives, and even in nature. Game theory is the study of strategy, offering rigorous methods to analyze and predict behavior in strategic situations. This course introduces students to game theory and its application in a wide range of situations. Students learn how to model conflict and cooperation as abstract games, and develop skills in the fine art of solving games. Applications are stressed, and these are drawn from many branches of economics, as well as from a variety of other fields. Mr. Jehle.

Prerequisites: 100 or 101.

**[218a. Urban Economics] (1)**

(Same as Urban Studies 218) The focus is on the city, in determining its costs and benefits as well as location and land use. We explore policy issues specific to local governments in urban areas, including: zoning, housing and segregation, poverty, homelessness, transportation, education and crime. Mr. Rork.

Prerequisite: Economics 101

Not offered in 2004/05.

**220b. The Political Economy of Health Care (1)**

Economic models are applied to the contemporary problems of financing and providing health care in a climate of increasing demand and rising costs. Topics include the market for physicians, nurses, and hospital facilities; the role of health care insurance, both public and private; the effects of changes in medical technology, the economics of the pharmaceutical industry and market structure in the health care industry. A comparative study of several other countries' health care systems is included. Ms. Johnson-Lans.

Prerequisite: Economics 101 or permission of the instructor.

**[225a and b. Financial Markets and Investments] (1)**

This course provides an overview of the structure and operation of financial markets, and the instruments traded in those markets. Particular emphasis is placed on portfolio choice, including asset allocation across risky investments and efficient diversification. Theoretical foundations of asset-pricing theories are developed, and empirical tests of these theories are reviewed. The course introduces valuation models for fixed-income securities, equities, and derivative instruments such as futures and options. Throughout the course, students apply investment theories by managing a simulated asset portfolio. Additional topics include financial statement analysis and performance evaluation measures. The department.

Prerequisites: Economics 100 and 101. Students with strong quantitative backgrounds can enroll with instructor permission.

Recommended: Economics 201 and Economics 209

Not offered in 2004/05.

**233a. The Political Economy of Globalization** (1)  
 (Same as International Studies 233) We examine the consequences of economic globalization from a variety of theoretical perspectives. Topics include: competing theories of globalization's effects; an assessment of the extent of globalization; the effects of economic integration on economic growth and the distribution of income; and the ways in which globalization might alter the balance of power between and among workers, communities, governments, and corporations. The course also considers a number of "applied" topics including the North American Free Trade Agreement, the International Monetary Fund and debates over "sweatshop labor." Mr. Koechlin.

Prerequisites: Economics 100 or 101.

**[238b. Law and Economics]** (1)  
 This course uses economics to analyze legal rules and institutions. The primary focus is on the classic areas of common law: property, contracts, and torts. Some time is also spent on criminal law and/or constitutional law (e.g., voting, public choice, and administration). Much attention is paid to developing formal models to analyze conflict and bargaining, and applying those models to specific cases. Topics include the allocation of rights, legal remedies, bargaining and transaction costs, regulation versus liability, uncertainty, and the litigation process. Time permitting, the course may also include discussion of gun control, the death penalty, federalism, and competition among jurisdictions. Mr. Marco.

Prerequisite: Economics 101

Not offered in 2004/05.

**248a. International Trade and the World Financial System** (1)  
 A policy-oriented introduction to the theory of international trade and finance. The course introduces basic models of trade adjustment, exchange rate determination and macroeconomics adjustment, assuming a background of introductory economics. These are applied to the principle issues and problems of the international economy. Topics include the changing pattern of trade, fixed and floating exchange rates, protectionism, foreign investment, the Euro-dollar market, the role of the WTO, the IMF and World Bank, the European Community and third-world debt. Mr. Rebelein.

Prerequisites: Economics 100 and 101. Not open to students who have completed Economics 345 or 346.

**267b. Environmental and Natural Resource Economics** (1)  
 (Same as Science, Technology, and Society 267) This course examines environmental and natural resource issues from an economic perspective. Environmental problems and controversies are introduced and detailed, and then various possible policies and solutions to the problems are analyzed. Economic analyses will determine the effectiveness of potential policies and also determine the people and entities which benefit from (and are hurt by) these policies. The goal is for students to develop a framework for understanding environmental problems and then to learn how to analyze policy actions within that framework. Topics include water pollution, air pollution, species protection, externalities, the energy situation, and natural resource extraction. Ms. Kaiser.

Prerequisite: Economics 101 or permission of instructor.

**268b. Economic Development in Less Developed Countries** (1)  
 A survey of central issues in the field of Development Economics, this course examines current conditions in less developed countries using both macroeconomic and microeconomic analysis. Macroeconomic topics include theories of growth and development, development strategies (including export-led growth in Asia), and problems of structural transformation and transition. Household

decision-making under uncertainty serves as the primary model for analyzing microeconomic topics such as the adoption of new technology in peasant agriculture, migration and urban unemployment, fertility, and the impact of development on the environment. Examples and case studies from Africa, Asia, Latin America and transition economies provide the context for these topics. Mr. Kilby.

Prerequisites: Economics 100 and 101.

### III. Advanced Courses

#### **303a. Advanced Topics in Microeconomics** (1)

This course introduces students to modern theoretical methods in microeconomics and their application to advanced topics not typically addressed in Economics 201. Topics vary from year to year, but typically include: modern approaches to consumer and producer theory, economics of uncertainty, general equilibrium theory, and welfare analysis. Mr. Jehle.

Prerequisites: Economics 201 and one year of calculus, or permission of instructor.

#### **[304b. Advanced Topics in Macroeconomics]** (1)

This course examines some recent theoretical and applied work in macroeconomics. Topics vary from year to year but are likely to include consumption, investment, economic growth, and new-Keynesian models of fluctuations. The requisite dynamic optimization methods are developed during the course. Mr. Johnson.

Prerequisites: Economics 200, 201, 209, and Mathematics 121 or equivalent, or permission of instructor. Economics 210 recommended.

Not offered in 2004/05.

#### **310a. Advanced Topics in Econometrics** (1)

Analysis of the classical linear regression model and the consequences of violating its basic assumptions. Topics include maximum likelihood estimation, asymptotic properties of estimators, simultaneous equations, instrumental variables, limited dependent variables and an introduction to time series models. Applications to economic problems are emphasized throughout the course. Mr. Lunt.

Prerequisites: Economics 210 and one year of calculus. Mathematics 221 recommended.

#### **320b. Labor Economics** (1)

An examination of labor markets. Topics include demand and supply for labor, a critical analysis of human capital and signaling theory, the hedonic theory of wages, theories of labor market discrimination, unemployment, and union behavior. Institutional differences between labor contracts in the U.S., the U.K., and E.U. countries and public policy with respect to such things as minimum wages, fringe benefits, unemployment insurance, and welfare reform are also addressed. Ms. Johnson-Lans.

Prerequisite: Economics 101, 201 and 209.

#### **333a. Behavioral Economics** (1)

This course surveys the extensive empirical and experimental evidence documenting how human behavior often deviates from the predictions made by models that assume full rationality. This course combines economics, psychology, and experimental methods to explore impulsivity, impatience, overconfidence, reciprocity, fairness, the enforcement of social norms, the effects of status, addiction, the myopia that people exhibit when having to plan for the future, and other behaviors which deviate from what we would expect if people were fully rational. Mr. Flynn.

Prerequisites: Economics 200 or 201.

**342b. Public Finance**

(1)

This course considers the effects that government expenditure, taxation, and regulation have on people and the economy. Attention is given to how government policy can correct the many failures of the free market system. Topics include the effect taxes have on consumption and employment decisions, the U.S. income tax system, income redistribution, budget deficits, military spending, environmental policy, health care, education, voting, social security, and the U.S. "safety net." Mr. Rork.

Prerequisite: Economics 201; 209 recommended.

**345b. International Trade Theory and Policy**

(1)

This course examines classical, neoclassical and modern theories of international trade, as well as related empirical evidence. Topics included are: the relationship between economic growth and international trade; the impact of trade on the distribution of income; the theory of tariffs and commercial policy; economic integration, trade and trade policy under imperfect competition. Mr. Jehle.

Prerequisite: Economics 201.

**[346b. International Monetary Theory and Policy]**

(1)

The course is devoted to the problems of balance of payments and adjustment mechanisms. Topics include: the balance of payments and the foreign ex-change market; causes of disturbances and processes of adjustment in the balance of payments and the foreign exchange market under fixed and flexible exchange rate regimes; issues in maintaining internal and external balance; optimum currency areas; the history of the international monetary system and recent attempts at reform; capital movements and the international capital market. Mr. Rebelein.

Prerequisite: Economics 200.

Not offered in 2004/05.

**355b. Industrial Organization**

(1)

This course examines the behavior of firms under conditions of imperfect competition. The role of market power is studied, including the strategies it permits, e.g., monopoly pricing, price discrimination, quality choice, and product proliferation. Strategic behavior among firms is central to many of the topics of the course. As such, game theory is introduced to study strategic behavior, and is applied to topics such as oligopoly pricing, entry and deterrence, product differentiation, advertising, and innovation. Time permitting, the course may also include durable goods pricing, network effects, antitrust economics, and vertical integration. Mr. Marco

Prerequisites: Economics 201, Calculus

**367b. Comparative Economics**

(1)

A study of different economic systems and institutions, beginning with a comparison of industrialized market economies in the U.S., Asia, and Europe. Pre-perestroika USSR is studied as an example of a centrally planned economy and the transition to a market economy is examined, with additional focus on the Czech Republic and Poland. Alternatives to both market and planned systems—such as worker self-management, market socialism, and social democracy—are also explored with emphasis on the experience of Yugoslavia and Sweden. Mr. Kennett.

Prerequisites: at least 2 units of Economics at or above the 200-level.

**368b. American Economic History**

(1)

This course covers the history of the U.S. economy from colonial times to the present with a focus on the application of economic analysis to historical issues. Topics include the economic factors in the drive for independence, westward expansion, the American growth record and its determinants, the economics of slavery and regional divergence, the Great Depression and World War II, and the

Modern Era. Ms. Kaiser.

Prerequisite: at least 2 units of Economics at or above the 200-level, or permission of the instructor. Economics 209 is strongly recommended.

**369a. Political Economy of Development Aid (1)**

Modern foreign aid reached its high point early in its history with the Marshall Plan. Since that time, foreign aid has frequently failed to live-up to expectations. One important reason for this poor record is that donors actually pursue a number of competing objectives including promoting their own geopolitical and commercial objectives. The situation is further complicated by the domestic political economy of aid allocation which can lead to time inconsistent policy, agency problems in bilateral and multilateral aid bureaucracies, and the distorting effects of competition under imperfect information. This course examines foreign aid using a variety of economic approaches and tools. We consider both humanitarian and economic rationale for aid. Starting with the history and institutions of foreign aid, we delve into current policy and academic debates including agency problems, conditionality, selectivity, and the international public goods role of aid. A recurring theme is how political and economic objectives of aid donors and recipients influence the development effectiveness of aid. Mr. Kilby.

Prerequisites: Economics 201 and 209.

One 3-hour period.

**[370b. History of Economic Thought] (1)**

A systematic study of the development of economic thought from early times to the present; emphasis is placed on the study of European and American economists of the eighteenth, nineteenth, and twentieth centuries; the political, social, and cultural context of the development of economic thought is highlighted. The department.

Prerequisites: Economics 100, 101, and 2 units of 200-level work in Economics.

One 2-hour period.

Not offered in 2004/05.

**371a. Alternative Economic Theories and Perspectives (1)**

This course compares and contrasts “alternative” schools of economic thought (Marxist, post-Keynesian, Institutional, and others) with “mainstream” economic thought. The course pays particular attention to the implications of theoretical choices. How do the assumptions we make and the questions we choose to ask inform our understanding of capitalism? How do different theoretical perspectives lead to different understandings of real economic phenomena, e.g., market allocation, the distribution of income, unemployment, free trade, neoliberalism, or the appropriate role of government in the economy? Mr. Koechlin.

Prerequisites: Economics 201 or 200.

**IV. Senior Courses**

**305a/306b. Senior Seminar in Economics (½, 1)**

Students must write an independent research paper on a topic to be agreed upon with the seminar instructor. These topics should be discussed with the instructor prior to registration. For any credit for the major, students must complete both 305a and 306b. For majors only.

One 2-hour period.

**V. Other**

**290a or b. Field Work (½ or 1)**

Individual or group field projects or internships. One-half unit for 60 hours of work. The department.

May be elected during the college year or during the summer.  
Prerequisite or corequisite: a course in the department. Permission required.  
Unscheduled.

**298a or b. Independent Work** (½ or 1)

**399a or b. Senior Independent Work** (½ or 1)



## Education

**Professor:** Robin Trainor (Coordinator of Childhood Education); **Associate Professors:** Joyce Bickerstaff, Christopher Roellke (Chair); **Assistant Professors:** Christopher Bjork, Joy Lei; **Visiting Instructor:** Linda Cantor (Coordinator of Adolescent Education); **Adjunct Instructor:** Carmen Garcia; **Lecturer:** Julie Riess (Director of Wimpfheimer Nursery School).

The teacher preparation programs in the Department of Education at Vassar College reflect the philosophy that a broad liberal arts education is the best foundation for teaching whether on the elementary or secondary level; whether in public or private schools. The student at Vassar who is preparing to teach works within a strong interdisciplinary framework of professional methods and a balanced course of study in a select field of concentration leading to the degree of Bachelor of Arts. The department offers work leading to initial New York State certification at elementary and secondary school levels. This certification is reciprocal in many other states.

Consistent with New York State requirements, the certification programs are based upon demonstration of competency in both academic and field settings. It is advisable that students planning elementary or secondary certification consult with the department during the first semester of the freshman year.

**Transfer Students:** Transfer students who wish to be certified for elementary or secondary school teaching under the Vassar program must take their units in professional preparation at Vassar. They are also required to do their student teaching under Vassar's supervision. Early consultation with the Department of Education is advised.

Students interested in the theoretical or cross-cultural study of education, but not in certification, should consult the department for a list of recommended courses.

### Special Programs:

**Oxfordshire, England: Internship in British Primary Schools.** Vassar College, in cooperation with Oxford University and the primary schools of Oxfordshire, England, offers a one-semester internship in British primary schools. Students participating are expected to have a basic knowledge of child development, experience with children, and overall academic competence. Students work as interns in infant or junior schools in the vicinity of Oxford. Students are expected to take a "half-tutorial" of study at Oxford University in some area such as history, English, psychology, history of art, physical sciences, geography, or another subject taught in the university. Students interested in applying should consult with their adviser and the Department of Education before making formal application through the Department of Education.

**Clifden, Ireland: Internship in Irish Secondary Schools.** Vassar College, in cooperation with University College, Galway, and the secondary schools of Clifden, offers a one-semester internship in Irish secondary schools. Students interested in teacher certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in the secondary schools in Clifden. They are expected also to take a "half-tutorial" of study at University College, Galway, in some area such as history, English, psychology, history of art, physical sciences, geography, or other subjects taught in the university. Those interested in applying should consult with their adviser and the Department of Education before making formal application through the Department of Education.

**Exploring Science at Vassar Farm.** The Department of Education offers a one-semester program in science and environmental education at the Collins Field Station on the Vassar Farm property. Vassar students work with faculty to design and implement lessons for local Poughkeepsie elementary students. Children from second and third grade classrooms are invited to spend a morning at the Farm in exploration and discovery. Through nature walks, performing a simple experiment, observing live animals, and using large motor skills in play, children are actively engaged in science. Those interested in participating should contact Ms. Capozzoli, director of the program.

### Venture/Bank Street:

**Urban (NYC) Education Semester.** Vassar College, in cooperation with Venture/Bank Street, offers a one-semester program in urban education. Students interested in teacher certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in New York City public schools. In addition to the two-unit internship, students also take three additional courses at Bank Street College. Those interested in applying should consult with their adviser and the Department of Education before making formal application through the Office of the Dean of Studies.

**Childhood Education Certification:** A program leading to the New York State Initial Childhood Education Certificate (1-6) is offered. New York State certifies students for the initial certificate upon recommendation of the department chair. Such recommendation depends on academic excellence, specified competencies in professional course work, field experiences, and demonstrated fitness for teaching. In addition, students must pass a qualifying examination set by New York State. The program of study must include the following requirements: Psychology 105, 231; Education 235, 290, 240, 350/351, 360, 361, 362.

**Advisers:** The department.

### Recommended Sequence of Courses for Childhood Education Certification:

Freshman year:

Psychology 105, 231  
Education 290 (Field Work).

Sophomore year:

Education 235  
\*Education 260

Junior year:

Education 350/351  
Education 240  
\*Africana Studies 321

Senior year:

Education 360, 361  
Education 362 (Student Teaching)  
\*Education 250b

NRO work may not be used to satisfy state certification requirements.

The student teaching internship is a five-day/week full time classroom experience in selected local schools during the a-semester.

**Adolescent Education Certification:** Programs leading to the New York State Initial Adolescent Education Certificate (7-12) are offered in the fields of English, foreign languages (Spanish, French, German, Russian), mathematics, biology, chemistry, physics, and social studies. Students with a major in the areas of anthropology, economics, geography, history, political science, urban studies, American culture, and sociology are eligible for social studies certification. New York State certifies students upon the recommendation of the department chair. Such recommendation depends on academic excellence, specified competencies in professional course work, field experiences, and demonstrated fitness for teaching. In addition, students must pass a qualifying examination set by New York State. The program of study must include the following:

\**Recommended, not required*

Psychology 105; Education 235, 263, 290  
 English: Education 394, 374  
 Foreign Languages: Education 390, 370  
 Mathematics, Biology, Chemistry, Physics: Education 392, 372  
 Social Studies: Education 396, 376

In addition, there should be the required number of hours in the academic field in which the student plans to teach. These vary slightly for each field; therefore it is important that students planning such a program consult with the appropriate member of the department as soon as the area of concentration has been declared.

**Advisers:** The department.

### **Recommended Sequence of Courses for Adolescent Education Certification:**

Freshman year:

Education 235  
 Psychology 105

Sophomore year:

\*Education 260  
 Education 263  
 Education 290

Junior year:

\*Africana Studies 321  
 Education 290  
 Education 390-396

Senior year:

\*Education 250b  
 Education 370-376

NRO work may not be used to satisfy state certification requirements.

The student teaching internship is a five-day/week full time classroom experience in selected local schools during the a-semester.

## **I. Introductory**

### **160a. Books, Children, and Culture**

(1)

(Same as Africana Studies 160a) This course examines select classical works from the oral tradition and contemporary works of children's fiction and non-fiction. The course addresses juvenile literature as a sociological phenomenon as well as a literary and artistic one (illustrative content). The course traces the socio-historical development of American children's literature from Western and non-Western societies. Social, psychoanalytic, and educational theory provide a conceptual basis and methodological framework for the cultural analysis of fairy tale and modern fantasy in cross-cultural perspective. Socialization issues include: ideals of democracy; moral character; race and class; politicalization; and the human relationship to the natural environment. Ms. Bickerstaff.

Two 75-minute periods.

### **166a-167b. American Sign Language I and II**

(1)

This total immersion course strongly adheres to the philosophy that language acquisition is best achieved when total language is taught by means of hands-on group activities that reflect common everyday interactions of people in the Deaf Community rather than through isolated vocabulary. Sessions introduce both formal and informal registers in American Sign Language. Meaningful and experiential group activities adhere to research findings detailing the importance of incorporating facial grammar, mouth morphemes, and non-manual signals in the beginning stages of learning the grammar as visual language. Role-playing serves a vital tool in helping students formulate grammatically correct ideas and concepts from concrete to abstract. The primary focus is to develop receptive skills. Deaf culture is highlighted throughout the course to enrich and complement the study of the language. In American Sign Language II, students continue to engage

\*Recommended, not required

in meaningful and experiential group activities to enhance their fluency. Focus is on further development of essential receptive skills while guiding the student to effective expressive skills through instructor modeling, and modeling of Deaf individuals from the community and well known videotaped models in the profession. Ms. Garcia.

Completion of Education 166a-167b satisfies the foreign language requirement.

Prerequisite: permission of instructor.

Two 75-minute periods; one hour of laboratory.

## II. Intermediate

The following courses are part of the Urban Education Semester (Venture/Bank Street) and are taken at Bank Street. The first three are required and students may then elect to take one or more of the other four courses:

Urban Education Seminar/Field Experience

Anthropology of Urban Education

The Study of Normal and Exceptional Children through Observation and Recording

Comparative Migration Experiences of the Caribbean, Latin American and Asian People

Language Development, Diversity and Disorders

Foundations of Modern Education

Teaching Methodology

### **235a or b. Issues in Contemporary Education (1)**

This course introduces you to debates about the nature and purposes of U.S. education. Examination of these debates help us develop a deeper and more critical understanding of U.S. schools and the individuals who teach and learn within them. Focusing on current issues in education, we consider the multiple and competing purposes of schooling and the complex ways in which formal and informal education play a part in shaping students as academic and social beings. We also examine issues of power and control at various levels of the U.S. education system. Among the questions we contemplate are: Whose interests should schools serve? What material and values should be taught? How should schools be organized and operated? Mr. Bjork, Ms. Lei, Mr. Roellke.

Prerequisite: Psychology 105.

Two 75-minute periods.

### **237b. Early Childhood Education: Theory and Practice (1)**

(Same as Psychology 237b) What is the connection between a textbook description of preschool development and what teachers do every day in the preschool classroom? This course examines curriculum development based on contemporary theory and research in early childhood. The emphasis is on implementing developmental and educational research to create optimal learning environments for young children. Major theories of cognitive development are considered and specific attention is given to the literatures on memory development; concepts and categories; cognitive strategies; peer teaching; early reading, math, and scientific literacy; and technology in early childhood classrooms. Ms. Riess.

Prerequisite: Psychology 231 and permission of instructor

One 2-hour period; 4 hours of laboratory participation

**240b. Mathematics for Elementary Teaching: Content and Methodology for Regular and Special Education** (1)

The purpose of this course is to develop the student's competency to teach mathematics to elementary school children, K-6. Lectures and "hands on" activity sessions are used to explore mathematical content, methodology, and resource materials with an emphasis on conceptual understanding as it relates to the sequential nature of mathematics and to cognitive development. Special emphasis is placed on diagnostic and remedial skills drawn from a broad psychological and theoretical base. Students have the opportunity to plan, implement, and assess their mathematics teaching in appropriate classroom settings through field assignments in the local schools. Ms. Cantor.

Prerequisites: Psychology 105, 231. Special permission.

**250b. Introduction to Special Education** (1)

The purpose of this course is to examine new ideas that have emerged with regard to the education and training of exceptional children. A humanistic philosophical approach is the emphasis of this examination with focus on the child rather than on the categories of handicaps. Considering "special education" as intervention in the education of children who have special needs, several issues are dealt with: the medical, psychological, and sociological problems of these children; instructional practices; inclusion; and the restructuring of the traditional role of the special teacher. Ms. Trainor.

Prerequisites: Psychology 105, 231. Special permission.

Two 75-minute periods.

**252b. Race, Representation, and Resistance in U.S. Schools** (1)

(Same as Urban Studies 252) This course examines the political and relational constructions of race and their significance in schooling. The examination includes the complicated relationship between identities at the individual level and the representations and discourses of knowledge created by the dominant racialized order at structural and ideological levels. Set within the context of schools, this analysis delves into the meanings of race in the everyday lives of students and teachers and in education policies, practices, and reform. Ms. Lei.

Prerequisite: permission of instructor.

Two 75-minute periods.

**260b. Child Abuse and Domestic Violence: American Cultural and Social Problems** (1)

This course examines, from a multidisciplinary perspective, the historical conceptions of child abuse and domestic violence; the underlying causes and consequences to children and to families; the views which influence professionals as they cope with the problems of maltreatment; the emotional reactions to these issues; the trauma and dynamics of family separation; and literary perspectives on the problems. Legal issues and proposals which may affect public policy changes in the prevention, intervention, and treatment of these problems are addressed. Ms. Trainor.

Prerequisite: permission of instructor.

Two 75-minute periods.

**262a. The Fairy Tale** (1)

The course focuses on European and Asian folk tales, with emphasis on how writers from the nineteenth and twentieth centuries have reinvented the fairy tale while borrowing from traditional sources. Readings include: *Household Tales of the Brothers Grimm*, and selections from Hans Christian Andersen, George MacDonald, Lewis Carroll, L. Frank Baum, and Virginia Hamilton. Assignments include critical papers, the writing of an original tale, and the presentation of a traditional tale in class. Ms. Darlington.

Prerequisite: permission of instructor.

**263a. The Adolescent in American Society** (1)

This course examines the lives of American adolescents and the different ways our society has sought to understand, respond to, and shape them. Particular attention is paid to the relationship between educational policies/practices and adolescent growth and development. Empirical studies will be combined with practical case scenarios as a basis for understanding alternative pathways for meeting the needs of middle school and high school learners. This course is required for secondary school teacher certification. Mr. Roellke.

Prerequisite: permission of instructor.  
One 3-hour period.

**265b. Urban Education Reform** (1)

(Same as Urban Studies 265) This course examines American urban education reform from historical and contemporary perspectives. Particular attention is given to the political and economic aspects of educational change. Specific issues in the course include, but are not limited to: centralized vs. decentralized decision-making structures; standards and accountability mechanisms; recruitment and retention of teachers; micro politics within urban schools; and incentivebased reform strategies. Students are also afforded the opportunity to participate directly in current reform efforts through selected service learning projects in local Poughkeepsie schools. Mr. Roellke.

Prerequisite: permission of instructor.  
Two 75-minute classes.

**[271. From Print to Film: The Reading, Writing, and Seeing of Children's Books]** (1)

A study of selected children's classics and the films based on them, both of which have attracted an adult audience: *Alice in Wonderland*, *Through the Looking Glass*, *Gulliver's Travels*, *Mulan*, *The Wizard of Oz* and others. Ms. Willard.

Prerequisite: permission of instructor.  
Two 2-hour periods.  
Not offered in 2004/05.

**272b. Comparative Education** (1)

(Same as Asian Studies 272b) This course provides an overview of comparative education theory, practice, and research methodology. We examine educational issues and systems in a variety of cultural contexts. Particular attention is paid to educational practices in Asia and Europe, as compared to the United States. The emphasis of the course focuses on educational concerns that transcend national boundaries. Among the topics explored are international development, democratization, social stratification, the cultural transmission of knowledge, and the place of education in the global economy. These issues are examined from multiple disciplinary vantage points. Mr. Bjork.

Prerequisite: Education 235 or permission of instructor.  
Two 75-minute periods.

**280a. American Sign Language III** (1)

Students further develop their receptive and expressive skills while progressing to narrative skills through the use of storytelling that helps them incorporate classifiers, mouth morphemes and prosody to their production. Videotaped student assignments continue to be utilized as an essential tool for self and group assessment and continued growth. Ms. Garcia.

Prerequisite: Education 166a-167b.  
Two 75-minute periods; one hour of laboratory.

**281b. American Sign Language IV** (1)

In this course, focus is on the continued development of fluency through experiential group activities and videotaped assignments. "Success stories jokes, history and humor presented by Deaf Community members are studied to enhance further understanding of Deaf culture and values. Students explore how their knowledge and skills of ASL, Deaf culture, values and norms can serve as a valuable tool for effective interaction with Deaf individuals. Ms. Garcia.

Prerequisite: Education 166a-167b and 280a.

Two 75-minute periods; one hour of laboratory.

**290a or b. Field Work** ( $\frac{1}{2}$  or 1)

All candidates for certification must demonstrate competency in an intensive field work experience at the elementary, middle school, or senior high school level prior to student teaching. The department.

**Reading Courses****297.01. Teaching Reading: Special Problems** ( $\frac{1}{2}$ )

Ms. Trainor.

**297.02. Early Childhood Education: History and Theories** ( $\frac{1}{2}$ )

Ms. Trainor.

**297.03. The Adolescent in American Society** ( $\frac{1}{2}$ )

Ms. Trainor.

**297.04. Readings in the History of Education** ( $\frac{1}{2}$ )

Mr. Roellke.

**297.05. Readings in Educational Policy** ( $\frac{1}{2}$ )

Mr. Roellke.

**297.06. Learning About Secondary Mathematics Materials** ( $\frac{1}{2}$ )

Ms. Cantor.

**297.07. Learning About Science Materials** ( $\frac{1}{2}$ )

Mr. Bjork, Ms. Cantor.

**297.08. Special Studies in Education** ( $\frac{1}{2}$ )

Ms. Trainor.

**297.09. Special Studies in Children's Literature** ( $\frac{1}{2}$ )

Ms. Trainor.

**297.10. The Changing Mathematics Curriculum** ( $\frac{1}{2}$ )

Ms. Cantor.

**297.11. Sexism, Racism, and Ageism in the Curriculum** ( $\frac{1}{2}$ )

Ms. Trainor.

**298a or b. Independent Study** ( $\frac{1}{2}$  or 1)

Individual or group projects concerned with some aspect of education, subject to prior approval of the department. May be elected during the regular academic year or during the summer. The department.

### III. Advanced

A minimum of ½ unit of field work is required for admittance to all 300-level courses for students seeking teacher certification.

#### **300. Senior Portfolio (1)**

This half-unit senior seminar focuses on analysis of the student teaching experience. Through the development of their teaching portfolio, senior students examine the linkages between theory, current research, and classroom practice. This elective course should be taken concurrently with the student teaching practicum. The department.

#### **320a. Up From Slavery: Schooling and Socialization of Blacks in America (1)**

(Same as Africana Studies 320) Ms. Bickerstaff.

#### **[321b. Cross-Cultural Studies in Education] (1)**

(Same as Africana Studies 321)

Not offered in 2004/05.

#### **336a. Childhood Development: Observation and Research Application (1)**

(Same as Psychology 336) What differentiates the behavior of one young child from that of another? What characteristics do young children have in common? This course provides students with direct experience in applying contemporary theory and research to the understanding of an individual child. Topics include attachment; temperament; parent, sibling and peer relationships; language and humor development; perspective-taking; and the social-emotional connection to learning. Each student selects an individual child in a classroom setting and collects data about the child from multiple sources (direct observation, teacher interviews, parent-teacher conferences, archival records). During class periods, students discuss the primary topic literature, incorporating and comparing observations across children to understand broader developmental trends and individual differences. Synthesis of this information with critical analysis of primary sources in the early childhood and developmental literature culminates in comprehensive written and oral presentations. Ms. Riess.

Prerequisite: Psychology 231 and permission of the instructor.

For Psychology Majors: completion of a research methods course.

One 3-hour period.

4 hours of laboratory observation work.

#### **350/351. The Teaching of Reading: Process and Strategies for Elementary and Special Education (1)**

The purpose of this course is to examine the nature and process of reading within a theoretical framework and then to examine a variety of approaches and strategies used in teaching children to read and to gain competence in all of the language arts. Special emphasis is placed on diagnostic teaching for all children as well as on the selection of reading curricula, goals, methods, materials, and settings appropriate for children in regular classes and for children with cognitive and behavioral deficits for whom modifications in the learning program are necessary. Observation and participation in local schools is required. Ms. Trainor.

Prerequisites: Psychology 105, 231, permission of instructor.

One 2-hour period; one hour of laboratory.

#### **[352. Deconstructing the Curriculum] (1)**

This is an advanced educational theory and analysis course. Theoretical and philosophical perspectives on pedagogy, classroom structure, and school administration are presented as a framework for analyzing a series of curriculum topics:



purpose, content, organization, implementation, and evaluation. Each of these topics is examined from divergent viewpoints in order to expose the underlying assumptions of curricular decisions in each area. Mr. Roellke.

Prerequisite: permission of instructor.

One 3-hour period.

Not offered in 2004/05.

**360a. Workshop in Curriculum Development (1)**

This course focuses on the current trends, research and theory in the area of social science and their implications for practice in the elementary schools. Procedures and criteria for developing and evaluating curricular content, resources and teaching strategies are examined and interdisciplinary units developed. Mr. Bjork.

Prerequisites: open to seniors only or by permission of instructor.

One 3-hour period.

**361. Seminar: Science in the Elementary Curriculum (1)**

This course focuses on methods of teaching science in the elementary school. Students explore the development of scientific concepts, science literacy, and scientific methods as appropriate for elementary school students. Emphasis is placed on experiential approaches to the material. Mr. Bjork.

Permission of instructor.

One 3-hour period.

**362a or b. Student Teaching Practicum: Elementary (2)**

Supervised internship in an elementary classroom, grades K-6. Examination and analysis of the interrelationships of teachers, children, and curriculum as reflected in the classroom learning environment. One or more conference hours per week. Mr. Bjork, Ms. Trainor.

Open to seniors only.

Prerequisites: Psychology 105, 231; Education 235, 240, 290, 350/351; Education 360, 361 may be concurrent. (Ungraded only.) Permission of instructor.

**370a or b. Student Teaching: Secondary School Foreign Languages (2)**

Supervised internship in teaching in a middle, junior or senior high school, grades 7-12. Examination of the interrelationships of teachers, children, and curriculum as reflected in the classroom learning environment. One or more conference periods per week. The department.

Open to seniors only.

Prerequisites: Psychology 105; Education 235, 263, 290; Education 390. (Ungraded only.) Permission of instructor.

**372a or b. Student Teaching: Secondary School Mathematics and Science (2)**

Supervised internship in teaching in a middle, junior, or senior high school, grades 7-12. Examination of the interrelationships of teachers, children, and curriculum as reflected in the classroom learning environment. One or more conference hours per week. The department.

Open to seniors only.

Prerequisites: Psychology 105; Education 235, 263, 290; Education 392. (Ungraded only.) Permission of instructor.

**374a or b. Student Teaching: Secondary School English (2)**

Supervised internship in teaching in a middle, junior, or senior high school, grades 7-12. Examination of the interrelationships of teachers, children, and curriculum as reflected in the classroom learning environment. One or more conference

periods per week. Ms. Cantor.

Open to seniors only.

Prerequisites: Psychology 105; Education 235, 263, 290; Education 394. (Ungraded only.) Permission of instructor.

**376a or b. Student Teaching: Secondary School Social Studies (2)**

Supervised internship in teaching in a middle, junior or senior high school, grades 7-12. Examination of the interrelationships of teachers, children, and curriculum as reflected in the classroom learning environment. One or more conference hours per week. Mr. Roellke.

Open to seniors only.

Prerequisites: Psychology 105; Education 235, 263, 290; Education 396. (Ungraded only.) Permission of instructor.

**390b. Secondary School Teaching: Methods in Foreign Languages (1)**

A seminar in the methods of teaching and development of curriculum in foreign languages in the secondary school. Special emphasis is placed on the relation of effective learning to motivation, to adolescent development, and to individual needs. Discussion of currently evolving theories of instruction in the secondary schools. Instructor to be announced.

Prerequisites: Psychology 105; Education 235, 263, 290. Permission of instructor.

One 2-hour period.

**392b. Secondary School Teaching: Methods in Mathematics and Science (1)**

Seminar in the methods and materials used in a secondary school science and mathematics program. Examination of current trends in application of learning theories related to those subject areas. Emphasis placed on expanding of student view of educational problem solving by exploration of instructional alternatives. Instructor to be announced.

Prerequisites: Psychology 105; Education 235, 263, 290. Permission of instructor.

One 2-hour period.

**394b. Secondary School Teaching: Methods in English (1)**

A seminar in the methods of teaching and development of curriculum in English in the secondary school. Special emphasis is placed on the relation of effective learning to motivation, to adolescent development, and to individual needs. Ms. Cantor.

Prerequisites: Psychology 105; Education 235, 263, 290. Permission of instructor.

One 2-hour period.

**396b. Secondary School Teaching: Methods in the Social Studies (1)**

Seminar in the methods and materials of secondary school social studies teaching. Special emphasis will be placed on curriculum development. Specific attention given to the selection of materials and the exploration of innovative teaching techniques. Mr. Roellke.

Prerequisites: Psychology 105; Education 235, 263, 290, permission of instructor.

One 2-hour period.

**399a or b. Senior Independent Work (½ or 1)**

Special permission. The department.

## English

**Professors:** Mark C. Amodio<sup>ab</sup>, Frank Bergon, Beth Darlington, Robert DeMaria, Jr.<sup>ab</sup> (Chair), Donald Foster, Ann E. Imbrie, Michael Joyce, Paul Kane, Barbara Page, H. Daniel Peck<sup>b</sup>, Paul Russell<sup>a</sup>, Patricia B. Wallace<sup>b</sup>; **Associate Professors:** Peter Antelyes, Susan Brisman, Heesok Chang (Interim Co-Chair), Leslie Dunn (Interim Co-Chair), Wendy Graham, E. K. Weedon, Jr., Susan Zlotnick; **Assistant Professors:** Priscilla Gilman, Tomo Hattori, Jean Kane, Laura Yow, Samantha Zacher; **Visiting Assistant Professor:** Kiese Laymon; **Adjunct Associate Professors:** Dean Crawford, Marsha Mark, Judith Nichols, Ralph Sassone Karen Robertson; **Adjunct Assistant Professors:** Kristie Carter, Joanne Long, David Means, Julie Rose; **Adjunct Instructors:** Leonard Nalencz, Richard Prud'homme.

**Requirements for Concentration (for classes 2005 and 2006):** 12 units, including 11 graded units and an ungraded senior tutorial; 4 units, including the senior tutorial, elected at the 300-level. At least 6 units, including the senior tutorial, must be taken at Vassar; all requirements for distribution within the major must be satisfied.

**Requirements for Concentration (for classes of 2007 and 2008):** 12 units, comprised either of 11 graded units and an ungraded senior tutorial, or 12 graded units including a senior seminar in the 380 range of course offerings. 4 units, including either the tutorial or the English 380 seminar, must be elected at the 300-level. At least 6 units, including either the senior tutorial or the English 380 seminar, must be taken at Vassar. All requirements for distribution within the major must be satisfied.

**Requirements for Distribution (for classes 2005 and 2006):** The curriculum in English offers opportunities to study literature in its historical and cultural contexts; major authors, literary movements and literary forms; literary theory and such categories of analysis as gender, race, ethnicity, and class. The department also offers courses in creative writing. Working closely with their advisors, students choose a coherent group of courses to meet the distribution requirements; they supplement those courses with electives which match their interests, creating concentrations within the major in such areas as literary history and theory, cultural or performance studies, or creative writing. The particular emphasis of individual courses will vary, but practice in writing and oral discussion are essential parts of all work in English. In order to ensure both breadth and depth in the major, students must distribute their courses as follows:

3 units in literature written before 1800 distributed over at least two of the following areas: medieval; Renaissance and seventeenth century; restoration and eighteenth century

1 unit in British or American literature of the nineteenth century

1 unit in literature of the twentieth century

1 unit in American literature

Students may satisfy the American literature requirement with either a nineteenth- or a twentieth-century course. No course may be used to satisfy more than two requirements. Students planning to spend all or part of their junior year studying abroad should attempt to make significant progress towards satisfying these requirements during the sophomore year. No course taken NRO may be counted toward the requirements for the major.

**Requirements for Distribution (for classes of 2007 and 2008):** Majors are required to take English 220-221 in their sophomore year; 2 additional units of work in literature written before 1800; and 1 additional unit of work in literature written before 1900.

**Requirements for the senior year (for classes 2005 and 2006):** English 300a or b (Senior Tutorial). Students must submit a written proposal for English 300 in

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

April of the junior year. The senior tutorial represents the culmination of the student's work in the major and, as such, should develop a topic or method for which the student has been prepared by earlier course work.

**Recommendations:** English 101 and 170 are strongly recommended as foundational courses, and students are also strongly encouraged to work from the 200- to the 300-level in at least one field of study. Acquaintance with a classical language (Latin or Greek) or with one or more of the languages especially useful for an understanding of the history of English (Old English, German or French) is useful, as are appropriate courses in philosophy, history, and other literatures.

**Further information:** Applicants for English 208-209 (Narrative Writing), English 210-211 (Verse Writing), and English 305-306 (Senior Composition), must submit samples of their writing before spring break. Details about these deadlines, departmental procedures, and current information on course offerings may be found on the department website and in the *Alphabet Book*, available in the department office.

**Correlate Sequences in English:** The department offers correlate sequences in English. Each of the six correlates focuses on a different area of literary investigation. Further information is available in the department office.

## I. Introductory Courses

### 101a or b. The Art of Reading and Writing (1)

Development of critical reading in various forms of literary expression, and regular practice in different kinds of writing. The content of each section varies; see the *Freshman Handbook* for descriptions. The department.

Open only to freshmen; satisfies college requirement for a Freshman Course.

### 170a or b. Approaches to Literary Studies (1)

Each section explores a central issue, such as "the idea of a literary period," "canons and the study of literature," "nationalism and literary form," or "gender and genre" (see the *Alphabet Book* for 2004/05 descriptions). Assignments focus on the development of skills for research and writing in English, including the use of secondary sources and the critical vocabulary of literary study. The department.

Open to freshmen and sophomores, and to others by permission; does not satisfy college requirement for a Freshman Course.

### 172-177. Special Topics (½)

Courses listed under these numbers are designed to offer to a wide audience a variety of literary subjects that are seldom taught in regularly offered courses. The courses are six weeks in length, held during the second half of the semester, and the subjects they cover vary from year to year. Enrollment is unlimited and open to all students. Instructors lecture when the classes are too large for the regular seminar format favored in the English department. Does not satisfy Freshman Course requirement. These courses are ungraded and do not count toward the major. May be repeated.

### [177a or b. James Baldwin] (½)

(Same as Africana Studies 177) this course is an interactive lecture and discussion of the life, meaningful death, and nonfictive work of James Baldwin. Students are expected to actively critique and contextualize Baldwin's nonfiction, while attempting to apply much of Baldwin's work to contemporary American/World culture. Texts include, but are not limited to: *The Fire Next Time*, *Nobody Knows My Name*, *Notes of a Native Son*, *Conversations with James Baldwin*, and *The Devil Finds Work*. Mr. Laymon.

Not offered in 2004/05.

**178a or b. Chinatown Stories**

(1)

"I'm gonna take you down—I'm gonna take you down to Chinatown," says Robert De Niro to Ben Stiller in *Meet the Parents*. What does that mean and why? We explore Chinatown as presence and absence in the imagination of four works of Asian American literature and four films. The literary works are *Eat a Bowl of Tea* (1961) by Louis Chu, *The Year of the Dragon* (1974) by Frank Chin, *Bone* (1993) by Fae Myenne Ng, and *Oriental Girls Desire Romance* (1997) by Catherine Liu. The films are *Flower Drum Song* (1961), *Chan is Missing* (1982), *The Year of the Dragon* (1985), and possibly *The Corrupter* (1999). We also read or view some contextual material. Mr. Hattori.

**II. Intermediate**

Prerequisite: open to sophomores, juniors, and seniors with 1 unit of 100-level work or by permission of the associate chair. Students applying for permission to elect 200-level work without the prerequisite must present samples of their writing to the associate chair. Freshmen with AP credit may elect 200-level work after consultation with the department and with the permission of the instructor. First-year students who have completed English 101 may elect 200-level work with permission of the instructor. Intermediate writing courses are not open to freshmen.

**205a or b. Composition**

(1)

Study and practice of various forms of prose and poetry. Reading and writing assignments may include prose fiction, journals, poetry, drama, and essays. The a-term course is open by special permission to sophomores regardless of major, in order of draw numbers, and to juniors and seniors, in order of draw numbers, with priority given to English majors. The b-term course is open by special permission to sophomores, juniors, and seniors, in order of draw numbers, with priority given to English majors. To gain special permission, students must fill out a form at the English department office.

One 2-hour period and individual conferences with the instructor.

**206a or b. Composition**

(1)

Open to any student who has taken English 205 or an equivalent course. Registration is by draw number as in any other course.

One 2-hour period and individual conferences with the instructor.

**207. The Art of the Essay**

(1)

Study and practice of various forms of nonfiction. Reading and writing assignments may include informal and analytical essays, autobiographies, literary journals, and discursive prose. Ms. Long.

One 2-hour period and individual conferences with the instructor.

**208-209. Narrative Writing**

(1)

Development of the student's abilities as a writer and reader of narrative, with particular emphasis on the short story. Ms. Kane.

Deadline for submission of writing samples before spring break.

One 2-hour period and individual conferences with the instructor.

**210-211. Verse Writing**

(1)

Development of the student's abilities as a writer and reader of poetry. Mr. Kane.

Deadline for submission of writing samples before spring break.

One 2-hour period and individual conferences with the instructor.

**[213. The English Language]** (1)  
Study of the history of English from the fifth century to the present, with special attention to the role of literature in effecting as well as reflecting linguistic change. Treatment of peculiarly literary matters, such as poetic diction, and attention to broader linguistic matters, such as phonology, comparative philology, semantics, and the relationship between language and experience.  
Not offered in 2004/05.

**[214. Forms of Poetry]** (1)  
Study of the way in which poets, in several historical periods, have defined their relation to tradition and reimagined the vocation of the poet, addressing such issues as style, form, and subject matter. Readings may be drawn from such poets as: Donne, Wordsworth, Dickinson, Yeats, Bishop, Walcott.  
Not offered in 2004/05.

**215. Forms of Drama** (1)  
Study of selected dramatic texts that mark important moments in the history and development of dramatic literature in English, from the mystery cycles of the middle ages to the present day. Particular attention will be paid to the evolution of specific dramatic forms as influenced by development and change in literary and cultural aesthetics, in drama's social and historical purposes, and in theories surrounding the nature and function of theatrical and literary representation. Readings may be drawn from such playwrights as the Wakefield Master, Marlowe, Jonson, Behn, Dryden, Gay, Shaw, Beckett, O'Neill, Churchill.

**216. The Novel in English, 1730 to the present** (1)  
Study of the development of the novel in Britain, Ireland, and America, through representative works. Writers vary but may include Defoe, Richardson, Sterne, Scott, Austen, Dickens, George Eliot, Stowe, Hawthorne, James, Woolf, Joyce, Faulkner, Hurston, Nabokov, and Morrison. Ms. Long.

**217. Literary Theory and Interpretation** (1)  
A study of various critical theories and practices ranging from antiquity to the present day. Mr. Hattori.

**[218. Literary Perspectives on Women]** (1)  
(Same as Women's Studies 218) Consideration of women as writers, and the representation of women in literature. The focus varies from year to year and may include works from different historical periods.  
Not offered in 2004/05.

**219. Hypertext Rhetoric and Poetics** (1)  
An investigation of the theory and written construction of discursive, imaginative, popular, and scholarly hypertexts from a variety of perspectives including ancient and medieval rhetorics and contemporary narratology, as well as post-modernist, feminist, and cyber theory. Readings and discussion focus upon the emergence of polyvocal rhetorics, multiple narratives, exploratory and constructive hypertexts, hypertext contours, and the reconfiguration of image/text relationships in a variety of electronic forms including stand-alone hypertexts, the World Wide Web, immersive environments, and virtual reality. Mr. Joyce.

**220-221. British and American Literature Origins to the Early Twentieth Century** (1)  
Study of British and American literatures in their historical and cultural contexts, from the medieval to the modern era. Multiple sections with lectures shared among the seminar leaders.

Two 50-minute lectures.  
One 75-minute seminar.

**225. American Literature, Origins to 1865** (1)

Study of the main developments in American literature from its origins through the Civil War, including Native American traditions, exploration accounts, Puritan writings, captivity and slave narratives, as well as major authors from the eighteenth century (such as Edwards, Franklin, Jefferson, Rowson, Brown) up to the mid-nineteenth century (Irving, Cooper, Poe, Emerson, Hawthorne, Fuller, Stowe, Thoreau, Douglass, Melville, Whitman, and Dickinson). Mr. Prud'homme.

**226. American Literature, 1865-1925** (1)

Study of the major developments in American literature and culture from the late nineteenth to the early twentieth century. Literary movements such as realism, naturalism, regionalism, and modernism are examined, as well as literatures of ethnicity, race, and gender. Works studied are drawn from such authors as Twain, Howells, James, Jewett, Chestnutt, Chopin, Crane, London, Harte, DuBois, Gilman, Adams, Wharton, Dreiser, Pound, Eliot, Stein, Yeziarska, Fitzgerald, Hemingway, O'Neill, Frost, H. D., and Toomer. Ms. Rose.

Two 50-minute lectures and one 75-minute conference per week.

**227. African-American Literature, Origins to the Present** (1)

(Same as Africana Studies 227) An examination of African-American literature from its origins in black folklore and slave narratives to the present. The course seeks to identify literary characteristics that have evolved out of the culture and historical experience of black people. Its goal is to better understand how black literature created its own aesthetic principles in its interaction with the dominant literary tradition. Some attention may be devoted to current debates involving literary theory and politics. Readings include autobiographies, nineteenth-century novels and poetry, works from the Harlem Renaissance and modernist fiction including black women novelists.

**228. Asian-American Literature** (1)

Such topics as memory, identity, liminality, community, and cultural and familial inheritance within Asian-American literary traditions. May consider Asian-American literature in relation to other ethnic literatures. Mr. Hattori.

**235. Old English** (1)

Introduction to Old English language and literature. Ms. Zacher.

**236. Beowulf** (1)

Intensive study of the early English epic in the original language. Ms. Zacher.

Prerequisite: English 235 or demonstrated knowledge of Old English, or permission of the instructor.

**237. Chaucer** (1)

The major poetry, including *The Canterbury Tales*. Ms. Zacher.

**[238. Middle English Literature]** (1)

Studies in late medieval literature (1250-1500), drawing on the works of the *Gawain*-poet, Langland, Chaucer, and others. Genres studied may include lyric, romance, drama, allegory, and vision.

Not offered in 2004/05.

**239. Renaissance Drama** (1)

A study of major Renaissance works for the stage exclusive of Shakespeare's plays.

- 240. Shakespeare** (1)  
Study of some representative comedies, histories, and tragedies. Ms. Robertson, Mr. Weedin, Mr. Foster.  
Not open to students who have taken English 241-242.
- 241-242. Shakespeare** (1)  
Study of a substantial number of the plays, roughly in chronological order, to permit a detailed consideration of the range and variety of Shakespeare's dramatic art. Mr. Foster.  
Not open to students who have taken English 240.
- [245. *Pride and Prejudice: British Literature from 1640-1745*]** (1)  
Study of various authors who were influential in defining the literary culture and the meaning of authorship in the period. Authors may include Aphra Behn, John Dryden, Anne Finch, John Gay, Eliza Haywood, Mary Leapor, Katherine Philips, Alexander Pope, Jonathan Swift, and Lady Mary Wortley Montagu.  
Not offered in 2004/05.
- [246. *Sense and Sensibility: British Literature from 1745-1798*]** (1)  
Study of the writers who represented the culmination of neoclassical literature in Great Britain and those who built on, critiqued, or even defined themselves against it. Authors may include Samuel Johnson, James Boswell, Edmund Burke, William Beckford, William Cowper, Olaudah Equiano, Hester Thrale Piozzi, Mary Wollstonecraft, Ann Radcliffe, Anne Yearsley, and Hannah More. Ms. Gilman.  
Not offered in 2004/05.
- 247. Eighteenth-Century British Novels** (1)  
Readings vary but include works by such novelists as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. Ms. Gilman.
- 248. The Age of Romanticism, 1789-1832** (1)  
Study of British literature in a time of revolution. Authors may include such poets as Blake, Wordsworth, and Keats; essayists such as Burke, Wollstonecraft, Hazlitt, Lamb, and DeQuincey; and novelists such as Edgeworth, Austen, Mary Shelley, and Scott. Mrs. Brisman.
- 249. Victorian Literature: Culture and Anarchy** (1)  
Study of Victorian culture through the prose writers of the period. This course explores the strategies of nineteenth-century writers who struggled to find meaning and order in a changing world. It focuses on such issues as industrialization, the woman question, imperialism, aestheticism, and decadence, paying particular attention to the relationship between literary and social discourses. Authors may include nonfiction prose writers such as Carlyle, Ruskin, Arnold, Pater, and Wilde as well as fiction writers such as Disraeli, Gaskell, Dickens, Mary Elizabeth Braddon, George Eliot, and Arthur Conan Doyle. Ms. Zlotnick.
- 250. Victorian Poets: Eminent, Decadent, and Obscure** (1)  
A study of Romantic impulses and Victorian compromises as expressed in the major poems of Tennyson, Browning, Arnold, Dante Gabriel Rossetti, and Swinburne. The second half of the course turns from economies of the aesthetic to material conditions of the literary marketplace and to challenges met and posed by women writers such as Felicia Hemans, Letitia Elizabeth Landon, Elizabeth Barrett Browning, Emily Brontë, Christina Rossetti, Michael Field (Katherine Bradley and Edith Cooper), and Alice Meynell. Some preliminary study of romantic poetry is strongly recommended. Mrs. Brisman.



**251. The Black Woman as Novelist** (1)  
(Same as Africana Studies 251)

**252. Writing the Diaspora** (1)  
(Same as Africana Studies 252)

**255. Nineteenth-Century British Novels** (1)  
Readings vary but include works by such novelists as Scott, Dickens, Thackeray, the Brontës, Trollope, George Eliot, and Hardy. Ms. Zlotnick.

**256. Modern British and Irish Novels** (1)  
Significant twentieth-century novels from Great Britain and Ireland. Mr. Russell.

**257. The Novel in English after 1945** (1)  
The novel in English as it has developed in Africa, America, Australia, Canada, the Caribbean, Great Britain, India, Ireland and elsewhere. Mr. Crawford.

**260. Modern British Literature, 1901-1945** (1)  
Study of representative modern works of literature in relation to literary modernism. Consideration of cultural crisis and political engagement, with attention to the Great War as a subject of memoir, fiction, and poetry, and to the new voices of the thirties and early forties. Authors may include Hardy, Yeats, Eliot, Lawrence, Woolf, Conrad, Graves, Vera Brittain, Rebecca West, Orwell, and Auden. Mr. Chang.

**[261. The Literary Revival in Ireland, 1885-1922]** (1)  
Study of the background and growth of national expression in Ireland between 1885 and 1922, with emphasis on Yeats, A. E., Synge, Lady Gregory, and Sean O'Casey.

Not offered in 2004/05.

**262. Post-Colonial Literatures** (1)  
Study of contemporary literature written in English from Africa, Australia, Canada, the Caribbean, the Indian subcontinent and elsewhere. Readings in various genres by such writers as Chinua Achebe, Margaret Atwood, Janet Frame, Nadine Gordimer, V. S. Naipaul, Salman Rushdie, Derek Walcott, Patrick White. Some consideration of post-colonial literary theory. Ms. Kane.

**270. Harlem Renaissance** (1)  
(Same as Africana Studies 270)

**275. Caribbean Discourse** (1)  
(Same as Africana Studies 275)

**290. Field Work** (½ or 1)  
Prerequisite: 2 units of 200-level work in English, and by permission of the associate chair. 1 unit of credit given only in exceptional cases.

**298a or b. Independent Study** (½ or 1)  
Prerequisite: 2 units of 200-level work in English, and by permission of the associate chair. 1 unit of credit given only in exceptional cases.

### III. Advanced

Prerequisite: Open to juniors and seniors with 2 units of 200-level work in English; or, for juniors and seniors without this prerequisite, 2 units of work in allied subjects and permission from the associate chair.

**300a or b. Senior Tutorial** (1)**305-306. Composition** (1)

Advanced study and practice of various forms of prose and poetry. Open in the senior year to students concentrating in English. Deadline for submission of writing samples immediately before spring break. Mr. Bergon.

**[315. Studies in Poetry]** (1)

Advanced study of selected topics in the history and theory of poetry, exploring a range of interpretive contexts for understanding individual poems. Discussions may consider such issues as the poetic canon, attacks on the defenses of poetry, and the boundaries of what constitutes poetry itself. The course includes both poetry and criticism, and may focus upon a particular period, genre, poet, or poetic tradition. Enrollment limited.

Not offered in 2004/05.

**317. Studies in Literary Theory** (1)

Advanced study of problems and schools of literary criticism and theory, principally in the twentieth century. May include discussion of new criticism, structuralism, deconstruction, reader-response theory, new historicism, and Marxist, psychoanalytic, phenomenological, and feminist analysis. Ms. Graham.

**319. Race and Its Metaphors** (1)

(Same as Africana Studies 319) Re-examination of canonical literature in order to discover how race is either explicitly addressed or implicitly enabling to the texts. Does racial difference, whether or not overtly expressed, prove a useful literary tool? Ms. Yow.

The focus of the course varies from year to year.

**320. Traditions in the Literature of England and America** (1)

The course studies varied attempts by writers to imagine human conduct and speech that is heroic and yet not ridiculous in the time and landscape of the writer and the reader. The writers read may include Homer, Vergil, Chaucer, Spencer, Shakespeare, Milton, Radcliffe, Austen, Twain, Faulkner, Cheever, and Angelou. Mr. Weedon.

**325. American Genres** (1)

Intensive study of specific forms and types of American literature, such as the American short story, women's fiction, the Black novel, the ethnic novel, the romance and the Gothic, autobiography, drama, and the American poetic tradition. Each year, one or more of these genres is investigated in depth. The course may be repeated for credit if the subject has changed. Mr. Peck.

**326. Studies in Ethnic American Literature** (1)

Exploration of literature by members of American ethnic groups, such as Asian-American, Latina/o, Jewish-American, and other literatures. The content may vary from year to year, from works by writers of one particular group to a comparison of works from two or more groups. Readings cover a number of different genres, as well as historical, critical and theoretical writings which place the works in the contexts of the ethnic experience and discussions about the nature of American ethnicity. Mr. Hattori.

Alternates with English 327 (Native-American Literature).

**[327. Native-American Literature]** (1)

Study of Native-American storytelling in its mythic and literary forms. Attention is given to the ways in which recent American Indian scholars and artists have

reshaped our understanding of Native-American literature. Texts include transcriptions and videos of oral storytelling, autobiographies of Plenty Coups, Pretty Shield, Chona, and Sun Chief; novels by N. Scott Momaday, Leslie Silko, James Welch, and Louise Erdrich; and poetry by Joy Harjo, Simon Ortiz, and Nila NorthSun. Alternates with English 326 (American Ethnic Literature).

Not offered in 2004/05.

**[328. Literature of the American Renaissance] (1)**

Intensive study of major works by American writers of the mid-nineteenth century. Authors may include: Cooper, Poe, Hawthorne, Emerson, Thoreau, Douglass, Fuller, Stowe, Delany, Wilson, Melville, Whitman, and Dickinson. In addition to placing the works in historical and cultural context, focusing on the role of such institutions as slavery and such social movements as transcendentalism, the course also examines the notion of the American Renaissance itself.

Not offered in 2004/05.

**[329. American Literary Realism] (1)**

Exploration of the literary concepts of realism and naturalism focusing on the theory and practice of fiction between 1870 and 1910, the first period in American literary history to be called modern. The course may examine past critical debates as well as the current controversy over realism in fiction. Attention is given to such questions as what constitutes reality in fiction, as well as the relationship of realism to other literary traditions. Authors may include Henry James, Mark Twain, Stephen Crane, Charles Chestnutt, Edith Wharton, Theodore Dreiser, and Willa Cather.

Not offered in 2004/05.

**330. American Modernism (1)**

Intensive study of modern American literature and culture in the first half of the twentieth century, with special attention to the concept of "modernism" and its relation to other cultural movements during this period. Authors may include Dreiser, Wharton, Cather, Frost, Anderson, Millay, Pound, Stein, Hemingway, Fitzgerald, O'Neill, H. D., Faulkner, Wright, Eliot, Williams, Moore, Stevens, Crane, Yeziarska, Toomer, Hughes, Cullen, Brown, Hurston, McKay, Steinbeck, and Dos Passos. Ms. Graham.

**331. Post-modern American Literature (1)**

Advanced study of American literature in the second half of the twentieth century. Authors may include Welty, Ellison, Warren, O'Connor, Olson, Momaday, Mailer, Lowell, Bellow, Percy, Nabokov, Bishop, Rich, Roth, Pynchon, Ashbery, Merrill, Reed, Silko, Walker, Morrison, Gass, and Kingston. Mr. Antelyes.

**332. Major American Author (1)**

Study of a major American author. The seminar addresses issues of what makes an author "major" and how a body of work becomes canonical. The work may be read in relation to that of significant literary predecessors and descendants as well as in relation to the history of the writer's critical and popular reception. Mr. Weedn.

Topic for 2004/05: *Wallace Stevens*.

**340. Studies in Medieval Literature (1)**

Intensive study of selected medieval texts and the questions they raise about their context and interpretation. Issues addressed may include the social and political dynamics, literary traditions, symbolic discourses, and individual authorial voices shaping literary works in this era. Discussion of these issues may draw on both historical and aesthetic approaches, and both medieval and modern theories of rhetoric, reference, and text-formation.

Topic for 2004/05: *Dreams and Vision in Medieval Literature*. Ms. Zacher.

- 341. Studies in the Renaissance** (1)  
Intensive study of selected Renaissance texts and the questions they raise about their context and interpretation.  
The focus of the course varies from year to year.  
Topic for 2004/05: *Renaissance Genres*. Ms. Imbrie.
- [342. Women in the Renaissance]** (1)  
Study of writings by women, and the representation of women in literary and polemical texts of the period.  
Not offered in 2004/05.
- 345. Milton** (1)  
Study of John Milton's career as a poet and polemicist, with particular attention to *Paradise Lost*. Mrs. Brisman.
- 350. Studies in Eighteenth-century British Literature** (1)  
Focuses on a broad literary topic such as satire, with special attention to works of the Restoration and eighteenth century, and a consideration of the genre of satire as a way of understanding the world; or sensibility and the Gothic, a study of the origins of these literary trends and of their relationship to each other, with some attention to their later development.  
Topic for 2004/05: *Authors and Critics in Eighteenth-Century England*. Ms. Gilman.
- [351. Studies in Nineteenth-century British Literature]** (1)  
Study of a major author (e.g., Coleridge, George Eliot, Oscar Wilde) or a group of authors (the Brontës, the Pre-Raphaelite poets and painters) or a topical issue (representations of poverty; literary decadence; domestic angels and fallen women; transformations of myth in Romantic and Victorian literature) or a major genre (elegy, epic, autobiography).  
Not offered in 2004/05.
- 352, 353. Romantic Poets** (1)  
Intensive study of the major poetry and critical prose of Blake, Wordsworth, and Coleridge (first semester), and Byron, Shelley, and Keats (second semester) in the context of Enlightenment thought, the French Revolution, and the post-Napoleonic era. Readings may include biographies, letters, and a few philosophical texts central to the period. Some preliminary study of Milton is strongly recommended. Ms. Darlington.
- 355. Modern Poets** (1)  
Intensive study of selected modern poets, focusing on the period 1900-1945, with attention to longer poems and poetic sequences. Consideration of the development of the poetic career and of poetic movements. May include such poets as Auden, Bishop, Eliot, Frost, Hopkins, Moore, Pound, Stein, Stevens, Williams, and Yeats. Mrs. Brisman.
- 356. Contemporary Poets** (1)  
Intensive study of selected contemporary poets, with attention to questions of influence, interrelations, and diverse poetic practices. May include such poets as Ashbery, Bernstein, Brooks, Graham, Harjo, Heaney, Hill, Merrill, Rich, and Walcott. Ms. Page.
- 357. Studies in Twentieth-century Literature** (1)  
Intensive study of literatures of the twentieth century, with primary focus on British and postcolonial (Irish, Indian, Pakistani, South African, Caribbean,

Australian, Canadian, etc.) texts. Selections may focus on an author or group of authors, a genre (e.g., modern verse epic, drama, satiric novel, travelogue), or a topic (e.g., the economics of modernism, black Atlantic, Englishes and Englishness, themes of exile and migration). Mr. Chang.

**380-389a or b. Seminar (1)**

Advanced literary study, open to juniors and seniors. The focus of each section varies from year to year. Permission of the instructor required. Enrollment is limited to 15. The department.

**381. William Faulkner (1)**

A study of the novels and stories of the most significant American writer of the twentieth century, William Faulkner. Works may include *As I Lay Dying*, *The Sound and the Fury*, *The Wild Palms*, *Go Down, Moses*, *Sanctuary*, *Light in August*, and *Absalom, Absalom!* The seminar is particularly concerned with the structural and stylistic techniques of fiction. Especially recommended for aspiring fiction writers. Mr. Bergon.

**382. Ulysses (1)**

A semester-long study of James Joyce's 1922 novel. Students should read *Dubliners* (1914) and *A Portrait of the Artist as a Young Man* (1914-15) in preparation for the course (we discuss these texts the first day of class). Supplementary texts include some biography and correspondence, criticism and theory. We close by sampling some choice bits of the author's indigestible 1939 masterpiece *Finnegans Wake*. Mr. Chang.

**383. The Screenplay as Literature (1)**

The course examines the various processes and strategies by which literature is morphed into film, as well as the screenplay itself as a text that invites critical exegesis. Screenplays may include *Citizen Kane* (1941), *Casablanca* (1943), *Sweet Smell of Success* (1957), *Dr. Strangelove* (1964), *2001: A Space Odyssey* (1968), *A Clockwork Orange* (1971), *The Godfather* (1972), *Chinatown* (1974), *Apocalypse Now* (1979), *All that Jazz* (1979), *Blade Runner* (1982), *Diner* (1982), *Come Back to the Five and Dime Jimmy Dean* (1983), and *Shakespeare in Love* (1998). Required writing includes both criticism and fiction. Mr. Foster.

**384. Jane Austen in Her Eighteenth-Century Contexts (1)**

This seminar considers major and minor works from the first half of Jane Austen's career in the context of later eighteenth-century literature, journalism, and literary criticism, attitudes towards gender and authorship, and moral and political philosophy. The course is intended for students who have already studied Austen at the college level and/or taken courses in eighteenth-century British literature, and who wish to study in greater depth the early works of Austen and their relation to the broader eighteenth-century culture in which they emerged. A wide range of texts in addition to Austen's works are read: gothic and sentimental fiction and parodies of those fictions; poems by the "sensitivity bards" and early romantics; book reviews; periodical essays on the novel, historiography, education, and the status of women; and other kinds of writings about women from Austen's era, such as feminist and anti-feminist tracts, conduct books, and letters. Works by Austen include many short pieces from the juvenilia, the early epistolary novella, *Lady Susan*, and three of the six "mature" novels. Other authors whose work we read include: Adam Smith, Thomas Gray, Samuel Johnson, Fanny Burney, Christopher Smart, Charlotte Smith, William Cowper, Edmund Burke, Anne Radcliffe, William Beckford, Mary Wollstonecraft, and Samuel Taylor Coleridge. Ms Gilman.

**385. Transgressive Aestheticism 1860-1895****(1)**

Transgressive Aestheticism 1860-1895 features works of fiction, painting, and art criticism that outraged the Victorians, making threatened or de facto prosecution for obscenity a virtual requirement for inclusion on the syllabus. This seminar highlights fin de siècle redefinitions of femininity, masculinity, and sexual deviance, inspired, in large part, by the eroticization of taboo and the aestheticization of violence in works of high culture. Paradoxically, the public outcry generated by controversial art works facilitated the communication and assimilation of avant-garde aesthetic notions by the elites and the bourgeoisie. Aestheticism shaped public perceptions of domestic and social life, creating the decadent (homosexual) and New Woman as emergent social types as well as figures of parody. While emphasizing the British cultural scene (Pre-Raphaelitism), the seminar includes the relevant European literature and also take account of forebears, such as Balzac and Baudelaire. We consult philosophical works, Queer and literary theory. Likely authors: Rachilde, Sacher-Masoch, Nietzsche, Browning, Rossetti, Swinburne, Pater, Wilde. Ms Graham.

**399 a or b. Senior Independent Work****(½ or 1)**

Open by permission of the Chair.

One unit of credit given only in exceptional cases.

## Environmental Science

**Coordinator:** Stuart Belli (Chemistry); **Steering Committee:** Robert Fritz (Biology), Marshall Pregnall (Biology), Marianne Begemann (Chemistry), Brian McAdoo (Geology), Kristen Menking (Geology), Christine O'Reilly (Environmental Science); **Faculty:** see Biology, Chemistry, and Geology.

Environmental Science is designed for students who are considering a career or further education in an area of environmental science. Environmental Science consists of a correlate sequence that is structured to allow students to enhance their knowledge in environmental science, to provide them with a solid foundation with which to pursue environmental science in the future, and to expose them to current issues in environmental science and public policy. The way a particular student satisfies the requirements for the correlate sequence is flexible, however, all students must participate in the Environmental Science seminar during their junior or senior year.

Students who elect the Environmental Science correlate sequence must choose a correlate sequence advisor in their correlate department and pursue a correlate option (see below) in one of the participating departments.

**Requirements for the Correlate Sequence:** 6 units, chosen as described below, are required to complete the correlate sequence. Ordinarily, one course fulfilling the correlate sequence requirements may be used to satisfy requirements in the student's major.

One 100-level unit, two 200-level units, and one 300-level unit in one of the Correlate Departments: (Biology 151 and 152 and both Chemistry 108 and 109 are required before advancing to the 200-level courses in these departments)

### Eligible Courses in Biology:

Biology 208	Plant Structure and Diversity	
Biology 226	Animal Structure and Diversity	(1)
Biology 241	Ecology	(1)
Biology 298	Independent Work*	(1)
Biology 350	Evolutionary Biology	(1)
Biology 354	Plant-Animal Interactions	(1)
Biology 356	Aquatic Ecology	(1)

### Eligible Courses in Chemistry:

Chemistry 108	General Chemistry	(1)
Chemistry 109	General Chemistry	(1)
Chemistry 244	Organic Chemistry: Structure and Properties	(1)
Chemistry 245	Organic Chemistry: Reactions and Mechanisms	(1)
Chemistry 298	Independent Research*	(1)
Chemistry 350	Physical Chemistry: Thermodynamics and Kinetics	(1)
Chemistry 362	Instrumental Analysis	(1)

### Eligible Courses in Geology:

Geology 151	Earth, Environment and Humanity	(1)
Geology 161	The Evolution of Earth and its Life	(1)
Geology 201	Earth Materials: Minerals and Rocks	(1)
Geology 211	Sediments, Strata, and the Environment	(1)
Geology 221	Soils and Terrestrial Ecosystems	(1)
Geology 231	Geomorphology—Surface Processes and Evolution of Landforms	(1)
Geology 251	Global Geophysics and Tectonics	(1)
Geology 280	Oil	(1)

Geology 298	Independent Work*	(1)
Geology 331	Paleoclimatology: Earth's History of Climate Change	(1)
Geology 361	Computer methods and Modeling in Geology	(1)

\*With correlate adviser's permission

One unit to be chosen from the following courses or an alternative course approved by the correlate sequence adviser:

Geology 111	Earth System Science and Environmental Justice	(1)
Biology 206	Environmental Biology (also Science, Technology, and Society 206)	(1)
Geography 265	Population, Environment, and Sustainable Development	(1)
Geography 355	Environment and Land-Use Planning	(1)
Economics 267	Environmental and Natural Resource Economics	(1)

The following course is required of all students:

Environmental Science 302	Environmental Science Seminar (may be completed in the junior or senior year)	(1)
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Students are urged to determine in advance if there are prerequisites for courses that will be part of their correlate sequence

## Course Offerings

(See biology, chemistry, and geology)

### 100. Global Change (1)

This class offers an interdisciplinary introduction to the climate and ecosystem principles needed to understand human impact on the natural environment. We discuss the issue of global change prediction and the scientific basis for global change assessments and policy measures. Key topics are the physical climate system and its variability, the carbon cycle and related ecosystem processes, land use issues, nutrient cycles, and the impact of global change on society. Common threads in all of these topics include the use of observations and models, the consideration of multiple scales (temporal and spatial), the interaction of human behaviors and choices with natural systems, and the linkages among aspects of the global change issue.

### 224. Essentials of Environmental Science (1)

A lecture/laboratory course in which basic topics in environmental biology, geology, and chemistry are covered with examples from current environmental issues used to illustrate the application and interdisciplinary nature of these fields. This course treats the following topics: energy sources and waste products, atmospheric patterns and climate, biogeochemical cycles, properties of soils and water, and ecological processes. Using these topics as a platform, this course examines the impact humanity has on the environment and discusses strategies to diminish those effects. The laboratory component includes field trips, field investigations, and laboratory exercises.

Two 75-minute periods; one 4-hour laboratory.

Prerequisites: One laboratory course in Biology, Geology, or Chemistry or permission of the instructor.



**[254. Environmental Science in the Field] (1)**

The environment consists of complex and often elegant interactions between various constituents so that an interdisciplinary approach is required to understand how human interactions may affect it. In this course, we study a variety of aspects of a specific environment by considering how biological, chemical, geological and human factors interact. We observe these interactions first hand during a weeklong field trip. Some of the questions we may consider are: How does a coral polyp create an environment that not only suits its particular species, but also helps regulate the global climate? How has human development and associated water demands in the desert Southwest changed the landscape, fire ecology, and even estuary and fisheries' health as far away as the Gulf of California? How have a variety of species (humans included) managed to survive on an island with the harsh environment of the exposed mid-ocean ridge of Iceland? The course is offered every other year, usually in the fall semester and topics vary with expertise of the faculty teaching the course.

Prerequisite: Prior Biology or Geology coursework at the 200-level and permission of the instructor.

Alternate years: not offered in 2004/05.

**281. Biogeochemical Cycles (1)**

Our planet is basically a closed system with chemical cycles of certain elements dictating life-determining processes. In particular, we look at nitrogen, phosphorus, and carbon cycles, and examine how interactions between biological processes (like productivity) and geological processes (like rock weathering) influence nutrient availability and climate. With this understanding, we investigate means by which humans are affecting these cycles and the time scales associated with these alterations. In laboratory, we develop nutrient budgets for Sunset Lake on Vassar College campus. The course consists of lectures, laboratories, problem sets, and discussions.

Prerequisites: Two courses in either Biology, Geology, or Chemistry.

Two 75 minute lecture periods; one 4-hour laboratory.

**302. Environmental Science Seminar (1)**

The Environmental Science Seminar, taken during the junior or senior year consists of critical analyses of current issues in the interdisciplinary field of Environmental Science.

One 2-hour period.

Prerequisite: Permission of instructor is required.

**399. Senior Independent Research (1)**

Execution and analysis of a field or laboratory study. The project, to be arranged with an individual instructor, is expected to have a substantial paper as its final product. Open to seniors only.

Prerequisite: Permission of instructor is required.

## Environmental Studies

**Director:** Peter G. Stillman; **Steering Committee:** Pinar Batur (Sociology), Marianne H. Begemann (Chemistry), Mary Ann Cunningham (Geography), Jeffrey Cynx (Psychology), Rebecca B. Edwards (History), Lucy Lewis Johnson (Anthropology), Leathem Mehaffey III (Biology), Leonard Nevarez (Sociology), Lizbeth Paravisini-Gebert (Hispanic Studies), H. Daniel Peck (English), Anne Pike-Tay (Anthropology), A. Marshall Pregnall (Biology), Margaret L. Ronsheim (Biology), Jill S. Schneiderman (Geology), Peter G. Stillman (Political Science), Jeffrey R. Walker (Geology); **Participating Faculty:** Michael Aronna (Hispanic Studies), Pinar Batur (Sociology), Marianne H. Begemann (Chemistry), Stuart L. Belli (Chemistry), Frank Bergon (English), Lee Bernstein (English), Lisa Brawley (Urban Studies), James F. Challey (Physics), Mark S. Cladis (Religion), Randolph Cornelius (Psychology), Mary Ann Cunningham (Geography), Jeffrey Cynx (Psychology), Andrew Davison (Political Science), Rebecca Edwards (History), Brian J. Godfrey (Geography), Wendy Graham (English), Kathleen Hart (French), Richard Hemmes (Biology), Katherine Hite (Political Science), Lucy Lewis Johnson (Anthropology), Michael Joyce (English), Paul Kane (English), Sarjit Kaur (Chemistry), John H. Long Jr. (Biology), Brian Lukacher (Art), Brian G. McAdoo (Geology), Leathem Mehaffey III (Biology), Kirsten Menking (Geology), Mitchell Miller (Philosophy), Seungsook Moon (Sociology), Uma Narayan (Philosophy), Leonard Nevarez (Sociology), Judith Nichols (English), Leslie Offutt (History), Catherine O'Reilly (Environmental Science), Carolyn E. Palmer (Psychology), Lizbeth Paravisini-Gebert (Hispanic Studies), H. Daniel Peck (English), Anne Pike-Tay (Anthropology), Sidney Plotkin (Political Science), Thomas Porcello (Anthropology), A. Marshall Pregnall (Biology), Barry D. Price (Art), Ismail Rashid (History), Christopher Roellke (Education), Margaret L. Ronsheim (Biology), Jonathan C. Rork (Economics), Mark A. Schlessman (Biology), Jill S. Schneiderman (Geology), Christopher J. Smart (Chemistry), Peter G. Stillman (Political Science), J. William Straus (Biology), Jeffrey R. Walker (Geology), Patricia B. Wallace (English), Michael Walsh (Religion), Yu Zhou (Geography).

Environmental Studies is a multidisciplinary program that involves the natural and social sciences as well as the arts and humanities. It explores the relationships between people and the totality of their environments—natural, built, and social. As part of that exploration, environmental studies concerns itself with the description and analysis of natural systems; with interspecies and species-environment relationships and the institutions, policies and laws that affect those relationships; with aesthetic portrayals of nature and how these portrayals affect human perceptions and behavior toward it; and with ethical issues raised by the human presence in the environment.

Students majoring in Environmental Studies are required to take courses offered by the program, a set of courses within a particular department, and other courses from across the curriculum of the college. Therefore, a student interested in the major should consult with the director of the program as early as possible to plan a coherent course of study. The director, in consultation with the steering committee, will assign an advisor to each student. Advisors are selected from the participating faculty of the program. The steering committee approves each major's program, and is concerned not only with the formal requirements but also with the inclusion of relevant environmental courses in the student's chosen areas of study, interconnections among groups of courses, and adequate concentration in the methods of a discipline. Students are admitted to the program by the director, subject to the approval of their program of study by the steering committee.

**Requirements for the Major:** 14 units to be distributed as follows, with specific courses chosen in consultation with the director and the student's advisor, and with

the approval of the steering committee. (1) The senior seminar, Environmental Studies 301; (2) three other courses from within the program's own offerings, Environmental Studies 250; 260 or 270; and one at the 300-level; (3) the senior project/thesis, Environmental Studies 300; (4) a sequence of five courses in one department (or a set of five courses with a common focus, such as law or environmental policy, from two or more departments), including at least one at the 300-level; (5) for students whose disciplinary concentration is in biology, chemistry or geology, three courses, no more than one at the 100-level relevant to the major in a department outside the natural sciences; for students whose disciplinary concentration is not in the natural sciences, three courses, at least one at the 200-level, relevant to the major from either biology, chemistry, or geology; (6) one full unit of field experience, which may come from field work, independent study, an internship, or selected course work taken during the Junior Year Study Away. Field experience is expected to be carried out before the senior thesis/project.

The unit of field experience is graded Satisfactory or Unsatisfactory. The senior project/thesis is graded Distinction, Satisfactory, or Unsatisfactory. After declaration of the major, no required courses may be elected NRO.

**Senior Year Requirement:** Environmental Studies 301.

While not required for the major, 100-level courses offered by the program are recommended for freshmen and sophomores interested in environmental studies.

## Course Offerings

### I. Introductory

#### 150a. The Environmental Imagination in Literature and Art: American Visions of Landscape (1)

The coursework divides between study of works treating the Hudson River Valley in the nineteenth century (with field trips to key sites) and twentieth-century and contemporary works that focus on the American West. Landscape texts include stories by Washington Irving, sites of historic local landscape architecture such as Matthew Vassar's Springside estate, paintings by Georgia O'Keeffe, and literary works about the West such as Mary Austin's *The Land of Little Rain*. There is also attention to landscape photography and film. Mr. Peck.

Two 75-minute periods

#### [175a. Principles and Practices of Sustainable Agriculture] (1)

Developing a sustainable system of producing food and fiber is one of the most important challenges facing human societies. This challenge is as much social as scientific or technological, because it is technically possible, even now, to produce an adequate diet for a world population of over twenty billion people. This course considers the two most important aspects of agricultural sustainability: the demands of consumers, and the abilities of producers to satisfy those demands. Through the writings of such authors as Wendell Berry, Sir Albert Howard, Wes Jackson, David Kline, Aldo Leopold, and Vandana Shiva, and through field trips to local farms, we explore the physical, social, economic and environmental issues defining debates about sustainable agriculture. Mr. Walker.

Two 75-minute periods.

Not offered in 2004/05.

### II. Intermediate

#### 201a. Religion Gone Wild: Spirituality and the Environment (1) (Same as Religion 201)

**250a. Environmentalisms in Perspective (1)**  
The purpose of this course, an introduction to the core issues and perspectives of environmental studies, is to develop a historical awareness of selected, significant

positions in the contemporary theory and practice of environmentalism. In addition to studying different views of the relationship between human beings and their environments posited by different environmentalisms, the course critically examines views of science (or the study of nature), implications for policy, and the creation of meaning suggested by each. Environmentalist positions under consideration vary. By examining the roots of major contemporary positions, students explore possible connections among the ethical, scientific, aesthetic, and policy concerns that comprise environmental studies. Ms. Brawley, Ms. Johnson.

Required of students concentrating in the program. Open to other students by permission of the director and as space permits.

Prerequisite: sophomore or junior standing. Must be taken before the senior year.

Two 75-minute periods.

### **260b. Issues in Environmental Studies (1)**

The purpose of this course is to examine in depth an issue, problem, or set of issues and problems in environmental studies, to explore the various ways in which environmental issues are embedded in multiple contexts and may be understood from multiple perspectives. The course topic changes from year to year.

By special permission.

Topic for 2004/05: *The Rationale of Environmental Advocacy: Questions from Science and Social Theory*. Gaps in understanding, what one might call disconnections between the scientific community and society, are a common occurrence. Frequently, environmental advocates find themselves pitted against the scientific community, even though both groups are focused on the same problem. By concentrating on factors which influence policy making, the course, taught by a social theorist and a chemist, explores institutional connections and the process of legitimatization. Ms. Batur, Mr. Smart.

### **270b. Topics in Environmental Studies (1)**

The purpose of this course is to take up topics relevant to environmental studies, and examine them through the perspectives of the humanities and the natural or social sciences. The course topic changes from year to year.

Topic for 2004/2005: *It's Only Natural: Contemplation in the American Landscape*. This course examines the ways in which Americans have approached the natural world as both a source of revelation and an object of contemplation. Drawing on a wide range of literary and religious texts, we explore the shifting relations between concepts of the natural, the human, and the divine in American experience. Authors discussed may include Jonathan Edwards, Ralph Waldo Emerson, Henry David Thoreau, Wendell Berry, Barry Lopez, Terry Tempest Williams, and others. In addition to readings we consider the American landscape tradition in painting, primarily the work of those artists associated with the Hudson River School and with Luminism in the nineteenth century. We also make field trips to local sites. Techniques of contemplation play a part in the course. Mr. Cladis, Mr. Kane.

### **290a or b. Field Work (1)**

Individual or group field projects or internships. Prior approval of advisor and instructor supervising the work are required. May be taken during the academic year or during the summer. Participating faculty.

### **298a or b. Independent Research (1)**

Individual or group project or study. Prior approval of advisor and instructor supervising the work are required. May be taken during the academic year or during the summer. Participating faculty.

### III. Advanced

#### 300b. Senior Project/Thesis (1)

Recognizing the diverse interests and course programs of students in Environmental Studies, the Program entertains many models for a senior project/thesis. Depending on their disciplinary concentration and interests, students may conduct laboratory or field studies, literary and historical analyses, or policy studies. Senior project/thesis proposals must be approved by the steering committee.

#### 301a. Senior Seminar (1)

In the Senior Seminar, Environmental Studies majors bring their disciplinary concentration and their courses in the Program to bear on a problem or set of problems in environmental studies. Intended to be an integration of theory and practice, and serving as a capstone course for the major, the seminar changes its focus from year to year.

Topic for 2004/05: *Ecology of the Mid-Hudson Valley*. Mr. Stillman.

Required of students concentrating in the program.

Open to other students by permission of the director and as space permits.

#### 302. Environmental Science Seminar (1)

The Environmental Science Seminar, taken during the junior or senior year consists of critical analyses of current issues in the interdisciplinary field of Environmental Science.

By special permission.

One 2-hour period.

#### 331a. Technology and Ecology (1)

(Same as Anthropology 331a, Science, Technology, and Society 331a) Ms. Johnson.

#### [341. Oil] (1)

(Same as Geology 341) For the hydraulic civilizations of Mesopotamia, it was water. For the Native Americans of the Great Plains, it was buffalo. As we enter the twenty-first century, our society is firmly rooted both culturally and economically in oil. This class looks into almost every aspect of oil. Starting at the source with kerogen generation, we follow the hydrocarbons along migration pathways to a reservoir with a suitable trap. We look at the techniques geologists and geophysicists use to find a field, and how engineers and economists get the product from the field to refineries, paying particular attention to environmental concerns. What is involved in the negotiations between multinational corporations and developing countries over production issues? What are the stages in refining oil from the crude that comes from the ground to the myriad uses seen today, including plastics, pharmaceuticals, and fertilizers, not to mention gasoline. We also discuss the future of this rapidly dwindling, nonrenewable resource, and discuss options for an oil-less future. Mr. McAdoo, Mr. Rashid.

Not offered in 2004/05.

#### 355b. Environment and Land-Use Planning (1)

(Same as Geography 355b, Geology 355b.) Ms. Cunningham.

#### 364b. Seminar on Selected Topics in Law and Technology (1)

(Same as Science, Technology, and Society 364b) This course explores the dynamic interrelationship between technology and law. It is designed to analyze the reciprocal effects of our society's developed jurisprudence and the advancement and use of science and technology on each other. Areas explored include American Constitutional, international, environmental, criminal, and property

law, particularly as they interact with reproductive determination, government information gathering, hazardous waste generation, biotechnology, and technology transfer.

One 2-hour period.

**367b. Peoples and Environments in the American West** (1)  
(Same as History 367b) Ms. Edwards.

**[370a. Feminism and Environmentalism]** (1)  
(Same as Women's Studies 370a) This seminar takes as its departure point the claim that the women's movement, the civil rights movement, and the environmental movement, combined with efforts on behalf of anti-classism, anti-heterosexism, and anti-colonialism must be practiced and theorized as interconnected. We examine gendered discourses of natural history, explore their past origins and contemporary ramifications, and study various approaches to understanding gender and environment. We pay particular attention to feminist scholarship and activism concerning the gendered implications of development policies and practices. Course readings may include work by Susan Griffin, Donna Haraway, Maria Mies, Carolyn Merchant, Londa Schiebinger, and Vandana Shiva. Ms. Schneiderman.

By special permission.

One 2-hour period.

Not offered in 2004/05.

**382b. Conservation Biology** (1)  
(Same as Biology 382) Ms. Ronshem, Mr. Schlessman.

**[387b. Advanced Special Studies]** (1)  
Topic for 2003/04: *Global Environmental Justice*. In this seminar we explore global environmental issues from a perspective that foregrounds questions of social equality. Throughout the course we examine the roles that race, class and gender play in contemporary environmental issues. Beginning with a survey of the origins of environmentalism in the United States, we study the rise of the "environmental justice" movement in the United States and contemplate concepts of justice as they apply to "environment." We pay particular attention to feminist theories of justice and concerns regarding social and environmental inequity. With the conceptual framework in place, we focus on particular problems that may include: pollution and exposure to toxic substances; global climate change and its links to global consumerism; economic development in the developing world; and resource (water and fuel) extraction. In the latter part of the course, we devote each class session to student projects focussed on specific local environmental issues within a framework of global environmental justice. Ms. Schneiderman.

By special permission.

One 2-hour period.

Not offered in 2004/05.

**399a or b. Senior Independent Research** (1)  
Individual or group project or study. Prior approval of advisor and instructor supervising the work are required. May be taken during the academic year or during the summer. Participating faculty.

# Film

**Faculty:** See Drama and Film

## Requirements for Concentration in Film:

- I. 11 units required.
- II. Film 210/211, Film 392 required.
- III. Six (6) additional courses in Film at the 200- or 300-level, with the restrictions below:
  - A. No more than 4 units in film, video, or digital production may be counted toward the concentration (Film 245, 320/321, 326/327, 328/329, 345/346).
  - B. Two of the above 6 units must be our courses in film history/theory. These 2 units must be completed prior to enrollment in Film 392, which must be taken in the senior year.
  - C. Only 1 thesis option may be elected (300 or 301).
- IV. Two additional elective units at the 200- or 300-level selected from the following categories:
  - A. Courses offered by the Department of Film, including fieldwork and independent study.
  - B. Courses offered by the Department of Drama
  - C. Specifically film-related courses offered by other Vassar departments appearing on the Film Department's Approved Elective List, or, with pre-approval, similar courses taken on Study Away or Exchange Programs.
- V. Senior Year Requirement: Film 392.

## I. Introductory

### 175a or b. The Art of Film (1)

An introductory exploration of central features of film and film study, including the relation of film and literature, film genre, silent film, formal and stylistic elements (color, lighting, widescreen, etc.), abstract and nonnarrative film, and film theory. Subjects are treated topically rather than historically. Enrollment limited to freshmen and sophomores who have not previously taken Film 210. The department.

## II. Intermediate

### 210a. World Cinema to 1945 (1)

An international history of film from its invention through the silent era and the coming of sound to mid-century. The course focuses on major directors, technological change, industrial organization, and the contributions of various national movements. In addition to the historical survey, this course teaches the terminology and concepts of film aesthetics, and introduces students to the major issues of classical film theory. The department.

Prerequisite: 4 units in the humanities or social sciences.

Two 75-minute periods plus film screenings.

### 211b. World Cinema After 1945 (1)

An international history of film from mid-century to the present day. The course focuses on major directors, technological changes, industrial organization, and the contributions of various national movements. In addition to the historical survey, this course explores the major schools of contemporary film theory, e.g., semiology, Marxist theory, feminism. The department.

Prerequisite: Film 210.

Two 75-minute periods plus film screenings.

**[212b. Genre: The Musical]****(1)**

Examines the development of American film musicals from *The Jazz Singer* to the present day. The course looks at the role of major stars such as Fred Astaire and Ginger Rogers, Gene Kelly, and Judy Garland, and the contributions of directors such as Vincente Minnelli and Bob Fosse. Students examine the interrelationships between Broadway and Hollywood, the influence of the rise and fall of the Production Code, the shaping hand of different studios, the tensions between narrative and spectacle, sincerity and camp. Reading assignments expose students to a wide range of literature about film, from production histories to feminist theory. Ms. Kozloff.

Two 75-minute classes a week, plus outside screening.

Prerequisite: Film 210 and permission of the instructor.

Not offered in 2004/05.

**214b. Genre: The War Film****(1)**

An examination of how American films have represented World War I, World War II, and the Vietnam War. Films chosen include both those made while the conflicts raged (*Bataan*, 1942), and those made many years later (*Saving Private Ryan*, 1998). This class focuses on such issues as: propaganda and patriotism, pacifism and sensationalism, the reliance on genre conventions and the role of changing film technologies. For comparison, we look also at documentaries, at films focusing on the sacrifices made on the “home front,” and at war-time poetry, posters, and music. Reading assignments cover topics such as the government’s Office of War Information, the influence of John Wayne, and the racism of the Vietnam films. Ms. Kozloff.

Two 75-minute classes a week, plus outside screening.

Prerequisite: Film 210 and permission of the instructor.

**[215. Genre: Science Fiction]****(1)**

The course surveys the history of science fiction film from its beginnings in the silent period (culminating in Fritz Lang’s *Metropolis* and *The Woman in the Moon*) to the advent of digital technologies. The “golden age” of the 50s, the emergence of a new kind of science-fiction film at the end of the 60s (Kubrick’s *2001*, and the “resurgence/revival” of science-fiction film in the late 70s-early 80s (*Star Wars*, *Blade Runner*, *Alien*, *The Terminator*) are given special attention. Topics include subgenres (end of the world, time travel, space exploration/the “new” frontier, technology/robots/atomic energy), the relation of science-fiction films to their social context and their function in popular culture, the place of science in science-fiction, film’s relation to science-fiction literature (and issues of adaptation), the role of women and feminist criticism, and remakes. In addition to film history and criticism, a small amount of science fiction literature is read. While passing mention will be made to television science-fiction, the course focuses on science fiction film.

Two 75-minute classes a week, plus outside screening.

Prerequisite: Film 210 and permission of the instructor.

Not offered in 2004/05.

**[216b. Genre: Romantic Comedy]****(1)**

This class studies the genre of romantic comedy in American film from the “screwball comedies” of the 1930s (*It Happened One Night*, *Bringing Up Baby*) to the resurgence of the genre in the 1990s (*You’ve Got Mail*). The course focuses on the work of major stars such as Cary Grant, Katharine Hepburn, and Meg Ryan, as well as the contribution of such directors as Ernst Lubitsch, George Cukor, Preston Sturges, Howard Hawks, Billy Wilder, or Nora Ephron. We place these films in the context of other representations of romance, such as Shakespeare’s comedies, and in the context of the changes in American culture, particularly in the role of



women. Readings lead students to a deeper understanding of the history of American film, of genre, and of the star system. Ms. Kozloff.

Two 75-minute classes a week, plus outside screening.

Prerequisite: Film 210 and permission of the instructor.

Not offered in 2004/05, offered in 2005/06.

**[218a. Genre: The Western] (1)**

A historical and cultural exploration of the Western film genre, with emphasis on the relationship between the Western and the central myths of American experience and such themes as masculinity, violence and the role of women. Specifically, the course examines Westerns directed by filmmakers D. W. Griffith, Tom Mix, William S. Hart, John Ford, Howard Hawks, George Stevens, John Huston, Anthony Mann, Fred Zinnemann, Sam Peckinpah, and Clint Eastwood among others. Instructor to be announced.

Two 75-minute periods, plus evening film screening.

Prerequisite: Film 210 and permission of the instructor.

Not offered in 2004/05.

**219b. Genre: Film Noir (1)**

The term “film noir” was coined by French critics at the end of WWII to describe Hollywood adaptations of hard-boiled crime fiction (Cain, Hammett, Chandler). In this course we first consider “film noir” as an American genre, defined historically (from Huston’s 1941 *The Maltese Falcon* to Welles’ 1958 *Touch of Evil*) and stylistically (hard edged chiaroscuro, flashbacks, voice-over). In order to account for its broad and lasting impact, however, we then follow film noir’s influence on the French New Wave (e.g. Godard’s 1960 *Breathless*, Truffaut’s 1950 *Shoot the Piano Player*) and its later return as “new noir” in American and French cinema (Polanski’s 1974 *Chinatown*, Scorsese’s 1990 *The Grifters*, Claire Denis’ 1997 *I Can’t Sleep*). We observe the transformation of recurrent themes, such as urban violence, corruption, the blurring of moral and social distinctions, the pathology of the divided self, and the femme fatale. Readings in film history and theory, including feminist theory. Ms. Arlyck.

Two 75-minute classes a week, plus outside screening.

Prerequisite: Film 210 or French 244, 252, or 262 and permission of the instructor.

**230b. Women in Film (1)**

(Same as Women’s Studies 230) Women filmmakers have successfully directed, scripted, and edited commercial, independent, and avant-garde films. The class emphasizes the diversity (aesthetic, ideological, racial, and cultural) among women filmmakers. Class reading assignments delve into a broad range of theoretical perspectives. Ms. Arlyck.

Prerequisite: One unit in Film or Women’s Studies.

Two 75-minute periods, plus evening screenings.

**231. Minorities in the Media (1)**

This course teaches students to develop a critical understanding of mediated culture through discourse analysis. It examines various texts (i.e., film, video, television, and advertising) in which the dynamics of race, gender, class, and sexuality are expressed and intersect in America. Course literature addresses the identity categories “minority” and “majority” as they have been constructed and deployed in mainstream society. Readings also examine the media’s role in reinforcing socially constructed ideas about difference and the ways visible versus invisible minorities are represented. Black British cultural theory, feminist theory, African American studies and whiteness studies are employed. Screenings may

include *La Haine*, *Our Song*, *Hide & Seek*, *Traffic* and *Requiem for a Dream*. Mr. Mask.

Prerequisite: 210 and permission of the instructor.

Two 75-minute classes a week, plus evening screenings.

### [232. African American Cinema]

(1)

(Same as Africana Studies 232) This course provides a survey of the history and theory of African American cinema. It begins with the silent films of Oscar Micheaux, and examines the early all black cast westerns and musicals of the twenties, thirties, and forties. The political debates circulating around stars like Sidney Poitier, Dorothy Dandridge, Eartha Kitt and Harry Belafonte are the focus for discussing the racial climate of the fifties. Special consideration is given to Blaxploitation cinema of the late sixties and seventies, in an attempt to understand the historical contexts for contemporary filmmaking. The new wave of late 80's and early 90's black romantic comedies, including *The Wood*, *The Best Man* and *Coming to America*, are also addressed. Ms. Mask.

Two 75-minute periods plus evening screening.

Prerequisite: Film 210 and permission of the instructor.

Not offered in 2004/05.

### [233. The McCarthy Era and Film]

(1)

This class focuses both on the history of anti-communist involvement with the American film industry and on the reflection of this troubled era in post-war films. We trace the factors that led to House un-American Activities Committee's investigation of communist influence in Hollywood, the case of the Hollywood Ten, the operation of the blacklist and its final demise at the end of the 1950s. We look at films overtly taking sides in this ideological conflict, such as the anti-Communist *I Was a Communist for the FBI* and the pro-labor *Salt of the Earth*, as well as the indirect allegories in film noirs and science fiction. Reading assignments are drawn from a wide range of sources, including HUAC transcripts, government documents, production histories, and genre studies. The course concludes with a look at how later films such as *The Front* sought to frame our understanding of this era. Ms. Kozloff.

Two 75-minute classes a week, plus outside screening.

Prerequisite: Film 210 and permission of the instructor.

Not offered in 2004/05.

### 234a. Film and "The Sixties"

(1)

The era from *Bonnie and Clyde* (1967) to *Chinatown* (1974) can be thought of as a distinct period in the history of American film in terms of the demise of the studio system, the transformation of traditional genres, the influence of the French New Wave, the emergence of new auteurs, and the relaxation of censorship, leading to more explicit sex and violence. This course focuses on directors such as Cassavetes, Altman, Kubrick, Peckinpah, Penn, and Scorsese, as well as films, such as *Easy Rider*, *Shaft*, or *Diary of a Mad Housewife*, which reflect topical subjects. Emphasis is placed on the changes in filmmaking techniques (wide-screen, jump cuts, the zoom lens, improvisational acting), the role of film critics and theorists of the time, the changes in industry economics and demographics, the influence of television and popular music, and the ways in which social change is reflected by the cinema. Ms. Kozloff.

Two 75-minute classes a week, plus outside screening.

Prerequisite: Film 210 and permission of the instructor.

### [238. Music in Film]

(1)

(Same as Music 238) A study of music in the cinema from 1895 to the present. The course focuses on the expressive, formal, and semiotic functions that film music serves, either as sound experienced by the protagonists, or as another layer of

commentary to be heard only by the viewer, or some mixture of the two. Composers studied range from Prokofiev, Copland, and Walton—known best for their non-film scores—to Tiomkin, Rozsa, Steiner, and Herrmann, specialists in the field. Contemporary figures like John Williams and Danny Elfman are considered. Mr. Pisani.

Two 75-minute classes a week, plus outside screening.

Prerequisite: one course in music (not performance) or film.

Not offered in 2004/05.

**240b. Experiments in Video** (1)

This course explores the ultra-short video form. During the first half of the semester, students concentrate on in-camera video exercises and projects, while during the second half they also learn video editing procedures. In addition, the course examines and discusses the work of a number of distinguished video artists who concentrate on producing videos in the ultra-short form. Open only to sophomores who are not concentrating in film. Mr. Roques.

Prerequisite: one unit in film.

One 2-hour period.

**260b. Documentary: History and Aesthetics** (1)

Beginning with an exploration of film pioneers such as Robert Flaherty and Margaret Mead, the course also examines the impact of John Grierson on documentary production in both Great Britain and Canada. In addition, the development of cinema verité and direct cinema is traced through the work of such filmmakers as Jean Rouch, Richard Leacock, Robert Drew, D. A. Pennebaker, Frederick Wiseman, and the Maysles Brothers. Other topics might include propaganda films, the lyrical documentary, and the personal essay film. Ms. Mask.

Prerequisite: Film 210 and permission of the instructor.

Two 75-minute periods a week, plus external screenings.

**290a. or b. Field Work** (½ or 1)

To be elected in consultation with the adviser and the Office of Field Work.

**298a. or b. Independent Work** (½ or 1)

To be elected in consultation with the adviser.

**III. Advanced**

**300a. or b. Film Research Thesis** (1)

Research leading to a thesis in film history or theory. Open only to students electing the concentration in film. Senior status required. The department.

Prerequisites: Film 210/211 and permission of the instructor.

**301a or b. Film Screenplay Thesis** (1)

The creation of a feature-length original screenplay. Open only to students electing the concentration in film. Senior status required. Students wishing to write a screenplay instead of a research thesis must have produced work of distinction in Film 317 (Dramatic Writing) and Film 319 (Screenwriting). Mr. Steerman.

Prerequisites: Film 210/211, Film 317 or Drama 317, Film 319, and permission of instructor.

**317a or b. Dramatic Writing** (1)

(Same as Drama 317a or b.) Studies of dramatic construction, analysis of, and practice in writing stage plays and/or screenplays. Mr. Steerman.

Prerequisites: Drama 100 or Film 210 and permission of instructor.

Writing sample required two weeks before preregistration.

Open only to juniors and seniors.  
One 2-hour period.

**319. Screenwriting** (1)  
An exploration of the screenplay as a dramatic form. Students study the work of major American and international screenwriters and are required to complete a feature-length screenplay as their final project in the course. Open only to students who have produced work of distinction in Drama or Film 317. Mr. Steerman.

One 2 hour period.

Prerequisites: Film 210/211, Drama or Film 317, and permission of the instructor.

**320a/321b. Filmmaking** (1)  
A-semester: The course concentrates on a theoretical and practical examination of the art of visual communication in 16 mm film. Individual projects emphasize developing, visualizing and editing narratives from original ideas.

B-semester: Further exploration of a variety of narrative structures from original ideas. Includes working in a partnership with divided responsibilities to develop, visualize and execute films. Emphasis is placed on writing and production planning, as well as how lighting and sound contribute to the overall meaning of films. (Students must concurrently enroll in a 3-hour lab period each semester.) Mr. Meltzer, Mr. Robinson, Mr. Roques.

Fees: see section on fees.

Prerequisites: Film 210/211 and permission of the instructor.

One 3-hour period, plus lab.

**325a. Writing the Short Narrative Film** (1/2)  
Students learn the process of developing original ideas into ten to twelve minute narrative screenplays. Scripts produced in Film 327 are selected from those created in Film 325. Must be taken concurrently with Film 326. Mr. Robinson.

Prerequisites: Film 320-321 and permission of the instructor.

One 3-hour period.

**326a/327b. Documentary Workshop/Narrative Workshop** (1)  
A semester: This course addresses the aesthetic, ethical and theoretical issues specific to the documentary genre as students explore a variety of documentary styles. Student crews make eight-minute documentary videos about a person, place, event, or an issue. Students learn advanced video and sound-recording techniques, using professional grade digital cameras, field lights, microphones and tripods. Post-production is done on digital non-linear editing systems. Mr. Robinson.

B-semester: Student crews create short 16mm sync/sound narrative films from original student scripts. Individual members of the crew are responsible for the major areas of production and post- production: directorial, camera, editorial, and sound. The final release is composited in digital form. Mr. Robinson.

Open only to senior film majors who have produced work of distinction in Film 320/321.

Prerequisites: Film 320/321 and permission of the instructor.

**328. Interactive Multimedia Production** (1)  
The theory and production of interactive multimedia. The final project of this class is the production of an interactive multimedia environment which exists on both a website and as a CD-ROM or DVD-ROM.

Students develop essays concerning their personal experience of a topic chosen by the professor. Over the course of the semester each student designs five interactive miniprojects related to the essay's theme. Projects are incremental in complexity and introduce students to various aspects of interactive multimedia.

The final project consists of putting the pieces together into a larger multimedia interactive environment.

Open only to juniors and seniors. Enrollment limited.

Prerequisites: 2 units at the 200-level in film and permission of instructor.

One 3-hour period plus lab.  
permission of instructor.

### **392a or b. Research Seminar in Film History and Theory (1)**

This course is designed as an in-depth exploration of either a given author or a major theoretical topic. Students contribute to the class through research projects and oral presentations. Their work culminates in lengthy research papers. May be repeated if the topic has changed.

Topic for 2004/05a: *Filmmakers with a Social Conscience*: This seminar studies three American directors who have consistently used their art to focus on social problems and advocate for change, William Wyler, Sidney Lumet, and John Sayles. We look at such films as *Dead End* (1936), *Best Years of Our Lives* (1946), *The Big Country* (1958), *Twelve Angry Men* (1957), *Fail-Safe* (1964), *Running On Empty* (1988), *Matewan* (1987), and *Lone Star* (1996). Readings focus on the genre of the social problem film, on the process of adaptation novel or play, on the efficacy and mixed reception of films that try to "send a message." Ms. Kozloff.

Topic for 2004/05b: *Film at its Edges*. If the feature films of Hollywood and Europe constitute the center of cinema, what are its edges and borders? What other different forms of film are there, and what are their virtues and limitations? How far can these borders be pushed and cinema still remain? What new alternatives are being explored? We look at what is often called the "experimental film," both past and present, as well as other kinds of approaches, both narrative and non-narrative. The range of filmmakers is diverse and includes Stan Brakhage, Peter Watkins, David Lynch, Richard Linklater, Lars von Trier, Godfrey Reggio, Guy Madden, Zbigniew Rybcynski, Susan Pitt and Bill Morrison. Mr. Kalin.

Topic for 2004/05b: *Fright Night: The Ethics of Horror*. Horror films have undergone significant changes throughout the past one hundred years but one thing has remained constant: the survival of the horror genre. From *The Cabinet of Dr. Caligari* (1919) to the current resurgence of campy sequential horror blockbusters like the *Scream* trilogy, the genre continues to be recycled and reformulated. This course traces the evolution of horror from its origins in mythology and pagan literature to its cinematic beginnings in the silent era and concludes with contemporary films. Historically, monsters have symbolized social intolerance, xenophobia, McCarthyism, menarche, and public health issues resulting in disease and death. Vampirism has long been a metaphor for sexually transmitted diseases. Screenings may include *Frankenstein*, *Dracula*, *Invasion of The Body Snatchers*, *Friday the 13th*, *La Jétée*, and *28 Days Later*. Readings are by Carol Clover, Barbara Creed, Mary Douglas, Vera Dika, Barry Grant and Julia Kristeva. Ms. Mask.

One 3-hour period plus film screenings.

Prerequisite: film 210/211, two additional units in film history and theory, and permission of instructor.

### **399a, b. Senior Independent Work (½ or 1)**

To be elected in consultation with the adviser.

## **Summer Study**

### **245-246. Workshop in Screenwriting and 16mm Film Production (2)**

The summer workshop offers an integrated study of both the conceptual (screenwriting) and practical aspects of 16mm film production. The program concentrates on the techniques needed to create effective narrative films. Students develop their original ideas into screenplay form and produce these scripts in 16mm film. Mr. Robinson, Mr. Geisler.

Special application required.  
Five 3-hour meetings per week plus film screenings.  
Tuition/room/board-\$3,100. Tuition/room only-\$2,500  
Tuition only-\$2,200.

**345-346 Advanced Workshop**

**(2)**

An advanced workshop concentrating on the writing and production of short synchronous sound films or videos. See Film 245-246 for general summer workshop detail. Mr. Robinson, Mr. Geisler.

Special application required.  
Offered only in case of sufficient demand.

## French

**Professors:** Elisabeth Cardonne-Arlyck, Cynthia B. Kerr<sup>b</sup>, Christine Reno; **Associate Professors:** Mark Andrews<sup>b</sup>, Patricia-Pia Célérier (Chair), Kathleen Hart<sup>a</sup>; **Assistant Professor:** Susan Hiner; **Visiting Assistant Professor:** Mansouria Geist.

All courses are conducted in French except French 189 and 248.

**Requirements for Concentration:** 11 units excluding French 248, and including at least 3 units at the 300-level. No courses in French elected after the declaration of the major may be taken NRO.

**Teaching Certification:** Students who wish to obtain Secondary Certification must complete the program of study outlined by the education department.

**Advisers:** The department.

**Study Abroad:** Vassar College and Wesleyan University sponsor jointly a program of study in Paris. Majors in French are expected to participate in this program for one or two semesters during their junior year. Students electing a correlate sequence in French are also encouraged to participate in the program. Students concentrating in other fields for whom study in Paris is advisable are accepted, within the regulations of their respective departments and the Office of the Dean of Studies. Courses offered in the Paris program are included below. Students of French who are unable to study abroad during the academic year are strongly encouraged to attend the summer program at Middlebury College French School, or other summer programs in France or French-speaking countries.

**Correlate Sequence in French:** Students majoring in other programs may complement their study by electing a correlate sequence in French. Course selection should be made in consultation with the chair or other advisers in the department.

**Requirements:** 6 units excluding French 248, at least 5 of which must be taken above the 100-level. At least 1 but preferably 2 units must be taken at the 300-level. No French courses elected after declaration of the correlate sequence may be taken NRO.

Study Away and summer courses may be substituted in the correlate sequence, with departmental approval.

### I. Introductory

#### 105a-106b. Elementary French (1)

Fundamentals of the language. Students learn to understand spoken French, to express simple ideas both orally and in writing, and to read French of average difficulty. The department.

Not open to students who have previously studied French.

Three 50-minute class periods, 2 hours of drill and oral practice.

#### 189a. Writing Modern Life (1)

Inspired by the rapidly changing urban space of mid-nineteenth-century Paris, French poet Charles Baudelaire defined “modernité” as “the ephemeral, the fugitive, the contingent, the half of art whose other half is the eternal, the immutable.” French concepts of the modern engage a broad range of themes, from social and political change, industrialization, commercialization and urbanization to the status of women and challenges to aesthetic forms. This course considers the French “tradition” of modernity through readings of literary texts in their historical, social and artistic contexts. Specifically we explore the French concept of the modern through readings of four classic novels of nineteenth century France:

<sup>a</sup>Absent on leave, first semester.

<sup>b</sup>Absent on leave, second semester.

Stendhal's *The Red and the Black*, Balzac's *Père Goriot*, Flaubert's *Madame Bovary*, and Zola's *The Ladies' Paradise*. Works by Baudelaire complement our readings of these novels as we examine the writing of modern life and explore the figure of the modern hero or heroine, who is characterized by his or her negotiations of the spaces (both literal and figurative) of modernity. Ms. Hiner.

Open only to freshmen.

## II. Intermediate

### **205a and b. Intermediate French I** (1)

Fast-paced review of the main points of basic grammar. Includes practice in speaking, listening, reading, and writing, through written exercises, short texts and compositions, and work with the audiovisual resources of the language laboratory. The department.

Prerequisite: French 105-106 or two years of French in high school.

Three 50-minute or two 75-minute periods; one hour of scheduled oral practice.

### **206a and b. Intermediate French II** (1)

Expanded grammar study with an emphasis on more complex linguistic structures such as relative pronouns and the subjunctive. Reading, writing, and speaking skills are developed through discussion of cultural and literary texts and use of audiovisual material. The course prepares students linguistically for cultural and literary study at the intermediate level. The department.

Prerequisite: French 205 or three years of French in high school. French 105-106 by permission of instructor.

Three 50-minute or two 75-minute periods; one hour of scheduled oral practice.

### **212a and b. Reading French Literature and Film** (1)

Introduction to the analysis of literature and film and to basic modes of interpretation through the study and discussion of short texts (poems, short stories, films, plays, essays). The department.

Prerequisite: French 206 or four years of French in high school.

### **213a and b. France Through Her Media** (1)

An introductory study of France through current newspapers, magazines, television programs, films and the web. A strong emphasis is placed on the expansion of vocabulary and on oral and written expression. Some grammar review. The department.

Prerequisite: French 206 or four years of French in high school.

### **[228. Tellers and Tales]** (1)

Study of short stories taken from several periods of French literature. Introduction to the study of narrative forms and critical writing.

Prerequisite: another 200-level course above French 206 or equivalent.

Not offered in 2004/05.

### **[230. Medieval and Early Modern Times]** (1)

Studies in French literature, history, and culture from the Medieval to the Classical period.

Prerequisite: another 200-level course above French 206 or equivalent.

Not offered in 2004/05.



**[231. Revolutionary France and Its Legacies] (1)**

Studies in French literature, history, and culture in relation to the French Revolution during the Enlightenment and the Romantic period.

Prerequisite: another 200-level course above French 206 or equivalent.

Not offered in 2004/05.

**232b. The Modern Age (1)**

The course explores literary, artistic, social, or political manifestations of modern French society and its relation to the French-speaking world from the Napoleonic Empire to the present.

Topic for 2004-2005: *Music and Text in the Modern Age*. There is music in language, and language in music. How does language “sing,” and what does music “say?” If music performs a “socially prescribed task,” as musicologist Richard Middleton proposes, then what do various combinations of music and language convey about specific moments in French history? From Bizet’s famous opera *Carmen*, inspired by Mérimée’s nineteenth-century novella, to contemporary rap and raï, we explore the psychology and sociology of music as text, and of text as music. Readings include song lyrics, poetry by Charles Baudelaire and Paul Verlaine, a play by Marguerite Duras, and short works by Prosper Mérimée, Louise Michel, Gérard de Nerval, Jean-Paul Sartre, and Germaine de Staël. Ms. Hart.

Prerequisite: another 200-level course above French 206 or equivalent.

**235b. Contemporary France (1)**

This course offers a study of French society as it has been shaped by the major historical and cultural events since WWII. The main themes include Vichy France, de Gaulle’s regime, the wars of French decolonization, the Mitterrand years, immigration, and the religious issues facing France today. The course draws on a variety of texts and documents including articles from the press and movies. Ms. Geist.

Prerequisite: another 200-level course above French 206 or equivalent.

**240a. Study of French Grammar (1)**

In-depth study of major aspects of French grammar. Grammar exercises, compositions, and oral practice. Ms. Cardonne-Arlyck.

Prerequisite: another 200-level course above French 206 or equivalent.

**241b. Composition and Conversation (1)**

A course designed to improve written and oral expression, through the study and practice of various forms of writing, and the discussion of readings on contemporary issues. The department.

Prerequisite: another 200-level course above French 206 or equivalent.

**242. Studies in Genre I (1)**

Study of narrative and prose forms including the novel, autobiography, and the essay.

Topic for 2004-2005: *Chance Encounters*. The novel displays an enduring fascination with mysterious and unpredictable energies that supervene in human affairs. Chance, in its various manifestations as accident, adversity, luck, lottery, risk, or revelation, invites the prospect of serendipitous outcomes, while raising the twin specters of ruin and chaos. The representation of chance events, elements, and encounters presents a particular challenge and opportunity for narrative. To what extent can writing venture a mimetic, and potentially catastrophic, enactment of the volatility it unleashes? In the course we consider ways in which the modern novel mediates and exploits the arrival of fortuitous circumstances as an avenue to explore the cultural complexities and personal predicaments that beset the individual in everyday life. Authors may include Annie Ernaux, Philippe Delerm,

Marie Ndiaye, Paul Auster, Emmanuelle Bernheim, Patrick Modiano, Marie Darrieussecq. Mr. Andrews.

Prerequisite: another 200-level course above French 206 or equivalent.

### **243a. Studies in Genre II** (1)

Study of dramatic and lyric forms including theater, poetry, and song.

Topic for 2004/05: *The Comic Mask: Molière and His Legacy*. What makes people laugh and why do they laugh? This course on the art and history of French comedy explores the nature of laughter as well as its social and moral implications. Beginning with Molière as model playwright, actor, and director, we go on to study Marivaux, Beaumarchais, Jarry, Romain, Beckett, and Ionesco. We discuss the psychological and philosophical underpinnings of laughter as observed by Aristotle, Baudelaire, Bergson, and Freud. We examine multiple comic forms such as farce, satire, vaudeville, improv, and stand-up comedy. Each work is analyzed in its socio-political context and studied from the perspective of modern criticism and contemporary theatrical production. Emphasis is placed on oral participation. Ms. Kerr.

Prerequisite: another 200-level course above French 206 or equivalent.

### **244a. French National Cinema** (1)

Since WWI, French cinema has defined itself as national: not only as an industry requiring protection, but as a cultural institution bearing French identity. Through the study of individual films ranging from the silent era to the present, we examine the interaction between the French and their cinema in terms of historical circumstances, economic constraints, aesthetic ambitions, and self-representation. Ms. Cardonne-Arlyck.

Students in this course attend one weekly 75-minute class in English with students in 248a, but do some of the readings in French, attend a different 75-minute discussion period in French, and write papers in French.

Prerequisite: another 200-level course above French 206 or equivalent.

Two 75-minute periods plus evening film screenings.

### **[246. French-Speaking Cultures and Literatures of Africa and the Caribbean]** (1)

Prerequisite: another 200-level course above French 206 or equivalent.

Not offered in 2004/05.

### **248a. French National Cinema** (1)

Since WWI, French cinema has defined itself as national: not only as an industry requiring protection, but as a cultural institution bearing French identity. Through the study of individual films ranging from the silent era to the present, we examine the interaction between the French and their cinema in terms of historical circumstances, economic constraints, aesthetic ambitions, and self-representation. Ms. Cardonne-Arlyck.

Readings and discussions in English. May not be counted towards the French major or correlate sequence.

Declared or prospective French majors, correlates, and students wishing to do the work in French, see French 244a.

Prerequisite: 4 units in the humanities or social sciences, or by permission of the instructor.

Two 75-minute periods plus evening film screenings.

### **280b. The Social Life of Fashion** (1)

This course examines the emergence of fashion in/as French cultural discourse. From the 1793 repeal of the sumptuary laws forbidding non-aristocrats from wearing noble garb to the advent of the Paris department store in the 1880s,

fashion underwent radical transformations that illustrate both the stratification and the upheavals of French society. Our inquiry into the rise of French fashion includes discussions of commerce and industrialization, social climbing and status, consumption and luxury, fashion magazines and fashion plates. We study literary, historical, sociological, and visual texts including works from authors such as Mercier, Balzac, Baudelaire, Zola, and Barthes. Ms. Hiner.

Prerequisite: another 200-level course above French 206 or equivalent.

**298a or b. Independent Work** (½ or 1)  
One unit of credit given only in exceptional cases and by permission of the chair. The department.

### III. Advanced

Prerequisite for all advanced courses: 1 unit of 200-level work above French 235, or Study Abroad in France or in a French-speaking country, or by permission.

**300a. Senior Thesis** (1)  
Open only to majors. The department.  
Permission required.

**301a or b. Senior Translation** (½ or 1)  
Open only to majors. One unit of credit given in exceptional cases only and by permission of the Chair. The department.

**332a. Literature and Society in Pre-Revolutionary France** (1)  
Topic for 2004-2005: *Social and Political Satire from the Medieval Beast Epic to the Guignols*. Satiric literature is the product of a mature society that critically examines its institutions and the people who lead them. Since it assumes shared cultural values with its readers, it provides a window onto societies of the past. In the course, we read a range of satirical works primarily from the twelfth through the eighteenth century, contextualizing their choice of political, social, and religious targets and analyzing the rhetorical techniques employed to poke fun. Works include the twelfth-century *Roman de Renart*, late medieval satirical poetry by Eustache Deschamps and Christine de Pizan, Rabelais' epic of giants, Boileau's political and social *Satires*, La Fontaine's *Contes*, Molière's *Tartuffe*, and Voltaire's *Candide*. We also analyze a number of satirical works directed at women across the centuries. Parallels are explored with contemporary satire in the French media, especially the *Guignols* and the *Canard enchaîné*. Ms. Reno.

**[348. Modernism and its Discontents]** (1)  
One 2-hour period.  
Not offered in 2004/05.

**355b: Cross-Currents in French Culture** (1)  
Topic for 2004/05: *Food and Cultural Identity in France*. This course offers a study of the importance of food as a major component of French identity. We focus on food as a means of analyzing major social, economic, and political issues in France, and we explore the many ways in which food has an impact on French mentality. Topics covered include: food representation in literature and films; food and religion in France; fast food versus slow food; food as a marker of social boundaries; the restaurant industry; the food industry; food diversity and multiculturalism in today's France. Readings include texts from Pierre Bourdieu, Fernand Braudel, Jean-Anthelme Brillat-Savarin, Jean-Louis Flandrin, Martin Bruegel, and Claude Levi-Strauss. Ms. Geist.  
One 2-hour period.

**366b. Francophone Literature and Cultures** (1)  
 Topic for 2004/05: Telling Tales: Contemporary *Francophone Literatures and the Question of Memory*. For the past fifteen years, memory has been a resurgent question at the center of many fruitful multidisciplinary discussions on our world's alleged "crisis in historicity." This course examines the representation of memory in a cross-section of Francophone novels. We look at the different ways the authors construct memory in relation to other themes: language/history, knowledge/tradition, silencing/forgetting, the sacred/the forbidden, truth and justice, reconciliation and forgiving. We analyze the protagonists' role as cultural mediators between a personal and a collective memory. We look at the writers' use of language, and of discontinuity and chaos, in the elaboration of their works, as well as their literary treatment of the concept of the narrator as "witness." Works studied include: Tanella Boni's *Les Baigneurs du Lac Rose*, Boubacar Boris Diop's *Murambi*, *Le Livre des Ossements*, Alain Mabanckou's *Les Petits-Fils Nègres de Vercingétorix*, Nina Bouraoui's *Garçon Manqué*, Leïla Sebbar's, *Je ne parle pas la Langue de mon Père*, Gisèle Halimi's *Fritna*. Theoretical excerpts from: Régine Robin's *La Mémoire Saturée*, Benjamin Stora's *La Gangrène et l'Oubli*. *La Mémoire de l'Algérie* and *La Mémoire, l'Histoire, l'Oubli*, Jacques Le Goff's *Histoire et Mémoire*, Roland Barthes' *Le Bruissement de la langue*, Régis Debray's *Transmettre*, Paul Ricoeur's *Temps et Récit* as well as some concise articles. Ms. Célérier.

One 2-hour period.

**370a. Stylistics and Translation** (1)  
 A study of different modes of writing and of the major problems encountered when translating from English to French, and vice versa. Practice with a broad range of both literary and nonliterary texts. The department.

**[French 380a. Special Seminar]** (1)  
 Not offered in 2004/05.

**399a or b. Senior Independent Work** (½ or 1)  
 One unit of credit given only in exceptional cases and by permission of the Chair. The department.

### Vassar-Wesleyan Program in Paris

Courses are subject to change. For information, please consult the department and its website.

**245a. Intensive Language/ Bordeaux** (½)  
 The orientation session attempts to address most of the needs and concerns of students studying for a semester or a year in Paris. In addition to offering an intensive grammar review that allows students to function at a higher level in their classes in Paris, the Alliance also offers workshops placing a major emphasis on spoken French.

**250b. The Power of the Short Story in the 19th Century: Love, Destitution, and Madness** (1)

Nineteenth-century short stories explore concisely, but in depth, the universe of the Real and the Dream. A captivating mix of these two dimensions, they weave an ambiguous and interesting thread. From Mérimée, the chronicler of a daily life permeated by strangeness, to Flaubert whose apparent simplicity masks a scathing irony, the short stories studied in this course are models of efficiency and vitality. In the margins of, or as complements to, the nineteenth-century "romans-fleuves," they illustrate surprisingly modern themes. Works studied include: Mérimée's *La Vénus d'Ille*, Nerval's *Sylvie*, Daudet's *La Légende de l'Homme à la Cerveille d'Or* and *Le Portefeuille de Bixiou*, Flaubert's *Un Coeur Simple* and *La Légende de Saint Julien l'Hospitalier*, Maupassant's *Sur l'Eau*, *La Parure* and *Le Horla*. Mr. Graille.

**251a. Love and Tragedy in French Theater (1)**

The course first studies the nature of seventeenth-century tragedy as transformed by Corneille and Racine, who grafted a love story onto the core of myth. We then move to the twentieth century's reshaping of the notion of the tragic through the influence of various philosophical currents. Questions of style (baroque and classical) and philosophy (existentialism and the absurd) are foregrounded, with emphasis both on the continuity of tragic literature and on formal variations from the seventeenth century to the present. Plays are chosen in light of the Paris theatrical season, so as to allow the analysis of a number of live performances. Mr. Clément.

**252a. Special Topics (1)**

This course is taught by the resident director. Topic varies each year.

**253a. Studies in Archaeology (1)**

The course examines the history, methods, and theories of French archaeology as compared with those of American archaeology. Museum visits and examples of funerary archaeology are used to illustrate excavation techniques. Artifacts are interpreted to help reconstruct and explain past cultures. Works include: J.P. Demoules, F. Giligny's, A. Lehoerff's, and A. Schnapp's, *Guide des Méthodes de l'Archéologie*, and P. Jockey's *L'Archéologie*. Mr. Naji.

**255b. French Theater (1)**

Topic may vary each year. Topic for 2004/05: *Twentieth-Century French Theater*. The course is a study of contemporary French plays and theoretical texts on theater, combined with attendance at plays currently on the French stage. Sartre's *Huis Clos*, as an example of existentialist and absurd theater, and Arthaud's *Théâtre et son double*, are read and studied in depth. Three or four diverse plays are chosen from among those running during the current season to provide a panorama of contemporary trends in French theater. Students read and study plays, attend productions, and discuss and critique them through written work and exposés. Mr. Clément.

**256b. Enlightenment Literature (1)**

An introduction to the nature and spirit of the French Enlightenment through some of the major literary and philosophical works of the period. The course involves a historical presentation of the eighteenth century as well as a study of great individual works to which we still refer today in our thinking about art, science, politics, and love: Montesquieu's *Lettres persanes*; Rousseau's *Discours*; Diderot's *Rêve de d'Alembert* and *Paradoxe sur le Comédien*; Voltaire's polemical writings. Mr. Chartier.

**260a. Studies in French Cinema. (1)**

Topic may vary each year. Topic for 2003/04: *French Directors of the Sixties and the Arts*. From its inception, cinema has pursued its relationships with literature and the fine arts. In France between 1958 and 1964, a generation of film directors known as the French New Wave gives special attention to these relationships. Within this broader context, the course examines in detail the manner in which the New Wave directors develop a new cinematographic genre, the film essay. Directors include Alain Resnais, Jean-Luc Godard, Jean-Daniel Pollet, and Jacques Rivette. Authors include André Bazin, Suzanne Liandrat-Guigues, Jean-Louis Leutrat, Youssef Ishaghpour, and Pascal Borlitzer. Mr. Leutrat.

**261b. From Canova to Picasso: French Sculpture from 1800 to 1914 (1)**

The nineteenth century is for French sculpture a period rich in continuities and contradictions, of famous and lesser known masters. This course covers the 1800s

when the eighteenth century “grâces” are outshined by the “grandeurs sereines” of the neo-classical school dominated by Canova, and soon by Jean-Baptiste Houdon in France. We examine the influence of Romanticism through the works of François Rude, Barye, and Préault. We appreciate how David D’Angers, Pradier and Bosio take on this “Ecole du Mouvement” and establish a less exalted tradition. We move on to the Second Empire dominated by Jean-Baptiste Carpeaux and by Napoléon III’s great monumental commissions (the Louvre, the Opéra Garnier, etc.). From the 1870s on, the French school of Sculpture breaks up into several movements: from Realism to Orientalism, from Symbolism to the Neo-Baroque, a major figure of this time being Rodin. We conclude with the “Belle Epoque” statuary, when a sharp distinction arises between the establishment and a radical form of modernity, represented by Picasso’s, Brancusi’s, and Archipenko’s elaborate research which redefines the meaning of sculpture. Authors studied include: S. Lami, M. Rheims, H. Berman, P. Fusco and H.W. Janson, J. Hargrove, R. Butler, M.T. Baudry, J.L. Ferrier, P. Kjellberg. Mr. Peigné.

### 262b. Special Topics

(1)

This course is taught by the resident director. Topic varies each year.

Topic for 2004/05: *Paris and its Representations: Realities and Fantasies* The course investigates some of the myths and realities of Paris. Starting from an analysis of Paris in late nineteenth-century novels and paintings, we explore the shifting perceptions of the city during the twentieth century in fiction, poetry, photography, painting, and film. We focus on such themes as the role of history in the structuring of the city, the importance of architecture in the ever-changing social fabric and the recurrent opposition between the city and its suburbs. Students are asked to do several on-site reports and have the choice between a final project based on a literary/sociological analysis or a creative project on a facet of the city. Major readings include: Guy de Maupassant’s *Bel-Ami*, Leo Malet’s *Brouillard au Pont de Tolbiac*, Patrick Modiano’s *La Place de l’Étoile*, Jean Rolin’s *Zones*. Among other writers and artists, we study texts by Baudelaire, Aragon, Breton, and Sebbar; paintings by Manet, Degas, Dufy, and Delaunay; photographs by Cartier-Bresson, Brassai, and Doisneau as well as films by Clair, Malle, Rohmer, and Carax. Ms. Poisson

### 263b. Power and Political Life in France and Europe

(1)

The course studies the principal features of French and European political life. It is divided into three parts: the first focuses upon institutions, the second upon major figures, and the third upon political agendas. The central theme of the course revolves around the question of political power. Who wields it in France and Europe? How and with what resources? And for what purposes? These questions lead to the examination of a variety of subjects from a comparative perspective: the form and structure of European political regimes, the political stakes of the European construction, the power of interest groups, the reform of the welfare state, and the political treatment of minorities. Authors may include P. Bourdieu, P. Birnbaum, P. Braud, D. Pélassy, D. Schnapper, A. de Tocqueville, M. Weber. Mr. Amégan.

### 264b. “Are the French Exceptional?” A Cultural History of Modern France, Nineteenth and Twentieth Centuries

(1)

The course studies French cultural practices, productions and models in the nineteenth and twentieth centuries. The evolution of cultural “modernity” is retraced from the age of Revolutionary regenerative upheaval to Republican pedagogical projects, and from avant-garde effervescence to the rapid rise of democratic or industrial culture. Cultural shifts are identified within sets of opposing forces: rural and urban culture, popular and scientific culture, religious and secular culture, and elitist and mass culture. Themes, movements, and

concepts principally treated are: “modernity,” revolutionary culture, academicism and the avant-garde, liberalism, romanticism, realism, leisure, the rise of consumer culture, cultural politics, and the Popular Front. Major authors include Pierre Bourdieu, Roger Chartier, Michel Foucault, and Walter Benjamin. Ms. Kalifa.

**265a or b. Franco-African Relations** (1)

Beginning with a survey of precolonial kingdoms in Africa and the implantation of Islam, the course proceeds to an analysis of European intervention and of the structure of European colonial administration. Various phases of the African independence movement are highlighted: the formation of an African elite, the spread of African nationalisms, Panafricanism, and “Négritude.” Finally, we examine French policies in the post-colonial period and the U.S.’s emerging role in African affairs. Mr. Amégan.

**266b. Politics and Society** (1)

Topic may vary each year.

Topic for 2004/05: *History of French Feminisms (1830-2003)* The course provides students with an historical survey of French feminist movements. It serves as a chronologically and thematically transversal basis for a discussion of the main debates that agitate and/or divide feminists today. It shows that the perceived lack of homogeneity of the “feminist movement” demonstrates the consensus, the traumas, and contradictions of French society. Topics studied include: patriotism and pacifism, the suffragette movement and the right to work, the “MLF”, from suffrage to parity, from “la gargonne” to the queer movement, prostitution: feminist abolitionists vs. “néo-réglementaristes,” the veil: immigration, laicity, and feminism. Ms. Taraud.

**267a, 268b. History of Art** (1)

This course focuses, each semester, on a different period in the history of French art, with special emphasis on the works of one or several of the major artists of the period, or of one school of art. Class visits to the Louvre, the Musée d’Orsay, the Orangerie, the Picasso Museum, or other museums containing works by artists under study are an integral part of the course. Topics may vary each year.

Topic for 2004/05 267a: *Metamorphosis of the Object*. The course focuses attention on the transformations undergone by the object in the work of art. It explores the nature of the object in art and how it is defined by its different aspects. Art reflects, as Spengler said, a cultural physiognomy of society. Walter Benjamin denounces the mutations caused by mass reproduction *ad infinitum* of the object. Roland Barthes speaks about a mythology of everyday life within which objects acquire a new fetishistic character. Introducing the object into the field of art, Marcel Duchamp endowed the object with a specific idiosyncrasy. Through the transposition of the object the artist reformulates his relationship with the world and responds to civilization in crisis. The course studies several generations of artists with radically different ambitions for the artistic object. Ms. Kraguly.

Topic for 2004/05 268b: *Images of the Body*. From the Greek image of the ideal body to the body as language, from mimesis to the knowledge of phenomena, the course delves into differing creative images and interpretations of the body. Artists studied include Picasso, Matisse, Giacometti, and Bacon. The course builds upon themes such as the expression of the body image, the image of identity, the attitude towards the body, and the transgressive body. Works include: K. Clark’s *Le Nu*, E. L. Smith’s *Eroticism in Western Art*, R. E. Krauss’ *L’Inconscient Optique*, A. Danto’s *L’Art Contemporain et la Cloture de l’Histoire*, R. L. Golderg’s *Performance Art, P. Comar’s Les Images du Corps*, and N. Mirzoeff’s *Bodyscape: Art, Modernity, and the Ideal Figure*. Ms. Kraguly.

**269b. Music and Culture** (1)

Topic may vary each year.

Topic for 2004/05: *Lyric Opera*. The course retraces the history of opera in France through an appreciation of the lyric form in its musical and literary manifestations, and as a reflection of the cultural life of France in the eighteenth and nineteenth centuries. Emphasis is given to the relation between the dramatic and musical arts, the collaboration between librettist and composer, and approaches to staging. Four operas are examined in detail: Handel, *Semele* (1744); Ravel, *L'Heure espagnole* (1911); Puccini, *Gianni Schicchi* (1918); and Wagner, *Tannhäuser* (1845). Students attend performances of these works at Paris concert halls and at the *Opéra de Paris*. Visits to museums of music and opera are also arranged. Prerequisites: General background in music recommended. Mr. Memed.

**272a and b. Writing Workshop** (½)

This half-credit course is required of all students. Those attending the Vassar-Wesleyan Program for the full year take the workshop during the first semester only. The course prepares students to write papers for their classes. It covers common problems encountered in writing French and introduces students to the organization and style of written assignments in France. Students meet individually with a tutor once a week for an additional half-hour.

**273a, 274b. Special Topics: University of Paris** (1)

Students in the Paris Program have the opportunity to enroll in French university courses under the supervision of the resident director and receive Vassar credit.

**275b. Internship** (2)

Internship in a French governmental, civic or volunteer organization through cooperation with the Internships in Francophone Europe program. Special application procedure.



## Geology and Geography

**Professors:** Brian J. Godfrey<sup>b</sup> (Associate Chair), Jill S. Schneiderman (Chair);  
**Associate Professor:** Jeffrey R. Walker, Yu Zhou<sup>ab</sup>; **Assistant Professors:** Mary Ann Cunningham, Brian McAdoo<sup>ab</sup>, Kirsten Menking, Joseph Nevins; **Visiting Assistant Professor:** Allison Tumarkin-Deratzian

## Geography

**Faculty:** see geology-geography

**Requirements for Concentration:** 10 units, including an introductory course (Geography 105a or b, or 115), 220, 222, 300 (optional senior thesis, if not elected an additional 300-level course during the senior year), 301 and at least one additional 300-level seminar. With the consent of the adviser, 2 of the required 10 units may be taken from cognate fields, such as anthropology, geology, urban studies, environmental studies or international studies, if the courses are clearly related to the student's focus within geography. After the declaration of the major, no required courses may be elected NRO.

**Senior-Year Requirement:** Geography 300 (or another 300-level course), 301. Majors must write a senior thesis to be considered for departmental honors.

**Recommendations:** Geology 151; Field Work (290); and a study-abroad experience.

Students interested in focusing their geography program in areas such as environmental design, cultural ecology, global studies, land-use planning, or historic preservation should see the department for a list of recommended course sequences in geography and related disciplines.

**Advisers:** Ms. Cunningham, Mr. Godfrey, Mr. Nevins, Ms. Zhou.

**Correlate Sequence in Geography:** Geography offers correlate sequences which designate coherent groups of courses intended to complement the curricula of students majoring in other departmental, interdepartmental, and multidisciplinary programs. Students pursuing a correlate sequence in geography are required to complete a minimum of six courses in the department, including an introductory course and at least one 300-level seminar. The two suggested concentrations are outlined in detail below:

**Environmental Land-Use Analysis:** The correlate sequence in geography with a concentration in land-use analysis is intended for students interested in Environmental Studies. It offers a succinct program in physical geography for students interested in science education, urban planning, or environmental policy. With the consent of the adviser, one unit of geology may be selected. The six courses taken for this concentration may be selected from the following recommended list:

Geography 105	Global Geography	(1)
Geology 111	Earth Science and Environmental Justice	(1)
Geography 115	Reading the Landscape	(1)
Geology 151	Earth, Environment, and Humanity	(1)
Geography 220	Cartography: Making Maps with GIS	(1)
Geography 222	Geographic Research Methods	(1)
Geography 225	GIS: Spatial Analysis	(1)
Geography 250	Urban Geography	(1)
Geography 255	Environmental Perception and Conservation History	(1)
Geography 260	Conservation of Natural Resources	(1)
Geography 265	Population, Environment, and Sustainable Development	(1)
Geography 301	Senior Seminar	(1)
Geography 355	Environment and Land-Use Planning	(1)

<sup>ab</sup> Absent on leave for the year.

<sup>b</sup> Absent on leave, second semester.

Geography 370      Topics in Social and Urban Geography      (1)

**Society and Space:** The correlate sequence in geography with a concentration in regional analysis is intended for students interested in area studies. It offers a succinct program in world regional geography for students interested in social studies education, international studies, or foreign language or area study. The six courses taken from this concentration may be selected from the following recommended list:

Geography 105	Global Geography	(1)
Geography 220	Cartography: Making Maps with GIS	(1)
Geography 222	Geographic Research Methods	(1)
Geography 225	GIS Spatial Analysis	(1)
Geography 230	Africa	(1)
Geography 236	East Asia	(1)
Geography 238	China	(1)
Geography 240	Latin America	(1)
Geography 242	Brazil	(1)
Geography 245	American Landscapes	(1)
Geography 247	The U.S.-Mexico Border	(1)
Geography 265	Population, Environment, and Sustainable Development	(1)
Geography 270	Political Geography	(1)
Geography 272	Geographies of Mass Violence	(1)
Geography 275	Economic Geography	(1)
Geography 301	Senior Seminar	(1)
Geography 340	Advanced Regional Studies	(1)
Geography 370	Topics in Social and Urban Geography	(1)

## I. Introductory

### 105a or b. Global Geography: Cultural, Political, and Economic Systems (1)

An introduction to human geography through the spatial analysis of cultural, political, and socioeconomic systems. Geographical perspectives on contemporary world issues are studied at the local, regional, and global scales. Geography's major themes are introduced, including population growth and distribution, land use and settlement, cultural landscapes, natural resources, urbanization, economic development, and geopolitics, along with the analytical tools of mapping, cartographic communication, and spatial data analysis. The impacts of increasing global interdependence are examined in case studies of selected world regions. The department.

### [111a. Earth Science and Environmental Justice] (1) (Same as Geology 111)

### 115a. Reading the Landscape: Exploration, Travel, and Sense of Place (1)

Using the literature of "discovery," encounter, travel, and regional description, the course examines a variety of primary resources, including journals, travelogues, maps, essays, photographs, regional novels, and field observation—and secondary resources as well. By studying such resources, students gain insight into dominant ways of seeing various peoples and places across the globe, and associated ways of life. The course also investigates major topics in world regional geography, with an emphasis on how geographers use varied sources of information to analyze spatial patterns and processes. Mr. Nevins.

Open to freshmen only; satisfies college requirements for Freshman Course.  
Two 75-minute periods.

**151b. Earth, Environment, and Humanity** (1)  
(Same as Geology 151)

**II. Intermediate**

**The prerequisite for 200-level courses is 1 unit of introductory geography.**

**220a. Cartography: Making Maps with GIS** (1)

(Same as Geology 220) Cartography, the science and art of map making, is integral to the geographer's craft. This course uses GIS to make thematic maps and to acquire and present data, including data fitting students' individual interests. In addition, we explore the culture, politics, and technology of historic cartography, and we examine techniques in using maps as rhetoric and as political tools. Throughout the course, we focus on issues of clear, efficient, and intentional communication through graphic presentation of data. Thus, the course integrates problems of graphic design and aesthetics with strategies of manipulating quantitative data. ArcGIS is used in labs for map production and data analysis. Ms. Cunningham.

Prerequisite: by permission, preference given to students concentrating in geology or geography and those pursuing an independent program with a member of the departmental staff serving as advisor.

Two 75-minute periods; one 2-hour laboratory.

**221a. Soils and Terrestrial Ecosystems** (1)  
(Same as Geology 221)

**[222b. Geographic Research Methods]** (1)

A comprehensive overview of the most widely used research methods in collecting, analyzing, and presenting geographical data, including both qualitative and quantitative techniques. The course emphasizes hands-on experience in applying these research methods, and also critically examines their utilities and limitations. The topics include archival research, survey design, intensive interview, preliminary statistical analysis and an introduction to Geographic Information Systems (GIS). Satisfies college requirement for quantitative reasoning. Ms. Zhou.

Not offered in 2004/05.

**225b. GIS: Spatial Analysis** (1)

(Same as Geology 225) Geographic information systems (GIS) are increasingly important and widespread packages for manipulating and presenting spatial data. While this course uses ArcGIS, the same software as Cartography, the primary focus here is the analytical tools provided in the software, rather than issues of design and presentation. Spatial analysis involves a variety of techniques, including overlay, map algebra, hydrologic modelling, surface interpolation, and site selection. Issues of data collection through remote sensing and sampling are addressed. It is advised that students consider taking Cartography (Geography 220) before taking GIS, unless students have some experience with computer software and data. Ms. Cunningham.

Two 75-minute periods; two-hour laboratory.

**[226a. Remote Sensing]** (½)

(Same as Geology 226) Remote sensing is an increasingly important source of data for mapping and modeling earth systems. Surface features such as elevation, hydrography, soil moisture, greenness, snow cover, and urban growth are among the many factors that are monitored and measured by satellite-borne sensors. A basic understanding of remotely sensed data is, therefore, of great value to students of geography, geology, environmental science, and other fields. This 6-week course introduces the student to data collection from satellite sensors, the nature and structure of remotely sensed data, and methods of using and analyzing these data.

The course uses a combination of lecture and laboratory to introduce and practice the methods of using remotely sensed data. Ms. Cunningham.

One 3-hour period for six weeks of the semester.

Not offered in 2004/05.

**231a. Geomorphology: Surface Processes and Evolution of Landforms (1)**  
(Same as Geology 231)

**[236a. East Asia: People, Culture and Economic Development] (1)**

(Same as Asian Studies 236) An examination of the common and contrasting experiences of East Asian countries since the late nineteenth century. It emphasizes the regional contexts in which various environmental, cultural, social, political and economic forces overlay and interact, constituting the unique path of each country. Major themes include Japanese industrial organization, economic development in newly industrialized countries, transformation of the Chinese economy after 1978, and regional integration of East Asia. Ms. Zhou.

Not offered in 2004/05.

**[238b. China: Political-Economic Transformation] (1)**

(Same as Asian Studies 238) China, one of the world's oldest cultures, has nourished a large portion of the global population. The country thus provides invaluable wisdom and lessons concerning the human-environment relations learned through a long history and various modern transformations. The course examines China's diverse physical environments, its cultural traditions, and human interactions with nature and society. The major part of the course, however, is devoted to its modern political economic transformation since 1949. We analyze China's experiment with state socialism in the post-World War II era, and the dramatic changes that occurred in rural and urban China after the reform policies since 1978. Controversial issues regarding China's policies on human rights, minority regions, and China's foreign relations come into focus at various points of the course. Ms. Zhou.

Not offered in 2004/05.

**[240b. Latin America: Regional Development, Environment, and Urbanization] (1)**

A study of developmental disparity, environmental change, and urbanization in shaping the regional geography of modern Latin America. Now overwhelmingly urbanized with some of the world's largest mega-cities, Latin America presents both the problems and promise of contemporary sustainable-development programs by governments and non-governmental organizations. Geographical perspectives enrich our understanding of uneven patterns of regional development, environmental impact, and urban growth at various scales of analysis. Topics for study include the following: development theory, colonialism's impact on native societies, race and gender relations, land tenure and rural modernization, problems of rapid urbanization, natural resource use, and contemporary development schemes in the Amazon Basin. Overall, the course examines the prospects for sustainable and socially equitable development in this increasingly important world region. Mr. Godfrey.

Alternate years: not offered in 2004/05.

**[242b. Brazil: Development, Urbanization, and Environment (1)  
in Portuguese America]**

(Same as Africana Studies 242 and Latin American Studies 242) Brazil, by far the largest and most populous country in Latin America, is a global leader among advanced emerging markets with an economy twice as large as Russia's, almost as large as China's, and twice India's. After decades of military rule, Brazil now sustains a vibrant open society with a lively media and a participatory civil society

in the midst of vast disparities of income and power. Contemporary democratic reforms have sought, with mixed success, to achieve more equitable and sustainable forms of development in this overwhelmingly urban country with some of the largest mega-cities in the world. Even remote parts of Amazonia are now being urbanized at rapid rates. This course examines the legacies of colonial Brazil; race relations, Afro-Brazilian culture, and ethnic identities; issues of gender, youth, violence, and poverty; processes of urban-industrial growth; regionalism and national integration; environmental conservation and sustainability; the history and continuing controversies surrounding the occupation of Amazonia; and long-run prospects for democracy and equitable development in Brazil. Mr. Godfrey.

Alternate years: not offered in 2004/05.

**[245b. The American Landscape: From Wilderness to Walmart] (1)**

The cultural landscape of the United States and Canada is examined through studies in historical, physical, regional, and social geography. The natural environment of North America, as perceived in early descriptions and as a formative basis for resource and economic development, is studied with relation to historical settlement patterns, agriculture, urbanization, and transportation. Regional diversity is shown both through physical habitat differentiation and cultural-ethnic patterns. Spaces of production and consumption, including the metropolis, suburbia and ex-urban, are examined with an emphasis on the sociospatial relations of race, class, gender and ethnicity. The department.

Not offered in 2004/05.

**247a. The US-Mexico Border: Region, Place, and Process (1)**

The United States-Mexico border region is the site of the only land boundary uniting and dividing the so-called First and Third worlds from one another. Barely older than 150 years, the border has become a highly significant bi-national region in terms of economic development, demographic growth, and ethno-cultural exchange. It has also evolved from an area of relatively low importance in the national imagination of the United States (and, to a lesser extent, of Mexico) to one of great significance. Yet, the making and the regulating of the international boundary and the territorial conquest and dispossession it involved have long been central to nation-state-making in both countries, as well as to the production of various social categories—especially race, ethnicity, citizenship, and nationality, but also class, gender, and sexual orientation. This course investigates these developments, while illustrating that the boundary has profound effects on people's lives throughout North America as it embodies a set of processes and practices that help define, unite and divide people and places. Mr. Nevins.

Two 75-minute periods.

**[250b. Urban Geography: Social Space and the Built Environment] (1)**

(Same as Urban Studies 250) A geographical exploration of the modern metropolis, focusing on the socio-spatial development of city-regions. Emphasis is given to how changes in geographies of production, consumption, transportation, residence, and recreation have repeatedly reshaped urban society. Specific topics for study include: the evolution of urban form and land-use patterns; globalization, global cities, and the international urban hierarchy; urban renewal, redevelopment, and gentrification; cognitive geography and mental mapping; impacts of urban change on gender, race, ethnicity, and culture; suburbanization and issues of "sprawl"; urban design, the "New Urbanism," public space, and community planning. As much as possible, specific case studies illustrate theories so as to provide empirically grounded urban analysis. Overall, the course endeavors to give students the analytical and theoretical tools to "read" the cityscape as an urban geographer. Mr. Godfrey.

Not offered in 2004/05.

**[255b. Environmental Perception and Conservation History] (1)**

An exploration of the complex interrelationships and interpretations of nature, society, space, and place. The history of the United States and international conservation and environmental movements, including legislation and NGOs, is examined through literary, philosophical, and scientific works on conservation, wilderness, preservation, ethics, and aesthetics. In addition, a focus on environmental issues and cultural landscapes of the Hudson River Valley includes field trips to representative sites throughout the bioregion. The department.

Not offered in 2004/05.

**260a. Conservation of Natural Resources (1)**

(Same as Geology 260) Natural resources are perennially at the center of debates on sustainability, planning, land development, and environmental policy. The ways we conceptualize and understand resources are as important to understanding these issues as their actual distributions. This course provides a geographic perspective on global ecology and resource management, using local examples to provide deeper experience with resource debates. The focus of the course this year is forest resources: biodiversity, forest health, timber resources, and forest policy, and the ways people have struggled to make a living in forested ecosystems. We discuss these issues on a global scale (tropical timber piracy, boreal forests and biodiversity), and we explore them locally in the Adirondacks. This course requires that students spend October Break on a group trip to the Adirondacks. Students must be willing to spend long, cold days outside and to do some hiking (unless special permission is arranged with the instructor). Ms. Cunningham.

Two 75-minute periods.

**265b. Population, Environment and Sustainable Development (1)**

(Same as International Studies 265) This course examines major issues, myths, theoretical debates, and real-life controversies regarding population change and the environment from a political-ecology perspective. Political ecology studies the changing physical environment through the lens of political-economic institutions and social discourse. The first part of this course visits the theoretical debates on population and environment through demographic analysis and critical evaluation of healthcare and family planning policies. The latter half offers lessons on issues related to food scarcity and security, environmental and social movements in many developing regions such as China, India, Sub-Saharan Africa, and Latin America.

**[270. Political Geography: The Nation-State System and the Rise of American Nationalism and Patriotism] (1)**

One of the most striking features of the modern world is the division of the global map into nominally sovereign nation-states. This course investigates the origins and evolution of this politico-geographical form of organization, along with its various manifestations including territorial boundaries, nationalism, and changing conceptions of space. At the same time, the course introduces students to the study of political geography—the inter-relationship between socially constructed space(s) and political practices, structures, identities, worldviews, processes, and outcomes. As such, it also treats matters such as geopolitics, imperialism, and state-making. In the second half of the course, students focus on the rise and development of nationalism and patriotism in the United States in the context of an increasingly globalized world. Mr. Nevins.

Two 75-minute periods.

Not offered in 2004/05.

**272a. Geographies of Mass Violence** (1)

Violence has been an integral part of the making of landscapes, places, and the world political map. This course examines theories of violence, explanations of why it happens where it does, and how mass violence has come to shape local, national, and international geographies. In doing so, it analyzes how violence becomes embedded in geographical space and informs social relations. The course draws upon various case studies, including incidents of mass violence in Rwanda, Indonesia, East Timor, Guatemala, and the United States. Mr. Nevins.

Two 75-minute periods.

**[275b. Economic Geography: Globalization and Regional Development]** (1)

The spatial patterns and dynamics of the world economy are examined in diverse industrial and regional settings. The focus is on the spatial distribution of economic activities, the use of resources, and development of regional economies. Topics may include the global shift of manufacturing activities, the spatial organization of post-Fordist production, the spread and impact of agribusiness, globalization of services, foreign direct investment and multi-national corporations, and the interdependency between developed and developing economies. Ms. Zhou.

Alternate years: offered in 2004/05.

Not offered in 2004/05.

**290a or b. Field Work** (½ or 1)

The department.

**Reading Courses****[297.01a or b. Geography in the Elementary and Secondary School Curriculum]** (½)

An introduction to the study of geography in both elementary and secondary schools as part of the social studies curriculum, stressing world regional differentiation, and in the earth sciences curriculum with a focus on the field of environmental education. The department.

Prerequisite: permission of instructor.

Not offered in 2004/05.

**[297.02a or b. Geography, Ecology, Culture]** (½)

A geographic perspective on the environment and man, examining primitive and peasant subsistence patterns, their processes of resource utilization, and the resulting modification of the landscape. The department.

Prerequisite: permission of instructor.

Not offered in 2004/05.

**298a or b. Independent Work** (½ or 1)

Open to qualified students in other disciplines who wish to pursue related independent work in geography. The department.

**III. Advanced****300b. Senior Thesis** (1)

The department.

**301a. Senior Seminar: Issues in Geographic Theory and Method** (1)

A review of the theory, method, and practice of geographical inquiry. The seminar traces the history of geographic thought from early episodes of global exploration to modern scientific transformations. The works and biographies of major contemporary theorists are critically examined in terms of the changing philosophies of geographic research. Both qualitative and quantitative approaches are discussed,

along with scientific, humanist, radical, feminist, and other critiques in human geography. Overall, alternative conceptions of geography are related to the evolution of society and the dominant intellectual currents of the day. The student is left to choose which approaches best suits his or her own research. The seminar culminates in the presentation of student research proposals. Mr. Godfrey.

One 2-hour period.

### **340a. Advanced Regional Studies (1)**

This seminar examines a selected world region, regions, or global regional interactions. Topics may vary from year to year. Previous seminar themes include: culture clash in Latin America; Central Asia in transition; Art, Ethnicity, and Environment in the American Southwest; and the Asian diaspora. May be repeated for credit if the region or topic has changed.

Topic for 2004/05: *Mega-Cities of Latin America: Contested Heritage, Public Space, and Environment*. With many of the world's largest metropolises, Latin American mega-cities face severe socioeconomic, political, ecological, and other challenges. This seminar examines contemporary debates over planning, preservation, and sustainability in the increasingly sprawling urban environments of the region. We study several emerging research themes linking the past, present, and future of Latin American cities: the definition and development of heritage sites in central areas; popular access and policing of plazas, streets, and other public spaces; and efforts to conserve deteriorating urban environments. We ask to what degree such programs achieve ideals of participatory citizenship and social equity. Special attention is given to case studies of Mexico City, Rio de Janeiro, and selected other metropolises. Students also have the opportunity to apply seminar materials to research on a Latin American metropolis of their choice. Mr. Godfrey.

One 3-hour period.

### **[341a. Oil] (1)** (Same as Geology 341 and Environmental Studies 341)

### **[350a. New York City as a Social Laboratory] (1)**

(Same as Urban Studies 350 and Sociology 350) In a classic essay on urban studies, sociologist Robert Park once called the city "a laboratory or clinic in which human nature and social processes may be conveniently and profitably studied." The scale, dynamism, and complexity of New York City make it a social laboratory without equal. This seminar provides a multidisciplinary inquiry into New York City as a case study in selected urban issues. Classroom meetings are combined with the field-based investigations that are a hallmark of Urban Studies. Site visits in New York City allow meetings with scholars, officials, developers, community leaders and others actively involved in urban affairs.

Prerequisite: Geography 250 or permission of instructor.

One 3-hour session; field trips to New York City.

Alternate years: not offered in 2004/05.

### **355b. Environment and Land Use Planning (1)**

(Same as Geology 355 and Environmental Studies 355) This seminar focuses on land-use issues such as open-space planning, conservation, agriculture, and social effects of urban planning policies. The topic of the course this year is farmland preservation. We examine the economics, demographics, landscape values, and social, environmental, and planning concerns surrounding both the disappearance of farmland in the mid-Hudson Valley and ongoing efforts to slow the loss of working farms in the area. Ms. Cunningham.

Prerequisite: one 200-level course in Geography, Geology, or Environmental Studies.

One 3-hour period.



**[360b. Asian Diasporas]****(1)**

Focusing on Asian diasporas, this course engages the current surge of interest in diaspora studies from both anthropological and geographical perspectives. Attention is given to issues of colonial and post-colonial struggles, formation and transformation of ethnic identities, roles of middlemen minorities, and nationalism and transnationalism of Asian diasporas. The principal cases are drawn from East Asian and South Asian communities in Southeast Asia, the Pacific Islands, and the U.S. Ms. Kaplan, Ms. Zhou.

One 2-hour period.

Alternate years: not offered in 2004/05.

**370b. Topics in Human Geography****(1)**

This seminar focuses on advanced debates in the socio-spatial organization of the modern world. The specific topic of inquiry varies from year to year. Students may repeat the course for credit if the topic changes. Previous seminar themes include the urban-industrial transition, the urban frontier, urban poverty, cities of the Americas, segregation in the city, and global migration.

Topic for 2004/05: *Terrorism and Imperialism and the Making of the Modern World.*

What is terrorism and what is its relationship to empire? Is imperialism (in a benign manner carried out by the United States and its powerful allies) the proper response to terrorism? Does imperialism give rise to terrorism? Or, is imperialism a more systematic form of violence, one that brings about far more human suffering, than terrorism? How have terrorism and imperialism influenced global geography historically, as well as in the post-Cold War and post-9-11 eras? This seminar addresses these questions by investigating debates surrounding what is conventionally defined as terrorism, with a particular focus on the Middle East. The course also examines the growing literature that perceives the United States as an imperialist power of various types—from beneficent to malignant—and sometimes champions an American empire for diverse reasons. In doing so, the seminar analyzes the exercise of American power in various sites across the globe. Mr. Nevins.

One 2-hour period.

**[386a. Senior Seminar]****(1)**

(Same as Urban Studies 386a) This course concentrates on advanced debates in Urban Studies and is designed to encourage students to produce research/grant proposals for projects in Urban Studies. Topics vary according to instructor. This seminar is required of all Urban Studies majors.

Not offered in 2004/05.

**399a or b. Senior Independent Work****(½ or 1)**

The department.

## Geography-Anthropology

**Faculty:** see geography and anthropology.

The interdepartmental concentration in geography-anthropology combines perspectives of these two social sciences in an examination of the cultural, ecological, and spatial relations of societies and their human environments.

**Requirements for Concentration:** 13 units, consisting of 6 units of geography, 6 units of anthropology, and the option of Geography-Anthropology 300 or, if not elected, an additional 300-level course in one of the departments in the senior year. In geography, the following are required: an introductory course (Geography 105 or 115); a methods course (Geography 220, 222, 225); a 200-level regional course (such as Geography 230, 236, 240, and 245); Geography 297.02 and at least one advanced 300-level seminar. In anthropology the following are required: at least 2 units of 200-level work, such as 1 unit of an area (ethnography) course, and 1 unit of an ethnology or archaeology course; and 2 units of 300-level work.

**Senior-Year Requirements:** Geography-Anthropology 300 (or another 300-level course), Geography 301. Majors normally must write a senior thesis to be considered for departmental honors.

**Recommendations:** Field work or a study abroad experience in either anthropology or geography is recommended highly.

**Advisers:** chairs of Departments of Anthropology and Geography.

### Course Offerings

See geography and anthropology.

**300b. Senior Thesis** (1)

**399a or b. Senior Independent Work** (½-1)

By permission of the adviser and the instructor who will supervise the work.

# Geology

**Faculty:** see Geology-Geography.

**Requirements for Concentration:** 11 units including Geology 151 and 161, 2 units of graded work at the 300-level, and not more than 1 additional unit at the 100-level. With consent of the student's adviser, students may substitute one 200- or 300-level course in biology, chemistry, mathematics, physics, or environmental science for 200-level work in geology.

**Senior-Year Requirement:** One graded 300-level course.

**Independent Research:** The geology department encourages students to engage in ungraded independent research with faculty mentors and offers ungraded courses Geology 198, 298, and 399. The department also offers Geology 300-301, an ungraded research experience for senior majors. Students who complete 300-301 are eligible for departmental honors upon graduation. Students should consult the chair or individual faculty members for guidance in initiating independent research.

**Field Work:** The department offers field work in geology. Students should consult a geology faculty adviser for details. Most graduate programs in geology expect that geology majors will have attended a six-week geology summer field camp. The department offers field work credit for students who enroll in geology summer field camp. Students should consult with the chair of geology about summer field camps at their earliest opportunity.

**Teaching Certification:** Students who wish to obtain secondary school teaching certification in earth science should consult both the geology and education departments for appropriate course requirements.

**Early Advising:** Geological knowledge is useful in a variety of careers. Therefore, we urge potential majors to consult with a faculty member in geology as soon as possible in order to determine a course of study that reflects the interests and aspirations of the student. After declaration of the major, no NRO work is permissible in the major. Also, each year the geology department offers courses at the 100-level designed for students who may not intend to pursue geology at more advanced levels. These courses are appropriate for students curious about the earth and its life. They are especially relevant for students with concerns about environmental degradation and its impact on people living in both urban and rural settings.

**Postgraduate Work:** Students interested in graduate study in geology or environmental science should be aware that graduate and professional schools usually require courses beyond the geology concentration requirements. In general, students should have at least a year each of biology, chemistry, physics and calculus. Appropriate courses include Biology 105, 106; Chemistry 108/109, 110/111; Physics 113, 114; and Math 101/102, 121/122. We urge students to begin their correlated sciences coursework as soon as possible, since this assists them in successful completion of the geology major.

**Advisers:** Mr. McAdoo, Ms. Menking, Ms. Schneiderman, Mr. Walker.

**Correlate Sequence in Geology:** The Department of Geology and Geography offers a correlate sequence in geology. The correlate sequence can complement the curricula of students majoring in other departmental, interdepartmental, and multidisciplinary programs. Students interested in undertaking a correlate sequence in geology should consult with one of the geology faculty members. The requirements for the correlate in geology are five courses in the department including Geology 151, 161, and at least one 300-level course. Students should note the prerequisites required for enrollment in some of the courses within the correlate sequence.

## I. Introductory

### 100a. The Earth Around Us (1/2)

A series of lectures on topics such as water quality, soil erosion, global climate change, coastal development and environmental justice. A broad introduction to environmental problems and their impact on all living things. Ms. Schneiderman.

Two 75-minute periods during the second six weeks of the semester.

### 101b. Geohazards (1/2)

Geohazards explores the geological and societal causes of death and destruction by earthquakes, landslides, floods, volcanoes, storms, and avalanches around the world. Students explore basic earth processes and learn how the Earth and its inhabitants interact in dangerous ways because people repeatedly fail to appreciate Earth's power. Ms. Schneiderman.

Two 75-minute periods during the second six weeks of the semester.

### [111a. Earth Science and Environmental Justice] (1)

(Same as Geography 111) Exploration of the roles that race, gender, and class play in contemporary environmental issues and the geology that underlies them. Examination of the power of governments, corporations and science to influence the physical and human environment. We critique the traditional environmental movement, study cases of environmental racism, and appreciate how basic geological knowledge can assist communities in creating healthful surroundings. Examples come from urban and rural settings in the United States and abroad and are informed by feminist analysis. Ms. Schneiderman.

Open to freshmen only; satisfies college requirement for a Freshman Course.

Two 75-minute periods; a one-day weekend field trip may be required.

### [121b. Oceanography] (1)

The world's oceans make life on Earth possible. By studying the interactions among atmosphere, water, sediment, and the deep inner-workings of the earth, we gain an understanding of where the earth has been, where it is now, and where it is likely to go. Topics include: historical perspectives on the revolutionary discoveries in marine exploration; seafloor and ocean physiochemical structure; air-sea interactions from daily and seasonal weather patterns to climate change and El Niño cycles; earthquakes and tsunamis; waves and coastal processes; and critical biologic communities unique to the marine environment. Mr. McAdoo.

Three 50-minute periods; a one-day weekend field trip is required.

Not offered in 2004/05.

### 151b. Earth, Environment, and Humanity (1)

(Same as Geography 151) An introductory level course covering basic physical processes of the earth including plate tectonics, atmospheric and oceanic circulation, and biogeochemical cycles, geologic hazards such as earthquakes, floods, and volcanic eruptions, and human impacts on the environment including ozone depletion and acid rain. Ms. Menking.

Two 75-minute periods; one 4-hour laboratory/field session.

### 161a. The Evolution of Earth and its Life (1)

An examination of the origin of the earth and the evolution of life on this planet particularly in relation to global environmental change today. Topics include systematic paleontology, evolution and creationism, the profound depth of geologic time and its ramifications for life on earth, and mass extinctions of dinosaurs and other organisms. Ms. Tumarkin-Deratzian.

Two 75-minute periods; one 4-hour laboratory/field session.

**198a or b. Special Projects in Geology** (½ or 1)

Execution and analysis of field, laboratory, or library study. Project to be arranged with individual instructor. The department.

Open to first-year students and sophomores only.

**II. Intermediate**

**Geology 151 or 161 are prerequisites for entry into 200-level courses unless otherwise stated.**

**201b. Earth Materials: Minerals and Rocks** (1)

The earth is made up of many different materials, including minerals, rocks, soils, and ions in solution, which represent the same atoms recycled continually by geological and biogeochemical cycles. This course takes a wholistic view of the earth in terms of the processes leading to the formation of different materials. The class involves study in the field as well as in the laboratory using hand specimen identification along with the optical microscope and X-ray diffractometer. Mr. Walker.

Two 75-minute periods; one 4-hour laboratory/field session.

**211a. Sediments, Strata, and the Environment** (1)

Detailed study of modern sedimentary environments and their use in interpreting ancient sedimentary rocks. The chemical and physical processes leading to weathering, erosion, transport, deposition, and lithification of sediments are considered. Field interpretation of local Paleozoic, Pleistocene, and Holocene sediments are carried out through field study. Laboratories include the study of sediments in hand sample and using the petrographic microscope. Ms. Schneiderman.

Two 75-minute periods; one 4-hour laboratory/field session. An overnight weekend field trip may be required.

**220a. Cartography: Making Maps with GIS** (1)

(Same as Geography 220)

**221a. Soils and Terrestrial Ecosystems** (1)

(Same as Geography 221) Soils form an important interface between the lithosphere, hydrosphere, atmosphere, and biosphere. As such, they are critical to understanding terrestrial ecosystems. This course studies soil formation, and the physical and chemical properties of soils especially as related to natural and altered ecosystems. Field trips and laboratory work focus on the description and interpretation of local soils. Mr. Walker.

Prerequisite: one introductory course in Geology, Biology, or Chemistry.

Two 75-minute periods; one 4-hour laboratory/field session.

**225b. GIS: Spatial Analysis** (1)

(Same as Geography 225)

**[226a. Remote Sensing]** (1)

(Same as Geography 226)

**231a. Geomorphology: Surface Processes and Evolution of Landforms** (1)

(Same as Geography 231) Quantitative study of the geological processes and factors which influence the origin and development of Earth's many landforms. Topics include hillslope and channel processes, sediment transport, physical and chemical weathering and erosion, role of regional and local tectonics in the construction of marine terraces, mountain ranges and basins, and the role of climate in landscape modification. Ms. Menking.

Two 75-minute periods; one 4-hour laboratory/field session. An overnight weekend field trip may be required.

**[251a. Global Geophysics and Tectonics] (1)**

What can physics and simple math tell us about the earth? By utilizing an array of techniques, geophysicists gain an understanding of the processes that shape our planet. Reflection and earthquake seismology give us insight into deep earth structure, plate tectonic mechanisms, mountain building, basin formation, and hazard mitigation. Variations in the earth's gravitational field yield information on density contrasts beneath the surface, from the scale of mountain ranges to buried artifacts. Heat flow variations are useful in determining regional subsurface thermal structure, fluid advection, and climate variation. Laboratories are designed to use the skills required in most geology related fields. They involve the use of Geographic Information System (GIS) software, and construction of simple computer models. Mr. McAdoo.

Two 75-minute periods; one 4-hour laboratory.

Not offered in 2004/05.

**260a. Conservation of Natural Resources (1)**  
(Same as Geography 260)**[261a. Field Geophysics: Digital Underground] (1)**

This interdisciplinary project-based field course examines one study area throughout the course of the semester, collecting geophysical and archival data in the beginning, compiling and analyzing the data in a Geographic Information System (GIS), and synthesizing towards the end, culminating in a presentation of the results. An array of tools including an electrical resistivity meter, a Cesium vapor magnetometer, and a ground penetrating radar, are used survey various anthropogenic and natural structures. Historical and sociological research is used to place the project in context. Topics vary from year to year, but field locations may include pre-Columbian or historical archaeological sites such as forgotten African-American burial grounds, or sites of environmental concern to both citizens and developers. Mr. McAdoo.

Prerequisite: Geology 251 or Physics 114 or permission of instructor for non-science majors.

Two 75-minute periods; one 4-hour laboratory/field session.

Not offered in 2004/05.

**[271a. Structural Geology: Deformation of the Earth] (1)**

The study of the processes and products of crustal deformation and of the plate tectonic paradigm. Topics include the mechanics of deformation, earthquakes, mountain-building, geophysical principles, and neotectonics. Ms. Menking.

Two 75-minute periods; one 4-hour laboratory/field session. An overnight weekend field trip may be required.

Not offered in 2004/05.

**281b. Paleontology (1)**

Examination of the evolution of life on earth as interpreted from the fossil record. Topics include methods and problems of classification of living and extinct organisms, mode and tempo of evolution, interpretations of lifestyle and paleoecology through analogies to modern communities, and significant origins and extinctions in a global paleoenvironmental context. Emphasis is placed on the fossil record of marine invertebrates; major groups of vertebrates, plants, and terrestrial invertebrates are also discussed. Ms. Tumarkin-Deratzian.

Prerequisite: Geology 161 (previously 152).

Two 75-minute periods; one 4-hour laboratory session.

**290a or b. Field Work (½ or 1)**

**298a or b. Independent Work** (½ or 1)  
 Execution and analysis of a field, laboratory or library study. The project, to be arranged with an individual instructor, is expected to have a substantial paper as its final product. The department.

Permission of instructor is required.

### III. Advanced

Prerequisite: 2 units of 200-level geology; see specific additions or exceptions for each course.

**300-301. Senior Research and Thesis** (1)  
 Critical analysis, usually through observation or experimentation, of a specific research problem in geology. A student electing this course must first gain, by submission of a written research proposal, the support of a member of the geology faculty with whom to work out details of a research protocol. The formal research proposal and a final paper and presentation of results are required parts of the course. A second faculty member participates in the final evaluation. The department.

Permission of instructor is required.

**[311b. Continental Margins]** (1)  
 From oil to fisheries to mining operations, the continental shelf and slope environment house most of our offshore resources. Additionally the margins of the continents are hazardous, where earthquakes, landslides, tsunamis, turbidity currents, and storm waves challenge those who work and live there. This class investigates these processes and how they are preserved in the geologic record. Mr. McAdoo.

Prerequisite: Geology 251 or 211 or 271 or permission of the instructor.  
 One 4-hour classroom/laboratory/field session.  
 Not offered in 2004/05.

**321a. Environmental Geochemistry** (1)  
 This course explores the fundamental geochemical processes that effect the fate and transport of inorganic and organic pollutants in the terrestrial environment. We link the effects of these processes on pollutant bioavailability, remediation, and ecotoxicology. Mr. Walker.

Prerequisite: Geology 201, or Chemistry 108/109, or Chemistry 110/111.  
 One 4-hour classroom/laboratory/field session.

**[331a. Paleoclimatology: Earth's History of Climate Change]** (1)  
 This course discusses how Earth's climate system operates and what natural processes have led to climate change in the past. We examine the structure and properties of the oceans and atmosphere and how the general circulation of these systems redistributes heat throughout the globe. In addition, we study how cycles in Earth's orbital parameters, plate tectonics, and the evolution of plants have affected climate. Weekly laboratory projects introduce students to paleoclimatic methods and to real records of climate change. Ms. Menking.

Prerequisite: Geology 201, 211, and 231 or permission of instructor.  
 One 4-hour classroom/laboratory/field session.  
 Not offered in 2004/05.

**[341a. Oil]** (1)  
 (Same as Geography 341 and Environmental Studies 341) For the hydraulic civilizations of Mesopotamia, it was water. For the Native Americans of the Great Plains, it was buffalo. As we enter the twenty-first century, our society is firmly rooted both culturally and economically in oil. This class looks into almost every

aspect of oil. Starting at the source with kerogen generation, we follow the hydrocarbons along migration pathways to a reservoir with a suitable trap. We look at the techniques geologists and geophysicists use to find a field, and how engineers and economists get the product from the field to refineries, paying particular attention to environmental concerns. What is involved in the negotiations between multinational corporations and developing countries over production issues? What are the stages in refining oil from the crude that comes from the ground to the myriad uses seen today, including plastics, pharmaceuticals, and fertilizers, not to mention gasoline? We also discuss the future of this rapidly dwindling, non-renewable resource, and options for an oil-less future. Mr. McAdoo.

Prerequisite: One 200-level Geology course or permission of instructor.

One 4-hour classroom/laboratory/field session.

Not offered in 2004/05.

**355b. Environment and Land Use Planning** (1)  
(Same as Geography 355 and Environmental Studies 355)

**361b. Computer Methods and Modeling in Geology** (1)

Computer models have become powerful tools in helping us to understand complex natural systems. They are in wide use in geology in climate change research, prediction of groundwater and contaminant flow paths in sediments, and seismic hazard prediction, among other applications. This course introduces students to conceptual modeling with the use of the Stella box-modeling software package. Taking readings from the geological literature, we create and then perform experiments with simple computer models. Students also learn how to code their conceptual models in the programming language Fortran, the most widely used language in geology today. Ms. Menking.

One 4-hour classroom/laboratory session.

**381b. Advanced Sedimentology: Dinosauria** (1)

Exploration of topics in vertebrate paleontology focusing on dinosaurs and their modern relatives, crocodylians and birds. The course first examines the origin and evolution of major dinosaurian groups. It then moves on to discussion of current issues in paleobiology—such as dinosaur physiology, growth, extinction, and the origin of birds. Ms. Tumarkin-Deratzian.

One 4-hour period. An overnight weekend field trip may be required.

**399a or b. Senior Independent Work** (½ or 1)

Execution and analysis of a field, laboratory, or library study. The project, to be arranged with an individual instructor, is expected to have a substantial paper as its final product. The department.

Permission of instructor is required.



## German Studies

**Associate Professors:** Günter Klages, Silke von der Emde (Chair); **Assistant Professor:** Jeffrey Schneider; **Visiting Instructor:** Elliott Schreiber.

All courses are conducted in German except for German 101, 235, 265, and 275.

**Requirements for Concentration:** 12 units: 8 units of German above the introductory level. Students can choose from German 210, 211, 230, 239, 260, 269, 270, 301, and 355. Students can take a maximum of 4 units approved by the German department in related fields. Upon the approval of the department, a maximum of 2 units from the Münster and 4 additional units from other programs abroad can be substituted for the 200-level courses.

**Senior Year Requirement:** German 301 and 355. Majors must take all 8 units in the German Studies Department in German. After declaring a concentration in German Studies, no courses taken under the Non-Recorded Option serve to fulfill the requirements. Students who wish to be considered for departmental honors must complete a thesis (German 300).

**Recommendations:** Vassar summer program in Münster, Germany, Junior Year Abroad, study at accredited summer schools.

**Vassar Summer Program in Germany:** Vassar College conducts a summer program in Münster, Germany. Students who successfully complete the program receive 2 units of Vassar credit. Minimum requirements are the completion of German 105-106, 109 (or the equivalent), and the recommendation of the instructor.

**Correlate Sequence in German:** Students majoring in other programs may complement their study by electing a correlate sequence in German. Course selection should be made in consultation with the department.

**Correlate Requirements:** 6 graded units, 4 of which must be taken above the 100 level. Students can choose from German 210, 211, 230, 239, 260, 269, 270, 301, and 355. All students must also complete either German 301 or 355. Upon the approval of the department, a maximum of 2 units from the Münster or other programs abroad can be substituted for the 200-level courses. No courses in English may count towards the correlate sequence.

**Advisers:** The department.

### 1. Introductory

#### 101a. Vampires, Lunatics, and Cyborgs: Exploring the Uncanny Recesses of the Romantic Consciousness (1)

From the fairytales of the Brothers Grimm to E.T.A. Hoffmann's "Nutcracker and the King of Mice," German Romanticism has populated the modern imagination with a multitude of uncanny creations. This course examines the evolution of figures such as vampires, witches, golems, mad scientists, and cyborgs through German culture from their origins in the nineteenth century to their afterlife in the present, including film. In addition, we pursue their reception and development outside of Germany, for instance in Disney's versions of Grimms' tales and Tchaikovsky's *Nutcracker Suite*. Mr. Schreiber.

Readings and discussions in English.

Satisfies College requirement for a Freshman Course.

#### 105a-106b. Elementary German (1)

A year-long study of German language for beginning students. In addition to introducing basic grammatical structures, the course focuses on developing the reading, listening, speaking, and writing skills necessary for advanced study. Classroom activities are designed to promote practical and active oral and written

communication. Mr. Schneider, Ms. von der Emde.  
Four 50-minute periods and four 30-minute drill sessions.

**109b. Intensive Elementary German (2)**

A single-semester equivalent of German 105-106. Intensive training in the fundamental language skills. Designed for beginning students who wish to accelerate their learning of German. Mr. Klabes.

Open to all classes; five 75-minute periods, four 30-minute drill sessions, and computer-assisted instruction.

**II. Intermediate**

**210a. Intermediate German I: Identity in Contemporary Germany (1)**

Low intermediate language study through short texts and research topics on questions of national identity in contemporary Germany. The course uses an online educational environment and may involve an exchange with learners at another college. Mr. Schreiber.

Prerequisite: German 106, 109 or the equivalent.

**211b. Intermediate German II: Space in Weimar Germany (1)**

Intermediate language study through texts and research topics on questions of space in Weimar Germany at the time of the "roaring Twenties." The course uses an online educational environment and may involve an exchange with learners at another college. Ms. von der Emde

Prerequisite: German 210 or the equivalent.

**230a. Intermediate German III: Contemporary German Culture and Media (1)**

Advanced intermediate language study through an examination of contemporary German culture and the role played by different media such as newspapers, television, radio, film, and the Internet. Strong emphasis is placed on developing vocabulary, reviewing grammar, as well as oral and written expression. The course may involve an exchange with native speakers of German. Mr. Schneider.

Prerequisite: German 211 or the equivalent.

**235b. Introduction to German Cultural Studies. (1)**

Introduction to the methodological questions and debates in the field of German Cultural Studies. Topics may include German identity, reunification, U.S.-German cultural exchanges, and the status of the German language in a global world. Strong emphasis on formal analysis and writing.

Topic for 2004/05: *German Modernism*. This course is a study of major trends of aesthetic modernity in German culture from Romanticism to the Weimar Republic. In particular, we focus on challenges to the stability of the self, class and gender conflict, utopian visions and mass culture, as seen in a number of different genres ranging from literature to art, music, and film. Course may include works by Fontane, Nietzsche, Thomas Mann, Kafka, and Brecht as well as by artists such as Klimt and Kokoschka. Class instruction is complemented by field trips to New York City museums and stage performances. Mr. Klabes.

Readings and discussions in English. Open to all classes. German majors see German 239.

Two 75-minute periods.

**239b. Introduction to German Cultural Studies for Majors (1)**

Students in this course attend the same seminar meetings as in German Studies 235 but do the readings in the original, attend a separate discussion class, and take separate exams. Mr. Klabes.

Prerequisite: German Studies 230 or the equivalent or permission from the instructor.

**260b. Developments in German Literature** (1)

This course offers an overview of selected historical developments in German literature from the last three centuries.

Topic for 2004/05: *From Dandy to Starving Artist: Portraits of the Artist in German Literature and Culture*. From the eighteenth century onward, German-speaking writers have struggled to define the relation of the artist to society. This course examines foundational and contested texts and figures in this process of self-definition, including the artistic “genius,” the radical-subversive artist, the insane artist, the dandy, and the starving and unrecognized artist. We consider a number of different genres (including fiction, poetry, drama, autobiography), media (literature, visual art, film), and authors (Johann Wolfgang von Goethe, Georg Büchner, Franz Kafka, Thomas Mann, Marieluise Fleißer, Christa Wolf, etc.). Mr. Schreiber.

Two 75-minute periods.

Prerequisite: German 230, 239 or the equivalent.

**265a. German Film in English Translation** (1)

This course offers an overview of selected historical and formal developments in German film from the silent period to the present.

(Same as Jewish Studies 265) Topic for 2004/05: *Images of “the Jew” in German, European, and American Films from the Early Twenties to the Present*. The image of “the Jew” has been crucial to German culture, and the advent of the German film industry provided a powerful means to explore and disseminate that image in versions that range from virulent anti-Semitism to sympathetic reflection. This course sets German film treatments of Jews in a comparative context, including Jewish constructions of Jews in Yiddish films, as well as the differing views of other European and American filmmakers. Among the topics considered are the ethnographic role of film; the intertwined themes of Jewish/German relations, anti-fascism, and the Holocaust; and the changing responses in Germany and in the U.S. to the Holocaust in post-war popular culture. Ms. von der Emde and Mr. Bush.

Readings and discussions in English. Open to all classes. German majors see German 269.

Two 75-minute periods.

**269a. German Film for Majors** (1)

Students in this course attend the same seminar meetings as in German Studies 265 but do readings in German, attend a separate discussions class, and take separate exams. Ms. von der Emde.

Prerequisite: German Studies 230, 239 or the equivalent.

**270a. Aesthetic Forms, Texts, and Genres** (1)

In-depth study of one or more literary and non-literary genres in their historical and cultural contexts. Examples may be drawn from drama, poetry, autobiographies, manifestos, or essays.

Topic for 2004/05: *German Fairytale and Folklore in Literature, Art, and Music*. Great literature, art, and music of all ages have borrowed fairy-tale motifs. This course approaches fairy-tales as works of art and explores their rich symbolism, social functions, and structural dynamics across the disciplines and in the context and taste of different eras. Readings include fairytales and legends by the Grimms and others as well as their impact on composers like Wagner and Humperdinck, and artists of the Romantic and Expressionist schools. Mr. Klabes.

Prerequisite: German Studies 230, 239 or the equivalent.

Two 75-minute periods.

**275b. Advanced Topics in German Cultural Studies (1)**

This course offers an extended analysis of one issue of the major issues in German Cultural Studies. Topics may include memory and the Holocaust, Nazi culture, issues of transparency in political culture, or lesbian and gay culture.

Topic for 2004/05: *Remembering the Dismembered Past: Memory, Trauma, and Identity in Modern German Literature and Culture*. What role does memory play in the construction of personal and collective identities? What techniques (such as the tattoos on the protagonist's body in the film *Memento*) do individuals use to preserve memory? What if mnemonic devices in fact alter or even fabricate memory? This course addresses these and related questions by exploring the discourse of memory as it has developed in German culture over the last two centuries. In particular, we engage with accounts of how traumatic experiences (the prime instance being the Holocaust) are recollected individually and collectively. Readings include texts by theorists (e.g., Nietzsche, Kierkegaard, Freud, Jung) and works of poetry, fiction, and autobiography (e.g., Karl Philipp Moritz, Novalis, Paul Celan, Ruth Kluger). We also consider films that foreground the themes of memory and trauma, such as *Sophie's Choice* and *Heimat*. Mr. Schreiber

Readings and discussions in English. Open to all classes.

Two 75-minute periods.

**298a or b. Independent Work (½ or 1)**

Permission required.

**III. Advanced**

For advanced work in German, students must complete the following: German 230, 239, 260, 269, and 270 or their equivalent.

**301a. Senior Seminar (1)**

An examination of selected topics in German literature and culture. May be taken more than once for credit when topic changes.

Topic for 2004/05: *Weimar Classicism: Faustian Dreams and Aesthetic Campaigns*. This course studies writers and thinkers representing the culmination of Weimar Classicism and the voices that defended or defined themselves against it. Particular attention is paid to the vigorous discourse on the aesthetic education of "man" in the context of the era's socio-political agenda. Readings include works by Lessing, Goethe, and Schiller, along with responses by Büchner, Heine, and others later authors, as well as a few influential essays by German art historians and philosophers. Mr. Klages.

Two 75-minute periods.

**355b. Advanced Seminar (1)**

An examination of selected topics in German literature and culture. May be taken more than once for credit when topic changes.

Topic for 2004/05: *Soldiers and Dandies, Femme Fatales and Mannweiber: Gender and Sexuality in Germany and Austria around 1900*. At the end of the nineteenth century, new sexual identities emerged in Germany and Austria and began challenging traditional categories of husband and wife or libertine and prostitute. Scientists, doctors and artists as well as feminist organizations and the world's first modern gay emancipation movement articulated new and competing theories to document, understand and eventually control gender roles and human sexual behavior. This course studies this new discourse on gender and sexuality in its relation to practices, policies, and social groups. Readings are drawn from fiction, autobiographical materials, political scandals, and the new sciences of sexology, psychoanalysis and eugenics. Mr. Schneider.

Two 75-minute periods.

**300a or b. Senior Thesis**

(1)

Open only to majors. The department. Permission required.

**Greek**

For curricular offerings, see Classics, page 148.

**Hebrew**

For curricular offerings, see Jewish Studies, page 281.

## Hispanic Studies

**Professors:** Andrew Bush, Patricia Kenworthy<sup>b</sup>, Lizabeth Paravisini-Gebert (Director, Vassar-Wesleyan Program in Madrid); **Associate Professors:** Michael Aronna<sup>a</sup>, Mario Cesareo<sup>b</sup>, Mihai Grünfeld; **Visiting Assistant Professor:** Eva Maria Woods; **Visiting Instructor:** Claudia Fezzardi.

**Requirements for Concentration:** 10 units beyond the introductory level. These 10 units must include 3 units from the group Hispanic Studies 226, 227, 228, 229 and 3 units at the 300 level, including one Latin American Seminar (387) and one Peninsular Seminar (388). Two units must be elected in the senior year. After declaration of the major or correlate, all courses in the department must be taken for a letter grade.

**Senior-Year Requirements:** Two units at the 300-level. Students who wish to be considered for departmental honors must complete a senior thesis (Hispanic Studies 300).

**Teaching Certification:** Students who wish to obtain Secondary Certification in Spanish must complete, in conjunction with the program of study outlined by the education department, 8 units of 200-level courses and above in Hispanic Studies.

**Correlate Sequence:** 6 units beyond the introductory level, including at least one 300-level course.

**Study Away:** Majors are expected to study, usually during the junior year, in a Spanish-speaking country. The department sponsors two study away programs: the Vassar-Wesleyan Program in Madrid (academic year) and the Vassar Summer Program in Mexico (summer), open to all qualified students. The courses offered in each of these programs are included below.

**Advisers:** The department.

### I. Introductory

#### 105a-106b. Elementary Spanish Language (1)

Fundamentals of the grammar and structure of the Spanish language with emphasis on oral skills and reading.

Open to students with one year or less of high school Spanish.

Five 50-minute periods; one hour of laboratory or drill.

#### 109b. Basic Spanish Review (1)

An intensive review of first-year Spanish, designed for students who have completed two years of high school Spanish. Students who have taken Hispanic Studies 105-106 may not take Hispanic Studies 109 for credit.

Prerequisite: Two years of high school Spanish.

Five 50-minute periods; one hour of laboratory or drill.

### II. Intermediate

#### 205a. Intermediate Spanish (1)

Intensive study and review of Spanish grammar at the second-year level with emphasis on oral practice and writing skills.

Prerequisite: Hispanic Studies 105-106 or 109, or three years of high school Spanish.

Three 50-minute periods.

#### 206 a and b. Reading and Writing about Hispanic Culture (1)

Reading, writing and speaking skills are developed through study of cultural and literary texts and audiovisual materials.

Prerequisite: Hispanic Studies 205 or four years of high school Spanish.

<sup>a</sup>Absent on leave, first semester.

<sup>b</sup>Absent on leave, second semester.

Two 75-minute periods plus one hour of oral practice.

**216 a and b. Methods in Interdisciplinary Analysis** (1)

This course develops a set of methodological and theoretical tools for the investigation of cultural practices such as literature, popular and mass culture, social movements and institutions in Spanish-speaking countries.

Prerequisite: Hispanic Studies 206.

**226a. Medieval and Early Modern Spain** (1)

Studies in Spanish literary and cultural production from the time of the Reconquest to the end of the Hapsburg Empire.

Topic for 2004/2005a: *Spain on Stage*. Drama, as Cicero noted, can hold a mirror up to society. This course examines how plays written and performed in the early seventeenth century (1600-1640) depict public events and social customs of Medieval and Renaissance Spain. Ms. Kenworthy.

Prerequisite: Hispanic Studies 216.

**227b. Colonial Latin America** (1)

Studies in Latin American literary and cultural production from the European invasion to the crisis of the colonial system. Thematically structured, the course is anchored in the social, political, and institutional processes undergone by Latin America as a result of its incorporation into European mercantilism.

Topic for 2004/2005b: *The Invention of America*. This course explores a variety of texts and genres that trace the process of the "invention" of the New World. We begin with the Mayan myth of creation in the *Popol Vuh* and examine a variety of forms of mythical, literary and historical fabrications in texts like Alvar Núñez Cabeza de Vaca's *Naufragios*, Bartolomé de las Casas's *Brevisima Relación*, Clorinda Matto de Turner's *Aves sin nido* and Eugenio Cambaceres's *En la sangre*. In these and other texts we trace the invention and reinvention of Latin America in popular and scholarly imagination until the end of the nineteenth century. Mr. Grünfeld.

Prerequisite: Hispanic Studies 216.

**228b. Modern Spain** (1)

Studies in Spanish literary and cultural production from the beginning of the Bourbon monarchy to the present.

Topic for 2004/2005b: *The City in Spanish Literature and Film*. Understanding the experience of modernity in Spain requires an analysis of how modern Spanish cultural production has presented images of urban environments and their inhabitants. This course begins with descriptions of Spain's capital by costumbrista writers of the eighteenth and nineteenth century. Moving on to the problematics of country/city and issues of gendered space in the realist literature of the late nineteenth century, we study how modernization mediated notions of womanhood and class ideology. The course concludes with twentieth and twentieth-first century representations of major urban centers such as Madrid and Barcelona and the thematics of race and globalization. Ms. Woods.

Prerequisite: Hispanic Studies 216.

**229a. Postcolonial Latin America** (1)

Studies in Latin American literary and cultural production from the emergence of the nation states to the present. Thematically structured, the course delves into the social, political, and institutional processes undergone by Latin America as a result of its uneven incorporation into world capitalist development.

Topic for 2004/2005a: *Country and City in Modern Latin America*. In contrast to the classical idealization of the countryside as the site of an idyllic and untroubled life and of metropolitan areas as places of vice, corruption and strife, many twentieth century Latin American texts reflect a much more complex interaction

between the rural and the urban. This course examines a wide array of literary and cultural texts, ranging from officially recognized and celebrated authors and literary movements (Modernismo, novela de la tierra, Boom, etc.) to more non-canonical cultural productions, in order to assess the influence of rural and urban perspectives in the construction and development of social and national identities and in the formation of personal subjectivities. This course explores the influence of gender, ethnicity and class as factors in these perspectives, the differences in the relationship between space and subjectivity, and the crucial role of modernizing and globalizing processes in the evolution of the perception of country and city. Possible authors may include Julián del Casal, Rubén Darío, José Eustasio Rivera, Alejo Carpentier, Roberto Arlt, Mario Vargas Llosa, Cristina Peri Rossi, Julio Cortázar, Juan Villoro. Ms. Fezzardi.

Prerequisite: Hispanic Studies 216.

**280a. Writing Workshop** (1)

The workshop provides a space for the development of the student's ability as reader and writer of texts in Spanish. Reading and writing assignments include journals, poetry, prose fiction, autobiography, and the essay. The theoretical readings and practical exercises are designed to enrich the students' ability to give form, texture and voice to their writing projects. Mr. Cesareo.

**290a or b. Field Work** (½ or 1)

Individual projects or internships. The department.

Special permission.

Prerequisite: 1 unit of Hispanic Studies 206 or above.

**298. Independent Work** (½ or 1)

Prerequisite: 2 units of Hispanic Studies 226 or above. The department.

### III. Advanced

Prerequisite for all advanced courses: 3 units from Hispanic Studies 216 and above or by permission of instructor.

**300a or b. Senior Thesis** (1)

The department.

**387. Latin American Seminar** (1)

A seminar offering in-depth study of topics related to the literary and cultural history of Latin America. This course may be repeated for credit when the topic changes.

Topic for 2004/2005a: To be announced.

Topic for 2004/2005b: *Science Fiction, Horror and the Occult in Latin America*. This seminar examines the unique origins and evolution of the literature and film of science fiction, horror and the occult in Latin America. The course focuses on the culturally heterogeneous and politically charged context of notions of nature, futurity, progress, dystopia, desire, the uncanny, anxiety, the repressed and the unknown that underlie these interrelated genres in Latin America. Mr. Aronna.

**388a. Peninsular Seminar** (1)

A seminar offering in depth study of topics related to the literary and cultural history of Spain.

Topic for 2004/2005b: *Don Quijote*. This course offers a close reading of Cervantes's *Don Quijote*, the first modern European novel, within the historical setting of imperial Spain and the cultural context of the Baroque period. Ms. Kenworthy.



- 399. Senior Independent Work** (½ or 1)
- Vassar-Wesleyan Program in Madrid**
- 210. Spanish Language and Civilization** (½)  
This orientation course offers an intensive language review and an introduction to selected aspects of Spanish culture. In the fall term, this course is taught in Santiago de Compostela; in the spring term, in Granada.
- 211. Advanced Spanish Language** (1)  
Study and application of the grammatical principles which underlie effective written and oral communication in Spanish.
- 212. Composition** (1)  
Study and practice of various forms of prose composition, such as letters, diaries, news reports, analytic essays and research papers.
- 230. Modern Spanish Literature** (1)  
An overview of the most significant literary movements, genres and authors of nineteenth- and twentieth-century Spain.
- 231. Modern Latin American Literature** (1)  
Reading and analysis of selected works by twentieth-century Latin American writers.
- 232. The Short Story in Spanish** (1)  
Theory and practice of the short story as exemplified by writers from Spain and Latin America.
- 233. Spanish Theater: From Drama to Performance** (1)  
Study of selected Spanish plays, with special attention to the realization of the script in performance.
- 234. History of Spain** (1)  
This course explores some of the pivotal moments in Spanish history, from antiquity to the present.
- 235. Spanish Cinema** (1)  
An introduction to the terminology of film aesthetics and the evolution of cinema in Spain.
- 236. Spanish Art History** (1)  
The art and architecture of Spain from medieval times to the present. Class visits to the principal museums and to representative neighborhoods in Madrid.
- 237. European and Spanish Law** (1)  
An introduction to the fundamental texts and tenets of the Spanish legal system (civil, penal and commercial).
- 238. European and Spanish Institutions** (1)  
An overview of the governmental organization of contemporary Spain (the monarchy, the parliamentary system, the judiciary, regional and local governments) and the political structure of the European Union.
- 239. European and Spanish Economy** (1)  
The state of the Spanish economy since Spain joined the European Union.

**240. Spain Today** (1)  
Social, political and cultural aspects of present-day Spain as reflected in the daily press.

**241. Geography of Spain: Space and Society** (1)  
A study of the physical and human geography of Spain through the spatial analysis of topography and cultural, political, and socioeconomic systems.

**245. Special Topics: Estudios Hispánicos** (1)  
A special studies (i.e., not regularly offered) class taught in the Curso de Estudios Hispánicos at the Universidad Carlos III in Madrid.

**250. Special Topics: Humanidades** (½)  
Students in the Spain Program may enroll in short-term classes offered in the Curso de Humanidades at the Universidad Carlos III in Madrid.

**260. Specials Topics: Universidad Carlos III** (1 or 1½)  
Students in the Spain Program may enroll in regular undergraduate classes (Asignaturas de Licenciatura) at the Universidad Carlos III in Madrid.

### **Vassar Summer Program in Mexico**

Students in this six-week summer program in Oaxaca, Mexico take the following two courses:

**204. Mexican Culture** (1)  
A series of workshops, lectures, excursions, readings and discussions form the basis of this examination of selected aspects of Mexican culture.

**205. Intermediate Spanish** (1)  
Intensive study and review of Spanish grammar at the second-year level with emphasis on oral practice and writing skills.

Prerequisite: Hispanic Studies 105-106 or 109, or three years of high school Spanish.

## History

**Professors:** Robert Brigham (Chair), Miriam Cohen, James H. Merrell; **Associate Professors:** Rebecca Edwards, Maria Höhn, Leslie Offutt; **Assistant Professors:** Nancy Bisaha, Mita Choudhury, Lydia Murdoch, Michaela Pohl<sup>a</sup>, Ismail Rashid, Joshua Schreier, Nikki Taylor; **Adjunct Associate Professor:** Michael Hanagan.

**Requirements for Concentration:** 11 units, to include the following courses above the introductory level: 1 unit in European history; 1 unit in United States history; 1 unit in Asian, African, Latin American, or Middle Eastern history; 1 unit of pre-1800 history chosen from among History 215, 225, 230, 259, 262, 271, 274, 315, 325, 331, 332, 385; 1 unit from either of the two previous categories (Asian, African, Latin American, or Middle Eastern history; or pre-1800 history); History 202; 300; in addition to the Thesis, two 300-level courses. No cross-listed courses originating in another department may be used for distribution requirements. No more than two cross-listed courses originating in another department can count toward the history minimum requirement of 11 units.

**Requirement for all juniors in residence:** History 202 (Thesis Preparation).

**Senior-Year Requirements:** History 300 (Thesis) and at least one other 300-level course.

**Recommendations:** Reading knowledge of at least one foreign language. Students planning to go on to graduate school should find out which language examinations are required for advanced degrees.

**Advisers:** The department.

**Correlate Sequence in History Requirements:** No fewer than 6 units in history, normally taken at Vassar. Ordinarily, this will include one course at the introductory level, at least three at the intermediate level, and at least one course at the advanced level. AP credit will not be accepted for the correlate sequence. No more than one (1) history course counted toward the correlate may be taken NRO.

Students should apply to the Correlate Sequence Adviser in their sophomore or junior year after discussing their plans with their major advisers. No correlate sequence can be declared after the beginning of the senior year. The courses selected for the sequence should form a coherent course of study. The list of the courses proposed and a brief written proposal articulating the focus of the sequence must be submitted to the Correlate Sequence Adviser for approval prior to declaration.

### I. Introductory

In format, these tend to be period courses, but they are not conventional surveys. Their purpose is less merely to “cover” a certain area and era than to provide a general introduction to the historian’s craft. Relying heavily on primary sources that bring us face to face with the past, these courses acquaint students with the complexity, ambiguity, and excitement of that past.

#### [112b. Modern Asia: Tradition and Transformation] (1)

An introduction to the history of modern Asia, with emphasis on Pacific East Asia. Since the seventeenth century, indigenous traditions and intrusion by a capitalist West have combined to shape this region. For many in the West, Asia has become an exotic or dangerous “Other”; the “real Asia” remains elusive. Examining a series of historical developments that transformed Asian societies and cultures, the course provides a geopolitical overview of the region and basic knowledge of its peoples.

Not offered in 2004/05.

<sup>a</sup>Absent on leave, first semester.

**116a. “The Dark Ages,” c. 400-900** (1)  
(Same as Medieval and Renaissance Studies 116) Was early medieval Europe really Dark? In reality, this was a period of tremendous vitality and ferment, witnessing the growth of Germanic kingdoms, the high point of the Byzantine Empire, the rise of the papacy and monasticism, and the birth of Islam. This course examines a rich variety of sources that illuminate the unfortunately named “dark ages,” showing moments of both conflict and synthesis that arose from the meeting of Classical, Christian, and “barbarian” cultures. Ms. Bisaha.

**121a or b. Readings in Modern European History** (1)  
This course explores key developments in European history from the French Revolution in 1789 to the collapse of communism two centuries later. While roughly chronological, the class is not a survey. Readings explore the impact of the French and Industrial revolutions, the rise of nation states, World War I and the Russian revolution, Nazi Germany and the Holocaust, and Europe’s Cold War division and continuing, contested integration. The department.

**123a. Europe at the Crossroads, 1500-1789** (1)  
In 1500 Europe faced a series of profound challenges and hard choices. This course explores how European identity changed dramatically as a result of great religious, political, and social upheaval within Europe as well as the “discovery” of worlds beyond the continent. How did people—rich and poor, men and women—experience such wrenching change? Topics include witchcraft, reformation, encounters with America, Asia, and Africa, and the “revolutions”—political, intellectual, and social—that defined the period. Ms. Choudhury.

**141a. Tradition, History, and the African Experience** (1)  
(Same as Africana Studies 141) From ancient stone tools and monuments to oral narratives and colonial documents, the course examines how the African past has been recorded, preserved, and transmitted over the generations. It looks at the challenges faced by the historian in Africa and the multi-disciplinary techniques used to reconstruct and interpret African history. Various texts, artifacts, and oral narratives from ancient times to the present are analyzed to see how conceptions and interpretations of the African past have changed over time. Mr. Rashid.

**151b. British History: James I (1603) to the Great War** (1)  
This course explores the central developments in Britain from the age of Shakespeare to the age of total war. We study the political and scientific revolutions of the seventeenth century, the eighteenth-century rise of commercial society and the “British” nation, and the effects of industrialization on Britain’s landscape, society, and politics. The course concludes by exploring how the First World War transformed British society. Ms. Murdoch.

**160a or b. American Moments: Readings in U.S. History** (1)  
This course explores some of the pivotal moments in American history, from the late colonial era to the late twentieth century. While roughly chronological, the course is not a survey. Rather, it focuses on selected events, people, and texts that illuminate particularly crucial periods in America’s past. Topics include the process of nation building, racial and ethnic relations, gender roles, protest movements and the growth of the regulatory state, the Cold War, and the paradox of class formation in a “classless” society. The department.

Other sections are open to all classes.

**162a. Latin America: The Aftermath of Encounter** (1)  
This course adopts a thematic approach to the development of Latin American societies, treating such issues as cultural contact and the development of strategies

of survival, the development and regional distribution of African slavery, the quest for national identity in the early nineteenth century, the impact of United States imperialism in Latin America, and the revolutionary struggles of the twentieth century. As an introductory course both to the discipline and to multidisciplinary studies, it draws, among other sources, on chronicles (both European and indigenous), travelers' accounts, testimonial literature, and literary treatments to provide the student a broad-based preparation for more advanced study of the region. Ms. Offutt.

**174b. The Emergence of the Modern Middle East** (1)

An exploration of the Middle East over the past three centuries. Beginning with economic and social transformations in the eighteenth century, we follow the transformation of various Ottoman provinces such as Egypt, Syria/Lebanon, and Algeria into modern states, paying careful attention to how European colonialism shaped their development. We then look at independence movements and the post-colonial societies that have emerged since the middle of the twentieth century, concluding with study of colonialism's lingering power—and the movements that confront it. Mr. Schreier.

**180a. Globalization in Historical Perspective, 1850 to the Present** (1)

Commentators tell us that we live in “a global age,” but dramatic increases in worldwide contacts—economic and social, political and cultural—are not unique to our time. In the late nineteenth century, for example, steamships, telegraphs, railroads, and even movies fostered an increase of interaction across national boundaries and across oceans that was every bit as remarkable as today's. Using such sources as novels, maps, and picture postcards from the Aran Islands to Senegal, this course explores the modern roots and historical development of globalization. Mr. Hanagan.

## II. Intermediate

The prerequisite for courses at the 200-level is ordinarily 1 unit in history.

**202b. Thesis Preparation** (½)

The department.

For second-semester juniors in residence only.

**214a. The Roots of the Palestine - Israel Conflict** (1)

(Formerly History 284) An examination of the deep historical sources of the Palestine - Israel conflict. The course begins some two centuries ago when changes in the world economy and emerging nationalist ideologies altered the political and economic landscapes of the region. It then traces the development of both Jewish and Arab nationalism in the late nineteenth and early twentieth centuries before exploring how the Arab and Jewish populations fought—and cooperated—on a variety of economic, political, and ideological fronts. It concludes by considering how this contest led to the development of two separate, hostile national identities. Mr. Schreier.

**215b. The High Middle Ages, c. 950-1300** (1)

This course examines medieval Europe at both its cultural and political height. Topics of study include: the first universities; government from feudal lordships to national monarchies; courtly and popular culture; manorial life and town life; the rise of papal monarchy; new religious orders and spirituality among the laity. Relations with religious outsiders are explored in topics on European Jewry, heretics, and the Crusades. Ms. Bisaha.

**216a. History of the Ancient Greeks** (1)  
(Same as Classics 216)

**[217a. History of the Ancient Romans]** (1)  
(Same as Classics 217) Mr. Lott.  
Not offered in 2004/05.

**[222a. Modern China]** (1)  
The 1911 abdication of Puyi, the last emperor of China, signaled the collapse of a dynastic system that had existed for over ten millennia. Since then, China has been on a course of upheaval and transformation, marked by war, revolution, and sweeping social, political, and economic changes. This course surveys major political and social changes in China from the eighteenth through the twentieth centuries, focusing on the conflict between a self-centered China and an imperial West; the rise and fall of the Nationalist regime; the origins and development of Chinese communism; and the rise of women in modern China.  
Not offered in 2004/05.

**[224a. Modern Japan]** (1)  
An introduction to contemporary Japanese society, culture, and foreign relations from the seventeenth through the twentieth centuries. The course searches for an internal logic of change behind the transformation of Japan from a feudal society to a modern economic power. We also examine how relations with the West and with neighboring Asian nations, especially China and Korea, have influenced Japan's path to modernization.  
Not offered in 2004/05.

**225b. Renaissance Europe, c. 1300 - c. 1525** (1)  
A study of the forces of continuity and innovation—social, political, and cultural—in Western society from the age of Dante to that of Erasmus and More; consideration of the ideas of “rebirth” and “reform” as they affected religion, philosophy, learning, and the arts. Ms. Bisaha.

**230a. From Tyranny to Terror: The Old Regime and the French Revolution** (1)  
Eighteenth-century France was a society in transition, a society in which social and cultural ideals and realities were increasingly at odds. The tensions within society and the state finally erupted into the cataclysmic French Revolution, which paved the way for modern political life. Using primary and secondary sources, this course focuses on topics such as the social structure of the Old Regime, the Enlightenment, and the volatile political climate preceding the revolution. We examine different interpretations of what caused the French Revolution as well as the dynamics of the Revolution itself between 1789 and 1799. Ms. Choudhury.

**231b. France and its “Others”** (1)  
Over the last two centuries, France has had a complicated relationship with difference. This course traces modern French history with a particular eye towards the place of various “others” in the nation. Of special interest are Jews, Muslims, women, and Africans. In addition to certain central texts, the course considers writing by French revolutionaries, feminists, colonialists, and racists to get a better idea of how various people have framed debates about difference. We conclude in recent times, using films, novels, and music to sketch the contours of multi-cultural France. Mr. Schreier.

**232b. France in the Nineteenth Century: An Age of War and Revolutions** (1)

France was the capital of revolutionary Europe between 1789 and 1914; four major revolutions swept the country. However, accelerated industrialization and rapid urbanization shaped France in a variety of ways, not all of them revolutionary. This course examines how the themes of war and revolutions influenced French artistic and intellectual life. Mr. Hanagan.

**[234b. Imperial France, 1830-1962]** (1)

"If France were not in Algiers, in Dakar, in Hanoi, one might wonder if she would [still] be in Paris."—Maurice Reclus, 1931. This class takes seriously Reclus's suggestion that the colonies were central to the existence of European France. We explore how the cultural, social, and intellectual developments in French colonies played a central role in the formation of national identity in France. Topics include attempts to export notions of "civilization," citizenship, and equality to colonies in Africa and the Middle East as well as efforts to "make French" domestic "others" such as Jews, peasants, and workers, who were compared to overseas "savages." We give particular attention to the idea of a "civilizing mission," and to how various republican governments justified the coercive policies that colonial domination required. Mr. Schreier.

Not offered in 2004/05.

**[236a. Germany, 1740-1918]** (1)

This course covers the history of the German lands from 1740 to the end of World War I. Aside from providing a chronological political narrative, assigned readings focus in greater detail on a number of themes to illuminate the specific character of German history. Topics include: the demise of the universalist idea of the Holy Roman Empire; the German Enlightenment and the legacy of enlightened absolutism on state/society relations; the impact of the Napoleonic revolution; the failures of 1848; the Prussian-led unification; the legacy of Bismarck's domestic policies on German political culture and social life; German imperialism and World War I. Ms. Höhn.

Not offered in 2004/05.

**237b. Germany, 1918-1990** (1)

This course covers German history from the end of World War I to the 1990 unification that ended the post-World War II split of German society into East and West. Aside from familiarizing you with a narrative of German political, social, and cultural history, the readings also explore some of the so-called "peculiarities" of German history. Did Bismarck's unification from above and the pseudo-constitutional character of the Second Reich create a political culture that set the country on a *Sonderweg* (special path) of modernization ending in the catastrophe of Auschwitz? Why did Weimar, Germany's first experiment with democracy, fail, and why is Bonn not Weimar? Finally, what road will the new Germany take within Europe and the world? Ms. Höhn.

**[242a. The Russian Empire, 1552-1917]** (1)

This course introduces major events and issues in the history of the Russian empire from the conquest of Kazan to the February revolution, 1552-1917. What effect did expansion have on Russia and what role did non-Russians play in this multi-ethnic empire? Why did autocratic rule last so long in Russia and what led to its collapse? Using primary sources—including documents in translation and ethnographic accounts—and drawing on new ways of seeing the imperial experience, we explore not only sources of conflict, but points of contact, encounters, and intersections of state and social institutions. Ms. Pohl.

Not offered in 2004/05.

**[243b. The Soviet Union and the Rebirth of Russia, 1917-Present] (1)**

This course examines the history of Russian and non-Russian peoples in the Soviet Union, focusing on the Bolshevik revolution, the Stalin period, and the difficulties of reforming the system under Krushchev and Gorbachev. Using sources including oral history and ethnographic accounts, we explore how Soviet society was shaped by the imperial legacy, Communist ideology, modernization, and war. Special attention is paid to the collapse of the Soviet Union and to the nature of change in the post-Soviet era. Ms. Pohl.

Not offered in 2004/05.

**248a. Out of the Ghetto (1)**

(Same as Jewish Studies 248 and Religion 248) Ms. Moore.

**249a. Diaspora and Zion (1)**

(Same as Jewish Studies 249 and Religion 249) Ms. Moore.

**[251b. A History of American Foreign Relations] (1)**

An historical analysis of the foreign relations of the United States, emphasizing the social, economic, and ideological forces involved in the formulation of foreign policy. Major topics include: the City Upon a Hill; manifest destiny; a continental empire; the Open Door; the struggle between isolationism and internationalism; American entry into the World Wars; the origins of the Cold War; the Korean and Viet Nam War; and detente. Mr. Brigham.

Not offered in 2004/05.

**254b. Victorian Britain (1)**

This course examines some of the key transformations that Victorians experienced, including industrialization, the rise of a class-based society, political reform, and the women's movement. We explore why people then, and historians since, have characterized the Victorian age as a time of progress and optimism as well as an era of anxiety and doubt. Ms. Murdoch.

**255a. The British Empire (1)**

This course is an introduction to British imperialism from the mid-eighteenth century to the present, with particular attention to Britain's involvement in Ireland, the Caribbean, India, and Africa. We examine British motives for imperialism, the transition from trade empires to more formal political control, and the late nineteenth-century "scramble for Africa." Other main topics include responses to colonialism, the growth of nationalism, decolonization, and the effects of an increasingly multi-cultural domestic population on Britain. Throughout the course we explore the empire as a cultural exchange: the British influenced the lives of colonial subjects, but the empire also shaped British identity at home and abroad. Ms. Murdoch.

**259b. The History of the Family in Early Modern Europe (1)**

This course examines the changing notions of family, marriage, and childhood between 1500 and 1800 and their ties to the larger early modern context. During this period, Europeans came to see the family less as a network of social and political relationships and more as a set of bonds based on intimacy and affection. Major topics include: family and politics in the Italian city-state, the Reformation and witchcraft, absolutism and paternal authority, and the increasing importance of the idea of the nuclear family. Ms. Choudhury.

**[260b. Women in the United States to 1890] (1)**

An examination of women's social, economic, and political roles in colonial America and the eighteenth and nineteenth century U.S. The course emphasizes



varieties of experience based on race, ethnicity, class, and region. Major issues include the household and other workplaces, changes in society and family life, slavery and emancipation, and women's growing influence in public affairs from the Revolution to the Gilded Age. Ms. Edwards.

Not offered in 2004/05.

**261a. History of Women in the United States Since 1890 (1)**

Traces the changes in female employment patterns, how women combined work and family responsibilities, how changes in work and family affected women's leisure lives from the late nineteenth century through the development of postindustrial America. The course also explores the women's rights movements of the twentieth century, and how class, race, and ethnicity combined with gender to shape women's lives. Ms. Cohen.

**262a. Early Latin America to 1750 (1)**

This course examines the pre-Columbian worlds of Mesoamerica and the Andean region, then turns to a treatment of the consequences of contact between those worlds and the European. Special emphasis is placed on the examination of mindsets and motives of colonizer and colonized and the quest for identity in the American context (both issues intimately related to questions of race and ethnicity), the struggle to balance concerns for social justice against the search for profits, the evolution of systems of labor appropriation, the expansion of the mining sector, and the changing nature of land exploitation and tenure. Ms. Offutt.

**[263a. From Colony to Nation: Latin America in the Nineteenth Century] (1)**

This course treats the transition from colony to nation in Spanish and Portuguese America. In part a thematic course treating such topics as the Liberal/Conservative struggles of the early nineteenth century, the consequences of latifundism, the abolition of slavery, and the impact of foreign economic penetration and industrialization, it also adopts a national approach, examining the particular historical experiences of selected nations. Ms. Offutt.

Not offered in 2004/05.

**264b. The Revolutionary Option? Latin America in the Twentieth Century (1)**

This course investigates why certain Latin American nations in the twentieth century opted for revolution and others adopted a more conservative course. It examines the efforts of selected Latin American nations (Mexico, Cuba, Chile, Nicaragua, Guatemala) to address the tremendous social and economic cleavages affecting them, with special attention paid to material, political, class, and cultural structures shaping their experiences. Ms. Offutt.

**265a. African-American History to 1865 (1)**

(Same as Africana Studies 265) This course traces the lives of captives from Africa across the Atlantic and explores their experiences in North America. It addresses not only how bondage brutalized African Americans but also the strategies they devised to counter slavery, including religion, resistance, and the development of a distinctive African-American culture. Other topics include free black communities, black abolitionists, and African Americans' role in the Civil War. Ms. Taylor.

**267b. African-American History, 1861-Present (1)**

(Same as Africana Studies 267) This course surveys the major themes, events, and people in modern African-American history, with an emphasis on the continuing struggle for full citizenship, equality, and justice. Beginning with the Civil War, the

class explores the different modes and degrees of racism that have shaped the black experience. But more than simply revisiting the oppression, the course portrays African Americans as central actors in their own history. In this vein, we examine tactics of protest and activism, and methods of self-definition and self-assertion. Topics include migration, culture, religion, feminism, and nationalism. Ms. Taylor.

**269b. The Holocaust** (1)  
(Same as Jewish Studies 269 and Religion 269) Ms. Höhn and Ms. Moore.

**271a. Perspectives on the African Past: Africa Before 1800** (1)  
(Same as Africana Studies 271) A thematic survey of African civilizations and societies to 1800. The course examines how demographic and technological changes, warfare, religion, trade, and external relations shaped the evolution of the Nile Valley civilizations, the East African city-states, the empires of the western Sudan, and the forest kingdoms of West Africa. Some attention is devoted to the consequences of the Atlantic slave trade, which developed from Europe's contact with Africa from the fifteenth century onwards. Mr. Rashid.

**272b. Modern African History** (1)  
(Same as Africana Studies 272) A study of the major political, economic, social, and intellectual developments in the unfolding of the African experience from the early nineteenth century to the present time. Attention is directed to the broad spectrum of contacts of Africa with the outside world in trade, diplomacy, etc., prior to the advent of full-scale European imperialism and colonialism in the late nineteenth century. The course focuses on the rise of the Pan-African movement, African nationalism, the decolonization process, the emergence of independent African states, and the dilemmas of postcolonialism: neocolonialism, development issues, and post-independence politics. Mr. Rashid.

**274a. Colonial America, 1500-1750** (1)  
The world colonial Americans—European, African, and Indian—fashioned for themselves and bequeathed to us: their migrations, their religions, their social values and social structures, their political culture, and their rebellions. Mr. Merrell.

**275b. Revolutionary America, 1750-1830** (1)  
The causes, course, and consequences of the American Revolution. Themes include how thirteen disparate colonies came to challenge, and defeat, Great Britain; the social effects of the War for Independence; the creation of republican governments; the search for stability at home and security abroad; the development of national identity; and the experience of those Americans excluded from the phrase "All Men are Created Equal." Mr. Merrell.

**276b. House Divided: The U.S., 1830-1890** (1)  
Beginning with regional economies and social changes in the antebellum years, this course examines the causes and conduct of the Civil War and the aftermath of that conflict in the Gilded Age. Special emphasis is given to slavery and post-Emancipation race relations, conquest of the American West, and the rise of an American industrial order. Ms. Edwards.

**277a. The Making of the "American Century": 1890-1945** (1)  
Focuses on major social, political, and cultural developments during the decades when the United States emerged as the preeminent industrial power. The changes in the social and political institutions which emerged out of the crises of the 1890s, the Great Depression, and World War II. The growth of mass consumption and mass leisure in this very diverse society. Ms. Cohen.

**278a. Cold War America: The United States Since 1945 (1)**

An examination of the political, social, economic, and cultural changes in the United States since 1945. Major topics include: McCarthyism; suburbanization; the Civil Rights Movements; the Kennedy Years; the war in Viet Nam; the anti-war protest; and the growing nuclear threat. Mr. Brigham.

**279b. The Viet Nam War (1)**

An examination of the origins, course, and impact of America's involvement in Viet Nam, emphasizing the evolution of American diplomacy, the formulation of military strategy, the domestic impact of the war, and the perspective of Vietnamese revolutionaries. Mr. Brigham.

**290. Field Work (½ or 1)**

Individual or group field projects, especially in local, state, or federal history. May be taken either semester or in summer. The department.

Prerequisite or corequisite: an appropriate course in the department. Permission required.

**298. Independent Work (½ or 1)**

Permission required.

**III. Advanced**

Prerequisite for advanced courses is ordinarily 2 units of 200-level work in history, or by permission of the instructor. Specific prerequisites assume the general prerequisite.

**300a. Senior Thesis (1)****315a. The World of the Crusades (1)**

The Crusades, conceived by Latin Christians as a military enterprise to conquer the Holy Land from its Muslim rulers, created a complex relationship between East and West. It brought Latins, Greeks, Muslims, and Jews together in unprecedented ways, allowing for fruitful exchange and long periods of coexistence between periods of violence. This course examines holy war in the Near East, Spain, and the Ottoman Empire, but it also dwells on related issues including trade and travel, cultural attitudes and relations, religious interactions and conflicts between faiths, and literary and artistic developments. Ms. Bisaha.

Prerequisite: History 215 or 116 or by permission of instructor.

**[324a. Politics and Wars in East Asia] (1)**

This course covers international relations and military conflicts in East Asia that have influenced the formation of modern nation-states (mainly China, Japan, and Korea) and the course of diplomacy in that region. Starting with the Opium War in 1840, we move on to focus on the Second World War, the Korean War, and the Cold War. We also consider the deep U.S. involvement in the region, as well as how wars and their legacies have helped shape national identities in these countries.

Not offered in 2004/05.

**[325b. Renaissance Italy] (1)**

The Italian Renaissance occupies an almost mythical status as a time of great intellectual and artistic achievement and the rise of nationalism and modernity after the "dark" Middle Ages. In recent decades, scholars have rightly challenged such sweeping assumptions, pointing to the heavy presence of religion and magic in the Renaissance as well as intolerance and repression. They have also given a voice to long-silent groups such as the poor, the uneducated, women, and

minorities. This course examines the above complexities and tensions in definitions of the Renaissance. Another theme of the course is the ways in which the Renaissance differed throughout Italy: specifically papal Rome, the republics of Florence and Venice, and the princely courts. Finally, we consider how Italians viewed the world outside their peninsula. Ms. Bisaha.

Prerequisite: History 225 or by permission of instructor.

Not offered in 2004/05.

### **332b. The Enlightenment** (1)

The Enlightenment was an intellectual movement of great power and scope. Seeking to overhaul society completely, a diverse group of thinkers examined all aspects of human existence, from religion, politics, and science to crime, sex, and art. However, the Enlightenment was much more than merely a philosophical exercise. These thinkers did not just articulate new ideas; they redefined “the intellectual” as an active participant in society. To what extent were their ideas truly revolutionary? To what extent were they successful in effecting change? What legacy did they leave for the architects of the French Revolution and, more generally, the modern era? Ms. Choudhury.

### **337a. The Rise and Fall of Nazi Germany** (1)

This course explores the Third Reich by locating it within the peculiar nature of German political culture resulting from late unification and rapid industrialization. Readings explore how and why the Nazis emerged as a mass party during the troubled Weimar years. The years between 1933 and 1945 are treated by focusing on Nazi domestic, foreign, and racial policies. Ms. Höhn.

Prerequisite: History 236 or 237; or by permission of instructor.

### **342b. Stalinist Civilization** (1)

This seminar explores a turbulent and violent period in Russian history and a system that provoked both admiration and revulsion throughout the world. Readings investigate the Stalinist society and state by focusing on the impact of terror, dislocation, and compressed economic transformations on specific national groups (including Russians, Ukrainians, Kazakhs, and Chechens) and on the organization of social structures, property relations, political practice, and language. Topics include *Stalinis* ideology and vision of the Soviet people, collectivization and industrialization, the experiences of the “enemies of the people,” resistance and dissent, terror and famine in the borderlands, and achievements and legacies. The course concludes with an examination of post-Soviet public memory and discussion of the Stalinist past. Ms. Pohl.

### **[343b. Youth in Russia, 1880-Present]** (1)

This seminar explores the history of youth culture in Russia. We examine how youth and teenagers were “discovered” and defined as an age group through ethnographies, sociological accounts, and memoirs, and explore the youth experience as depicted in films and documentaries. Topics include experiences of youth during periods of reform, youth legislation, youth institutions, youth and Stalinism, and the experience of girls. The course concludes with an exploration of contemporary Russian teen culture, focusing on music and its role in the 1980s and 1990s. Ms. Pohl.

Not offered in 2004/05.

### **355a. Childhood and Children in Nineteenth-Century Britain** (1)

This course examines both the social constructions of childhood and the experiences of children in Britain during the nineteenth century, a period of immense industrial and social change. We analyze the various understandings of childhood at the beginning of the century (including utilitarian, Romantic, and evangelical

approaches to childhood) and explore how, by the end of the century, all social classes shared similar expectations of what it meant to be a child. Main topics include the relationships between children and parents, child labor, sexuality, education, health and welfare, abuse, delinquency, and children as imperial subjects. Ms. Murdoch.

**[357a. The First World War]** (1)

For many, the First World War marks the beginning of the modern age. After examining the debate about the conflict's causes, this seminar takes the social and cultural history of the war as its subject. Topics include the methods of mechanized trench warfare, the soldiers' experience, the effects of total war on the home front, and the memory of the Great War in film and literature. The primary focus is on European combatants, but we also explore the role of colonial troops and the impact of the war on European empires. Ms. Murdoch.

Not offered in 2004/05.

**359a. The Kennedy Years** (1)

This seminar explores U.S. domestic and foreign policy during John F. Kennedy's years in the White House. It also examines major social and cultural attitudes that helped shape one of America's most turbulent decades. Topics include the Cold War, the space program, civil rights, government spending, formation of the Peace Corps, education reform, the Test Ban Treaty, and the creation of "Camelot." Mr. Brigham.

**[361b. Varieties of the Latin American Indian Experience]** (1)

This course treats the Indian world of Latin America as it responded to increased European penetration in the post-1500 period. Focusing primarily on Mesoamerica and the Andean region, it examines the variety of ways indigenous peoples dealt with cultural dislocation associated with the imposition of colonial systems and the introduction of the modern state. The course treats as well the Indian policies of the state, and how those policies reflected assumptions about the role of indigenous peoples in the larger society. Throughout, emphasis is placed on the process of negotiation of identity—what it meant to be Indian in an increasingly European society, and how the interpenetration of the two worlds, and the response of one to the other, reshaped each world. Ms. Offutt.

Prerequisite: 200-level Latin American history.

Not offered in 2004/05.

**362b. The Cuban Revolutions** (1)

Questions of sovereignty and issues of inequality have roiled the surface of the Cuban Republic since its founding in 1902; during the past century there were two major upheavals, the revolutions of 1933 and 1959. This course examines the context out of which those revolutions emerged and the manner in which post-revolutionary governments addressed (or failed to address) the concerns that prompted Cubans to choose the "revolutionary option." We pay particular attention to the relationship between Cuba and the United States, the legacies of slavery and racism, and the shaping of Cuban society after 1959. Ms. Offutt.

Prerequisite: History 264.

**[363b. Revolution and Conflict in Twentieth-Century Latin America]** (1)

(Formerly 386) (Same as Latin American Studies 363) Revolution has been a dominant theme in the history of Latin America since 1910. This course examines the revolutionary experiences of three nations—Mexico, Cuba, and Nicaragua. It examines theories of revolution, then assesses the revolutions themselves—the conditions out of which each revolution developed, the conflicting ideologies at play, the nature of the struggles, and the postrevolutionary societies that emerged

from the struggles. Ms. Offutt.

Prerequisite: by special permission of instructor.

Not offered in 2004/05.

**[364b. Readings in Modern Black Feminist Thought] (1)**

(Same as Africana Studies 364 and Women's Studies 364) This course explores Black feminist thought from 1960 to the present. Tracing the development of Black feminist consciousness against the backdrop of rapid social change in American society, we not only examine the themes and issues (education, civil rights, welfare, poverty, child and health care) that have been—and still are—important to Black women, but also the strategies these women have employed in their multi-textured struggle for liberation. Since Black women's activism is often rooted in their lived experiences, we also study how the activist tradition has informed Black feminist thought during these decades. We examine the works of Black authors such as Assata Shakur, Tom Cade, and Audre Lorde. Ms. Taylor.

Not offered in 2004/05.

**365a. "A Resistant Spirit": Black Mississippi, Jim Crow, and Grass Roots Activism, 1877-2000 (1)**

(Same as Africana Studies 365) Perhaps nowhere in modern America can the racial contest between white and black be more fruitfully studied than in the state of Mississippi. Using white supremacy and black activism in Mississippi as its focal points, this seminar explores the Civil Rights movement from the end of Reconstruction to the present day. We examine the mechanisms of racial violence, segregation, and political repression, while also tracing how black Mississippians mobilized, organized and finally empowered themselves. In addition, the course critiques various types of sources—including oral testimony, biography, local studies, and state surveys—in order to better understand this chapter in American race relations. Ms. Taylor.

**[366a. Studies in Native American History] (1)**

The Indian response to the invasion of America, focusing on the native peoples east of the Mississippi River prior to their removal during the Jacksonian era. Topics include the value of ethnohistorical methods for understanding the Indian experience, the biological and cultural consequences of contact between Old World and New, the development of stable patterns of intercultural relations, and the road to Indian Removal. Mr. Merrell.

Not offered in 2004/05.

**367b. Peoples and Environments in the American West (1)**

(Same as Environmental Studies 367) This course explores the history of the trans-Mississippi West in the nineteenth century and its legacies in modern America. Themes include cultural conflict and accommodation; federal power and Western politics; and humans' negotiations with their environments. The course considers the history of the frontier as a process; the Western U.S. as a geographic place; and the legendary West and its functions in American mythology. Ms. Edwards.

**368b. American Portrait: The United States c.1830 (1)**

The election of Andrew Jackson and the "age of the common man"; the deaths of the last Founding Fathers and the beginning of the first railroad; Cherokee Indian Removal and Nat Turner's slave rebellion; Alexis de Tocqueville's famous visit and the first magazine edited by a woman; radical abolition and the invention of Davy Crockett—the confluence of these and other events around 1830 makes that historical moment an important American watershed. This course examines the currents and cross-currents of that era. Ranging widely across the country and visiting some of its many inhabitants, we explore the paradoxes of this pivotal era,

trying to make sense of how people then, and historians since, tried to understand its character. Mr. Merrell.

**369b. Themes in Twentieth Century Urban History: Social Reform and the Evolution of the Welfare State** (1)

Examines the growth of labor reform, school reform, and social insurance, beginning with the Progressive Era through the New Deal, the war years after, to the Great Society and the present. Explores how the development of the welfare state affected Americans of different social, racial, ethnic backgrounds, and gender. Focuses on how these various groups acted to shape the evolution of the welfare state as well. Ms. Cohen.

Prerequisite: History 261 or 277 or 278; or by permission of instructor.

**[373b. Slavery and Abolition in Africa]** (1)

(Same as Africana Studies 373) The Trans-Saharan and the Atlantic slave trade transformed African communities, social structures, and cultures. The seminar explores the development, abolition, and impact of slavery in Africa from the earliest times to the twentieth century. The major conceptual and historiographical themes include indigenous servitude, female enslavement, family strategies, slave resistance, abolition, and culture. The seminar uses specific case studies as well as a comparative framework to understand slavery in Africa. Mr. Rashid.

Prerequisite: standard department prerequisite or by permission of instructor. Not offered in 2004/05.

**374b. The African Diaspora and the Making of the Pan-African Movement, 1900-2000** (1)

(Same as Africana Studies 374) This seminar investigates the social origins, philosophical and cultural ideas, and political forms of Pan-Africanism from the late nineteenth century to the end of the twentieth century. It explores how disaffection and resistance against slavery, racism, and colonial domination in the Americas, the Caribbean, Europe, and Africa led to the development of a global movement for the emancipation of peoples of African descent from 1900 onwards. The seminar examines the different ideological, cultural, and organizational manifestations of Pan-Africanism as well as the scholarly debates on the development of the movement. Readings include the ideas and works of Edward Blyden, Alexander Crummell, W.E.B. Du Bois, Marcus Garvey, Amy Garvey, C.L.R. James, and Kwame Nkrumah. Mr. Rashid.

**384a. Islam, Social Movements, and the West, 1800-2003** (1)

The rise of militant Islamic politics has led many to suggest that Islam is irreconcilable with modernity. This class explores modern Middle Eastern Islamic history with the aim of investigating this charge. First, we survey Middle Eastern Islamic history and its relations with the Christian west. We then examine texts by Muslim reformers and chroniclers (as well as western intellectuals and colonialists), which reflect both the emergence of Islamic modernist thinking in the nineteenth century and the expressions of British and French imperial power that informed them. Finally, we explore twentieth and twenty-first-century political formations and social movements that have taken Islam as their inspiration. Mr. Schreier.

**399a or b. Senior Independent Work** (½ or 1)

Permission required.

## The Independent Program

The Independent Program Committee consists of five faculty members: the director and a representative of each of the four curricular divisions of the college.

The Independent Program is available to students who wish to elect an interdisciplinary field of concentration that is not provided by one of the regular departments, interdepartmental concentrations, or multidisciplinary programs of the college.

**Requirements for Concentration:** A minimum of 12 units, with the following distribution: no more than 2 units at the 100-level and at least 4 units at the 300-level (which must include a senior thesis or project, work from at least two departments, and a minimum of 2 units taken for a letter grade). Of the 12 units, none may be elected NRO and a maximum of 3 units may be ungraded. Units in excess of the minimum 12 may be taken at any level and may be ungraded or NRO work. Appropriate courses taken away from Vassar, either in an approved study abroad program or at another college or university in the U.S., may be included in the major. The choice of program and courses should be made in consultation with the Independent Program Committee as a part of the proposal procedure.

**Senior-Year Requirements:** A senior thesis or project (Independent 300-301 or 302) for 1 unit. This thesis may be taken for a letter grade or as ungraded work, and may be elected for the first semester, the second semester, or the entire year.

**Procedures for Admission to the Independent Program:** After identifying the proposed field of concentration and, when possible, consulting appropriate faculty, the student meets with the director of the Independent Program to discuss general guidelines. The student then submits a written program proposal which defines the major, lists all proposed courses (both for the major and outside the major) and fully describes and justifies the courses for the major. This initial proposal should also include the names of potential advisers for the major. The Independent Program Committee then evaluates the contents of the proposal and the relevance of the proposed courses; the committee may also propose alternate advisers. In consultation with the approved advisers, the student revises the proposal for resubmission to the committee. Only upon final approval by the committee is the student admitted to the Independent Program.

As is evident from the above description of the procedures, the process of declaring an independent major generally involves several consultations and revisions. Consequently, students should expect to begin the process in advance of the normal deadlines for declaration of the major. Students may apply for admission to the Independent Program after their first semester at Vassar. Students who plan to include courses taken abroad at an approved Study Away or exchange program should submit their initial proposal no later than the Friday following October break of their sophomore year. Students who plan to include courses taken at another U.S. institution should submit their initial proposals no later than the Friday of the first week of the spring semester of their sophomore year. All other students should submit their initial proposal by March 1 of their sophomore year.

**298a or b. Independent Work** (½ or 1)

**300a-301b. Thesis** (½, ½)  
A thesis written in two semesters for one unit. May be taken for a letter grade or as ungraded work.

**302a or b. Thesis** (1)  
A thesis written in one semester for one unit. May be taken for a letter grade or as ungraded work.

**399a or b. Senior Independent Work** (½ or 1)



## Interdepartmental Courses

### 150a-151b. EMT Training

(½)

This course provides training as required for state certification as an emergency medical technician. The course is taught by state-certified instructors. Students must attend all sessions to qualify for a certificate. The course meets weekly through both semesters, with one or two Saturday sessions each semester. Observation times in the emergency department and with an ambulance are required.

## International Studies

**Director:** David Kennett; **Steering Committee:** Mark Andrews (French), Pinar Batur (Sociology), Christopher Bjork (Education), Robert Brigham (History), Andrew Davison (Political Science), Mansouria Geist (French), Michael Hanagan (History and International Studies), Leah Haus (Political Science), Katherine Hite (Political Science), Maria Höhn (History), Martha Kaplan (Anthropology), Christopher Kilby (Economics), Alexis Klimoff (Russian Studies), Margaret Leeming (Religion), Timothy Longman (Political Science and Africana Studies), Himadeep Muppidi (Political Science), Leslie Offutt (History), Lizabeth Paravisini-Gebert (Hispanic Studies), Miki Pohl (History), Stephen Rock (Political Science), Jeffrey Schneider (German Studies), Joshua Schreir (History), Silke von der Emde (German Studies), Yu Zhou (Geography); **Panel of Advisers:** Program Faculty.

The multidisciplinary program in International Studies is designed to provide a solid and systematic grounding in the study of global interdependence while allowing students to develop strengths in at least two traditional departmental disciplines. A student's course of study for the major is designed in close consultation with the director and the Panel of Advisers. The objectives are to build a core of knowledge in the international social sciences and develop fluency in at least one language, while ensuring a multidisciplinary perspective by encouraging students to approach international issues from the viewpoints that interest them most. Consequently, approved programs of study may include upper-level work in the sciences, humanities, literature and arts as well as the social sciences and languages. In general, the advising process should be initiated early in the sophomore year, especially if a student is interested in study abroad in the first semester of the junior year. Additional information on the registration process is available from the program office. Entry to the program is limited.

### Requirements for the concentration:

1) 15 units, including International Studies 106, in a program of study that has been approved by the Panel of Advisers of the International Studies Program. These units must comprise a coherent and integrated program of study, and the rationale for the program must be given in a formal proposal. Credit to the program will not normally be given for courses at the 100-level except for International Studies 106, Political Science 160, and Geography 105, or if the course is accepted as filling one of the program recommendations given below.

2) Competency in one foreign language through the third-year college level as demonstrated by completion of the relevant courses or special examination. The language studied should be directly relevant to the geographical area of emphasis.

3) 4 units of work at the 300-level: International Studies 305, a senior seminar of 1 unit; a senior thesis of 1 unit (normally International Studies 301-302); and at least 1 unit from each of two departments. The senior seminar and the thesis constitute the Senior-Year Requirement.

4) 1 unit of intermediate work directly relevant to international issues in each of three departments. One of these departments must be economics and the other two courses may be drawn from political science, history, and geography.

5) At least one unit of work dealing with issues of nationality, race, ethnicity, class, and/or gender in American society.

### Recommendations for the concentration:

1) At least one course concerning the history, politics, economics, geography, anthropology or sociology of Latin America, Asia, or Africa.

2) Familiarity with research methods appropriate to the student's concentration in the International Studies major. The following courses may satisfy this recommendation: Anthropology 245 (The Ethnographer's Craft); Economics 209 (Probability and Statistics); Geography 222 (Geographic Research Methods); Political Science 207 (Political Analysis); Psychology 209 (Research Methods in

Social Psychology); or Sociology 254 (Research Methods).

3) Systematic inquiry into the area of ethics. This recommendation may be satisfied by any of the following courses: Philosophy 106 (Philosophy and Contemporary Issues), Philosophy 234 (Ethics), Philosophy 238 (Social and Political Philosophy), or another approved course.

4) A structured foreign area experience. This is especially recommended for students who have not lived or worked abroad. It may be satisfied by approved programs for Study Away, exchange living or study/travel.

## I. Introductory

### **106b. Perspectives in International Studies** (1)

An introduction to the varied perspectives from which an interdependent world can be approached. Themes which the course may address are nationalism and the formation of national identity, state violence and war, immigration, religion, modernization, imperialism, colonialism and postcolonialism, indigenous groups, cultural relativism, and human rights. These themes are explored by examining the experiences of different geographic areas. This multidisciplinary course uses texts from the social sciences and the humanities.

The particular themes and geographic areas selected, and the disciplinary approaches employed, vary with the faculty teaching the course.

This course is required for all International Studies majors. Sophomores and freshmen should take this course if they are interested in pursuing an International Studies major. Mr. Schreiber, Mr. Hanagan.

### **110a-110b. International Studies Study Trip** (1)

Normally the study trip takes place in the spring semester break. Enrollment for the trip is made early in the first semester. The course, which is taught in conjunction with the study trip, provides a systematic multidisciplinary introduction to the social, cultural, religious, historical, geographic, political, and economic aspects of the place of travel. The precise disciplinary foci of the trip varies depending on the faculty leading the trip and teaching the course. Language instruction is required when appropriate.

**Destination 2004/05:** To be announced.

## II. Intermediate

### **233a. The Political Economy of Globalization** (1)

(Same as Economics 233) We examine the consequences of economic globalization from a variety of theoretical perspectives. Topics include: competing theories of globalization's effects; an assessment of the extent of globalization; the effects of economic integration in economic growth and the distribution of income; and the ways in which globalization might alter the balance of power between and among workers, communities, governments and corporations. The course also considers a number of "applied" topics including the North American Free Trade Agreement, the International Monetary Fund, and debates over "sweatshop labor". Mr. Koechlin.

Prerequisites: International Studies 100 or 101.

### **251b. Global Feminism.** (1)

(Same as Women's Studies 251) This course explores issues pertinent to women's experiences in different Third World cultural and national contexts, focusing on feminist political analyses and activism pertaining to a range of issues affecting women. The course, examines how political fundamentalism, nationalism, and postcoloniality affect different women's identities and choices, and how feminists negotiate these forces in their struggles for women's empowerment. In addition to theoretical readings on Third World feminism, we address issues ranging from

cultural practices, to issues of sexuality and reproductive rights, and issues pertaining to development and women's place in the contemporary global economy. Learning about a wide range of Third World feminist engagements enables us to have a richer understanding of feminism as encompassing national, international and transnational political agendas, and to think critically about the similarities and differences in the predicaments and political struggles of women in different parts of the World. Ms. Narayan.

Two 75-minute periods.

**265a. Population. Environment and Sustainable Development.** (1)  
(Same as Geography 265) This course examines major issues, myths, theoretical debates, and real-life controversies regarding population change and the environment from a political-ecology perspective. Political ecology studies the changing physical environment through the lens of political- economic institutions and social discourse. The first part of this course visits the theoretical debates on population and environment through demographic analysis and critical evaluation of healthcare and family planning policies. The latter half offers lessons on issues related to food scarcity and security, environmental and social movements in many developing regions such as China, India, Sub-Saharan Africa, and Latin America. Ms. Zhou.

Two 75 minute sessions.

**[275. Globalization and Regional Development]** (1)  
(Same as Geography 275)

Not offered in 2004/05.

**280b. Special Forces: Militarism and Cultural Fantasies**

Militarism characterizes the mentalities and social formations that either give the military undue influence over society or lead to framing social and political problems in military terms. This course seeks to develop new approaches to militarism by investigating the diverse cultural fantasies (desires, narratives, etc.) that abound in militarist societies: from "heroic" battlefield sacrifices and the romance surrounding the "man in uniform" to corporate "warriors" and G.I. Jane. For the purposes of sustained and comparative analysis, focus is placed on two models that have become virtually synonymous with militarism since the nineteenth century: Germany and the United States. Materials include a broad range of primary sources, such as political speeches, autobiographical texts, scientific treatises, literary works and feature films. Additional readings and required student research address other global contexts. Mr. Schneider.

**285a. Old and New Empires: The Global Power of the United States and France Since 1945** (1)

The course explores the many issues underlying the rift between France and the United States over Iraq, and the many ways France appears to contest the preeminence of the United States and its combination of political omnipresence, military might, and economic superiority. We address the criticism of the Vietnam War and the attitudes of both powers toward the Middle East and the United Nations; but the comparison goes beyond diplomatic and political rivalries to include cultural conflicts, such as national identity, French versus American exceptionalism, anti-Americanism, and Francophobia. Ms. Geist.

**290a or b. Field Work** (½ or 1)

**298a or b. Independent Work** (½ or 1)

### III. Advanced

#### **300a or b. Senior Thesis** (1)

A 1-unit thesis written in the fall or spring semester. Students may elect to write their theses in one semester only in exceptional circumstances. Usually students will adopt International Studies 301-302.

#### **301a-302b. Senior Thesis** (1)

A 1-unit thesis written in two semesters.

#### **305a. Senior Seminar** (1)

An examination of selected global topics in a multidisciplinary framework. Topics vary from year to year. Mr. Davison.

#### **[363a. Nations, Globalization, and Post-Coloniality]** (1)

(Same as Anthropology 363) How do conditions of globalization and dilemmas of post-coloniality challenge the nation-state? Do they also reinforce and reinvent it? This course engages three related topics and literatures; recent anthropology of the nation-state; the anthropology of colonial and post-colonial societies; and the anthropology of global institutions and global flows. Ms. Kaplan.

Prerequisite: Previous coursework in Anthropology or by permission of instructor.

Not offered in 2004/05.

#### **399a or b. Senior Independent Work** (½ or 1)

The program faculty.

## Italian

**Professor:** John Ahern; **Associate Professor:** Rodica Diaconescu-Blumenfeld<sup>b</sup>, Eugenio Giusti<sup>a</sup>; **Assistant Professor:** Roberta Antognini<sup>a</sup>; **Visiting Assistant Professor:** Maria A. Nicoletti.

Courses are conducted in Italian, except for Italian 175, 237, 238, 242, 250, 255. Medieval and Renaissance Studies 220, or a course in Linguistics, such as Anthropology 150, may be counted in the required 10 units.

**Requirements for Concentration:** 10 units including Italian 220 or equivalent, 301.

**Senior-Year Requirements:** Italian 301 and 2 units of 300-level courses. Students who wish to be considered for departmental honors must also complete a Senior Project (Italian 300).

**Recommendations:** Summer study at the Vassar program in Siena. The department strongly recommends that students interested in the Junior Year in Italy begin the study of Italian in their freshman year. Majors in their junior year are encouraged to participate in Italy in the Eastern Colleges Consortium in Bologna (ECCO).

**Advisers:** The department.

**Correlate Sequence in Italian:** Students majoring in other programs may elect a correlate sequence in Italian.

**Requirements:** 6 units chosen from the following: Italian 205, 206, 220, 260, 265, 270, 301, 330, 331, 337, 338. At least one course must be taken at the 300-level. All courses must be taken for the letter grade. Courses taken in Italy or during the summer may be substituted with department approval.

### I. Introductory

#### 105a-106b. Elementary Italian (1)

Introduction to the essential structures of the language with emphasis on oral skills and reading. Reading and performance of a play by a contemporary author in the second semester. Supplementary material from *Andiamo in Italia*, a web-based trip to Italy. The department.

Open to all classes; four 50-minute periods; one hour of drill and one hour of aural-oral practice.

#### 107b. Intensive Elementary Italian (2)

A single-semester equivalent of Italian 105-106. The department.

Open to all classes; four 75-minute periods; one hour of drill and one hour of aural-oral practice or videolab.

#### 175b. The Italian Renaissance in English Translation (1)

A survey of the masterworks: Dante's *Vita Nuova*, Petrarch's *Canzoniere*, Boccaccio's *Decameron*, Castiglione's *Book of the Courtier*, Machiavelli's *Mandragola*, and Ariosto's *Orlando Furioso*. Mr. Giusti.

May not be counted towards the Italian major. Satisfies college requirement for a Freshman Course.

### II. Intermediate

#### 205a. Intermediate Italian I (1)

Narration in popular culture, literature, and film. Analysis of folktales, short stories, and Gabriele Salvatores' film *Marrakech Express*. Strong emphasis on effective oral expression. Formal study of grammar. Successful completion of this

<sup>a</sup>Absent on leave, first semester.

<sup>b</sup>Absent on leave, second semester.

course provides a suitable background for other 200-level courses. The department.  
Two 75-minute periods and one hour of conversation.

**206b. Intermediate Italian II** (1)

Italy today: the image in the Italian media. Analysis and discussion of strategies of representation in newspapers (*La Repubblica*, *Paese Sera*), magazines (*Espresso*), television and radio, advertisements, cinema, and the Internet. Formal study of grammar. Strong emphasis on effective oral expression. Ms. Antognini.

Two 75-minute periods and one hour of conversation.

Prerequisite: Italian 205 or permission of instructor.

**220b. Italian Civilization: Interpreting the Texts** (1)

From the origin of the Italian language to the masterpieces of the Renaissance. Selected texts from the “Dolce stil nuovo” and Dante’s *Vita nuova*; Petrarch’s *Canzoniere* and Italian Humanism; Boccaccio’s *Decameron* and the “novella” tradition; Ariosto, and the Italian epic; Machiavelli, Castiglione, Bembo on politics and ideology; Michelangelo, Stampa, Franco on gender in literature. Ms. Antognini.

Prerequisite: Italian 205 or special permission of instructor.

**[237b], 238a. Dante’s *Divine Comedy* in Translation** (1)

A close reading of the entire *Comedy* in its historical, philosophical, theological, and literary contexts. Conducted in English. Mr. Ahern.

Open to all classes. Italian majors see Italian 337-338.

**[242. Boccaccio’s *Decameron* in Translation: The “Novella” as Microcosm]** (1)

A close reading of the one hundred tales with emphasis on social, cultural, and gender issues of the later Middle Ages. Reference is made to classical sources (Ovid, Petronius, Apuleius), the French Fabliaux, and Courtly Literature. The course also analyzes contemporary rewritings of the text in different genres and media. Conducted in English. Mr. Giusti.

Open to all classes. Italian majors see Italian 342.

Two 75-minute meetings.

Not offered in 2004/05.

**250a. Italian Cinema in English** (1)

For description see Italian 260a.

Open to sophomores, juniors, and seniors.

May not be counted towards the Italian major.

Two 75-minute meetings and one film screening.

**[255a. Four Italian Filmmakers (in English)]** (1)

For description see Italian 265. Ms. Blumenfeld.

No prerequisites. Open to sophomores, juniors, and seniors.

May not be counted towards the Italian major

Two 75-minute meetings and two film screenings.

Not offered in 2004/05.

**260a. Italian Cinema** (1)

Cultural, ideological, and aesthetic issues in the history of Italian cinema from neorealism to contemporary auteurs. Ms. Blumenfeld.

Prerequisite: Italian 205 or the equivalent.

Three 75-minute meetings and one film screening.

**[265a. Four Italian Filmmakers]** (1)  
 Close analysis of the narrative and visual styles of Pier Paolo Pasolini, Michelangelo Antonioni, Bernardo Bertolucci and Gianni Amelio. Ms. Blumenfeld.  
 Three 75-minute meetings and two film screenings.  
 Prerequisite: Italian 205 or the equivalent.  
 Not offered in 2004/05.

**270a. Advanced Composition and Oral Expression** (1)  
 Development of oral and written skills through extensive conversation and essay writing. The course makes use of a variety of "texts" available in traditional formats (books, magazines, journals, films), as well as web-based materials. The topics covered are in the area of contemporary issues, with emphasis on cultural and socio-political phenomena. Mr. Giusti.  
 Two 75-minute meetings.  
 Prerequisite: Italian 206 or 220 or 221 or 222 or the equivalent.

**290. Field Work** (½ or 1)

**297.01. Reading Course in Boccaccio** (½)  
 The department.

**297.02. Reading Course in Verga** (½)  
 The department.

**297.03. Reading Course in Svevo** (½)  
 The department.

**297.04. Reading Course in Modern Italian Theater** (½)  
 The department.

**297.05. Reading Course in the Modern Italian Novel** (½)  
 The department.

**298. Independent Work** (½ or 1)

### III. Advanced

Prerequisite for all advanced courses: 2 units at the 200-level or by permission.

**300a. Senior Project** (1)  
 The department.

**301b. Senior Seminar** (1)  
 An examination of selected topics in recent Italian culture or of a single topic across several centuries. May be taken more than once for credit when topic changes. Required of all senior majors.

Topic for 2004/05: *Italian Autobiography from the Middle Ages to the Early Modern Period*. Because autobiography is equally a work of art and of life, it is also a unique literary form. To close readers it offers a complex set of interpretive problems. We examine how different autobiographers at different times have confronted the various issues raised by telling their own stories. Analyzed texts include selections from Dante's *Vita Nuova*, Petrarch's *Epistles*, Cellini's *Vita*, Lorenzo Da Ponte's *Memorie*, Silvio Pellico's *Le mie prigioni*, Neera's *Una giovinezza del XIX secolo*, Grazia Deledda's *Cosima*, Sibilla Aleramo's *Una donna*. Ms. Antognini.

Prerequisites: Italian 220 or the equivalent.



**[330. The Italian Renaissance: The Italian Epic Tradition from 1300 to 1600]** (1)

A study of the epic tradition from Medieval romances of chivalry and the “cantari” to the great epic poems of the Renaissance. Texts studied include: Pulci’s *Morgante*, Boiardo’s *Orlando innamorato*, Ariosto’s *Orlando furioso*, Torquato Tasso’s *Gerusalemme liberata*, Tassoni’s *Secchia rapita*, and Marino’s *Adone*. We also examine the canons of the heroic poem in sixteenth-century. Ms. Antognini.

Prerequisites: Italian 220 or the equivalent.

Not offered in 2004/05.

**[331. The Italian Renaissance: Poetry, Theater, Politics, and Ideology]** (1)

A study of ethnic, religious, and sexual otherness as represented in classical Renaissance texts. Selected readings of Michelangelo, Gaspara Stampa, Veronica Franco (poetry); Ariosto, Machiavelli, Aretino (theatre); Colombo, Vespucci, Castiglione, and Della Casa (politics and ideology). Mr. Giusti.

Prerequisites: Italian 220 or 221 or 222 or the equivalent.

Not offered in 2004/05.

**[337b.], 338a. Dante’s Divine Comedy** (1)

A close reading of the entire *Comedy* in its historical, philosophical, theological, and literary contexts. Designed for Italian majors in their senior year. Students in this course attend the same lectures as in Italian 237, 238, but do the reading in the original, attend a separate discussion class, and take separate exams. Mr. Ahern.

**[342. Giovanni Boccaccio’s Decameron: The “Novella” as a Microcosm]** (1)

Students in this course attend the same lectures as in Italian 242, but do the readings in the original, attend a separate discussion class, and take separate exams. Mr. Giusti

Prerequisite: Italian 220 or the equivalent.

Not offered in 2004/05.

**381a. Gender Effects: Women in Italian Cinema** (1)

Through analysis of various filmic portrayals of the female body, narratives of female subjectivity, articulations of female desire, and experiments with female and feminist agency, we raise questions about female characters in Italian cinema, and the gendering significance of formal cinematic features. We study such films as Pasolini’s *Mamma Roma*, Fellini’s *City of Women*, Wertmüller’s *Love and Anarchy*, and the more recent *Un’anima divisa in due* by Soldini and *Beseiged* by Bertolucci. Readings of pertinent works from feminist film theory in English and Italian. Ms. Blumenfeld.

Prerequisite: Italian 220 or the equivalent.

**399. Senior Independent Work** (½ or 1)**Eastern Colleges Consortium Program in Bologna**

Vassar College, Wellesley College, and Wesleyan University offer a study abroad program at the Università di Bologna in Italy. The program is committed to high academic standards and to providing opportunities for students to develop their knowledge of the Italian language and culture in one of the most venerable and prestigious academic environments in Europe. Undergraduates wishing to study humanities and social sciences may enroll for the fall or spring semesters or for the full academic year. Students who enroll for the full year or for the spring semester and who have at least an intermediate knowledge of Italian will complete two regular university courses at the Università di Bologna, as well as take courses in

language and Italian studies offered by the program. The program accepts no more than 45 students from consortium institutions and from other colleges and universities.

## **Japanese**

For curricular offerings, see Chinese and Japanese, page 139.

## Jewish Studies

**Director:** Deborah Dash Moore (Religion); **Steering Committee:** John Ahern (Italian), Peter Antelyes (English), Susan H. Brisman (English); Andrew Bush (Hispanic Studies), Marc Michael Epstein (Religion), Rachel Friedman (Classics), Judith L. Goldstein (Anthropology), Luke C. Harris (Political Science), Maria Höhn (History), Hartley Lachter (Religion), Lynn LiDonnici (Religion), MacDonald Moore, Janney Morrow (Psychology), Joshua S. Schreier (History), Judith Weisenfeld (Religion), Tova Weitzman (Religion), Debra Zeifman (Psychology); **Participating Faculty:** Peter Antelyes, Pinar Batur (Sociology), Nancy Bisaha (History), Susan H. Brisman, Andrew Bush, Miriam Cohen (History), Andrew Davison (Political Science), Marc Michael Epstein, Rachel Friedman, Judith L. Goldstein, Maria Höhn, Hartley Lachter, Lynn LiDonnici, J. Bertrand Lott (Classics), Marque Miringoff (Sociology), Deborah Dash Moore, MacDonald Moore, Joshua S. Schrier, Tova Weitzman.

Jewish Studies is a multidisciplinary approach to the diversity of the history and culture of Jews in Western and non-Western societies. This approach involves the study of the creation and reproduction of cultures in Israel, the Diaspora, and multi-ethnic societies in the ancient, medieval, modern, and contemporary world.

**Requirements for Concentration:** 12 units, including 1) Jewish Studies 101, 201, and 301, 2) 4 units of college-level Hebrew or its equivalent (no more than 4 units of Hebrew may be applied toward the concentration), 3) two additional courses on the 300-level, drawn from either Jewish Studies offerings or the list of approved courses (including Hebrew 305), 4) remaining units from courses drawn from Jewish Studies offerings, approved courses, or Jewish Studies in Comparative Contexts. Students are encouraged to explore complementary courses in a variety of disciplines. After consulting with the director, students should prepare a proposal for the major in Jewish Studies to be approved by the director and the Steering Committee. Students choosing a concentration are encouraged to explore language, literature and texts, religious traditions, history, society, and culture.

No more than 3 units per semester from study away can be counted toward the concentration. Jewish Studies recommends that students interested in the Junior Year Away Program in Israel begin the study of Hebrew in the freshman year.

After declaring a concentration, no required courses may be elected NRO.

**Senior-Year Requirements:** Senior Seminar (Jewish Studies 301). The Senior Thesis or Project (Jewish Studies 300) is optional, but must be elected by students to be considered for Honors in the Program. The thesis or project should reflect the multidisciplinary orientation of the Program. It will be graded Distinction, Satisfactory, or Unsatisfactory.

**Requirements for the Correlate Sequence:** 6 units, including Jewish Studies 101, a 300-level seminar in Jewish Studies, and four other courses, only one of which can be Jewish Studies 290 or Jewish Studies in Comparative Contexts. At least two courses at the 300-level are required. Students are urged to complete one year of college-level study in Hebrew or the equivalent. Up to two units of Hebrew may be counted toward the correlate sequence. After consulting with the director, students should prepare a proposal for the correlate sequence in Jewish Studies to be approved by the director and the Steering Committee. Students choosing a correlate sequence are encouraged to explore language, literature and texts, religious traditions, history, society, and culture. The specific shape of a student's program should reflect student interest in a disciplinary field, such as history, literature, anthropology, religion, and should complement concentration requirements. Jewish Studies recommends that students interested in the Junior Year Away Program in Israel begin the study of Hebrew in the freshman year. No more than 2 units from study abroad can be counted toward the correlate sequence.

## Course Offerings

### I. Introductory

#### 101a. Jewish Identities and Jewish Politics (1)

Two centuries ago Emancipation set into motion the volatile complex of forces that have shaped the debates of modern Jewish history. This course follows the intertwined fates of words people wield to characterize themselves and others, to justify and promote their actions, to identify with great traditions, to nominate traditions to greatness. “The Jewish Problem” was on people’s lips even as they welcomed Jews into humanity. From this backhanded welcome grew the tangled conflicts dealt with in the class: assimilation and gender, nationalism and racial anti-Semitism, shtetl and ghetto, Zionism and Diaspora, and the Holocaust/Shoah. Mr. Moore.

#### 110b. Vienna, Prague and Budapest: The Imperial Cities and Their Jews (1)

From court Jews to Kafka, the cities of East Central Europe have been magnets for Jewish life and creativity since the Middle Ages. We explore the Jewish heritage of these great urban centers through the eyes of guest lecturers who utilize tools, techniques, and resources from fields as diverse as literature, geography, history architecture, sociology, and ethnography. The course includes an optional study trip to all three cities during Spring Break. Mr. Epstein.

#### 131a. God (½)

(Same as Religion 131a) Whether we are furious with it, love it, or think it does not exist, the figure that Western Civilization calls “God” one of our most powerful root metaphors, an intellectual category that requires interrogation and understanding. As a literary figure, God has a personality, a biography, and a history; and, like all of us, a great deal to say (in literature) about how he has been understood and misunderstood. Through analysis of primary materials—Biblical, Ugaritic, Canaanite, and Mesopotamian, we explore this complicated figure. Ms. LiDonnici.

One 2-hour period for six weeks during the first half of the semester.

#### [151. Keywords and Codewords] (1)

After the Second World War several words used primarily with reference to Jewish experiences were drawn into wider debates. Holocaust, ghetto, and diaspora became hot-buttons. Gradually they were taken up as terms of choice for referencing issues central for African Americans and post-colonial emigres. We look at the ways in which terms are hitched to our trains of thought; and we examine the freight we ask such “keywords” to haul. We start with books by Raymond Williams and Gary Wills; move on to the movies *Whoopie!* and *Blazing Saddles*; and conclude with essays, religious and political speeches from the 1960s and 1980s. Open only to freshmen. Mr. Moore.

Not offered in 2004/05.

#### 183a. God’s Body (1)

Since the Bible, the Jewish tradition has tended to reject the notion that God has a body. Yet, even within the Bible itself, we find a striking array of images that attribute a human form to God. In this course, the class examines some of the ways that Jews have depicted God in a corporeal way, examining passages from the Bible, Talmud, Midrash, Kabbalah, and Jewish philosophy. Students see how debates concerning the embodiment of God have given rise to arguments over the nature of religion and human identity. This course provides an opportunity to learn about some of the ways that Jews have asked the questions: What is a body? What is the nature of God? Mr. Lachter.

Open only to Freshmen.

## II. Intermediate

### 201b. Jewish Textuality: Sources and Subversions (1)

Jewish tradition consists of a series of developments from the biblical stratum of text and practice through rabbinic interpretations and medieval, modern and postmodern revisions, reforms and even rejections of those interpretations. This course examines themes in Jewish life and thought from their biblical roots to their postmodern reinventions or reclamations.

Topic for 2004/05: *Beginnings: Genesis in the Jewish Tradition*. The first book of the Bible has proved endlessly fascinating to scholars and legists, poet and artists. How have the tales of the origins of the world and all that is within developed in the Jewish tradition, and what countertraditions have emerged from the interpretations? Mr. Epstein.

Jewish Studies 101 or by permission.

### 220a. Texts and Traditions (1)

(Same as Religion 220) Topic for 2004/05: *Jewish Diversity in the Greco-Roman World*. In the Hellenistic and Greco-Roman periods (300 BCE-200 CE), Jews lived many different lives—in and out of the promised land; stable and chaotic; invested in and rejecting of the world as they knew it; assimilating and “orthodox.” In this class, we study the texts and other artifacts through which the many voices from early Judaism survive until today, probing the religious, historical, literary and cultural forces that shaped the people and their texts. Readings include the so-called Apocrypha and Pseudepigrapha, Jewish apocalyptic texts, examples from the Dead Sea Scrolls, and Philo. Ms. LiDonnici.

### 221b. Voices from Modern Israel (1)

(Same as Hebrew 221 and Religion 221) An examination of modern and postmodern Hebrew literature in English translation. The course focuses on Israeli voices of men, women, Jews, Arabs, Ashkenazim and Sephardim to investigate such topics as memory, identity, alienation, the “other,” community, exile. Authors may include Ravikovitch, Zelda, Zach, Amichai, Darwish El-Kassin, Yehoshua, Oz, Grossman, Shammas, Liebrecht and Almog. Ms. Weitzman.

### [225b. The Hebrew Bible] (1)

(Same as Religion 225) The books of the Hebrew Bible (Christian Old Testament) are about a very long and tempestuous relationship between a people and a God. But who were these people, and where did they come from? Why were they chosen and by whom? What were they chosen for? Where did the biblical books come from and why are they so influential? In this course we examine these and other questions that relate to the interpretation of one of the most important books of Western civilization. Ms. LiDonnici.

Not offered in 2004/05.

### 245. Jewish Traditions (1)

(Same as Religion 245)

### 248a. Out of the Ghetto (1)

(Same as Religion 248 and History 248) Starting in the seventeenth century, Jews gradually moved out of the physical, political, social, and religious ghettos to which Christian Europe had consigned them. This course explores the implications of such an exodus. It looks at Jewish piety and politics, individuality and community in Europe, North America and northern Africa. Topics include changing gender roles, migration, hasidism, religious reform, and antisemitism. Ms. Moore.

**249a. Diaspora and Zion** (1)  
 (Same as Religion 249 and History 249) The twentieth century shattered and transformed Jewish life throughout the world altering our understanding of evil and challenging accepted meanings of modernity. This course explores the growth of political and racial antisemitism and its culmination in the Holocaust; the growth of Zionism and the establishment of the State of Israel; the transformation of Jews from a largely small-town people into a highly urbanized one. The implication of these events—what it has meant for Jews to live in a post-Holocaust world, how Jews interpret political sovereignty, Jewish responses to American life—form the second part of the course. Ms. Moore.

**265a. German Film in English Translation** (1)  
 (Same as German 265) This course offers an overview of selected historical and formal developments in German film from the silent period to the present.

Topic for 2004/05: *Images of the Jew in German, European, and American Films from the Early Twenties to the Present.* The image of “the Jew” has been crucial to German culture, and the advent of the German film industry provided a powerful means to explore and disseminate that image in versions that range from virulent anti-Semitism to sympathetic reflections. This course sets German film treatments of Jews in a comparative context, including Jewish constructions of Jews in Yiddish films, as well as the differing views of other European and American filmmakers. Among the topics to be considered are the ethnographic role of film; the intertwined themes of Jewish/German relations, anti-fascism, and the Holocaust; the changing responses in Germany and in the U.S. to the Holocaust in post-war popular culture. Mr. Bush and Ms. von der Emde.

Readings and discussions in English.

**269b. The Holocaust** (1)  
 (Same as Religion 260 and History 260) The Shoah, or Holocaust, signifies the systemic effort by the Nazis to exterminate the Jews of Europe. This course explores the events that constitute the Shoah/Holocaust from the perspective of Jewish history and German history. What difference does perspective make in terms of crafting an historical narrative, seeking meaningful explanations for motivations and actions, choosing to focus upon the victims or perpetrators or bystanders? How do scholars of Jewish or German history frame issues of politics and religion, responsibility and guilt, resistance and rescue? Finally, the course explores some of the responses to the Holocaust/Shoah in its immediate aftermath. Ms. Moore and Ms. Höhn.

**281b. Jewish Philosophy** (1)  
 (Same as Religion 281 and Philosophy 281) This course examines the dynamics of the Jewish encounters and struggles with philosophical speculation from antiquity to the contemporary period. The dialectical relationship between rational speculation and the Jewish tradition has had a formative impact on both the history of Jewish thought and the history of philosophical discourse. The purpose of this course is to examine how some of the key ideas in the Jewish tradition have been engaged by Jewish thinkers in a philosophical way. Topics to consider include: the nature of God, creation and ontology, metaphysics, Aristotelianism, free will, the meaning of Scripture, reason and faith, ethics, the nature of humanity, tradition, law, and gender. Mr. Lachter.

**282a. Psychological Perspectives on the Holocaust** (1)  
 (Same as Psychology 282) The Holocaust has spawned several now classic programs of psychological research. This course considers topics such as: anti-Semitism and stereotypes of Jews; the authoritarian and altruistic personalities; conformity, obedience, and dissent; humanistic and existential psychology; and

individual differences in stress, coping and resiliency. The broader implications of Holocaust-inspired research are explored in terms of traditional debates within psychology such as those on the role of the individual versus the situation in producing behavior and the essence of human nature. The ethical and logical constraints involved in human experiences and historical events into measurable/quantifiable scientific terms will also be considered. Ms. Zeifman.

**290. Field Work** (½ or 1)

**298. Independent Work** (½ or 1)

### III. Advanced

Prerequisite for all 300-level courses unless otherwise specified: 1 unit at the 200-level or permission of instructor.

**300. Senior Thesis or Project** (1)

Optional for students concentrating in the program. Must be elected for student to be considered for Honors in the program.

Permission required.

**301a. Space, Memory, Form: Studies in Jewish History and Material Culture** (1)

This seminar explores the lived worlds of Jewish communities in Europe and the Middle East. Through a combination of genres—memoirs, autobiographies, fiction, theoretical texts and visual material—students study the ways in which memory and space have been represented in oral histories, literature, material culture, and visual representations. Issues of transmission and cultural reproduction in different places and times and under varying conditions are central to the course. The seminar gives students the opportunity to develop their own scholarly work in the multi-sited framework. Ms. Goldstein.

Open only to seniors.

Permission required for non-majors.

**315a. Jews, Jewish Identity, and the Arts** (1)

This course examines the relationship of Jews with the arts from ancient times through the postmodern period.

Topic for 2004/05: *Jews and American Popular Culture*. An exploration of the ways in which Jews have shaped American popular culture, and the ways they have been shaped by it. Our approaches are historical, thematic, and theoretical, focusing on the links between popular media, models of citizenship, and consumerist practices. Our primary texts are drawn from a variety of media. For example: films and the film industry (*The Jazz Singer* to *The Producers*), television (*The Goldbergs* to *Seinfeld*), comics (Betty Boop and Superman to *The X-Men* and *Maus*), music (popular song from Irving Berlin to Leiber and Stoller, klezmer from Mickey Katz to Don Byron), sports figures (Hank Greenberg and *The Mighty Golem*), fashion (Yiddish fashion manuals to postmodern immigrant wear), and dolls (Barbie, of course). Among the issues we consider: Jewish blackface and the popular unconscious; diasporic identity and the transformative properties of media culture; the relation between outlaw and in-law cultures; and Jews, gender, and the American body. Mr. Antelyes.

**340b. Classical Jewish Culture** (1)

Topic for 2004/05: *Fighting over God: Jewish Debates with Islam and Christianity*. Western religious traditions have come to define themselves partially through debate and theological conflict. Since antiquity, this tension has given rise to a vast literature wherein attempts are made to refute another religion. In this course we

explore some of the debates that have taken place, especially in the Middle Ages, between Jews and the other western traditions. Students see how intricate arguments have been formulated on both sides of questions such as: Was Jesus the Messiah? Was Muhammad a prophet? Can there be more than one Messiah? Are the Jews a despised people? Can more than one religion be right at the same time? The class sees that the cultural phenomenon of religious debates tells us quite a bit about religious culture in western society. Mr. Lachter.

### **346b. Studies in Jewish Thought and History (1)**

(Same as Religion 346) Topic for 2004/05: *Hasidism*. Distinguished in dress, language and culture, today's Hasidic community is synonymous for most of us with "ultra-orthodox" Judaism. But surprising as it seems, the Hasidic movement was, from its very inception, the first and most revolutionary modern reform movement in Judaism. In both philosophy and practice, Hasidism and their charismatic spiritual leaders infused Jewish religious culture with new life while simultaneously undermining the structures of the religion which were previously deemed central and inviolate. In doing so, this radical movement both challenged the status quo of its times and anticipated later reforms to the Jewish tradition. Mr. Epstein.

### **350b. Confronting Modernity: Confronting Freud: Questions of the Jewish Body (1)**

Freud, a citizen of the nineteenth century, directly confronted European modernity in many of its major aspects; secularization, including the strong bent toward science, for instance; the domestication and commodification of bourgeois women; a certain fetishization of the "primordial" (figured in Freud's work more as the ancient than the colonized world); and, as a Jew, emancipation, assimilation and anti-Semitism. But in the wake of his founding of psychoanalysis, Freud himself has become an embodiment of the modernity that others would confront in him as a theorist and a therapist, if not to say the inventor of the modern and postmodern psyche. This course provides a close reading of some key texts by Freud, including case studies, metapsychological papers and applications of psychoanalysis in cultural areas beyond the therapeutic couch (e.g., literature, religion and the arts). Special attention is devoted to what Freud himself called "some observations on the anatomical distinctions between the sexes." Thereafter, the course turns to readings of, reactions to, and questions for Freud, primarily as they have been articulated in France in our times, and with a focus on the Jewish body. Figures discussed include philosophers Jacques Derrida and Sarah Kofman, feminist theorist and novelist Helen Cixous, psychoanalysts Nicolas Abraham and Maria Torok, and literary critic Nicolas Rand. Mr. Bush.

### **399a or b. Advanced Independent Work (½ or 1)**

#### **Approved Courses**

Hebrew 105-106	Elementary Hebrew	(1)
Hebrew 205a	Continuing Hebrew	(1)
Hebrew 206b	Continuing Hebrew	(1)
Hebrew 298	Independent Work in Hebrew	(1)
Hebrew 305a	Advanced Hebrew	(1)

#### **Jewish Studies in Comparative Contexts**

American Culture 275	Ethnicity and Race in America	(1)
Classics 103	Crosscurrents: History and Culture of the Ancient Mediterranean	(1)
English 326	Studies in Ethnic American Literature	(1)



History 214	The Roots of the Palestine-Israel Conflict	(1)
History 215	The High Middle Ages	(1)
History 231	France and its "Others"	(1)
History 234	Imperial France, 1830-1962	(1)
History 237	Germany, 1918-1990	(1)
History 337	The Rise and Fall of Nazi Germany	(1)
History 369	Themes in Twentieth Century Urban History: Social Reform and the Evolution of the Welfare State	(1)
Political Science 237	Law of Race and Gender Antidiscrimination in the United States	(1)
Religion 150	Western Religious Traditions	(1)
Religion 220	Text and Tradition	(1)
Religion 266	Religion in America	(1)
Sociology 271	Forms of Social Conflict	(1)
Sociology 366	Racism and Intellectuals	(1)

## Hebrew Language and Literature

### I. Introductory

#### 105a-106b. Elementary Hebrew (1)

Introduction to the language. Basic phonics and grammatical structures. Stress on development of reading comprehension, simple composition, and conversational skills. For Hebrew 105, no background in the language is assumed; admission to Hebrew 106 is possible with the demonstration of previous work equivalent to Hebrew 105. Ms. Weitzman.

May not be counted toward fulfillment of requirements for concentration.  
Open to all students.

#### 221b. Voices from Modern Israel (1)

(Same as Jewish Studies 221 and Religion 221)

Prerequisite: One 100-level course in Jewish Studies or permission of instructor.

### II. Intermediate

#### 205a, 206b. Continuing Hebrews (1)

Formal study of Hebrew language with emphasis on oral practice and writing skills. Ms. Weitzman.

Prerequisite: Hebrew 105-106, or equivalent of two years in high school.

#### 298. Independent Work (½ or 1)

### III. Advanced Hebrew

#### 305a. Advanced Hebrew (1)

Expansion of language proficiency through intensified study of cultural and literary texts, including poetry, prose, essays, newspapers, films, songs. Extensive discussion of issues related to contemporary Israel. Ms. Weitzman.

Prerequisite: Hebrew 205/206 or equivalent.

#### Note:

A self-instructional introductory course in Yiddish language. See Self-Instructional Language Program (SILP).

## Latin

For curricular offerings, see Classics, page 149.

## Latin American Studies

**Participating Faculty:** Michael Aronna (Director, Hispanic Studies), Light Carruyo (Sociology), Colleen Cohen (Anthropology), Brian Godfrey (Geography), Mihai Grünfeld (Hispanic Studies), Katherine Hite (Political Science), Lucy Lewis Johnson (Anthropology), Miranda Martinez (Sociology), Joseph Nevins (Geography), Leslie Offutt (History), Lizabeth Paravisini-Gebert (Hispanic Studies), David Tavaréz (Anthropology), Eva Maria Woods (Hispanic Studies).

The Latin American Studies Program provides a multidisciplinary approach to the study of the history, geography, politics, economics, cultures, and literatures of the vast, diverse, and increasingly influential world region of Latin America.

**Requirements for Concentration:** 12 units, including Latin American Studies 105, work above the introductory level in at least three departments and a competency in Spanish or Portuguese through the third-year level (Hispanic Studies 216 or Portuguese 310-311, or their equivalent). Maximum of 6 units of language instruction may count toward the concentration, not including intermediate- and advanced-level literature courses. Students are required to take two of the three 200-level Latin American history courses (History 262, 263, 264). In the senior year, each student must write a multidisciplinary thesis under the co-direction of two thesis advisors, one of whom must be drawn from the participating faculty. In fulfillment of the program, each student should elect 12 units from the following list, according to these guidelines: no more than 2 units at the 100-level; and at least 3 units at the 300-level, including a 1-unit graded senior thesis, the Latin American Studies Program senior seminar, and a seminar by an instructor other than the one responsible for the senior seminar. Students interested in Latin American Studies are encouraged to consult with the director or participating faculty members as early as possible to discuss their program of study. Some study in Latin America (either during summers or the junior year) is strongly recommended for all Latin American Studies majors.

**Requirements for the Correlate Sequence:** 6 units, including Latin American Studies 105, (1) either History 262, 263, or 264; (2) a minimum of four other courses in at least three different departments. At least two courses at the 300-level, including the Latin American Studies senior seminar and a seminar taught by an instructor other than the one responsible for the senior seminar, are required; these must be taken at Vassar. Ungraded work done in Latin America may be counted toward the major. One year of college-level study or the equivalent in either Spanish or Portuguese must be demonstrated. Students should prepare a proposal for the correlate sequence in Latin American Studies after consulting the courses listed in the catalogue and discussing the sequence with an adviser in the program, as there may be other appropriate courses which are not currently listed. All proposals should include some discussion of the focus of the coursework and must be approved by the program. One course can be "double counted" for a major and a correlate sequence.

For descriptions and timing of the courses in the listing below, please consult not only department listings in this catalogue, but also an updated *Schedule of Classes*. Additional courses may be approved for the major upon petition to program faculty.

### Course Offerings:

**105. Introduction to Latin American Studies** (1)  
An introduction to the basic concepts, theories, and methodologies necessary for the multidisciplinary study of Latin American societies. The focus of the course varies from year to year according to the topic selected by the instructor.

Topic for 2003/04: *Resistance and Struggle in Latin America*. Mr. Grünfeld.

**240b. Mesoamerican Worlds** (1)  
(Same as Anthropology 240)

**[242. Brazil: Development, Urbanization, and Environment in Portuguese America** (1)  
(Same as Africana Studies 242 and Geography 242)  
Not offered in 2004/05.

**283a. Latina/os in the Americas** (1)  
(Same as Sociology 283)

**290a or b. Field Work** ( $1/2$  or 1)  
By special permission.

### Reading Courses

**297.01. Testimonial Narrative** ( $1/2$ )

**297.02. Indigenous Mexico** ( $1/2$ )

**297.03. Chronicles of the Conquest** ( $1/2$ )

**297.04. Latino Writings** ( $1/2$ )

**297.05. Socio-Political Thought in Latin America** ( $1/2$ )

**297.06. Latin American Cinema** ( $1/2$ )

**297.07. The Politics of Regional Integration** ( $1/2$ )

**297.08. Syncretic Religions of the Caribbean and Latin American** ( $1/2$ )

**297.09. The Legacy of the Plantation in Caribbean and Latin American Literature** ( $1/2$ )

**297.10. Cultures of the Amazon** ( $1/2$ )

**297.11. Native Peoples of the Andes** ( $1/2$ )

**298a or b. Independent Research** ( $1/2$  or 1)  
By special permission.

**300-301. Senior Thesis** ( $1/2$ )

**308b. National, Race, Gender in Latin America and the Caribbean** (1)  
(Same as Sociology 308)

**[383. The Latin American City]** (1)  
(Same as Urban Studies 383)  
Not offered in 2004/05.

**389b. Senior Seminar** (1)

Required of all senior majors. Sponsoring department, instructor, and agenda vary from year to year, but display a multidisciplinary character through selection of materials and possible use of guest seminar leaders from other participating departments.

Topic for 2004/05: *Shores: Latin America and the Global System*. An interdisciplinary consideration of Latin America in the context of its historical relationship to other geographical, political, ethnic, linguistic, religious, and cultural configurations including Europe, Africa, Asia, the Caribbean, and North America. The course examines the historical connections and ruptures established between Latin America and the world through the colonial wealth and expansion of the Spanish empire into the Americas, Northern Africa, and Asia, the transatlantic slave trade, and modern immigration to and from Latin America. Our investigation of the unique ties of Latin America to other global regions focuses on the perspective of writers, directors, and social scientists from Latin America itself. Mr. Aronna.

**399a or b. Senior Independent Research** (½ or 1)  
By special permission.

**Approved Courses**

[Africana Studies 211.]	Religions of the Oppressed and Third World Liberation Movements	(1)
Anthropology 245.	The Ethnographer's Craft	(1)
Economics 248.	International Trade and the World Financial System	(1)
Economics 268.	Economic Development in Less Developed Countries	(1)
[Geography 240.]	Latin America: Regional Development, Environment, and Urbanization	(1)
[Geography 242.]	Brazil: Urbanization and Environment in Portuguese America	(1)
Geography 247a.	The U.S.-Mexico Border: Region, Place, and Process	(1)
Hispanic-Studies 105-106.	Elementary Spanish Language	(1)
Hispanic-Studies 205.	Intermediate Spanish	(1)
Hispanic Studies 206.	Reading and Writing about Hispanic Culture	(1)
Hispanic Studies 216.	Methods in Interdisciplinary Analysis	(1)
Hispanic Studies 227.	Colonial Latin America	(1)
Hispanic Studies 229.	Postcolonial Latin America:	(1)
Hispanic Studies 387a.	Latin American Seminar	(1)
Hispanic Studies 387b.	Latin American Seminar	(1)
History 162a.	Latin America: The Aftermath of Encounter	(1)
[History 251a.]	A History of American Foreign Relations	(1)
History 262a.	Early Latin America to 1750	(1)
[History 263b.]	From Colony to Nation: Latin America in the Nineteenth Century	(1)
History 264b.	The Revolutionary Option? Latin America in the Twentieth Century	(1)
[History 361b.]	Varieties of the Latin American [Indian Experience]	(1)
History 362b.	The Cuban Revolution	(1)
[History 363b.]	Revolution and Conflict in Twentieth-Century Latin America	(1)
Political Science 252.	Politics of Modern Social Movements	(1)
Political Science 258a.	Latin American Politics	(1)
Political Science 355b.	Seminar on Violence	(1)
Portuguese.	First, Second and Third Year of Spoken Language (Self-Instructional Language Program)	(1)
[Religion 211.]	Religions of the Oppressed and Third-World Liberation Movements	(1)
[Sociology 287b.]	Latino Identity Formation in the U.S.	(1)

## Mathematics

Professors: John Feroe, John McCleary, Peter C. Pappas, Charles I. Steinhorn<sup>b</sup>;  
**Associate Professor:** Benjamin A. Lotto; (Chair) Assistant **Professors:** Heather Johnston; Natalie Priebe Frank<sup>a</sup>; **Visiting Assistant Professor:** HeeSook Park;  
**Adjunct Instructor:** Doris Haas\*.

**Requirements for Concentration:** Mathematics 121/122 (or 125 or permission of the department to enroll in 221), 9½ units above the 100-level including Mathematics 221/222, 301, 321, 361, and two other units at the 300-level. Reading courses are not counted among the required units. Work used to satisfy major requirements may not be taken NRO after declaration of the major. At most one unit at the 300-level taken NRO prior to declaration of the major may be used to satisfy major requirements.

**Senior Year Requirements:** Mathematics 301.

**Recommendations:** Majors are strongly urged to elect at least 2 units in applications of mathematics to other fields. A reading knowledge of French, German, or Russian is advised for those contemplating graduate study.

**Sequence of Courses for Concentration:** Incoming students will normally elect Mathematics 121/122, 221/222, but freshman eligible for Advanced Placement should confer with the department. Election of advanced courses should be made in consultation with a departmental adviser.

Prospective majors in mathematics are strongly advised to complete Mathematics 121/122 or Mathematics 125 by the end of the freshman year and Mathematics 221/222 by the end of the sophomore year. In any case, the first sequence must be completed by the end of the sophomore year in order to declare the major and Mathematics 221/222 must be completed by the end of the junior year.

**Advisers:** The department.

**Correlate Sequence in Mathematics:** Students majoring in other programs may complement their study by electing a correlate sequence in mathematics. Course selection should be made in consultation with the department and the major adviser to ensure exposure to the mathematics most useful to the field of concentration.

**Requirements for the Correlate Sequence:** Mathematics 121/122 (or its equivalent through advanced placement, 125, or permission of the department to enroll in 221), 4 graded units above the 100-level including 221/222. At least one of the 4 graded units must be at the 300-level.

**Advanced Placement:** Students receiving 1 unit of Advanced Placement credit based on either the AB or BC Mathematics Advanced Placement Examination or the calculus credit examination administered by the Department of Mathematics may not be granted credit for Mathematics 101 or 121.

The department recommends that students who have earned a 4 or 5 on the BC examination enroll in Mathematics 221. Students with a 5 on the AB examination or a 3 on the BC examination generally are advised to elect Mathematics 221 also, after conferring with the department. Students with a 4 on the AB examination ordinarily are advised to enroll in Mathematics 125, but should consult with the department.

### I. Introductory

#### 100a-101b. Pre-Calculus and Introduction to Calculus (½, 1)

This sequence is designed for students who wish to take Mathematics 101, Introduction to Calculus, but whose mathematical background is deficient. Students with three years of high school mathematics should begin with Math-

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

\* Part time.

ematics 101. Topics of Mathematics 100 include the algebra of polynomials, operations with fractions, solving equations and inequalities, exponents and radicals, elements of coordinate geometry, functions and their graphs, logarithms and elements of trigonometry. Ms. Haas.

On the satisfactory completion of Mathematics 101, the student receives  $\frac{1}{2}$  unit of credit for Mathematics 100.

Not open to students with AP credit in mathematics or students who have completed Mathematics 101 or 121.

Prerequisite: high school mathematics. Advice of the department should be sought before registering for this course.

### **101b/102a.**

#### **101b. Introduction to Calculus**

(1)

A course intended for students not majoring in mathematics or the physical sciences who need a working knowledge of calculus. The course emphasizes techniques and applications with relatively little attention to the rigorous foundations. The department.

Not open to those who have had Mathematics 121 or its equivalent.

Does not serve as a prerequisite for Mathematics 122, 125, or 200-level mathematics courses.

Prerequisite: at least three years of high school mathematics.

Three 50-minute periods.

#### **102a. Topics in Calculus**

(1)

A continuation of Mathematics 101. Topics may include: matrix methods, use of differentiation and integration, differential equations, and partial differentiation. Emphasis is on techniques and applications. The department.

Not open to those who have had Mathematics 122.

Does not serve as a prerequisite for 200-level mathematics courses.

Prerequisite: Mathematics 101 or equivalent.

#### **121a/122b. Single Variable Calculus**

(1)

The calculus of one variable and applications are discussed. Topics include: limits, continuity, derivatives, applications of derivatives, transcendental functions, the definite integral, applications of definite integrals, approximation methods, differential equations, sequences, and series. The department.

Not open to those who have had Mathematics 101.

Prerequisite: a minimum of three years of high school mathematics, preferably including trigonometry.

Three 50-minute periods; one 50-minute problem session.

#### **125a. Topics in Single Variable Calculus**

(1)

Material from Mathematics 121/122 presented in one semester for students with previous experience with calculus. Topics in second-semester calculus are fully developed and topics in first-semester calculus are reviewed. The department.

Three 50-minute periods; one 50-minute problem session.

#### **131a. Numbers, Shape, Chance, and Change**

(1)

What is the stuff of mathematics? What do mathematicians do? Fundamental concepts from arithmetic, geometry, probability, and the calculus are explored, emphasizing the relations among these diverse areas, their internal logic, their beauty, and how they come together to form a unified discipline. As a counterpoint, we also discuss the “unreasonable effectiveness” of mathematics in describing a stunning range of phenomena from the natural and social worlds. The department.

Prerequisites: at least three years of high school mathematics.

Two 50-minute lectures and one 50-minute discussion per week.

## II. Intermediate

Prerequisite for all intermediate courses: Mathematics 122, 125 or equivalent, unless otherwise indicated.

### 221a and b. Linear Algebra (1)

The theory of higher dimensional space. Topics include: geometric properties of  $n$ -space, matrices and linear equations, vector spaces, linear mappings, determinants. The department.

### 222a and b. Multivariable Calculus (1)

Continuation of Mathematics 221. Differential calculus of vector functions, implicit function theorem, extreme values, multiple integrals, vector field theory. The department.

Prerequisite: Mathematics 221 or the equivalent, or permission of the instructor.

### 228b. Methods of Applied Mathematics (1)

Survey of techniques used in the physical sciences. Topics include: ordinary and partial differential equations, series representation of functions, integral transforms, Fourier series and integrals. The department.

### 231a or b. Topics in Geometry (1)

Topics to be chosen from: conic sections, transformational geometry, Euclidean geometry, affine geometry, projective geometry, inversive geometry, non-Euclidean geometry, spherical geometry, convexity, fractal geometry, solid geometry, foundations of geometry. The department.

Alternate years: offered in 2004/05.

### 241a. Probability Models (1)

A presentation of commonly applied discrete and continuous probability distributions, including the use of expectation, independence, conditional probability, and related statistical concepts. The department.

### 261a. Introduction to Number Theory (1)

Topics include: divisibility, congruence, modular arithmetic, diophantine equations, number-theoretic functions, distribution of the prime numbers. The department.

### 263b. Discrete Mathematics (1)

Mathematical induction, elements of set theory and logic, permutations and combinations, relations, topics in graph theory, generating functions, recurrence relations, Boolean algebras. The department.

### 290. Field Work (1/2 or 1)

## Reading Courses

Prerequisite: Mathematics 221 or equivalent, and permission of instructor.

### 297. Topics in Mathematics (1/2)

### 298. Independent Work (1/2 or 1)

Election should be made in consultation with a department adviser.

## III. Advanced

Prerequisite for all advanced courses: Mathematics 222, unless otherwise indicated.

**301b. Senior Seminar** (½)

Areas of study and units of credit vary from year to year. The department.  
Open only to seniors whose major is mathematics.

**321a. Real Analysis** (1)

A rigorous treatment of topics in the classical theory of functions of a real variable from the point of view of metric space topology including limits, continuity, sequences and series of functions, and the Riemann-Stieltjes integral. The department.

**324a or b. Complex Analysis** (1)

Integration and differentiation in the complex plane. Topics include: holomorphic (differentiable) functions, power series as holomorphic functions, Taylor and Laurent series, singularities and residues, complex integration and, in particular, Cauchy's Theorem and its consequences. The department.

**[327b. Advanced Topics in Real Analysis]** (1)

Continuation of Mathematics 321. Measure theory, the Lebesgue integral, Banach spaces of measurable functions. The department.

Prerequisite: Mathematics 321.

Alternate years: not offered in 2004/05.

**328b. Theory of Differential Equations** (1)

Existence and uniqueness theorems for ordinary differential equations; general theory and eigenvalue methods for first order linear systems. The department.

Prerequisite: Mathematics 321 or permission of instructor.

Alternate years: offered in 2004/05.

**[335a or b. Topics in Differential Geometry and Topology]** (1)

Aspects of the elementary geometry and topology of differentiable manifolds. Topics vary from year to year. The department.

Prerequisite: Mathematics 321.

Alternate years: not offered in 2004/05.

**[336a or b. Algebraic Geometry]** (1)

An introduction to the study of algebraic geometry. Topics may include: projective space, homogeneous coordinates, plane curves, Bezout's theorem, elliptic curves, affine and projective varieties, the Zariski topology, coordinate rings, functions on varieties. The department.

Prerequisite: Mathematics 361.

Alternate years: not offered in 2004/05.

**339a or b. Topology** (1)

Introductory point-set and algebraic topology; topological spaces, metric spaces, continuous mappings, connectedness, compactness and separation properties; the fundamental group; simplicial homology. The department.

Prerequisite: Mathematics 321 or 361.

Alternate years: offered in 2004/05.

**[341b. Mathematical Statistics]** (1)

The rigorous development of topics in mathematical statistics: probability and distributions; multivariate distributions; special distributions; distributions of functions of several variables; limiting distributions; introduction to statistical inference. Additional topics drawn from sufficient statistics, estimation theory, statistical testing, and inferences about normal models. The department



Prerequisite: Mathematics 222 and 241.  
Alternate years: not offered in 2004/05.

**[351a. Foundations of Mathematics] (1)**

An introduction to mathematical logic. Topics are drawn from computability theory, model theory, and set theory. Mathematical and philosophical implications also are discussed. The department.

Prerequisite: Mathematics 321 or 361.  
Alternate years: not offered in 2004/05.

**361b. Modern Algebra (1)**

The theory of groups and an introduction to ring theory. Topics in group theory include: isomorphism theorems, generators and relations, group actions, Sylow theorems, fundamental theorem of finite abelian groups. The department.

**364a or b. Advanced Linear Algebra (1)**

Further study in the theory of vector spaces and linear maps. Topics may include: scalar products and dual space; symmetric, hermitian and unitary operators; eigenvectors and eigenvalues; spectral theorems; canonical forms. The department.

**367a. Advanced Topics in Modern Algebra (1)**

Continuation of Mathematics 361. Rings and fields, with a particular emphasis on Galois theory. The department.

Prerequisite: Mathematics 361.  
Alternate years: offered in 2004/05.

**[380a or b. Topics in Advanced Mathematics] (1)**

Advanced study in an area of mathematics. The department.  
Alternate years: not offered in 2003/04.

**399. Senior Independent Work (½ or 1)**

Election requires the approval of a departmental adviser and of the instructor who supervises the work.

## Media Studies Development Project

**Steering Committee:** Lisa Brawley (Urban Studies), Heesok Chang (English), Colleen Cohen (Anthropology and Women's Studies), Robert DeMaria (English), Tom Ellman (Computer Science), William Hoynes (Sociology), Michael Joyce (English), J. Bertrand Lott (Classics), Mia Mask (Film), Thomas Porcello (Anthropology), Philippe Roques (Film), Eva Woods (Hispanic Studies).

The Media Studies Development Project, established in 1999, is designed to encourage the understanding and critical evaluation, from a multidisciplinary perspective, of new and old media technologies, the centrality of global media in culture, social life, politics and economics, and the contemporary and historical impact of media on individuals and societies. As defined by the project, media includes all forms of representational media (oral/aural, written, visual), mass media (print, television, radio, film), new media (digital multimedia, the Internet, networked media), their associated technologies, and the social and cultural institutions that enable them and are defined by them.

The project recognizes several interrelated approaches to the study of media: multidisciplinary (perspectives derived from the arts, humanities, social and natural sciences); historical (the development of various forms of communication and the representation of knowledge); theoretical and critical (how media shape our understandings of "reality," and the dynamic interrelationship of media industries, cultural texts, communications technologies, policies, and publics); multicultural (non-Western, indigenous, and local media forms and practices); and practical (work in media production and the use of media technologies).

The courses below are all taught by participating members of the Media Studies Faculty Seminar. Some have been created through the Media Studies Development Project curricular initiatives and are central to the approaches discussed above. Others reside in disciplines closely related to the project.

### Course offerings:

#### 160a. Approaches to Media Studies

(1)

This course explores concepts and issues in the study of media, attentive to but not limited by the question of the "new" posed by new media technologies. Our survey of key critical approaches to media is anchored in specific case studies drawn from a diverse archive of media artifacts, industries, and technologies: from phonograph to photography, from cinema to networked hypermedia, from typewriter to digital code. We examine the historical and material specificity of different media technologies and the forms of social life they enable, engage critical debates about media, culture and power, and consider problems of reading posed by specific media objects and processes, new and old. We take the multi-valence of "media"—a term designating text and apparatus of textual transmission, content and conduit—as a central problem of knowledge for the class. Our goal throughout is to develop the research tools, modes of reading, and forms of critical practice that help us aptly to describe and thereby begin to understand the increasingly mediated world in which we live. Mr. Joyce.

#### 264b. The Avant-Gardes, 1889-1929

(1)

(Same as Art 264) The formation of European avant-gardes is studied as part of the general modernization of everyday life. Various media are included: painting, sculpture, architecture, photography, the applied arts, and film. Ms. Nesbit.

#### [265a. Modern Art and the Mass Media, 1929-1968]

(1)

(Same as Art 265a) The history of modernist painting in Europe and America from 1930 to 1975, together with those contemporary developments in film, photogra-

phy, and the mass media. Special attention is paid to the criticism, theory, and politics of the image. Ms Nesbit.

Not offered in 2004/05.

**280b. Image Text** (1)

What Richard Lanham terms the “renegotiation of the alphabet/icon ratio upon which print-based thought is built” has become an active, if often unspoken, force in contemporary developments in media, economy, politics, literature, and philosophy. This course examines the effects of that renegotiation upon our ideas of culture, tradition, and community. As technological visionaries and shucksters alike seem ready to abandon the body (as if it were possible) and to remap the physical world in the image of the mind (as if we could comprehend either), the course likewise becomes a consideration of our human nature and embodiment as witnessed and sustained in its representations in media. Course “readings” are wide in their scope and multiple in their modalities, with works from literary, feminist, and media theory augmented by a historical media-specific consideration of image/text relationships from Plato to Blake to twentieth century art to graphical novels, the world wide web, and immersive environments. Mr. Joyce.

**301b. Ancient Societies and New Media:** (1)

**The History and Historiography of Antiquity in the Digital Age**

(Same as Classics 301a) This course examines the use of new technologies and new media to study the history of Classical antiquity in order to better understand both the changing craft of the historian (what it means to “do history” today) and the particular contribution that new technologies are making to our knowledge and understanding of the ancient world. The course investigates topics such as types of digital history (archives, exhibits, scholarship, teaching, discussion), the future of historical narratives (spatial, interactive, participatory, additive, expressive), research with new technology, and the practitioners of history. In particular, readings in media theory, historiography, media production, and historical research guide discussions of important issues, events, and controversies in ancient history, such as the Black Athena controversy, the figure of Alexander the Great, and the use of Roman coins and inscriptions as mass media. Over the semester, students review current materials, research particular topics of ancient history, analyze historical methods, and produce a new media history project. Mr. Lott.

**351b. Sound** (1)

(Same as Anthropology 351b) This seminar centers on the examination of acoustic, perceptual, and cultural dimensions of aural phenomena. Linguistics is one focal area of the course, in which we pursue both qualitative and quantitative analyses of paralinguistic and prosodic features (pitch, intonation, rhythm, timbre, formants), acoustic phonetics, and especially issues of sound symbolism (onomatopoeia, iconicity, metaphor, and synaesthesia). Additional topics of discussion include relationships between sound structure and social structure as investigated by anthropologists and ethnomusicologists, sound as an element of various media, the cultural history of sound (as encoded in regulatory practices such as public noise ordinances, as well as in architectural and technological designs). Mr. Porcello.

**[356a. Culture, Commerce, and the Public Sphere]** (1)

(Same as Sociology 356a) This course examines the culture and politics of the public sphere, with an emphasis on the changing status of public spaces in contemporary societies. Drawing upon historical and current analyses, we explore such issues as the relationship between public and commercial space and the role of public discourse in democratic theory. Case studies investigate such sites as mass media, schools, shopping malls, cyberspace, libraries, and public parks in relation

to questions of economic inequality, political participation, privatization, and consumer culture. Mr. Hoynes.

Not offered in 2004/05.

### **360a. Writing, Memory and Power**

(1)

(Same as Anthropology 360a) This course examines the rapport among writing practices, hierarchies of knowledge, collective memory genres, and sociopolitical authority. We begin with a reassessment of the epistemic assumptions that underlie the canonical distinctions between writing and orality, ideographic and alphabetic writing, and collective memory and reconstruction. We then trace the production, circulation and reception of various media that record rhetorical acts, narratives, and collectively authored statements. The case studies range from public and private ideographic/alphabetic texts, sacred texts, and clandestine writings to monuments, rhetorical performances, and globally exchanged texts and images. The course concludes with an assessment of writing and remembrance as practices that reinforce social circuits and perennially reconstitute their own spaces and modes of interaction. In 2004, the case studies may include the gendered production of Classic Maya and Postclassic Mixtec writing, the European art of memory and its failed introduction into sixteenth-century China, the circulation of clandestine texts in the seventeenth and eighteenth centuries, Classical Arabic rhetoric and state bureaucracies, the rhetoric of public monuments, and information exchanges over the Internet. Mr. Tavárez.

### **385b. Media and War**

(1)

Senator Hiram Johnson's 1917 remark "The first casualty when war comes is truth" is often repeated. But the processes through which (mis)information and images circulate in wartime are less well known. This course explores the role of popular media in the production and circulation of knowledge about war. Drawing on both news and entertainment media, we examine how war is represented and remembered in various media, including newspapers, photographs, radio, television, film, and online. Through a series of historical and contemporary case studies, we explore topics such as the practices of the war correspondent, strategies of news management by military planners, the relationship between media images and public attitudes toward war, media as a propaganda tool, and the role of popular media in constructing and contesting national myths and memories of war. Mr. Hoynes.

### **388b. Computer Animation: Art, Science, and Criticism**

(1)

(Same as Computer Science 388b and Art 388b) An interdisciplinary course in computer animation aimed at students with previous experience in computer science, studio art, or media studies. The course introduces students to mathematical and computational principles and techniques used to describe the shape and motion of three-dimensional figures in computer animation. It introduces students to artistic principles and techniques used in drawing, painting, and sculpture, as they are translated into the context of computer animation. It also encourages students to critically examine computer animation as a means of communication. Finally, the course exposes students to issues that arise when people from different scholarly cultures attempt to collaborate on a project of mutual interest. The course is structured as a series of animation projects interleaved with screenings and classroom discussions. Students carry out their projects working in pairs or small groups, using state-of-the-art modeling and animation software. In classroom discussions, students critically evaluate their project work, and reflect on the process of interdisciplinary collaboration itself. Mr. Ellman, Mr. Roseman.

Prerequisite: permission of instructors.

## Medieval and Renaissance Studies

**Coordinator:** Karen Robertson (English and Women's Studies); **Steering Committee:** Peter Huenink, Jacqueline Musacchio (Art), J. Bertrand Lott (Classics), Mark Amodio, Leslie Dunn, Don Foster, (English), Christine Reno (French), Nancy Bisaha, Mita Choudhury (History), John Ahern (Italian), Lynn LiDonnici (Religion); **Participating Faculty:** Susan D. Kuretsky (Art); Robert D. Brown (Classics); Robert DeMaria, Eamon Grennan, Ann Imbrie, Samantha Zacher (English); Patricia Kenworthy (Hispanic Studies); Eugenio Giusti (Italian); Brian Mann (Music); Mitchell Miller (Philosophy), Margaret Leeming (Religion).

The interdepartmental program in Medieval and Renaissance Studies is designed to provide the student with a coherent course of study in the arts, history, literature, and thought of European civilization from the fall of Rome to the seventeenth century.

**Requirements for concentration:** 12 units, including Medieval/Renaissance Culture 220, and the senior thesis. Three units, one of which is the senior thesis, must be at the 300-level. Distribution and language requirements, listed below, must also be satisfied.

**Distribution Requirement:** In addition to Medieval/Renaissance Culture 220 and the thesis, students should take 10 units from the approved list. Two courses must be chosen from each of three groups of disciplines: Art and Music; History, Philosophy, Religion; Language and Literature. 300-level work is required in at least two departments.

**Language Requirement:** The major requires demonstration of competence in Latin or in at least one vernacular language besides Middle English. Competency is demonstrated by completion of at least two courses at the 200-level. Languages may include French, German, Hebrew, Italian, Latin, Old English, and Spanish.

**Recommendations:** Since Latin is a core skill for medieval studies, all students are strongly urged to take at least one year of Latin. Students expecting to concentrate on the Renaissance should also study Italian.

Certain courses help form a foundation for this major. A selection from these 100-level courses may be applied toward the major in consultation with the coordinator: Art 105, Classics 102, Classics/College Course 101, Italian 175, History 123, Religion 150, Philosophy 101 or 102. No more than two 100-level courses may be offered toward the major.

**Correlate Sequence in Medieval and Renaissance Studies:** 6 graded units from the list of approved courses are required, including Medieval and Renaissance Studies 220 or History 215 or History 225; Art 220 or the equivalent; and English 220-221 or the equivalent in a foreign language. These courses should be taken early in a student's career. 100-level work cannot be included in the sequence and at least 1 unit must be at the 300-level. The courses selected for the sequence must form a unified course of study and a written proposal articulating the focus of the sequence must be submitted to the correlate sequence adviser for approval prior to declaration.

### Course Offerings

**116a. The Dark Ages, c. 400-900** (1)  
(Same as History 116a)

**202. Thesis Preparation** (½)

**220a. Medieval/Renaissance Culture** (1)  
Topic for 2004-05: *Woven Stories: Medieval Tapestries and Texts*. Intensive study of selected tapestries and texts chosen to inform the viewer's understanding of them.

Tapestries include important series such as the *Apocalypse*, *Courtiers in a Rose Garden*, *Los Honores*, and the *Hunt of the Unicorn*. The texts, drawn from a variety of genres, include *Everyman*, *Sir Gawain and the Green Knight*, *The Romance of the Rose* by Jean Renart, and selections from the Bible, bestiaries, herbals, and Middle English lyrics. Students are taught how to design and weave a small tapestry. Field trips to the Metropolitan Museum of Art and the Cloisters are scheduled.  
Ms. Kane, Ms. Willard.

### 220b. Medieval/Renaissance Culture (1)

Topic for 2004/05: *Women in Medieval and Renaissance Culture*. Ms. Reno, Ms. Robertson.

### 300. Senior Thesis (1)

An interdisciplinary study written under the supervision of two advisors from two different disciplines.

## Approved Courses

### Art and Music

Art 220a.	Romanesque and Gothic Architecture	(1)
Art221b.	The Sacred Arts of the Middle Ages	(1)
Art 235a.	Renaissance Painting, Sculpture and Decorative Arts in Italy	(1)
[Art 270a.	Renaissance Architecture]	(1)
	Not offered in 2004/05.	
Art 271b.	Early Modern Architecture	(1)
Art 320b.	Seminar in Medieval Art	(1)
	Topic for 2004/05: <i>Workshops of Vulcan: The Industry of the Sacred Arts in the Middle Ages</i>	
Art 331a.	Seminar in Northern Art	(1)
	Topic for 2004/05: <i>Time and Transformation in Seventeenth-Century Dutch Art</i>	
[Art 332b	Seminar in Italian Renaissance Art]	(1)
	Not offered in 2004/05.	
Music 323a.	Music and Poetry of the Italian Renaissance	(1)

### History, Philosophy, Religion

Classics 102a.	Reading Antiquity	(1)
Classics 103b.	Crosscurrents	(1)
[Classics 215.	The Rome of Caesar Augustus]	(1)
	Not offered in 2004/05.	
[Classics 217.	History of the Ancient Romans]	(1)
	Not offered in 2004/05.	
Classics 282.	Archaeology of Imperial Rome	(1)
Classics 301b.	Seminar in Classical Civilization	(1)
	Topic for 2004/05: <i>Ancient Societies and New Media: The History and Historiography of Antiquity in the Digital Age</i>	
History 215b.	High Middle Ages	(1)
History 225b.	Renaissance Europe	(1)
History 259b.	The History of the Family in Early Modern Europe	(1)
History 315a.	World of the Crusades	(1)

Religion 225.	The Hebrew Bible	(1)
Religion 227.	Christian Traditions	(1)
Religion 243.	Islamic Traditions	(1)
Religion 350.	Comparative Studies in Religion: Topic for 2004/05: <i>Religion and the Arts</i>	(1)

**Language and Literature**

Africana Studies 203a.	The Origins and Development of Islamic Literature	(1)
English 235.	Old English	(1)
English 326.	Beowulf	(1)
English 237.	Chaucer	(1)
English 239.	Renaissance Drama	(1)
English 240.	Shakespeare	(1)
English 241-242.	Shakespeare	(1)
English 340.	Studies in Medieval Literature	(1)
English 341.	Studies in the Renaissance	(1)
English 345.	Milton	(1)
[French 230.	Medieval and Early Modern Times] Not offered in 2004/05.	(1)
French 332a.	Literature and Society in Pre-Revolutionary France	(1)
Hispanic Studies 226a.	Medieval and Early Modern Spain Topic for 2004/05: <i>Spain on Stage</i>	(1)
Hispanic Studies 388a.	Peninsular Seminar Topic for 2004/05b: <i>Don Quijote</i> .	(1)
Italian 175.	Italian Renaissance in English Translation	(1)
Italian 220b.	Italian Civilization: Interpreting the Texts	(1)
[Italian 237b.	Dante's <i>Divine Comedy</i> in Translation] Not offered in 2004/05.	(1)
Italian 238a.	Dante's <i>Divine Comedy</i> in Translation	(1)
[Italian 242b.	Boccaccio's <i>Decameron</i> in Translation: "The Novella" as Microcosm] Not offered in 2004/05.	(1)
Italian 300.	Senior Seminar Topic for 2004/05: <i>Italian Autobiography from the Middle Ages to the Early Modern Period</i>	(1)
[Italian 330a.	The Italian Renaissance: The Italian Epic Tradition from 1300 to 1600] Not offered in 2004/05.	(1)
[Italian 331b.	The Italian Renaissance: Poetry, Theatre, Politics, and Ideology] Not offered in 2004/05.	(1)
[Italian 337b.	Dante's <i>Divine Comedy</i> ] Not offered in 2004/05.	(1)
Italian 338a.	Dante's <i>Divine Comedy</i>	(1)
[Italian 342b.	Giovanni Boccaccio's <i>Decameron</i> : The "Novella" as a Microcosm] Not offered in 2004/05.	(1)
Latin 105-106.	Elementary Latin	(1)
Latin 210a.	Reading Latin	(1)
Latin 215a.	Republican Literature	(1)

Latin 220b.	Literature of the Empire	(1)
Latin 301b.	Topics in Latin Literature	(1)
	Topic for 2004/05: <i>Prose Fiction</i>	
Latin 302a.	Vergil	(1)
[Latin 304.	Roman Lyric and Elegy]	(1)
	Not offered in 2004/05.	



## Music

**Professors:** Todd Crow<sup>b</sup>, Blanca Uribe\*, Richard Wilson; **Associate Professors:** Brian Mann<sup>b</sup>, Michael Pisani (Chair); **Assistant Professor:** Kathryn Libin<sup>a</sup>; **Visiting Assistant Professors:** Drew Minter, Thomas Sauer\*, Suzanne Sorkin; **Lecturers:** Arthur D. Champlin III\*, Merellyn Gallagher\*, Luis Garcia-Renart\*, Larry Guy\*, Betty-Jean Hagen\*, Karen Holvik\*, Dana McCurdy\*, James R. Osborn\*, Robert Osborne\*, Linda Quan\*, John Solum\*; **Adjunct Lecturer:** Viviane Thomas\*; **Visiting Instructors:** Christine Howlett, Eduardo Navega\*; **Adjunct Instructors:** Cheryl Bishkoff\*, Ronald Carbone\*, Frank Cassara\*, Rachel Rosales\*, Maria Rivera White\*; **Adjunct Accompanist:** Huguette van Ackere\*.

**Requirements for Concentration:** 13 units of graded work, including Music 105/106, 205, 206, 207, 208, 246/247/248; one of the following: Music 210, 211; one of the following: Music 320, 321, 322, 323; 2 additional units from history and theory courses which may include not more than one of the following: Music 202, 212, 213, 214, 231, 238; and 11/2 units of performance in the same instrument.

**Senior-Year Requirements:** 2 units at the 300-level, at least one of them in history or theory. After declaration of major, no work taken NRO may be used to fulfill requirements for concentration.

**Recommendations:** A reading knowledge of at least one of the following foreign languages: German, French, Italian. German is strongly recommended. Students planning to concentrate in music will normally elect Music 105/106 in the freshman year and 246/247/248 in the sophomore year, continuing into the first semester of the junior year. Majors are encouraged to audition for membership in one of the choral or instrumental organizations sponsored by the department.

**Correlate Sequence in Music History:** 7 units including Music 105/106 (Harmony), 246/247/248 (Music History); 2 units of the following: Music 320, 321, 322, 323 (Seminars).

**Correlate Sequence in Music Theory:** 7 units including Music 105/106 (Harmony), Music 205 (Advanced Harmony), Music 215 (Composition), Music 210, 211 (Counterpoints), and Music 399 (Independent Work for 1 unit).

**Correlate Sequence in Music Composition:** 7 units including Music 105/106 (Harmony), Music 215/216 (Composition I), Music 219/220 (Electronic Music), Music 315 (Composition II).

**Correlate Sequence in Music and Culture:** 7 units including either Music 140 or 141 and either Music 101 or 105; 4 units of the following: Music 201 (Opera), Music 202 (Black Music), Music 212 (World Musics), Music 213 (American Music), Music 214 (History of Jazz), Music 231 (Women Making Music), Music 238 (Music in Film), Anthropology/Music 259 (Soundscapes: Anthropology of Music), and Music 399 (Independent Work for 1 unit).

**Advisers:** The department.

## History and Theory

### I. Introductory

#### 101a and b. Fundamentals of Music (1)

A beginning study of the elements of music including notation, rhythm and meter, scales and modes, intervals, melody, chord progression, musical terms, and instruments. To facilitate reading skills, class exercises in ear training and sight singing are included. May not be counted in the requirements for concentration.

Open to all classes. Previous musical training unnecessary.

<sup>a</sup>Absent on leave, first semester.

<sup>b</sup>Absent on leave, second semester.

\* Part time.

**105a/106b. Harmony** (1)  
A study of tonal harmony as found in the music of the eighteenth and nineteenth centuries. Primary emphasis is on writing, including harmonization of bass lines and melodies; analysis of representative examples and ear training.

Open to all classes.

Prerequisite: each student must demonstrate to the instructor a familiarity with treble and bass clef notation, scales, and basic rhythmic notation.

**140a, 141b. Music as a Literature** (1)

A study of selected topics in the history of Western music.

Topic for 140a: *Masterworks in Music from the Baroque to the Present*. We listen to and discuss in detail several important musical compositions by major composers, including those of Bach, Handel, Mozart, Beethoven, Wagner, Debussy, Stravinsky, Copland, and others.

Topic for 141b: *The Creative Artist in Society*. We study several composers and musicians, among them, Mozart, Robert and Clara Schumann, Tchaikovsky, Cole Porter, and Loretta Lynn, from the perspective of well-known films about these figures, and then compare details of their music and biographies with the manner in which musical genius is popularly presented.

Open to all classes. Previous musical training not required. May not be counted in the requirements for concentration.

Two 75-minute periods with an additional section hour.

## II. Intermediate

**201b. Opera** (1)

Changing approaches to the drama in music from 1600 to the present.

Prerequisite: 1 unit in one of the following: art; drama; Italian, French, German, or English literatures; music; or by permission. May not be counted in the requirements for concentration.

Alternate years: offered in 2004/05.

**202a and b. Black Music** (1)

(Same as Africana Studies 202) An analytical exploration of the music of certain African and European cultures and their adaptive influences in North America. The course examines the traditional African and European views of music performance practices while exploring their influences in shaping the music of African Americans from the spiritual to modern.

**205b. Advanced Harmony** (1)

A continuation of Music 105/106, using more complex harmonic resources and analyzing more extended works.

Prerequisite: Music 105/106 or by permission.

**206a. Musicianship Skills I** (1/2)

An aural-skills class based on diatonic melody and harmony. Class exercises include sight singing, ear training, clef reading, keyboard skills and basic conducting patterns.

Prerequisite: Music 105/106 or by permission.

**207b. Musicianship Skills II** (1/2)

A continuation of Music 206 adding chromatic melody and harmony with intermediate keyboard skills such as figured bass realization, improvised accompaniment, and score reading.

Prerequisite: Music 206.

**208a. Musicianship Skills III** (1/2)

A continuation of Music 207, developing aural, keyboard, and clef-reading skills to a higher degree of proficiency.

Prerequisite: Music 207.

**[210a. Modal Counterpoint]** (1)

A study, through analysis and written exercises, of contrapuntal techniques of the sixteenth century.

Prerequisite: Music 105/106 or by permission of instructor.

Alternate years: not offered in 2004/05.

**211a. Tonal Counterpoint** (1)

A study, through analysis and written exercises, of contrapuntal techniques of the eighteenth century.

Prerequisite: Music 105/106 or by permission of instructor.

Alternate years: offered in 2004/05.

**[212b. World Musics]** (1)

(Same as Anthropology 212) Studies in non-European musical cultures.

Prerequisite: 1 unit in one of the following: anthropology, Asian Studies, music, religion, or by permission of instructor.

Alternate years: not offered in 2004/05.

**213a. American Music** (1)

The study of folk, popular, and art music in American life from 1700 to the present and their relationship to other facets of America's historical development and cultural growth.

Prerequisite: 1 unit in one of the following: music; studies in American history, art, or literature; or by permission of instructor.

Alternate years: offered in 2004/05.

**[214a. History of American Jazz]** (1)

An investigation of the whole range of jazz history, from its beginning around the turn of the century to the present day. Among the figures to be examined are: Scott Joplin, "Jelly Roll" Morton, Louis Armstrong, Bessie Smith, Duke Ellington, Fletcher Henderson, Count Basie, Thomas "Fats" Waller, Charlie Parker, Dizzy Gillespie, Thelonious Monk, Charles Mingus, and Miles Davis.

Prerequisite: 1 unit in one of the following: music, studies in American history, art, or literature; or by permission of instructor.

Alternate years: not offered in 2004/05.

**215a/216b. Composition I** (1)

Creative work in modernist idioms. Analysis of selected works; study of instrumental resources.

Prerequisite: Music 105/106 or by permission of instructor.

If a senior project in composition is planned, the student should elect Music 215/216 in the sophomore year and Music 315/316 in the junior year.

**219a/220b. Electronic Music** (1)

A practical exploration of electronic music, composition, and production techniques, including tape recording and manipulation, analog synthesis, MIDI sequencing, digital synthesis, sampling, digital recording and editing, signal processing and mixing. Compositional and creative aspects will be emphasized with extensive lab time provided for student projects.

Prerequisite: by permission of instructor.

**231b. Women Making Music** (1)  
 (Same as Women's Studies 231) A study of women's involvement in Western and non-Western musical cultures. Drawing on recent work in feminist musicology and ethnomusicology, the course studies a wide range of musics created by women, both past and present. It explores such topics as musical instruments and gender, voice and embodiment, access to training and performance opportunities, and representations of women musicians in art and literature.

Prerequisite: one unit in music, or women's studies, or by permission of instructor.

Alternate years: offered in 2004/05.

**[238a. Music in Film]** (1)  
 (Same as Film 238b) A study of music in the cinema from 1895 to the present. The course focuses on the expressive, formal, and semiotic functions that film music serves, either as sound experienced by the protagonists, or as another layer of commentary to be heard only by the viewer, or some mixture of the two. Composers studied range from Prokofiev, Copland and Walton (known best for their non-film scores) to Tiomkin, Rozsa, Steiner and Herrmann (specialists in the field). Contemporary figures such as John Williams and Danny Elfman are considered.

Two 75-minute periods, plus additional film screenings.

Prerequisites: one course in music (not performance) or film.

Alternate years: not offered in 2004/05.

**246a/247b/248a. Music and Ideas** (1)

246a: Music and Ideas I - *Medieval and Early Modern Europe: The Power of Church and Court*

This course introduces major historical and intellectual ideas of music from the Ancient world through 1660. The focus is on essential repertoire as well as the cultures that fostered principal genres of sacred and secular music during the Middle Ages, Renaissance, and early Baroque.

247b: Music and Ideas II - *Enlightenment and the Influence of Rationalism*

A study of musical genres and trends over the course of the "long eighteenth century" from 1660 to 1830. The course explores significant shifts in musical language from the high Baroque through the age of revolution and early Romanticism, as revealed in great works from Purcell through Beethoven.

248a: Music and Ideas III - *Modernism and its Challenges*

This course begins with progressive composers Berlioz, Liszt, and Wagner and traces the development of their schools of thought through the late nineteenth century. The rising importance of popular song and jazz in twentieth century along with major composers who have found new expression within classical traditions and "postmoderns" who have worked to bridge genres.

Prerequisites: Music 105/106 or by permission of instructor.

Three 50-minute periods and a discussion section.

**[259. Soundscapes: Anthropology of Music]** (1)

(Same as Anthropology 259)

Not offered in 2004/05.

**290a or b. Field Work** (½ or 1)

**298a or b. Independent Work** (½ or 1)

Special projects in theory, history, or performance which supplement the curriculum.

Open to qualified students with permission of department.

### III. Advanced

#### 302a or b. Senior Project (½)

A paper, composition, or recital. Proposals for a project must first have the approval of an appropriate faculty adviser and then be submitted for departmental approval by the end of the junior year.

#### 315a. [316b.] Composition II (1)

Further work in original composition; analysis of examples illustrating current practice.

Permission of the instructor required; qualification to be determined by submission in advance of original work.

Prerequisites: Music 105/106 and 215/216 or equivalent.

#### Seminars (1)

##### 320b. The Concerto

An examination of one of the most important and versatile of instrumental genres, traced from its Baroque origins to the twentieth century. Issues of style, idiom, context, performance practice, and virtuosity are explored within the repertory that ranges from Corelli and Vivaldi, Bach and his sons, dramatic concertos of Mozart and Beethoven, the symphonic concertos of Brahms and other Romantics, and modern approaches to the genre by Bartók, Berg, and others.

Prerequisites: Music 105/106; 246/247/248; or by permission of instructor.

##### [321b. Composer in Focus] (1)

A study of one composer and his/her life and works. Recent subjects have included Wagner, Beethoven, Berlioz, Monteverdi, and Bartók.

Prerequisites: Music 105/106; 246/247/248; or by permission of instructor.

Not offered in 2004/05.

##### 322a. Post-Tonal Analysis (1)

Topics to be covered include late nineteenth-century chromatic voice leading, set theory, serialism, and combinatoriality. Works to be studied include those by Schoenberg, Berg, Webern, Bartók, Messiaen, and Stockhausen.

Prerequisites: Music 105/106; 205; 246/247/248; or by permission of instructor.

##### 323a. Intersections in Music and Literature (1)

Musical creativity has often been fueled by encounters with great literature, just as music itself has inspired literary works. This course studies intersections between music and literature, and in a typical semester, *one* of the following topics is examined in depth: the Italian madrigal and the poetry of Petrarch, Tasso, and Guarini; Shakespeare and music; musical responses to Goethe's *Faust*; Berlioz's literary imagination; and music and Decadence.

Topic for 2004: *Music and Poetry in the Renaissance: The Italian Madrigal*. This course examines the history of the sixteenth- and early seventeenth-century Italian madrigal and related secular forms, with close attention to the varieties of Italian poetry that composers set to music throughout the madrigal's lengthy history. In particular, we consider the madrigalists' responses to Petrarch's *Canzoniere*, Tasso's *Gerusalemme liberata*, and Guarini's *Il Pastor Fido*. The course also examines the role of less exalted poetry ("poesia per musica") in the genre's history.

Prerequisites: Music 105/106; 205; 246/247/248; or by permission of instructor.

##### 399a or b. Senior Independent Work (½ or 1)

Special projects in theory, history, or performance which supplement the curriculum.

Open to qualified students with permission of department.

## Performance

Auditions are required for both credited and uncredited study and are arranged at the beginning of each semester for students who register for the desired course. Each course in performance includes a program of literature suited to the individual student, and requires a reasonable improvement in technical proficiency and interpretative understanding for continuation.

Correlative courses in theory or history (see Individual Instruction below) should be begun as early as possible, but no later than the third semester of credited study.

Enrollment is limited in each area of instruction, especially voice. Music majors and students studying for credit are given preference. Beginners are accepted as schedules permit.

**Fees:** See section on fees. Scholarships to cover charges are made available through the Office of Financial Aid and are granted only for credited study. Individual instruction is given as follows:

Piano (Music 060, 160, 260, 360): Mr. Crow, Ms. Rivera-White, Mr. Sauer, Miss Uribe.

Organ (Music 061, 161, 261, 361): Mrs. Gallagher.

Harpsichord (Music 062, 162, 262, 362): Mrs. Gallagher.

Voice (Music 063, 163, 263, 363): Ms. Holvik, Mr. Minter, Mr. Osborne, Ms. Rosales, Ms. Thomas.

Violin (Music 064, 164, 264, 364): Ms. Hagen, Ms. Quan.

Viola (Music 065, 165, 265, 365): Mr. Carbone.

Violoncello (Music 066, 166, 266, 366): Mr. Garcia-Renart, Ms. Seligman.

Double Bass (Music 067, 167, 267, 367): Mr. Pappas.

Classical Guitar (Music 068, 168, 268, 368): Mr. Champlin.

Harp (Music 069, 169, 269, 369): Mr. Owens.

Flute (Music 070, 170, 270, 370): Mr. Solum.

Oboe (Music 071, 171, 271, 371): Ms. Bishkoff.

Clarinet (Music 072, 172, 272, 372): Mr. Guy.

Bassoon (Music 073, 173, 273, 373): Ms. Romano.

French Horn (Music 074, 174, 274, 374): Ms. Paulson.

Trumpet (Music 075, 175, 275, 375): Mr. Osborn.

Trombone (Music 076, 176, 276, 376): Mr. Bellino.

Tuba (Music 077, 177, 277, 377): Instructor to be announced.

Percussion (Music 078, 178, 278, 378): Mr. Cassara.

Other Instruments (Music 079, 179, 279, 379): Instructor to be announced.

**Note:** Performance levels are described under numbers Music 000, 100, 200, 300. Credited instruction in piano, for example, should be elected as Music 160; whereas uncredited study should be elected as Music 060.

The department will attempt to arrange instruction in certain instruments not listed above. Students wishing such instruction should consult with the chair of the department.

## Individual Instruction

### 000a, b. Performance

(0)

Uncredited lessons.

Open to all classes by audition.

One 50-minute period. Unscheduled.

### 100a, b. Performance

(½)

Open to all students who have passed the audition or upon recommendation of the instructor.

A corequisite course in theory or history is strongly recommended.

One 50-minute period. Unscheduled.

**200a, b. Performance** (½)  
 Prerequisite: two semesters of credited study in this instrument. Corequisite: one course per semester in theory or history is required unless two such courses have previously been completed.

One 50-minute period. Unscheduled.

**300a, b. Performance** (½ or 1)  
 Prerequisite: four semesters of credited study in this instrument.

One 50-minute period. Unscheduled.

Full unit available only for the alternate concentration in performance.

**380a, b. Performance** (½ or 1)  
 Prerequisite: six semesters of credited study in this instrument.

One 50-minute period. Unscheduled.

## Ensembles

In the following six ensembles (Wind Ensemble, Jazz Ensemble, Orchestra, Choir, Women's Chorus, and Madrigal Singers) the first semester is an uncredited prerequisite for the second: credited study is offered only in the second semester. Students wishing to enroll for credit in the second semester must register for the uncredited prerequisite in the first semester. No student may exceed 2 units of credit in his or her four years at Vassar. Membership is open to all classes and assumes a full year commitment. Admission is by audition. May be counted in performance requirements for concentration in music only as specified under Alternative Concentration in Performance.

**048a, 049b, 149b. Wind Ensemble** (0 or ½)

The fifty-member ensemble performs the works of the wind and band repertoire. The group is open to all woodwind, brass, and percussion players. Mr. Osborn.

Open to all students by audition.

One meeting per week plus sectional rehearsals.

**050a, 051b, 151b. Jazz Ensemble** (0 or ½)

The jazz ensemble performs literature ranging from the Big Band Era to jazz-rock fusion. Improvisation and ensemble playing in a jazz style are featured. Mr. Osborn.

Open to all students by audition.

One meeting per week.

**052a, 053, 153. Orchestra** (0 or ½)

The 60-member orchestra performs masterworks of the symphonic literature. Mr. Navega.

Open to all students by audition.

Two meetings per week.

**054a, 055b, 155b. Women's Chorus** (0 or ½)

The Women's Chorus is an ensemble of 30-50 women that studies and performs repertoire from the medieval period to the present. The ensemble presents concerts on campus, and occasionally travels to perform with other choirs.

Open to all students by audition. Ms. Howlett.

Two meetings per week.

**056a, 057b, 157b. Choir** (0 or ½)

The choir is a mixed ensemble of between 40 and 60 voices that studies and performs choral/orchestral and a *cappella* literature for a larger chorus from the Renaissance through the present. The choir performs on campus and occasionally

makes concert tours. Ms. Howlett.  
Open to all students by audition.  
Two meetings per week.

**058a, 059b, 159b. Madrigal Singers** (0 or ½)

The Madrigal Singers is a select mixed ensemble of between 10 and 20 voices which studies and performs literature for solo and chamber vocal ensemble. Mr. Minter.

One meeting per week.

**251a, b. Chamber Music** (½)

The study and performance of selected works from the ensemble repertoire of instrumental or vocal mediums or their combinations. Mr. Garcia-Renart.

Open to qualified students with the permission of the instructor. No student may exceed 2 units of this credit in his or her four years at Vassar. May be counted in performance requirements for concentration in music only as specified under the alternative concentration in performance. No fee.

One 50-minute period. Unscheduled.

**254a or b. Opera Workshop** (½)

The study and performance of selected operatic repertoire. Open to qualified students by audition. Mr. Minter.

No student may exceed 2 units of this credit in his or her four years at Vassar. May be counted in performance requirements for concentration in music only as ensemble credit specified under alternative concentration in performance.



## Neuroscience and Behavior

**Professors:** N. Jay Bean, Carol Christensen, Janet Gray, John H. Long, Kathleen M. Susman (Director), Robert Suter; **Associate Professors:** Jeffrey Cynx, Richard Hemmes, William Straus; **Assistant Professors:** J. Mark Cleaveland, Kevin Holloway.

Neuroscience and Behavior is an interdisciplinary program which applies the perspectives and techniques of both biology and psychology to the study of the brain and behavior. Neuroscientists are interested in how the interactions of brain, body, and environment contribute to animal (including human) behavior. Neuroscientists study the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity.

This program is ideal for those students with interests in the biological and psychological sciences. A concentration in Neuroscience and Behavior can prepare students for graduate study in biology, psychology, or the neurosciences.

**Requirements for Concentration:** 13 units; all students must take:

Biology 105	Introduction to Biological Processes	(1)
Biology 106	Introduction to Biological Investigation	(1)
Psychology 105 or 106	Introduction to Psychology	(1)
Psychology 200	Statistics and Experimental Design	(1)
Psychology 241 or 243	Physiological Psychology or Neuropsychology	(1)
Psychology 229 or 249	Research Methods in Learning and Behavior or Research Methods in Physiological Psychology	(1)
Neuroscience and Behavior 201	Neuroscience and Behavior	(1)
Neuroscience and Behavior 301	Seminar in Neuroscience and Behavior	(1)

After consultation with the major adviser, five other courses not taken as Required Courses (see list above) should be chosen from the following list. Three of these courses should be at the 300-level. Of these three courses at the 300-level, at least one should be from the biology department and one from the psychology department. No course beyond the 100-level taken NRO can be counted toward the requirements of the major.

### Approved Courses

#### Intermediate

Psychology 211	Perception and Action	(1)
Psychology 213	Language	(1)
Psychology 215	Knowledge and Cognition	(1)
Psychology 221	Learning and Behavior	(1)
Psychology 223	Comparative Psychology	(1)
Psychology 229	Research Methods in Learning and Behavior	(1)
Psychology 249	Research Methods in Physiological Psychology	(1)
Psychology 262	Abnormal Psychology	(1)
Psychology 264	Behavioral Genetics	(1)
Biology 226	Animal Structure and Diversity	(1)
Biology 228	Animal Physiology	(1)
Biology 232	Developmental Biology	(1)

Biology 238	Principles of Genetics	(1)
Biology 272	Biochemistry	(1)

### Advanced

Entry into particular 300-level courses may be constrained by prerequisites: see course descriptions for the individual courses listed under Biology and Psychology.

Psychology 300	Advanced Methods of Statistical Analysis	(1)
Psychology 321	Seminar in Animal Learning and Behavior	(1)
Psychology 323	Seminar in Comparative Psychology	(1)
Psychology 341	Seminar in Physiological Psychology	(1)
Psychology 343	Seminar on States of Consciousness	(1)
Biology 316	Neurobiology	(1)
Biology 323	Cell Biology	(1)
Biology 324	Molecular Biology	(1)
Biology 340	Animal Behavior	(1)
Biology 350	Evolutionary Biology	(1)

**Recommendations:** Students are strongly recommended to complete Chemistry 108-109 and 244-245 and would benefit greatly from coursework in mathematics, physics, and computer science. Students are advised to take in their freshman year: Biology 105, Biology 106, and Psychology 105 or 106.

### Course Descriptions

See biology and psychology.

#### 201. Neuroscience and Behavior (1)

A multidisciplinary approach to the methods, issues, empirical findings and neuroscience and behavior literature. The course explores selected topics from a variety of theoretical and empirical models, from behavioral, evolutionary, social/environmental, physiological and cellular/molecular levels of analysis. The ways in which the different methods of analysis inform each other are a focus of the course. Neuroscience and Behavior faculty.

Prerequisites: Biology 105, Biology 106, Psychology 105, and Psychology 241 or 243.

Two 75-minute periods, one 4-hour laboratory.

#### 290. Fieldwork (½ or 1)

By permission of the adviser and the instructor who supervises the work.

#### 298. Independent Work (½ or 1)

By permission of the adviser and the instructor who supervises the work. Library, field or laboratory projects. By permission of the Neuroscience and Behavior faculty.

#### 301. Seminar in Neuroscience and Behavior (1)

Explorations in the primary literature of topics to be selected annually. Neuroscience and Behavior faculty.

Prerequisite: by permission of instructor.

#### 399. Senior Independent Work (½ or 1)

By permission of the adviser and the instructor who supervises the work. Library, field, or laboratory projects, by permission of the Neuroscience and Behavior faculty.

# Philosophy

**Professors:** Jennifer Church<sup>a</sup>, Jesse Kalin, Michael H. McCarthy, Mitchell Miller (Chair), Michael E. Murray, Uma Narayan; **Associate Professors:** Giovanna Borradori<sup>a</sup>, Bryan Van Norden<sup>b</sup>, Douglas Winblad<sup>b</sup>; **Associate Professor:** Herman Cappelen<sup>ab</sup>.

Philosophy as a discipline reflects both speculatively and critically on the world, our actions, and our claims to knowledge. It pays special attention to questions and problems that other fields neglect or may be unable to resolve. The Department of Philosophy offers a variety of courses of study that not only familiarize students with the great philosophical achievements of the past and present, but also aim to teach them how to think, write, and speak philosophically themselves.

**Requirements for Concentration:** 12 units including Philosophy 101, 102, 125, two of the following four: Philosophy 220, 222, 224, 226, either 234 or 238, 300-301, and three differently numbered 300-level seminars.

**Senior-Year Requirement:** Philosophy 300-301

**Recommendations:** Individual programs should be designed, in consultation with a faculty adviser, to give the student a representative acquaintance with major traditions in philosophy, competence in the skills of philosophic investigation and argument, and opportunities for exploration in areas of special interest. Students considering a concentration in philosophy are advised to take Philosophy 101 and 102 early in their careers. German, French, and Greek are languages of particular importance in Western philosophy; Chinese will be of special interest to those taking Philosophy 110, 210, or 350.

**Advisers:** The department.

**Correlate Sequences in Philosophy:** The philosophy department offers six different correlate sequences. In each sequence a total of 6 units is required. The required 300-level seminar may be taken twice if the topics differ; students may also petition to count an appropriate Philosophy 280 as equivalent to a 300-level seminar.

**Correlate Sequence in Aesthetics and Philosophy of Art:** Philosophy 101 or 102; Philosophy 240, 260; one of 205, 215 or an appropriate 280; two appropriate 300-level seminars, including Philosophy of Architecture. Advisers: Ms. Borradori, Mr. Kalin, Mr. Murray.

**Correlate Sequence in Comparative Philosophy:** Philosophy 110 and one of 101 or 102; Philosophy 210 and 234; two appropriate 300-level seminars, including Philosophy 350. Adviser: Mr. Van Norden.

**Correlate Sequence in Ethics and Social and Political Philosophy:** 1 unit at the introductory level, either Philosophy 106 or 101 or 110; 3 units at the intermediate level, including Philosophy 234 and one of 238 or 250; two appropriate 300-level seminars, including Philosophy 330. Advisers: Mr. McCarthy, Ms. Narayan.

**Correlate Sequence in Continental Philosophy:** Philosophy 101 or 102; 205, 215, and one of Philosophy 240 or 260; two appropriate 300-level seminars, including Philosophy 340. Advisers: Ms. Borradori, Mr. Murray.

**Correlate Sequence in the History of Western Philosophy:** Philosophy 101 and 102; Philosophy 205 and 215; two appropriate 300-level seminars, including Philosophy 320. Advisers: Mr. McCarthy, Mr. Miller.

**Correlate Sequence in Analytic Philosophy:** Philosophy 125 and either 105 or 102; 2 units of Philosophy 220, 222, 224, or 226; two appropriate 300-level seminars, including Philosophy 310. Advisers: Ms. Church, Mr. Cappelen, Mr. Winblad.

Correlate sequences may also be designed for certain other subfields in

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

philosophy—for instance: philosophy and gender, philosophy of science, classical philosophy.

## I. Introductory

No prerequisites; open to all classes. Any of these courses is suitable as a first course in philosophy.

### 101a. History of Western Philosophy I (1)

Philosophy from its origins in Greece to the Middle Ages. Mr. McCarthy, Mr. Miller, Mr. Murray, instructor to be announced.

### 102b. History of Western Philosophy II (1)

Modern philosophy from the Middle Ages and the Renaissance through Kant. Ms. Borradori, Mr. McCarthy, Mr. Miller, Mr. Murray.

### 105a, b. Problems of Philosophy (1)

An examination of various philosophical problems, such as the nature of reality, the limits of human knowledge, the relation between mind and body, and the basis of moral values. Ms. Church, Mr. Van Norden, instructor to be announced.

### 106a, b. Philosophy and Contemporary Issues (1)

Philosophic investigation of a range of positions on current issues such as abortion, pornography, affirmative action, gay rights, the moral use of force, animal rights, technology, civil disobedience, and freedom of speech. Ms. Narayan, instructor to be announced.

### 110a. Early Chinese Philosophy (1)

An introduction to Chinese philosophy in the period between (roughly) 500 and 221 B.C., covering Confucians, Taoists and others. Among the topics discussed by these philosophers are human nature, methods of ethical education and self-cultivation, virtues and vices, and the role of human conventions and institutions in human life. Mr. Van Norden.

### 125a, b. Symbolic Logic (1)

A study of the concepts and methods of formal logic. Topics include truth functional and quantificational validity, soundness, and completeness. Mr. Winblad, instructor to be announced.

## II. Intermediate

Prerequisite for all 200-level courses unless otherwise specified: 1 unit of philosophy or permission of instructor.

### 205a. Nineteenth Century Philosophy (1)

The philosophies of such figures as Hegel, Kierkegaard, Marx and Nietzsche, and of movements such as post-Kantian idealism, utilitarianism, and positivism. Instructor to be announced.

### [210b. Neo-Confucianism and Chinese Buddhism] (1)

Introduction to Neo-Confucianism, one of the most influential intellectual movements in China and all of East Asia. Also, some discussion of Theravada and Mahayana Buddhism. No familiarity with Chinese culture is assumed, but a previous 100-level course in philosophy is a prerequisite, because this course assumes you have the ability to tackle subtle issues in metaphysics, personal identity, and ethics. Mr. Van Norden.

Not offered in 2004/05.

- 215b. Phenomenology and Existential Thought** (1)  
The major themes in existential and phenomenological thought as developed by such figures as Kierkegaard, Nietzsche, Heidegger, Sartre, Merleau-Ponty, and Levinas. Ms. Borradori.
- 220a. Metaphysics and Epistemology** (1)  
A study of fundamental questions pertaining to the nature of reality and our knowledge of it, with special attention to realism, relativism, and skepticism. Mr. Winblad.
- 222a. Philosophy of Language** (1)  
An examination of truth, meaning, reference, intentions, conventions, speech acts, metaphors, and the relation between language and thought. Instructor to be announced.
- 224b. Philosophy of Mind** (1)  
An exploration of what sort of thing the mind is, what is special about first person knowledge, what constitutes consciousness, and why consciousness matters. Ms. Church.
- [226b. Philosophy of Science]** (1)  
(Same as Science, Technology and Society 226) A study of the principles of scientific reasoning. Topics include explanation, justification, scientific rationality, realism versus instrumentalism, and laws. Mr. Winblad.  
Not offered in 2004/05.
- 234a. Ethics** (1)  
Philosophical accounts of the meaning and purpose of human life, covering thinkers from Plato to MacIntyre; readings include works of literature as well as philosophy; topics include the objectivity of moral judgments, our obligations to other persons, the complementarity of the right and the good. Mr. McCarthy.
- 238b. Social and Political Philosophy** (1)  
A philosophical examination of justice, legitimate government, authority and power, political liberty, civic equality, individual rights, and the merits and limitations of democracy. Mr. McCarthy.
- 240b. Philosophy of Art and Aesthetics** (1)  
Classical and modern theories of the nature of art, the experience of art, the creative process, and critical argument. Mr. Murray.
- 250a. Feminist Theory** (1)  
Examination of the theoretical sources and commitments of different feminist perspectives (including liberal, socialist, radical, psychoanalytic, and postmodern) and their bearing on such topics as the body, mothering, sexuality, racism, relations among First- and Third-World women. Ms. Narayan.  
Prerequisite: 1 unit of philosophy or Women's Studies 130.
- 260b. Philosophy and the Arts** (1)  
An examination of a specific art form and selected works within it from a philosophical perspective. May be repeated for credit when different arts are studied. Instructor to be announced.
- 270a. Queer Theory: Choreographics of Sex and Gender** (1)  
This course examines contemporary theoretical work on the meaning of gender and sexuality with special reference to gay and lesbian studies. We consider

questions such as the identity and multiplication of gender and sexes, forms of erotic desire, the performativity of gender norms, styles of life, marriage, and their relationship to medical, psychiatric, legal and criminological discourses. Mr. Murray.

**290a or b. Field Work** (½ or 1)  
The department.

**296a or b. Translation of Philosophical Texts** (½ or 1)  
Translation of a chosen philosophical text under the supervision of a member of the department. The department.  
Prerequisite: two years or equivalent in the language.

**298a or b. Independent Work** (½ or 1)  
The department.

**299a. Philosophic Discussion** (½)  
Discussion of selected essays on a variety of philosophical issues. Mr. Winblad.

### III. Advanced

Prerequisite for all 300-level courses unless otherwise specified: 1 unit of philosophy at the 200-level or permission of the instructor.

**300a-301b. Senior Thesis** (½)  
The development of an extended philosophical essay in consultation with a faculty adviser.

**302. Senior Thesis** (1)  
By special permission only.

**310a,b. Seminar in Analytic Philosophy: Philosophical Analysis** (1)  
An examination of some central issues or topics within analytic philosophy. Ms. Church, instructor to be announced.

**320a. Seminar in the History of Philosophy** (1)  
Topic and instructor to be announced.

**320b. Seminar in the History of Philosophy: Plato** (1)  
An intensive reading of selected Platonic texts with special attention to the provocative function of dialogue form. Topics explored include: friendship and eros; participation, forms, and the Good; the interplay of unity, limit, and continuum in various orders of soul, community, and cosmos. Mr. Miller

**330a. Seminar in Ethics and Theory of Value: Capitalism, Globalization, Economic Justice and Human Rights** (1)  
This seminar focuses on a number of connected questions about capitalism and economic justice. Some possible questions addressed are: what are the distinctive features of capitalism as an economic system, and what concerns of economic justice do these features raise?; has capitalism been a “global system” from the start, and in what ways is its contemporary form “more global?;” what, if anything, is problematic about contemporary economic globalization, what roles can and should nation-states play in regulating an increasingly “international” global economy, and do nation-states have obligations of economic justice to those who are non-citizens within their borders, or inhabitants of other nation-states?; what roles should non-state institutions, such as the World Bank, NGOs, and international human rights regimes play in ensuring congruence between development

and economic justice? We read a large number of philosophers from the nineteenth century to the present who have grappled with the nature of capitalism and economic justice, such as Adam Smith, Karl Marx, John Rawls, Antonio Negri, Peter Singer, and Thomas Pogge. We also read work by historians, economists, and scholars who write about international law and economic human rights. Requirements include active participation in class discussion, an in-class presentation, a mid-term paper and a final paper. Ms. Narayan.

**330b. Seminar in Ethics and Theory of Value: Human Liberty (1)**

The western understanding of human liberty before and after the French Revolution. Different conceptions of liberty, ancient and modern, public and private, positive and negative are carefully examined. The modern ideal of liberty as personal and political autonomy receives special attention. Mr. McCarthy.

**340b. Seminar in Continental Philosophy: Art and Poetry in Continental Philosophy (1)**

This seminar examines the exceptional importance that Continental thinkers have assigned to art and poetry and major illustrations of their interpretive work. Texts and images include Nietzsche on Greek tragedy and Wagner, Heidegger on Hölderlin and Georg, Foucault on Velázquez and Magritte, and Derrida on the Louvre exhibition—*MEMOIRES OF THE BLIND*. Mr. Murray.

**350a. Seminar in Chinese Philosophy: Comparative Methodology (1)**  
(Same as Chinese and Japanese 350)

**382b. Seminar: Death (1)**

(Same as College Course 382) The course examines a number of responses to death by modern Continental philosophers and American writers. A primary concern is how philosophy and literature converge and diverge as distinctive ways of knowing. We undertake comparative studies of Soren Kierkegaard and Flannery O'Connor, Martin Heidegger and Stephen Crane, Maurice Merleau-Ponty and Wallace Stevens, Friedrich Nietzsche and Ernest Hemingway. Ms. Borradori (Philosophy), Mr. Bergon (English).

Prerequisites: Two 200-level courses in literature and/or philosophy  
One 3 hour meeting weekly.

**399a or b. Senior Independent Work. (½ or 1)**

The department.

## Physical Education and Dance

**Professors:** Kathy Campbell (Chair), Jeanne Periolat Czula (Director of Dance), Roman Czula, Andrew Jennings; **Associate Professor:** Stephen Rooks; **Assistant Professor:** Judy Finerghy, Jonathan Penn, Lisl Prater-Lee, Richard Sipperly; **Instructors:** Michael Alton, Jane Parker; **Lecturers:** Sharon Beverly (Interim Athletic Director), Tony Brown (Sports Information Assistant Director), Steve Buonfiglio (Intramural Director), Mike Dutton (Assistant Athletic Director), Paul Mosley (Director of VRDT); **Visiting Instructors:** Abby Saxon\*, Katherine Wildberger\*.

### Athletic Teams and Head Coaches

Baseball	Head coach to be announced.
Men's Basketball	Mike Dutton
Women's Basketball	Steve Buonfiglio
Men's and Women's Cross Country	Ron Stonitsch
Men's and Women's Fencing	Heather Whitefield
Field Hockey	Judy Finerghy
Women's Golf	Andy Jennings
Women's Lacrosse	Judy Finerghy
Men's Lacrosse	Richard Sipperly
Men's and Women's Rowing	Michael Alton
Men's and Women's Rugby	Tony Brown
Men's Soccer	Andy Jennings
Women's Soccer	Richard Sipperly
Men's and Women's Squash	Jane Parker
Men's and Women's Swimming and Diving	Lisl Prater-Lee
Women's Tennis	Kathy Campbell
Men's Tennis	Roman Czula
Men's and Women's Volleyball	Jonathan Penn

Courses are offered by the physical education and dance department for ½ unit of academic credit with the exception of Physical Education 110 and 210, Dance 181, 182, 264, 265, 266, 267, 280, and Physical Education 390, which receive 1 unit.

The maximum amount of credit, exclusive of all dance courses, Physical Education 110, Physical Education 210 and Physical Education 390, that may be counted toward the degree is 2 units. Most of these courses are offered for ungraded credit for a 13-week term. Exceptions are Physical Education 110 and Physical Education 210 and the following dance courses which are graded: Dance 177, 178, 264, 265, 266, 267, 278, 364, 365, 366, 367, 394, 395, 396, 397. Course content will include: analysis and practice of techniques for the development of skill; understanding and application of mechanical and aesthetic principles; anatomy and physiology where appropriate. Outside reading and practical work may be required. The department reserves the right to drop a student whose skill level is not appropriate to the class.

A standard of achievement set by the instructor must be met, as well as demonstrated improvement in skill and knowledge of the activity. Regular class participation is essential, as well as completion of all required reading and outside assignments. Advancement to a higher level of the same activity is not automatic: the instructor's recommendation is necessary. Evaluation may take the form of skill testing, written work, and/or examinations.

\* Part time.



## Dance

### I. Introductory

#### 160a and b. Beginning Ballet (½)

Introduction to the fundamentals of the ballet class; includes the basic exercises for the barre and centre. Dance faculty.

#### 165a and b. Advanced Beginning Ballet (½)

A course for the student who has had some basic training in ballet; includes the entire barre and centre with some emphasis on Vaganova vs. Cecchetti terminology. Ms. Periolat Czula and Mr. Mosley.

#### 166a and b. Low Intermediate Ballet I (½)

A course for the student who has good beginner training (complete barre and some centre work). The emphasis is on the development of steps for centre work, i.e. adagio, petit allegro, etc. Ms. Periolat Czula.

Prerequisite: Dance 160 and 165 or equivalent.

#### 167a and b. Low Intermediate Ballet II (½)

A continuation of the development of steps for centre work. Ms. Periolat Czula.

Prerequisite: Dance 165 and 166 or equivalent.

#### 170b. Movement Analysis (½)

This course focuses on a study of movement designed to increase body awareness in students of all movement disciplines. Through observation, analysis and exploration, students are introduced to functional anatomy, Laban Movement principles, identification of personal movement habits and the understanding of movement efficiency. Students participate in an eclectic mix of movement experiences that include games, improvisations and exercises. This work is beneficial to the dancer, musician, actor and athlete in us all. Ms. Wildberger.

#### 174a. Beginning Jazz Dance (½)

Jazz dance, which can be defined as “popular dance of the times”, incorporates many different styles and eras of dance including cakewalk, charleston, lindy-hop and swing, blues, tap, ballroom, rock and roll and hip-hop as well as use of modern and ballet vocabulary. There is an emphasis on body isolations, pulsing movements, rhythm patterns, weightedness and momentum. The class includes warm-up, traveling sequences and a final combination. Ms. Saxon.

#### 175b. Advanced Beginning Jazz (½)

Continued work on the fundamentals taught in 174. More demanding combinations. Ms. Saxon.

#### 177. Dance Technique and Its Development in Western Civilization (1)

This course is a beginning level dance course and does not assume any prior dance experience. The class meets five times per week for 50 minutes. On Mondays and Wednesdays students take an academic classical ballet class and on Tuesdays and Thursdays they take a modern technique class. On Fridays, students attend a lecture series that provides an overview of dance history from classicism to the present. This course is part of a two-part sequence of Dance 177, 178. (These do not need to be taken in order). Mr. Mosley.

**178. Dance Technique and History in the Twentieth Century (1)**

This course complements Dance 177. The class like Dance 177 meets five times per week for 50 minutes and is taught at a beginning or fundamental level. Students who have taken Dance 177 continue to develop skills, but new students are also welcome with the permission of the instructor. On Mondays and Wednesdays students take an academic classical ballet class and on Tuesdays and Thursdays they take a modern technique class. On Fridays, students attend a lecture series in which we conduct a chronological survey of great choreographers of the twentieth century. Mr. Mosley.

**194a and b. Beginning Modern Dance (½)**

This course is an introduction to the basic principles and history of American modern dance. Class work introduces students to technical concepts involved in training the body to be an articulate, expressive instrument. The course includes some outside written work, performance attendance, and video viewing all aimed at giving a background necessary to the appreciation of dance as a creative art form. No prior dance experience is necessary. Modern dance faculty.

**195a and b. Advanced Beginning Modern (½)**

This class continues to develop on the movement principles introduced in Beginning Modern Dance. Modern dance faculty.

**196a and b. Low Intermediate Modern (½)**

Continued work in the fundamentals of American modern dance movement from advanced beginning. Combinations become more demanding and students are introduced to etudes in various modern styles and techniques. Modern dance faculty.

Prerequisite: Dance 195 or equivalent.

**II. Intermediate****215a. Dance Composition and the Craft of Choreography (½)**

An introduction to the basic elements of dance composition. Body space, stage space, time, form, props, and music are incorporated in the creative process resulting in the student's own dynamic studies. Modern Dance faculty.

One hour lecture, 2-hour lab.

**264a and b. Intermediate Ballet I (1)**

Development of the classical ballet syllabus at the intermediate level. This course includes three 1½-hour sessions per week with an added arranged hour to be used for work in one of the following areas: pointe, terminology, theory, men's class, or adagio (when possible). Ms. Periolat Czula.

Prerequisite: permission of instructor.

**265a and b. Intermediate Ballet II (1)**

Further development of the classical ballet syllabus at the intermediate level. Ms. Periolat Czula.

Prerequisite: permission of instructor.

**266a and b. Intermediate Ballet III (1)**

Further development of the classical ballet syllabus at the intermediate level. Ms. Periolat Czula.

Prerequisite: permission of instructor.

**267a and b. Intermediate Ballet IV (1)**

Further development of the classical ballet syllabus at the intermediate level. Ms. Periolat Czula.

Prerequisite: permission of instructor.

**274a. Intermediate Jazz I (1/2)**

Continued work in the different styles and eras of jazz dance. Traveling sequences and techniques become more demanding as does the final dance combination. Ms. Saxon.

Prerequisite: Dance 174 and 175 or equivalent.

**275b. Intermediate Jazz II (1/2)**

Continued work at the intermediate level of jazz technique including traditional styles such as Luigi and Fosse as well as moving on to more contemporary styles of the later twentieth century. Ms. Saxon.

Prerequisite: Dance 274 or equivalent.

**278. Graham Technique and Repertory (1)**

This course is designed for Intermediate/Advanced level dancers who want to explore, in-depth, the codified technique of Martha Graham, a pioneer of American Modern Dance. Students learn excerpts from selected classic works of the Graham Repertory. Supplementary video viewing and a lecture during an arranged lab time are required. Mr. Rooks.

**290a and b. Field Work (1/2 or 1)**

To be elected in consultation with the adviser and field work office.

**294a and b. Intermediate Modern Dance I (1/2)**

Exercises and phrases continue from Physical Education 196. Material builds in complexity and technical demand. Modern Dance faculty.

Prerequisite: Dance 196 or equivalent.

**295a and b. Intermediate Modern Dance II (1/2)**

This class continues to develop on the movement concepts and investigations introduced in Low Intermediate Modern Dance. Modern dance faculty.

Prerequisite: Dance 294 or equivalent.

**298a and b. Independent Work (1/2 or 1)**

Permission granted by the chair of the department for the study of a topic in depth.

**Reading Course****297a and b. History of the Dance (1/2)**

Modern dance faculty.

**III. Advanced****364a. Repertory Dance Theatre I (1/2)**

Performance in repertory of master choreographers. Works by students and faculty are also offered. In addition, several workshops in new student choreography are given throughout the year. (Auditions for intermediate and advanced students are held the first week in September.) Mr. Mosley and Ms. Wildberger.

Prerequisite: permission of the instructor.

**365b. Repertory Dance Theatre II (1/2)**

Mr. Mosley, Ms. Wildberger.

Prerequisite: permission of instructor.

- 366a. Repertory Dance Theatre III** (½)  
Mr. Mosley, Ms. Wildberger.  
Prerequisite: permission of instructor.
- 367b. Repertory Dance Theatre IV** (½)  
Mr. Mosley, Ms. Wildberger.  
Prerequisite: permission of instructor.
- 394a. Advanced Modern Dance I** (½)  
Continuation and enlargement of all previously taught material. In addition, advanced work in phrasing and musicality is combined with the development of a personal 'voice' or style in one's dancing. Modern Dance faculty.  
Prerequisite: permission of instructor.
- 395b. Advanced Modern Dance II** (½)  
Modern Dance faculty.  
Prerequisite: permission of instructor.
- 396a. Advanced Modern Dance III** (½)  
Modern Dance faculty.  
Prerequisite: permission of instructor.
- 397b. Advanced Modern Dance IV** (½)  
Modern Dance faculty.  
Prerequisite: permission of instructor.

**Extracurricular:** See General Information, p. 24.

## Physical Education

### I. Introductory

#### **110. Introduction to Athletic Injury Care** (1)

This lecture and laboratory course exposes students to the techniques necessary both to prevent and also to recognize, treat, and rehabilitate common sports injuries. Anatomy and function of joints, spine, groin, and head and face injuries are studied. Laboratory and hands-on involvement in the field are required. Ms. Finerghy.

#### **115a or b. Triathlon Training** (½)

An introduction to the disciplines of swimming, cycling and running in a comprehensive training program which prepares class members to compete in triathlons. Primary topics include strategies for training and designing training programs. Students must have experience in each discipline. Ms. Prater-Lee.

Prerequisite: permission of the instructor.

#### **120a or b. Hiking and Backpacking** (½)

This course is designed to expose the novice hiker/backpacker to the equipment and techniques that are needed for the trail. It culminates in an extended trail experience. Mr. Sipperly.

#### **125a and b. Beginning Golf I** (½)

The course is intended to introduce the students to a basic playing knowledge of the game. It begins the development of the swing and adapts it to selected clubs. Emphasis is on swing practice and range hitting with limited opportunity for playing the course. Mr. Sipperly.

#### **126a and b. Beginning Golf II** (½)

Continues the development of the basic stroke with selected clubs. More opportunity for playing the course emphasis continues to be on swing development and club control. Mr. Sipperly.

Prerequisite: permission of the instructor.

#### **[130a or b. Beginning Badminton]** (½)

Introduction to the basic overhead and underhand strokes and their use in game situations. Singles and doubles strategy and rules of the game. Designed for the student with no previous instruction in badminton.

Not offered in 2004/05.

#### **[135a or b. Flag Football]** (½)

The course is intended to introduce students to the basic concepts, rules, skill and offensive and defensive strategies of flag football. Skills and strategies are developed and utilized in scrimmage situations. Ms. Finerghy.

Not offered in 2004/05.

#### **140a. Beginning Basketball** (½)

This course develops individual skills (ball handling, shooting, passing, rebounding, and defense) as well as offensive and defensive strategies. Ms. Finerghy.

#### **145a. Volleyball Fundamentals** (½)

This course develops individual skills (passing, setting, spiking, and blocking) as well as offensive and defensive strategies. Mr. Penn.

**150a and b. Beginning Swimming I** (½)

The course is intended to develop a physical and mental adjustment to the water in students who have a fear of the water or little or no formal instruction. The course includes the practice of elementary skills applying principles of buoyancy, propulsion, and safety. Mr. Sipperly.

**151a and b. Beginning Swimming II** (½)

The course is designed for students who have the ability to float on front and back and who are comfortable in the water but have limited technical knowledge of strokes. Mr. Sipperly.

Prerequisite: permission of instructor.

**190a and b. Fundamentals of Conditioning** (½)

A course designed to give the student an understanding of fitness, its development and maintenance. Included are units on cardiovascular efficiency, muscle strength, endurance, flexibility, weight control, weight training, and relaxation techniques. Mr. Alton, Ms. Finerghty.

**191a and b. Beginning Squash I** (½)

An introduction to the basic shots of the game and their use. Introduces the rules and provides basic game situations. Assumes no previous experience or instruction in squash. Ms. Parker.

**192a and b. Beginning Squash II** (½)

Further development of the basic shots and strategies of the game. Ms. Parker.

Prerequisite: permission of instructor.

**193a and b. Beginning Tennis** (½)

Introduction of the three basic strokes: forehand, backhand, and serve; rules of the game. Mr. Penn.

**196a or b. Low Intermediate Tennis** (½)

Continued work on basic strokes and tactics. Ms. Campbell.

**II. Intermediate****210. Nutrition and Exercise** (1)

To provide students with an understanding of the elements that lead to a healthy lifestyle. Nutrition and exercise as a means of disease prevention is discussed. Students learn about the benefits of exercise and how to develop an exercise plan. The digestion, absorption and biochemical breakdown of food is analyzed. Students learn how to read food labels, to create a dietary plan based upon metabolic measures, and to evaluate the quality of current research in the field. Ms. Finerghty.

**[225. Intermediate Golf I]** (½)

Expectation is that there is some technique with woods and irons and experience playing on a course. The student is put through a thorough analysis of basic swings and develops consistency and accuracy with all clubs. The student is expected to master history, rules of the game, etiquette, and all aspects of tournament play.

Prerequisite: permission of instructor.

Not offered in 2004/05.

**[226. Intermediate Golf II]** (½)

A continuing development and refinement of all aspects of the game.

Prerequisite: permission of instructor.

Not offered in 2004/05.

**230b. Intermediate Badminton** (½)

Review and further development of basic strokes and tactics. Instruction in advanced strokes and strategy for singles, doubles, and mixed doubles. Designed for the student with previous badminton experience. Ms. Campbell.

**241a or b. Intermediate Basketball** (½)

Students are expected to master higher level individual skills of ball handling, shooting, passing, rebounding, and defense, making it possible to learn more complex team offensive and defensive theories and strategies, and to utilize these skills in game situations. Ms. Finerghy.

Prerequisite: permission of instructor.

**245b. Intermediate Volleyball** (½)

Students are expected to master higher levels of setting, spiking, serving, blocking, as well as more complex offensive and defensive strategies. Mr. Penn.

**250a or b. Intermediate Swimming I** (½)

Development of propulsive skill primarily through the use of basic stroke patterns: front and back crawls, side and breast strokes. Ms. Prater-Lee.

**251a or b. Intermediate Swimming II** (½)

Further development of strokes and skin diving techniques. Ms. Prater-Lee.

**270a or b. Intermediate Squash I** (1)

More advanced strokes such as three-wall, rear wall and drop shots are emphasized as is the development of game strategies. Ms. Parker.

**271a or b. Intermediate Squash II** (1)

Review and further development of advanced strokes and strategies. Ms. Parker.

**285. Psychology of Sport** (1)

(Same as Psychology 285)

**298. Independent Work** (½ or 1)

Permission granted by the chair of the department for the study of a topic in depth.

**III. Advanced****378b. Advanced Swimming and Aquatic Conditioning** (½)

This course teaches new, advanced swimming skills and refines previously learned swimming strokes and skills. The course introduces water fitness techniques and training through the activities of water running, water polo and competitive swimming and conditioning. Ms. Prater-Lee.

Prerequisites: satisfactory completion of the Intermediate course, the Red Cross Level V course, or the ability to perform the equivalent swimming skills.

**379a or b. Lifeguard Training** (½)

Fulfills the requirements for the Red Cross lifeguard training course. Provides additional instruction in stroke technique. Ms. Prater-Lee.

Prerequisites: proficiency in crawl, sidestroke, and breaststroke; ability to swim 500 yds. continuously. Permission of instructor.

Note: Additional fee is required to complete the Red Cross certification and to receive academic credit.

**[390b. Water Safety Instructor's Course]** (1)

Fulfills the requirements for the Red Cross instructor rating. Includes skill development, stroke analysis, learning progressions, class organization, and practice teaching. Prepares the student to teach basic and emergency water safety,

infant and preschool aquatics, all levels of swimming. Ms. Prater-Lee.

Prerequisites: Advanced skill in swimming, Red Cross Lifeguard Training certification or Emergency Water Safety certification. Permission of the instructor.

Note: Additional fee is required to complete the Red Cross certification and to receive academic credit.

Not offered in 2004/05.

**393a or b. Advanced Tennis**

(1/2)

Emphasis on advanced strokes, analysis of errors, tactics for singles and doubles.

Mr. Czula.

Prerequisites: good ground strokes, serve, and volley; permission of the instructor.

**Extracurricular:** See General Information, page 18.



## Physics and Astronomy

**Professors:** Frederick R. Chromey, Debra M. Elmegreen (Chair), Morton A. Tavel; **Associate Professor:** Cindy Schwarz<sup>b</sup>; **Assistant Professor:** James Lombardi, Eric Myers; **Lecturer:** James F. Challey; **Lecturer and Coordinator of Laboratory Instruction:** Daniel Lawrence.

### Astronomy

**Requirements for Concentration:** 10 units, including 5 units of astronomy, 3 units of physics including Physics 200 and 2 additional units of intermediate or advanced work in either astronomy, physics, geology, computer science, or chemistry to be selected with the approval of the adviser. Only one introductory level astronomy course may count toward the major.

**Senior-Year Requirement:** Astronomy 320 or 340.

Prospective majors should consult the department as soon as possible. Normally such students should elect physics and mathematics as freshmen. After the declaration of an astronomy major, no required courses may be elected NRO.

**Recommendations:** Additional work in mathematics, physics, and computer science. In particular, students planning on graduate work in astronomy should complete Physics 310, 320 and 341.

**Advisers:** Mr. Chromey, Ms. Elmegreen.

**Correlate Sequence in Astronomy:** Students majoring in other departments or programs may elect a correlate sequence in Astronomy. The requirements for the correlate sequence consist of Physics 113, 114 plus four units in astronomy, two of which must be chosen from the observational sequence (Astronomy 240-340) or the astrophysics sequence (Astronomy 220-320). No more than one of the remaining two units may be chosen from the introductory courses (Astronomy 101, 105, 150), and the other one (or two) may be chosen from Astronomy 212, 220, 230, or 240. Note that additional physics courses (Physics 200, 210, and 240) are highly recommended for those selecting the astrophysics sequence. The NRO option may be used for at most one course to be included in the astronomy correlate sequence.

### I. Introductory

Astronomy 101 and 105 are designed for students who do not plan to major in the sciences and who have little or no science background. They are also recommended for prospective majors. All 100-level courses satisfy the Quantitative Analysis requirements.

#### 101a. Solar System Astronomy (1)

A study of the solar system as seen from earth and space: the sun, planets, satellites, comets, meteors, and the interplanetary medium; astronautics and space exploration; life on other planets; planets around other stars; planetary system cosmogony. Mr. Chromey.

Open to all classes.

#### 105b. Stars, Galaxies, and Cosmology (1)

This course is designed to acquaint the student with our present understanding of the universe. The course discusses the formation, structure, and evolution of gas clouds, stars, and galaxies, and then places them in the larger content of clusters and superclusters of galaxies. The Big Bang, GUTS, inflation, the early stages of the universe's expansion, and its ultimate fate are explored. Ms. Elmegreen.

Open to all classes.

<sup>b</sup>Absent on leave, second semester.

**[150a. Life in the Universe] (1)**

An introduction to the possibility of life beyond Earth is presented from an astronomical point of view. The course reviews stellar and planetary formation and evolution, star properties and planetary atmospheres necessary for a habitable world, possibilities for other life in our Solar system, detection of extrasolar planets, the SETI project, and the Drake equation. Ms. Elmegreen.

Prerequisite: High school physics and calculus.

Freshman course.

Not offered in 2004/05.

**II. Intermediate****212b. Galaxies and Galactic Structure (1)**

The distribution and properties of star clusters; contents, structure and evolution of the Milky Way. Observations and theories of normal and active galaxies. Interacting galaxies, galaxy clusters. Ms. Elmegreen.

Prerequisites: Physics 114 or by permission of instructor; Astronomy 105 or 220 recommended.

**220a. Stellar Astrophysics (1)**

The physical theory of stellar interiors, atmospheres, and energy sources. Stellar evolution. Spectral sequence and its origin. Supernovae, white dwarfs, neutron stars, and black holes. Ms. Elmegreen.

Prerequisites: Physics 114 or by permission of instructor.

**230b. Planetary and Space Science (1)**

Atmospheres, surface features, and interiors of the planets. Interaction of the sun with the other members of the solar system. Planetary formation and evolution. Life on other planets. Space exploration. Mr. Chromey.

Prerequisite: Physics 114 or by permission of instructor.

**240a. Observational Astronomy (1)**

This course introduces the student to a variety of techniques used in the detection and analysis of electromagnetic radiation from astronomical sources. All areas of the electromagnetic spectrum are discussed, with special emphasis on solid-state arrays as used in optical and infrared astronomy. Topics include measurement uncertainty, signal-to-noise estimates, the use of astronomical data bases, telescope design and operation, detector design and operation, practical photometry and spectroscopy and data reduction. Students are required to perform a number of nighttime observations at the college observatory. Mr. Chromey.

Prerequisites: Physics 113 or 114, or by permission of instructor.

**290a or b. Field Work (½ or 1)****298a or b. Independent Work (½ or 1)****III. Advanced****300a or b. Senior Thesis (½ or 1)****301-302. Senior Thesis (½ or 1)****320a. Astrophysics of the Interstellar Medium (1)**

A study of the observations and theory related to interstellar matter, including masers, protostars, dust, atomic, molecular and ionized gas clouds. Radiative transfer, collapse and expansion processes, shocks and spiral density waves will be discussed. Ms. Elmegreen.

Prerequisites: One 200-level physics or one 200-level astronomy; Junior or Senior status; or by permission of instructor.

**340b. Advanced Observational Astronomy** (½ or 1)

This course applies in depth the methods introduced in Astronomy 240. Students are expected to pursue individual observational projects in collaboration with the instructor. The amount of time spent in the observatory and how it is scheduled will depend on the nature of the project, although ½ unit projects will require half the total time of full unit projects. Mr. Chromey.

Prerequisite: Astronomy 240. Permission of instructor required.

**399a or b. Senior Independent Work** (½ or 1)

## Physics

**Requirements for the major:** 9 units above the introductory level, including the six core courses 200, 201, 210, 240, 245 and 320 and 3 additional units in Physics or Astronomy (above the 100 level), at least 2 of which must be at the 300 level. In addition to those nine units, students must complete Mathematics 221, 222. Additional recommended Mathematics courses: Mathematics 228, 241, and 263. Physics 200, 201 and 210 should be taken prior to the beginning of the junior year. Physics 240 and 320 should be taken prior to the beginning of the senior year.

After the declaration of a physics major, no required courses may be elected NRO. Prospective majors should consult the department as soon as possible and are strongly advised to elect physics and mathematics as freshmen. Those majors planning on graduate work in physics are strongly advised to complete Physics 310 and Physics 341 and are encouraged to consult with the department concerning other courses in the natural sciences which may supplement the physics major.

### Special Situations

Those planning graduate school in physics should take 310 and 340 and work closely with an advisor in the department. Those planning certification for high school physics teaching must have one of their 300-level units as a thesis or independent project (Physics 300 or 301) and ½ unit each of lab development (Physics 298) and lab apprenticeship (Physics 298). Additional courses in Education and Psychology are required for certification. Consult Ms. Schwarz.

**Advisers:** Mr. Challey, Mr. Lombardi, Mr. Myers, Ms. Schwarz, Mr. Tavel.

**Correlate Sequence in Physics:** Students majoring in other programs may elect a correlate sequence in physics. The requirements for the correlate sequence consist of 4 units of physics above the introductory level (Physics 113/114 or equivalent), 2 of which must be chosen from the following pairs of courses: Physics 210-310, 210-320, or 240-341, Astronomy 212-320, Astronomy 220-320. The two remaining units must be at the 200- or 300-level in physics. (Note that Physics 200 and 210 are prerequisites for Physics 320.) A working knowledge of calculus is required for Physics 113/114 and for all courses above the 100-level. The NRO option may be used for at most one course to be included in the physics correlate sequence.

## I. Introductory

### 100a. Physics in Motion (1)

Motion is much of what physics is about and motion can be seen all around us. Recent technological advances in digital video and computers allow many motions to be filmed, analyzed and studied. We begin by filming a variety of objects in motion and uncover the physics inside. In the second half of the semester groups focus on topics (of their choice) of interest to K-12 students. Each group produces a DVD, incorporating video, text, and other media into the project to help explain the physics behind the scenes. The DVD project is presented in local K-12 schools as a final exercise. Ms. Schwarz.

### 113a. Fundamentals of Physics I (1)

An introduction to the basic concepts of physics with emphasis on mechanics, wave motion, and thermodynamics. A working knowledge of calculus is required. Recommended for potential majors in physics and other physical sciences. The department.

Corequisite: Calculus.

Three 50-minute periods; one 3-hour laboratory.

### 114a and b. Fundamentals of Physics II (1)

Fundamentals of electricity, magnetism, and optics, with an introduction to atomic, nuclear, and particle physics. A working knowledge of calculus is required.

Recommended for potential majors in physics and other physical sciences. The Department.

The course is taught both semesters. 114a. (freshmen only)

Corequisite: Calculus

Three 50-minute periods; one 3-hour laboratory.

### **165b. Relativity** (1/2)

An introduction to the concepts of special relativity. Discussion of paradoxes, time dilation, black holes, etc. This course followed by *Cosmology* forms a sequence to give the student an understanding of modern cosmological ideas. Mr. Tavel.

No prerequisite. May not count towards a physics concentration.

### **168a. A Tour of the Subatomic Zoo** (1/2)

This course is designed for nonphysics majors who want to know more about the constituents of matter including quarks, gluons, and neutrinos. The particle discoveries and the implications of the discoveries are discussed in an historical context. Additional topics discussed: matter vs. antimatter, the wave, and particle nature of light. Ms. Schwarz.

May not count towards a physics concentration.

## **II. Intermediate**

Students electing intermediate and upper-level courses are expected to have a working knowledge of differential and integral calculus.

### **200a. Modern Physics** (1)

An introduction to the two subjects at the core of contemporary physics: Einstein's theory of special relativity, and quantum mechanics. Topics include paradoxes in special relativity; the Lorentz transformation; four-vectors and invariants; relativistic dynamics; the wave-particle duality; the Heisenberg uncertainty principle, and simple cases of the Schrodinger wave equation. Mr. Myers.

Prerequisites: Physics 114, Mathematics 125 or Mathematics 121/122, or permission of instructor.

### **201b. Modern Physics Lab** (1)

An introduction to the tools and techniques of modern experimental physics. Students replicate classic historical experiments (e.g., photoelectric effect, Michelson interferometer, muon lifetime). Emphasis is placed on the use of computers for capturing and analyzing data, and on effective oral and written presentation of experimental results. Mr. Myers.

Prerequisites: Physics 114, Mathematics 125 or Mathematics 121/122.

Corequisite: Physics 200.

### **210b. Classical Mechanics** (1)

A study of the motion of objects using Newtonian theory. Topics include oscillator systems, central forces, noninertial systems, and rigid bodies. An introduction to the Lagrangian formulation. Mr. Challey.

Corequisite: One 200-level mathematics course or permission of instructor.

Prerequisite: Physics 113.

### **240a. Electromagnetism I** (1)

A study of electromagnetic forces and fields. Topics include electrostatics of conductors and dielectrics, electric currents, magnetic fields, and the classical theories and phenomena that led to Maxwell's formulation of electromagnetism. Mr. Lombardi.

Prerequisite: Physics 114, Mathematics 222.

Recommended: Mathematics 228.

**245b. Introduction to Statistical Mechanics and Thermodynamics (1)**

Probability distributions, statistical ensembles, thermodynamic laws, statistical calculations of thermodynamic quantities, absolute temperature, heat, entropy, equations of state, kinetic theory of dilute gases, phase equilibrium, quantum statistics of ideal gases. Mr. Myers.

Prerequisites: Physics 200 and one 200-level mathematics course.

**298a or b. Independent Work (½ or 1)****270b. Computational Methods in the Sciences (½)**

(Same as Chemistry 270b) This course introduces students to computational techniques which are helpful in the physical sciences. No previous experience with computer programming is required. Topics include sorting algorithms, numerical integration, differential equations, series, linear algebra, root findings and the basics of fortran programming. Mr. Opazo-Castillo.

One 75-minute period.

Prerequisites: Mathematics 125 or Mathematics 121/122, or permission of instructor.

**272a. Fortran and Unix for the Physical Sciences (1)**

An introduction to the methods and techniques of computer programming for scientific applications, using the Fortran 77 language and The Unix development environment. Programming topics include computer arithmetic and accuracy, data types, flow control, conditional execution, iteration, algorithms and operations counts, file input and output, function and sub-routine, global variables, and libraries. Additional topics include fundamentals of the Unix operating system, including editing and manipulating files and directories, creating web pages, and using revision central software. The structure of the course emphasizes good writing style rather than enforced grammar. Exercises are based on simple physical examples. There are no prerequisites, and no previous programming experience is necessary. Mr. Myers.

**III. Advanced****300a, 301b. Independent Project or Thesis (½ or 1)****310a. Advanced Mechanics (1)**

A study of the dynamics of simple and complex mechanical systems using the variational methods of Lagrange and Hamilton. Topics include the variational calculus, the Euler-Lagrange equations, Hamilton's equations, canonical transformations, and the Hamilton-Jacobi equation. Mr. Tavel.

Prerequisite: Physics 210, Mathematics 221, 222, and 228.

**320a. Quantum Mechanics I (1)**

An introduction to the formalism of nonrelativistic quantum mechanics and its physical interpretation, with emphasis on solutions of the Schrodinger wave equation. Topics covered include the operator formalism, uncertainty relations, one-dimensional potentials, bound states, tunneling, central field problems in three dimensions, the hydrogen atom, the harmonic oscillator, and quantum statistics. Ms. Schwarz.

Prerequisites: Physics 200, 210, Mathematics 221.

Recommended: Mathematics 222, or 228.

**341b. Electromagnetism II (1)**

A study of the electromagnetic field. Starting with Maxwell's equations, topics covered include the propagation of waves, waveguides, the radiation field, retarded

potentials, and the relativistic formulation of electromagnetic theory. Mr. Lombardi.  
Prerequisites: Physics 240, Mathematics 228 or by permission.

**375b. Advanced Topics in Physics**

(1)

Course topics vary from year to year. Topics include High Energy physics, atomic and nuclear physics, solid state physics, chaos, and advanced computational physics. May be taken more than once for different topics. Prerequisites vary depending on topic. Consult with instructor. Only open to juniors and seniors or special permission. The department.

Prerequisite: Permission of instructor.

**399a or b. Senior Independent Work**

( $\frac{1}{2}$  or 1)

## Political Science

**Professors:** Richard Born, Leah Haus, Sidney Plotkin<sup>b</sup>, Stephen R. Rock, Mary L. Shanley, Peter G. Stillman, Adelaide H. Villmoare; **Associate Professors:** Andrew Davison, Luke Charles Harris (Chair), Timothy Longman; **Assistant Professors:** Katherine Hite, Himadeep Muppidi; **Adjunct Professors:** Richard Reitano\*, Wilfrid Rumble\*.

**Requirements for Concentration:** 10 units, including two of the four introductory courses (Political Science 140, 150, 160, 170); 1 unit at the 100- or 200-level in each of the four major fields of political science, i.e., American Politics, Comparative Politics, International Politics, Political Theory; 2 units of graded 300-level work (including one 300-level seminar to be taken in senior year). No more than 1 unit of field work may be counted toward the major. After declaring a major, no course in political science may be elected NRO.

**Transfer students and students taking academic leaves of absence:** A minimum of 6 graded units in the political science major must be taken at Vassar.

**Senior-Year Requirement:** One 300-level seminar.

**Recommendation:** Political Analysis (207) is highly recommended to all majors because it deals specifically with a basic methodology of political science.

**Sequence of Courses:** The department recommends that students take Modern Political Thought (270) before electing subsequent 200- and 300-level political theory courses. There is no requirement to specialize in one of the four fields, although specialization is permitted.

**Advisers:** The department.

**Correlate Sequences in Political Science:** Four correlate sequences are available in political science: one each in American Politics, Comparative Politics, International Politics, and Political Theory. 6 political science units are required to complete each sequence. With the approval of the sequence adviser, up to 2 units of political science credit transferred from outside Vassar may count toward the completion of the sequence. With the approval of the sequence adviser, a maximum of 1 unit of fieldwork may count toward completion of the sequence. Up to 1 unit of work elected NRO, taken before declaring a correlate sequence, may count toward completion of the sequence. After declaring a correlate sequence, no course elected NRO may count toward completion of the sequence.

**Correlate Sequence in American Politics:** Political Science 140; three courses at the 200-level in the subfield of American politics; one additional related 200-level course (to be determined by the correlate sequence adviser and the student); and a 300-level course in the subfield of American politics. Sequence Advisers: Mr. Plotkin, Ms. Villmoare.

**Correlate Sequence in Comparative Politics:** Political Science 150; three courses at the 200-level in the subfield of comparative politics; one additional related 200-level course (to be determined by the correlate sequence adviser and the student); and a 300-level course in the subfield of comparative politics. Sequence Adviser: Mr. Longman.

**Correlate Sequence in International Politics:** Political Science 160; three courses at the 200-level in the subfield of international politics; one additional related 200-level course (to be determined by the correlate sequence adviser and the student); and a 300-level course in the subfield of international politics. Sequence Adviser: Ms. Haus, Mr. Muppidi, Mr. Rock.

**Correlate Sequence in Political Theory:** Political Science 170; three courses at the 200-level in the subfield of political theory; one additional related 200-level course (to be determined by the correlate sequence adviser and the student); and a 300-level course in the subfield of political theory. Sequence Advisers: Ms. Shanley, Mr. Stillman.

<sup>b</sup>Absent on leave, second semester.

\* Part time.



## I. Introductory

The courses listed below are introductions to the four major fields of political science: American Politics, Comparative Politics, International Politics, and Political Theory. First-year students would normally elect one course each semester. Two introductory courses are required of majors, and it is possible and sometimes desirable to take all four. Introductory courses may be taken either semester.

### 140a or b. American Politics (1)

An analysis of the American political system and the structures and processes by which public policies are formulated and implemented. Attention is focused upon decision making in institutions of American national government, such as Congress, the Presidency, and the Supreme Court, and upon political behavior—public opinion, voting, and other forms of political activity. Attention is also given to evaluation of selected public policies and contemporary issues, and questions of political change. Mr. Born, Mr. Harris, Mr. Plotkin, Ms. Villmoare.

### 150a or b. Comparative Politics (1)

An examination of the political systems of selected foreign societies chosen to illustrate major types: Western and non-Western, democratic and authoritarian, and mature and developing. The political system is seen to include formal institutions of government, such as parliaments and bureaucracies; political parties and other forms of group life; those aspects of the history and social and economic structure of a society that are relevant to politics; and political beliefs, values, and ideologies. Special attention is given to the question of political change and development, whether through revolutionary or constitutional process. Ms. Hite, Mr. Longman.

### 160a or b. International Politics (1)

An examination of major issues in international politics, including national and international security and production and distribution of wealth, along with selected global issues such as human rights, ethnic nationalism and ethnic conflict, migration and refugees, environmental degradation and protection, and the impact of developments in communication and information technologies. Attention is also given to the origins, evolution, and the future of the contemporary international system, as well as to competing theoretical perspectives on world politics. Ms. Haus, Mr. Rock, Mr. Muppidi.

### 170a or b. Political Theory (1)

An introduction to the nature, types, and problems of political theory. The core of the readings consists of selections from the classic works of Western political philosophy. The relevance of the ideas of the classical political philosophers to current political developments and scholarship is emphasized. Mr. Davison, Ms. Shanley, Mr. Stillman.

Open to juniors and seniors by permission only.

## II. Intermediate

Prerequisite: 1 unit of introductory political science, or by permission of instructor which is generally granted to juniors and seniors with sufficient preparation in related disciplines.

### [207. Political Analysis] (1)

A study of the methods for collecting quantitative and qualitative data in political science. In addition to exploring the logic of scientific inquiry and methods of analysis, normative questions are raised concerning the potential biases and

limitations of particular modes of inquiry. Research examples emphasize the special problems in cross-cultural validation. Mr. Born.

Not offered in 2004/05.

## **A. American Politics**

### **[234. Media and Politics] (1)**

This course explores various forms of media, including newspapers and journals, television, film, radio, and the internet as well as politics in the contemporary United States. Among the topics examined are the relationships between mass media and 1) electoral politics; 2) governance at the national level; 3) crime and law and order; 4) politics of race, class and gender. Ms. Villmoare.

Not offered in 2004/05.

### **[238. Power and Public Policy] (1)**

An examination of the policy consequences of power in the United States, including the role of the corporation as a policy making institution and the influence of citizens and social movements on public policy. The emphasis is on theories of power, relationships between economic and political power, and the impact of power on ideology and the structuring of policy alternatives, policy making, and policy implementation. Case studies may include policy areas such as health, environment, tobacco, technology, and mass media. Mr. Plotkin.

Not offered in 2004/05.

### **[240. The American Presidency] (1)**

An analysis of the American presidency, with emphasis on recent presidents. Topics include presidential nominations and elections; the nature and use of presidential power; the institutionalized presidency; policy making in the White House; the relationship between presidents and other key political factors, e.g., the Congress, the bureaucracy, the media, and public opinion; and the role of presidential personality and style. Mr. Born.

Not offered in 2004/05.

### **241. Congress (1)**

An analysis of the contemporary and evolving U.S. Congress, its organization, functions, and politics. Topics include congressional elections and representation; the internal life and norms of the House and Senate; the structure of power in Congress; interest groups and lobbying; presidential-congressional relations; the congressional response to selected public problems; and political change and the future of Congress. Mr. Born.

### **242. Law, Justice, and Politics (1)**

An analysis of the interrelationships between law and politics in civil and criminal spheres in the United States, focusing on the role of the police, courtroom participants, and prison officials. Special emphasis is given to decision making in criminal law at the local level—e.g., pretrial negotiations, bail, and sentencing. Ms. Villmoare.

### **243. Constitutional Law (1)**

Leading decisions of the Supreme Court interpreting the Constitution of the United States, with special reference to the powers of government and the rights of individuals. Mr. Rumble.

### **244. Political Parties and Public Opinion (1)**

An examination of the nature and roles of public opinion and political parties in American politics, with emphasis on democratic means of political participation

and influence in contemporary America. Special attention is paid to mass and elite political attitudes and behavior, techniques of public opinion polling, the impact of public opinion on policy making, recent national elections, campaign techniques and strategies, and the changing party system. Mr. Born.

**[246. African American Politics] (1)**

(Same as Africana Studies 246) This course analyzes the diverse ways in which African Americans have engaged in politics in the United States. After briefly considering challenges facing the African American community, the course looks at approaches to politics including active engagement in the political system, Pan-Africanism and Black nationalism, accommodation and assimilation, class-based struggle, and everyday forms of resistance. The course concludes with a consideration of possible policy alternatives advocated by various African American leaders. Writers to be studied may include W.E.B. DuBois, Marcus Garvey, Booker T. Washington, Malcom X, Martin Luther King, Jr., William Julius Wilson, bell hooks, Manning Marable, Robin Kelley, Angela Davis, and Patricia Williams. Mr. Longman.

Not offered in 2004/05.

**[249. The Politics of City, Suburb, and Neighborhood] (1)**

An examination of the development, organization, and practice of the varied forms of politics in metropolitan areas. Main themes include struggles between machine and reform politicians in cities; fiscal politics and urban pre-occupations with economic development; racial and class politics in cities; changes in federal urban policies; neighborhood politics and alternative forms of community organization; suburban politics and race/class exclusion. Mr. Plotkin.

Not offered in 2004/05.

**B. Comparative Politics**

**250. African Politics (1)**

(Same as Africana Studies 250) This course introduces students to the great diversity of peoples, ideas, cultures, and political practices found on the African continent. The course first investigates the causes of the contemporary social, economic, and political challenges facing African states, then analyzes the ways in which African populations have responded to foreign domination, authoritarian government, unfavorable economic conditions, and social divisions. The course uses case studies of African countries to explore political issues within specific contexts and pays particular attention to international involvement in Africa. Mr. Longman.

**251. United states: Turkey and Iraq (1)**

An analysis of the historical and contemporary political dynamics shaping politics in Turkey and Iraq. Special attention is given to various axes of domestic conflict, the circumstances of those conflicts and alternative forms of accommodation and struggle that have been adopted. Integral to this project is consideration of ongoing regional and global forces that have influenced both circumstance and possibility within each state. Mr. Davison.

**252. The Politics of Modern Social Movements (1)**

This course examines continuities and transformations in both the study and practice of modern political and social movements. The course explores why movements emerge, how they develop, and what they accomplish. We study several dimensions of collective action, including their organization, leadership, ideology or programmatic content, and objectives. Our case studies are rich and diverse, spanning actors and geographic regions, yet we consciously draw comparisons across the cases concerning movements' origins, the context of power

relations and political positioning within society. We also seek to understand the sometimes powerful, sometimes subtle influences of social movements on the nature of socioeconomic, gender, racial, ethnic, national and transnational relations today. Ms. Hite.

**253. Transitions In Europe** (1)

This course considers transitions in Europe, with a focus on Russia and the European Union. An analysis of such changes as the collapse of authoritarianism and emergence of democracy in the former Soviet Union, the emerging democratic deficit in the European Union, marketization in Russia, and the transition to a single European market in the European Union. Ms. Haus.

**[254. Western European Politics]** (1)

A comparative analysis of political phenomena in Western Europe, with a focus on Britain, France, and Germany. The course considers institutional, economic and cultural approaches to analyze changes in social coalitions and cleavages, and policy-making. Subjects discussed include unemployment, labour unions, immigrant incorporation, and the rise and decline of radical right wing parties. Ms. Haus.

Not offered in 2004/05.

**[256. Politics and Conflict in the Middle East]** (1)

A comparative analysis of the causes and dynamics of selected intra- and interstate conflicts in the Middle East with special attention to: the Arab/Palestinian-Israeli conflict and the gulf conflicts of the last two decades. Also receiving attention are the various institutional, economic, ideological, cultural, and technological factors shaping these conflicts, their competing interpretations, and questions concerning "just resolution." Mr. Davison.

Not offered in 2004/05.

**[257. Legacies of Violence]** (1)

A comparative analysis of the legacies of political violence for both democratic and democratizing regimes. Legacies expressed through "formal" political institutions (i.e., constitutions, laws, political parties), and through more "informal", or cultural, expressions of authoritarianism (i.e., collective memories, symbolic acts and phenomena, day-to-day social relations) which together influence the scope and depth of democracy in post-authoritarian politics. Case studies include Italy, Germany, Spain, Argentina, Brazil, Chile, the former Yugoslavia, and the Czech Republic. Ms. Hite.

Not offered in 2004/05.

**258. Latin American Politics** (1)

An examination of major political issues and challenges facing contemporary Latin America, from ongoing processes of democratization and economic liberalization, to new efforts at regional integration and peace-keeping. The course also explores movements for socially sustainable development and citizenship rights on the part of non-governmental organizations and networks. The course uses country cases from throughout the region, including the Southern Cone, the Andes, Central America, and Mexico. Ms. Hite.

**259. Human Rights and Politics** (1)

Same as Africana Studies 259)

## C. International Politics

### 261. Theories of War and Peace (1)

An inquiry into the causes of war and peace among states. Explanations at various levels—human, societal, governmental, international—are considered. The course aims at an understanding of those factors which lead individual states into conflict with one another as well as those which incline the broader international system toward stability or instability. Mr. Rock.

### [263. Critical International Relations] (1)

The study of world politics is marked by a rich debate between rationalist and critical approaches. While rationalist approaches typically encompass realist/neo-realist and liberal/neo-liberal theories, critical approaches include social constructivist, historical materialist, post-structural and post-colonial theories of world politics. This course is a focused examination of some of the more prominent critical theories of international relations. It aims to a) familiarize students with the core concepts and conceptual relations implicit in these theories and b) acquaint them with the ways in which these theories can be applied to generate fresh insights into the traditional concerns, such as war, anarchy, nationalism, sovereignty, global order, economic integration, and security dilemmas of world politics. Mr. Muppidi.

Two 75-minute periods.

Not offered in 2004/05.

### 264. The Foreign Policy of the United States (1)

Key factors which shape the formulation and execution of American foreign policy are identified, primarily through a series of case studies drawn from post-World War II experience in world affairs. Normative issues concerning the decision-making process and foreign policy goals and means are also discussed. Mr. Rock.

### 265. International Political Economy (1)

This course analyzes the relationship between politics and economics, and explores change in the global political economy. Subjects considered include the rise and decline of empires; international institutions and their implications for cooperation and conflict; and globalization and its implications for inequality and democracy. Ms. Haus.

### [266. Defense Policy and Arms Control] (1)

An examination of American defense and arms control policy since 1945. Particular attention is given to the theory and practice of conventional and nuclear deterrence, and to the analysis of such contemporary issues as proliferation, the role of women and gays in the military, and the problem of economic conversion. Mr. Rock.

Not offered in 2004/05.

### 268. The Politics of Globalization (1)

Globalization is increasingly seen as a new and powerful force in world politics, but there is intense debate over what this new force is and what its effects are. This course introduces students to some of the more prominent ways of theorizing globalization and explaining the politics underlying the economic, social and cultural effects it generates. Mr. Muppidi.

### 269. National Model United Nations (1)

Prepares students to participate in the National Model U.N. in New York. Students represent a country and its policies, research the country's history, its economic and political systems, and its foreign policy. Participation in the Model U.N. occurs in April. Mr. Reitano.

Prerequisite: by permission of instructor; requires application early in the a-term.

One 4-hour period.

## **D. Political Theory**

### **270. Modern Political Thought (1)**

A study of selected modern political theorists, such as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Arendt. Among the themes stressed are theories of sovereignty, the development and varieties of liberalism and individualism, different theories of community, the relationships between politics and economics, and the relationship between the individual and the state. Mr. Stillman.

### **271. American Political Theory (1)**

Studies of American political theory, particularly issues surrounding the meanings of democracy, political obligation, and equality. Readings include works about the government of Native American peoples, Spanish and English colonial rule, the U.S. Constitution, the post-Civil War amendments, women's suffrage and women's rights, and the political and constitutional challenges posed by a pluralistic or multicultural society. Mr. Stillman, Ms. Shanley.

### **273. Interpreting Politics (1)**

A detailed study of the philosophical underpinnings of various modes of interpreting politics: empiricism/positivism; interpretive/hermeneutic inquiry, critical theory, rational choice theory, realism, and discourse analysis. Aim is to understand the central concepts and goals of each approach, the kinds of explanations they seek to offer, and the views they posit regarding the relationship between politics and theory, on the one hand, and politics and the political analyst, on the other. Mr. Davison.

### **274. Thorstein Veblen and the Politics of Capitalism (1)**

Among the critics of American capitalism, Thorstein Veblen produced an original and penetrating study of American society. Veblen's critique focused on capitalism as a business culture whose archaic political habits distort its economic promise. This course surveys Veblen's critique as a guide to the politics of contemporary American capitalism. Themes include connections between money and the price system, consumption, waste, absentee ownership, democracy, militarism, and gender. Veblen's influence on such later critics of the system as C. Wright Mills and Herbert Marcuse are examined, along with trenchant critics of Veblen, such as Theodore Adorno. Mr. Plotkin.

### **276. Utopian Political Thought (1)**

A study of major Western utopias from Thomas More's to the present, including proposed "good societies," dystopias such as *Brave New World*, and existing communities, such as theme parks, suburbs, and malls, that are utopian or can be analyzed through utopian principles. Central themes include the treatment of change, progress, and ideals; idealism versus realism; and problems of political critique and political programs. Mr. Stillman.

### **278. Feminism and Political Theory (1)**

Explores selected topics of importance for both political philosophy and feminist theory. Examines disputes surrounding such concepts as equality, liberty, reverse discrimination, autonomy, privacy, and citizenship, and may utilize classic texts as well as contemporary writings. Particular attention is paid to the diversity of experiences and perspectives among American feminists. Ms. Shanley.

**280. Subaltern Politics****(1)**

What does it mean to understand issues of governance and politics from the perspective of non-elite, or subaltern, groups? How do subalterns respond to, participate in, and/or resist the historically powerful forces of modernity, nationalism, religious mobilization, and politico-economic development in postcolonial spaces? What are the theoretical frameworks most appropriate for analyzing politics from the perspective of the subaltern? This course engages such questions by drawing on the flourishing field of subaltern studies in South Asia. While its primary focus is on materials from South Asia, particularly India, it also seeks to relate the findings from this area to broadly comparable issues in Latin America and Africa. Mr. Muppidi.

**E. Other****290a or b. Field Work****(½ or 1)**

Individual or group field projects or internships with prior approval of the adviser. Students are expected to do substantial directed reading in theoretical material specifically related to the field placement prior to or in conjunction with the field experience; to develop in consultation with a faculty supervisor a set of questions based on the theoretical reading to guide the field observations; to submit a written report relating the theoretical reading to the field observations or, in lieu of a report and at the option of the department, to take a final oral examination administered by two faculty members. No more than 1 unit of field work (either 290, 291, or a combination of the two) may be counted toward fulfilling the requirements of the minimum major. The department.

**298a or b. Independent Work****(½ or 1)**

Independent work is normally based on a student's desire to study with an instructor a specialized aspect of a course taken with that instructor. One unit normally entails substantial directed reading and/or the writing of a long paper and biweekly conferences with the instructor. In no case shall independent work satisfy the sub-field distribution requirement. The department.

**III. Advanced**

Prerequisite for all advanced seminars: permission of the instructor and normally a relevant course at a lower level. Enrollments, in general, are limited to twelve students. The content of seminars can vary from year to year depending upon interests of students and instructors. Seminars might focus on topics too specialized to receive exhaustive treatment in lower-level courses; they might explore particular approaches to the discipline or particular methods of research; they might be concerned with especially difficult problems in political life, or be oriented toward a research project of the instructor.

**A. Optional Senior Thesis****300. Senior Thesis****(1)**

A 1-unit thesis, written in the fall semester.

**301-302. Senior Thesis****(1 or 2)**

A 1-unit thesis written in two semesters or a 2-unit thesis written in two semesters.

**B. American Politics Seminars****341. Seminar in Congressional Politics****(1)**

This seminar focuses on the theme of congresspeople and their constituents—a subject that has become quite popular among congressional scholars. While the theme is broadly construed, most of our attention is focused on congressional

elections. Here we study reapportionment and redistricting, campaign finance reform, the too-often ignored subject of recruitment of congressional candidates, the role of national party organizations in congressional campaigns, the emergence of sophisticated campaign techniques, how the Republicans managed to “nationalize” the 1994 midterms and win their landslide victory, why divided party control of government has been so pervasive in the U.S., and how congresspeople continually cultivate the support of constituents over their entire term of office through casework and project assistance. Mr. Born.

Prerequisite: by permission of instructor.

One 2-hour period.

### **343. Seminar in Constitutional Theory (1)**

This seminar focuses on some core problems pertaining to constitutional interpretation, examining questions of constitutional theory and interpretation as they relate to issues of equality and full citizenship. The course discusses the nature and function of the constitution, explores theories about how the Constitution should be interpreted, and examines the methods that interpreters use to decipher the meanings of constitutional provisions. These concerns are addressed by focusing on various dimensions of constitutional theories and decisions pertaining to questions related to anti-discrimination law. Some of the issues covered include standards of judicial review, Supreme Court interpretations of equal protection, the constitutional protection of groups as well as individuals, and the appropriateness of constitutional protections rooted in color-blind and gender-blind principles. Mr. Harris.

Prerequisite: permission of instructor.

One 2-hour period.

### **346. Seminar in American Politics (1)**

An examination of selected topics in American politics. Ms. Villmoare.

Prerequisite: by permission, normally an intermediate-level course in American politics.

One 2-hour period.

### **[348. Seminar in Democracy and Power in America] (1)**

An examination of tensions and adjustments between democratic ideals and the structures and practices of political and economic power in the United States. Mr. Plotkin.

Prerequisite: by permission of instructor, normally an intermediate-level course in American Politics.

One 2-hour period.

Not offered in 2004/05.

## **C. Comparative Politics Seminars**

### **352. Seminar on Multiculturalism in Comparative Perspective (1)**

(Same as Africana Studies 352) This seminar explores the political significance of cultural diversity. Based on the comparative analysis of the United States and other multicultural states, the course examines how and why racial, ethnic, linguistic, and religious identities become grounds for political action. The course examines the formation of identity groups and considers the origins of prejudice, racism, and discrimination. The course also considers peaceful means that governments can use to accommodate cultural diversity. In addition to the United States, countries studied may include South Africa, Rwanda, India, and Yugoslavia. Mr. Longman.

Prerequisite: by permission of instructor.

One 2-hour period.



**355. Seminar on Violence (1)**

This seminar explores the many manifestations of political violence. Drawing from cases around the world, we examine: 1) a range of theoretical explanations of violence; 2) how governments and societies address systematic violations of human rights of their pasts; 3) organized insurgency and counterinsurgency response; and 4) extremely high levels of violence as an every day social phenomenon. The seminar attempts to address the influences, linkages, and implications of past and present violence for these societies; present and future politics and culture. Case studies come from Latin America, Africa, Southeast Asia, and the United States. Ms. Hite.

Prerequisite: by permission of instructor.

One 2-hour period.

**D. International Politics Seminars****360. Seminar in International Conflict and Cooperation (1)**

An examination of selected topics in international conflict and cooperation. Mr. Rock.

Prerequisite: by permission of instructor.

One 2-hour period.

**362. Seminar in International Politics: Migration and Citizenship (1)**

An inquiry into the causes and consequences of migration from developing countries (such as China, Mexico, the Dominican Republic and Algeria) to developed countries (e.g., The U.S., France, Britain, and Germany). The seminar first addresses different explanations for why people move across state borders, and considers the role of economic forces, smuggler networks, transnational social networks, and the legacies of colonialism. The seminar then addresses immigrant incorporation and reactions to immigration in developed countries through an analysis of such subjects as immigrant entrepreneurship in New York City, relations between unions and immigrants, citizenship policy in France, Germany and the U.S., and the incorporation of immigrant children of the second generation. Ms. Haus.

Prerequisite: by permission of instructor.

One 2-hour period.

**363. Decolonizing International Relations (1)**

Colonial frameworks are deeply constitutive of mainstream international relations. Issues of global security, economy, and politics continue to be analyzed through perspectives that either silence or are impervious to the voices and agencies of global majorities. This seminar challenges students to enter into, reconstruct, and critically evaluate the differently imagined worlds of ordinary, subaltern peoples and political groups. We draw upon postcolonial theories to explore alternatives to the historically dominant explanations of international relations. Mr. Muppidi.

Prerequisite: by permission of instructor.

One 2-hour period.

**E. Political Theory Seminars****372. Contested Rights (1)**

This course examines the concept of "rights" as it has developed in Western political thought, and contemporary controversies concerning rights. Ms. Shanley.

Prerequisite: by permission of instructor.

One 2-hour period.

**[373. Seminar in Political Philosophy] (1)**

A study of a major theorist, school, or problem in political philosophy. Mr. Stillman.

Prerequisite: by permission

Not offered in 2004/05.

**[376. Seminar in Feminist Theory In Political Thought] (1)**

This seminar studies a major theorist, school, or problem in feminist theory. Ms. Shanley.

Prerequisite: by permission of instructor.

One 2-hour period.

Not offered in 2004/05.

**[384. Seminar in Political Theory] (1)**

An examination of selected theorists and problems in contemporary political theory. Mr. Davison.

Prerequisite: by permission of instructor.

One 2-hour period.

Not offered in 2004/05.

**F. Other**

**399a or b. Senior Independent Work (½ or 1)**

Independent work is normally based on a student's desire to study with an instructor a specialized aspect of a course taken with that instructor. Normally 1 unit entails substantial directed reading, the writing of a long paper, and biweekly conferences with the instructor. This course cannot be used to satisfy the requirement of 2 units of 300-level work in the major. In no case shall independent work satisfy the subfield distribution requirement. The department.

# Psychology

**Professors:** N. Jay Bean (Chair), Gwen J. Broude, Carol Christensen, Randolph Cornelius, Janet Gray, Kenneth Livingston, Richard Lowry<sup>ab</sup>; **Associate Professors:** Janet K. Andrews<sup>b</sup>, Jeffrey Cynx, Jannay Morrow<sup>ab</sup>, Carolyn Palmer, Stephen Sadowsky, Debra Zeifman; **Assistant Professors:** J. Mark Cleaveland, Kevin Holloway, Mina Kim, Tiffany Lightbourn, Jennifer Ma<sup>a</sup>, Susan Trumbetta<sup>b</sup>; **Lecturer:** Julie Riess<sup>b</sup> (Director of the Wimpfheimer Nursery School); **Adjunct Assistant Professor:** Nicholas deLeeuw.

**Requirements for Concentration:** 11 units in Psychology including Psychology 105 or 106, and 200; one unit from at least four of the basic content areas of the discipline; one research methods course to be taken by the end of the junior year; two units at the 300-level, at least one of which must be a seminar. The content areas of the discipline and their associated courses are: social psychology (Psychology 201, 205), cognitive psychology (Cognitive Science 100), learning and comparative psychology (Psychology 221, 223), developmental psychology (Psychology 231) physiological psychology (Psychology 241, 243), personality and individual differences (Psychology 251, 253).

A minimum of 9 graded units is required for the major. For junior transfer students, at least 6 units must be graded. Neuroscience and Behavior 201 and Cognitive Science 311 may be counted towards the major. Upon departmental approval, 1 unit in appropriate courses in other departments may be applied towards the required 11.

**NRO:** No course other than Psychology 105 or 106 taken NRO may be counted toward the requirements of the psychology major.

**Senior-Year Requirement:** Two units at the 300-level taken for a letter grade, at least one of which must be a seminar. One unit of Cognitive Science 311 may be counted toward this requirement. No more than one Advanced Special Studies course may be taken to meet this requirement. Psychology 395 and 399, as ungraded courses, cannot be used to satisfy this requirement.

**Recommendation:** Students planning to concentrate in psychology are encouraged to consult a department adviser as soon as possible to plan appropriate sequences of courses.

**Advisers:** The department.

## 1. Introductory

### 105a and b. Introduction to Psychology: A Survey (1)

This course is designed to introduce the student to fundamental psychological processes, their nature and development, and contemporary methods for their study through a survey of the major research areas in the field. Areas covered include the biological and evolutionary bases of thought and behavior, motivation and emotion, learning, memory, thinking, personality, and social psychology. Significant work in the course is devoted to developing skills in quantitative analysis. Students are expected to participate in up to a maximum of three hours of psychological research during the semester. Psychology 105 may NOT be taken if Psychology 106 has already been taken. The department.

Open to all classes. Enrollment limited.

### 106a and b. Introduction to Psychology: Special Topics (1)

This course is designed to introduce the student to the science of psychology by exploration in depth of a specific research area. Regardless of the special topic, all sections include exposure to core concepts in the biological and evolutionary foundations of thought and behavior, learning, cognition, and social processes.

<sup>ab</sup> Absent on leave for the year.

<sup>a</sup> Absent on leave, first semester.

<sup>b</sup> Absent on leave, second semester.

Significant work in the course is devoted to developing skills in quantitative analysis. Students are expected to participate in up to a maximum of three hours of psychological research during the semester. Psychology 106 may NOT be taken if Psychology 105 has already been taken. The department.

Open to all classes. Enrollment limited.

## II. Intermediate

Prerequisite for 200-level courses: Psychology 105 or 106. Students with college transfer credit, should consult with the department chair before registering in 200-level courses. Sophomores, juniors, and seniors may use Psychology 105 or 106 as a corequisite by permission of the instructor.

### **200a and b. Statistics and Experimental Design (1)**

An overview of principles of statistical analysis and research design applicable to psychology and related fields. Topics include descriptive statistics and inferential statistics, concepts of reliability and validity, and basic concepts of sampling and probability theory. Students learn when and how to apply such statistical procedures as chi-square, z-tests, t-tests, pearson product-moment correlations, regression analysis, and analysis of variance. The goal of the course is to develop a basic understanding of research design, data collection and analysis, interpretation of results, and the appropriate use of statistical software for performing complex analyses. Ms. Andrews, Ms. Ma, Ms. Trumbetta.

### **201a and b. Principles of Social Psychology (1)**

The study of the individual under social influences, including such topics as attitude formation and change, prosocial behavior, aggression, social influence processes, group dynamics, attribution theory, and interpersonal communication processes. Psychology 201 may NOT be taken if Psychology 205 has already been taken. Mr. Cornelius, Ms. Kim, Ms. Lightbourn, Ms. Ma, Ms. Morrow.

### **[205b. Topics in Social Psychology] (1)**

This course introduces students to the discipline of social psychology via the in-depth exploration of a specific area of research or important theoretical issues in social psychology. Students examine the social psychological perspective on such topics as aggression, emotion, close relationships, law, intergroup conflict, and altruism. Psychology 205 may NOT be taken if Psychology 201 has already been taken.

Topic: *Persuasion, Prejudice, and Power*. This course introduces students to the discipline of social psychology via the in-depth exploration of research and theoretical issues concerning social influence and social categories. Students examine research on persuasion, prejudice, stereotypes, discrimination, and interpersonal power. Ms. Morrow.

Prerequisites: Psychology 105 or 106.

Not offered in 2004/05.

### **209a and b. Research Methods in Social Psychology (1)**

A survey of research methods in social psychology. Every stage of the research process is considered including hypothesis generation, operationalization of variables, data collection and analysis, and communication of results. Observational, questionnaire, and experimental approaches are considered. The focus is on the development of skills necessary for evaluating, designing, and conducting research. Mr. Cornelius, Ms. Lightbourn, Ms. Ma, Ms. Morrow.

Prerequisites: Psychology 200 and Psychology 201 or 205. Regular laboratory work. Enrollment Limited

- 211a. Perception and Action** (1)  
(Same as Cognitive Science 211)  
Prerequisite: Cognitive Science 100.
- 213a. Language** (1)  
(Same as Cognitive Science 213)  
Prerequisite: Cognitive Science 100.
- 215b. Knowledge and Cognition** (1)  
(Same as Cognitive Science 215)  
Prerequisite: Cognitive Science 100.
- 219b. Research Methods in Cognitive Science** (1)  
(Same as Cognitive Science 219)  
Prerequisite: Psychology 200, and either Cognitive Science 211, 213, or 215.  
Regular laboratory work. Enrollment limited.
- 221b. Learning and Behavior** (1)  
A survey of major principles that determine the acquisition and modification of behavior. Topics include the relation of learning and evolution, habituation and sensitization, classical and operant conditioning, reinforcement and punishment, stimulus control, choice behavior, animal cognition, concept formation, perceptual learning, language, reasoning, and self-control. Mr. Cleaveland, Mr. Cynx, Mr. Holloway.
- 223a and b. Comparative Psychology** (1)  
The study of evolutionary theory, with attention to how it informs the developmental, ecological, genetic, and physiological explanations of behavior. Ms. Broude, Mr. Cleaveland, Mr. Cynx, Mr. Holloway.
- 229a. Research Methods in Learning and Behavior** (1)  
An introduction to experimental and observational methods in animal learning and behavior. Laboratory experiences have included audio recording and quantitative analysis of animal sounds (bat echolocation and birdsong), operant conditioning, census taking, determining dominance hierarchies, and human visual and auditory psychophysics. Mr. Cleaveland, Mr. Cynx, Mr. Holloway.  
Prerequisites: Psychology 200 and Psychology 221 or 223. Regular laboratory work. Enrollment limited.
- 231a and b. Principles of Development** (1)  
The study of principles and processes in developmental psychology, surveying changes in physical, cognitive, and social-emotional development during the life span. Major theoretical orientations to the growing person are illustrated by empirical material and supplemented by periodic observations of children in natural settings. Ms. Broude, Ms. Kim, Mr. Livingston, Ms. Palmer, Ms. Zeifman.
- [237b. Early Childhood Education: Theory and Practice]** (1)  
(Same as Education 237) What is the connection between a textbook description of preschool development and what teachers do every day in the preschool classroom? This course examines curriculum development based on contemporary theory and research in early childhood. The emphasis is on implementing developmental and educational research to create optimal learning environments for young children. Major theories of cognitive development are considered and specific attention is given to the literatures on memory development; concepts and categories; cognitive strategies; peer teaching; early reading, math, and scientific literacy; and technology in early childhood classrooms. Ms. Riess.

Prerequisite: Psychology 231 and permission of instructor.  
One 2-hour period; 4 hours of laboratory participation.  
Not offered in 2004/05.

**239a and b. Research Methods in Developmental Psychology (1)**

Problems and procedures in developmental research are examined. The course considers issues in the design of developmental research, basic observational and experimental techniques, and reliability and validity of developmental data. Students may work with children of different ages in both laboratory and naturalistic settings. Ms. Kim, Mr. Livingston, Ms. Palmer, Ms. Zeifman.

Prerequisites: Psychology 200 and 231. Regular laboratory work. Enrollment limited.

**241a and b. Principles of Physiological Psychology (1)**

The role of physiological systems, especially the brain, in the regulation of behavior. In addition to basic topics in neuroscience (neuroanatomy, neurophysiology, neurochemistry and pharmacology), topics may include: sensory mechanisms, motivational systems (e.g., sleep, eating, reproductive behaviors), emotion, learning and memory, language, stress and psychopathology. Mr. Bean, Ms. Christensen, Ms. Gray, Mr. Holloway.

Psychology 241 may NOT be taken if Psychology 243 has already been taken.

**243a Neuropsychology (1)**

The study of the functions of particular brain structures and their relation to behavior and mental activity. Among topics examined are perception, memory, language, emotion, control of action, and consciousness. Neural alterations related to learning disabilities, neurological and psychiatric disorders may be examined as well. Ms. Christensen.

Psychology 243 may NOT be taken if Psychology 241 has already been taken.

**249a and b. Research Methods in Physiological Psychology (1)**

The study of experimental methods in physiological psychology. In addition to exploring issues related to the ethics, design, measurement, analysis and reporting of research, laboratory topics may include: neuroanatomy, behavioral responses to pharmacological and/or surgical interventions, electrophysiology, neuropsychology, neurochemistry and histology. Mr. Bean, Ms. Gray, Mr. Holloway.

Prerequisites: Psychology 200, and 241 or 243. Regular laboratory work. Enrollment limited.

**[251b. Personality Theory] (1)**

An introduction to the concepts, theories, and controversies that have figured most prominently in the ongoing effort of psychologists to understand human nature and human personality. Emphasis is placed on understanding and critically evaluating the works of the major theorists. Mr. Lowry, Ms. Ma, Ms. Morrow, Ms. Trumbetta.

Open to freshmen only by permission of the instructor.

Not offered in 2004/05.

**253a and b. Individual Differences in Personality (1)**

An introduction to contemporary approaches to understanding personality. The focus of the course is on evaluating recent theories and research that attempt to uncover the underlying dimensions that distinguish one person from another. Emphasis will be placed on understanding behavior in interactions with others; the development of personality over time; and people's intuitive theories about personality, including their own. Mr. Cornelius, Ms. Ma, Ms. Morrow, Ms. Trumbetta.

Prerequisite: Psychology 200.

**[255a. The Psychology of Sport] (1)**

(Same as Physical Education 255) This course assesses the factors that influence behaviors that are related to participation in sports. The relationships of individual differences, attention, arousal, anxiety, and motivation are addressed, as well as the influences of team cohesion and leadership and audience effects on sports performance. Mr. Bean.

Prerequisites: Psychology 105 or 106 and at least one of Psychology 201, 203, 221, 223, 231, 241, 243, 251, 253, Cognitive Science 100.

Not offered in 2004/05.

**[259a. Research Methods in Personality and Individual Differences] (1)**

The study of research methods in personality and individual differences. Every stage of research is considered: the generation of hypotheses; the operationalization of variables; the collection, analysis, and evaluation of data; and the communication of results. The focus is on the development of skills necessary for evaluating, designing, and conducting research. Ms. Ma, Ms. Morrow, Ms. Trumbetta.

Prerequisites: Psychology 200 and either 251 or 253. Regular laboratory work. Enrollment limited.

Not offered in 2004/05.

**262a and b. Abnormal Psychology (1)**

A survey of research and theory concerning the nature, origins, and treatment of major psychological disorders. The course considers behavioral, biological, cognitive and psychodynamic approaches to understanding psychopathology. Topics may include schizophrenia, mood disorders, anxiety disorders, childhood disorders, and personality disorders. Ms. Ma, Ms. Morrow, Ms. Trumbetta

Prerequisites: by permission only. Majors should have already taken Psychology 200 and either 221, 223, 241, or 243. Non-majors should consult with the instructor.

**[264a. Behavior Genetics] (1)**

This course explores genetic contributions to complex behavioral phenotypes. Its primary focus is on genetic contributions to human behavior with some attention to comparative and evolutionary genetics. Quantitative methods are emphasized. Ms. Trumbetta

Prerequisites: Psychology 200 and either 241, 243 or 253.

Not offered in 2004/05.

**282a Psychological Perspectives on the Holocaust (1)**

(Same as Jewish Studies 282) The Holocaust has spawned several now classic programs of psychological research. This course considers topics such as: anti-Semitism and stereotypes of Jews; the authoritarian and altruistic personalities; conformity, obedience, and dissent; humanistic and existential psychology; and individual differences in stress, coping and resiliency. The broader implications of Holocaust-inspired research is explored in terms of traditional debates within psychology such as those on the role of the individual versus the situation in producing behavior and the essence of human nature. The ethical and logical constraints involved in translating human experiences and historical events into measurable/quantifiable scientific terms are also considered. Ms. Zeifman

Prerequisites: Psychology 105 or 106 and at least one of Psychology 201, 221, 223, 231, 241, 243, 251, or 253.

**290a and b. Field Work (½ or 1)**

Individuals or group field projects or internships, with prior approval of the adviser and the instructor who supervises the work. May be elected during the college year or during the summer. The department.

**298a and b. Independent Work** (½ or 1)

Individual or group studies with prior approval of the adviser and of the instructor who supervises the work. May be elected during the college year or during the summer. The department.

**III. Advanced**

Open to seniors. For majors, satisfactory completion of a research methods course (Psychology 209, 219, 229, 239, 249, 259), and permission of the instructor are prerequisites for these courses. Non-majors and juniors should consult the instructor.

**[300a or b. Advanced Methods of Statistical Analysis]** (1)

This course takes the study of statistical methodology beyond what students encounter in the standard basic-level statistics course. Emphasis is placed on concepts and procedures of multivariate analysis, such as those pertaining to analysis of variance, analysis of covariance, multivariate chi-square, log-linear analysis, multiple regression, and factor analysis. Ms. Ma.

Prerequisite: Psychology 200 and one research methods course in Psychology or any other of the natural sciences.

Not offered in 2004/05.

**301a and b. Seminar in Social Psychology** (1)

An intensive study of selected topics in social psychology. Emphasis is placed on current theories, issues, and research areas. Mr. Cornelius, Ms. Kim, Ms. Lightbourn, Ms. Ma, Ms. Morrow.

Prerequisites: Psychology 201 or 205.

**321b. Seminar in Animal Learning and Behavior** (1)

An in depth analysis of selected mechanisms of learning and behavior. Topics can vary from year to year, but may include animal cognition, language and communication, behavioral ecology, and recent advances in the theory and neurophysiology of learning and behavior. Mr. Cleaveland, Mr. Cynx, Mr. Holloway.

Prerequisites: Psychology 221 or 223.

**323a. Seminar in Comparative Psychology** (1)

Applications of comparative psychology to a specific topic. Topics can vary from year to year, and have in the past included altruism, sex differences, aggression, language, etc. The focus is how theory and data from other species inform questions about human functioning. Ms. Broude, Mr. Cleaveland, Mr. Cynx.

Prerequisites: Psychology 221 or 223 or Biology 340.

**331a and b. Seminar in Developmental Psychology** (1)

Seminar in current issues, research, and theory in developmental psychology. Topics vary and may include laboratory work. Ms. Broude, Ms. Kim, Mr. Livingston, Ms. Palmer, Ms. Zeifman.

Prerequisites: Psychology 231.

**336a. Childhood Development: Observation and Research Application** (1)

(Same as Education 336) What differentiates the behavior of one young child from that of another? What characteristics do young children have in common? This course provides students with direct experience in applying contemporary theory and research to the understanding of an individual child. Topics include attachment; temperament; parent, sibling and peer relationships; language and humor development; perspective-taking; and the social-emotional connection to learning. Each student selects an individual child in a classroom setting and collects data about the child from multiple sources (direct observation, teacher interviews,



parent-teacher conferences, archival records). During class periods, students discuss the primary topic literature, incorporating and comparing observations across children to understand broader developmental trends and individual differences. Synthesis of this information with critical analysis of primary sources in the early childhood and developmental literature culminates in comprehensive written and oral presentations. Ms. Riess.

Prerequisite: Psychology 231 and permission of the instructor.

For Psychology Majors: completion of a research methods course.

4 hours of laboratory observation work.

### **341b. Seminar in Physiological Psychology (1)**

Analysis of selected topics in physiological psychology. Topics vary from year to year but may include learning, memory, human neuropsychology, neuropharmacology, psychopharmacology, sensory processes, emotion, and motivation. Mr. Bean, Ms. Christensen, Ms. Gray, Mr. Holloway.

Prerequisites: Psychology 241 or 243.

### **343a. Seminar on States of Consciousness (1)**

A consideration of conditions giving rise to disruptions of awareness and implications for behavioral integration. Topics serving as areas of discussion may include: sleep and dreaming; hypnosis and hypnagogic phenomena; drug behavior and biochemistry; cerebral damage; dissociations of consciousness such as blindsight; psychopathologic states. Mr. Bean, Ms. Christensen.

Prerequisites: Psychology 241 or 243.

### **351b. Seminar in Personality and Individual Differences (1)**

Intensive study of selected topics in personality and individual differences. Theory and empirical research form the core of required readings. Topics studied reflect the interests of both the instructor and the students. Ms. Morrow, Ms. Trumbetta.

Prerequisites: 251 or 253

### **362a. Seminar in Psychopathology (1)**

An intensive study of research and theory concerning the nature, origins, and treatment of major psychological disorders. Topics vary but may include schizophrenia, mood disorders, anxiety disorders, childhood disorders, and personality disorders. Ms. Morrow, Ms. Trumbetta

Prerequisites: Psychology 262

### **[381a. The Psychological Experience of Migration] (1)**

(Same as Urban Studies 381) The study of immigrants and immigration is a relatively recent interest of the field of psychology. Theory and research from the major paradigms in social psychology will be utilized to understand: 1) why people migrate to new countries, 2) how people adapt to new environments, 3) how rural/urban migration may affect adaptation, 4) how newcomers become integrated into the fabric of new societies on the macro and micro level, and 5) the challenge of renegotiating notions of identity and citizenship. As such, psychological research will be supplemented by relevant research from the fields of urban studies, sociology, cultural studies, economics and social work. Through readings, films, lectures, discussion and critical writing assignments students will attain an appreciation of the phenomenon of migration and its psychological consequences. Weekly short film screenings are required in addition to class attendance. Ms. Lightbourn.

Prerequisite: Permission of the instructor is required for all students, psychology students must have taken one of the department's laboratory courses. Students outside of the department are required to have completed a 200-level psychology course and should have taken a research methods course in their field.

Not offered in 2004/05.

**385b. The Psychology of Belief, Religion and the Human Condition (1)**

Every known human culture has constructed systems of belief that can be described, in some broad sense, as religious. These are more or less coherent conceptual networks built around the idea of higher powers to which reverence and obedience are owed. Such systems are typically enacted in ritual practices of worship, often thoroughly institutionalized and associated with well-defined social roles. The formal study of the psychology of such belief systems is barely a century old, but it has accelerated dramatically in the last two decades, often with much public fanfare about the findings. This course explores that literature with attention given to some of the most controversial data. Topics covered include the evidence related to health benefits of religious participation, the social psychology of religious institutions, socialization into religious communities, the cognitive structure of religious belief systems, religion and moral development, the psychology of prayer and meditation, the neurological concomitants of transcendental religious experiences, and ecclesiogenic disorders. Mr. Livingston.

Prerequisites: At least one of the following: Psychology 209, 219 (same as Cognitive Science 219), 229, 239, 249, or 259, and permission of the instructor.

**388a. Prejudice, Racism and Social Policy (1)**

(Same as Africana Studies 388 and Urban Studies 388)

**[390b. Senior Research] (1)**

Graded independent research. A student wishing to take this course must first gain the support of a member of the psychology faculty, who supervises the student as they design and carry out an empirical investigation of some psychological phenomenon. In addition to a final paper and regular meetings with their faculty sponsor, students also attend weekly meetings organized by the course instructor. Both the course instructor and the supervising faculty member participate in the planning of the research and in final evaluation. The Department.

Prerequisite: Psychology 298.

Not offered in 2003/04.

**395a and/or b. Senior Thesis (½ or 1)**

Open to seniors by invitation of instructor.

Prerequisite: 298, 300, or 399

**399a and/or b. Senior Independent Work (½ or 1)**

Individual or group studies with prior approval of the adviser and of the instructor who will supervise the work. May be elected during the college year or during the summer. The department.

## Religion

**Professors:** Mark S. Cladis, Lawrence H. Mamiya<sup>b</sup>, Deborah Dash Moore; **Associate Professors:** Marc Michael Epstein, Lynn R. LiDonnici, Judith Weisenfeld (Chair); **Assistant Professors:** E.H. Rick Jarow<sup>b</sup>, Michael Walsh; **Lecturer:** Tova Weitzman; **Adjunct Instructors:** Hartley Lachter, Margaret Leeming.

The concentration in religion is intended to provide an understanding of major religious traditions, an exposure to a variety of approaches employed within the study of religion, and an opportunity for exploration of diverse problems that religions seek to address.

**Requirements for the Concentration:** 11 units, including Religion 270, 271, three seminars at the 300-level, and a senior thesis or project. It is recommended that students take Religion 270 in the sophomore or junior year. Students are expected to pursue a program of study marked by both breadth and depth. Of the 11 units required for the concentration, no more than two may be at the 100-level. No more than 1½ units of field work, independent study, and/or reading courses may count toward the concentration. After declaring a concentration in religion, no courses taken under the Non-Recorded Option serve to fulfill the requirements.

**Senior-year Requirements:** Religion 271 and a 300-level senior thesis or project.

It is possible to integrate the study of religion with another concentration by means of a correlate sequence in religion.

**Requirements for the Correlate Sequence:** 6 units, 1 unit at the 100-level, 3 at the 200-level and two seminars at the 300-level. After declaring a correlate sequence in religion, no courses taken under the Non-Recorded Option serve to fulfill the requirements.

**Advisers:** Mr. Cladis, Mr. Epstein, Mr. Jarow, Mr. Lachter, Ms. Leeming, Ms. LiDonnici, Mr. Mamiya, Ms. Moore, Mr. Walsh, and Ms. Weisenfeld.

### I. Introductory

#### [101b. The Religious Dimension] (1)

Is religion best described as a personal, inward experience or as a communal, social activity? This course explores the classical approaches to the study of Religion that have developed over the course of the twentieth century. Mr. Lachter.

Not offered in 2004/05.

#### 102a. Love: The Concept and Practice (1)

A study of love (in classical and modern texts and in film) that explores a host of religious and ethical issues. Topics include the potential conflict between divine and human love, and the nature of friendship, romance, and marriage. Focus is on love in the Western world, but the *Kamasutra* and other Eastern texts furnish a comparative component. Authors include Plato, Aristotle, Augustine, Dante, Simone Weil, and Alice Walker. Mr. Cladis.

#### 131a. God (½)

(Same as Jewish Studies 131) Whether we are furious with it, love it, or think it does not exist, the figure that western civilization calls “God” is one of our most powerful root metaphors, an intellectual category that requires interrogation and understanding. As a literary figure, God has a personality, a biography, and a history; and like all of us, a great deal to say (in literature) about how he has been understood and misunderstood. Through analysis of primary materials—biblical, Ugaritic, Canaanite, and Mesopotamian, we explore this complicated figure. Ms. LiDonnici.

One 2-hour period for six weeks during the first half of the semester.

<sup>b</sup>Absent on leave, second semester.

**132b. Satan**

(½)

Satan is “good to think” with: a binary opposite for the ultimate good (however it is defined); a tricky lawyer whose job is to trip men up; a counter cultural figure representing both rebellion against hegemonic power, and our feelings about that rebellion. Satan is also, in religious literature, sometimes a useful stand-in for one’s enemies, taking on their shape and opinions. In this course, we trace the development of the figure of Satan through biblical, early Jewish, early Christian and other mythological sources. Ms. LiDonnici.

One 2-hour period for six weeks during the first half of the semester.

**150a and b. Western Religious Traditions**

(1)

An historical comparative study of Judaism, Christianity, and Islam. The course focuses on such themes as origins, development, sacred literature, ritual, legal, mystical, and philosophical traditions, and interactions between the three religions. Mr. Lachter, Ms. Leeming.

Open to all students.

**152a. Religions of Asia**

(1)

(Same as Asian Studies 152) This course is an introduction to the religions of Asia (Buddhism, Confucianism, Hinduism, Zen, Shinto, etc.) through a study of practices, sites, sensibilities, and doctrines. The focus is comparative as the course explores numerous themes, including creation (cosmology), myth, ritual, action, fate and destiny, human freedom, and ultimate values. Mr. Walsh.

Open to all students except seniors.

**[160b. Religion and American Film]**

(1)

An examination of relationships between religion and American film, with particular attention to interactions between American religious institutions and the film industry, issues of race and gender, and representations of religious beliefs, practices, individuals, and institutions. Films may include: *Broken Blossoms*, *The Jazz Singer*, *Hallelujah*, *The Ten Commandments*, *Gentleman’s Agreement*, *the Exorcist*, *Daughters of the Dust*, *the Apostle*. Mr. Moore.

Not offered in 2004/05.

**II. Intermediate****201a. Religion Gone Wild: Spirituality and the Environment**

(1)

(Same as Environmental Studies 201) A study of the dynamic relation between religion and nature. Religion, in this course, includes forms of spirituality within and outside the bounds of conventional religious traditions (for example, Buddhism, Christianity, and Jainism, on the one hand; ecofeminism, the literature of nature, and Australian Aboriginal religion, on the other). Topics in this study of religion, ethics, and ecology may include: religious depictions of creation, nature, and the position of humans in the environment; religious aspects of environmental degradation and contemporary ecological movements; environmental justice; and environmentalism as a religion. Mr. Cladis.

Prerequisite: one unit in religion or permission of instructor.

**[202a. Perspectives of the Study of Religion]**

(1)

“Method,” in the context of religious studies, is actually a process of self-discovery through which we become conscious of underlying attitudes and predispositions, both in ourselves and in our authorities. These influence our thinking, research, and understanding of the phenomenon “religion”—in all its many forms. In this course, we learn, and have a chance to evaluate, some of the basic ideas and approaches to the study of religion that have appealed to scholars of religion throughout history. We examine how many of these approaches continue to affect

our own processes of thought and interpretation today. Ms. LiDonnici.  
Not offered in 2004/05.

**203a. The Origins and Development of Islamic Literature** (1)  
(Same as Africana Studies 203) Instructor to be announced.

**205b: Modern Problems of Belief** (1)  
Some say it is impossible to be both a modern and a religious person. What are the assumptions behind this claim? The course explores how religion has been understood and challenged in the context of Western intellectual thought from the Enlightenment to the present. Kant, Hegel, Kierkegaard, Nietzsche, Freud, and Buber are some of the thinkers whom we study. Mr. Cladis.

**[211b. Religions of the Oppressed and Third-World Liberation Movements]** (1)  
(Same as Africana Studies 211) Mr. Mamiya.  
Not offered in 2004/05.

**[215b. Religion and the Arts]** (1)  
An exploration of various aspects, spiritual and political, of the interdependence of art and religious culture from the dawn of human consciousness through postmodernity. May be taken more than once for credit when content changes. Mr. Epstein.  
Prerequisite: 1 unit in religion at the 100-level, or by permission of instructor.  
Not offered in 2004/05.

**220a. Jewish Diversity in the Greco-Roman World** (1)  
(Same as Jewish Studies 220a) In the Hellenistic and Greco-Roman periods (300 BCE-200 CE), Jews lived many different lives—in and out of the promised land; stable and chaotic; invested in and rejecting of the world as they knew it; assimilating and “orthodox.” In this class, we study the texts and other artifacts through which the many voices from early Judaism survive until today, probing the religious, historical, literary and cultural forces that shaped the people and their texts. Readings include the so-called Apocrypha and Pseudepigrapha, Jewish apocalyptic texts, examples from the Dead Sea Scrolls, and Philo. Ms. LiDonnici.

**220b. Religions of the Greco-Roman World** (1)  
This course explores the diverse forms, practices and ideas on the religious landscape of the greater Mediterranean in the Hellenistic and Greco-Roman periods. This world was one of great religious, cultural, linguistic, ethnic, and political diversity, a social environment rarely approximated until our own time. The religions of the Greco-Roman world addressed this life situation in an idiom which was completely different from our own, but which contributed to the development of our modern views in distinct if surprising ways. Ms. LiDonnici.  
Prerequisites: One unit in Religion or permission of instructor.

**221b. Voices from Modern Israel** (1)  
(Same, as Jewish Studies 221 and Hebrew 221) Ms. Weitzman.

**[225b. The Hebrew Bible]** (1)  
(Same as Jewish Studies 225) The books of the Hebrew Bible are about a very long and tempestuous relationship between a people and a God. But who are these people, and where did they come from? Why were they chosen, and by whom? What were they chosen for? Where did the biblical books come from, and why are they so influential? In this course we examine these and other questions that relate to the

interpretation of one of the most important books of Western civilization. Ms. LiDonnici.

Prerequisite: 1 unit in religion, or by permission of instructor.  
Not offered in 2004/05.

### **227a. Christian Origins** (1)

The Christian Scriptures speak with many different voices. Some advocate peace, some rebellion; some praise duty, others a radical rejection of family and all it represents. What was the earliest Christian message, and how did it evolve? How do the texts of the New Testament both reflect and shape the developing Christian communities? This course examines these unique texts and relates them to the religious, cultural, and intellectual realities found by individuals and groups in the Mediterranean world from the first century B.C.E. through the third century C.E. Ms. LiDonnici.

Prerequisite: 1 unit in religion, or by permission of instructor.

### **231a. Hindu Traditions** (1)

(Same as Asian Studies 231) An introduction to the history, practices, myths, ideas and core values that inform Hindu traditions. Beginning with the pre-Vedic period, the course traces major religious practices and developments up to and including the contemporary period. Among topics examined are yoga and upanishadic mysticism, the spiritual paths (*marga*) of action (*karma*) knowledge (*jnana*) and love (*bhakti*), the worship of (and ideologies surrounding) gods and goddesses, and issues of gender, caste, and ethnicity in both pre- and postmodern times. Mr. Jarow.

Prerequisite: Religion 152 or by permission of instructor.  
Alternate years: offered in 2004/05.

### **[232b. Imagining the Dao: Daoism and Chinese Culture]** (1)

(Same as Asian Studies 232) Daoism is frequently described as being the indigenous religious tradition of China. As a tradition Daoism has shaped and been shaped by a number of cultural forces. This course explores some of the imaginings of what Daoism is, what is the *dao*, and who are Daoists. We study Daoist health practices, sociopolitical visions, spells for controlling ghosts and deities, cosmic wanderings, and intense monastic practice. Mr. Walsh.

Not offered in 2004/05.

### **233b. Buddhist Traditions** (1)

(Same as Asian Studies 233) An introduction to Buddhist traditions, beginning with the major themes that emerged in the first centuries after the historical Buddha and tracing the development of Buddhist thought and practice throughout Asia. The course examines how Buddhist sensibilities have expressed themselves through culturally diverse societies, and how specific Buddhist ideas about human attainment have been (and continue to be) expressed through meditation, the arts, political engagement, and social relations. Various schools of Buddhist thought and practice are examined including Theravada, Mahayana, Tantra, Tibetan, East Asian, and Zen. Mr. Walsh.

Prerequisite: Religion 152 or by permission of instructor.

### **235a. Religions of China** (1)

(Same as Asian Studies 235) This course introduces the vast range of religious beliefs and practices of China. We look at the myriad worlds of Buddhism, Taoism, and Confucianism and meet with ghosts, ancestors, ancient oracle bones, gods, demons, Buddhas, dragons, imperial politics, the social, and more, all entwined in what became the traditions of China. Some of the questions we try to answer include: how was the universe imagined in traditional China? What did it mean

to be human in China? What was the meaning of life? What cultural impact did religious traditions have on Chinese culture. What do we mean by “Chinese religions”? How should Chinese culture be represented? What was/is the impact of Chinese religions on the “West” and vice versa? Mr. Walsh.

**243b. Islamic Traditions** (1)

An exploration of Islamic history, with special attention to issues of prophecy, religious leadership, mythology and sacred scriptures. Among the topics examined are Islamic law, theology and philosophy, as well as the varied expressions of Islamic religious values and ritual, especially Shi’ism, Sufism, and orthodox Sunnism. Particular attention is given to women in Islam and to Islamic architecture. Ms. Leeming.

Prerequisite: Religion 150, 152, or by permission of instructor.

Alternate years: offered in 2004/05.

**245a. Jewish Traditions** (1)

(Same as Jewish Studies 245) An exploration of Jewish practice and belief in all its variety. The course traces the evolution of various “Judaisms” through each one’s approaches to the text of scripture and its interpretations, Jewish law and the observance of the commandments. It analyzes the Jewish life-cycle, calendar and holidays from a phenomenological perspective, and traces the development of the conceptualization of God, Torah, and the People and Land of Israel in Jewish life, thought, and culture from antiquity through the present day. Mr. Epstein.

Prerequisites: Religion 150, Jewish Studies 101, 201 or permission.

**248a. Out of the Ghetto** (1)

(Same as History 248 and Jewish Studies 248) Starting in the seventeenth century, Jews gradually moved out of the physical, political, social, and religious ghettos to which Christian Europe had consigned them. The course explores the implications of such an exodus. It looks at Jewish piety and politics, individuality and community in Europe, North America and northern Africa. Topics include changing gender roles, migration, hasidism, religious reform, and antisemitism. Ms. Moore.

Prerequisite: Religion 150, or 1 unit in history, or by permission of instructor.

**249a. Diaspora and Zion** (1)

(Same as History 249 and Jewish Studies 249) The twentieth century shattered and transformed Jewish life throughout the world altering our understanding of evil and challenging accepted meanings of modernity. This course explores the rise of political and racial antisemitism and its culmination in the Holocaust; the growth of Zionism and the establishment of the State of Israel; the transformation of Jews from a largely small-town people into a highly urbanized one. The implication of these events—what it has meant for Jews to live in a post-Holocaust world, how Jews interpret political sovereignty, the Jewish response to American life—form the second part of the course. Ms. Moore.

Prerequisite: Religion 150, or 1 unit in history, or by permission of instructor.

**[250a and b. Across Religious Boundaries: Understanding Differences]** (1)

The study of a selected topic or theme in religious studies that cuts across the boundaries of particular religions, allowing opportunities for comparison as well as contrast of religious traditions, beliefs, values and practices. May be taken more than once for credit when the content changes.

Prerequisite: 1 unit in religion.

Not offered in 2004/05.

- 255b. Western Mystical Traditions** (1)  
Textual, phenomenological and theological studies in the religious mysticism of Judaism, Christianity and Islam. May be taken more than once for credit when content changes. Ms. Leeming.  
Prerequisite: one 100-level course or by permission of instructor.
- [260b. African-American Religion]** (1)  
(Same as Africana Studies 260b.) A survey of the history of religion among Americans of African descent from slavery to the present. Major topics include: African religious backgrounds and transformations in the Atlantic world, religion under slavery, the rise of independent black churches, black women and religion, new religious movements, folk traditions, music, and religion and the Civil Rights Movement. Ms. Weisenfeld.  
Not offered in 2004/05.
- [266a. Religion in America]** (1)  
An historical introduction to the study of religion in America, focusing on religious innovation and change, especially the introduction and creation of new religions and religious movements and redefinition of boundaries of margins and mainstream in American religious life. Topics include the role of religion in politics, culture, ethnic group life, and the social construction of gender. Ms. Moore.  
Prerequisite: 1 unit in religion, or by permission of instructor.  
Not offered in 2004/05.
- 267b. Religion, Culture and Society** (1)  
(Same as Sociology 267) An examination of the interaction between religion, society, and culture in the work of classical theorists such as Freud, Marx, Durkheim and Weber, and in the writings of modern theorists like Berger, Luckman, Bellah, and Geertz. Students learn to apply theoretical concepts to the data of new religious movements in American society. Mr. Moore.  
Prerequisite: 1 unit at the 100-level in religion, 1 unit at the 100-level in anthropology or sociology, or by permission of instructor.
- [268b. Sociology of Black Religion]** (1)  
(Same as Africana Studies 268 and Sociology 268) Mr. Mamiya.  
Not offered in 2004/05.
- 269. The Holocaust** (1)  
(Same as History 269 and Jewish Studies 269)
- 270b. Departmental Colloquium** (½)  
Joint exploration of methods in the study of religion. The department, Ms. Weisenfeld.  
Permission required.  
One two-hour period during the first half of the semester.
- 271a. Advanced Methods in the Study of Religion** (½)  
A continued exploration of methods in the study of religion and their application to research questions. Ms. Weisenfeld.  
Senior religion majors only. Permission required.  
One two-hour period bi-monthly.
- 281. Jewish Philosophy** (1)  
(Same as Jewish Studies 281 and Philosophy 281)



**290a or b. Field Work** (½ or 1)  
 Supervised field work in the community in cooperation with the field work office.  
 The department.  
 By permission, with any unit in religion as prerequisite and work in other social sciences recommended.

### Reading Courses

Prerequisite: 1 unit in religion or as specified.  
 Permission required.

**[297.01. Feminism and Theology]** (½)  
 Mr. Cladis.  
 Not offered in 2004/05.

**[297.03. Buddhist Texts in Translation]** (½)  
 Mr. Jarow.  
 Prerequisite: Religion 233.  
 Not offered in 2004/05.

**[297.04. Hindu Texts in Translation]** (½)  
 Mr. Jarow.  
 Prerequisite: Religion 231.  
 Not offered in 2004/05.

**297.06. Religion and the Black Experience** (½)  
 Mr. Mamiya.

**297.07. The Method to Our Madness: Introductory Methods in the Study of Religion** (½)

**297.08. Quran in Translation** (½)  
 Ms. Leeming  
 Prerequisite: permission of the instructor.

**298a or b. Independent Work** (½ or 1)  
 The department.  
 Prerequisite: One semester of appropriate intermediate work in the field of study proposed. Permission of instructor required.

### III. Advanced

Prerequisite for all 300-level courses unless otherwise specified: 1 unit at the 200-level or permission of instructor.

**300b. Senior Thesis or Project** (1)  
 An essay or other project in religion written under the supervision of a member of the department. Normally taken in the second semester, and in the first only under special circumstances.  
 Permission required.

**[301a. Religion and Critical Thought]** (1)  
 An examination of philosophical and social theoretical issues in religious thought and practice. Topics may include the rationality of religious belief, attempts to explain the origin and persistence of religion, or problems in the interpretation of religion. May be taken more than once for credit when the content changes. Mr. Lachter.  
 Not offered in 2004/05.

**[310a. Politics and Religion: Tradition and Modernization in the Third World] (1)**

(Same as Africana Studies 310) An examination of the central problem facing all Third-World and developing countries, the confrontation between the process of modernization and religious tradition and custom. Along with social, economic, and political aspects, the course focuses on the problems of cultural identity and crises of meaning raised by the modernization process. Selected case studies are drawn from Africa and Asia. Mr. Mamiya.

Prerequisite: Sociology/Religion 261 or Africana Studies 268, or 2 units in Religion or Africana Studies at the 200-level, or by permission of instructor.

Alternate years: not offered in 2004/05.

**320a. Studies in Sacred Texts (1)**

Examination of selected themes and texts in sacred literature. May be taken more than once when content changes.

Topic for 2004/05a: *Gnostic Literature*. Gnostic belief is based in paradox, and Gnostic groups themselves present an historical paradox: both fiercely exclusivistic and widely popular; both ascetic and libertine. The debate about Gnosticism shaped the development of almost every variety of Christianity, altering the direction of many discussions, especially about grace, the human body, belief, and salvation. In this course, we study the main sources of Gnostic literature in the historical context of the first four Christian centuries, and analyze both the beliefs of the Gnostics themselves, and the sharply negative reactions of their opponents. Through this we work towards an understanding of the nature of Christian Gnosticism and its impact on the shape of the Christian tradition. Ms. LiDonnici.

Prerequisite: 200-level course work in Christianity or Early Judaism. Permission of the instructor required.

**346b. Studies in Jewish Thought and History (1)**

Advanced study in selected aspects of Jewish thought and history. May be taken more than once for credit when the content changes. Mr. Lachter and Mr. Moore.

Topic for 2004/05: *Hasidism* (Same as Jewish Studies 346) Distinguished in dress, language and culture, today's Hasidic community is synonymous for most of us with "ultra-orthodox" Judaism. But surprising as it seems, the Hasidic movement, was, from its very inception the first and most revolutionary modern reform movement in Judaism. In both philosophy and practice, Hasidism and their charismatic spiritual leaders infused the Jewish religious culture with new life while simultaneously and boldly undermining some of the structure of the religion which were previously deemed central and inviolate. In doing so, this radical movement both challenged the status quo of the times and anticipated later reforms to the Jewish tradition. Mr. Epstein.

Prerequisites: Religion 150, Jewish Studies 101, 201 or permission of instructor.

**350a and b. Comparative Studies in Religion (1)**

An examination of selected themes, issues, or approaches used in illuminating the religious dimensions and dynamics within particular cultures and societies, with attention to the benefits and limits of the comparative method. Past seminars have focused on such topics as myth, ritual, mysticism, and iconography. May be taken more than once for credit when content changes.

Topic for 2004/05a: *The Aesthetics of Enlightenment*. This seminar examines the relationship between "mystical experience" and its variant forms of expression through language. By closely following specific Asian and Western "poetic journeys" the course explores possibilities of expressing the ineffable, paying particular attention to "poetic strategies" in face of that which defies representation. While working with texts in their English translations, there is exposure to some works in their original languages. Issues surrounding translation are always taken into

account, and students are encouraged to work in the original language of the text whenever possible. Readings include Rumi, Mira, Blake, Yeats, Bhasho, etc. Mr. Jarow.

Prerequisites: Religion 152 and (1) 100 level in Religion or permission of instructor.

Topic for 2004/05a: *Religion and the Arts*. This seminar focuses on the relationship between the visual arts and religious concepts in Jewish and Christian society: How is art instrumental in imagining and manifesting the sacred? What is a legitimate visual aid to worship, and what is deemed to constitute idolatry? What implications do the incarnation and embodiment of Divinity have for the creation of art, and what problems does art face in depicting an incarnate God? Finally, given the concept of a deity made flesh among human beings, how have various groups depicted the same incarnate divine figure? Mr. Epstein.

Prerequisite: Religion 150, Jewish Studies 101, 201 or permission of instructor.

Topic for 2004/05b: *Violent Frontiers: Colonialism and Religion in the Nineteenth Century*. What is the relationship between religion and colonialism and how has this relationship shaped the contemporary world? During the nineteenth century the concept of religion was imagined and applied in different ways around the globe. When colonialists undertook to 'civilize' a people, specific understandings of religion were at the core of their violent undertakings. By the mid- nineteenth century, Europe's territorial energy was focused on Asia and Africa, two vast regions where religious and colonial practices collided and often colluded in fascinating ways. This seminar explores some of the ways religion was construed in the nineteenth century—and how this impacted the way in which we think with and use the term today—as well as look at specific case studies of religio-colonial interactions in China and Southern Africa. Themes for discussion include among others various nineteenth-century interpretations of religion, the relationship between economic and capitalist ideologies, the notion of frontier religion, and the imagination and production of society. Mr. Walsh.

### [355b. The Politics of Sacred Centers] (1)

This course examines how "sacred centers" are produced, maintained, and how they function in different religious environments. In focusing on specific cultic objects, temples, sacred places, etc., we study culturally complex centers such as Banares in India, Beijing in China, Jerusalem in Israel, and Washington D.C. in America, and raise questions about their sacrality and role in their respective religious environments. Some of our questions include: what is a sacred center? Are places inherently sacred or are they made that way through human action? What roles do sacred centers play in both local and global cultures? Mr. Walsh.

Not offered in 2004/05.

### 365b. Gods of the City: Religion in America (1)

(Same as Urban Studies 365) An exploration of the relationship between religious expressions and urban life in the United States. This course asks what happens to religion in American cities and whether there are distinctly urban religious experiences and practices. It inquires about the relationship between religious behavior and urban popular culture, religious power and urban politics, religious idioms and the routines of daily urban life. Particular attention is given to ethnic and religious diversity. Ms. Moore.

Prerequisites: 1 unit at 200 level or by permission of instructor.

### [384a. Literature of India] (1)

(Same as Asian Studies 384) Mr. Jarow.

Not offered in 2004/05.

## Russian Studies

**Professor:** Alexis Klimoff (Chair); **Assistant Professor:** Dan Ungurianu; **Visiting Assistant Professor:** Nikolai Firtich.

**Requirements for Concentration:** 10 units beyond introductory language; including 331/332 or equivalent, 135/235, 152/252, plus 3 units in literature or culture at the 300-level.

**Senior-Year Requirements:** 2 units of advanced course work. Senior thesis (300) is required of students who are candidates for departmental honors.

**Recommendations:** Study of the language should be started in the freshman year. Study at an accredited summer school is strongly urged. Study Away in Russia through approved exchange programs.

A Teaching Certification program is available.

**Advisers:** The department.

**Correlate Sequence in Russian Studies:** Four semesters of the Russian language (or equivalent) and three additional units in culture, literature and/or language, one of which must be at the 300-level. Entering students with advanced proficiency in Russian are required to take five units in literature and/or culture, at least two of which are at the 300-level.

### I. Introductory

#### 105a-106b. Elementary Russian (1½)

The essentials of grammar with emphasis on the development of oral-aural proficiency. The department.

Open to all classes. Five 50-minute periods plus two hours of oral practice.

#### 135a. The Russian Classics: The Great Realists of the Nineteenth Century (in English) (1)

The great tradition of Russian literature with its emphasis on ultimate existential and moral questions. Selected works by such nineteenth-century masters as Pushkin, Gogol, Turgenev, Tolstoy, and Dostoevsky. Mr. Ungurianu.

Open to all classes. Readings and lectures in English. Russian majors see 235a. Three 50-minute periods.

#### 152b. The Russian Modernists (in English) (1)

Outstanding works of major twentieth-century Russian writers, with emphasis on those who broke with the realist tradition of the nineteenth century. Mr. Firtich.

Open to all classes. Readings and lectures in English. Russian majors see 252b. Two 75-minute periods.

#### 165a. In Search of Mother Russia (1)

A survey of selected features of the prerevolutionary cultural tradition within a historical framework. Topics explored include folklore, the religious world of medieval Russia with special emphasis on art and architecture, the inroads of secular culture, the challenges of Westernization, and the emergence of national traditions in literature, art, and music. Given in English. Mr. Klimoff.

Open to all classes.

Two 75-minute periods plus regular film screenings.

#### 169b. Utopia in Power: Russian Culture in the Twentieth Century (1)

A survey of modern Russian culture in its historical context. Topics include cultural and social revolutions, the Red Avant-Garde, Socialist Realism, the creation of the New Man, the Great Terror, the totalitarian system and its collapse, the dissident movement, ethnic identity and ethnic conflicts, Russian rock and pop music, post-Communist Russia. Mr. Ungurianu.

Open to all classes. All readings and discussions are in English.  
Two 75-minute periods, plus regular film screenings.

**171b. Russia and the Short Story (in English) (1)**

In this course we read and discuss a number of classic short stories by such Russian masters of the genre as Gogol, Turgenev, Chekhov, Babel, and Olesha. Mr. Klimoff.  
Satisfies college requirement for a Freshman Course.  
Two 75-minute periods.

**181b. Dostoevsky and Psychology (1)**

Fyodor Dostoevsky was an avid student of the human mind, with particular interest in aberrant and self-destructive behavior. He was steeped in the medical literature of his day, and drew on this knowledge as well as on his four-year-long prison experience to endow his characters with great psychological depth. After Dostoevsky's death, his works have been cited by Freud and some other psychologists to support theories of their own. This course focuses on a number of works in which Dostoevsky's depiction of psychological issues is particularly crucial to the central message he attempts to convey. Readings include three of the major novels (*Crime and Punishment*, *The Devils*, and *The Brothers Karamazov*) as well as a number of Dostoevsky's shorter works. A detailed examination of the texts is accompanied by some discussion of the nineteenth century psychological literature admired by Dostoevsky, as well as a brief look at that which was later produced under his influence. All readings and discussion in English. Mr. Klimoff.

Open to all classes.

Two 75-minute periods.

**II. Intermediate**

**210a-211b. Intermediate Russian (1)**

Review of the basics of grammar and analysis of more complex grammatical phenomena through the study of literary, historical, and newspaper texts, composition, and discussion. The department.

Prerequisite: Russian 105-106 or permission of instructor.

Four 50-minute periods plus one hour of oral practice.

**[231a. Russian Screen and Stage] (1)**

Aspects of Russian film, drama and performing arts.

Not offered in 2004/05.

**235a. The Russian Classics: The Great Realists of the Nineteenth Century (1)**

Individually designed for Russian majors and other students with some knowledge of Russian. Students in this course attend the same lectures and discussions as those in Russian 135, but are required to do part of the work in Russian.

By permission of instructor.

**252b. The Russian Modernists (1)**

Individually designed for Russian majors and other students with some knowledge of Russian. Students in this course attend the same lectures and discussions as those in Russian 152, but are required to do part of the work in Russian.

By permission of instructor.

**267b. Culture and Ideology (1)**

Topic for 2004-05: *The Russian Avant-Garde in Literature and Art*. Russian painters and writers made a huge contribution to the European avant-garde movement, with Malevich and Khlebnikov being the best known names. This course offers a survey of the Russian phase of movement from its origins in the nineteenth century

to its violent suppression by the Soviet regime in the 1920s. All readings and discussion in English. Mr. Firtich.

Prerequisite: One of Russian 169, 152, 135, 165, or permission of the instructor.  
Two 75-minute periods.

**[271b. Focus on Literature] (1)**

Aspects of the Russian literary tradition—including authors, genres, and thematic emphases—and the place of this tradition in world literature.

Not offered in 2004/05, see Russian 181.

**298. Independent Work (½ or 1)**

Program to be worked out in consultation with an instructor. The department.

### III. Advanced

Prerequisite for all advanced courses: Russian 210-211. Additional prerequisites indicated where appropriate.

**300a or b. Senior Thesis (1)**

**331a/332b. Advanced Russian (1)**

A course designed to increase all aspects of Russian proficiency. Includes readings on a wide range of topics, discussion, oral reports, stylistic analysis, written assignments, and review of persistent grammatical difficulties. The department.

Three 50-minute periods, plus one hour of conversational practice.

**371b. Seminar on Russian Culture (1)**

Advanced seminar on Russian culture. Designed for majors and students with sufficient knowledge of Russian.

Topic for 2004/05: *Russian Blockbusters*. The culture of the twentieth century includes the phenomenon of “film classics”—productions of enduring popular appeal which, though not necessarily considered great achievement of cinematic art, have become universally recognized cultural symbols within a national group. This course involves a close study of several Russian films of this type, including the Civil War classic *Chapayev*, the Soviet “Eastern” entitled *The White Sun of the Desert*, the Russian equivalent of *It’s a Wonderful World*, *The Irony of Fate*, and some other comedies. Also included are several episodes from the TV spy serial *Seventeen Moments of Spring*. In each case an attempt is made to determine the source of the film’s popularity in terms of aesthetic and psychological factors, together with the social and political context that may have played a significant role in its reception. Mr. Ungurianu.

Conducted in Russian.

Prerequisite: Russian 331 or equivalent.

Two 75-minute periods plus weekly film screenings.

**373a. Seminar on Russian Literature (1)**

Focused analysis of an author, work, theme, genre, or literary school in the nineteenth or twentieth century.

Topic for 2004/05: *Russian Literature of the Absurd*. A survey of the absurdist current in Russian nineteenth and twentieth century literature, taking into account the relationship of this tradition to the religious and philosophical concepts of the time. The course involves a close reading of texts by Nikolai Gogol, the first Russian absurdist par excellence, Kozma Prutkov, a fictitious author of mind-bending aphorisms, and Vladimir Soloviev, Russia’s premier philosopher who contributed a number of notable items to the corpus of absurdist works. In the early twentieth century the absurdist mode was a prominent aspect of the Russian avant-garde, particularly in the works of such writers as Aleksei Kruchenykh and

Velemir Khlebnikov, followed in the 1920s by Daniil Kharms and Aleksandr Vvedensky. Conducted in Russian. Mr. Firtich.

Prerequisite: Russian 331 or permission of the instructor.

Two 75-minute periods.

**399. Senior Independent Work**

**( $\frac{1}{2}$  or 1)**

Program to be worked out in consultation with an instructor. The department.

## Science, Technology, and Society (STS)

**Director:** James F. Challey (Physics and Science, Technology and Society);  
**Steering Committee:** Janet Gray (Psychology), Richard B. Hemmes (Biology), Lucy Lewis Johnson (Anthropology), Robert E. McAulay (Sociology), Marque Miringoff (Sociology), Leonard Nevarez (Sociology), Nancy Pokrywka (Biology), Morton A. Tavel (Physics).

The multidisciplinary program in Science, Technology, and Society is designed to enable students to pursue three objectives: a) to better understand the central role of science and technology in the emergence of advanced industrial society; b) to consider the social, political, philosophical, and cultural implications of the human experience in a technological society; and c) to explore possible directions of future development, using alternative social theories and perceptions.

Students interested in the program are urged to plan for admission as early as possible in their college careers. Freshmen and sophomores should talk with the director and the staff concerning courses to be taken in the freshman and sophomore years.

**Course Requirements:** 13½ units including: Science and Technology Studies 200, 3 units (2 units of which must include laboratory work) from the following natural sciences: biology, chemistry, geology, or physics; 1 unit of philosophy; 1 unit of introductory modern history; 1 unit chosen from anthropology, economics, political science, or sociology; 5 units of Science, Technology, and Society courses (not including Science, Technology, and Society 200), of which at most one may be at the 100-level; a senior thesis (1 unit); the Senior Seminar, Science, Technology, and Society 301b (½ unit). After declaration of the major, all required courses must be taken for a letter grade.

**Distribution Requirements:** At least 3 units in a sequence of courses leading to the 300-level in one of the social sciences, or one of the natural sciences, or a discipline in one of the humanities by permission of the director; at least 5 units to be taken in any of the divisions other than the one in which the student has achieved the 300-level requirement; no more than 25½ units may be taken within any one division of the college.

**290a or b. Field Work** (½ or 1)

**298a or b. Independent Work** (½ or 1)

**300a or b. Senior Thesis** (1)

**301a or b. Senior Seminar** (½)

The seminar meets during the first six weeks of the second semester. Senior majors present and defend their senior theses before the student and faculty members of the program.

One 2-hour period.

**399a or b. Senior Independent Work** (½ or 1)

### Dilemmas of Technological Society

**131a. Genetic Engineering: Basic Principles and Ethical Questions** (1)

This course includes a consideration of: 1) basic biological knowledge about the nature of the gene, the genetic code, and the way in which the genetic code is translated into the phenotype of the organism; 2) how this basic, scientific knowledge has led to the development of a new technology known as “genetic engineering”; 3) principles and application of the technology itself; 4) the ethical,



legal, and economic issues which have been raised by the advent of this technology. Among the issues discussed are ethical questions such as the nature of life itself, the right of scientists to pursue research at will, and the role of the academy to regulate the individual scientific enterprise. Ms. Pokrywka.

**[135b. Autos and Airplanes: The Transportation Revolution] (1)**

An examination of the history and the impact of the two major transportation technologies of the twentieth century. The particular ways in which the evolution of each technology was shaped, in different ways, by social as well as technical factors are studied. Among the major topics are: Henry Ford and the Model T, the contrast between military and civilian development of aviation, and the environmental and urban impact of the automobile. Mr. Challey.

Not offered in 2004/05.

**136a. Patent Law and Policy (1)**

The patent is a limited monopoly granted as inventor so that a nation may benefit from the inventor's technological creativeness. Recent technological advances, however, have raised social and ethical questions about the proper subject matter for patent protection. This course examines intellectual property and patents from a historical and legal perspective. The students learn how to interpret and draft a patent and important historical patents are read and their implications discussed. Mr. Tavel.

**172b. Microbial Wars (1)**

(Same as Biology 172) Ms. Norrod.

**Colloquia**

Each colloquium is restricted to a maximum of twenty students. Enrollment is open to all interested students in their junior and senior years, with first priority going to Science, Technology, and Society majors. Science, Technology, and Society colloquia are open to sophomores enrolled in Science, Technology, and Society and to all other sophomores on a space-available basis. Unless stated otherwise, the prerequisite for 200-level courses is 1 unit of 100-level course work or permission of the department (program director or course instructor). The prerequisite for 300-level courses is 1 unit of 200-level work or similar permission.

**200b. Science and Technology Studies (1)**

An introduction to the multidisciplinary study of contemporary science and technology through selected case studies and key texts representing the major perspectives and methods of analysis, including work by Thomas Kuhn, Karl Popper, Langdon Winner, Robert Merton, Bruno Latour, and Sandra Harding. Some of the issues include the concept of scientific revolution, the nature of "big science" and "high technology," the social construction of science and technology, technological determinism, and the feminist critique of science. Mr. Challey, Mr. McAulay.

Prerequisite: 1 unit of a natural or a social science.

Two 75-minute periods.

**[202a. History of Modern Science and Technology] (1)**

A survey of major developments in Western science and technology from 1800 to the present. Major topics include: Laplace and the rise of mathematical physics; the development of thermodynamics; the work of Darwin and Pasteur; Edison and the rise of electrical technology; the theories of relativity and quantum mechanics; the Manhattan Project; plate tectonics and molecular biology; and the development of computers and cybernetics. Special emphasis is placed on the concepts of "big science" and "high technology" and their role in contemporary social and

political life. Mr. Challey.

Prerequisite: 1 unit of science or modern history or permission of instructor.

Not offered in 2004/05.

**206b. Environmental Biology** (1)

(Same as Biology 206) Mr. Hemmes.

**[226b. Philosophy of Science]** (1)

(Same as Philosophy 226)

Not offered in 2004/05.

**234b. Disability and Society** (1)

(Same as Sociology 234) Ms. Miringoff.

**241b. Feminist Approaches to Science and Technology** (1)

(Same as Women's Studies 241) Ms. Weinstein.

**[243a. Birth, Death, and Public Policy]** (1)

(Same as Sociology 243a) Ms. Miringoff.

Not offered in 2004/05.

**[254b. Bio-politics of Breast Cancer]** (1)

(Same as Women's Studies 254b.) We examine the basic scientific, clinical and epidemiological data relevant to our current understanding of the risks (including environmental, genetic, hormonal and life-style factors), detection, treatment (including both traditional and alternative approaches), and prevention of breast cancer. In trying to understand these data in the context of the culture of the disease, we explore the roles of the pharmaceutical companies, federal and private foundations, survivor and other activist groups, and the media (including the Internet) in shaping research, treatment and policy strategies related to breast cancer. Ms. Gray.

Not offered in 2004/05.

**260a. Health, Medicine, and Public Policy** (1)

(Same as Sociology 260a) Ms. Miringoff.

**[267b. Environmental and Natural Resource Economics]** (1)

(Same as Economics 267b)

Not offered in 2004/05.

**[273a. Sociology of the New Economy]** (1)

(Same as Sociology 273) Mr. Nevarez.

Not offered in 2004/05.

**302b. History of Science and Technology since World War II** (1)

An examination of major developments in science and technology since 1945, with particular emphasis on the social contexts and implications. The topics to receive special attention are: the origins and growth of systems theories (systems analysis, operations research, game theory, cybernetics), the development of molecular genetics from the double helix to sociobiology, and the evolution of telecommunications technologies. Mr. Challey.

Prerequisites: 1 unit of natural science and 1 unit of modern history, or permission of instructor.

Two 75-minute periods.

**331a. Seminar in Archaeological Method and Theory** (1)  
Topic for 2004/05: *Technology and Ecology*. (Same as Anthropology 331 and Environmental Studies 331). Ms. Johnson.

**[353a. Bio-Social Controversy]** (1)  
(Same as Sociology 353a)  
Not offered in 2004/05.

**360b. Issues in Bioethics** (1)  
Topic for 2004/05b. *Genetically Shaping Selves*. From body piercing and psychotherapy to matchmaking and schools, human beings have always sought to shape themselves and their children. Emerging genetic technologies are new means to pursue ancient ends. In this seminar we ask: Do the new genetic means to achieve those ancient ends make a moral difference? To what extent are we already using, and will we in the future be able to use, genetic technologies to shape ourselves in ethically significant ways? With a view to what conceptions of normality and/or perfection will we pursue such shaping? With a view to what conceptions of human happiness will we pursue such shaping? Ultimately, to what extent ought we to use genetic technologies to shape ourselves and our children? Mr. Parens.

**364b. Seminar on Selected Topics in Law and Technology** (1)  
(Same as Environmental Studies 364) This course explores the dynamic interrelationship between technology and law. It is designed to analyze the reciprocal effects of our society's developed jurisprudence and the advancement and use of science and technology on each other. Areas explored include American Constitutional, international, environmental, criminal, and property law, particularly as they interact with reproductive determination, government information gathering, hazardous waste generation, biotechnology, and technology transfer.

**367a. Mind, Culture, and Biology** (1)  
(Same as Sociology 367) Mr. McAulay.

## Self-Instructional Language Program (SILP)

A small number of unusually well-motivated students are permitted to enroll in a program of supervised self-instruction in Hindi, Irish/Gaelic, Korean, Portuguese, Swahili, Swedish, or Yiddish. The Self-Instructional Language Program differs sharply from traditional college-level language instruction both in its limited goals and in its unconventional methods. The aim is almost exclusively to develop an active oral command of the language in question. The materials and methods used reflect this emphasis: the textbooks are structured around oral drills; extensive work with tapes is required; there are regularly scheduled oral drill sessions with a native-speaking tutor; and students take mid-term and final examinations each semester.

The exact amount of material to be covered is announced at the beginning of each semester. Drill sessions are planned in accordance with the tutor's schedule, and students are expected to attend regularly. It must be clearly understood that these group meetings with the tutor are intended as *review* sessions of material with which the students are already thoroughly familiar from work with tapes. The tutor's function is to serve as a control and as a model of correct language use. He or she is not to be viewed as a source of information *about* the language. In fact, the entire tutorial is given over to drills and conversation in the foreign language; there will be no classroom instruction in grammatical analysis.

Regular and frequent work with audio materials constitutes the heart of each course in the Self-Instructional Language Program. The appropriate recordings are loaned out at the beginning of the semester or made available online. Students enrolled in this program should count on spending between one and two hours daily drilling with recorded materials.

Beginning, intermediate and advanced spoken Irish/Gaelic, Hindi, Korean, Portuguese, Swahili, Swedish, and Yiddish are offered on this basis when there is an indication of sufficient student interest well in advance of fall registration.

Students may not be enrolled in more than one course in the Self-Instructional Language Program in any semester.

The beginning and intermediate courses in the Self-Instructional Language Program must be taken for a full year. College credit for each semester's work is given upon the recommendation of outside examiners.

Prerequisite: permission of the coordinator of the Self-Instructional Language Program.

Course numbers for Hindi, Irish/Gaelic, Korean, Portuguese, Swahili, Swedish, and Yiddish:

- |                                             |            |
|---------------------------------------------|------------|
| <b>105-106. Introductory Language Study</b> | <b>(1)</b> |
| <b>210-211. Intermediate Language Study</b> | <b>(1)</b> |
| <b>310-311. Advanced Language Study</b>     | <b>(1)</b> |

# Sociology

**Professors:** William Hoynes, Eileen Leonard, Marque Miringoff; **Associate Professors:** Pinar Batur, Diane Harriford (Chair), Robert McAulay; **Assistant Professors:** Light Carruyo, Miranda Martinez<sup>b</sup>, Seungsook Moon, Leonard Nevarez<sup>a</sup>.

**Requirements for Concentration:** 10½ units, including Sociology 151, 247, 254, 3 units at the 300-level, including Sociology 300a-301b.

After declaration of major, no NRO work is permissible in the major.

**Senior-Year Requirements:** Sociology 300a-301b (for a total of 1 full unit of credit), a senior thesis under the supervision of a member of the department.

**Recommendations:** Field Work 290.

**Advisers:** The department.

## I. Introductory

### 151a or b. Introductory Sociology (1)

An introduction to the concepts of sociology rooted in the ideas and thinkers of the classical tradition, exploring their historical meaning and contemporary relevance. The department.

Open to all classes. Required of majors.

## II. Intermediate

Sociology 151 is a prerequisite for all intermediate courses.

### 206a. Social Change in the Black Community (1)

(Same as Africana Studies 206b)

### 210b. Domestic Violence (1)

This course provides a general overview of the prevalence and dynamics of domestic violence in the United States and its effects on battered women. We examine the role of the Battered Women's Movement in both the development of societal awareness about domestic violence and in the initiation of legal sanctions against it. We also explore and discuss, both from a historical and present day perspective, ways in which our culture covertly and overtly condones the abuse of women by their intimate partners. Ms. DePorto.

### 215b. Perspectives on Deviant Subculture (1)

Sociology as a discipline offers a variety of perspectives on deviance. In recent years mainstream approaches—Functionalism, Conflict Theory, Social Constructionism and Labeling Theory—have been supplemented by Cultural Studies (Gramscian Marxism) and Post Structuralism (including the ideas of Michel Foucault). These different ways of seeing, analyzing, and interpreting “deviance” are deployed in this course by focusing on various marginal communities and deviant subcultures. In particular we look at traditional as well as new religious movements, bohemian subcultures, and music centered youth culture (punk, hip hop). Other relevant examples and case studies are explored on a selected basis. Mr. McAulay.

### [229b. Black Intellectual History] (1)

(Same as Africana Studies 229b.) Ms. Harriford.

Not offered in 2004/05.

### 234a. Disability and Society (1)

(Same as Science, Technology and Society 234b) The vision of disability has changed radically over the past twenty years. Public policies have been legislated, language has been altered, opportunities have been rethought, a social movement

<sup>a</sup>Absent on leave, first semester.

<sup>b</sup>Absent on leave, second semester.

has emerged, problems of discrimination, oppression, and prejudice have been highlighted, and social thinkers have addressed a wide range of issues relating to the representation and portrayal of people with disabilities. This course examines these issues, focusing on the emergence of the disability rights movement, the passage of the Americans with Disabilities Act, the various debates over American Sign Language, “deaf culture,” and the student uprising at Gallaudet University and how writers and artists have portrayed people with disabilities.

The course meets for two two-hour sessions each week, one two-hour session is devoted to lecture and discussion of reading materials, the second two-hour session serves as a laboratory for films, speakers, and trips. Ms. Miringoff.

### **237b. Community Development**

(1)

(Same as Urban Studies 237b) This course provides “hands-on” lessons in community organization, urban inequality, and economic development that are intended to supplement theoretical perspectives offered in other classes. Students examine local efforts to revitalize neighborhoods, provide social services, enhance social capital among residents, and promote homeowner and business investment in the contemporary city. A community development initiative in the City of Poughkeepsie (to be determined) provides the case study around which lectures, readings, and guest speakers are selected. The course entails a special weekly lab section in which students are required to intern at a local nonprofit, conduct ethnographic fieldwork, or use Geographic Information System analysis in the service of the case study initiative. Students are graded for both their comprehension of course materials (in essays and exams) and their participation in the case study initiative (through fieldwork and reports). Mr. Nevarez.

Prerequisite: Permission of the Instructor.

Two 2-hour periods.

### **[240a. Law and Society]**

(1)

Law is analyzed in its social context focusing on the relationship between law and social control, and law and social change. Topics discussed include psychiatry and the law, Blacks and the law, and women and the law. The criminal justice system is examined in a comparative framework, emphasizing the role of judges, juries, and particularly lawyers, in society. Ms. Leonard.

Not offered in 2004/05.

### **[243a. Birth, Death, and Public Policy]**

(1)

(Same as Science, Technology, and Society 243) This course addresses controversies surrounding birth, death and population policy. We begin by looking at current international population debates in light of AIDS, aging, and scarcity, then consider important historical and theoretical backdrops of contemporary policy, including Malthusianism, Eugenics, and the population policies of Nazi Germany. Contemporary controversies addressed include genetic screening, genetic and reproductive engineering, the Genome Project, the birth control movement, family planning, population control, contraception, and abortion. International issues include China's one-child policy and legislation regarding euthanasia and sterilization. Ms. Miringoff.

Not offered in 200/05.

### **247a and b. Modern Social Theory: Marx, Durkheim, and Weber**

(1)

(Same as Anthropology 247a and b) This course focuses on a comparison of the principal assumptions and the central concepts contributing to the formation of modern social theory. Readings include selections from Marx, Durkheim, and Weber. Ms. Leonard, Ms. Moon.

**[250a. Sex, Gender, and Society] (1)**

In the context of general sociological theory, the course analyzes sex roles in various institutional settings. Topics include: the effect of social, cultural and scientific change on traditional notions of male and female; the social construction of masculine and feminine; implications of genetic engineering; interaction of sexual attitudes, sexual practices, and social policy. Ms. Harriford.

Not offered in 2004/05.

**254b. Research Methods (1)**

Examines dilemmas of social inquiry. On what basis are sociological generalizations drawn? What are the ethics of social research? Course includes a critical analysis of research studies as well as an introduction to and practical experience with participant observation, interviewing, questionnaire construction, sampling, experimentation, and available data. Mr. Nevarez.

**256b. Mass Media and Society (1)**

This course takes a critical approach to the study of the production and consumption of mass media, focusing primarily on the United States. Using case studies, the course examines the economic and social organization of mass media, the content of media messages, and the impact various media have on the public. Topics may include: the political economy of television, gender and Hollywood film, music television, competing theories of media spectatorship, the politics of romance novels, the role of noncommercial media. Mr. Hoynes.

**[258b. Race and Ethnicity] (1)**

(Same as Africana Studies 258b) An examination of racial and ethnic minorities in the United States. Focus is on the social forces behind institutional dominance and minority group responses, assimilation versus cultural pluralism, and collective movements for social change. Policy implementation of affirmative action, busing, I.Q. testing, genetic screening and birth control. Ms. Martinez.

Not offered in 2004/05.

**259a. Social Stratification (1)**

How social prestige and power are unequally distributed in various societies of the past and the present. The role of the propriety of the means of production and of the military is stressed. The formation of classes as subcultural units, status symbols, class consciousness and class struggles are analyzed. Ms. Harriford.

**260a. Health, Medicine, and Public Policy (1)**

(Same as Science, Technology, and Society 260a) The Black Death killed approximately one-third of Europe. AIDS has devastated parts of the modern world. Asthma has been rising in our urban centers. This year the course includes a special section on the concept of epidemic (both infectious diseases and environmental disorders) in order to illuminate the interactions between health, medicine, and public policy. Through various examples of epidemics, including the tuberculosis epidemic of New York City, the influenza epidemic of 1918, and the fears raised by contagion (Typhoid Mary), we examine the concept of health as a social construct and medicine as a social institution. The final section of the course addresses the issues of health care policy, the problems of the uninsured, the debates over national health insurance systems, and prospects for the future. Ms. Miringoff.

**263b. Criminology (1)**

The course consists of a consideration of the nature and scope of criminology as well as an historical treatment of the theories of crime causation and the relation of theory to research and the treatment of the criminal. Ms. Leonard.

**[265b. News Media in America] (1)**

This course joins the ongoing debate about the meaning of press freedom and explores the relationship between news and democracy. It will examine how the news media operate in American society and will assess how well the current media are serving the information needs of citizens. Topics may include: the meaning of “objectivity,” the relationship between journalists and sources, news and public opinion, ownership of news media, the relationship between news and advertising, propaganda and news management, and the role of alternative media. Mr. Hoynes.

Not offered in 2004/05.

**[267a. Religion, Culture, and Society] (1)**

(Same as Religion 267)

Not offered in 2004/05.

**[268b. Sociology of Black Religion] (1)**

(Same as Africana Studies 268 and Religion 268)

Not offered in 2004/05.

**270b. Drugs, Culture, and Society (1)**

An examination of drug use and its symbolic importance in American society viewed in light of pertinent historical and cross-cultural material. Includes discussion of problems linked with licit and illicit, recreational, social control, and medicinal use of drugs, as well as with political and legal dimension of drug controversies. Mr. McAulay.

**[271a. Forms of Social Conflict] (1)**

This course looks at selected aspects of social conflict, focusing primarily, though not exclusively, on those conflicts that emerge from long term conditions of stress and unpredictability and those which implicitly or explicitly seek social change or are responsive to social conditions—in particular riots, protests, and uprisings. The first half of the semester focuses on theories of social conflict and collective behavior, including those that see the participants in social conflict as rational and those that see participants as irrational. In the second half of the semester we consider selected case histories, including hate crimes, race riots, the MOVE tragedy, Crown Heights, and the Los Angeles riots. Ms. Miringoff.

Not offered in 2004/05.

**[273a. Sociology of the New Economy] (1)**

(Same as Science, Technology and Society 273a) The new economy is, in one sense, a very old concern of sociology. Since the discipline's nineteenth century origins, sociologists have traditionally studied how changes in material production and economic relations impact the ways that people live, work, understand their lives, and relate to one another. However, current interests in the new economy center upon something new: a flexible, “just in time” mode of industry and consumerism made possible by information technologies and related organizational innovations. The logic of this new economy, as well as its consequences for society, are the subject of this course. Topics include the roles of technology in the workplace, labor markets, and globalization; the emerging “creative class”; the digital divides in technology access, education, and community; high-tech lifestyles and privacy; and the cutting edges of consumerism. Mr. Nevarez.

Not offered in 2004/05.

**280a. Feminist Methodologies (1)**

(Same as Women's Studies 280a) Feminist Methods have challenged received ways of conducting research across a variety of disciplines. This course offers an introduction to the key debates that have resulted from feminist interventions into



issues of epistemology, power, and representation, standpoint theory, objectivity and science, reflexivity, and praxis. This course is interdisciplinary, however, emphasis is placed on social scientific research and cultural analysis. Ms. Carruyo.

**281a. The Craft of Sociology: Interviewing, Observation and the “Rich Description” of Social Life**

This hands-on qualitative methodology course is intended for students who would like to gain practical experience in interview based and observational research. Qualitative research uses methods that are inductive and emergent in order to offer detailed descriptions of a social setting. The “craft” of using these methods lies in learning how to organize and examine the complex raw data in order to arrive at some generalizable themes. This class takes students through that process: we cover the basic techniques for collecting interpreting, and analyzing certain types of qualitative data. In conjunction with our research projects, the class reads and discusses a number of qualitative studies and methodological writing in order to examine the theoretical issues associated with qualitative research. This class may be helpful for students who are doing or planning independent research on their senior thesis. Ms. Martinez.

**283a. Latina/os in the Americas** (1)

(Same as Latin American Studies 283a) This course begins by tracing the history of Latina/o migrations and exposing this process as intimately linked to US involvement in Latin America and the Caribbean. We are attentive to the diversity of Latina/o experiences including those differences based on region, as well as on class, race, gender, sexuality, and migration histories. We explore the ways in which this diverse, growing, and increasingly visible population is challenging demographics and culture in the United States. The second part of the course examines several key political struggles impacting Latina/os from the Chicano Movement to transnational contemporary issues of labor, education, and environmental justice. Finally, we look at how US Latina/os negotiate issues of identity and create and reshape communities in the US and in Latin America and the Caribbean. Ms. Carruyo.

**284b. Food, Culture, and Globalization** (1)

This course focuses on the political economy of and the cultural politics of transnational production, distribution, and consumption of food in global cities of the world to understand the complex nature of cultural globalization and its effects on the national, ethnic, and class identities of women and men. Approaching food as material cultural commodities moving across national boundaries, this course examines the following questions. How has food in routine diet been invested with a broad range of meanings and thereby served to define and maintain collective identities of people and social relationships linked to the consumption of food? In what ways and to what extent does eating food satisfy not only basic appetite and epicurean desire, but also social needs for status and belonging? How have powerful corporate interests shaped the health and well being of a large number of people across national boundaries? What roles do symbols and social values play in the public and corporate discourse of health, nutrition, and cultural identities? Ms. Moon.

**[287b. Latino Identity Formation in the U.S.]** (1)

This course examines the development of Latinos as a distinct group out of the highly diverse populations of Latin American background in the US, paying particular attention to the social processes that are shaping and fueling this emerging identity. It provides an examination of the processes of cultural creation, and the forces “both global and local” that are fueling an American *latinidad*. We start by exploring the economic and political factors that have historically fueled

the immigration of Latin American peoples to US cities and shaped their incorporation into US society as “Latinos.” We also examine differences among different social and cultural formations among emerging Latino communities in Los Angeles, Miami, and New York. Ms. Martinez.

Not offered in 2004/05.

**290a or b. Field Work** (½ or 1)

Individual project of reading or research. The department.

May be elected during the college year or during the summer.

Special permission. Unscheduled.

**298a or b. Independent Work** (½ or 1)

Individual project of reading or research. The department.

May be elected during the college year or during the summer.

Special permission. Unscheduled.

### III. Advanced

Permission for 300-level course: Sociology 151 and 1 unit of 200-level work, or permission of instructor.

**300a-301b. Senior Thesis** (½)

The department.

**305b. The Social Construction of Race in the US** (1)

This course examines the social construction of race in the United States from the beginning of the nineteenth century to the present. The course focuses on changing racial meanings and identities of specific socio-historical groups and the ways in which social institutions interpret and reinterpret race over time. Contemporary issues addressed include: the construction of “whiteness,” the making of model minorities, and the emergence of the “mixed race” category. Readings may include Cooper, DuBois, bell hooks, Omni and Winant, Gilroy and Roediger. Ms. Harriford.

**306a. Women’s Movements in Asia** (1)

(Same as Asian Studies and Women’s Studies 306a) This interdisciplinary course examines the reemergence of women’s movements in contemporary Asia by focusing on their cultural and historical contexts that go beyond the theory of “resource mobilization.” Drawing upon case studies from Korea, Japan, India, and China, it traces the rise of feminist consciousness and women’s movements at the turn of the twentieth century, and then analyzes the relationships between contemporary women’s movements and the following topics: nationalism, political democratization, capitalist industrialization, ambivalence toward modernization, and postmodern conditions. Ms. Moon.

**308b. Nation, Race, and Gender in Latin America and the Caribbean** (1)

(Same as Latin American Studies 308b) With a focus on Latin America and the Spanish speaking Caribbean this course traces and analyzes the ways in which the project of nation building creates and draws upon narratives about race and gender. While our focus is Latin America, our study considers racial, and gender formations within the context of the world-system. We are interested in how a complicated history of colonialization, independence, post-coloniality, and “globalization” has intersected with national economics, politics, communities, and identities. In order to get at these intersections we examine a range of texts dealing with policy, national literatures, common sense, and political struggle. Specific issues to be addressed include the relationship between socio-biological theories of race and Latin American notions of mestizaje, discursive and material whitening, the myth

of racial democracy, sexuality and morality, and border politics. Ms. Carruyo.  
Prerequisite: Permission of the Instructor.

**[310b. Comparative Cultural Institutions] (1)**

This course examines a variety of cultural institutions including the family, religion, education, politics, and art within selected societies. Methods of comparative analysis are examined and applied. Ms. Leonard.

Not offered in 2004/05.

**[312b. Corporate Power] (1)**

This seminar investigates how corporations exert power over society outside of their place in the market. We review the evolution of the corporation, from the late eighteenth century concern over “big business” to globalization in the present day, and examine competing theories and methodologies with which social researchers have explained the power of business. Topics and literatures include corporate citizenship and philanthropy, capitalist networks and organizations, the cult of the “charismatic CEO,” and the countervailing power of today’s investor capitalism. Mr. Nevarez.

Not offered in 2004/05.

**[347b. Reenvisioning Women in the Third World] (1)**

(Same as Women’s Studies 347b.) This course examines the forces that have shaped the lives of women, their willful responses in the Third World, defined in terms of historical and social conditions rather than geographical locations. Topics include colonialism, nationalism, politics of representation and the production of knowledge in international development, environmental movement, global factory work, reproductive rights, and the sex industry in international tourism. Ms. Moon.

Not offered in 2004/05.

**[353a. Bio-Social Controversy] (1)**

(Same as Science, Technology, and Society 353a) Scientific controversies take place not only within scientific communities but may be joined in public arenas as well. This course conceptually deploys the sociology of scientific knowledge to focus on selected psychologists against feminists, social constructionists and their scientific colleagues in adjacent fields. Topics include the debate with Stephen Jay Gould over “Darwinian fundamentalism,” the confrontation regarding *Darkness in El Dorado*, and volatile disputes surrounding evolutionary accounts of sexual orientation, sex/ gender, and rape. Controversies dealing with race and ethnicity, including the Human Genome Diversity Project and the argument over “Black” athletic superiority, have also been tackled in recent years. Mr. McAulay.

Not offered in 2004/05.

**[356a. Culture, Commerce, and the Public Sphere] (1)**

(Same as Media Studies Development Project 356a) This course examines the culture and politics of the public sphere, with an emphasis on the changing status of public spaces in contemporary societies. Drawing upon historical and current analyses, we explore such issues as the relationship between public and commercial space and the role of public discourse in democratic theory. Case studies investigate such sites as mass media, schools, shopping malls, cyberspace, libraries, and public parks in relation to questions of economic inequality, political participation, privatization, and consumer culture. Mr. Hoynes.

Not offered in 2004/05.

**[357b. Labor, Work, and Social Change] (1)**

A sociological analysis of how the global economy has affected the nature of work in modern society. Key issues include downsizing, the increase in service sector employment, the contingent economy, the working poor, sweatshop labor, historical and contemporary issues in labor union organizing, alienation in the workplace, and the current debate over workfare. Ms. Miringoff.

Not offered in 2004/05.

**[364b. Social Welfare and Social Policy] (1)**

The course examines the social philosophies and social movements underlying the development of social welfare policy. Issues include the English Poor Laws, the ideology of American philanthropy, the Progressive Era, the Settlement House Movement, the New Deal, the Great Society, and "The Safety Net." International comparisons are also used throughout. Contemporary problem areas to be examined include homelessness, hunger, and the "feminization of poverty." Ms. Miringoff.

Not offered in 2004/05.

**365a. Class, Culture, and Power (1)**

This course examines central debates in the sociology of culture, with a particular focus on the complex intersection between the domain of culture and questions of class and power. Topics include: the meaning and significance of "cultural capital," the power of ideology, the role of the professional class, working class culture, class reproduction, gender and class relations, and the future of both cultural politics and cultural studies. Readings may include Gramsci, Bourdieu, Gitlin, Aronowitz, Fiske, Willis, and Stuart Hall. Mr. Hoynes.

**367a. Mind, Culture, and Biology (1)**

(Same as Science, Technology and Society 367a) Increasingly in recent years sociobiology and evolutionary psychology have emerged at the center of modern science-based opposition to social constructionist and post-modernist thinking. Nowhere is this challenge more pointed than in the use of evolutionary approaches to account for patterns of human culture including standards of beauty, ethical systems, and religious belief. This course examines and analyzes basic arguments regarding the biological basis of deception, self interest, cooperation, and morality. Advanced topics include the feasibility of Darwinian history and literary analysis, the study of Judaism as an evolutionary strategy, challenges posed by evolutionary thinking to the social construction of gender, as well as intriguing efforts to synthesize postmodernist and evolutionary perspectives. Mr. McAulay.

**[368b. Toxic Futures: From Social Theory to Environmental Theory] (1)**

The central aim of this class is to examine the foundations of the discourse on society and nature in social theory and environmental theory to explore two questions. The first question is how does social theory approach the construction of the future, and the second question is how has this construction informed the present debates on the impact of industrialization, urbanization, state-building and collective movements on the environment? In this context, the class focuses on how social theory informs different articulations of Environmental Thought and its political and epistemological fragmentation and the limits of praxis, as well as its contemporary construction of alternative futures. Ms. Batur.

Not offered in 2004/05.

**380a. Art, War, and Social Change (1)**

Can the arts serve as a vehicle for social change? In this course we look at one specific arena to consider this question: the issue of war. How is war envisioned and re envisioned by art and artists? How do artists make statements about the meaning of war and the quest for peace? Can artists frame our views about the consequences

and costs of war? How are wars remembered, and with what significance? Specifically, we look at four wars and their social and artistic interpretations, wrought through memory and metaphor. These are: The Vietnam War, its photography and its famous memorial; World War I and the desolation of the novels and poetry that portrayed it; World War II and reflections on Hiroshima; and the Spanish Civil War through Picasso's famous anti war painting Guernica, the recollections of Ernest Hemingway, the memories of the Abraham Lincoln Brigade, and the photography of Robert Capa. By looking at both the Sociology of Art and Sociology of War we consider where the crucial intersections lie. Ms. Miringoff.

**[383a. Community in Theory and Practice] (1)**

Community is a fundamental sociological concept. Despite its importance, community remains an ambiguous concept, and within the field there are profound disagreements about defining its attributes, as well as the degree to which it remains relevant in advanced industrial societies. The course explores the "classic" pieces of literature in the field as well as provides an overview of more recent theoretical developments and debates in community sociology. We critically examine "community" as a theoretical concept, and the major paradigms that attempt to analyze the social forces that are currently effecting community change in advanced industrial nations. Finally, we look at the debates over the normative value of community, including the resurgence of communitarian theory, and the poststructuralist challenge to the concept of a unitary community. Ms. Martinez.

Not offered in 2004/05.

**399a or b. Senior Independent Work (½ or 1)**

Individual project of reading or research. May be elected during the college year or during the summer. The department.

Special permission. Unscheduled.

**Anthropology-Sociology concentration, see page 100.**

## **Spanish**

For curricular offerings, see Hispanic Studies, page 246.

## Urban Studies

**Director:** Pinar Batur (Sociology); **Steering Committee:** Lisa Brawley (Urban Studies), Mario Cesareo (Hispanic Studies), Heesok Chang (English), Brian Godfrey (Geography), Michael Joyce (English), Tiffany Lightbourn (Psychology), Leonard Nevarez (Sociology), Sidney Plotkin (Political Science), Thomas Porcello (Anthropology), Christopher Roellke (Education), Jonathan Rork (Economics), Christopher J. Smart (Chemistry). **Participating Faculty:** Nicholas Adams (Art), Joyce Bickerstaff (Africana Studies and Education), Andrew Bush (Hispanic Studies), James Challey (Science, Technology and Society and Physics), Lisa Collins (Art), Harvey Flad (Geography), Luke Harris (Political Science), Peter Leonard (Field Work), Miranda Martinez (Sociology), Marque Miringoff (Sociology), MacDonald Moore, (Jewish Studies), Robin Trainor (Education).

The Urban Studies Program is designed as a multidisciplinary concentration in the study of cities and urbanization. Students examine the development of cities and their surrounding regions; the role of cities in the history of civilization; the social problems of urban life; the design of the built environment; and past and present efforts at planning for the future of urban societies. There are four major purposes of the program: (1) to introduce students to a temporal range and spatial variety of urban experience and phenomena; (2) to equip students with methodological tools to enable them to investigate and analyze urban issues; (3) to engage students experientially in a facet of the urban experience; and (4) to develop within the student a deeper grasp of these issues through advanced study within at least two disciplinary approaches.

### Requirements for Concentration:

1) 14 units, including Introduction to Urban Studies (100), one unit of Urban Theory and the Senior Seminar.

2) One unit of Research Methods appropriate to the student's concentration in Urban Studies, chosen from Anthropology 245, Art 102-103, Art 275/276, Economics 209, Geography 220, Geography 222, Political Science 207, or Psychology 200, or Sociology 254.

3) Disciplinary Cluster. Four units at the 200-level, with 2 units taken from two separate disciplinary areas related to Urban Studies, i.e., Architecture, Art, Economics, Geography, History, Political Science, Sociology, etc., including other Multi-disciplinaries. In addition, two units at the 300-level, from two separate disciplines, reflecting the intellectual path set by the 200-level courses.

4) Urban Studies Cluster. Two units at the 200-level, originating in Urban Studies or cross-listed with Urban Studies.

5) One unit of fieldwork, or one half unit of Urban Studies 249 (1/2), plus one half unit in a chosen field work in cooperation with the course instructor.

6) Senior Thesis. One unit, two semester length requirement, to be considered for honors in Urban Studies. Majors will have the option of taking one additional 300 level course, instead of the Senior thesis, in the disciplinary concentration or in Urban Studies.

### Recommendations for the Major:

1. Foreign Language. Competency through the third year college level, as demonstrated by completion of the relevant courses or examination.

2. Structured Study Away Experience. This is especially recommended for those who are interested in architecture and/or global, historical and comparative issues, and area studies.

3. Outside of Major Course work. This includes Introduction to Macroeconomics and Introduction to Microeconomics, study of aesthetics, ethics and social and political philosophy, and study of theories of confrontation and liberation, concentrating on class movements, critical race theory, anti-racism, feminist theory, queer theory and environmental theory.

**Requirements for Correlate Sequence:** Six units including Urban Studies 100, which should be taken no later than the Junior year, one unit of Urban Studies 200, two 200-level courses, reflecting the concentration of the student in the Urban Studies correlate, two 300-level courses in accordance with the intellectual path set by the 200-level work. No more than two transfer units may be credited towards the sequence. No more than one unit may overlap with the major.

After declaration of the major or correlate sequence, no NRO work will be permissible or applicable to the major.

## I. Core Courses

### 100a. Introduction to Urban Studies (1)

This course is an introduction to the debates on historical alteration of urban space and its cross cultural expressions. By concentrating on urban contradictions, topics include formation and perpetuation of hierarchy in space, and its political, economic social and cultural manifestations and contesting movements. The specific requirements of the course entail study of the debates, including their methodology, with an emphasis on the connection between theory and research. The course is coordinated by one faculty member in cooperation with the Urban Studies Program faculty. Ms. Batur, Mr. Bernstein.

### [101a. Let Them Eat Asphalt: Food Farming and the City] (1)

This course is an introduction to thinking critically about food politics and policies in the context of a rapidly urbanizing world. We ground an exploration of the global politics food and food justice by studying local food systems in the Mid-Hudson Valley—an area that forms the border-zone between Metropolitan New York and the agriculture regions of the upper Hudson Valley. We consider our own experiences as consumers of food, examine conditions of regional food production and distribution, explore area community food initiatives (community supported agriculture, urban gardens, the NYC green market system), and use the campus-based community farm, the Poughkeepsie Farm Project as a central resource. Readings are drawn from texts such as Janet Poppendieck, *Sweet Charity: Emergency Food and the End of Entitlement*, Eric Schlosser, *Fast Food Nation*, and Mustafa Koc et al. *For Hunger-Proof Cities: Sustainable Urban Food Systems*. Ms. Brawley.

This course satisfies the Freshmen course requirement.

Not offered in 2004/05.

### 200a. Urban Theory (1)

This course reviews the development of theories regarding human behavior in cities and the production of space. The course spans the twentieth century, from the industrial city to the themed spaces of contemporary cities. Literature and topics examined to include the German school, urban ecology, debates in planning and architecture, political economy, and the cultural turns in urban studies. Ms. Brawley.

Prerequisite: Urban Studies 100.

### 201b. Aesthetics and Urban Social Movements: Reading the Body in Protest (1)

The course explores the political practices of social movements as forms of theatricality that display, dramatize, elaborate, and symbolically resolve the social tensions that have brought them into being. Mr. Cesareo.

Prerequisite: Urban Studies 100.

### 213a. Urban Planning and Practice (1)

An introduction to planning and practice. Course examines successful and unsuccessful cases of urban and regional planning events, compares and evaluates current growth management techniques, and explores a wide variety of planning

methods and standards. Topics include citizen participation, goal setting, state and local land use management approaches, environmental protection measures, affordable housing strategies, transportation, and urban design. Mr. Akeley.

**[218b. Urban Economics]** (1)  
(Same as Economics 218).

Prerequisite: Economics 101.  
Not offered in 2004/05.

**237b. Community Development** (1)  
(Same as Sociology 237) Mr. Nevarez.

**245b. Ethnographer's Craft** (1)  
(Same as Anthropology 245)

**[249a and b. Field Work As an Urban Experience]** (½)

This course requires students to enroll in a half unit of field work in an area of their choice. It provides an interpretive and comparative framework by offering students readings on activism, social organization and community movements and facilitates collective discussions in a classroom setting.

Co-requisite: ½ unit of field work for a total of 1 unit.  
Not offered in 2004/05.

**[250a. Urban Geography: Social Space and the Built Environment]** (1)  
(Same as Geography 250) Mr. Godfrey.

Not offered in 2004/05.

**252b. Race, Representation and Resistance in U.S. Schools** (1)  
(Same as Education 252) Ms. Lei.

Prerequisite: Permission of instructor.  
Two 75-minute periods.

**265b. Urban Education Reform** (1)  
[Same as Education 265b) Mr. Roellke.

Special permission.

**273b. Representations of the City** (1)

This course provides a multidisciplinary analysis of how the city is represented in a of cultural media such as art, literature, music, or film. The particular focus may change from year to year, depending on the instructors.

Topic for 2004b: *Representing New York*. By 1830 New York City was known as frenetic exemplar of 'making and getting'. In the century of movies, radio, and television, urban class differentials were often obscured by shifting patterns of ethnic change, culminating in the conceit that 'we are the world'. As actors in other people's dreams, New Yorkers strained to live down and live up to their city's image as theater of "desire and fear". We study New York's bracketing dualisms as reconfigured for national and local audiences via paper and electronic media. Counter-examples include Tony Schwartz, who recorded the sounds of his mid-Manhattan neighborhood daily from 1946 into the 1980's, traded tapes worldwide, and promulgated his 'vision' of local, world culture over WNYC. Mr. Moore.

**275a. Ethnicity and Race in America: Constructions of Asian America** (1)  
(Same as American Culture 275.) Ms. Lei, Mr. Bernstein.

Special permission.



**276b. Gender and Social Space (1)**

(Same as Women Studies 276) This course explores the ways in which gender informs the spatial organization of daily life; the interrelation of gender and key spatial forms and practices such as the home, the city, the hotel, migration, shopping, community activism, and walking at night. It draws on feminist theoretical work from diverse fields such as geography, architecture, anthropology and urban studies not only to begin to map the gendered divisions of the social world but also to understand gender itself as a spatial practice. Ms. Brawley.

Special permission.

**277a and b. Policing Urban America (1)**

This course explores the roles that criminal and the police have played in the development, representation, and experience of American cities. Topics include immigration and organized crime, gangs and gang violence, prostitution and sex districts, white-collar crime and political corruption, and riots and police brutality. We pay particular attention to the development of urban police departments in response to shifting demographics and calls for racial justice. We raise for discussion the following questions: How have criminals used and shaped urban spaces? How have policing and surveillance shaped cities in response to criminals, real and imagined? How are the lives of city residents effected by crime, fears of crime, police, and fears of the police? How do new technologies change the way cities are policed and experienced? Mr. Bernstein.

**[278a. Aesthetic and Racial Valuations in American Urban Contexts] (1)**

The arena of music in the U.S. came to be a central locus for struggles over valuation deemed both social and aesthetic. From 1890 to 1960, music, widely regarded as the most ethereal and the most elemental art, remained at the epicenter of cultural debates over urbanization, modernism, and media. The course examines the limited malleability of race as lived and as represented. Debates focus on the racial utility and urban valence of ragtime, tin pan alley, jazz versus blues, rhythm and blues. Source texts include recordings, radio programs, movies and contemporary criticism associated with New York, Chicago, Kansas City, and Los Angeles. Mr. Moore.

Not offered in 2004/05.

**285a. New York in Film and Photography (1)**

(Same as American Culture 285) Mr. Moore, Mr. Smith.

Special permission.

**290a or b. Field Work (½ or 1)**

Individual projects through field work office, under supervision of one of the participating instructors. May be elected during the college year or during the summer. Special permission. Unscheduled.

**300a. and 301b. Senior Thesis (1)**

A thesis written in two semesters for one unit. The Program.

**345b. The Great Migration: Movement, Creativity, Struggle, and Change (1)**

(Same as Africana Studies 345) Ms. Collins.

**350b. New York City as a Social Laboratory (1)**

In a classic essay on urban studies, sociologist Robert Park once called the city "a laboratory or clinic in which human nature and social processes may be conveniently and profitably studied." The scale, dynamism, and complexity of New York City make it a social laboratory without equal. This seminar provides a multidisciplinary inquiry into New York City as a case study in selected urban

issues. Classroom meetings are combined with the field-based investigations that are a hallmark of Urban Studies. Site visits in New York City allow meetings with scholars, officials, developers, community leaders and others actively involved in urban affairs. Topics for the seminar may change from year to year, in which case the course may be repeated for credit.

Topic for 2004/05 to be announced.

Prerequisite: permission of the instructor.

**365b. Gods of the City: Religion in America** (1)  
(Same as Religion 365) Ms. Moore.

**[370b. Topics in Social and Urban Geography]** (1)  
(Same as Geography 370) Topic for 2003/04: *Ethnic Geography of America*. Ms. Zhou.

Not offered in 2004/05.

**380a. Poughkeepsie Institute** (1)

This course is taught in conjunction with the Poughkeepsie Institute, which is a collaboration of five local colleges: Bard, Dutchess Community, Marist, New Paltz and Vassar. The topics vary but are always on urban issues of local concern (often with national implications). The seminars are team-taught. There are always five professors present, one from each college. The course requires direct community experience and research. It aims to issue a collaborative report to foster community discussion among citizens, the media, and policy making bodies. The topics for the Institute may change from year to year in which case the course may be repeated for credit. Mr. Leonard, Ms. Marewski.

Topic for 2004/05a: *Art in Poughkeepsie*. Art in Poughkeepsie is a team taught multidisciplinary study by the Poughkeepsie Institute, with participating faculty and students from Dutchess Community College, The Culinary Institute of America, Marist College, SUNY New Paltz, and Vassar College. The course describes and assesses the emerging arts scene in Poughkeepsie in terms of economic development, community development, and of course, artistic accomplishment. The findings, which consist of a written report, a film, and photography show, are presented at a press conference, as well as to the Mayor and Common Council of the City of Poughkeepsie. Mr. Leonard, Ms. Marewski.

Special permission.

Prerequisite: permission of instructor.

Limited to 5 students.

**[381a. The Psychological Experience of Migration]** (1)  
(Same as Psychology 381) Ms. Lightbourn.

Not offered in 2004/05.

**382b. Walter Benjamin** (1)

Topic for 2004/05b. *Looking After Walter Benjamin: The Surfaces of Everyday Life*. This course takes the work of Walter Benjamin as a point of departure for examining the intricate relationship between modernity and everyday life. We follow Benjamin into an exploration of the symptomatic forms of capitalist modernity: the city, the crowd, the photograph, fashion, toys, film, the shopping arcade, boredom, distraction, intoxication. In addition, we read critics who either anticipated or were influenced by Benjamin's acute attention to the ephemeral surfaces of urban experience (Poe, Simmel, Kracauer, Adorno, Harvey, de Certeau, Hansen). Ms. Brawley, Mr. Chang.

Prerequisites: Special permission by instructor.

**[383a. The Latin American City: Aesthetics of Uneven and Combined Development] (1)**

(Same as Latin American Studies 383a). The course explores the Latin American city as a material and semiotic site where the production of (un) meaning takes place. As a result of the uneven and combined character of Latin American societies, a tumultuous, multifarious and strident flow of materialities (bodies, ethnicities, roles, cultural traditions, institutions) and times (past and present) collide and coexist in the symbolically dense space of the city. The study of such baroque configurations constitutes the theme of our seminar, carried through an analysis of cultural production (films, literature, social practices) in Buenos Aires, Sao Paulo, Havana, Medellin, and Mexico City. Mr. Cesareo.

Not offered in 2004/05.

**386a. Senior Seminar (1)**

This course concentrates on advanced debates in Urban Studies and is designed to encourage students to produce research/grant proposals for projects in Urban Studies. Topics vary according to instructor. This seminar is required of all Urban Studies majors.

Topic for 2004/05a: *Local Encounters: Re-Thinking Community, Identity, and Politics in the Globalized City*. Transnational migration, and increased cultural exchange are among the phenomena that have created urban landscapes of unprecedented richness and complexity, and that pose new challenges to our everyday lives. In this seminar we emphasize individual and local experience in world and border cities in order to “look upwards” at the phenomenon of globalization from the individual and local level. Seminar topics examine three aspects of globalization from the individual and local level. Seminar topics examine three aspects of local encounters: first, how do individuals cognitively make spatial and social sense of their everyday lives? Second, how do different groups relate to one another in an increasingly diverse and competitive urban environment? Third, how do political and local institutions structure relations among groups and individuals at the local level? Using both psychological and sociological literature we look at individual and group identity formation, inter- and intra- ethnic relations, native-immigrant relations, space and public life, economic competition and the search for a transformative politics across difference in the age of the globalized city. Ms. Lightbourn, Ms. Martinez.

Prerequisite: special permission.

**388a. Prejudice, Racism, and Social Policy (1)**

(Same as Psychology 388 and Africana Studies 388) Prejudice and racism is one of the most enduring and widespread social problems facing the world today. This course tackles prejudice and racism from a social psychological perspective, and aims to give students an understanding of the theoretical causes, consequences, and ‘cures’ of this pervasive phenomenon. We review the empirical work on stereotyping, prejudice, and discrimination and then explore real-world examples of these principles in action in the policy realm. In particular we examine historical and contemporary cases that relate to ideas about race and ethnicity in a national and global context. Topics covered may include affirmative action, segregation/desegregation, bilingual education, urban policy, US immigration policy, US foreign policy in Rwanda and Yugoslavia, etc. This course is intended to help upper-level students acquire the theoretical tools with which to analyze prejudice and racism research and the development of public policies. Ms. Lightbourn.

**II. Independent Work****298a or b. Independent Work (½ or 1)**

Individual project of reading or research, under supervision of one of the participating instructors.

**399a or b. Senior Independent Work****(½ or 1)**

Independent project of reading or research under supervision of one of the participating instructors.

## Victorian Studies

**Coordinator:** Beth Darlington (English); **Advisers:** Brian Lukacher (Art), Susan Brisman, Beth Darlington, Wendy Graham, Susan Zlotnick (English), Lydia Murdoch (History), Michael Pisani (Music).

The interdepartmental program in Victorian Studies is designed to enable students to combine courses offered in several departments with independent work and, through an interdisciplinary approach, to examine the assumptions, ideas, ideals, institutions, society, and culture of nineteenth-century Britain, a complex society undergoing rapid transition at the height of global power.

**Requirements for Concentration:** 12 units, courses at all three levels of instruction (100-, 200-, and 300-level), at least 4 courses from the required category of courses, and at least 4 courses at the 300-level, one of which must be the senior thesis. The senior thesis is a long research paper, interdisciplinary in nature, and written under the direction and guidance of two faculty members from two departments. Three of the 12 units for the major may be taken from courses dealing with countries other than Britain (students should see the coordinator or any of the advisers for a list of such courses). Study in Britain may be desirable for qualified students.

**Requirements for Correlate Sequence:** The correlate sequence in Victorian Studies requires six graded units beyond the 100-level from at least two disciplines. History 254, Victorian Britain, must be included in the sequence. In addition a minimum of three units must be selected from the list of required courses and two may be selected from the list of recommended courses. At least one of the six units must be at the 300-level. After declaration of the correlate sequence no courses may be taken NRO for its completion. Students wishing to pursue a correlate should contact the coordinator of the program.

### Required Courses

At least 3 units from the following, in two disciplines, plus interdepartmental Victorian Studies 300, Senior Thesis:

English 248.	The Age of Romanticism, 1789-1832	(1)
English 249.	Victorian Literature: Culture and Anarchy	(1)
English 250.	Victorian Poets: Eminent, Decadent, and Obscure	(1)
English 255.	Nineteenth-Century British Novels	(1)
English 351.	Studies in Nineteenth-Century British Literature	(1)
English 352, 353.	Romantic Poets	(1)
History 121a or b.	Readings in Modern European History	(1)
History 151b.	British History: James I (1603) to the Great War	(1)
History 254a.	Victorian Britain	(1)
History 355a.	Childhood and Children in Nineteenth-Century Britain	(1)

Interdepartmental

Victorian Studies 300a. Senior Thesis (1 or 2)

### Recommended Courses

Art 262a.	Art and Revolution in Europe 1789-1848	(1)
Art 263b.	Painters of Modern Life: Realism, Impressionism, Symbolism	(1)
Art 362a.	Seminar in Nineteenth-Century Art	(1)
Economics 370b.	History of Economic Thought	(1)
Education 297.04.	Readings in the History of Education	(1)
English 261.	The Literary Revival in Ireland, 1885-1922	(1)
History 255.	The British Empire	(1)
Philosophy 205	Nineteenth Century Philosophy	(1)

**Supplemental (Non-British) Courses**

For a list of over 30 courses, any three of which may count towards the major, see the coordinator or any of the advisers.

## Women's Studies

**Director:** Diane Harriford; **Steering Committee:** Elizabeth Arlyck (French), Rodica Blumenfeld (Italian), Light Carruyo (Sociology), Kristy Carter (English), Colleen Ballerino Cohen (Anthropology/Women's Studies), Miriam Cohen (History), Leslie Dunn (English), Diane Harriford (Sociology), Susan Hiner (French), Lydia Murdoch (History), Karen Robertson (English/Women's Studies), Nikki Taylor (History), Jill Schneiderman (Geography/Geology), Denise Walen (Drama), Jami Weinstein (Philosophy/Women's Studies), Laura Yow (English), Susan Zlotnick (English); **Members of the Program:** Elizabeth Arlyck (French), Rodica Blumenfeld (Italian), Light Carruyo (Sociology), Kristy Carter (English), Mita Choudhury (History), Colleen Ballerino Cohen (Anthropology/Women's Studies), Miriam Cohen (History), Lisa Collins (Art), Leslie Dunn (English), Janet Gray (Psychology), Diane Harriford (Sociology), Tomo Hattori (English), Susan Hiner (French), Jean Kane (English), Eileen Leonard (Sociology), Kathryn Libin (Music), Mia Mask (Film), Kirsten Menking (Geology), Marque Miringhoff (Sociology), Seungsook Moon (Sociology), Lydia Murdoch (History), Leslie Offutt (History), Lisa Paravisini-Gebert (Hispanic Studies), Christine Reno (French), Karen Robertson (English/Women's Studies), Jill Schneiderman (Geography/Geology), Mary Shanley (Political Science), Denise Walen (Drama), Jami Weinstein (Philosophy/Women's Studies), Laura Yow (English), Susan Zlotnick (English). *Subject to change.*

Students who wish to concentrate in the multidisciplinary program in Women's Studies or elect the correlate sequence should consult the director of the program. With an adviser or advisers in the program, applicants plan a course of study, tailored to their particular interests and needs in the field. The concentration or correlate sequence must be approved by the adviser or advisers and the director of the program.

**Requirements for Concentration:** 12 units elected from at least three disciplines, including: (1) Women's Studies 130, Introduction to Women's Studies; (2) 1 unit in feminist theory. Feminist theory courses include Philosophy 250, Political Science 278, Political Science 376; (3) 1 unit selected from Women's Studies 240, 241, or 251; (4) Women's Studies 300, a 1-unit essay or project in the senior year; (5) 3 additional units at the 300-level from the list of Approved Courses. These courses must be taken in at least two departments or one department and the Women's Studies Program; (6) 5 additional courses from the list of Approved Courses or the program's General courses. All courses should be chosen in consultation with the adviser or the director of the program. No required courses for a concentration in Women's Studies may be taken NRO, and no more than 3 units may be taken as ungraded work. The senior essay is graded.

**Requirements for the Correlate Sequence:** 6 graded units including: (1) Women's Studies 130, Introduction to Women's Studies; (2) 1 unit in feminist theory. Feminist theory courses include Philosophy 250, Political Science 278, Political Science 376; (3) 4 other courses from the list of Approved Courses, germane to the focus of the correlate sequence. No more than 2 units may be taken at the 100-level and at least 1 unit must be at the 300-level.

Courses taken in the major may also fulfill requirements in the correlate sequence, but the sequence must include courses from at least three departments. It is recommended that the correlate sequence adhere as closely as possible to the plan outlined below.

Freshman or Sophomore	130 Introduction to Women's Studies
Sophomore and Junior	200-level courses germane to the sequence
Junior	a course in feminist theory
Senior	300-level course germane to the sequence

## I. Program Courses

### **130a. and b. Introduction to Women's Studies** (1)

Multidisciplinary study of the scholarship on women, with an introduction to feminist theory and methodology. Includes contemporary and historical experiences of women in private and public spaces. Examination of how the concept of women has been constructed in literature, science, the media and other institutions, with attention to the way the construction intersects with nationality, race, class and sexuality.

Two 75-minute sessions.

### **160a and b. Issues in Feminism: Bodies and Texts** (1)

An introduction to issues in feminism with a focus on the body, the representation of the body, and textuality. Possible issues may include reproductive rights, pornography, anorexia, prostitution, women in popular cultures, and the female voice. Specific attention is paid to the intersection of race, class, and gender. The course may include a component of body work. Ms. Robertson, Ms. Carter.

Open only to Freshmen.

Two 75-minute sessions.

### **204a. Gender Issues in Economics** (1)

(Same as Economics 204a) An analysis of gender differences in education, earnings, employment, and the division of labor within the household. Topics include a study of occupational segregation, discrimination, the role of "protective legislation" in the history of labor law and effects of changes in the labor market of the U.S. We also study the economics of marriage, divorce, and fertility. A comparison of gender roles in other parts of the world is the final topic in the course. Ms. Johnson-Lans.

Two 75 minute sessions.

Prerequisite: Economic 101.

### **218a. Literary Perspectives on Women** (1)

(Same as English 218a) Consideration of women as writers, and the representation of women in literature. The focus varies from year to year and may include works from different historical periods. This year the course focuses on feminist literary theory. Ms. Page.

Two 75-minute sessions.

### **220a. Medieval and Renaissance Culture: Women in Renaissance Culture** (1)

Ms. Robertson, Ms. Reno.

Two 75 minute periods.

### **230b. Women and Film** (1)

(Same as Film 230) Women filmmakers have successfully directed, scripted and edited commercial, independent and avant-garde filmmakers. The class emphasizes the diversity (aesthetic, ideological, racial and cultural) among women filmmakers. Class reading assignments delve into a broad range of theoretical perspectives. Ms. Arlyck.

Two 75-minute sessions, plus film screenings.

### **231a. Women Making Music** (1)

(Same as Music 231)

Two 75-minute sessions.



**240a. Construction of Gender** (1)

Topics vary from year to year. Topic for 2004/05: *Representations of Women in American Popular Media*. From the perspective of feminist cultural studies the course considers aspects of contemporary American culture: Movies, toys, television, popular fiction, cultural rituals and ceremonies. Ms. Robertson.

Two 75-minute sessions.

Prerequisites: Women's Studies 130, or by permission of the instructors.

**241a. Feminist Approaches to Science and Technology** (1)

(Same as Science, Technology, and Society 241a) This course investigates the histories, paradigms, categories, assumptions, and procedures associated with gender and sexuality in scientific, technological, and medical discourse and practice. There is an underlying focus on the theme of "nature" as it is used and constructed by science and medicine. We work under the guise that "(w)e call contrary to Nature what happens contrary to custom; nothing is anything but according to nature, whatever it may be. Let this universal and natural reason drive out of us the error and astonishment that novelty brings us." (Michel de Montaigne). We try to come to a better understanding of the ways in which our human "Nature" along with our sexualities, genders, and races are viewed, studied, "discovered," and/or constructed by science and technology. Ms. Weinstein.

Two 75-minute sessions.

**251b. Global Feminism** (1)

(Same as International Studies 251 b) This course explores issues pertinent to women's experiences in different Third World cultural and national contexts, focusing on feminist political analyses and activism pertaining to a range of issues affecting women. The course examines how political fundamentalism, nationalism and postcoloniality affect different women's identities and choices, and how feminists negotiate these forces in their struggles for women's empowerment. In addition to theoretical readings on Third World feminism, we address issues ranging from cultural practices, to issues of sexuality and reproductive rights, and issues pertaining to development and women's place in the contemporary global economy. Ms. Narayan.

**254a. Bio Politics of Breast Cancer** (1)

(Same as Science, Technology, and Society 254) We examine the basic scientific, clinical and epidemiological data relevant to our current understanding of the risks (including environmental, genetic hormonal and life-style factors), detection, treatment (including both traditional and alternative approaches), and prevention of breast cancer. In trying to understand these data in the context of the culture of the disease, we explore the roles of the pharmaceutical companies, federal and private foundations, survivor and other activist groups, and the media (including the Internet) in shaping research, treatment and policy strategies related to breast cancer. Ms. Gray.

**[264a. African American Women's History]** (1)

(Same as Africana Studies 264a) In this interdisciplinary course, we explore the roles of black women in the U.S. as thinkers, activists, and creators during the nineteenth and twentieth centuries. Focusing on the intellectual work, social activism, and cultural expression of a diverse group of African American women, we examine how they have understood their lives, resisted oppression, constructed emancipatory visions, and struggled to change society. Ms. Collins.

Two 75-minute periods.

Not offered in 2004/05.

**276b. Gender and Social Space** (1)

(Same as Urban Studies 276b) This course explores the inter-relation of gender and key spatial forms and practices such as the home, the city, the hotel, migration, shopping, community activism and walking at night. The course draws on feminist theoretical work from diverse fields such as geography, architecture, anthropology and urban studies not only to begin to map the gendered divisions of the social world but also to understand gender itself as a spatial practice. Ms Brawley.

Two 75-minute periods.

**280a. Feminist Methodologies** (1)

(Same as Sociology 280) Feminist Methods have challenged perceived ways of conducting research across a variety of disciplines. This course offers an introduction to the key debates that have resulted from feminist interventions into issues of epistemology, power and representation, standpoint theory, objectivity and science, reflexivity, and praxis. The course is interdisciplinary, however emphasis is placed on social scientific research and cultural analysis. Ms. Carruyo.

One 2-hour meeting per week.

**282a. Women of Color in the U.S.: Public and Private Cultures** (1)

This course explores cultural production and consumption by “women of color” in the U.S., with a focus on the way various groups have negotiated the presumed gap between private experience and public or political form. Historical, social, and cultural connections and disjunctions between African-American, Arab-American, Asian-American, Native American, Latina, and other women are examined, especially in the context of feminism, cultural nationalism, and the scholarly discipline and practice of critical legal feminism and critical race studies. We explore the varied ways in which family, labor, and leisure practices can place women of color in social positions which blur the distinction between private and public culture, and which call for a reconsideration of the notion of “experience,” itself. Theorists and writers considered include Patricia Williams, Kimberlé Crenshaw, Cherrie Moraga, Valerie Smith, Lisa Lowe, and Julie Dash. Ms. Carter.

Two 75-minute sessions.

Prerequisite: Women’s Studies 130, or permission of instructor.

**306a. Women’s Movements in Asia** (1)

(Same as Asian Studies 306 and Sociology 306) (formerly Sociology 380) This interdisciplinary course examines the reemergence of women’s movements in contemporary Asia by focusing on their Cultural and historical contexts that go beyond the theory of “resource mobilization.” Drawing upon case studies from Korea, Japan, India, and China, it traces the rise of feminist consciousness and women’s movements at the turn of the twentieth century, and then analyzes the relationship between contemporary women’s movements and the following topics: nationalism, political democratization, capitalist industrialization, ambivalence toward modernization, and postmodern conditions. Ms. Moon.

**[347b. Reenvisioning Women in the Third World]** (1)

(Same as Sociology 347b) This course examines the forces that have shaped the lives of women, their willful responses in the Third World, defined in terms of historical and social conditions rather than geographical locations. Topics include colonialism, nationalism, politics of representation, and the production of knowledge in the international development, environmental movements, global factory work, reproductive rights, and the sex industry in international tourism. Ms. Moon.

One 2-hour meeting per week.

Not offered in 2003/04.

**[364b. Modern Black Feminist Thought] (1)**

(Same as History 364 and Africana Studies 364) This course explores Black Feminist thought from 1960 to the present. Tracing the development of Black feminist consciousness against the backdrop of rapid social change in American society, we not only examine the themes and issues (education, civil rights, welfare, poverty, child and health care) that have been and still are—important to Black women, but also the strategies these women have employed in their multi-textured struggle for liberation. Since Black women's activism is often rooted in their lived experiences, we also study how the activist tradition has informed black feminist thought during these decades. We examine the works of Black women authors such as Assata Shakur, Toni Cade, and Andre Lorde. Ms. Nikki Taylor.

One 2-hour period.

Not offered in 2004/05.

**[370a. Feminism/Environmentalism] (1)**

(Same as Environmental Studies 370a) This seminar takes as its departure point the claim that the women's movement, the civil rights movement, and the environmental movement, combined with efforts on behalf of anti-classism, anti-heterosexism, and anticolonialism must be practiced and theorized as interconnected. We examine gendered discourses of natural history, explore their past origins and contemporary ramifications, and study various approaches to understanding gender and environment. We pay particular attention to feminist scholarship and activism concerning the gendered implications of development policies and practices. Course readings may include work by Susan Griffin, Donna Haraway, Maria Mies, Carolyn Merchant, Londa Schiebinger, and Vandana Shiva. Jill Schneiderman.

Special permission.

One 2-hour meeting per week.

Not offered in 2004/05.

**375a. Seminar in Women's Studies: Thinking Women's Bodies. (1)**

The course explores the place of women's bodies in feminist scholarship and activism. It examines how the body is treated in debates about the constructed nature of sex and gender and how women deploy the material and conceptual body to resist oppressive structures and technologies. The course draws on theoretical texts, film and video, ethnography, literature, biography, and popular culture and covers topics ranging from athletics and dance to sex work and AIDS activism and includes a weekly lab/workshop in which students explore ways in which political and individual awareness may be activated, working through the body. Ms. Ballerino Cohen, Ms. Harriford.

Special permission.

One 2-hour meeting per week.

**380b. Queer Theory (1)**

The western cultural paradigm of sexual orientation has many origins. In particular, this course investigates those coming out of psychoanalysis and science—two of the dominant sources of social knowledge prevalent in our culture. We explore the view that all sexual behaviors, all concepts linking sexual behaviors to sexual identities, and all categories of "normal" and "deviant" sexualities, are social constructs, sets of signifiers which create certain types of social meaning. We see that queer theory follows feminist theory and lesbian and gay studies in rejecting the idea that sexual orientation is an essentialist category, something determined by biology or judged by eternal standards of morality and truth. We try to argue that sexuality is a complex array of social codes and forces, forms of individual activity and institutionalized power relations, which interact to shape the notions of what is "normal" what is "natural," "essential" or "biological." Aside from readings in

both science of sex, gender, and sexual orientation and psychoanalysis, we read theoretical texts which help guide us toward a more accurate understanding of what we mean by the term 'queer,' what we regard as the criteria for labeling a sexual activity queer, in short, the ontology of queer or what queer is. Ms. Weinstein.

Women's Studies 130 and relevant 200-level course desirable.

Special permission.

One 2-hour meeting per week.

### **388b. Latina Feminism** (1)

This course explores inscriptions of feminist consciousness by Latina writers, theorists and activists. Although the main focus of the Course is feminist literary theory and criticism, the course also acknowledges the interactions between literary manifestations of Latina feminism and feminist practice in the political and social realms. We address issues such as the nature of Latina participation in feminist coalition building across linguistic, racial, ethnic, class, and national borders; Latina writers, negotiation with poststructuralist theory; and the relationship of Latina women's movement to other political movements in the U.S. and across Latin America, including the Mexican Revolution, the Puerto Rican Independence Movement, the Black and Chicano Civil Rights movements and Central American insurgencies. As opposed to generalizing about a singular Latina feminism, the course approaches Latina feminism as a highly contested and still-evolving site of cultural production. Ms. Carter

One 2-hour meeting per week.

### **389b. Post Modern Feminism** (1)

This course examines the work of key feminist theorists of, or informed by, the French/Continental tradition. We focus on the issues of materialism, psychoanalysis, language, materiality, performativity, subjectivity, post-structuralism, and postmodern philosophy. We read works of the following: Helene Cixous, Luce Irigaray, Julia Kristeva, Rosi Braidotti, Judith Butler, and Elizabeth Grosz. Ms. Weinstein.

Prerequisite: Women's Studies 130 and either Women's Studies 380 or a theory based course from another department or program.

## **II. Reading Courses**

Prerequisite for reading courses: Women's Studies 130 and one additional Women's Studies course or course from the list of Approved Courses. Permission of the director is required for all reading courses.

### **[297.01. Queer Theory]** (½)

The program.

Not offered in 2004/05.

### **297.02. Lesbian Sex and Politics in the United States** (½)

The program.

### **[297.04. Women and Sport]** (½)

The program.

Not offered in 2004/05.

## **III. Independent Work**

Prerequisite for fieldwork or independent study: 2 units of work in Women's Studies or from the list of Approved Courses. Permission of the director is required for all independent work.

<b>290a or b. Field Work</b>	<b>(½ or 1)</b>
<b>298a or b. Independent Study</b>	<b>(½ or 1)</b>
<b>300a-300b. Senior Thesis or Project</b> A 1-unit thesis or project written in two semesters.	<b>(½, ½)</b>
<b>399a or b. Senior Independent Study</b>	<b>(½ or 1)</b>

#### **IV. Approved Courses.**

Below is a partial list of approved courses. For current offerings, consult the list circulated each term by the program, together with the *Women's Studies Handbook*.

Education 252	Race, Representation and Resistance in U.S. Schools	(1)
Education 260.	Child Abuse and Domestic Violence	(1)
English 218	Literary Perspectives on Women	(1)
English 262	Post-Colonial Literatures	(1)
English 319	Race and Its Metaphors	(1)
History 260	Women in the U.S. to 1890	(1)
History 261	History of Women in the U.S. since 1890	(1)
Philosophy 250	Feminist Theory	(1)
Political Science 278	Feminism and Political Theory	(1)
Sociology 250	Sex, Gender, Society	(1)

#### **V. General Courses**

Consult the list circulated each term by the program, together with the *Women's Studies Handbook*.

# College Organization 2003/04



Wall Faller

*Adeel Saleem, double major in computer science and economics, in the advanced lab in the Computer Science Department*

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# Board of Trustees

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**Andrea M. Baldeck '72**, A.B., M.D.; Blue Bell, Pennsylvania (2007)

**The Reverend Ruth Bosch Becker '55**, A.B., M.Div.; Pittsburgh, Pennsylvania (2004)

**Lloyd J. Braun '80**, A.B., J.D.; Burbank, California (2006)

**M. Cristina Celada '82**, A.B., J.D.; New York, New York (2005)

**James M. Citrin '81**, A.B., M.B.A.; New Canaan, Connecticut (2007)

**Sally Dayton Clement '71**, A.B., M.S.W., Ph.D.; New York, New York (2005)

**Lurita Alexis Doan '79**, A.B., M.A.; Great Falls, Virginia (2006)

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**Jeffrey Goldstein '77**, A.B., Ph.D. M.Phil., M.A.; Washington, D.C. (2007)

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**Mary Pick Hines '53**, A.B.; Winnetka, Illinois (2004)

**Martha Rivers Ingram '57**, A.B.; Nashville, Tennessee (2005)

**Philip N. Jefferson '83**, A.B., M.A., Ph.D.; Swarthmore, Pennsylvania (2007)

**Steven W. Korn '75**, A.B., J.D.; Atlanta, Georgia (2004)

**Lisa V. Kudrow '85**, A.B.; Los Angeles, California (2008)

**Geraldine Bond Laybourne '69**, A.B., M.S.; New York, New York (2005)

**Tammy L. Lewis '89**, A.B., M.A., Ph.D.; Easton, Pennsylvania (2005)

**Robert B. Machinist '75**, A.B.; Greenwich, Connecticut (2006)

**Paula Williams Madison '74**, A.B.; Toluca Lake, California (2006)

**Jason McManus P'00**, B.A., M.P.A.; New York, New York (2005)

**Vicki Miles-LaGrange '74**, A.B., J.D.; Oklahoma City, Oklahoma (2005)

**Mark S. Ordan '79**, A.B., M.B.A.; Bethesda, Maryland (2005)

**William A. Plapinger '74**, A.B., J.D.; London, England (2004)

**Richard W. Roberts '74**, A.B., M.I.A., J.D.; Washington, D.C. (2007)

**Patricia Parton Rosenwald '56**, New York, New York (2003)

**Lynn Gross Straus '46**, A.B., M.S.; Mamaroneck, New York (2006)

**Lucy Sun '74**, A.B., M.B.A., M.A.; London, United Kingdom (2004)

**Anne McNiff Tatlock '61**, A.B., M.A.; New York, New York (2006)

**Monica Vachher '77**, A.B., J.D.; Chicago, Illinois (2004)

**Barbara Manfrey Vogelstein '76**, A.B., C.F.A.; New York, New York (2007)

**Nora Ann Wallace '73**, A.B., J.D.; New York, New York (2007)

## Observers:

**Rachel Kitzinger**, B.A., Ph.D.; Faculty Observer (2006)

**Laura A. Robertson '04**, VSA President (2004)

The dates in parentheses indicate the expiration of terms of office.

† The dates in parentheses refer to the beginning of service in the department and not necessarily to the assumption of the current title.

# Administration

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## President

---

**Frances D. Fergusson**, B.A., M.A., Ph.D.

President of the College, Chair of the Faculty, and Professor of Art (1986- ) †

**Robert L. Pounder**, B.A., M.A., Ph.D.

Assistant to the President (1989- ) and Professor of Classics (1972-74; 1975- )

**Elizabeth A. Daniels**, A.B., M.A., Ph.D.

Vassar College Historian (1985- ); Professor Emeritus of English (January 1948-1985)

## Equal Opportunity and Affirmative Action

**Belinda Guthrie**, B.S., M.A.

Equal Opportunity and Affirmative Action Officer (2003- ), Associate Dean of the College (2003- ), and Director of Disability and Support Services (1997- )

**Pat Wallace**, A.B., M.A., Ph.D.

Faculty Director of Affirmative Action (2003- ), Director of Affirmative Action (2000-2003), ADA/504 Coordinator (2000- ), and Professor of English (1976- )

## Dean of the Faculty

---

**Ronald A. Sharp**, B.A., M.A., Ph.D.

Dean of the Faculty (2003- ) and Professor of English (2003- )

**Robert Suter**, A.B., Ph.D.

Associate Dean of the Faculty (2003- ) and Professor of Biology (1997- ) on the John Guy Vassar Chair of Natural History

**Carolyn Palmer**, B.S., Ph.D.

Director of Teaching Development (January 2003- ) and Associate Professor of Psychology (1992- )

**Judith B. Hanna**, B.A., M.S.

Director of Academic Administration (1979- )

**Kathleen A. Brown**, A.B.

Coordinator of Faculty Services (1987- )

**Susan J. Kuyper**, B.A., M.A., Ph.D.

Director of Academic Program Support (1999- )

**Amanda Thornton**, B.A., M.A.

Director of Grants Administration (2000- )

## Dean of Admission and Financial Aid

**David M. Borus**, B.A., M.A., Ph.D.

Dean of Admission and Financial Aid (1996- )

## Admission

**Nancy Q. Rubsam**, A.B.

Associate Director of Admission and Director of the Alumnae-i Admission Program (1984- )

**John C. "J.C." Tesone**, A.B.

Associate Director of Admission, (1995- )

**Miranda B. Litt**, B.A., M.S.

Assistant Director of Admission (2001- )

**Timothy Pellett**, B.A., M.A.

Assistant Director of Admission (1999- )

**Maureen Karb**, A.B.

Assistant Director of Admission (2002- )

**Khambay Khamsyvoravong**, A.B.

Assistant Director of Admission (2002- )



- Daniel Klasik**, B.A.  
Admission Counselor (2003- )
- Krystal Tribbett**, A.B.  
Admission Counselor (2003- )
- Timothy McGraw**, A.B.  
Coordinator of Technology (2002- )

## Financial Aid

- Michael P. Fraher**, B.A.  
Director of Financial Aid (1980- )
- Ellen R. Shilkret**, B.S., M.A.  
Associate Director of Financial Aid (1987- )
- Jason R. Cookingham**, B.A.  
Technical Coordinator (1999- )
- Elaine L. Hughes**, B.A.  
Assistant Director of Financial Aid (1999- )
- Gloria Goodwin**, B.S.  
Assistant Director of Financial Aid (2002- )

## Frances Lehman Loeb Art Center

- James Mundy**, A.B., M.F.A., Ph.D.  
The Anne Hendricks Bass Director and Lecturer in Art (1991- )
- Patricia Phagan**, B.A., M.A., Ph.D.  
The Philip and Lynn Straus Curator of Prints and Drawings (2000- )
- Joel Smith**, B.A., M.A., Ph.D.  
Emily Hargroves Fisher '57 and Richard B. Fisher Curator (1999- )
- Kelly Thompson**, B.A.  
Coordinator of Public Education and Programs (2001- )
- Joann M. Potter**, B.A., B.A., M.A.  
Registrar/Collections Manager (1988- )
- Karen Casey Hines**, B.A., M.A.  
Assistant Registrar (1995- )
- Bruce Bundock**, B.F.A.  
Museum Preparator (1994- )

## Athletics

- Andrew M. Jennings**, B.Ed., M.A., Ph.D.  
Director of Athletics (1991-2004), and Professor of Physical Education (1981- )
- Sharon Beverly**, B.A., M.S.  
Interim Director of Athletics and Lecturer in Physical Education (2002- )
- Michael Alton**, B.A., M.Ed.  
Men's and Women's Rowing Coach and Instructor in Physical Education (2000- )
- Leonard Angelli**, B.S., M.Ed.  
Assistant Athletic Trainer (1994- )
- Tony Brown**, B.Ed., B.S., M.S.  
Men's and Women's Rugby Coach, Assistant Director of Sports Information, and Lecturer in Physical Education (1995- )
- Steve Buonfiglio**, B.S.E., M.S.  
Women's Basketball Coach (1990- ), Assistant Director of Athletics for Intramurals and Lecturer in Physical Education (1996- )
- Chris Campassi**, B.A.  
Interim Baseball Coach (2003- )
- Kathy Campbell**, B.S., M.S.  
Women's Tennis Coach and Professor of Physical Education (1978- )
- Jeff Carter**, B.S., M.S.  
Head Athletic Trainer (2002- )
- Roman Czula**, B.A., M.A.  
Men's Tennis Coach and Professor of Physical Education (1975- )
- Mike Dutton**, B.S., M.S.  
Men's Basketball Coach and Assistant Director of Athletics for Business Management and Lecturer in Physical Education (1995- )

**Judy Finerghy, B.S., M.S.**

Women's Field Hockey and Lacrosse Coach and Assistant Professor in Physical Education (1993- )

**Casey Hager, B.A.**

Director of Sports Information (2002- )

**Anthony Mohammed, B.A.**

Interim Facilities Manager and Assistant Soccer Coach (2003- )

**Jane Parker**

Men's and Women's Squash Coach and Instructor in Physical Education (2000- )

**Jonathan Penn, B.S., M.S.**

Men's and Women's Volleyball Coach and Assistant Professor in Physical Education (1995- )

**Lisl Prater-Lee, B.A., M.A.**

Men's and Women's Swimming and Diving Coach and Assistant Professor in Physical Education (1993- )

**Yasmin Reid, B.S., M.S.**

Assistant Athletic Trainer (2002- )

**Richard Sipperly, B.S., M.E.**

Men's Lacrosse Coach, Women's Soccer Coach and Assistant Professor in Physical Education (1994- )

**Bradley Stewart**

Interim Men's Soccer Coach (2003- )

## Computing and Information Services

**Thomas A. Warger**

Acting Executive Director of Computing and Information Services (December 2002- )

**Suzanne Aber, M.B.A.**

Director for Administrative Information Services (2002- )

**Frank Archambeault, A.S.**

Director for Network Services (1996- )

**Kenneth Bolton, A.B.**

Media Cloisters Curator (2003- )

**Dave Calafrancesco**

Systems Administrator (2001- )

**John Collier, B.S.**

Director for User Services (2000- )

**Lee Dinnebeil, B.A.**

User Services Consultant (2001- )

**Aline Elie, B.A.**

User Services Consultant (1999- )

**Tami Emerson**

User Services Consultant (2000- )

**James M. Fitzwilliam, M.M.**

Network Systems Administrator (2000- ); User Services Consultant (1990-2000)

**Hope Harris, A.A.S.**

Programmer Analyst (2001- )

**\* Marjorie Gluck, A.B.**

Helpdesk Consultant (1999- )

**Judith Husted, A.S.**

Web Programmer (1997- )

**Virginia Jones, B.S., M.Ed.**

Academic Computing Consultant (1999- )

**E. Jane Livingston, B.A.**

Academic Computing Consultant (1999- )

**Kamakshi Mahadevan, B.S.**

Programmer-Analyst (2002- )

**Gary Manning, A.A.S.**

Senior Programmer/Analyst (1993- )

**\* Laura McGowan, B.S.**

Senior Programmer/Analyst (1995- )

\*Part time.

**Keisha Miles, B.S.**

User Services Consultant for the Libraries (2002- )

**Martin Mortenson, B.S., M.S.**

Senior User Services Consultant (1998- )

**Nancy Myers**

Associate Director for User Services (1990- )

**Cristian Opazo-Castillo, B. S., M.A.**

Academic Computing Consultant (2000- )

**Mark Romanovsky, B.S.**

Programmer Analyst (2001- )

**Susan Stephens, A.B.**

Helpdesk Manager (2001- )

**Meg Stewart, M.S.**

Academic Computing Consultant (2001- )

**David Susman, B.S.**

Associate Director for Network Services (1990- )

**Maria Sutcliffe, B.A., M.L.S.**

Senior Programmer/Analyst (1987- )

**Steve Taylor, B.A., Ph.D.**

Director of Academic Consulting Services (1998- )

**Richard Versace, A.S.**

Database Administrator (1999- ), Programmer/Analyst (1996-99)

**Field Work****Peter Leonard, B.A., M.A., Ph.D.**

Director of Field Work (1995- ) and Lecturer in Urban Studies (1985- )

**Betsy Kopstein, M.A.**

Associate Director of Field Work (November 1982- )

**Libraries****Sabrina Pape, M.L.S.**

Director of the Libraries (1980- )

**Sarah Ransom Canino, M.A., M.L.S.**

Music Librarian (1985- )

**Mark Christel, B.A., M.A., M.I.L.A.**

Head of Reference and Readers Services (2003- )

**Ann E. Churukian, M.M., M.S.**

Assistant Music Librarian (November 1989- )

**Lucinda Dubinski, B.S., M.L.S.**

Coordinator Interlibrary Loan and Reserve Services (1986- )

**Barbara A. Durniak, M.L.S.**

Electronic Reference Services Librarian (1984- )

**Christine W. Fitchett, M.L.S.**

Serial/Documents Librarian (1984- )

**Shay Foley, B.A.**

Head of the Library Technology (2001- ); AAVC Information Services Director (1997-2001); Computer Store Manager (1993-97)

**Sarah Goldstein, B.A., M.F.A.**

Visual Resources Librarian (2004- )

**Flora Grabowska, M.L.S.**

Science Librarian (1995- )

**Thomas E. Hill, M.L.S., M.A., M. Phil, Ph.D.**

Art Librarian (1986- ) and Associate Curator, Media Cloisters (2002- )

**Julie Kemper, M.A., M.L.S.**

Special Collections Librarian (2001- )

**Kathleen F. Kurosman, M.L.S.**

Head of Library Instruction and Outreach (1989- )

**Gretchen Lieb, M.L.S.**

Reference Librarian (June 2000- )

**Elizabeth Oktay, M.S.L.S.**

Head Acquisitions Librarian (1966- )

**Ronald Patkus, M.S., Ph.D.**

Head of Archives and Special Collections (November 2000- )

**Jo-Ann Peluse**

Assistant to the Director of the Libraries (1984- )

**Joan Pirie, M.A., M.L.S.**

Head of Cataloging (February 1990- )

\* **Chiharu Watsky, M.L.S.**

Cataloger (June 2000- )

\* **Kappa A. Waugh, M.L.S.**

Librarian (November 1985- )

## **Wimpfheimer Nursery School**

**Julie A. Riess, A.B., Ph.D.**

Director of the Wimpfheimer Nursery School and Lecturer in Psychology and Education (1994- )

**Stephanie Moore, B.S., M.S.**

Assistant Director of Wimpfheimer Nursery School (2002- )

**Justine F. Bastian, A.A., A.A.S., B.S.**

Nursery School Teacher (1995- )

**Nicole Bonelli, B.A. (2002- )**

Nursery School Assistant Teacher

**Joan DeRito, B.A., M.S.**

Nursery School Teacher (1993- )

**Roseanne Di Fate, B.A.**

Nursery School Teacher (1993- )

**Deborah Falasco, A.A.S., B.A. (2002- )**

Nursery School Assistant Teacher

**Gwen Foster, B.A.**

Nursery School Teacher (1992- )

**Karin S. Gale, B.S., M.S.Ed.**

Nursery School Teacher (January 1989- )

**Heidi Parks, A.A.S., B.S., M.S. Ed.**

Nursery School Teacher (2000- )

**Peter Rawson, B.S.**

Nursery School Teacher (1999- )

**Joan Soltysiak (2002- )**

Nursery School Assistant Teacher

**Dawn M. Timmons, B.S., M.S.**

Nursery School Teacher (1992- )

**Amy Yarmosky, B.S.**

Nursery School Teacher (1997- )

## **Registrar**

**Daniel J. Giannini, M.A.**

Registrar/Director of Academic Records and Research (1986- )

**Colleen Mallet, A.A.S., B.S.**

Associate Registrar (1991- )

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## **Dean of the College**

---

**Colton Johnson, Ph.D.**

Dean of the College (1991- ) and Professor of English (1965- )

**Andrew Meade, B. S.**

Assistant to the Dean of the College (1992- )

## Dean of Studies

**Alexander M. Thompson, III**, B.S., M.S., M.B.A., Ph.D.

Dean of Studies (1995- ), Adviser to Special Students (2002- ), and Professor of Economics (1977- )

**Stephen Sadowsky**, B.S., Sc.M., Ph.D.

Dean of Freshmen (2002- ), and Associate Professor of Psychology (1968- )

**Richard Hemmes**, A.B., Ph.D.

Adviser to the Class of 2004 (2001- ) and Associate Professor of Biology (1972- )

**Mihai Grünfeld**, B.A., M.A., Ph.D.

Adviser to the Class of 2005 (2002- ) and Associate Professor of Hispanic Studies (1987- )

**Susan Zlotnick**, B.A., M.A., Ph.D.

Adviser to the Class of 2006 (2003- ) and Associate Professor of English (1989- )

**Eugenio L. Giusti**, B.A., M.A., Ph.D.

Adviser to the Class of 2007 (2004- ) and Associate Professor of Italian (1992- )

**Susan Correll**, B.A., M.A., Ph.D.

Assistant Dean of Studies and Study Away Adviser (1995- )

**Diana Brown**, A.B.

Assistant to the Dean of Studies (1999- )

**Susan L. Davis**, B. A.

Director of the Office for Fellowships, Graduate School/Pre-professional Advising (1986- )

## Learning and Teaching Center

**Leslie Dunn**, B.A., M.A., Ph.D.

Director of the Learning and Teaching Center (2002- ) and Associate Professor of English (1985- )

**Caroline F. Palmer**, B.S., Ph.D.

Director of Teaching Development (2003- ), and Associate Professor of Psychology (1992- )

**Gina Donatelli-Angelich**, B.S., M.A.

Learning Specialist (2001- )

**Karen Getter**, M.A.

Learning Skills Specialist (1983- )

\* **Doris Wexler Haas**, M.A.

Mathematics Specialist (January 1981- )

**Thomas J. McGlinchey**, M.A.

Writing Specialist (January 1978- )

## Dean of Students

**David H. "DB" Brown**, Ph.D.

Dean of Students (1978- )

## Counseling Service

**Sylvia R. Balderrama**, Ed.D.

Director of Psychological Services (1992- )

\* **Richard Hahn**, M.D.

Consulting Psychiatrist (1997- )

\* **Anton Hart**, Ph.D.

Psychological Counselor, Associate Director of Psychological Services (1997- )

\* **Lisa Reticker**, C.S.W.

Psychological Counselor/Training Director (November 2000- )

**Caitlin Welles**, Psy.D.

Psychological Counselor (November 2002- )

**Larry Cerecedes**, Ph.D.

Psychological Counselor (October 2003- )

\* Part time.

## Disability and Support Services

**Belinda Guthrie**, B.S., M.A.

Director of Disability and Support Services (1997- )

## Health Education

**Michelle C. Soucy**, M.A. CHES

Director of Health Education (2002- )

## Health Service

**Irena Balawajder**, M.D., M.B.B.S.

Physician and Director of Health Service (1987- )

**John Craig**, R.P.A.

Physician Assistant (1992- )

**Anne C. Dadarria**, B.A., M.S.

Nurse Practitioner (1984- )

\***William Thompson**, M.D.

Sports Medicine Program (2003- )

## Residential Life

**Faith Nichols**, A.A.S., B.S., M.P.S.

Associate Dean of Students/Director of Residential Life (1984- )

**Celestino Limas**, B.A., M.A., Ph.D.

Associate Director of Residential Life (2003- )

**Scott Lamphere**, B.A., M.Ed.

Assistant Director of Residential Life for Operations (2002- )

**Laura Dicke**, B.S., M.S.

House Advisor/Assistant to the Director for Student Leadership (2003- )

**Ed Garton**, B.A., G.S., M.Ed.

House Advisor (2003- )

**Rachel Leventhal**, B.A., M.A.

House Advisor (2003- )

**Molly MacElroy**, B.A., M.Ed.

House Adviser (2002- )

**Katherine Outlaw**, B.A., M.A.

House Adviser (2003- )

## Campus Activities

**Raymon P. Parker**, B.A., M.A.

Associate Dean of the College (1985- )

**Teresa P. Quinn**, B.A.

Director of Campus Activities (1985- )

**Kendra O. Swee**, B.A., M.Ed.

Assistant Director of Campus Activities/Programs (2002- )

**Michelle Ransom**

Assistant Director of Campus Activities/Operations (2003- )

## Campus Life

**Edward L. Pittman**, A.A., A.B., M.P.S.

Associate Dean of the College (1990- )

## Campus Dining

**Maureen King**, B.S.

Director of Campus Dining (1993- )

**Bruce Harms**, A.O.S.

Associate Director of All Campus Dining Center (1991- )

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\*Part time.

## Career Development

**Clare D. Graham**, B.S., M.S.

Director of Career Development (1984- )

**Frederick A. Burke**, B.A., M.P.S.

Assistant Director of Career Development (2000- )

**Tammy Fraser**, B.A., M.A.

Assistant Director of Career Development (2001- )

**Stacey L. S. Bingham**, B.A., M.Ed.

Career Counselor (2003- )

## ALANA Center

**Yolanda Ramos**, A.B.

Director of the ALANA Center (2002- )

## Religious and Spiritual Life

**Rev. Samuel H. Speers**, B.A., M.Div.

Director of the Office of Religious and Spiritual Life (1999- )

**Rabbi Rana Blumenthal**

Rose and Irving Rachlin Advisor to Jewish Students (2003- )

**Charlotta Asell**, B.A.

Community Partnership Fellow (2003- )

## Security

**Donald C. Marsala**, B.A., M.S., F.B.I.N.A.

Director of Security (1994- )

**Kim Squillace**

Associate Director of Security (1996- )

**Dennis Cody**, B.S.

Transportation Director (2000- )

## Student Employment

**Karen Ehlers**, B.A.

Director of Student Employment (1988- )

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## Financial Administration

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### Vice President for Finance and Administration

**Elizabeth A. S. Eismeier**, B.A., M.B.A.

Vice President for Finance and Administration (2001- )

### Administrative Services

**Gerald M. Mason**, B.S., M.S.

Director of Administrative Services (2001- )

**Michael Blakes**

Manager of the Bookstore (2002- )

**Wayne B. Hunter**, B.S., M.B.A.

Telecommunications Manager (2004- )

**John McCormick**

Manager of the Computer Store (1997- )

**Harold T. Peters**

Manager of Postal Services (1998- )

### Budget and Planning

**Alan Mossoff**, B.A., M.B.A., M.S.

Director of Budget and Planning (2001- )

**E. Mary McGowan**, B.A., C.P.A.

Budget Analyst (1991- )

## **Buildings and Grounds Services**

**Patrick J. Miller**, B.S.M.E., M.P.A., P.E.

Executive Director of Buildings and Grounds Services, (2000- )

**Jeffrey C. Horst**, B.A., C.G.M.

Associate Executive Director of Buildings and Grounds Services (1990- )

**Michael A. Spath**, M.S., ChE, C.S.P.

Director of Environmental Health and Safety (2001- )

**Thomas Allen**, B.S., P.E.

Director of Capital Projects (2000- )

**Daniel Fritzsche**, B.S.C.E., M.B.A.

Project Manager (2000- )

**John F. McEnrue**, A.S., B.S., C.E.O.

Project Manager (1994- )

**Karen A. Quigley**, B.S.

Manager of Building Trades (2000- )

**George F. Brengel**

Manager of Mechanical Services (1987- )

**Eileen A. Nolan**

Coordinator of Technology (2001- )

**Tracy L. Smith**

Manager of the Service Response Center (2001- )

**Cynthia V. Van Tassell**

Manager of Custodial Services (1999- )

## **Office of the Controller**

**Paul D. Mutone**, B.B.A., C.P.A.

Associate Vice President and Controller (1989- )

**Dana J. Kleinhans**, B.S., C.P.A., M.S.

Assistant Controller (1998- )

**Maria B. Bottini**, A.A.S., B.S.

Chief Accountant (1985- )

**Lora Gannon**, B.S.

Staff Accountant (1988- )

**René M. Behnke**

Manager of Student Accounts (2001- )

## **Human Resources**

**Sarah L. Hoyer**, B.A., M.A.

Director of Human Resources (1999- )

**Kim T. Collier**, B.S., M.S.

Assistant Director of Human Resources Administration (2000- )

**Lori McElduff**, B.A.

Human Resources Administrator (2001- )

**Tanhena M. Pooheco Dunn**, B.A., J.D.

Manager of Employee Relations (2001- )

**Leslie H. Power**, B.A.

Benefit Programs Manager (2000- )

## **Investments and Capital Project Finance**

**Stephen R. Dahnert**, B.A., M.Ed., M.B.A.

Director of Investments and Capital Project Finance (1995- )

## **Purchasing**

**C. Arthur Punsoni**, B.A., M.A., C.P.M.

Director of Purchasing (1985- )

**Rosaleen E. Cardillo Anderson**, B.S.

Assistant Director of Purchasing (1991- )

**Alexander B. Averin**, A.B.

Buyer (2001- )



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## College Relations

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**Susan DeKrey**, B.A.

Vice President for College Relations (1990- )

**Emery Bernhard**, B.A., M.A.

Staff Writer (1999- )

**Megan Brown**, B.A.

Web Administrator (2000- )

**Beth Fargis-Lancaster**, B.A., M.P.S.

Executive Producer of the Powerhouse Theater (1986- ), and Associate Director of Conferences and Summer Programs (1986- )

**Carolyn Guyer**

Director of Web Development (1996- )

**Jeff Kosmacher**, B.A.

Director of Media Relations (2003- )

**George Laws**, B.A., M.F.A.

Graphic Designer and Director of Publications (1991- )

**Kara Lynn**

Web Designer (2000- )

**Karen Minturn**, A.B., M.A.

Director of Conferences and Summer Programs (1982- ), and Secretary of the Board of Trustees (1995- )

**Charles Mosco**, B.S., M.A.

Graphic Designer/Production Manager (1997- )

**Chris Silverman**, B.A.

Web Designer (2003- )

**Donny Truong**, B.A.

Web Designer (2002- )

**Julia Van Develder**, B.A., M.A.

Editorial Director (2000- ), Writer/Editor (1990-2000)

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## Development

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**Catherine E. Baer**, A.B.

Vice President for Development (1999- )

## Leadership Gifts

**Jennifer Sachs Dahnert**, B.A.

Director of Development for Principal Leadership Gifts (1990- )

**Natasha J. Brown**, B.A., M.A.

Assistant Director of Leadership Gifts (2003- )

**Mame Dimock**, B.A.

Associate Director of Leadership Gifts (1996- )

**Robert Sweet**, B.A., M.A., M.B.A.

Associate Director for Leadership Gifts and Gift Planning (2003- ), Associate Director of Leadership Gifts (1998-2003)

**Peter L. Wilkie**, B.A., M.A.

Director of Leadership Gifts (2003- ), Associate Director of Leadership Gifts (2000-2003)

**Diana Salsberg**, B.A.

Coordinator of Principle Gift Activities and Special Events (1998- )

**Lance Ringel**, A.B.

Senior Writer (2000- )

## Gift Planning

**Heather Gelles Ebner**, A.B.

Director of Gift Planning (2000- )

**Shawn T. Mroz, B.A.**  
Assistant Director of Gift Planning (2001- )

### **Reunion and Class Giving**

**Ryan L. Hart, A.B.**  
Director of Reunion and Class Giving (1991- )

**Bernadette McGovern, B. A.**  
Assistant Director of Reunion and Class Giving (2003- )

**Angela Oonk, B. S.**  
Associate Director of Reunion and Class Giving (1999- )

**Janice Fischlein, A.B.**  
Director of Parents and Friends Giving (1996- )

**Teresa Gatins**  
Associate Director of Reunion and Class Giving (1996- )

**Matthew Soper, A.B., M.A.**  
Associate Director of Reunion and Class Giving (2002- )

**Susan Morrison, B.A.**  
Assistant Director of Reunion and Class Giving (2003- )

### **Development Operations**

**Mary Carole Starke, B.A., M.A.**  
Director of Development for Operations (1993- )

**Kara M. Wern, B.S.**  
Associate Director of Development for Operations (1992- )

**Pamela J. Landolt**  
Development Researcher (2000- )

**Robert M. Jewell**  
Programmer/Analyst (1993- )

**Shelley M. Sherman, B.A.**  
Director of Donor Relations (1981- )

**Diane Sauter, A.A.**  
Associate Director for Donor Relations (1999- ), Assistant Director of Donor Relations (1995-99)

**Herbert Hoffman**  
Technology Specialist (1997- )

### **Corporate, Foundation, and Government Relations**

**James M. Olson, B.A., M.A., Ph.D.**  
Director of Corporate, Foundation, and Government Relations (2001- )

**Diana B. Altegoer, A.B., M.Phil., Ph.D.**  
Grant Writer

### **Regional Programs**

**John S. Mihaly, A.B.**  
Director of Development for Regional Programs (1992- )

**Maureen Andola, B.S.**  
Associate Director of Regional Programs (1996- )

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# Alumnae and Alumni of Vassar College

**Paula Williams Madison**, A.B.

President, AAVC Board of Directors (July 2002- )

**Patricia Duane Lichtenberg**, A.B.

Executive Director, AAVC (2000- )

**Willa McCarthy**, A.B.

Director of Alumnae/i Relations for Operations (1992- )

**Catherine Lunn**, B.S.

Director of Alumnae/i Relations for Programs (1999- )

**Stephen Ashton**, B.A.

Associate Director of Alumnae/i Relations (2001- )

**Kathy L. Knauss**, B.A.

Alumnae/i Program Coordinator (2003- )

**Nancy Wanzer**

Systems Administrator (2001- )

**Christopher Asta**, A.B.

Web Administrator (2003- )

**Samantha Soper**, A.B., M.S.

Editor, *Vassar, the Alumnae/i Quarterly* (2001- )

**Corinne Militello**, A.B.

Assistant Editor, *Vassar, the Alumnae/i Quarterly* (2002- )

**Patrick Hart**, B.S.

Alumnae House, General Manager (2002- )

# Faculty

**Frances D. Fergusson**, B.A., M.A., Ph.D.

President of the College, Chair of the Faculty, and Professor of Art (1986- )

## Emeriti

**Henry Albers**, Ph.D.

Professor Emeritus of Astronomy (1958-91)

**Jean Appenzellar**, M.S.

Professor Emeritus of Physical Education (1952-91)

**Winifred A. Asprey**, Ph.D.

Professor Emeritus of Mathematics and Director Emeritus of the Computer Center (1945-82)

**Lynn Conant Bartlett**, Ph.D.

Professor Emeritus of English (1952-92)

**Curt W. Beck**, Ph.D.

Professor Emeritus of Chemistry (1957-93)

**Frederick P. Bunnell**, Ph.D.

Professor Emeritus of Political Science, (1967-99)

**Eugene A. Carroll**, Ph.D.

Professor Emeritus of Art (1965-2000)

**Yin-Lien C. Chin**, M.A.

Professor Emeritus of Chinese (1967-95)

**Raymond Cook**, M.A.

Associate Professor Emeritus of Dance, (1981-99)

**Beverly Coyle**, Ph.D.

Professor Emeritus of English (1977-2001)

**Elizabeth Adams Daniels**, Ph.D.

Professor Emeritus of English (February 1948-85)

**Sister Joan A. Deiters**, Ph.D.

Professor Emeritus of Chemistry, (1978-99)

**James Farganis**, Ph.D.

Professor Emeritus of Sociology, (1970-98)

**Betty Lippman Fluck**, M.S.

Lecturer Emeritus of Physical Education (1960, 1962-84)

**Robert Tomson Fortna**, Ph.D.

Professor Emeritus of Religion (1963-95)

**Jeane H. Geehr**, Ph.D.

Professor Emeritus of English (1947-83)

**William W. Gifford**, Ph.D.

Professor Emeritus of English (1955-96)

**Donald Gillin**, Ph.D.

Professor Emeritus of History (1968-95)

**Anne I. Gittleman**, Doctorat d'Université

Professor Emeritus of French (1954-61, 1962-87)

**John Howell Glasse**, Ph.D.

Professor Emeritus of Religion (1956-90)

**Richard Gregg**, Ph.D.

Professor Emeritus of Russian (1968-98)

**Clyde Griffen**, Ph.D.

Professor Emeritus of History (1957-58, 1959-95)

**Earl W. Groves**, Mus.M.

Professor Emeritus of Music (1945-82)

**Christine Mitchell Havelock**, Ph.D.

Professor Emeritus of Art (1953-90)

**Norman Edward Hodges**, Ph.D.

Associate Professor of Africana Studies and History (1969-98)

**Adrienne Doris Hytier**, Ph.D.

Professor Emeritus of French (1959-96)

- Jeh Johnson, M.A., F.A.I.A.**  
Senior Lecturer Emeritus of Art (1964-2001)
- Patricia R. Johnson, Ph.D.**  
Professor Emeritus of Biology (1964-95)
- M. Glen Johnson, Ph.D.**  
Professor Emeritus of Political Science (1964-2002)
- Marjorie Katz, M.S.Ed.**  
Lecturer Emeritus in Education (1973-90)
- Janet Knapp, Ph.D.**  
Professor Emeritus of Music (1971-88)
- Benjamin Kohl, Ph.D.**  
Professor Emeritus of History (1966-2001)
- Hsi-Huey Liang, Ph.D.**  
Professor Emeritus of History (1964-66, 1970-96)
- Elaine Lipschutz, M.S.**  
Lecturer Emeritus in Education (1967-92)
- Ilse Hempel Lipschutz, Ph.D.**  
Professor Emeritus of French (April 1951-92)
- Natalie Junemann Marshall, Ph.D.**  
Professor Emeritus of Economics (1952-94)
- Shirley Maul, M.L.S.**  
Associate Director of Readers Services Emeritus (1973-2002)
- Janet McDonald, Ph.D.**  
Professor Emeritus of Mathematics (1944-71)
- Thomas F. McHugh, Ph.D.**  
Professor Emeritus of Education (1974-93)
- Margaret McKenzie, Ph.D.**  
Professor Emeritus of German (1961-83)
- David M. Merriell, Ph.D.**  
Professor Emeritus of Mathematics (1968-85)
- Robert Middleton, A.M.**  
Professor Emeritus of Music (1953-85)
- Joseph F. Mucci, Ph.D.**  
Professor Emeritus of Chemistry (1957-91)
- Joan Elizabeth Murphy, M.A., M.L.S.**  
Readers' Services Librarian Emeritus (January 1962-84)
- E. Jean Pin, Doctor ès Lettres, Lyons**  
Professor Emeritus of Sociology (1972-92)
- Francis V. Ranzoni, Ph.D.**  
Professor Emeritus of Biology (1955-80)
- Rhoda Rappaport, Ph.D.**  
Professor Emeritus of History (1961-2000)
- Jerome Regnier, Ph.D.**  
Associate Professor Emeritus of Geology (1954-57, 1969-83)
- Edward Reilly, Ph.D.**  
Professor Emeritus of Music (1970-71, 1972-96)
- Stephen W. Rousseas, Ph.D.**  
Professor Emeritus of Economics (1969-91)
- Wilfrid E. Rumble, Jr., Ph.D.**  
Professor Emeritus of Political Science, (1961-98)
- David L. Schalk, Ph.D.**  
Professor Emeritus of History (1968-2003)
- Virginia B. Smith, B.A., M.A., J.D., D.H.L., L.H.D., LL.D.**  
President Emeritus (1977-86)
- Evert M. Sprinchorn, Ph.D.**  
Professor Emeritus of Drama (1956-94)
- Robert L. Stearns, Ph.D.**  
Professor Emeritus of Physics (1958-93)
- H. Patrick Sullivan, Ph.D.**  
Professor Emeritus of Religion (1970-94)
- Ruth Marie Timm, M.Ed.**  
Professor Emeritus of Physical Education (1944-78)

**Elbert Tokay, Ph.D.**

Professor Emeritus of Biology (1941-81)

**Rosalie Getman Tucker, B.L.S.**

Reader Services Librarian Emeritus (1943-73)

**Garrett L. Vander Veer, Ph.D.**

Professor Emeritus of Philosophy, (1961-99)

**Richard J. Willey, Ph.D.**

Professor Emeritus of Political Science, (1964-99)

**Donald Williams, Ph.D.**

Professor Emeritus of Biology, (1961-98)

**Esther Williams, M.L.S.**

Science Reference Librarian Emeritus (1988-1994)

**Anthony S. Wohl, Ph.D.**

Professor Emeritus of History (1963-2002)

**Margaret Ruth Wright, Ph.D.**

Professor Emeritus of Biology (1946-78)

## Teaching Members of the Faculty 2003/04

**Nicholas Adams**, Professor of Art (1989- ) on the Mary Conover Mellon Chair  
A.B., Cornell University; A.M., Ph.D., New York University

**John Ahern**, Professor of Italian (1982- ) on the Dante Antolini Chair  
A.B., Harvard College; M.A., Ph.D., Indiana University

\* **Roger Akeley**, Adjunct Instructor of Urban Studies (January-June 1986- )  
B.A., St. Olaf College; M.S., University of Tennessee

**Michael Alton**, Instructor of Physical Education (2000- )  
B.S., Temple University; M.E., Wichita State University

**Betsy H. Amaru**, Professor of Religion (1981-82, 1983- )  
B.A., Barnard College; M.A., Brandeis University; M.A.T., Harvard University; Ph.D.,  
University of Massachusetts, Amherst

**Mark C. Amodio**, Professor of English (1988- )  
A.B., Ph.D., University of California, Berkeley

\* **Ellen Anderson**, Visiting Instructor of German Studies (2000- )  
B.A., University of Michigan; M.A., Stanford University

**Janet K. Andrews**, Associate Professor of Psychology (1979- )  
A.B., Bard College; A.M., Ph.D., University of Pennsylvania

**Mark W. Andrews**, Associate Professor of French (1981- )  
B.A., University of Bristol; M.A., Ph.D., Michigan State University

**Peter Antelyes**, Associate Professor of English (1984- )  
B.A., Sarah Lawrence College; M.A., Ph.D., Columbia University

**Roberta Antognini**, Assistant Professor of Italian (1999- )  
Universita Cattolica, Milano Italy; Ph.D., New York University

**Elisabeth C. Arlyck**, Professor of French (1971- ) on the Pittsburgh Endowment Chair  
Licence ès Lettres Classiques, Diplôme d'Études Supérieures, Sorbonne; Agrégation de  
Lettres Classiques, Doctorat de Troisième Cycle, Université de Paris VIII

**Michael Aronna**, Associate Professor of Hispanic Studies (1995- )  
B.A., M.A., State University of New York, Stony Brook; Ph.D., University of Pittsburgh

**Pinar Batur**, Associate Professor of Sociology (1992- )  
B.A., University of Missouri, Kansas City; M.A., Ph.D., University of Texas, Austin

**Noel Jay Bean**, Professor of Psychology (1979- )  
B.A., San Diego State University; M.A., Ph.D., Bowling Green State University

**Marianne H. Begemann**, Associate Professor of Chemistry (1985- )  
A.B., Vassar College; Ph.D., University of California, Berkeley

**Stuart L. Belli**, Associate Professor of Chemistry (December 1986- )  
B.S., University of California, Riverside; Ph.D., University of California, Santa Barbara

**Frank Bergon**, Professor of English (1972- )  
B.A., Boston College; Ph.D., Harvard University

\* **Lee Bernstein**, Adjunct Assistant Professor of American Culture (2002- )  
B.A., Hobart and William Smith Colleges; M.A., Boston College; Ph.D., University of  
Minnesota

\* **Anne Bertrand-Dewsnap**, Adjunct Assistant Professor of Art (2001- )  
B.A., Smith College; M.A., Ph.D., University of Pittsburgh

**Sharon R. Beverly**, Lecturer of Physical Education and Dance (2002- )  
B.A., M.S., Queens College

**Joyce Bickerstaff**, Associate Professor of Education and Africana Studies (1971- )  
B.A., Kent State University; M.Ed., Ph.D., University of Illinois

**David Birn**, Assistant Professor of Drama and Film (1999- )  
B.A., Whitman College; M.F.A., Yale School of Drama

**Nancy Bisaha**, Assistant Professor of History, (1998- )  
B.A., Rutgers University; Ph.D., Cornell University

\* **Carol Bishkoff**, Visiting Lecturer of Music (1999- )  
B.A., M.A., Virginia Commonwealth University

**Christopher Bjork**, Assistant Professor of Education (2002- )  
B.A., M.A., Wesleyan University; Ph.D., Stanford University

**Rodica Diaconescu Blumenfeld**, Associate Professor of Italian (1991- )  
State Diploma, Cuza University, Rumania; M.A., M.Phil., Ph.D., Columbia University

**Richard J. Born**, Professor of Political Science (1976- )  
B.S., Massachusetts Institute of Technology; M.A., Ph.D., Stanford University

\* Part time.

- Giovanna Borradori**, Associate Professor of Philosophy (August 1991-June 1993, January 1995- )  
Diplôme d'Études Approfondies, Université de Paris VIII, Vincennes à Saint Denis; Laurea and Doctorate in Philosophy, Università degli Studi di Milano
- \* **Richard Bosman**, Adjunct Assistant Professor of Art (1995- )  
Graduate of The Byam Shaw School of Painting and Drawing, London; The New York Studio School; Skowhegan School of Painting and Sculpture
- Lisa Brawley**, Visiting Assistant Professor of Urban Studies and Women's Studies (2000- )  
B.A., Davidson College; M.A., New York University; Ph.D., University of Chicago
- Robert K. Brigham**, Professor of History (1994- ) on the Shirley Ecker Boskey Chair of International Relations  
B.A., State University of New York, Brockport; M.A., University of Rhode Island; Ph.D., University of Kentucky
- \* **Isolde Brielmaier**, Adjunct Assistant Professor of Art (2003- )  
B.A., Ph.D., Columbia University
- Susan Hawk Brisman**, Associate Professor of English (1973- )  
A.B., Vassar College; M.A., Ph.D., Yale University
- Gwen J. Broude**, Professor of Psychology (1976- )  
A.B., Hunter College; A.M., Ph.D., Harvard University
- Anthony Brown**, Assistant Director of Sports Information and Lecturer of Physical Education and Dance (1995- )  
B.A., Arizona State University; M.S., George Mason University
- Robert D. Brown**, Professor of Classics (1983- ) on the Sarah Miles Raynor Chair  
B.A., Corpus Christi College, Oxford University; M.A., D.Phil., Oxford University
- Steven Buonfiglio**, Assistant Athletic Director and Lecturer of Physical Education, (1998- )  
B.S.E., State University of New York at Cortland; M.S., University of Illinois
- Juan R. Burciaga**, Visiting Assistant Professor of Physics and Astronomy (2003- )  
B.S., M.A., University of Texas; Ph.D., Texas A&M University
- Andrew Bush**, Professor of Hispanic Studies (1983- )  
A.B., Brown University; M.Phil., Ph.D., Yale University
- Kathy Ann Campbell**, Professor of Physical Education (1978- )  
B.S., M.S., University of Wisconsin at La Crosse
- Linda Cantor**, Visiting Instructor of Education (1997- )  
B.A., M.A., City University of New York at Brooklyn College
- Herman Cappelen**, Associate Professor of Philosophy (1996- )  
Cand.Mag., University of Oslo/Bergen; B.A., Oxford University; Ph.D., University of California at Berkeley
- \* **Ronald Carbone**, Adjunct Lecturer of Music (2000- )  
B.M., Florida State University; M.M., Yale University
- \* **Julie Levin Caro**, Adjunct Instructor of Art (August-December, 2003- )  
B.A. Duke University; M.A., University of Texas at Austin
- Light Carruyo**, Visiting Assistant Professor of Sociology (2002- )  
B.A., Oberlin College; M.A., Ph.D., University of California, Santa Barbara
- \* **Kristin Sanchez Carter**, Adjunct Assistant Professor of English (2003- )  
A.B., Stanford University; M.A., Ph.D., University of California, Los Angeles
- \* **Frank Cassara**, Adjunct Instructor in Music (2000- )  
B.M., M.M., Manhattan School of Music
- Patricia-Pia Célérier**, Associate Professor of French (1984- )  
Diplôme d'études Universitaires Générales; Licenceès lettres; Maîtriseès lettres; Diplôme d'Études Approfondies, Doctorat ès Lettres, Sorbonne-Paris IV
- Mario Cesareo**, Associate Professor of Hispanic Studies (1994- )  
B.A., University of California, Irvine; M.A., Ph.D., University of Minnesota
- James F. Challey**, Lecturer of Physics and Science, Technology, and Society (1973- )  
B.A., University of North Dakota; M.A., Princeton University
- \* **Arthur D. Champlin, III**, Lecturer of Music (1979- )  
A.B., Bard College
- Alexandra Chan**, Visiting Instructor of Anthropology (2001- )  
A.B., Vassar College
- Heesok Chang**, Associate Professor of English (1992- )  
B.A., University of British Columbia; M.A., Ph.D., Stanford University

\*Part time.



- Peter M. Charlap**, Associate Professor of Art (1979- )  
B.F.A., University of Pennsylvania; M.F.A., Yale School of Art
- Sumita Choudhury**, Assistant Professor of History (1997- )  
B.A., Haverford College; M.A., University of North Carolina; Ph.D., Northwestern University
- Carol A. Christensen**, Professor of Psychology (1973- )  
B.S., Montana State University; Ph.D., Stanford University
- Frederick R. Chromey**, Professor of Astronomy (1981- ) on the Matthew Vassar, Jr. Chair  
B.S., St. Joseph's College; Ph.D., Harvard University
- Jennifer Church**, Professor of Philosophy (1982- )  
B.A., Macalester College; M.A., Ph.D., University of Michigan
- Mark S. Cladis**, Professor of Religion (1990- )  
B.A., University of California, Santa Barbara; M.A., Ph.D., Princeton University
- John Mark Cleaveland**, Assistant Professor of Psychology (2003- )  
B.A., Brown University; Ph.D., Duke University
- Gabrielle H. Cody**, Associate Professor of Drama and Film (1992- )  
B.A., Mount Holyoke College; M.F.A., University of Minnesota; M.F.A., D.F.A., Yale University
- Colleen Ballerino Cohen**, Professor of Anthropology and Women's Studies (1978-79, 1981- )  
B.A., Empire State College; M.A., Ph.D., State University of New York, Albany
- Miriam J. Cohen**, Professor of History (1977- ) on the Evelyn Clark Chair  
A.B., University of Rochester; M.A., Ph.D., University of Michigan
- Lisa Collins**, Assistant Professor of Art, (1998- ) on the Class of 1951 Chair  
B.A., Dartmouth College; Ph.D., University of Minnesota
- Anne P. Constantinople**, Professor of Psychology (1967- ) on the Randolph Distinguished Professor Chair  
B.A., Smith College; Ph.D., University of Rochester
- Randolph R. Cornelius**, Professor of Psychology (January 1982- )  
B.A., University of Florida; M.S., Ph.D., University of Massachusetts
- \* **Dean Crawford**, Adjunct Associate Professor of English (1988- )  
B.A., University of North Carolina, Chapel Hill; M.A., Stanford University
- Todd William Crow**, Professor of Music (1969- )  
B.A., University of California at Santa Barbara; M.S., Juilliard School
- Mary Ann Cunningham**, Assistant Professor of Geology and Geography (2001- )  
B.A., Carleton College; M.A., University of Oregon; Ph.D., University of Minnesota
- Jeffrey Cynx**, Associate Professor of Psychology (1993- )  
B.A., St. John's College; M.A., Ph.D., Johns Hopkins University
- \* **Mary Ellen Czesak**, Adjunct Assistant Professor of Biology (January 2002-June 2002- )  
B.S., M.S., Rutgers University; Ph.D., University of Kentucky
- Roman Czula**, Professor of Physical Education (1975- )  
B.A., M.A., Queens College
- Eve D'Ambra**, Professor of Art (1990- )  
B.A., University of Arizona; M.A., University of California, Los Angeles; Ph.D., Yale University
- Kam D. Dahlquist**, Assistant Professor of Biology (2003- )  
B.A., Pomona College; Ph.D., University of California, Santa Cruz
- Cynthia Damer**, Assistant Professor of Biology (1999- )  
B.A., Oberlin College; Ph.D., University of Virginia
- Beth Darlington**, Professor of English (1967- )  
B.A., University of Wisconsin; M.A., Ph.D., Cornell University
- Andrew Davison**, Associate Professor of Political Science (1996- )  
B.A., Lafayette College; M.A., University of Delaware; Ph.D., University of Minnesota
- Nicholas A. de Leeuw**, Visiting Assistant Professor of Psychology (1995- )  
A.B., Vassar College; Ph.D., University of Pittsburgh
- Robert DeMaria**, Professor of English (1975- ) on the Henry Noble MacCracken Chair  
B.A., Amherst College; Ph.D., Rutgers University
- \* **Darlene Deporto**, Adjunct Instructor of Sociology (January-June 1997- )  
A.B., Vassar College; M.A., State University of New York, New Paltz
- Allison R. Deratzian**, Visiting Assistant Professor of Geology and Geography (2003- )  
B.S., Lafayette College; Ph.D., University of Pennsylvania

\* Part time.

- Tiffany Doan**, Visiting Assistant Professor of Biology, (2002- )  
B.S., University of Miami; Ph.D., University of Texas
- Hironi Tsuchiya Dollase**, Assistant Professor of Asian Studies (2003- )  
B.A., M.A., Baika Women's College; M.A., Illinois State University; Ph.D., Purdue University
- \***Margaretta Downey**, Adjunct Instructor in American Culture, (January-May 1999- )  
B.A., Smith College
- Wenwei Du**, Associate Professor of Asian Studies (1994- )  
B.A., Fudan University, Shanghai, China; M.A., Ph.D., Washington University
- Leslie C. Dunn**, Associate Professor of English (1985- )  
B.A., Yale University; M.A., Ph.D., University of Cambridge
- Michael Dutton**, Lecturer in Physical Education and Assistant Director of Athletics (1995- )  
B.S., University of New Hampshire; M.S., University of Massachusetts
- Eric Eberhardt**, Assistant Professor of Chemistry (1997- )  
B.S., St. Lawrence University; Ph.D., University of Wisconsin
- Rebecca B. Edwards**, Associate Professor of History (1995- )  
B.A., College of William and Mary; M.A., Ph.D., University of Virginia
- \***Tracy Ehrlich**, Adjunct Assistant Professor of Art (1996-97, 2003- )  
B.A., Princeton University; M.A., Ph.D., Columbia University
- Thomas Ellman**, Assistant Professor of Computer Science (1998- )  
B.A., Wesleyan University; M.S., M. Phil., Ph.D., Columbia University
- Debra M. Elmegreen**, Professor of Astronomy (January-June 1985, 1986, 1988- ) on the Maria Mitchell Chair  
A.B., Princeton University; A.M., Ph.D., Harvard University
- Marc Epstein**, Associate Professor of Religion and Jewish Studies (1992- )  
B.A., Oberlin College; M.Phil., M.A., Ph.D., Yale University
- Cristina Fangmann**, Visiting Instructor of Hispanic Studies (2003- )  
Licenciatura in Letras, Universidad of Buenos Aires; MPhil., New York University
- Clement Fatovic**, Visiting Assistant Professor of Political Science (2003- )  
B.A., Rutgers University; M.A., Ph.D., Cornell University
- Paul Fenouillet**, Visiting Instructor of French (August-December 1993, August-December 1994, 1995-96, 1998- )  
Baccalaureat, Lycee de Marmande, France; D.E.U.G. es Lettres et Arts, Licence es Lettres, Maitrise (M.A.), Universite de Bourdeau 111, France
- Frances D. Fergusson**, Professor of Art (1986- ) and President  
B.A., Wellesley College; M.A., Ph.D., Harvard University
- John A. Feroe**, Professor of Mathematics (1974- )  
B.A., St. Olaf College; M.A., Ph.D., University of California, San Diego
- Claudia Fezzardi**, Visiting Instructor of Hispanic Studies (2003- )  
B.A., Università degli Studi of Milan, Italy; M.A., Pennsylvania State University
- Judy A. Finerghy**, Assistant Professor in Physical Education (1993- )  
B.S., Guilford College
- Nikolai Firtich**, Visiting Assistant Professor of Russian Studies (2000- )  
M.Phil., Ph.D., Yale University
- Harvey Keyes Flad**, Professor of Geography (1972- )  
B.A., University of Colorado; M.A., Ph.D., Syracuse University
- Maria Floro**, Visiting Associate Professor of Economics (2003- )  
B.S., University of the Philippines; M.A., Monash University; Ph.D., Stanford University
- Sean Masaki Flynn**, Assistant Professor of Economics (2002- )  
B.A., M.A., University of Southern California; M.S., Ph.D., University of California, Berkeley
- Donald W. Foster**, Professor of English (1986- ) on the Jean Webster Chair  
B.A., Wheaton College, Wheaton, Illinois; M.A., Ph.D., University of California, Santa Barbara
- Natalie Frank**, Assistant Professor of Mathematics (2001- )  
B.S., Tulane University; Ph.D., University of North Carolina
- Rachel Friedman**, Assistant Professor of Classics (1997- )  
B.A., Barnard College; M.A., M.Phil., Ph.D., Columbia University

\*Part time.

- Robert D. Fritz**, Professor of Biology (1983- ) on the Althea Ward Clark Chair  
A.B., Hartwick College; M.S., State University of New York College of Environmental Science and Forestry, Syracuse; Ph.D., University of Maryland, College Park
- \* **Merelley M. Gallagher**, Lecturer of Music and the College Organist (1969-70, 1972- )  
A.B., Smith College; M.A., University of Minnesota
- \* **Carmen M. Garcia**, Adjunct Instructor of Education (2003- )  
B.A., M.A., State University of New York, Buffalo; M.A., New York University
- \* **Luis Garcia-Renart**, Lecturer of Music (1966- )  
Certificates: The Music School of the National University of Mexico; The National Conservatory of Music in Mexico; Conservatory of Bern; Basel Conservatory; Moscow Conservatory
- Jennifer L. Gauthier**, Visiting Assistant Professor of Drama and Film (2002- )  
A.B., Vassar College; M.A., Wesleyan University; Ph.D., George Mason University
- Mansouria Geist**, Visiting Instructor of French (2000- )  
B.A., University of Paris-Sorbonne; M.A. Institut d'Etudes Politiques de Paris, M.A., New York University
- Priscilla Gilman**, Assistant Professor of English (2002- )  
B.A., Ph.D., Yale University
- Eugenio L. Giusti**, Associate Professor of Italian (1992- )  
Diploma, Scuola Magistrale Statale, Lucca, Italy; Dottore in Filosofia, University of Florence, Italy; Ph.D., New York University
- Brian J. Godfrey**, Professor of Geography (1985- )  
B.A., Pomona College; M.A., Ph.D., University of California, Berkeley
- Judith L. Goldstein**, Professor of Anthropology (1976- )  
B.A., University of Chicago; M.A., Ph.D., Princeton University
- Christopher Grabowski**, Associate Professor of Drama and Film (1994- )  
B.A., University of California at Santa Cruz; M.F.A., Yale School of Drama
- Wendy Graham**, Associate Professor of English (January 1988- )  
B.A., University of California, Berkeley; M.A., M.Phil., Ph.D., Columbia University
- Janet Gray**, Professor of Psychology (January 1983- ), Visiting Assistant Professor of Biology (January-May 1982)  
B.A., Simmons College; M.S., Ph.D., University of Massachusetts
- Eamon Grennan**, Professor of English (1974- ) on the Dexter M. Ferry, Jr. Chair  
B.A., M.A., University College, Dublin; A.M., Ph.D., Harvard University
- Mihai Grünfeld**, Associate Professor of Hispanic Studies (1987- )  
B.A., University of Toronto; M.A., University of Michigan, Ann Arbor; Ph.D., University of California, Berkeley
- \* **Larry L. Guy**, Lecturer of Music (1994- )  
B.M., Oberlin College; M.M., Catholic University
- \* **Doris Wexler Haas**, Adjunct Instructor of Mathematics (August-December 1992, August-December 1994- ) Adjunct Lecturer Education (January-June 1998)  
B.S., State University of New York, Albany; M.A., Adelphi University
- \* **Betty Jean Hagen**, Lecturer of Music (1988- )  
Diploma, Royal Conservatory, Toronto
- Christina N. Hammond**, Lecturer of Chemistry and Coordinator of Laboratory Instruction (1961-67, 1968-70, 1971- )  
B.S., State University of New York at Albany; M.S., Vassar College
- \* **Michael Hanagan**, Adjunct Associate Professor of History (2003- )  
B.A., University of Illinois; M.A., Ph.D., University of Michigan
- Diane Harriford**, Associate Professor of Sociology (January 1988- )  
B.A., Oberlin College; M.A., Ph.D., State University of New York, Stony Brook
- Luke C. Harris**, Associate Professor of Political Science (1990- )  
B.A., Saint Joseph's University; J.D., LL.M., Yale Law School; Ph.D., Princeton University
- Kathleen Hart**, Associate Professor of French (1993- )  
B.A., University of Florida; M.A., University of California, Irvine; Ph.D., University of Pennsylvania
- Tomo Hattori**, Assistant Professor in English (1999- )  
B.A., University of Toronto; M.A., Ph.D., McMaster University
- Karen Hatwell**, Visiting Assistant Professor of Chemistry (2003- )  
B.S., Mary Washington College; M.S., Ph.D., University of Massachusetts

- Leah Haus**, Professor in Political Science (1996- )  
B.A., Sussex University; Ph.D., Brandeis University
- Simon Hawkins**, Visiting Assistant Professor of Anthropology (2003- )  
B.A., Swarthmore College; M.A., George Washington University; M.A., Ph.D., University of Chicago
- Richard B. Hemmes**, Associate Professor of Biology (1972- )  
A.B., Antioch College; Ph.D., Duke University
- Lawrence A. Herbst**, Associate Professor of Economics (1970- )  
A.B., Dartmouth College; A.M., Ph.D., University of Pennsylvania
- Susan Hiner**, Assistant Professor of French, (1998- )  
B.A., University of Virginia; M.A., M. Phil., Ph.D., Columbia University
- Katherine Hite**, Assistant Professor of Political Science (1997- )  
B.A., Duke University; M.I.A., Ph.D., Columbia University
- Maria Höhn**, Associate Professor of History (1996- )  
B.A., Millersville State University; Ph.D. University of Pennsylvania
- Kevin Holloway**, Assistant Professor of Psychology (1999- )  
B.A., Franklin and Marshall College; M.A., Ph.D., University of Texas at Austin
- \* **Karen Holvik**, Lecturer of Music (1995- )  
B.A., Kalamazoo College; M.M., Performer's Certificate in Opera, Eastman School of Music
- Christine Howlett**, Visiting Instructor of Music (2003- )  
B.A., University of Toronto; M.A., Indiana University
- William Hoynes**, Professor of Sociology (1992- )  
B.A., Tufts University; M.A., Ph.D., Boston College
- Peter Huenink**, Associate Professor of Art (1975- )  
A.B., Princeton University; A.M., Ph.D., Harvard University
- Holly K. Hummel**, Lecturer and Costume Designer/Costumer of Drama and Film (1981- )  
B.A., State University of New York, Buffalo; M.A., Montclair State College
- Luke Hunsberger**, Assistant Professor of Computer Science (2000- )  
B.A., M.A., University of Oregon; Ph.D., Harvard University
- Nancy M. Ide**, Professor of Computer Science (1982- )  
B.S., B.A., M.A., Ph.D., Pennsylvania State University
- Ann Imbrie**, Professor of English (1979- ) on the Mary Augusta Scott Chair  
B.A., Smith College; M.A., Ph.D., University of North Carolina
- E. H. Jarow**, Assistant Professor of Religion (1990-91, 1994- )  
B.A., M.A., M.Phil., Ph.D., Columbia University
- Geoffrey A. Jehle**, Professor of Economics (1981- )  
B.A., Kalamazoo College; M.A., Ph.D., Princeton University
- David K. Jemiolo**, Associate Professor of Biology (1986- )  
B.S., University of Lowell, Massachusetts; Ph.D., University of Virginia
- Andrew M. Jennings**, Professor of Physical Education (1981- ) and Director of Athletics (1990- )  
B.Ed., Exeter University; M.A., College of William and Mary; Ph.D., University of Maryland
- Jin Jiang**, Assistant Professor of History, (1998- )  
B.A., M.A., East China Normal University; Ph.D., Stanford University
- Colton Johnson**, Professor of English (1965- ) and Dean of the College (1991- )  
B.A., M.A., Ph.D., Northwestern University
- Lucy Lewis Johnson**, Professor of Anthropology (1973- )  
B.S., Ph.D., Columbia University
- Paul A. Johnson**, Professor of Economics (1995- )  
B.Econ., University of Queensland; Ph.D., Stanford University
- Shirley B. Johnson**, Associate Professor of Economics (1967- )  
A.B., Radcliffe College; M.A., University of Edinburgh; Ph.D., Columbia University
- Heather Johnston**, Assistant Professor of Mathematics (2000- )  
S.B., Massachusetts Institute of Technology; S.M., Ph.D., University of Chicago
- \* **Hetty Joyce**, Adjunct Assistant Professor of Art, (January 2004- )  
B.A., Reed College; M.A., University of California at Berkeley; Ph.D., Harvard University
- Michael Joyce**, Professor of English, (1992- )  
B.A., Canisius College; M.F.A., University of Iowa Writers Workshop

- Jesse G. Kalin**, Professor of Philosophy (1971- ) on the Andrew W. Mellon Chair  
B.A., Stanford University; Ph.D., University of California, Berkeley
- Jean Kane**, Assistant Professor of English (1997- )  
B.A., Indiana University; M.A., Stanford University; Ph.D., University of Virginia
- T. Paul Kane**, Professor of English (1990- )  
B.A., Yale University; M.A., University of Melbourne; M.A., M.Phil., Ph.D., Yale University
- Martha Kaplan**, Professor of Anthropology (1990- )  
B.A., Bryn Mawr College; M.A., Ph.D., University of Chicago
- Sarjit Kaur**, Associate Professor of Chemistry (August-December 1994, 1995- )  
B.S., Fairleigh Dickinson University; M.S., Vassar College; Ph.D., Rensselaer Polytechnic Institute
- David A. Kennett**, Professor of Economics (1976- )  
B.A., Sussex University; M.Phil., Ph.D., Columbia University
- Patricia A. Kenworthy**, Professor of Hispanic Studies (1976- )  
B.A., Duke University; M.A., Ph.D., University of Arizona
- Cynthia B. Kerr**, Professor of French (1976- )  
A.B., Vassar College; M.A., Ph.D., Stanford University
- \* **Elias Khalil**, Adjunct Assistant Professor of Economics (2000- )  
B.A., Ohio State University; Ph.D., New School for Social Research
- Christopher W. Kilby**, Associate Professor of Economics (1993- )  
A.B., Harvard University; Ph.D., Stanford University
- \* **Howard Kilik**, Adjunct Lecturer of Dance (1996- )  
B.M., M.M., Julliard School
- Mina Kim**, Assistant Professor of Psychology (2001- )  
B.S., University of Washington; M.A., Ph.D., University of California, Riverside
- M. Rachel Kitzinger**, Professor of Classics (January 1982- ) on the Matthew Vassar, Jr. Chair  
B.A., Swarthmore College; Ph.D., Stanford University
- Günter F. Klabes**, Associate Professor of German Studies (1974- )  
M.A., Duke University; Ph.D., University of North Carolina
- Alexis Klimoff**, Professor of Russian Studies (1971- ) on the Louise Boyd Lichtenstein Dale Chair  
B.A., M.A., Michigan State University; Ph.D., Yale University
- Timothy Koehlin**, Visiting Associate Professor of Economics (2001- )  
B.A., Ph.D., University of Massachusetts
- Sarah R. Kozloff**, Professor of Film (January 1988- )  
B.A., Dartmouth College; Ph.D., Stanford University
- \* **Penelope Kreitzer-Rittenberg**, Adjunct Instructor of Drama and Film (2002- )  
B.A., University of Cape Town; M.A., San Francisco State University
- Susan Donahue Kuretsky**, Professor of Art (1975- ) on the Sarah G. Blanding Chair  
A.B., Vassar College; A.M., Ph.D., Harvard University
- Hartley Lachter**, Visiting Instructor of Religion (2000- )  
B.A., M.A., McGill University
- Daniel G. Lawrence**, Lecturer of Physics and Coordinator of Laboratory Instruction (1990- )  
B.S., M.S., University of Maine, Orono
- Kiese Laymon**, Visiting Assistant Professor of English (2001- )  
B.A., Oberlin College; M.F.A. Indiana University
- Margaret Leeming**, Visiting Instructor of Religion (2001- )  
B.A., University of Connecticut; M.A., University of California
- Joy Lei**, Assistant Professor of Education (1999- )  
B.A., University of California at Santa Barbara; M.S., Ph.D., University of Wisconsin-Madison
- Eileen B. Leonard**, Professor of Sociology (1975- )  
B.A., Emmanuel College; M.A., Ph.D., Fordham University
- \* **Peter Leonard**, Lecturer of Urban Studies (1985- ) and Director of Field Work (1995- )  
B.A., St. Francis College; M.A., Queens College; Ph.D., Graduate Center, City University of New York
- Kathryn Shanks Libin**, Assistant Professor of Music (1989-91; 1992- )  
B.M., Oberlin Conservatory; M.A., Ph.D., New York University

\*Part time.

- Lynn R. LiDonnici**, Associate Professor of Religion (1994- )  
B.A., Hunter College, City University of New York; M.A., Ph.D., University of Pennsylvania
- Tiffany Lightbourn**, Assistant Professor of Psychology (2000- )  
B.A., Beloit College; M.A., Ph.D., University of Michigan
- \* **Nancy Willard Lindbloom**, Lecturer in Education and English (1965- )  
B.A., University of Michigan; M.A., Stanford University; Ph.D., University of Michigan
- \* **Judy Linn**, Adjunct Instructor of Art, (January-May 1999- )  
B.F.A., Pratt Institute
- Haoming Liu**, Assistant Professor of Asian Studies, (2003- )  
B.A., Peking University; M.A., Ph.D., Yale University
- Kenneth R. Livingston**, Professor of Psychology (1977- )  
A.B., M.A., Ph.D., Harvard University
- Annea F. Lockwood**, Professor of Music (1982- )  
B.Mus., Canterbury University, New Zealand; L.R.A.M., A.R.C.M. Diplomas, Royal College of Music
- James Lombardi**, Assistant Professor in Physics, (1998- )  
B.A., Princeton University; M.S., Ph.D., Cornell University
- Jacqueline Long**, Blegen Research Fellow, (2003- )  
A.B., Princeton University; M.A., M. Phil., Ph.D., Columbia University
- \* **Joanne T. Long**, Adjunct Assistant Professor of English (1978-80, 1981-82, 1984-92, 1993- )  
B.A., Adelphi University; M.A., Ph.D., Rutgers University
- \* **John H. Long, Jr.**, Associate Professor of Biology (1991- )  
B.A., College of the Atlantic; Ph.D., Duke University
- Timothy Longman**, Associate Professor of Political Science and Africana Studies (1996- )  
B.A., Phillips University; M.A., Ph.D., University of Wisconsin, Madison
- John B. Lott**, Assistant Professor of Classics (1997- )  
B.A., Washington University in St. Louis; Ph.D. University of Pennsylvania
- Benjamin A. Lotto**, Associate Professor of Mathematics (1993- )  
B.S., Yale University; Ph.D., University of California, Berkeley
- Richard J. Lowry**, Professor of Psychology (1965- ) on the Jacob P. Giraud, Jr. Chair  
B.A., Southern Methodist University; Ph.D., Brandeis University
- Karen Lucic**, Professor of Art (1986- )  
B.A., University of California, Berkeley; M.A., M.Phil., Ph.D., Yale University
- Brian Lukacher**, Associate Professor of Art (1986- )  
B.A., New College; M.A., Williams College; Ph.D., University of Delaware
- William E. Lunt**, Associate Professor of Economics (1974-76, 1977- )  
B.A., University of New Hampshire; Ph.D., Stanford University
- Jennifer Ma**, Assistant Professor of Psychology (2002- )  
B.A., Stanford University; M.A., Ph.D., University of Colorado
- Lawrence H. Mamiya**, Professor of Religion and Africana Studies (1975- ) on the Mattie M. Paschall Davis and Norman H. Davis Chair  
B.A., University of Hawaii; M.Div., Union Theological Seminary; M.Phil., Ph.D., Columbia University
- Brian R. Mann**, Associate Professor of Music (1982-83, 1987- )  
B.Mus., University of Edinburgh; M.A., Ph.D., University of California, Berkeley
- Alan Marco**, Assistant Professor of Economics (2000- )  
B.A., Skidmore College; Ph.D., University of California, Berkeley
- Marsha Mark**, Visiting Associate Professor of English (2001- )  
B.A., M.A., Northwestern University
- Miranda J. Martinez**, Assistant Professor of Sociology (2002- )  
B.A., Clark University; M.A., Ph.D., New York University
- Mia Mask**, Assistant Professor of Drama and Film (2000- )  
B.A., Tufts University; M.A., Ph.D., New York University
- \* **Yuko Matsubara**, Adjunct Instructor of Asian Studies (2000- )  
B.A., University of Reitaku; B.A., University of Stirling
- Brian McAdoo**, Assistant Professor of Geology (January 1997- ) on the Mary Clark Rockefeller Chair  
B.S., Duke University; Dip. Sci., University of Otago; Ph.D., University of California at Santa Cruz

\*Part time.

- Robert E. McAulay**, Associate Professor of Sociology (1978- )  
B.A., M.A., University of New Mexico; Ph.D., Washington University
- Michael McCarthy**, Professor of Philosophy (1968- ) on the Frederick Weyerhaeuser Chair  
A.B., Notre Dame; M.A., Ph.D., Yale University
- John H. McCleary**, Professor of Mathematics (1979- )  
B.A., LaSalle College; M.A., Ph.D., Temple University
- \* **Dana McCurdy**, Lecturer of Music (1991- )  
B.A., Columbia University
- \* **Thomas McGlinchey**, Adjunct Instructor of American Culture (August-December 1999- )  
B.A., Canisius College; M.A., Harvard University
- Alison McMahan**, Mellon Postdoctoral of English (January, 2002-2004)  
B.F.A., The Catholic University of America; M.F.A., New York University; Ph.D., Union Institute
- Ann Mehaffey**, Lecturer of Biology and Coordinator of Laboratory Instruction (1982- ),  
Visiting Instructor (August-December 1978, 1980)  
B.A., Oberlin College; M.S., University of Pennsylvania; M.B.A., Union College
- Leathem Mehaffey III**, Associate Professor of Biology (1973- )  
A.B., Columbia University; M.S., Fordham University; Ph.D., Ohio State University
- Jamie Meltzer**, Visiting Assistant Professor of Film (2003- )  
B.A., Vassar College; M.F.A., San Francisco State University
- Kirsten Menking**, Assistant Professor of Geology (1997- ) on the Mary Clark Rockefeller Chair  
A.B., Occidental College; Ph.D., University of California at Santa Cruz
- \* **Gissel Mentore**, Adjunct Assistant Professor of Chemistry (1998- )  
B.A., Polytechnic University; Ph.D., Rensselaer Polytechnic Institute
- James Merrell**, Professor of History (1984- ) on the Lucy Maynard Salmon Chair  
B.A., Lawrence University; B.A., Oxford University; M.A., Ph.D., Johns Hopkins University
- \* **James Metzner**, Adjunct Instructor of American Culture (January-June 2003- )  
B.A., University of Massachusetts
- Mitchell H. Miller, Jr.**, Professor of Philosophy (1972- )  
B.A., Stanford University; M.A., Ph.D., State University of New York at Buffalo
- William A. Miller**, Lecturer of Drama and Film, and Scenic and Lighting Designer (1981- )  
B.A., Emerson College; M.A., University of Maryland
- Drew Minter**, Visiting Assistant Professor of Music (1999- )  
B.S., Indiana University
- Marque L. Miringoff**, Professor of Sociology (January 1976- )  
B.A., State University of New York at Albany; M.A., Rutgers University; Ph.D., University of Chicago
- Seungsook Moon**, Assistant Professor of Sociology (1995- )  
B.A., Yonsei University, Seoul; M.A., Northeastern University; Ph.D., Brandeis University
- Deborah D. Moore**, Professor of Religion (1976- ) on the William R. Kenan, Jr. Chair  
B.A., Brandeis University; M.A., Ph.D., Columbia University
- \* **MacDonald Moore**, Adjunct Assistant Professor of Urban and Jewish Studies  
B.A., Brandeis University; Ph.D., New York University
- Jannay Morrow**, Associate Professor of Psychology (1991- )  
B.A., University of California, Berkeley; Ph.D., Stanford University
- Paul Mosley**, Visiting Instructor of Dance (2000- )  
B.S., Washington University; M.A., University of Washington
- James Mundy**, Lecturer of Art and Anne Hendricks Bass Director of the Frances Lehman Loeb Art Center (1991- )  
A.B., Vassar College; M.F.A., Ph.D., Princeton University
- Himadeep Muppidi**, Assistant Professor of Political Science (2000- )  
B.A., Nizarn College, Osmania University (India); M.A., M.Phil., Jawaharal Nehru University (India); Ph.D., University of Minnesota
- Lydia Murdoch**, Assistant Professor of History (2000- )  
B.A., Vassar College; M.A., Ph.D., Indiana University

- Michael Murray**, Professor of Philosophy (1970- ) on the James Monroe Taylor Chair  
B.A., University of Notre Dame; M.A., University of Texas; Ph.D., Yale University
- Jacqueline Musacchio**, Assistant Professor of Art (2000- )  
B.A., Wellesley College; M.A., Ph.D., Princeton University
- Eric Myers**, Assistant Professor of Physics and Astronomy (1993-95; 2002- )  
B.A., Pomona College, M.Phil., Ph.D., Yale University
- Leonard Nalencz**, Adjunct Instructor of English (2003- )  
A.B., Princeton University
- Uma Narayan**, Associate Professor of Philosophy (1990- )  
B.A., Bombay University; M.A., Poona University; Ph.D., Rutgers University
- \* **Eduardo Navega**, Visiting Instructor of Music (1999- )  
B.Mus., State University of Campinas-Brazil; M.Mus., University of Sheffield
- David Nellis**, Lecturer of Chemistry (2000- )  
B.S., State University of New York at Cortland; M.S., State University of New York-Stony Brook
- Molly Nesbit**, Professor of Art (1993- )  
A.B., Vassar College; M.A., M.Phil., Ph.D., Yale University
- Leonard Nevarez**, Assistant Professor of Sociology (1999- )  
B.A., University of California at Los Angeles; M.A., Ph.D., University of California at Santa Barbara
- Joseph Nevins**, Assistant Professor of Geography (2003- )  
B.A., Middlebury College; M.A., Ph.D., University of California, Los Angeles
- \* **Laura Newman**, Adjunct Assistant Professor of Art (2001- )  
B.F.A., Cooper Union School of Art; M.F.A., American Academy in Rome
- \* **Judith Nichols**, Visiting Associate Professor of English (1990- )  
B.A., Earlham College; M.F.A., Pennsylvania State University
- \* **Maria Assunta Nicoletti**, Visiting Assistant Professor of Italian (January 2002- )  
Laurea Università di Bologna; Specializzazione in Educational Psychology, Università di Torino; M.S.P.H. University of Missouri.
- E. Pinina Norrod**, Professor of Biology (1983- )  
A.B., University of Texas, Austin; M.S., University of Houston; Ph.D., Baylor College of Medicine
- Leslie Scott Offutt**, Associate Professor of History (1983- )  
B.A., M.A., University of California, Riverside; Ph.D., University of California, Los Angeles
- Barbara A. Olsen**, Visiting Instructor of Classics (2002- )  
B.A., Cornell University
- Catherine O'Reilly**, Visiting Assistant Professor of Environmental Science (2002- )  
B.A., Carleton College; Ph.D., University of Arizona
- \* **James Osborn**, Lecturer of Music (1986- )  
B.A., State University of New York, Albany; M.M. State University of New York, Stonybrook
- \* **Robert Osborne**, Lecturer of Music (1997- )  
B.A., Wesleyan University; M.A., M.M., Ph.D., Yale University
- Barbara Joan Page**, Professor of English (1969- ) on the Helen D. Lockwood Chair  
B.A., Pomona College; M.A., Columbia University; Ph.D., Cornell University
- Carolyn F. Palmer**, Associate Professor of Psychology (1992- ) and Director of Teaching Development (January 2003- )  
B.S., Pennsylvania State University; Ph.D., University of Minnesota
- Peter C. Pappas**, Professor of Mathematics (1983- )  
B.S., Ph.D., Pennsylvania State University
- Lizabeth Paravisini-Gebert**, Professor of Hispanic Studies (1991- )  
B.A., University of Puerto Rico; M.A., M.Phil., Ph.D., New York University
- \* **Erik Parens**, Adjunct Associate Professor of Science, Technology and Society (January-June 1997- )  
B.A., M.A., Ph.D., University of Chicago
- Heesook Park**, Visiting Assistant Professor of Mathematics (2001- )  
B.S. Chonbuk National University, Korea; M.S., University of Illinois; Ph.D., Michigan State University
- Jane Parker**, Instructor of Physical Education (January 2000- )

\*Part time.



- John Parker**, Visiting Assistant Professor of Psychology (2001- )  
B.A., Michigan State University; M.A., Ph.D., State University of New York
- \* **Anne Parries**, Adjunct Instructor of Asian Studies (2000- )  
B.A., Chong Shing University, Taiwan; M.A., University of Minnesota
- H. Daniel Peck**, Professor of English (1980- ) on the John Guy Vassar Chair  
B.A., Ohio Wesleyan University; M.A., Ph.D., University of Iowa
- Jonathan Penn**, Assistant Professor of Physical Education (1996- )  
B.A., University of California; M.S., California State University
- \* **Jerome Perez**, Adjunct Instructor of Chemistry, (August-December 1998- )  
B.S., Kings College; M.S., Boston College
- Jeanne Periolat (Czula)**, Professor of Dance (January 1975- )  
B.S., Indiana University
- Anne Pike-Tay**, Associate Professor of Anthropology (1990- )  
B.S., College of Mount Saint Vincent; M.A., M.Phil., Ph.D., New York University
- Michael Pisani**, Associate Professor of Music (1997- )  
B.F.A., M.M., Oberlin College; Ph.D., Eastman School of Music, University of Rochester
- Sidney Plotkin**, Professor of Political Science (1981- )  
B.A., M.S., Ph.D., City University of New York
- Michaela Pohl**, Assistant Professor of History (1999- )  
B.A., The Evergreen State College; M.A., Ph.D., Indiana University
- Nancy Jo Pokrywka**, Associate Professor of Biology (1994- )  
B.S., Stonehill College; M.S., Ph.D., University of Rochester
- Thomas Porcello**, Assistant Professor of Anthropology (1998- )  
B.A., University of Arizona; M.A., Ph.D., University of Texas
- Robert Lachlan Pounder**, Professor of Classics (1972-74, 1975- ) and Assistant to the President (1989- )  
B.A., University of Alberta; M.A., Ph.D., Brown University
- Shekhar S. Pradhan**, Visiting Associate Professor of Computer Science (2003- )  
M.S., Ph.D., University of Maryland; A.M., Ph.D., University of Illinois
- Lisl Prater-Lee**, Assistant Professor of Physical Education (1993- )  
B.A., Oberlin College; M.A., University of Iowa
- A. Marshall Pregnell**, Associate Professor of Biology (1986- )  
B.A., Amherst College; Ph.D., University of Oregon, Eugene
- \* **Barry Price**, Adjunct Instructor of Art (2001- )  
B.A., Lehigh University; M.A., Harvard University
- \* **Richard Prud'Homme**, Adjunct Instructor of English (2002- )  
B.A., Yale University
- Peipei Qiu**, Associate Professor of Asian Studies (1994- )  
B.A., M.A., Beijing University, China; M.Phil., Ph.D., Columbia University
- \* **Linda Quan**, Lecturer of Music (1980- )  
B.Mus., M.Mus., Juilliard School
- Ismail Rashid**, Assistant Professor of History and Africana Studies, (1998- )  
B.A., University of Ghana; M.A., Wilfrid Laurier University; Ph.D. McGill University
- Robert Rebelein**, Assistant Professor of Economics (2002- )  
B.S., B.S., M.A., Ph.D., University of Minnesota
- \* **Dennis Reid**, Adjunct Assistant Professor of Africana Studies (August 1996- )  
M.F.A., Yale University School of Drama; A.A., American Academy of Dramatic Arts
- \* **Richard Reitano**, Adjunct Professor of Political Science (1990- )  
B.A., Merrimack College; M.A., Syracuse University
- Christine McArdle Reno**, Professor of French (1972- )  
B.A., St. Joseph's College; Ph.D., Yale University
- Bradley E. Richards**, Assistant Professor of Computer Science (1996- )  
B.A., Gustavus Adolphus College; M.Sc., University of Victoria; M.S., Ph.D., University of Wisconsin
- Julie A. Riess**, Director of the Wimpfheimer Nursery School and Lecturer of Education and Psychology (1994- )  
A.B., Vassar College; Ph.D., Brandeis University
- \* **Karen Lee Robertson**, Visiting Associate Professor of English and Women's Studies (1982-December 1984, 1985- )  
B.A., Barnard College; M.A., Ph.D., Columbia University

- Kenneth M. Robinson**, Professor of Drama and Film (1987- )  
B.A., M.A., M.F.A., University of Southern California
- Stephen R. Rock**, Professor of Political Science (1987- )  
A.B., Miami University; M.A., Ph.D., Cornell University
- Christopher Roelke**, Associate Professor of Education, (1998- )  
B.A., Wesleyan University; M.S., Ph.D., Cornell University
- \* **Margaret Ronsheim**, Associate Professor of Biology (1992- )  
B.A., Earlham College; Ph.D., Duke University
- Stephen Rooks**, Associate Professor of Dance (1996- )  
B.A., Dartmouth College
- Philippe Roques**, Assistant Professor of Drama and Film (1995- )  
B.A., State University of New York, Binghamton, Harper College; M.A., Stanford University
- Jonathan Rork**, Assistant Professor of Economics (2000- )  
A.B., Brown University; Ph.D., Stanford University
- \* **Rachel Rosales**, Adjunct Lecturer of Music (1999- )  
B.M., Arizona State University; M.M., Julliard School
- \* **Julia Rose**, Adjunct Assistant Professor of English (2000- )  
B.A., Vassar College; M.A., Ph.D., New York University
- Harry Roseman**, Professor of Art (1981- )  
B.F.A., Pratt Institute
- Miriam Rossi**, Professor of Chemistry (1982- ) on the Mary Landon Sague Chair  
B.A., Hunter College; M.A., Ph.D., Johns Hopkins University
- \* **Gina Ruggeri**, Adjunct Instructor of Art (1996- )  
B.F.A., Maryland Institute, College of Art; M.F.A., Yale School of Art
- \* **Wilfrid Rumble**, Adjunct Professor of Political Science (1996- )  
A.B., M.A., University of Minnesota; Ph.D., Johns Hopkins University
- \* **George Rush**, Adjunct Assistant Professor of Art (2003- )  
B.F.A., Maryland Institute; M.F.A., Columbia University
- Paul Russell**, Professor of English (1983- )  
A.B., Oberlin College; M.A., M.F.A., Ph.D., Cornell University
- Stephen Sadowsky**, Associate Professor of Psychology (1968- )  
B.S., Queens College; Sc.M., Ph.D., Brown University
- James Saeger**, Assistant Professor of English (1996- )  
B.A., Dartmouth College; M.A., Ph.D., University of Pennsylvania
- \* **Ralph Sassone**, Adjunct Associate Professor of English (1992- )  
A.B., Vassar College; A.M., Brown University
- Thomas Sauer**, Visiting Assistant Professor of Music, (1998- )  
B.M., The Curtis Institute of Music; M.M., The Mannes College of Music; D.M.A., The City University of New York
- \* **Abby Saxon**, Adjunct Instructor of Dance, (1998- )  
B.A., University of Rochester; M.A., New York University
- Mark A. Schlessman**, Professor of Biology (1980- )  
B.A., Colorado College; M.S., Ph.D., University of Washington
- Jeffrey Schneider**, Assistant Professor of German Studies (1997- )  
B.A., Bates College; M.A., Ph.D., Cornell University
- Jill S. Schneiderman**, Professor of Geology (1994- )  
B.S., Yale College; A.M., Ph.D., Harvard University
- Elliott Schreiber**, Visiting Instructor of German Studies (2003- )  
B.A., University of Chicago; M.A., Indiana University
- Joshua Schreier**, Assistant Professor of History (2002- )  
B.A., University of Chicago; M.A., Ph.D., New York University
- \* **Lise-Segoline Schreier**, Visiting Assistant Professor of French (January-June 2003- )  
M.A., University of Oregon; Ph.D., New York University
- Cindy Schwarz**, Associate Professor of Physics (1985- )  
B.S., State University of New York, Binghamton; M.Phil., Ph.D., Yale University
- Mary L. Shanley**, Professor of Political Science (1973- ) on the Margaret Stiles Halleck Chair  
A.B., Wellesley College; A.M., Ph.D., Harvard University

\*Part time.

- Ronald A. Sharp**, Professor of English (2003- ) and Dean of the Faculty (2003- )  
 B.A., Kalamazoo College; M.A., University of Michigan; Ph.D., University of Virginia
- Gordon Simpson**, Adjunct Instructor of Art (2000-01, 2003- )  
 B.A., University of Virginia; M. Phil., M.A., Columbia University
- Richard Sipperly**, Assistant Professor of Physical Education (1994- )  
 B.S., State University of New York, Cortland; M.E., Springfield College
- Christopher J. Smart**, Associate Professor of Chemistry (1993- )  
 A.B., Vassar College; Ph.D., Yale University
- \* **John Solum**, Lecturer of Music (1969-71, 1977- )  
 A.B., Princeton University
- Suzanne Sorkin**, Visiting Assistant Professor of Music (2001- )  
 B.M., York University; M.A., Ph.D., University of Chicago
- James B. Steerman**, Professor of Drama and Film (1967- )  
 B.A., University of Kansas; M.F.A., D.F.A., Yale University
- Charles I. Steinhorn**, Professor of Mathematics (1981- )  
 B.A., Wesleyan University; M.A., M.Phil., Ph.D., University of Wisconsin
- Peter G. Stillman**, Professor of Political Science (1970- )  
 B.A., M.A., Ph.D., Yale University
- Edith C. Stout**, Lecturer of Chemistry (1984- ) and Science Facilities Coordinator (2000- )  
 A.A., Dutchess Community College; A.B., M.A., Vassar College
- J. William Straus**, Associate Professor of Biology (1984- )  
 B.A., Earlham College; Ph.D., Washington University
- Kathleen M. Susman**, Associate Professor of Biology (1991- )  
 B.S., College of William and Mary; M.S., Ph.D., University of Wisconsin, Madison
- Robert B. Suter**, Professor of Biology (1977- ) on the John Guy Vassar Chair of Natural History and Associate Dean of the Faculty (July 2003- )  
 A.B., Swarthmore College; Ph.D., Indiana University
- Joseph M. Tanski**, Assistant Professor of Chemistry (2003- )  
 B.A., Vassar College; Ph.D., Cornell University
- Morton Allen Tavel**, Professor of Physics (1967- )  
 B.S., City College of New York; M.S., Stevens Institute of Technology; Ph.D., Yeshiva University
- Nikki Taylor**, Assistant Professor of History (2001- )  
 B.A., University of Pennsylvania; M.A., Ph.D., Duke University
- \* **Philippe Thibault**, Adjunct Assistant Professor of Geography (January 2004- )  
 B.S., M.A., State University of New York; Ph.D., University of Minnesota
- \* **Viviane Thomas**, Adjunct Lecturer of Music (1996- )  
 B.A., Radcliffe College
- Alexander MacKenzie Thompson III**, Professor of Economics (1977- ) and Dean of Studies (1995- )  
 B.S., Yale University; M.S., University of Minnesota; M.B.A., Ph.D., Stanford University
- Roberta Wells Trainor**, Professor of Education (1975- ) and Director of Elementary Education  
 B.A., University of Maryland; M.Ed., University of Delaware; Ph.D., University of Maryland
- Susan Trumbetta**, Assistant Professor of Psychology (1999- )  
 B.A., Mount Holyoke College; M.Div., Yale University; Ph.D., University of Virginia
- Thuy Linh Nguyen Tu**, Mellon Post-Doctoral Fellow of American Culture (2003- )  
 B.A., Bates College; M.A., Ph.D., New York University
- Dan Ungurianu**, Assistant Professor of Russian Studies (1999- )  
 B.A., M.A., Moscow State University; Ph.D., University of Wisconsin
- \* **Blanca Cecilia Uribe**, Professor of Music (1969- ) on the George Sherman Dickinson Chair  
 Graduate of Akademie für Musik und Darstellende Kunst, Vienna; Diploma and Post Graduate Diploma, Juilliard School
- \* **Huguette van Ackere**, Adjunct Accompanist in Music (1992- )  
 Laureat, Royal Conservatory of Music, Brussels
- Bryan W. Van Norden**, Associate Professor of Philosophy (1995- )  
 B.A., University of Pennsylvania; Ph.D., Stanford University

- \* **Frederick Van Tassell**, Adjunct Lecturer of Economics (1999- )  
A.A.S., Dutchess Community College; B.S., M.S., State University of New York-Albany
- Adelaide H. Villmoare**, Professor of Political Science (1975- )  
B.A., Smith College; M.A., Ph.D., New York University
- Louis E. Voerman**, Visiting Associate Professor of Computer Science (1983- )  
B.S., M.S., Union College
- Silke von der Emde**, Associate Professor of German Studies (1994- )  
Zwischenprüfung, Eberhard-Karls-Universität Tübingen, Germany; M.A., Ph.D., Indiana University
- Diego von Vacano**, Minority Fellow in Residence of Political Science (2003- )  
B.A., Wesleyan University; M.A., Harvard University; M.A., Ph.D., Princeton University
- \* **Mark S. Wagner**, Adjunct Instructor of Africana Studies (2003- )  
A.B., Vassar
- \* **Jennifer Turner Waldo**, Adjunct Assistant Professor of Biology (2002- )  
B.A., Cornell University; Ph.D., Cornell University Medical College
- Denise Walen**, Associate Professor of Drama (1996- )  
B.A., Rosary College; M.A., Ph.D., University of Minnesota
- Jeffrey R. Walker**, Associate Professor of Geology (1988- )  
B.S., Western Washington University; A.M., Ph.D., Dartmouth College
- Patricia B. Wallace**, Professor of English (1976- )  
A.B., Randolph Macon Woman's College; M.A., University of Chicago; Ph.D., University of Iowa
- Michael Walsh**, Assistant Professor of Religion (2001- )  
B.S., University of Cape Town; M.A., Ph.D., University of California
- Jennifer Walter**, Assistant Professor of Computer Science (2001- )  
B.A., University of Minnesota; M.S., Ph.D., Texas A&M University
- Li Wang**, Visiting Assistant Professor of Economics (2003- )  
B.A., Renmin University of China; M.A., Ph.D., Florida International University
- Andrew M. Watsky**, Associate Professor of Art (1994- )  
B.A., Oberlin College; M.A., Ph.D., Princeton University
- Everett Kennedy Weedon, Jr.**, Associate Professor of English (1967- )  
B.A., Stanford University; M.A., Ph.D., Cornell University
- Jami Weinstein**, Visiting Instructor in Women's Studies (2001- )  
B.A., Barnard College; M.A., New York University
- Judith Weisenfeld**, Associate Professor of Religion (2000- )  
A.B., Barnard College; M.A., Ph.D., Princeton University
- Tova Weitzman**, Lecturer of Religion (1986- )  
B.A., Ben Gurion University, M.A., Jewish Theological Seminary
- \* **Maria White**, Adjunct Lecturer of Music (February-May 1999, 1999- )  
B.M., Eastman School of Music; M.M., Julliard School
- Katherine Wildberger**, Visiting Instructor of Physical Education and Drama (1999- )  
Degree Program in Dance, Julliard School of Music
- Richard E. Wilson**, Professor of Music (1966- ) on the Mary Conover Mellon Chair  
A.B., Harvard University; M.A., Rutgers University
- Douglas Winblad**, Associate Professor of Philosophy (1987- )  
A.B., University of California, Berkeley; M.A., Ph.D., Harvard University
- \* **Jessica Winston**, Adjunct Lecturer of Art (1997- )  
B.A., Brown University; M.A., Williams College; M. Phil., Ph.D., Columbia University
- Eva Woods**, Visiting Assistant Professor of Hispanic Studies (2000- )  
B.A., M.A., University of Kansas; Ph.D., State University of New York, at Stony Brook
- Neil Worden**, Visiting Assistant Professor of Drama (2002- )  
B.F.A., University of Colorado; M.F.A., University of Washington
- Laura Yow**, Assistant Professor of English (2003- )  
B.A., Barnard College; M.A., Ph.D., Yale University
- Samantha Zacher**, Assistant Professor of English (2002- )  
B.A., Vassar College; M.A., Ph.D., University of Toronto
- Kevin Zaragoza**, Visiting Instructor of Philosophy (2003- )  
B.A., Yale University
- Debra Zeifman**, Associate Professor of Psychology (1996- )  
B.S., M.A., Ph.D., Cornell University

\*Part time.

**Yu Zhou**, Associate Professor of Geography (1995- )  
 B.S., M.S., Beijing University; Ph.D., University of Minnesota  
**Susan Zlotnick**, Associate Professor of English (1989- )  
 B.A., M.A., Ph.D., University of Pennsylvania

### Research Appointments

**Benedicte Albrechtsen**, Research Associate in Biology (2001- )  
 B.S., M.S., Ph.D., University of Copenhagen  
**Curt Beck**, Research Professor in Chemistry (1992- )  
 B.S., Tufts College; Ph.D., Massachusetts Institute of Technology  
**Michele Buddle**, Faculty Research Associate in Biology (2000- )  
 B.S., University of New York at Albany  
**Francesco Caruso**, Faculty Research Associate of Chemistry, (1996-December 1999,  
 2000- )  
 B.S., Universidad Nacional de Buenos Aires, Argentina; Ph.D., Universita di Napoli,  
 Naples, Italy  
**Norene Collier**, Outreach Coordinator and Lecturer of Education (2001- )  
 A.B., Mount Holyoke College; M.A., State University of New York  
**Mary Ellen Czesak**, Faculty Research Associate of Biology (2001- )  
 B.S., M.S., Rutgers University; Ph.D., University of Kentucky  
**Karl Drake**, Research Associate of Psychology (1983- )  
**Cris Hochwender**, Research Associate of Environmental Science (2002- )  
 B.A., Cornell College; M.S., Ph.D., University of Missouri  
**Keith Suderman**, Faculty Research Associate of Computer Science (2001- )  
 B.S., M.A., University of Manitoba

### Curators

\* **Lynn Capozzoli**, Director of Exploring Program at Vassar Farm (1995- )  
 B.A., M.A., State University of New York, New Paltz  
**Jacques Chaput**, Teacher of the Exploring Program at the Vassar Farm (1998- )  
 Ed.B., M.A.T., Rhode Island College  
**Richard S. Jones II**, Curator of Foreign Language Resource Center (December 1983- )  
 B.S., State University of New York, New Paltz  
**Karen Murley**, Curator and Concert Administrator (2000- )  
 B.S., Millersville University; M.L.S., Vanderbilt University  
**Greg Priest-Dorman**, Laboratory Coordinator and Systems Administrator, Computer  
 Science (2000- )  
 B.A., Vassar College  
**Debra A. Ratchford**, Laboratory Coordinator, Psychology (1992- )  
 A.A.S., Dutchess Community College; B.A., State University of New York, New Paltz

## Degree Programs

The following list of degree programs is consistent with the inventory of registered degree and certificate programs maintained by the Education Department of the State of New York. Enrollment in other than the following registered programs may jeopardize a student's eligibility for certain student aid awards.

PROGRAM	HEGIS CODE	DEGREE(S)
Africana Studies	2211	AB
American Culture	0313	AB
Anthropology	2202	AB
Anthropology-Sociology	2208	AB
Art	1003	AB
Asian Studies	0302	AB
Astronomy	1911	AB
Biology	0401	AB,MA,MS
Biochemistry	0414	AB
Chemistry	1905	AB,MA,MS
Chinese		AB*
Classical Studies: Latin	1109	AB
Classical Studies: Greek	1110	AB
Classical Studies: Ancient Societies	1504	AB
Cognitive Science	4901	AB
Computer Science	0701	AB
Drama	1007	AB
Earth Science and Society	2206	AB
Economics	2204	AB
Environmental Studies	0420	AB
English	1501	AB
Film	1010	AB
French	1102	AB
Geography-Anthropology	2206	AB
Geography	2206	AB
Geology	1914	AB
German Studies	1103	AB
Hispanic Studies	1105	AB
History	2205	AB
Independent Program	4901	AB
International Studies	2210	AB
Italian	1104	AB
Japanese		AB*
Jewish Studies	2299	AB
Latin American Studies	0308	AB
Mathematics	1701	AB
Medieval and Renaissance Studies	4903	AB
Music	1005	AB
Neuroscience and Behavior	2099	AB
Philosophy	1509	AB
Physics	1902	AB
Political Science	2207	AB
Psychology	2001	AB
Religion	1510	AB
Russian Studies	1106	AB
Science, Technology and Society	4903	AB
Sociology	2208	AB
Urban Studies	2214	AB
Victorian Studies	4903	AB
Women's Studies	4903	AB

\*Pending NYSED approval

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