



# VASSAR

2015/16 Catalogue

*Cover image:*  
Vassar Library in the fall.  
photo: Tamar Thibodeau

# About the Catalogue

## CATALOGUE STATEMENT

All statements contained in this catalogue reflect the approved policies of Vassar College as of January 1, 2015. However, for educational or financial reasons, the college reserves its right to change the provisions, statements, policies, curricula, procedures, regulations, or fees described herein. Such changes will be duly published and distributed. Students, faculty, and staff are responsible for all information and deadlines contained in this catalogue and in the current *Student Handbook*. The *Student Handbook* and the Schedule of Classes supplement the Vassar Catalogue and expand upon college policies and procedures.

## COURSE CREDIT

The credit which a course carries is stated in units per semester and shown below 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.

## NONDISCRIMINATION POLICIES

Vassar College does not discriminate on the basis of race, color, religious belief, sex, marital status, disability, sexual orientation, gender identity or expression, national or ethnic origin, veteran status, or age in the admission of students to the college; in any of the rights, privileges, programs, and activities generally accorded or made available to students at the college; in the administration of its educational policies, admission policies, scholarship or loan programs, and athletic and other programs administered by the college; or in the employment practices of the college. Additionally, should state or federal law be enacted during the period this policy is extant which prohibits discrimination based upon a group's protected status not listed in the above categories, this policy will be deemed amended to afford protection to such groups. Inquiries concerning the application of this policy prescribed by Title IX of the Education Amendments of 1972, the Internal Revenue Service, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act (ADAA) of 2008 may be directed to the Office of Equal Opportunity and Affirmative Action, which is charged to coordinate the college's efforts to comply with and carry out its responsibilities under Title IX, Section 504, and the ADAA.

## CRIME STATISTICS

For campus crime statistics, consult the Security website at <http://security.vassar.edu/statistics>, the U.S. Department of Education's website at <http://ope.ed.gov/security>, or call the director of security at (845) 437-5201. The Advisory Committee on Campus Safety will also provide upon request all campus crime statistics as reported to the U.S. Department of Education.



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For the college website and the catalogue online,  
please refer to: [www.vassar.edu](http://www.vassar.edu)

2015/2016 Catalogue

# Academic Calendar

## Fall Semester, 2015/16

<b>AUGUST 2015</b>	
August 14 (Friday)	Last day for payment of fall semester fees
August 24 (Monday)	Residence houses open at 9:00 am for new students only. All new students arrive before 1:00 pm for beginning of orientation. First board meal is lunch.
August 29 (Saturday)	Residence Houses open at 9:00 am for all other students.
August 31 (Monday)	Classes begin. Registration of Special Students
<b>SEPTEMBER 2015</b>	
September 7 (Monday)	Labor Day - no classes
September 9 (Wednesday)	Fall Convocation at 3:30 pm
September 14 (Monday)	Add period ends.
September 19-20 (Saturday-Sunday)	All Families Weekend
<b>OCTOBER 2015</b>	
October 9 (Friday)	Drop period ends. October Break begins at 5:30 pm.
October 18 (Sunday)	October Break ends at midnight.
<b>NOVEMBER 2015</b>	
November 2-13 (Monday-Friday)	Preregistration for spring 2016
November 25 (Wednesday)	Thanksgiving recess begins at 10:00 pm.
November 29 (Sunday)	Thanksgiving recess ends at midnight.
<b>DECEMBER 2015</b>	
December 9 (Wednesday)	Fall semester classes end. Last day to withdraw from all fall semester classes
December 10-13 (Thursday-Sunday)	Study period
December 14-18 (Monday-Friday)	Fall semester examinations
December 19 (Saturday)	Residence houses close at 9:00 am. Last board meal is breakfast.

Note: Because there are 14 Tuesdays and Wednesdays, and only 12 Thursdays and Fridays in the fall term, the following changes are necessary:

- Tuesday, December 8th = Thursday teaching day.
- Wednesday, December 9th = Friday teaching day.

## Spring Semester, 2015/16

<b>JANUARY 2016</b>	
January 15 (Friday)	Last day for payment of spring semester fees
January 24 (Sunday)	Residence houses open at 9:00 am. New students arrive. First board meal is lunch.
January 27 (Wednesday)	Second semester classes begin. Registration of Special Students
<b>FEBRUARY 2016</b>	
February 9 (Tuesday)	Add period ends.
<b>MARCH 2016</b>	
March 11 (Friday)	Drop period ends. Spring vacation begins at 5:30 pm.
March 12 (Saturday)	Residence houses close at 9:00 am. Last board meal is breakfast.
March 27 (Sunday)	Spring vacation ends at midnight. Residence houses open at 9:00 am on Saturday (26th). First board meal is lunch on Saturday, March 26th.
<b>APRIL 2016</b>	
April 11-22 (Monday-Friday)	Preregistration for fall 2016
<b>MAY 2016</b>	
May 4 (Wednesday)	Spring Convocation at 3:30 pm
May 10 (Tuesday)	Spring semester classes end. Last day to withdraw from all spring semester classes
May 11-17 (Wednesday-Tuesday)	Study period
May 18-24 (Wednesday-Tuesday)	Spring semester examinations
May 25 (Wednesday)	Residence houses close at 9:00 am (except seniors).
May 29 (Sunday)	152nd Commencement. Residence houses close at 9:00 am on Monday, May 30th (for seniors).
May 30 (Monday)	Memorial Day
<b>JUNE 2016</b>	
June 10-12 (Friday-Monday)	Vassar College Reunions

## Four-Year Calendar 2015/16 - 2018/19

### FALL SEMESTER

	2015/16	2016/17	2017/18	2018/19
<b>Classes Begin</b>	8/31 (Mon)	8/29 (Mon)	8/28 (Mon)	9/4 (Tue)
<b>October Break</b>				
• Begin	10/9 (Fri)	10/14 (Fri)	10/6 (Fri)	10/12 (Fri)
• End	10/18 (Sun)	10/23 (Sun)	10/15 (Sun)	10/21 (Sun)
<b>Thanksgiving</b>				
• Begin	1/25 (Wed)	1/23 (Wed)	1/22 (Wed)	1/21 (Wed)
• End	1/29 (Sun)	1/27 (Sun)	1/26 (Sun)	1/25 (Sun)
<b>Classes End</b>	12/9 (Wed)	12/6 (Tue)	12/6 (Wed)	12/12 (Wed)
<b>Study Period</b>				
• Begin	12/10 (Thu)	12/7 (Wed)	12/7 (Thu)	12/13 (Thu)
• End	12/13 (Sun)	12/11 (Sun)	12/10 (Sun)	12/16 (Sun)
<b>Final Exams</b>				
• Begin	12/14 (Mon)	12/12 (Mon)	12/11 (Mon)	12/17 (Mon)
• End	12/18 (Fri)	12/16 (Fri)	12/15 (Fri)	12/21 (Fri)

Note: No classes on Labor Day

### SPRING SEMESTER

	2015/16	2016/17	2017/18	2018/19
<b>Classes Begin</b>	1/27 (Wed)	1/25 (Wed)	1/24 (Wed)	1/23 (Wed)
<b>Spring Break</b>				
• Begin	3/11 (Fri)	3/10 (Fri)	3/9 (Fri)	3/8 (Fri)
• End	3/27 (Sun)	3/26 (Sun)	3/25 (Sun)	3/24 (Sun)
<b>Classes End</b>	5/10 (Tue)	5/9 (Tue)	5/8 (Tue)	5/7 (Tue)
<b>Study Period</b>				
• Begin	5/11 (Wed)	5/10 (Wed)	5/9 (Wed)	5/8 (Wed)
• End	5/17 (Tue)	5/16 (Tue)	5/15 (Tue)	5/14 (Tue)
<b>Final Exams</b>				
• Begin	5/18 (Wed)	5/17 (Wed)	5/16 (Wed)	5/15 (Wed)
• End	5/24 (Tue)	5/23 (Tue)	5/22 (Tue)	5/21 (Tue)
<b>Commencement</b>	5/29 (Sun)	5/28 (Sun)	5/27 (Sun)	5/26 (Sun)



# General Information

## 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 rare book collection includes books important in women's history, first editions of English and American literary and historical works, examples of fine printing, courtesy and cookbooks, children's books, and rare maps and atlases. The manuscript collection features holdings ranging from medieval illuminated manuscripts to modern manuscripts of literary and historical importance. There are numerous collections of Vassar College graduates and faculty. The Virginia B. Smith Manuscript Collection includes manuscripts by and about women, which were gathered during President Smith's tenure, such as the papers of Mary McCarthy and Elizabeth Bishop. Also of note are papers of writers Samuel L. Clemens and Edna St. Vincent Millay, early naturalist John Burroughs, historian Lucy Maynard Salmon, feminist and historian Alma Lutz, astronomer Maria Mitchell, anthropologist Ruth Benedict and physicist Albert Einstein. The Vassar College Archives document the history of the college from its founding in 1861 to the present and include publications, administrative records, architectural drawings, audiovisual collections, and artifacts.

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 1870, and the Museum of Fine Arts, Boston, established in 1870. The college's Frances Lehman Loeb Art Center, with over 19,000 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 45 percent of the student body of 2,450.

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 21st century.

## Presidents of Vassar College

Milo P. Jewett	1861-1864
John H. Raymond	1864-1878
Samuel L. Caldwell	1878-1885
James Monroe Taylor	1886-1914
Henry Noble MacCracken	1915-1946
Sarah Gibson Blanding	1946-1964
Alan Simpson	1964-1977
Virginia B. Smith	1977-1986
Frances D. Fergusson	1986-2006
Catharine B. Hill	2006-

## Mission Statement of Vassar College

The mission of Vassar College is to make accessible "the means of a thorough, well-proportioned and liberal education" that inspires each individual to lead a purposeful life. The college makes possible an education that promotes analytical, informed, and independent thinking and sound judgment; encourages articulate expression; and nurtures intellectual curiosity, creativity, respectful debate and engaged citizenship. Founded in 1861 to provide women an education equal to that once available only to men, the college is now open to all. Vassar supports a high standard of engagement in teaching and learning, scholarship and artistic endeavor; a broad and deep curriculum; a community diverse in background and experience; and a residential campus that fosters a learning community.

\* From the College's First Annual Catalogue

# LEARNING & LIVING AT VASSAR

## A Community of Special Character

Vassar College seeks to sustain a community of special character in which people of divergent views and backgrounds come together to study and live in the proud tradition of a residential liberal arts college. Vassar students, working closely with the faculty, enjoy the freedom to explore their intellectual and artistic passions, to develop their powers of reason and imagination through the process of analysis and synthesis, to effectively express their unique points of view, to challenge and rethink their own and others' assumptions, and to struggle with complex questions that sometimes reveal conflicting truths. The lifelong love of learning, increased knowledge of oneself and others, humane concern for society and the world, and commitment to an examined and evolving set of values established at Vassar prepares and compels our graduates to actively participate in the local, national, and global communities with a profound understanding of social and political contexts.

As Vassar seeks to educate the individual imagination to see into the lives of others, its academic mission cannot be separated from its identity as a residential community comprising diverse interests and perspectives. 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. The embodiment of this commitment is the book of matriculation, which all new students sign as they agree to uphold the letter and spirit of college regulations, to adhere to the values espoused in the college's mission statement, and to preserve the integrity of the institution.

## Faculty

Assisting students to realize these goals is a faculty of more than 300 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, including encouraging students to assume responsibility for the direction of their education.

## Accreditation

Vassar College is accredited by the Middle States Commission on Higher Education.

## Curriculum

The Vassar curriculum has always been characterized by boldness, breadth, and flexibility. Vassar was among the first colleges to offer courses in drama, psychology, and Russian, the first to offer an undergraduate degree in cognitive science, and among the first to experiment with interdepartmental courses in the early 20th century. Today, the curriculum is broader, richer, and more varied than ever, with an increasing emphasis on a multidisciplinary approach to intellectual inquiry. The formal curriculum is enriched by an annual events schedule that includes prominent visitors to campus for lectures and residencies, art exhibitions, plays, concerts, and symposia.

The general curricular requirements are flexible: each student must fulfill the Freshman Writing Seminar requirement, the Quantitative Course requirement, and the Foreign Language Proficiency requirement. In addition to these general requirements, the student must fulfill the specific requirements of his or her major (also called a concentration) in their choice of a department, an interdepartmental program (such as biochemistry or geography/anthropology), or a multidisciplinary program (such as urban studies or American studies).

## The Advising System

Vassar students have formal and informal advisors who encourage and assist them in thinking deeply about their life goals and interests, help them plan their course of study, and locate and access campus resources. Entering students are assigned to faculty pre-major advisors until they declare an area of concentration (typically in the sophomore year), at which time they choose a major advisor from their department or program. Students may also seek advice on any matter from the dean of studies, the dean of freshmen, or their class advisor. In addition, department chairs and program directors are available to answer questions about their courses and majors. Typically, they will also consult with individual faculty members, including the house fellows, for informal advice. The dean of students, director of residential life, and house advisors provide advice on nonacademic matters.

## Field Work

Vassar students have multiple opportunities to apply what they're learning to real life situations. About 400 students annually do field work for academic credit in the local community, Albany, and New York City. In some disciplines, such as anthropology, earth science, education, and geography, field work is an expected part of the student's work.

## The Learning, Teaching, and Research Center

The Learning, Teaching, and Research Center (LTRC), located in the library, connects students and faculty with one another across disciplines, recognizing that both students and teachers are involved in learning, leading, and scholarship. The center's mission includes helping students realize their academic potential and achieve their educational goals as well as supporting faculty in their professional development. The LTRC houses the Writing Center, which is staffed by peer consultants who are trained to work with students on a wide range of written work from research papers to critical essays, lab reports, or creative pieces, and at every stage of the writing process from rough draft to final revision. The Q-Center, also part of the LTRC, provides student-to-student support in math and the sciences, especially for students at the introductory level. The Supplemental Instruction (SI) program provides weekly peer-facilitated study sessions for specific courses in math, chemistry, and physics. The director of the Q-center also works with faculty and students to meet their needs across quantitative fields. The academic support and learning resource specialist offers guidance in developing study skills such as reading, note taking, and time management. In addition, the LTRC designs and leads faculty development seminars informed by its work with students and encourages faculty to see how their research informs their teaching, and vice versa. The LTRC also works closely with the Office of Accessibility and Educational Opportunity, the research librarians, and the Academic Computing Services on programming for both faculty and students.

## Fellowships and Pre-Health Advising

The Office for Fellowships and Pre-Health Advising works with students and alumnae/i seeking admission to schools in the health professions (medical, dental, etc.), as well as with those who apply for fellowships to fund graduate education, independent study, and research. Students interested in these opportunities are encouraged to meet with the director and to consult the available materials relative to their interests. Information sessions and general mailings provide all students, but especially juniors and seniors, with details of a wide variety of opportunities and application processes. Early consultation is recommended for students who intend to apply for schools in the health professions and/or competitive fellowships.

## Career Development

The Career Development Office (CDO) helps students and alumnae/i envision and realize a meaningful life after Vassar. We support members of the Vassar community as they explore their interests, define their career goals, and seek their next opportunity for personal growth and professional development.

The CDO houses extensive resources for locating internships, summer employment, and full-time, postgraduate opportunities. CDO counselors also provide pre-law and graduate school advising.

## Campus Life and Diversity

The Campus Life and Diversity Office coordinates programs and services to build inclusive and affirming campus environments for all students and oversees the Vassar First Year program, a series of events, including New Student Orientation, designed to introduce new students to life at Vassar. A mix of academic events, cultural happenings, and discussions about campus issues, these programs encourage students to engage beyond the classroom as they explore channels for contributing to the intellectual and community life of the college.

The Campus Life and Diversity Office hosts regular Conversation Dinners and plans the annual All College Day in February, bringing students, faculty, administrators, and staff together for a day of discussions and dialogues. The office also assists students, groups, and other offices in creating opportunities for participants from different backgrounds and perspectives to engage in dialogue. In addition, the office oversees the following campus resources that focus on issues of identity and social justice education and provide support for historically underrepresented and religious and spiritual groups:

**The ALANA Center** provides myriad resources and programs to enhance the campus life and academic experiences of African-American/Black, Latino, Asian, and Native American students. The center provides a comfortable gathering space for student organizations that support students of color and offers opportunities for leadership development, intra-cultural and cross-cultural dialogues, lectures, big sister/big brother and alumnae/i mentoring programs. The center also provides resources for interacting with various communities in Poughkeepsie and surrounding areas, cultural journals/newsletters, educational videos, career development, scholarship and fellowship information, and a computer lab.

**The Office of International Services** offers a full range of resources for international students and scholars, including advice and assistance in visa, immigration, tax, employment, cultural and general matters. The office seeks to support internationals in adjusting to and embracing a new culture and also to involve and engage all members of the campus community in events, workshops, and other opportunities to share the wealth of global perspectives and experiences our campus enjoys.

**The LGBTQ/Gender Resource Centers**, located in College Center 213 and staffed by the assistant director for Campus Life and interns, fosters a spirit of inquiry while offering Lesbian, Bisexual, Gay, Transgender, and Queer (LBGTQ) and gender viewpoints to the campus life and academic discourse. The center hosts discussions, lectures, and social events, and provides meeting space for various student organizations. **The Women's Center**, located in College Center 235, is staffed by student interns who plan film screenings, lectures, and discussions on a range of topics. They collaborate with other student interns and student organizations to promote gender equity. Faculty members from the Women's Studies Program provide support through curricular and co-curricular advising.

**The Office of Religious and Spiritual Life (RSL)** oversees, advises, and supports a wide range of religious and civic communities and initiatives on campus and plays an important role as a college liaison to the mid-Hudson Valley community. RSL staff members are available for pastoral counseling and spiritual guidance for any concern or question students may have. Staffed by a director, an assistant director and advisor to Jewish students, and part-time affiliate advisors serving the Episcopal, Roman Catholic, and InterVarsity

communities on campus, RSL provides programming and support for 10 different student religious groups at Vassar. RSL has office and program space in the Chapel tower and basement, as well as at the Bayit, Vassar's home of Jewish campus life, at 51 Collegeview Avenue.

## Student Employment

Student employees are an integral part of the daily operation of Vassar College, and student jobs are found in nearly every department and office on the campus. Each semester students fill over 1,600 campus jobs. About 300 students annually work as paid research assistants or academic interns in the sciences, social sciences, arts, and humanities. The mission of the Student Employment Office is to offer employment that matches the educational goals set by each student and to offer jobs that help students gain both professional and personal development.

Financial aid students have priority consideration for campus jobs through the placement process and during exclusive priority periods at the beginning of each semester. 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 10 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.

## 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 of the Counseling Service 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. Other groups are more general such as process groups on relationships or psychotherapy. 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.

## Health Service

The Health Service addresses the health concerns of students and provides care for acute illnesses as well as continuity of care for chronic conditions by liaison with the student's physicians at home. Medical staff including physicians, PAs, and NPs, are available during clinic hours for consultation. During the hours the Health Service is closed, a member of the medical staff is on call to attend to acute problems. In an emergency, students should contact the Campus Response Center 845-437-7333 (extension 7333 from a campus phone) to dispatch the Vassar Emergency Medical Service (VCEMS).

A health fee covers the cost of most medical visits on campus. Students must be covered by the Vassar Student Health Insurance or an equivalent health insurance policy to cover outside hospitalization and/or surgery, specialist consultations, emergency room visits, certain laboratory work, and medications.

New students are required to file a medical history and physical examination with the department before coming to college. Proof of immunization against meningitis, measles, mumps, and rubella are mandatory to meet New York State requirements. Documentation of a current TB test is also required. Proof of polio immunization, recent tetanus immunization, the hepatitis B vaccine, Varivax and HPV immunization are highly recommended.

## Health Education

The Office of Health Education, staffed by a director and several student wellness peer educators, reflects Vassar College's commitment to the development of the whole person-body, mind, and spirit-by following three guiding principles: education, outreach, and prevention. Students work with the director to help Vassar students make better choices for healthier living via educational programs related to various aspects of student health; through outreach aimed at facilitating connections between student health needs and services provided by the college; and by prevention through leadership, consultations, and referrals.

## Sexual Assault Violence Prevention

Vassar College is committed to ensuring the safety and well being of its entire community. The Sexual Assault and Violence Prevention (SAVP) program, housed in the Office of Health Education, coordinates student and faculty interests around issues of sexual assault, stalking, and violence in order to increase awareness of issues of violence against women, establishes campus-wide policies and protocols around these issues, and works with campus and community resources to prevent further incidences of violence.

The SAVP coordinator and the Sexual Assault Response Team (SART), composed of faculty, staff, and administrator volunteers, provide support, advocacy, and information for victims of sexual assault, relationship abuse, and stalking.

## Accessibility and Educational Opportunity

Recognizing the diversity and individualized needs of Vassar's student population in the context of the college's commitment to inclusion, the Office for Accessibility and Educational Opportunity (AEO) provides support and resources for students diagnosed with learning differences (including ADHD), psychological disorders, chronic health conditions, mobility or orthopedic impairments, sensory impairments, and substance abuse/recovery needs. The office coordinates accommodations for academic courses, residential life, meal plans, college-sponsored extracurricular activities, and college jobs.

Students with known disabilities are encouraged to contact the AEO directly prior to or upon admission. To receive any disability-related academic or residential life accommodations, modifications, auxiliary aids, or academic services, students must first self-identify to the AEO and provide appropriate documentation of their disability or disabilities. All accommodation and service decisions are based on the nature of the student's disability, supporting documentation, and current needs as they relate to the specific requirements of the course, program, or activity. Students may wish to consult the AEO to explore eligibility for accommodations and services when learning, attention, medical and/or psychological challenges emerge during a particular semester. Commonly offered accommodations and support services include exam accommodations (e.g., extended time, use of a computer, lower distraction environment, etc.), access to assistive technology, alternative print formats, notetaker services, modified course load, sign language interpreters, remote closed captioning, and housing and meal plan modifications.

## Equal Opportunity and Affirmative Action

The Office of Equal Opportunity and Affirmative Action (EOAA) is responsible for monitoring the college's compliance with federal and state nondiscrimination laws and for investigating complaints of discrimination, harassment, and gender based discrimination, including sexual harassment, in accordance with the college's Policy Against Discrimination and Harassment. The EOAA office also offers a variety of educational programs for faculty, students, and employees including small group discussions for new faculty, workshops tailored to any group's specific needs on creating a respectful working and learning environment free from discrimination and harassment, and other educational programs such as responding to bias incidents and hate crimes on college campuses.

In addition to helping address concerns of alleged discrimination, harassment, and sexual harassment through a variety of informal resolution mechanisms, the office conducts investigations and oversees formal grievance and hearing procedures. The procedures used to handle discrimination and harassment concerns are described in the College Regulations, Administrative Handbook, and Faculty Handbook, and may involve informal mechanisms of redress or resolution through a formal grievance hearing. Individuals who wish to report a concern, seek guidance, file a formal grievance, or request training or other assistance may do so by contacting the director of equal opportunity and affirmative action and/or the faculty director of affirmative action. The director of equal opportunity is a designated Title IX Officer for the college. Discussing a concern with an EOAA officer does not commit one to making a formal charge.

## Safety and Security

As in all communities, members of the Vassar community are advised to safeguard personal property and to be aware of established security regulations. The college employs men and women, both in uniform and plain clothes, dedicated to providing a safe, peaceful campus. All suspicious circumstances and individuals should be reported to Safety and Security for investigation and evaluation. Individuals in need of assistance should dial 845-437-7333 (extension 7333 from a campus phone).

The Vassar College Safety and Security Department offers RAD (Rape Aggression Defense) classes each semester, Defensive Driving courses, and other informational Q&A sessions throughout the year. The Vassar College Security Bicycle Patrol is staffed by seven officers who patrol the campus and provide extra security at all campus events.

For campus crime statistics, consult the U.S. Department of Education's website at <http://ope.ed.gov/security/>, or call the director of security at 845-437-5201. The Advisory Committee on Campus Safety will also provide upon request all campus crime statistics as reported to the United States Department of Education.

## The Academic Campus

### THE LIBRARIES

The libraries at Vassar are extraordinary and rank among the very best liberal arts collections in the United States both in the number of titles (over 1,000,000 volumes) and in their exceptional variety and depth. The libraries include the Frederick Ferris Thompson Memorial Library, considered one of the most beautiful Collegiate Gothic buildings in the country; the Helen D. Lockwood Library; the Art Library; the George Sherman Dickinson Music Library; and the Martha Rivers and E. Bronson Ingram Library, which also houses the Catherine Pelton Durrell Archives and Special Collections.

The Vassar Libraries effectively merge traditional materials with newer technologies, giving students extraordinary access to a broad range of print materials (books, journals, manuscripts, rare books, and archives) and electronic resources (electronic journals, indexes, full-text indexes, databases, web-based resources, and videos). The library routinely schedules programs and workshops to teach students how to utilize these resources efficiently.

### FRANCES LEHMAN LOEB ART CENTER

The Frances Lehman Loeb Art Center houses one of the oldest college art collections in the country. The collection contains more than 19,000 paintings, sculptures, prints, drawings, and photographs spanning the history of art from ancient Egypt to contemporary America. It is particularly noted for its collection of 19th- and 20th-century European and American art, Greek and Roman sculpture and ceramics, Old Master prints, 19th-century British watercolors and drawings, and photographs. In addition to the main gallery, the Lehman Loeb Art Center also includes a sculpture garden, a project gallery for short-term exhibitions related to academic work, a seminar room where members of the campus community can request particular works to be brought for close examination, and a state-of-the-art computerized collection catalogue/imaging system.

### COMPUTING AND INFORMATION SERVICES

Computing and Information Services (CIS) creates and manages a campus environment to enable the productive use of information technologies for teaching, learning, research, administration and outreach.

Vassar's Internet connection is 900 Mbps. We offer a robust Wi-Fi network available throughout the campus. Student rooms have both wired and wireless access.

Our campus has a certified Apple store in the College Center, offering education pricing on Apple purchases. The store employs an Apple repair technician to provide service for many Apple repairs and some PC repairs. Additionally, Apple computers can be sent out for service. The College Center Help Desk is conveniently located to provide support during normal business hours. The Computer Center houses another Help Desk and the Vassar Card Office, which manages VCard use including declining balance, meal plans and off-campus use.

Public computing is available in the Computer Center, College Center, the library and some academic buildings where students have access to shared software, academic resources and laser printers. The library is home to the Digital Media Zone, a state-of-the-art space for collaborative learning and technology exploration. Other facilities include a Scientific Visualization Lab, Geographic Information Systems Lab and Video Editing Lab.

CIS offers Google Apps for Education as a communication and collaboration tool for students, faculty and employees. Additional services include technology training, A/V support, equipment loans, poster printing, video services and imaging services.

Vassar Computing and Information Services is dedicated to providing quality service and support for the growing technological needs of our campus community.

### THE VASSAR FARM AND ECOLOGICAL PRESERVE

An invaluable resource for the entire community but especially for Vassar scientists, the Vassar Farm and Ecological Preserve encompasses over 527 acres, most of which are actively managed as a preserve, with a wide range of habitats—floodplain forests, shrublands, old fields, wetlands, streams, and ponds. Located on the preserve, the Priscilla Bullitt Collins Field Station houses a classroom, laboratory, computers, and a weather station. Exploring Science at Vassar Farm, an educational outreach program that introduces local school children to hands-on science and gives Vassar students training as science educators, is based at the field station. The preserve supports science classes and numerous ongoing faculty-student research projects as well as field work, environmental outreach efforts for the campus and the broader community. On the acreage adjacent to the preserve are the Vassar rugby fields, cross country trails, community gardens, and the Poughkeepsie Farm Project, a member-supported organic farm.

### DIVISION-SPECIFIC RESOURCES

#### Arts

The **Art Department's** offerings are divided into three areas of study—art history, studio art, and architecture—each with its own resources. Based in Taylor Hall in between the Frances Lehman Loeb Art Center and the Art Library, the department offers direct access to Vassar's extraordinary collections as well as courses covering the full range of art worldwide in lecture halls and seminar rooms equipped with state-of-the-art projection systems. The Studio Art program has sculpture and printmaking facilities in the Doubleday Studio Arts Building, drawing studios in Ely Hall, and photography, new media and video, and painting studios in New Hackensack, where studio art majors also have individual studios. Architectural study takes place in New Hackensack and Taylor Hall in studios equipped not only with traditional drafting tools but CAD and graphic design workstations.

The **Dance Department** in Kenyon Hall features three dance studios, the Frances Daly Fergusson Dance Theater with a fully sprung dance stage and seating for 244, a rehearsal green room, and production facilities.

The **Drama Department** is located in the Vogelstein Center, which houses a 320-seat theater with a traditional proscenium stage, a small black box studio, and production spaces and classrooms equipped with advanced technology. The department also produces work in the Hallie Flanagan Davis Powerhouse Theater, a black box theater seating 135.

Sanders Classroom is home to the **English Department**, with seminar rooms for discussion-based teaching, lecture rooms, a 158-seat auditorium, and a computer classroom for the study of digital media.

Also headquartered in the Vogelstein, the **Film Department's** facilities include the Rosenwald Film Theater, a screening space with surround sound, 35mm and advanced digital projectors; a sound-proof studio equipped with lighting grid and green screen; and high tech classrooms/editing labs devoted to film editing, digital editing, Avid systems, and multimedia.

The Belle Skinner Hall of Music, home to the **Music Department**, houses the Mary Anna Fox Martel Recital Hall, a small chamber concert hall, one of the nation's finest college music libraries (with nearly 75,000 books, scores, and sound and visual recordings), an electronic music studio, practice rooms and faculty studios, and the college's extensive historic and modern instrument collections, including 65 Steinway pianos, four harpsichords, and six pipe organs, among them an organ designed for the Martel Recital Hall by master organ builder Paul Fritts of Tacoma, Washington.

#### Foreign Languages and Literatures

The **modern language programs (French, German, Hispanic Studies, Italian, and Russian)**, except for Chinese and Japanese, are located in Chicago Hall which houses the Foreign Language Resource Center (FLRC), a multimedia facility incorporating a networked computer

classroom, a 30-seat film and video theater/lecture space, and video viewing facilities for individual and small group use, and media production studios. All classrooms in Chicago support Internet-based and multimedia presentations, and direct foreign language television is available through satellite-based providers.

**Chinese** and **Japanese** as well as **Greek and Roman Studies** are housed in Sanders Classroom, with seminar rooms, lecture rooms, “smart” classrooms, and a 158-seat auditorium.

## Social Sciences

The social science departments (**Anthropology, Economics, Education, Geography, History, Philosophy, Political Science, Religion, and Sociology**) are housed in Blodgett Hall, Ely Hall, the Maria Mitchell Observatory, 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, classrooms equipped with computer projection, and computer laboratories with discipline-specific software.

The **Department of Anthropology**, located in Blodgett Hall, has laboratories for archaeology and physical anthropology as well as for digital media and sound analysis. The Archaeology and Physical Anthropology Labs contain equipment for geoarchaeological and geophysical surveys and analysis of osteological, zooarchaeological, palynological materials and artifacts. The Digital Media Lab is equipped for video editing, photo manipulation, and video playback. The Sound Analysis Lab houses equipment for analyzing and producing sound for linguistics, music, and cognitive science research and teaching.

## The Natural Sciences

The sciences reside in four contiguous buildings, fostering cross-disciplinary collaboration, and in Rockefeller and Ely halls and the Class of 1951 Observatory. These buildings have “smart” classrooms, faculty offices, labs, and sophisticated instrumentation specific to each discipline in addition to resources shared across the natural science departments and related interdepartmental and multidisciplinary programs.

The science cluster includes Olmsted Hall, Sanders Physics, and New England Building as well as the spectacular new science laboratories building, spanning the Fonteyn Kill and connected to Olmsted. This science-focused area of campus houses the departments of Biology, Chemistry, Cognitive Science, Computer Science, Physics and Astronomy, and Psychology as well as labs supporting Biochemistry, Earth Science, Environmental Studies, and Neuroscience and Behavior.

The **Biology Department** (Olmsted Hall) supports the process of biological inquiry from molecules to ecosystems. Major instrumentation and facilities include genomic/proteomic/biochemical instrumentation, with a DNA microarray scanner; a cell imaging facility, including epifluorescent, confocal, and 3D microscopes with image acquisition and analysis tools; physiological instruments, such as microinjection tools; cell, plant, and animal culturing facilities, including sterile cell culture; a large greenhouse; electroencephalographic (EEG) recording systems; eye tracking systems; and a vivarium supporting animal research in biology, neuroscience and behavior, and psychology. A phytotron with a dozen controlled-environment chambers and an herbarium are housed in the new science laboratories building connected to Olmsted Hall.

In mid-year 2015-16, the **Chemistry Department** will move from the Seeley G. Mudd Building to the new science laboratories building. Chemistry faculty and students carry out experiments using an extensive array of state-of-the-art instrumentation for molecular structure determination, spectroscopy, chromatography, and other specialized techniques. Recent acquisitions include a liquid chromatography electrospray ionization quadrupole time of flight mass spectrometer (LC-ESI-MS) used to study the structure and composition of lipids and proteins, and a charge-coupled device (CCD) dual source X-ray diffractometer used to determine the three-dimensional arrangement of atoms in molecules.

The **Cognitive Science Department** (New England Building and Olmsted Hall) maintains state-of-the-art laboratories for research

in human electroencephalography, human behavioral studies, computational modeling, and robotics. In addition, the department uses other facilities on campus for teaching and research, including the Wimpfheimer Nursery School for studies of cognitive development and the Interdisciplinary Robotics Research Laboratory for studies in human-machine interaction as well as work with autonomous robots.

The **Computer Science Department** (Sanders Physics) uses a dedicated network of 48 Linux workstations available 24 hours a day. In addition to these workstations, resources are maintained for advanced research and techniques such as 3D modeling, computational linguistics, computer animation, interdisciplinary projects, and GPU-accelerated parallel algorithms. Students may also access a High-Performance Computer cluster supporting multiple parallel, distributed, and grid computing paradigms.

The **Department of Earth Science and Geography** (Ely Hall) has laboratories devoted to research in geophysics, climate change, water and sediment chemistry, and Geographic Information Systems (GIS). Major instrumentation includes an X-ray diffractometer for studying crystal structures, geophysical surveying equipment (electrical resistivity meter, magnetometer, and ground penetrating radar), a Silicon Graphics Workstation for geophysical and 3D terrain modeling, a coulometer and Chittick apparatus for carbon analysis, an alkalinity titrator, and a 16-seat computer lab for cartography, spatial data analysis, and numerical modeling. The department makes extensive use of the environmental sciences lab, located in the science laboratories building, for teaching and research. The department also maintains field equipment such as sediment samplers and corers, stream gauges, Yellowsprings Instruments sondes for in-stream water chemistry monitoring, tablet PCs, a weather station at the Vassar Farm and Ecological Preserve, and Global Positioning System (GPS) receivers for field work and environmental investigations.

The **Mathematics Department** is located in Rockefeller Hall. Facilities include classrooms, offices, display spaces, and a lounge-library that houses a collection of books of particular interest to mathematics undergraduates.

The **Department of Physics and Astronomy** (Sanders Physics) provides computer laboratories equipped for work in observational astronomy (image processing and data analysis) and computational physics. Physics research labs contain multiple laser systems, including 6-Watt and 4-Watt 532-nm continuous-wave lasers and an ultrafast laser capable of producing sub-picosecond pulses. The optics lab is equipped for spectroscopy and applied optics studies. The acoustics lab features a 1:2 (half-size) reverberation chamber and state-of-the-art acoustic transducers and computing equipment, allowing for study in a wide range of areas from architectural acoustics to psychoacoustics. Physics teaching labs are equipped with instrumentation for students to perform various classic experiments, including ones in holography, crystal structure, and blackbody radiation. Observational astronomy takes place in the Class of 1951 Observatory, described below.

The **Psychology Department** (New England Building and Olmsted Hall) maintains state-of-the-art laboratories for research in physiology, neurochemistry, experimental learning, and electrophysiology, as well as observation and testing suites with sophisticated audio and video recording equipment for the study of development, individual differences, and social behavior. In addition, the Wimpfheimer Nursery School, described below, serves as an on-campus laboratory for students pursuing coursework and research in developmental psychology.

The **Scientific Visualization Laboratory**, located in the new science laboratories building, is a multidisciplinary computing space dedicated to research and teaching in the natural sciences. It is designed to be both a classroom for sessions requiring the use of high-end software tools and a research facility where Vassar faculty and students develop individual and collaborative projects. It is equipped with high-end multiprocessor workstations as well as state-of-the-art audiovisual hardware.

The **Wimpfheimer Nursery School**, one of the first laboratory schools in the U.S., has a twofold mission: to provide quality early childhood education and to serve as a laboratory for observation and

research on child development and education. Students in developmental psychology classes and educational theory classes routinely use Wimpfheimer for observation and research.

The new science laboratories building incorporates the **Interdisciplinary Robotics Research Laboratory**, the first at an undergraduate institution in the U.S. The facility enables exploration of the technology of autonomous machines, the simulation of such systems for purposes such as the study of animal evolution, and the use of these technologies in studies of telepresence, virtual reality, and related phenomenon.

**The Class of 1951 Observatory** includes a double-domed structure which houses a 32-inch reflecting telescope (tied for largest in New York State) and a 20-inch reflecting telescope. Each is equipped with a CCD camera and spectograph as well as several small telescopes and a solar telescope. The observatory also has a warm room for controlling the telescopes, a classroom, and an observation deck. Students also conduct research using data from the Hubble and Spitzer Space Telescopes and other national observatories.

### Interdepartmental and Multidisciplinary Resources

Interdepartmental programs (**Biochemistry, Earth Science and Society, Geography-Anthropology, Medieval and Renaissance Studies, Neuroscience and Behavior, and Victorian Studies**) and multidisciplinary programs (**Africana Studies, American Studies, Asian Studies, Cognitive Science, Environmental Studies, International Studies, Jewish Studies, Latin American and Latino/a Studies, Media Studies, Science, Technology, and Society, Urban Studies, and Women's Studies**) have the use of all of the division and department resources that are relevant to their fields of study.

## The Residential Campus

### MAIN BUILDING AND COLLEGE CENTER

Main Building, Vassar's oldest and largest building, is the heart of the residential campus. A handsome and monumental structure designed by James Renwick, Jr., it houses the Office of the President, the College Center, and other administrative offices. The top three floors serve as a residence hall for approximately 300 students. In 1986, Main was named a National Historic Landmark, along with the Empire State Building and the Metropolitan Museum of Art.

The College Center, at the rear of Main Building, is the hub of campus life. 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 Bookstore, a computer store, the WVKR radio station, offices for student government, organizations, and publications, the Retreat dining area, the Kiosk coffee bar, and Matthew's Mug.

The College Center also includes the College Information Center, the James W. Palmer III '90 Gallery, and the multipurpose room. The College Information Center disseminates information about campus events as well as local area events and points of interest. The Palmer Gallery is open year-round with rotating exhibitions featuring the work of faculty, students, local artists, and arts organizations.

### RESIDENTIAL HOUSES

Residential life is an essential component of a Vassar education, giving students the opportunity to experience the value of being part of a diverse community. In addition to Main, there are seven coeducational residence halls, one hall for women only, and one cooperative (where students do their own shopping, cooking, and cleaning). Most students live in one of these houses through their junior year. Most seniors (and some juniors) choose to live in one of the college's partially furnished apartment complexes—the Town Houses, Terrace Apartments, and South Commons. Within easy walking distance of the library and academic buildings, these apartments house four to five students, each with his or her own bedroom.

The residence halls are self-governing and self-directing, with leadership provided by elected student officers and members of the residential life staff. House fellows—faculty members who live in the residence halls, many with families—help to create a sense of community. They serve as informal academic advisors and play a major role in the intellectual and cultural life of the house. Working with the house fellows are house advisors, full-time residential life professionals. Each house advisor oversees the operation of two residence halls and provides ongoing support to house leaders and residents.

Students, too, are important members of the residential life team. Chosen and trained by Residential Life, student fellows work with the first-year students on their halls to make the transition to life at Vassar as smooth as possible. Each residence has a house intern, also a student, who coordinates the activities of the student fellows. Finally, every residence elects student officers who help to set, and enforce, house policies. The president of the house sits on the Vassar Student Association Council, the legislative body of the student government.

### CAMPUS DINING

Campus Dining operates dining facilities in three buildings on campus. The All Campus Dining Center in Students' Building serves the entire community as a central dining facility. Remarkably flexible and efficient, it provides seating for over 1,000 people in pleasant and comfortable dining areas of various sizes.

Breakfast at the dining center offers made-to-order omelets, freshly baked pastries, and a self-operated waffle station. Lunch and dinner feature traditional and vegetarian dishes, made-to-order hot and cold sandwiches, pizza, grilled items, a full salad bar, a self-serve stir fry station, a wide selection of hot and cold beverages. On the third floor, the UPC Café serves cappuccinos and espresso drinks.

The College Center houses three dining facilities. The Retreat 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 daily weekly specials. The Kiosk coffee bar, located at the north entrance, serves coffee, cappuccino, espresso, fresh baked pastries, and other specialties. The Vassar Express counter on the second floor offers students a quick, bagged lunch alternative from Monday through Thursday during the hectic lunch period.

Matthew's Bean, located on the ground floor of the Vassar Library, provides a pleasant atmosphere plus a variety of Fair Trade coffee drinks for a quick study break.

## STUDENT GOVERNMENT AND EXTRACURRICULAR ACTIVITIES

Every student at the college is a member of the Vassar Student Association (VSA), the student government. The VSA Executive Board is composed of six elected officers who act as a team to oversee the day-to-day operations of the VSA. They serve on VSA Council and meet weekly to discuss issues, agenda items for council meetings, and funding requests. Their office is located in the College Center 207, above the Kiosk. They hold weekly office hours that are open to all interested students.

The VSA Council, the legislative body of the student government, is made up of elected representatives from each class, all residence houses, on-campus apartment complexes, and students living off campus in addition to the Executive Board. The council meets weekly on Sunday nights at 7:00pm in College Center room 223. Meetings are open to all students, minutes are public, and any student can bring agenda items.

The VSA leadership represents the student body in college policy-making, which affects both educational and personal lives. The VSA leadership works with the faculty, administration, alumnae/i, and trustees. Students are elected to serve on many important committees of the college, such as the Committee on Curricular Policies, the Committee on College Life, and the Campus Master Planning Committee. Students are also elected from each class year to serve on the Judicial Board, convened throughout the year to evaluate cases of academic and conduct violations.

One of the VSA's main functions is to oversee student organizations and interest groups and to allocate funds to support them. Any student can begin an organization. At the beginning of each semester, students can apply to become a Preliminary Organization with the VSA Vice President for Activities and gain access to many of the resources available to student organizations. After demonstrating sustainability over several semesters, the Preliminary Organization can apply to become a full VSA organization to receive an official budget.

The range of student organizations—over 125 in number—is as broad and as diverse as the interests of Vassar students. There are currently well over 100 organizations and club sports-political groups, social action groups, newspapers and literary magazines, comedy troupes, and many others.

**Performing Arts:** There are numerous student drama groups—Future Waitstaff of America, Idlewild, Merely Players, Philaetheis, Shakespeare Troupe, Unbound, and the Woodshed Theater Ensemble—who produce plays throughout the academic year in the Susan Stein Shiva Theater. In some cases they produce traditional repertoire, but they often showcase new works by student playwrights as well. There are also several comedy troupes, each with its own style and performing tradition—Improv, Happily Ever Laughter, No Offense, Indecent Exposure—as well as numerous a cappella groups, several dance troupes, a circus arts group, several instrumental and choral ensembles.

**Publications/Communications:** Vassar students publish the *Miscellany News*, a weekly paper, *The Chronicle*, a monthly publication, and the *Vassarion*, the college yearbook. In addition, there are numerous student literary magazines and political journals as well as an FM radio station, WVKR, one of the most powerful college stations in New York State.

**Cultural/Religious/Identity Groups:** The Vassar community includes students from a wide variety of backgrounds. Cultural, religious, and identity groups include Access, Act Out, African Students Union, Asian Students Alliance, Black Students Union, Caribbean Students Alliance, Catholic Community, Christian Fellowship, Council of Black Seniors, Episcopal Church of Vassar College, MEChA, Poder Latino, Queer Coalition of Vassar College, South Asian Students Alliance, Transmission, Unitarian Universalists, Vassar Islamic Society, Vassar Jewish Union, and the Vassar International Students Association.

**Service/Political Action:** Vassar has a long tradition of social activism and volunteer work. Some of the service and political action groups include: Amnesty International, Challah for Hunger, CHOICE, College Democrats, Democracy Matters, Feminist Majority Leadership Alliance, Forum for Political Thought, Grassroots Alliance for Alternative Politics, Habitat for Humanity, Hunger Action, Moderate Independent Conservative Alliance, Operation Donation, PEACE, Vassar Animal Rescue Coalition, Vassar Haiti Project, the Vassar Prison Initiative, and more.

**Clubs/Organizations:** The list is never complete because groups form and disband in response to student interests and initiatives, but a sampling of active clubs and organizations includes: Aikido Club, Ceramics Club, Debate Society, Equestrian Club, French Club, Nordic Team, Outing Club, PHOCUS Photography Club, Run Vassar, Sailing Team, Ski Team, Synchronized Skating, Vassar Bikes, Vassar Filmmakers, Vassar Quidditch, and Vassar Ultimate Frisbee. For the full list of student organizations and their contact information, visit the VSA website at <http://vsa.vassar.edu/activities/organizations>

## SPORTS AND FITNESS

The college's goal in athletics and physical education is to meet the full range of needs of a diverse community—from scholar-athletes among the top competitors in their sports to weekend players looking for recreation to non-athletes interested in keeping fit. The athletics and physical education program offers a wide range of intercollegiate varsity, club, intramural, recreational, and fitness options.

Vassar is a member of the National Collegiate Athletic Association (NCAA) Division III, the Liberty League, and the Eastern College Athletic Conference (ECAC) and also competes in the Seven Sisters Championships. On the varsity level, women compete in basketball, cross country, fencing, field hockey, golf, lacrosse, soccer, squash, swimming and diving, tennis, track, and volleyball. Men compete in baseball, basketball, cross country, fencing, lacrosse, soccer, squash, swimming and diving, tennis, track, and volleyball. Club teams include badminton, cycling, men's and women's rowing, men's and women's rugby, sailing, skiing, Ultimate Frisbee, and weight lifting. Intramural sports include badminton, basketball, touch football, golf, ping pong, indoor and outdoor soccer, softball, squash, tennis, and coed volleyball.

The Athletics and Fitness Center is a 53,000-square-foot facility that includes a 1,200-seat basketball gym, an elevated running track, and a 5,000-square-foot weight training/cardiovascular facility. Walker Field House, adjacent to the Athletics and Fitness Center, contains five tennis courts and accommodates a variety of sports including volleyball, basketball, fencing, and badminton. The building also houses a six-lane swimming pool with a four-foot moveable bulkhead and diving well, locker rooms, and a sports medicine facility. Kenyon Hall contains six international squash courts, a volleyball only gymnasium, a varsity weight room, and a rowing room.

Outdoor facilities include a nine-hole golf course, 13 tennis courts, and numerous playing fields. Prentiss Field Complex 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 locker rooms, a sports medicine facility, and a laundry facility. The Vassar College Farm contains a rugby field and practice grids. Rowing facilities include a boathouse and a 16-acre parcel of land on the Hudson River.



## 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.

Vassar adheres to a need-blind admission policy, which means that admission decisions for all first-year students who are U. S. citizens or permanent residents are made without regard to the students' financial situation. Vassar meets 100% of the full demonstrated need of all admitted students for all four years.

### 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 three 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 ensure that the application is submitted by the January 1 deadline, and that the nonrefundable \$70 application fee (or a formal request for a fee waiver) has been submitted. 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 completed application forms and the nonrefundable \$70 application fee, candidates must submit the following credentials: a transcript of high school courses and grades, the scores of the College Board SAT Test and the scores of any two SAT Subject Tests or the results of the ACT with writing, 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 Test and any two

SAT Subject Tests or the ACT with writing. In addition, if English is neither your first language nor the primary language of instruction you have used throughout secondary school, you should submit the results of the Test of English as a Foreign Language (TOEFL). We generally expect a minimum TOEFL score of 100 on the IBT or 600 on the paper test.

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.

Vassar College will give admission applications submitted by undocumented students the same consideration given to any other applications it might receive. Undocumented students who are admitted to Vassar will be offered financial assistance based on demonstrated need following the same procedures Vassar uses to grant aid to accepted international students.

#### 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/or a Vassar senior are available Monday through Friday and on selected Saturday mornings in the fall and spring. Please call the Office of Admission at 845-437-7300/845-437-7300 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 a conversation 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, INTERNATIONAL BACCALAUREATE, AND INTERNATIONAL CREDENTIALS

Every effort is made to ensure 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 one-half 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 advisor and if given permission by the department chair.

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 also grants credit for sufficiently high marks on certain foreign advanced programs of study. Common examples include: GCE/Cambridge A-Level exams with a grade of A or B; French Baccalaureate exams with a minimum coefficient of 4 and a minimum score of 11; German Abitur exams with minimum score of 10; CAPE exams with a grade of I or II. Students possessing such credentials should consult with the Office of the Dean of Studies.

A maximum of 4 units of credit is allowed for examination results.

## 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 meet high school graduation requirements nor granted high school credit. 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.

## Deferring Admission

Admitted freshman students may, with the permission of the Office of Admission, defer matriculation for one year. The student should first confirm his or her intent to enroll at Vassar by submitting the Candidate's Reply Form and the required enrollment deposit by May 1. A written request for deferral should also be submitted, preferably along with the enrollment deposit but by no later than June 1. If deferred status is approved, a formal letter stating the conditions under which the deferral has been granted will be sent to the student. However, students who may be offered admission to Vassar from the waiting list after May 1 are not eligible to request a deferral of admission.

## 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 freshman transfer candidates for the spring semester. All transfer students must complete a minimum of 17 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 \$70 application fee, and all required credentials by March 15 for admission to the fall semester and by November 1 for admission to 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, and a personal

statement or essay. The application fee may be waived upon written request from the dean or adviser substantiating reasonable need for the waiver.

All transfer applicants are required to submit scores from either the SAT Test or the ACT. Along with the SAT scores, we also require two SAT Subject Tests. However, the SAT Subject Tests are 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. Students admitted as transfer students are expected to enroll in the semester for which they have been offered admission. Deferrals of admission to later semesters typically are not granted, except under extraordinary circumstances.

## Admission to Exchange Programs

Students attending colleges or universities that 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 and consult the office of international programs and the dean of studies office at Vassar. Exchange students are expected to return to their home institution following their time at Vassar.

## Visiting Students

A limited number of places are typically available (depending on space) for full-time visiting students in the spring semester. Visiting students are not admitted for the fall term. To be eligible, a student must be currently enrolled in college and have completed at least one year of full-time work. Students interested in visiting student status at Vassar should contact the Dean of Studies Office for further information and an application. Please note that enrollment at Vassar as a visiting student is typically a one-term option designed to allow an individual to experience a different educational environment and is not viewed as a route to transfer admission. It is also important to understand that on-campus housing may not be available for visiting students each year, depending on enrollment and housing capacity.

## Special Students and Part-Time Students

Well-qualified nontraditional 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 Advisor 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 92 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 student accounts in early July for the fall term and early December for the spring term. All bills are 100% electronic and notifications are sent to the student's Vassar email address. Additional bills are produced monthly to reflect all other charges incurred by students. Payments must be received by the designated due dates to avoid late payment fees and/or the denial of student privileges. Payments can be made online through Nelnet Quikpay or in person at the Cashier's Office. Payments can also be mailed to the Cashier's Office. All payments must be in the form of United States dollars. Payments made from outside the United States must be drawn on United States banks. To make online payments, please visit our website <http://studentaccounts.vassar.edu> for more information.

Vassar College offers an installment payment plan through Nelnet e-Cashier. e-Cashier works with Vassar College to set up your monthly payment plan account, collect your tuition installments, and forward them to the Office of Student Financial Services. To enroll in the payment plan, please log into your Nelnet Quikpay account, click on 'view accounts, and 'enroll in payment plan'. If you have questions about setting up your payment plan, you may call Nelnet e-cashier at (800) 609-8056. A low semester enrollment fee is required.

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

### Application Fee

**Application for admission (nonrefundable)**..... \$ 70  
An application for admission to the college is not accepted until payment fee is received.

### Undergraduate Comprehensive Fee

<b>Tuition</b> - Full time for fall and spring terms.....	\$ 50,550
<b>Room</b> - All residential halls .....	\$ 6,500
<b>Room</b> - Apartments/townhouses.....	\$ 7,220
<b>Board</b> - Base plan.....	\$ 5,480
<b>Student activities fee (nonrefundable)</b> .....	\$ 340
<b>College health service fee (nonrefundable)</b> .....	\$ 410

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 first-year students.

All students residing in the residence halls are required to be on a meal plan. Students may select from four plans which provide buffet meals in ACDC (All Campus Dining Center), guest meals and dining bucks. These block plan meals provide a specified number of guaranteed meals per semester, allowing students to enjoy all-you-care-to eat dining for breakfast, lunch and dinner.

The meal plan is optional for students housed in apartments (Terrace Apartments, Town Houses, or South Commons). For information about an optional meal plan for TA/TH residents visit the Card Office.

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

The Health Service fee is required for all full-time students. 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.

### Other Fees and Deposits

**Student Sickness and Accident Insurance**..... \$1,415\*  
(nonrefundable)

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 18, 2014. 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 17. Information regarding insurance will be available on the Office of Student Financial Services website.

**Transcript of academic record (first semester students only)** ... \$ 80  
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)**..... \$ 140  
A late fee is charged if term bills are not paid by the designated due date.

### Graduate Fees

<b>Full-time tuition</b> .....	\$ 50,550
<b>Part-time tuition per unit</b> .....	\$ 6,010
<b>General deposit</b> .....	\$ 300

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

<b>Part-time undergraduate students per unit</b> .....	\$ 6,010
<b>Non-matriculated special students and full-time high school students taking work at Vassar College per unit</b> .....	\$ 3,040

The general deposit of \$300 for part-time undergraduate students and \$150 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: Private Instruction

**Instruction in any single branch**

<b>Each semester, full-time</b> .....	\$ 670
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**Use of practice room and instrument, without instruction**

<b>Each semester</b> .....	\$ 55
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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 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 \$670.

### Miscellaneous Fees

<b>Diploma replacement fee</b> .....	\$ 70
<b>Emergency Medical Training instruction fee</b> .....	\$ 265
<b>Senior Film Workshop (per semester)</b> .....	\$ 180
<b>Filmmaking (per semester)</b> .....	\$ 50
<b>Studio Art (per semester)</b> .....	\$ 55-100
<b>Teacher Certification (fifth year program) (per unit)</b> .....	\$ 140
<b>Vehicle Registration (per semester)</b> .....	\$ 110

## Student Deposits

**General deposit**.....\$ 300

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.

**Enrollment deposit**.....\$ 500

The enrollment deposit is for new students only and is due by May 1. 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 \$2,250 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 Office of the Dean of Studies, and the date that notice is received will be the official date of withdrawal.

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

Title IV funds are Federal Pell Grants, Federal Supplemental Educational Grants, Federal Perkins Loans, Federal Stafford Student Loans, Federal Work Study, and Federal Parent Loan for Undergraduate Students.

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:

- Federal Direct Unsubsidized Stafford Student Loans
- Federal Direct Subsidized Stafford Student Loans
- Federal Perkins 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:

(less the nonrefundable fee deposit).....	100%
<b>During the first week of the semester</b> .....	90%
<b>During the second week of the semester</b> .....	80%
<b>During the third week of the semester</b> .....	70%
<b>During the fourth week of the semester</b> .....	60%
<b>During the fifth week of the semester</b> .....	55%
<b>During the sixth week of the semester</b> .....	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.

## 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, meal plans will be prorated.

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

If a student requests a change in housing during a semester, the following will apply:

- Move from a Terrace Apartment, Townhouse, South Commons Apartment Area to the Residence Hall
  - If the move occurs during week 1-6, a \$360.00 credit will be applied to the student account
  - After the 6th week of classes, there will be no change in the original housing charge
  - A meal plan will be pro-rated based on the number of weeks left in the semester
- Moving from the Residence Hall to a Terrace Apartment, Townhouse, South Commons Apartment Area
  - Anytime during the semester if a student requests a move, the student account will be charged an additional \$360.00
  - A student will receive a credit on their student account for the unused meals/dining bucks left in their meal plan

## 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.

# 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.

The goal of the Financial Aid Office is to make a Vassar education affordable and accessible to all admitted students. Vassar meets 100% of the full demonstrated need of all admitted students for all four years. As of the 2008/09 academic year, student loans which meet demonstrated need were replaced by additional scholarship grants in the financial aid awards of students whose families have a calculated annual income of \$60,000 or less.

During the academic 2014/15 year, approximately 59 percent of the student body received financial aid totaling more than \$62 million from the college, federal, state, and private sources. Of that amount, over \$58 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.

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 the CSS PROFILE form with the College Board. This last form is required by Vassar College prior to the awarding of its own resources. Complete instructions and deadlines for first-year and transfer students are available online from the Office of Student Financial Services.

Instructions and application materials for financial aid for returning students are available from the Office of Student Financial Services in early March, with a filing deadline of May 1st.

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 Board and subject to the professional judgment of the student financial aid officers of the college.

Vassar requires all financial aid applicants who are New York residents and United States citizens to apply for TAP. Information about this and other state programs can be obtained from Vassar's Office of Student Financial Services or the New York State Higher Education Services Corporation websites.

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.

## Financial Aid Awards

Financial aid 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 campus job and, if appropriate, a student loan. 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 L. L. Staton Scholarship, held in trust by Mahlon De Loatch, 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 Bank of America, Boston, Massachusetts, for residents of Worcester County.

The selection of students for these trust funds is determined by the Office of Student Financial Services.

## Financial Aid and Athletes

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 financial need. Applications are available the first two weeks of each semester on the Office of Student Financial Services website.

## Loan Funds

The Federal Direct Stafford Student Loan Program offers federally insured loans at a low interest rate, with a repayment period of 10 years. 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 federal processor. Applicants for Stafford Loans must demonstrate need under criteria used in determining eligibility for subsidized loans (interest free while in school and approved deferment). Applicants found ineligible for a subsidized Stafford Loan may still receive a Stafford Loan but 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 college's website.

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 a 5 percent interest rate. 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.

International students demonstrating financial need for financial assistance from Vassar College receive a financial aid package that includes a student loan. More information about loans can be obtained from the Office of Student Financial Services.

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

## Other Federal Loan Programs

The Federal Direct Parent Loan for Undergraduate Students (PLUS) 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 loan is fully disbursed.

## New York State Tuition Assistance Program (TAP)

This information regarding New York State TAP pertains to all New York State residents who received a financial aid decision from the Office of Student Financial Services, regardless of whether or not a TAP award appears on the Statement of Financial Aid. Final determination of eligibility rests with the Higher Education Services Corporation and what follows are the steps required to determine that

eligibility.

**General Eligibility Requirements:** U.S. citizens that are legal residents of New York State. Eligibility for TAP is based on the combined New York State **Net Taxable Income** of the student applicant and parent(s) not to exceed \$80,000 with awards up to \$5,165. For more information about the TAP program, go to [www.hesc.com](http://www.hesc.com) and select "Students, Families & Counselors" or call the New York State Higher Education Services Corp. (HESC) at 1-888-697-4372.

In addition, continuing students must maintain satisfactory academic progress based on the following guidelines in order to remain eligible for the TAP program:

### SATISFACTORY ACADEMIC PROGRESS (SAP)

Calendar: Semester

Before being certified for this payment:	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
<b>A student must have accrued at least this many credits:</b>	0	6	15	27	39	51	66	81	96	111
<b>Credits translated to Vassar units:</b>	0	2	4	8	11	14	19	23	27	31
<b>With at least this grade point average:</b>	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

## Student Employment

A campus job is part of all financial aid awards and priority for most 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 \$2,160 to \$2,700 requiring a student to work eight to 10 hours per week based on a student's class year. Some positions, which are funded through the Federal Work-Study Program (FWS) are off-campus community service positions. The Student Employment component of the Office of Student Financial Services 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 must be made to a financial aid officer.

## Vassar Scholarships for Study Away and Exchange Programs

Students participating in approved study away programs (international or domestic) are eligible to receive financial aid. The amount of aid will be determined using the same family contribution that would be used if the student remained on campus, and an expense budget that reflects the necessary costs of the program. Because of the wide range of programs offered, the exact program cost and determination of aid eligibility can vary considerably.

## 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.

- 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
- Othmar Ammann Scholarship
- Arlene Joy Amron Memorial Fund
- Mary Louise Anderson Fund
- E. Cowles and Miriam Jay Wurts Andrus Fund
- Anonymous Scholarship Fund
- Gwendolen Appleyard Class of 1934 Scholarship Fund
- Louise C. Armstrong Fund
- Alma Askin Endowed Scholarship
- Elizabeth V. Atwater Fund
- Norma K. and Lisa Aufzien Endowed Scholarship 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
- Gail Berman and William Masters Scholarship
- Arnold Bernhard Foundation Fund
- Cecile and Gustav Bernd Sr. Fund
- Alison Bernstein Scholarship
- James C.P. Berry Scholarship
- Frank Stillman Bidwell Fund
- Mary Brown Bidwell Fund
- William Bingham, II Fund
- Sarah Gibson Blanding Fund
- Edith S. Wetmore Blessing Fund
- Avis H. and 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
- The Braun Family Scholarship
- Nannie Jenckes Brayton Fund
- Louise D. Breidge Fund
- Jane Breckir Memorial Fund
- Brigham Family Scholarship
- 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
- David Calle and Mark Burstein '84 Scholarship
- Marian Blakeslee Butler '39 Scholarship
- Shirley Oakes Butler Fund
- Marian Voorhees 1904 and Edgar J. Buttenheim Fund
- Hilda J. Butterfield Fund
- Annie Glyde Wells Caldwell Fund
- Northern California Endowment Fund
- Dorothy L. Campbell Scholarship
- 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
- Dr. Paul A. Chandler Memorial Scholarship Fund
- Emily M. Chapman Fund
- J.P. Morgan Chase Scholarship Fund
- Augusta Choate Fund
- Edward Christman Scholarship 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 1951 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 1962 Scholarship Fund
- Class of 1969 Scholarship Fund
- Class of 1972 Scholarship Fund
- Class of 1974 Scholarship Fund
- Class of 1982 Scholarship Fund
- Class of 1985 (Alden) Fund
- Class of 2010 Endowed Scholarship
- Sally Dayton Clement Scholarship Fund
- Cleveland Vassar Club Endowment Fund
- Annette Perry Coakley Fund
- Elizabeth Nielsen Cocciarell '76 Scholarship
- Elizabeth Muir Coe 1942 Scholarship
- P. Charles Cole Fund
- College Bowl Scholarship Fund
- Carol Ohmer Collins '47 Scholarship
- Isabella Steenburg Collins Fund
- Colorado Vassar Club Endowment Fund
- Elizabeth W. Colton Scholarship
- Compton Family Scholarship Fund
- Compton Foundation Scholarship Fund
- Dorothy Danforth Compton Fund
- Ruth E. Conklin Fund
- Connecticut Scholarship Fund

- Martine Vilas Conway '53 Endowed Scholarship
- Alison R. Coolidge Fund
- Wildey B. and Ella H. Cooper Fund
- Dr. Susan Covey Memorial Scholarship
- Sarah Frances Hutchinson Cowles and Patricia Stewart Phelps Fund
- Susan Copland Crim Fund
- Albert W. Cretella, Jr., Memorial Scholarship
- Cronson Family Scholarship
- John J. Cszimar Scholarship Endowment
- Dr. Emma V.P. Bicknell Culbertson Fund
- Gladys H. Cunningham Fund
- Florence M. Cushing Fund
- Dennis and Marsha Finn Dammerman Scholarship
- Charles L. Dates Fund
- Arthur Vining Davis Foundations Scholarship Fund
- Thomas M. and Mary E. Bennett Davis Fund
- Barbara Knowles Debs '53 Scholarship
- Margarita Victoria Delacorte '53 Memorial Scholarship Fund
- Barbara Rowe de Marneffe and Pamela Rowe Peabody Fund
- George Sherman Dickinson Fund
- Bertha Clark Dillon Fund
- DiPasquale Family Scholarship
- May Cossitt Dodge Fund
- Mario Domandi Fund
- Susan Miller Dorsey Fund
- Caroline B. Dow and Lilla T. Elder Fund
- Durant Drake Fund
- Mary Childs Draper, Vassar 1908, Scholarship
- Drotleff Scholarship Fund
- Kathryn McGrath Dubbs Fund
- Gwendoline Durbridge Fund
- Maude Elizabeth Batcheller Durkee Fund
- Catherine Pelton Durrell '25 Endowed Scholarship Fund
- Jane Dustan Scholarship
- Ruth P. East Fund
- George and Mary Economou Scholarship for Poughkeepsie
- Charles M. Eckert Fund
- Edna H. Edgerton Fund
- Achsah M. Ely Fund
- Linda Beiles Englander '62 Fund
- Andrew D. Eu '83 Scholarship
- Elizabeth Y. Evans Fund
- Katherine Evans 1946 Fund for Study Abroad
- Martha Jarnagin Evans Fund
- Feitler Family Scholarship
- Margaret Ferguson Fund
- Frances D. Fergusson Scholarship
- Fergusson Presidential Scholars
- Edith Ferry Memorial Fund
- Mary Davis Firestone Memorial Fund
- Julia Amster Fishelson Fund
- Lucy Aldrich Fitch Fund
- Foreign Service and Military Scholarship Fund
- Elizabeth R. Foster Scholarship
- Abbie H. Fox Fund
- Anne Frank Memorial Fund
- Friedland Scholarship Fund
- Ruth Scharps Fuld Fund
- Flora Todd Fuller Fund
- S. Margaret Gallagher Fund
- Roberta Galloway Gardner Fund
- Myra Toby Gargill Scholarship Fund
- Nellie J. Ryder Gates Fund
- Caroline M. Gerrish Fund
- Margaret McKee Gerrity Fund
- Cora Williams Getz Fund
- George R. and Helen M. Gibbons Fund
- Kate Viola Gibson Fund
- Lucille Renneckar Glass Fund
- Louise Miller Glover Fund
- Frances Goldin Scholarship Fund
- Jeffrey Goldstein '77 Scholarship
- Joan Gordon Scholarship Fund
- George Coleman Gow Fund
- Michael Paul Grace Endowed Scholarship
- Graham Alumnae Fund
- Harriette Westfall Greene Fund
- Gayle Gussett Greenhill '58 Endowed Scholarship
- Robina Knox Gregg Fund
- Emma Catherine Gregory Fund
- Kate Stanton Griffiths Fund
- Lea Trinka Grossi '72 Scholarship
- Gertrude H. Grosvenor Fund
- Helen Morris Hadley Fund
- Hager Scholarship Fund
- George S. & Esther E. Halstead Fund
- Hamilton Scholarship
- Ives Dulles Hannay '42 Endowed Scholarship Fund
- Marian Shaler Hanisch Fund
- H. Stuart Harrison Fund
- Evelina Hartz Fund
- Mary Lee and Andrew Hartzell Scholarship 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 Scholarship Fund
- Hazel Bowling Heflin Fund
- John P. Herrick Fund
- Frank C. and Maryellen Cattani Herring '65 Scholarship
- Hersey Association Scholarship Fund
- Heloise E. Hersey Fund
- Bailey Wright Hickenlooper Fund
- Ralph M. Hill and Reba Stutson Hill, Vassar 1908, Scholarship
- Anne Matson Hillary '88 Scholarship
- 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 and Martha Hoffman Fund
- Elizabeth Hogsett Fund
- Eugene and Edith Holman Scholarship
- Blanche Ferry Hooker Fund
- Julie Lien-Ying How Memorial Scholarship
- Nancy Phillips Howland Scholarship
- Mable Hastings Humpstone Fund
- Calvin Huntington Fund
- Dorothy D. Hurd Fund
- Deborah Dow and Glenn Hutchins Scholarship
- 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 1923 Scholarship Endowment Fund
- Beth Johnson Memorial Fund
- Colton Johnson Scholarship
- Henry P. and Susan I. Johnson Scholarship Fund



- Jane T. Johnson Fund
- Julia E. Johnson Fund
- Helen Lyon Jones Fund
- Leila D. Jones Fund
- Michael and Nancy Olmsted Kaehr '60 Scholarship
- Louise M. Karcher Fund
- Carol Miller Kautz '55 and James Kautz Trustee Scholarship
- 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 Scholarship Fund
- Dr. Abraham Krakower Endowed Scholarship
- Bertha M. Kridel Fund
- Helen Dixon Kunzelmann Endowment
- Delphia Hill Lamberson Fund
- Lambert-Hall Fund for Studio Art
- Barbara Bentley Lane '33 Scholarship Endowment Fund
- Ellen Vorzimer Langner Fund
- Suzanne S. LaPierre '76 Scholarship
- Katharine P. Larrabee Fund
- Loula D. Lasker 1909 and Frances Lasker Brody 1937 Scholarship
- Otis Lee Fund
- Margaret Anita Leet Fund
- Margaret Bashford Legardeur Fund
- Annette and Theodore Lerner Family Foundation Scholarship
- 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
- Lui & Wan Foundation Scholarship
- Hannah Willard Lyman Fund
- Lyndon Hall Alumnae Association Scholarship Fund
- Catherine Hubbard MacCracken Fund
- Majorie Dodd MacCracken Fund
- Florence Van Sciver and Barbara Marter MacFalls Scholarship Endowment
- Martha H. MacLeish Fund
- Susan Zadek Mandel and Beth K. Zadek Fund
- Mabel Farnham Mangano Fund
- J.P. and L.T. Marangu Family Scholarship
- 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 S. McDonnell Fund
- Janet C. McGean Fund
- A. Madrigale M. McKeever Fund
- Maude McKinnon Fund
- Elizabeth L. Geiger McMahan Fund
- William C. McVail Scholarship 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. and Emma M. Morrison Fund
- Maude Morrison Fund
- Christine Morgan Morton Fund
- Samuel Munson Fund
- John Murra Endowed Scholarship
- Janet Murray 1931 Endowed Scholarship Fund
- Sylvia and Harry Nelson Fund
- Gretchen Hawkins Nelson and Sylvia Allen Nelson Fund
- Mary 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
- Jacqueline Nolte '48 Scholarship
- Jean Anderson O'Neil Fund
- Florence White Olivet Fund
- Mary Olmstead Fund
- Marian Woodward Ottley Fund
- Ouyang Family Scholarship
- Lydia Babbott Paddon and Richard Paddon Fund
- Mary Cornelia Palmer Fund
- Mabel Pearse Fund
- Honoro G. Pelton Fund
- Michael W. and 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
- Plapinger Family Scholarship
- Porges Family Scholarship
- Poughkeepsie Community Fund
- Sarah Goddard Power Memorial Fund
- President's International Advisory Council Scholarship
- Andrew Price III Memorial Scholarship
- Luise Morgenschweis Pugh '52 Scholarship
- Putnam Family Scholarship
- 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
- Richard Reitknecht '87 Scholarship
- Emma A. Rice Fund
- Julia A. Richards Fund
- Delia Rosanna Robbins Fund
- Paul C. Roberts Fund
- Steven and Kimberly Roberts Scholarship
- President Franklin D. Roosevelt Fund
- Sandra Priest Rose Fund
- Rossheim Memorial Fund: Dorothy, Sarah and Joseph B. Rossheim
- Barbara Hirsch Rosston Scholarship Endowment
- Lucile Cross Russell Fund
- Alexander and Mary Ellen Saunders Fund
- Harriet Sawyer Fund
- Scholarship Endowment in Support of Need Blind Admissions
- Ann Weinfeld Schulman Memorial Scholarship
- Edna Bryner Schwab Fund
- Alice McAfee Scott Fund

- Miriam Tannhauser McNair Scott Scholarship Fund for Art History
  - Esther Sears Fund
  - Ruth Sedgwick Fund
  - Henrietta Buckler Seiberling Music Fund
  - Senior Class Gift-Scholarship Fund
  - Pamela Geraci Shaftell '66 Scholarship
  - Janet Warren Shaw Fund
  - Mary E. Shepard Fund
  - Susan Stein Shiva Fund
  - Janet Gerdes Short '40 Endowed Scholarship Fund
  - Lydia M. Short Fund
  - Dorothy Linder Silberberg Fund
  - Linda Sipress Scholarship
  - James T. and Gertrude M. Skelly Fund
  - Anna Margaret and Mary Sloan Fund
  - Carol Houck Smith Scholarship Fund for the Arts and Humanities
  - Eric M. Smith '92 Memorial Scholarship
  - Henrietta T. Smith Scholarship
  - Jane Prouty Smith Fund
  - Reba Morehouse Smith Fund
  - Beatrice and Harold Snyder Scholarship Fund
  - Nina Spiegelman '76 and Anthony Fusaro Endowed Scholarship
  - Blanche Brumback Spitzer Fund
  - Kittie M. Spring Fund
  - Carol L. Stahl Fund
  - Catharine P. Stanton Fund
  - Louise J. Starkweather Fund
  - Mary Isabella Starr Fund
  - Florence Finley Stay Scholarship
  - Lucy W. Stedman Fund
  - Mary Betty Stevens, M.D. Scholarship Fund
  - Clara Sax Strasburger Fund
  - Mary and Harry Streep Scholarship
  - Ernest and Elsie Sturm Fund
  - Summer Institute of Euthenics Scholarship Fund
  - Solon E. Summerfield Fund
  - Diana Ward Sumner Fund
  - Surdna Foundation Scholarship Fund
  - Helen B. Sweeney Fund
  - Marian Stanley Sweet Fund
  - Texas Scholarship Fund
  - Florence White Thomas Fund
  - Mary Rogers Thomas Memorial Fund
  - Sarah and Elizabeth Thomas Fund
  - Adalyn Thompson Fund
  - John Thompson and Benson Van Vliet Fund
  - C. Mildred Thompson Fund
  - Ada Thurston Fund
  - Charlotte F.K. Townsend Fund
  - Emily Allison Townsend Fund
  - Margaret Pope Trask Endowment Fund
  - Jane B. Tripp Fund
  - Thomas Tsao '86 Memorial Fund
  - Cordelia F. Turrell Fund
  - Ruth Updegraff Scholarship Fund
  - Janet Graham Van Alstyne 1922 Scholarship Fund
  - Esther Ruth Van Demark Fund
  - Dr. Helen Van Alstine Scholarship Fund
  - Yannis Pavlos Vardinoyannis Fund
  - Vassar 150: World Changing Scholarship Fund
  - Matthew Vassar Auxiliary Fund
  - Vassar Changemakers Scholarship
  - Vassar Club of Boston Endowed Scholarship
  - Vassar Club of New York City Scholarship Fund
  - Vassar Club of St. Louis Fund
  - Vassar Club of Washington, DC, Book Sale Scholarship Endowment
  - Vassar College/Maria Mitchell Association Endowment Fund
  - Matthew Vassar Jr. Fund
  - Barbara Manfrey Vogelstein '76 Scholarship
  - John and Barbara Vogelstein Scholars Fund
  - Valerie Vondermuhll Fund
  - Harriett F. Hubbell Vossler Fund
  - Annetta O'Brien Walker Fund
  - Cornelia Walker Fund
  - Nora Ann Wallace '73 Scholarship
  - Washington State Vassar Club Endowment Fund
  - Dr. Caroline F. Ware Fund
  - Anne Bonner Warren 1950 Memorial Scholarship
  - Waterman-Neu Fund for Disadvantaged Students
  - Watkins-Elting Scholarship Fund
  - Christopher Howland Webber '05 Memorial Scholarship
  - Elizabeth Wylie Webster Fund
  - Martha Gaines Wehrle Scholarship
  - Mary C. Welborn Fund
  - Emma Galpin Welch Fund
  - Agnes B. and Elizabeth E. Wellington Fund
  - Jill Troy Werner '71 Endowed Scholarship
  - Clara Pray West Fund
  - Westchester Vassar Club Endowment Fund
  - Dorothy Marioneaux Whatley 1916 Scholarship Fund
  - Martha McChesney Wilkinson & Ruth Chandler Moore Class of 1918 Fund
  - Lois P. Williams '16 Scholarship Endowment
  - Edward and Elizabeth Williamson Fund
  - Katharine Mathiot Williston Fund
  - John F. Willson and Fanny G. Willson Scholarship Fund
  - Florence Ogden Wilson Fund
  - Woodrow Wilson Fund
  - Winbrook Scholarship Fund
  - Lucy Madeira Wing Fund
  - Annie Carpenter Winter Fund
  - David, Helen and Marian Woodward Fund and Marian Woodward Ottley Fund
  - Dr. Gladys Winter Yegen Fund
  - Susan DeBevoise and Elizabeth Watson DeBevoise Endowed Scholarship
  - Mary Stout Young Fund
  - Jacob Ziskind Fund
  - Professor Anita Zorzoli Scholarship Endowment
  - 75th Anniversary Scholarship Fund
- Additional scholarship funds were made available by the following Vassar Clubs during the 2013/14 academic year from gifts and endowments:
- Central New Jersey
  - Chicago
  - Cleveland
  - Colorado/Wyoming
  - Jersey Hills
  - Kansas City
  - Maryland
  - New Haven
  - Palm Beach/Boca Raton
  - Poughkeepsie
  - Rhode Island
  - Syracuse
  - Tucson
  - Washington, D.C.
  - Wisconsin

## 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 advisor or the director of the Office for Fellowships and Pre-Health 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 of the year for which you are applying, to the Committee on Fellowships. Application forms for all Vassar fellowships are available on the Office for Fellowships website.

## Vassar College Fellowships

- Mary Richardson and Lydia Pratt Babbott Fellowship
- Katherine Jones Baker Fellowship-*Biological sciences, medicine, chemistry, or physics*
- Phyllis Hunt Belisle-*Mathematics*
- Eliza Buffington Fellowship-*Research*
- Ann Cornelisen Fellowship for Undergraduate Students-*for study of a current spoken language in any country outside the United States, preferably in conjunction with an interest in sociology, diplomatic service or international law*
- Ann Cornelisen Fund for Post-Graduate Fellowships
- Nancy Skinner Clark Fellowship-*Biology*
- DeGolier Fellowship
- Eloise Ellery Fellowship
- Dorothy A. Evans Fellowship
- The Oppi Handler Fellowship
- Elizabeth Skinner Hubbard Fellowship-*Religion*
- James Ryland and Georgia A. Kendrick Fellowship
- Abby Leach Memorial Fellowship-*Greek history, archaeology, art, literature*
- Maguire English Teaching Fellowship in Indonesia - *one fellowship per year to live and work in Yogyakarta, Indonesia*
- Maguire Fellowship-*Study in another country in which a student can pursue his or her special interests in the humanities, broadly defined*
- Helen Brown Nicholas and John Spangler Nicholas Fellowship-*Science at Yale University*
- Mary Pemberton Nourse Fellowship-*Medicine, social work, public health*
- Margaret C. Peabody Fellowship-*International relations*
- Helen Dwight Reid Fellowship-*International relations*
- Mary Landon Sague Fellowship-*Chemistry*
- Belle Skinner Fellowship-*Study of history in France*
- Adolph Sutro Fellowship
- Elinor Wardle Squier Townsend Fellowship-*Art, preferably abroad*
- The Elsie Van Dyck DeWitt Scholarship Fund
- Louise Hart Van Loon Fellowship
- Margaret Floy Washburn Fund-*Psychology*
- Emilie Louise Wells Fellowship-*Economics*

## 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 are available on the Office for Fellowships website.

## 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
- Elise Nichols Bloch 1903 and Margaret Sawyer Bloch 1936 Fellowship
- 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 Fund for Academic Interns
- The Olmsted Fund
- Bruce Eben and Mary Ellen Pindyck Internship in Art
- Joseph H. and Florence A. Roblee Foundation Fund
- C. V. Starr Foundation Fund
- Stern Goldin Family Summer Internship
- The Strauss/Murdoch Family Fund

## ALUMNAE AND ALUMNI OF VASSAR COLLEGE (AAVC)

Founded in 1871 and governed by an independent board of directors, AAVC is a living bridge whose mission is “to ignite powerful connections to Vassar, to each other, and the world.” Once their class graduates, all matriculated students of the college are considered members of AAVC with voting privileges.

In coordination with the Office of Alumnae/i Affairs and Development (OAAD), the AAVC connects the more than 36,000 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. The AAVC and OAAD host reunion weekend each June and coordinate numerous regional events across the country and around the world.

The official publication of AAVC, Vassar, the Alumnae/i Quarterly, is published in the fall, winter, and spring, and is distributed to all alumnae/i, current parents, faculty, and administrators. In addition, AAVC publishes a monthly electronic newsletter, This Is Vassar, which highlights recent news items and upcoming events about life on campus. AAVC is headquartered at Alumnae House, a welcoming on-campus home for alumnae/i given to the college by two alumnae in 1924. Its American Tudor-style architecture and spacious atmosphere provide comfortable accommodations and a gracious venue for weddings and other catered celebrations.

# Academic Information

## DEGREE REQUIREMENTS & 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:
- the single unit, a course for one semester
- the half unit, equivalent to one-half of a semester course taken over an entire semester or for a half-semester only
- the double unit, consisting of a year sequence of semester courses or the equivalent of two semester courses in one term
- the unit and a half earned in one course over one semester

#### FRESHMAN WRITING SEMINAR, QUANTITATIVE COURSE, AND FOREIGN LANGUAGE REQUIREMENTS

All graduates must comply with the Freshman Writing Seminar requirement, the Quantitative Course requirement, and the foreign language proficiency requirement.

#### 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

- A student choosing a regular four-year program must spend at least three of those years in residence.
- Students on a three-year program (accelerating students, those entering with a considerable number of pre-matriculation 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.
- 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.

- Any special permissions relating to the residence requirement (academic leaves of absence) must be sought individually from the Committee on Leaves and Privileges by February 15 of the previous academic year.
- 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 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 WRITING SEMINAR

Each year numerous introductory courses, designated Freshman Writing Seminars, 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 seventeen 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 complete at least one Freshman Writing Seminar during their first year. The Freshman Writing Seminar offerings are listed every year in the *Freshman Handbook*.

#### QUANTITATIVE COURSES

Facility in quantitative reasoning is an important component of liberal education. Quantitative reasoning includes the ability to understand and evaluate arguments framed in quantitative or numerical terms; to analyze subject matter using quantitative techniques; to construct and evaluate quantitative arguments of one's own; and to make reasoned judgments about the kinds of questions that can be effectively addressed through quantitative methods.

Accordingly, all Vassar students are required before their third year to complete at least one unit of course work that shall develop or extend the student's facility in quantitative reasoning. Qualifying courses are designated by the faculty and are noted in the schedule of classes. Exemption from this requirement may be granted to students who have completed equivalent coursework 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 Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, and Spanish. In addition, students may learn Arabic, Hebrew, and Old English and, through the self-instructional language program, Hindi, Irish, Korean, Portuguese, Swahili, Swedish, Turkish, and Yiddish.

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:

- one year of foreign-language study at Vassar at the introductory level or one semester at the intermediate level or above;
- 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;
- Advanced Placement score of 4 or 5 in a foreign language;
- SAT II achievement test score in a foreign language of at least 600;
- equivalent foreign-language coursework completed at another institution; such courses may involve languages not taught at Vassar, including American Sign Language; or
- completion of Old English and Beowulf (ENGL 235 and ENGL 236); both Old English and Beowulf must be completed to satisfy the requirement.
- International students whose first language is not English must show formal academic study of their home language to fulfill this requirement. For information about the exemption process consult the Office of the Dean of Studies.

## 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 must choose a curricular program and a major within a field of concentration no later than 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 8.5 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 include interdepartmental courses or courses offered by the multidisciplinary programs. No more than 2 units of the 34 may be for physical activity courses in Physical Education. For students matriculating in 2014 or after, units earned from Advanced Placement exams will not be permitted to count toward fulfillment of the minimum number outside the of the division of concentration. 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	Arabic	Anthropology	Astronomy
Dance	Chinese	Economics	Biology
Drama	French and	Education	Chemistry
English	Francophone	Geography	Cognitive
Film	Studies	History	Science
Music	German Studies	Philosophy	Computer
Physical Education	Greek and Roman Studies	Political Science	Science
	Hebrew	Religion	Earth Science
	Hispanic Studies	Sociology	Mathematics
	Italian		Physics
	Japanese		Psychology
	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 in the Departments and Programs section.

## 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 seven interdepartmental programs—Anthropology-Sociology; 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 the following fully developed multidisciplinary programs—Africana Studies; American Studies; Asian Studies; Environmental Studies; International Studies; Jewish Studies; Latin American and Latino/a Studies; Media 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 completing two courses in each field and 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. Ordinarily no more than two (2) units of course overlap is allowed between the two majors.

## CORRELATE SEQUENCE

In addition to an elected field of concentration, a student may undertake an optional correlate sequence. Ordinarily no more than one (1) unit of course overlap is allowed between the correlate and the field of concentration.

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. For students pursuing more than one correlate, ordinarily no more than one (1) unit of course overlap is allowed between the two correlates.

## PART-TIME STATUS

Ordinarily, all matriculated students are 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 under-load status (fewer than 3.5 units, full tuition). All requests for part-time status or full-time under-load 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 by February 15 of the academic year before the one for which they are sought. Study abroad is one form of academic leave, applied for through the Office of International Programs.

A domestic 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. Non-transfer 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. 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 by 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. Students should submit a written, signed request for nonacademic leaves to the Dean of Studies Office, after consultation with their class dean or adviser. Emergency immediate leaves of absence within a semester must be applied for no later than the last day of classes, as announced on the Academic Calendar.

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 Office of International Programs. 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 recommended 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 the policies and procedures (including important deadlines) for petitioning for permission to study abroad is available on the Office of International Programs website. Students wishing to apply for permission to study abroad should familiarize themselves with the Fundamentals of Study Abroad document available online.

### ACADEMIC YEAR PROGRAMS

#### Berlin Consortium for German Studies

Based in the city of Berlin and managed by Columbia University, the Berlin Consortium for German Studies (BCGS), of which Vassar College is an Associate Member, offers an intellectually challenging and diverse program of study meeting the highest academic standards common to its member institutions. The BCGS provides students with the opportunity to enroll in courses at the Freie Universität Berlin (FU Berlin) for spring semester or a full academic year. The program begins with a six-week intensive language practicum, which,

in conjunction with a month long home-stay, prepares students for study at the FU Berlin. Upon completion of the practicum, students enroll in one course taught by the BCGS directors on a topic such as culture, politics, history, literature, theater, or cinema; and for at least two, possibly more, FU Berlin courses for which they meet the prerequisites. Program tutors are available to assist BCGS students with the transition into the German university system. Cultural activities and field trips support the academic program. Some students also intern during the semester and between the fall and spring semesters.

### **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 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, Office of International Programs, Main N-173.

### **Vassar London Program in Media and Culture**

Qualified students, regardless of their field of concentration, may spend the fall semester at Goldsmiths College, University of London. Students live in Goldsmiths dormitories and have access to all facilities and services available to University of London students. A Vassar faculty member serves as Resident Director, teaches a seminar, and mentors Vassar students in independent projects; both the seminar and the independent work use London as a laboratory, an object of study, and source of inspiration. Students also take two Goldsmiths courses: one in the Department of Media and Communications and one elective chosen from offerings in Anthropology, Art, Computing, Drama, Education Studies, Economics, English and Comparative Literature, History, Languages, Music, Politics, Psychology, Sociology, or Visual Cultures. Information regarding Goldsmiths course descriptions may be obtained through the Office of International Programs. Those interested in applying should consult with their advisers and with the Media Studies Program before making formal application through the dean of studies, Office of International Programs, 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, as well as an internship. 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 210 or the equivalent. Those interested in applying should consult with their advisers and with the Department of French and Francophone Studies before making formal application through the dean of studies, Office of International Programs, 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, Office of International Programs, Main N-173.

### **Vassar in St. Petersburg, Russia, at European University**

Qualified students with an interest in Russian Studies and/or art history may spend the fall semester at European University in St. Petersburg studying art history, and language and culture. The St. Petersburg program is unique in allowing students virtually unlimited access to the Hermitage Museum with its collection of Western art that is rivaled only by such famous sites as the British Museum or the Louvre. Our students are granted equally unrestricted access to the Russian Museum, a treasure-trove of Russian art ranging from medieval icons to Malevich and beyond. Classes are held under the tutelage of Hermitage curators and professors of the city's European University. No previous exposure to Russian language is required, since the three principal courses are offered in English. All students must be enrolled in a Russian language course at their appropriate level. Additional instruction in Russian can be arranged for advanced Russian speakers.

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

Vassar College, in cooperation with the Clifden Community School, Clifden, Ireland, offers a one-semester internship in Irish elementary or 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 elementary or 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, Office of International Programs, Main N-173.

### **Vassar College Program at Cloud Forest School in Costa Rica**

Vassar College in conjunction with the Cloud Forest School in Monteverde, Costa Rica, offers a fall or spring semester of study plus an internship experience in the school's bilingual setting. The program offers field work and an independent study project in the field of education and educational policy plus intensive Spanish language courses at varying levels. Participants must have the equivalent of at least one year of Spanish language, Hispanic Studies, 105-106. Education 235, Contemporary Issues in Education, is also required in order to participate in the program. Qualified students majoring in any discipline may apply. Those interested in applying should consult with their advisers and with the program coordinator in the Education Department.

### **International Exchange Programs**

Vassar has established exchanges that students may choose to participate in with the following six institutions:

- Institut d'Etudes Politiques de Paris (Science Po) Exchange Program -*Full year or spring term only. Requires excellent French language skills.*
- Bilgi University and Bogazici University, Istanbul, Turkey -*Fall, spring or full year study is available.*
- Ochanomizu University, Tokyo University (female students only)
- Ritsumeikan University, Kyoto, Japan -*Fall, spring or full year study is available.*
- University of Exeter, United Kingdom -*Full year or spring term only.*



## Domestic Study, Off Campus

### BANK STREET URBAN (NYC) EDUCATION SEMESTER

Vassar College, in cooperation with Bank Street College of Education, 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 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, or Wheaton, 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 apply to study at one of the following historic black colleges: Howard University, Morehouse College, and Spelman College. Election of specific courses at Bard College is also possible. For a more complete list of programs within the United States as well as an explanation of the academic leave of absence, students should consult the Study Away website.

For information about the application process and credit transfer related to exchanges and academic leaves of absences students should consult the Office of the Dean of Studies.

### 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. All field work is ungraded (Satisfactory/Unsatisfactory). See section on Ungraded Work for specific information.

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 POLICY

Course work which may be eligible for transfer credit can include course work taken prior to a student's matriculation at Vassar, as well as course work done on a Vassar approved Junior Year Abroad, a domestic academic leave of absence, and summer course work taken at other institutions. With the exception of pre-matriculation course work, students are expected to have courses pre-approved for transfer credit if they plan to take them at institutions outside of Vassar.

Courses which are ineligible for transfer credit include ungraded courses, ungraded field work, online courses, courses done at unaccredited institutions, courses which come under the category of pre-professional or vocational, continuing education courses (CEU's), and course work taken on a personal leave of absence.

Transfer credit may be earned both prior to matriculating at Vassar and while a student is a degree candidate. A maximum of 4 units of pre-matriculation credit of this type will be awarded.

### Pre-matriculation Credit

The definition of pre-matriculation credit comprises college-level work completed before a student has matriculated at Vassar. The category of college level work is a broad one that includes exams such as the Advanced Placement Exams (APs) and the International Baccalaureate (IB). Vassar also recognizes GCE/Cambridge Advanced Level examinations (A Levels), the French Baccalaureate, the German Abitur, and the Caribbean Advanced Proficiency Examination (CAPE). Other college level pre-matriculation examination results will be evaluated as they are submitted provided they are accompanied by appropriate documentation authenticating and supporting their academic integrity and level of proficiency. In some cases transcription and translation must also be provided.

Pre-matriculation course work also includes college or university courses completed while a student was attending high school. However, course work of this type must be completed at the college or university campus along with other undergraduates, taught by a qualified college teacher, and may not have been used to fulfill any high school requirements. Students may not apply for transfer credit for these courses until after they matriculate and are active students at Vassar. A maximum of 4 units of pre-matriculation credit of this type will be awarded.

\*Note: The minimum grade required for any course to be eligible for transfer credit is C. A maximum of 4 units of pre-matriculation credit of this type will be awarded. Grades will not appear on the transcript for pre-matriculation credit, only the department, course title, and units transferred. Grades earned at other institutions for pre-matriculation credit will not be figured into the Vassar GPA.

### ADVANCED PLACEMENT (APS)

The general policy: Students will receive 1.0 unit of pre-matriculation transfer credit for every score of 4 or 5 up to a maximum of 4.0 units. Admission into higher level courses on the basis of AP credit is at the discretion of the individual department.

Please refer to the *Freshman Handbook* for department specific AP information.

Note: Scores will not appear on the transcript for Advanced Placement credit, only the department, course title, and units transferred.

### INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate Program is described as a "demanding pre-university course of study that leads to examinations; it is designed for highly motivated secondary school students and incorporates the best elements of national systems without being based on any one." Scores achieved for the Higher Level examinations are eligible for pre-matriculation transfer credit. Students who achieve a 5, 6, or 7

on an IB exam will receive 1.0 unit of transfer credit. Also, as with AP credits, 4.0 units is the maximum allowable amount of transfer credit.

Note: Scores will not appear on the transcript for International Baccalaureate credit, only the department, course title, and units transferred.

## INTERNATIONAL CREDENTIALS

Students may receive 1.0 unit (equivalent to a course for one semester) of pre-matriculation transfer credit for every eligible foreign exam score up to a maximum of 4.0 units. Admission into higher level courses on the basis of this credit is at the discretion of the individual department. Common examples include: GCE/Cambridge A-level exams with a grade of A or B; French Baccalaureate exams with minimum coefficient of 4 and minimum score of 11; German Abitur exams with minimum score of 10; CAPE exams with a grade of I or II. Other college level pre-matriculation examination results will be evaluated as they are submitted provided they are accompanied by appropriate documentation authenticating and supporting their academic integrity and level of proficiency. In some cases transcription and translation must also be provided.

## POST-MATRICULATION TRANSFER CREDIT

Students normally matriculate at Vassar in their freshman year. Students who matriculate as freshmen may transfer a maximum 10.0 units of credit including pre-matriculation credits. Students have a range of options for earning post-matriculation transfer credit. They can take work at another institution over the summer, they can go on a Vassar approved JYA program, or they can take a Vassar approved domestic academic leave. In the case of summer work, pre-approval is recommended. In the case of JYA or domestic academic leaves, pre-approval of proposed course work is required and is built into the application process. Students may not take the same course at another institution which they have already received credit for at Vassar.

The procedure for having summer work done at an institution outside of Vassar pre-approved for credit is for the student to complete a Summer Election Away form. This form can be obtained at the Vassar Registrar's Office. The student must take the form along with an official description of the summer course or program to the chair of the department in which the course would be assigned at Vassar. Both the respective department chair and the student's adviser must sign the form and return it to the Registrar's Office. Once the student has completed the course he/she must request that an official transcript of completed course work be sent to the Vassar Registrar's Office. When the transcript is received, the credit will be applied automatically to the student's Vassar transcript provided the student achieved a grade of C or better.

Grades will appear on the transcript for all post-matriculation credit whether earned over the summer, on a JYA semester, or on a domestic academic leave of absence. However, they will not be factored into the student's GPA.

## TRANSFER STUDENTS

Students who are accepted as transfer students have spent a minimum of one semester at a school other than Vassar. The work they have completed at their previous institution(s) will be evaluated for transfer credit. Transfer students may also earn transfer credit once they have matriculated at Vassar. The maximum amount of transfer credit a transfer student may apply to their Vassar transcript is 17.0 units. Transfer students are also able to do summer work, go JYA, or take a domestic leave of absence, provided they have not exceeded their transfer credit limit.

Approved transfer units may be used to fulfill the freshman writing seminar, quantitative course, and/or foreign language requirements where appropriate and as evaluated by the dean of studies office. For information about transfer credit evaluation students should consult with the Office of the Dean of Studies.

## COURSES WHICH ARE NOT ELIGIBLE FOR TRANSFER

When students consider taking courses at institutions outside of Vassar, they must bear in mind that certain categories of courses will not be approved for transfer. These include physical education courses, pre-professional courses, vocational courses, continuing education courses (CEU's), business courses, and online (distance learning) courses. This policy applies equally to courses taken at other institutions prior to a student's matriculation at Vassar.

## 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. If a student takes more than 2 units the student will be charged the part-time rate.

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 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. 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, as well as their adviser, before the end of the second semester. Forms for registration of this work are available in the Office of the Registrar. See section on Transfer Credit Policy for specific transfer credit rules.

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.

## UNDERGRADUATE RESEARCH SUMMER INSTITUTE (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, Earth Science, Mathematics, Physics, and Psychology on research projects at Vassar and at other sites. Recent URSI students have studied the mass balance of chloride ion in the watershed of the Casperkill Creek that runs through Vassar's campus; worked to develop an automated, analytical technique that scans shapes and identifies them; investigated globally declining amphibian populations by studying nutritive stress as an immunomodulator in the African clawed frog; analyzed tar samples from a fourth century BC Greek shipwreck; developed structure activity relationships with titanium tetrahydroxalen complexes in asymmetric catalysis; created musical artificial intelligence software that finds patterns in

compositions to use in extending them; studied a geometric approach to the theory of orthogonal complements in finite-dimensional complex vector space; and researched word play riddle understanding during the elementary school years of children to figure out the reasons why children get better at choosing the funnier riddles. Information on the program and a complete listing of last summer's projects is available on the URSI website.

## FORD SCHOLARS

Established in 1988, the Ford Scholars Program at Vassar College fosters student and faculty collaboration on research projects in the humanities and social sciences. The program encourages academic mentoring relationships between undergraduate students and expert scholars. Faculty mentors initiate and mentor each project and design them to include significant student participation. Students become junior partners in rigorous scholarship, course preparation and teaching related research. Ford Scholar experiences this past summer included a wide range of research and curriculum development projects. Twenty-one projects were funded in anthropology, sociology, economics, Africana studies, education, English, science, technology and society, film, Russian studies, Latin American and Latino/a studies, history, French and Francophone studies, German studies, drama, political science, and curatorial studies. The Ford Scholars program allows students to test their own interests in pursuing a life in academe. Additional information can be obtained on the Ford Scholars website.

## 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 4.0-5 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 3.5 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 pre-major adviser. Students will not be permitted to register for more than 4.5 units during the Preregistration Phase I period. Students can add up to a total of 5.0 units during Preregistration Phase II.

All students in residence are expected to enroll in at least 3.5 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

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. New due dates will be established for the completion of work based on the student's particular circumstances by the dean or class advisor; if the work is not completed by the established due date, the grade for the outstanding work automatically becomes a failure. If a class dean or class adviser, 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.

## 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 will be assigned at the end of the course by the instructor, who will, before turning in grades to the registrar, have knowledge of whether the student has elected the NRO, although the instructor will not have knowledge of the minimum grade set by the student. 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 NRO 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.

Field Work (290), Independent Work (298, 399), and Reading Courses (297) are all considered Ungraded Work. Other courses, including some half-unit courses and many theses/senior projects may be designated as Ungraded as well at the discretion of the department. All Ungraded work is noted in the Schedule of Classes with an SU grade type.

**Special Note:** Grades of "DS" - Independent Work and Ungraded Theses/Senior Projects may allow for grades of "DS" (Distinction) in addition to "SA" and "UN", where appropriate and where the department policy indicates.

**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 minimum 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 at least 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 GRADE

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

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 mid-point 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.

### ALPHA KAPPA DELTA

Alpha Kappa Delta is the International Sociology Honor Society. Founded in 1920 at the University of Southern California by Dr. E. S. Bogardus, Alpha Kappa Delta is an integral part of many Sociology programs and is proud to acknowledge that in the past eight decades, over 80,000 scholars have been initiated into the Society. More than 490 chapters have been chartered in the United States, Canada, China, Finland, the Philippines, Taiwan, and Singapore. The purpose of the honor society is to promote scholarship and fellowship for students, both at the graduate and undergraduate levels. Sociology Majors who rank in the top 35% of their graduating class, and achieve a distinctive GPA in their Sociology classes, are chosen for membership to Vassar's chapter: Alpha Tau.

### AMERICAN CHEMICAL SOCIETY

The American Chemical Society (ACS) is the largest scientific organization in the world and hosts more than 161,000 members. Vassar College is an accredited institution of the American Chemical Society. An approved program requires a substantial institutional commitment to an environment that supports long-term excellence. Certification is awarded to graduates that meet the Society's criteria for professional education. Certified majors must have instruction in each of the five major areas of chemistry: analytical, biochemistry, inorganic, organic, and physical chemistry.

### PHI BETA KAPPA

Vassar College was granted a charter by the national honor society of Phi Beta Kappa in 1898. Members from the senior class are elected by the Vassar chapter each spring. The basis for selection is a high level of academic achievement; breadth of study, requiring substantial work in several areas of the liberal arts curriculum; and general evidence of intellectual adventurousness.

### PSI CHI

Psi Chi is the National Honor Society for Psychology. It was founded in 1929 for the purposes of "encouraging, stimulating, and maintaining excellence in scholarship of the individual members in all fields, particularly psychology, and advancing the science of psychology." Membership in Psi Chi is awarded to students majoring in Psychology,

Cognitive Science, or Neuroscience & Behavior who have earned the top academic rankings in their class. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS).

### SIGMA XI

Sigma Xi is a scientific research society with chapters in colleges and universities around the world. A Sigma Xi club was established at Vassar in 1959 that became an active chapter in 1998. Since 2001 Sigma Xi has been recognizing graduating seniors as associate members of Sigma Xi based upon their research accomplishments and academic record. Vassar College is one of the few liberal arts colleges in the country where graduating seniors are bestowed this honor.

### 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*
- The Frances Daly Fergusson Prize - *to a senior in the art history department for his or her outstanding accomplishments*
- Helen Kate Furness Prize - *for an essay on a Shakespearean or Elizabethan subject*
- The Jamie Nisse Greenberg Philosophy Prize - *for demonstrating academic excellence, a passion for philosophy, and the promise of graduate work in philosophy.*
- 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*
- Ann E. Imbrie Prize - *for Excellence in Fiction Writing*
- 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*

- The Antonio Marquez Prizes -for excellence in non-fiction in Spanish, poetry and fiction, translation Spanish-English and for video and other media
- 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
- Ashish Patil '08 Memorial Prize - for excellence in interdisciplinary studies
- H. Daniel Peck Prize Fund in Environmental Studies - for an Environmental Studies senior thesis
- 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 and Woodrow Wirsig Memorial Prize - in recognition of accomplishment and promise in the field of journalism
- Sophia H. Chen Zen Memorial Prize - for the best thesis in Asian studies
- Sophia H. Chen Zen Memorial Prize - for the best thesis in history
- **Department prizes:**
- Frank Bergon Book Prize - to an outstanding senior whose multidisciplinary work best exemplifies the creative accomplishments of Frank Bergon
- The Melanie Campbell Memorial Prize - to a particularly gifted student in areas of "behind the scenes" service to the department
- Jeffrey Chance Memorial Award - for excellence in both classwork and research in chemistry
- Yin-Lien C. Chin Prize - for the best thesis/senior project in the Department of Chinese and Japanese
- June Jackson Christmas Prize - for academic excellence in Africana studies
- John F. DeGilio Prize - for creative skills in secondary teaching
- The Harvey Flad/Anne Constantinople American Culture Book Prize - for an outstanding academic contribution
- 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
- Leslie A. Koempel Prize- for an outstanding thesis in sociology involving fieldwork or a special project.
- 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
- The Larkin Prize - for outstanding work in the study of Latin
- The Larkin Prize in Ancient Societies - for outstanding work in the study of Greek and Roman civilization
- The Michael McCarthy and Mitch Miller Prize - for distinguished philosophical work and the promise of teaching
- Neuroscience and Behavior Senior Prize - for excellence in neuroscience and behavior.
- Philip Nochlin Prize - for a senior thesis of highest distinction in philosophy
- The Reno Prize in Greek - for outstanding work in the study of Greek
- The Dashielle Robertson '17 Memorial Prize - for excellence in Women's Studies
- Paul Robeson Prize - for best senior thesis in Africana studies
- Julie Stomne Roswal Prize - for the most outstanding German student
- 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
- The Solomon and Barbara Wank Prize in African, Asian or Latin American History - for excellence in African, Asian or Latin American History
- 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.
- 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
- 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 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: pre-major 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, Teaching, and Research Center, the Office of Career Development, the Office of Field Work, the house fellows, the Health Service, the 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 freshman (second semester only), 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.

## 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, the director of the Office for Fellowships and Pre-Health Advising, and the Office of the Dean of Studies.

Graduate Record Examinations are required or recommended by graduate schools, and sometimes for fellowships. Application blanks and information pamphlets are available at the Office of Career Development or on the GRE website.

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 of Career Development.

**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 Pre-Health 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 when they are in the application cycle. 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 Pre-Health Advising.

**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 Pre-Health Advising is recommended.

**Teaching:** See Department of Education.



# DEPARTMENTS AND PROGRAMS OF INSTRUCTION

## Africana Studies Program

**Director:** Zachariah Cherian Mampilly;

**Steering Committee:** Carlos Alamo (Sociology), Colette Cann (Education), Patricia-Pia C  l  rier<sup>b</sup> (French and Francophone Studies), Lisa Gail Collins (Art), Eve Dunbar<sup>a</sup> (English), Diane Harriford (Sociology), Luke C. Harris (Political Science), Kiese Laymon<sup>ab</sup> (English), Candice M. Lowe Swift (Anthropology), Zachariah Cherian Mampilly (Political Science), Mia Mask (Film), Mootacem Mhiri (Africana Studies), Quincy T. Mills (History), Samson Okoth Opondo (Political Science), Hiram Perez (English), Tyrone Simpson, II (English);

**Participating Faculty:** Tagreed Al-Haddad (Africana Studies).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

Founded in 1969 out of student protest and political upheaval, the Africana Studies Program continues its commitment to social change and the examination and creation of new knowledge. The Africana Studies Program brings together scholars and scholarship from many fields of study and draws on a range of theoretical and methodological approaches to explore the cultures, histories, institutions, and societies of African and African-descended people. Program strengths include: education and activism; literature; feminism; political thought; Arabic language and culture; critical race theory; queer studies; prison studies; visual culture; creative writing; social, cultural, and political movements; and popular culture.

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

**Requirements for concentration:** 11 units are required for the major.

**Basic requirements:** a) AFRS 100 - Introduction to Africana Studies; b) Africana Studies Senior Seminar; c) AFRS 300 - Senior Thesis or Project, a one-unit senior thesis.

**Distribution of unit requirements:** Students must also meet the distribution requirement. Apart from the clearly specified units - AFRS 100 - Introduction to Africana Studies, the Africana Senior Seminar and AFRS 300 - Senior Thesis or Project - the remaining 8 required units must include one course at the 200- or 300-level from four of the five different Africana regions: (1) Africa, (2) the North Atlantic, (3) the Arab World, (4) the Caribbean and Latin America, and / or (5) the Indian Ocean.

A maximum of two units of language study can be counted toward the major. A maximum of one unit of fieldwork can be counted toward the major. JYA credits normally accepted by the college may count towards the distribution requirements in consultation with the major adviser. NRO work may not be used to satisfy the requirements of the Africana Studies Program.

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

**Correlate Sequences in Africana Studies:** The Africana Studies Program offers two correlate sequences.

**Africana Studies Correlate Sequence:** Students undertaking the correlate sequence must complete 6 units. All students must take AFRS 100 - Introduction to Africana Studies. In addition, students must have a regional specialization, taking courses from Africana Studies or approved related disciplines focusing on one of the five regions of the Africana world: (1) Africa, (2) the North Atlantic, (3) the Arab World, (4) the Caribbean and Latin America, and / or (5) the Indian Ocean. At least one unit must be at the 300-level. Language study cannot be counted towards the correlate.

**Arabic Language and Culture Correlate Sequence:** Students undertaking the correlate sequence must complete 6 units. All students must take Introduction to Africana Studies. In addition, students must complete AFRS 208; AFRS 307; AFRS 308; and AFRS 311. Student must also take either AFRS 203 or AFRS 205, or in consultation with the correlate adviser, another approved course. Only one credit from study abroad and/or summer intensive Arabic language programs may count toward the Arabic Language and Culture correlate.

## I. INTRODUCTORY

### AFRS 100 - INTRODUCTION TO AFRICANA STUDIES

Semester Offered: Fall

1 unit(s)

What is Africana Studies? This course proposes an overview of the field of Africana Studies, emphasizing the historical and cultural connections between Africa and its global diasporas. It covers subjects and themes drawing from disciplinary traditions within the humanities and the social sciences. Articulated on distinct geographical spaces and historical time periods, it focuses on the activities of African peoples and their descendants around the world. Topics include: colonialism, slavery, nationalism and transnationalism, civil and human rights, conflict, and culture. The particular subjects and themes explored vary with each faculty teaching the course. Mr. Mampilly.

The course is required for all majors and correlates.

Two 75-minute periods.

### AFRS 101 - MARTIN LUTHER KING JR.

Semester Offered: Fall

1 unit(s)

(Same as HIST 101) This course examines the life and work of Martin Luther King, Jr. We immediately rethink the image of King who liberals and conservatives construct as a dreamer of better race relations. We engage the complexities of an individual, who articulated a moral compass of the nation, to explore racial justice in post-World War II America. This course gives special attention to King's post-1965 radicalism when he called for a reordering of American society, an end to the war in Vietnam, and supported sanitation workers striking for better wages and working conditions. Topics include King's notion of the "beloved community", the Social Gospel, liberalism, "socially conscious democracy", militancy, the politics of martyrdom, poverty and racial justice, and compensatory treatment. Primary sources form the core of our readings.

Two 75-minute periods.

### AFRS 104 - RELIGION, PRISONS, AND THE CIVIL RIGHTS MOVEMENT

1 unit(s)

(Same as RELI 104) African American citizenship has long been a contested and bloody battlefield. This course uses the modern Civil Rights Movement to examine the roles the religion and prisons have played in these battles over African American rights and liberties. In what ways have religious beliefs motivated Americans to uphold narrow definitions of citizenship that exclude people on the basis of race or moved them to boldly challenge those definitions? In a similar fashion, civil rights workers were incarcerated in jails and prisons as a result of their nonviolent protest activities. Their experiences in prisons, they exposed the inhumane conditions and practices existing in many prison settings. More recently, the growth of the mass incarceration of minorities has moved to the forefront of civil and human rights concerns. Is a new Civil Rights Movement needed to challenge the New Jim Crow?

Not offered in 2015/16.

**AFRS 105 - ISSUES IN AFRICANA STUDIES**

1 unit(s)

Not offered in 2015/16.

**AFRS 106 - ELEMENTARY ARABIC**

Semester Offered: Fall

1 unit(s)

This course is an elementary level course offered during fall semester only. The course builds basic skills in Modern Standard Arabic, the language spoken, read, and understood by educated Arabs throughout the Middle East, North Africa, and other parts of the world. No prior experience in Arabic is necessary. The course focuses on building students' abilities to (1) communicate successfully basic biographical information: name, place of residence, family members, and daily life activities, using memorized material; (2) understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, such as memorized greetings, pleasantries, leave taking, very basic questions and answers related to immediate need or personal information; (3) derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra-linguistic support; (4) manage successfully a number of uncomplicated communicative tasks in straightforward social situations, such as giving basic personal information, and describing basic objects, a limited number of activities, preferences, and immediate needs. Ms. Al-Haddad and Mr. Mhiri.

Students who did not complete AFRS 106 may enroll in AFRS 107, if they demonstrate equivalent knowledge by a placement test.

Yearlong course 106-AFRS 107.

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

**AFRS 107 - ELEMENTARY ARABIC**

Semester Offered: Spring

1 unit(s)

This is an elementary level course offered during spring semester only. The course focuses on building students' abilities to (1) create statements and formulate questions based on familiar material in short and simple conversational-style sentences with basic word order; (2) understand basic information conveyed orally in simple, minimally connected discourse that contains high-frequency vocabulary; (3) understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics of immediate interest, featuring description and narration; (4) ask simple questions and handle a straightforward survival situation by producing sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Ms. Al-Haddad and Mr. Mhiri.

Students who did not complete AFRS 106 may enroll in AFRS 107, if they demonstrate equivalent knowledge by a placement test.

Yearlong course AFRS 106-107.

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

**AFRS 109 - BEYOND THE VEIL AND ISLAMIC TERRORISM: MODERN ARABIC LITERATURE**

Semester Offered: Fall

1 unit(s)

This course introduces students to major themes, authors, and genres in modern Arabic literature from the late nineteenth century to the present. Readings include autobiography, fiction, drama, and poetry representing the rich Arabic literary heritage of the Middle East and North Africa. We also read various secondary materials and watch several documentary and feature films that will anchor our discussion of the literary texts in their socio-historical and cultural context(s). Some of the major themes (foci) of the course include (1) tradition and change; (2) the colonial and postcolonial encounters with the other; (3) changing gender roles and the politics of (Islamic) Feminism; (4) religion and politics, among others. Mr. Mhiri.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

**AFRS 122 - TRADITION, RELIGION, MODERNITY: A HISTORY OF NORTH AFRICA AND THE MIDDLE EAST**

1 unit(s)

(Same as INTL 122) This course provides an introduction to the modern history of the Middle East and North Africa covering the period from the end of the eighteenth century until the present. The aim is to trace the genealogy of sociopolitical reform movements across this period of the history of North Africa and The Middle East. The course is designed to familiarize students with major themes spanning the colonial encounter, the rise of nationalisms, and postcolonial nation-building. Our inquiry includes an examination of the rise of political Islam as well as the contemporary popular revolutions sweeping through the region at the moment. Our goal is to achieve a better understanding of the culmination and collision of the historical trends of tradition religion and modernity and their manifestation in the ongoing Arab Spring. TBA

Not offered in 2015/16.

Two 75-minute periods.

**AFRS 141 - TRADITION, HISTORY AND THE AFRICAN EXPERIENCE**

1 unit(s)

(Same as HIST 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 African past have changed over time. Mr. Rashid.

Fulfills the Freshman Writing Seminar Requirement.

Not offered in 2015/16.

**AFRS 175 - MANDELA: RACE, RESISTANCE AND RENAISSANCE IN SOUTH AFRICA**

1 unit(s)

(Same as HIST 175) This course critically explores the history and politics of South Africa in the twentieth century through the prism of the life, politics, and experiences of one of its most iconic figures, Nelson Mandela. After almost three decades of incarceration for resisting Apartheid, Mandela became the first democratically elected president of a free South Africa in 1994. It was an inspirational moment in the global movement and the internal struggle to dismantle Apartheid and to transform South Africa into a democratic, non-racial, and just society. Using Mandela's autobiography, Long Walk to Freedom, as our point of departure, the course discusses some of the complex ideas, people, and developments that shaped South Africa and Mandela's life in the twentieth century, including: indigenous culture, religion, and institutions; colonialism, race, and ethnicity; nationalism, mass resistance, and freedom; and human rights, social justice, and post-conflict reconstruction. Mr. Rashid.

Not offered in 2015/16.

Two 75-minute periods.

**AFRS 185 - THE INTERSECTION OF RACE, GENDER, AND SEXUALITY IN THE UNITED STATES**

Semester Offered: Fall

1 unit(s)

Given the release of series like *Orange is the New Black*, movies like *American Violet*, and the recent cases of Marissa Alexander and

CeCe McDonald, the particularities of Black women's incarceration is ostensibly coming to the fore within the public sphere. Through our readings of cultural productions as well as critical texts we will examine and write about the intersection of race, gender, sexuality and carcerality. TBA.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

## II. INTERMEDIATE

### AFRS 202 - BLACK MUSIC

Semester Offered: Fall

1 unit(s)

(Same as MUSI 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. Patch.

### AFRS 203 - ARAB WOMEN WRITERS: A LITERATURE OF THEIR OWN?

Semester Offered: Spring

1 unit(s)

This course examines a selection of literary works by modern and contemporary Arab women writers in English translation. We will read fiction, poetry, autobiographies, short stories, and critical scholarship by and about Arab women, from North Africa and the Middle East, in order to develop a critical understanding of the social, political, and cultural context(s) of these writings, and to form an enlightened opinion about the issues and concerns raised by Arab women writers throughout the Twentieth Century, at different historical junctures, and in different locations. Our class discussions will focus—among other themes—on: (1) Arab women writers and feminism. (2) Arab Women and Islamism. (3) Arab women and the West. (4) Arab Nationalism(s), Arab Modernity(s), and Arab women. (5) Arab Women writing in the Diaspora: hyphenated identities and different routes of homecoming. The authors to be read include Assia Djebar (Algeria); Fatima Mernissi (Morocco); Nawal Sadaawi (Egypt); Hanan Al-Shaykh (Lebanon); and Sahar Khalifeh (Palestine); and many others. Mr. Mhiri.

Two 75-minute periods.

### AFRS 204 - ISLAM IN AMERICA

1 unit(s)

(Same as RELI 204) This course examines the historical and social development of Islam in the U.S. from enslaved African Muslims to the present. Topics include: African Muslims, rice cultivation in the South, and slave rebellions; the rise of proto-Islamic movements such as the Nation of Islam; the growth and influence of African American and immigrant Muslims; Islam and Women; Islam in Prisons; Islam and Architecture and the American war on terror.

Prerequisite: one unit in Religion or permission of the instructor.

Not offered in 2015/16.

### AFRS 205 - ARAB AMERICAN LITERATURE

1 unit(s)

(Same as AMST 205) This course examines issues of identity formation, including race and ethnicity, gender, religion, and multiculturalism in the literary production of at least four generations of American writers, intellectuals and journalists of Arab and hybrid descent. We will read autobiographies, novels, short stories and poetry spanning the twentieth century, as well as articles and book chapters framing this literature and the identity discourse it vehicles within the broader cultural history of the American mosaic. Authors and works studied

may change occasionally and include: Khalil Gibran, Elia Abu Madi, Gregory Orfalea, Joseph Geha, Diana Abu Jaber, Naomi Shihab Nye, Suheir Hammad, Betty Shamieh, Moustafa Bayoumi, and others. All texts are originally written in English. Mr. Mhiri.

Open to all students.

Not offered in 2015/16.

Two 75-minute periods.

### AFRS 206 - SOCIAL CHANGE IN THE BLACK AND LATINO COMMUNITIES

1 unit(s)

(Same as RELI 206 and SOCI 206) An examination of social issues in the Black and Latino communities: poverty and welfare, segregated housing, drug addiction, unemployment and underemployment, immigration problems and the prison system. Social change strategies from community organization techniques and poor people's protest movements to more radical urban responses are analyzed. Attention is given to religious resources in social change.

Not offered in 2015/16.

One 2.5-hour period.

### AFRS 207 - INTERMEDIATE ARABIC

Semester Offered: Fall

1 unit(s)

This is an intermediate level course offered during fall semester only. The course focuses on enhancing students' abilities to (1) create with the language and communicate personal meaning effectively; (2) satisfy personal needs and social demands to survive in an Arabic speaking environment; (3) understand information conveyed in simple, sentence-length speech on familiar or everyday topics. (4) understand short, non-complex texts that convey basic information and deal with personal and social topics. (5) build intercultural competence through exposure to authentic Arabic expressions, proverbs, and similar linguistic and cultural idioms. Mr. Mhiri.

This course is designed for students who have completed AFRS 107 or its equivalent successfully as demonstrated by a placement test.

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

### AFRS 208 - INTERMEDIATE ARABIC

Semester Offered: Spring

1 unit(s)

This is an intermediate level course offered during spring semester only. The course focuses on enhancing students' abilities to (1) write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics; (2) understand simple, sentence-length speech in a variety of basic personal and social contexts and accurately comprehend highly familiar and predictable topics; (3) understand short, non-complex texts, featuring description and narration, that convey basic information and deal with basic and familiar topics; (4) handle successfully a variety of uncomplicated communicative tasks in straightforward social situations such as exchanges related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging; (5) develop their intercultural competence through increased exposure to authentic Arabic literary and journalistic audiovisual material. Ms. Al-Haddad.

Students who did not complete AFRS 207 may enroll if they demonstrate equivalent knowledge by a placement test.

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

### AFRS 209 - FROM HOMER TO OMEROS

1 unit(s)

(Same as GRST 209) No poet since James Joyce has been as deeply and creatively engaged in a refashioning of Homer as Derek Walcott, the Caribbean poet and 1992 Nobel Laureate. He has authored both a

stage version of the *Odyssey* and a modern epic, *Omeros*, and in both of them he brings a decidedly postcolonial and decidedly Caribbean idiom to Homer's ancient tales. In this course we devote ourselves to a close reading of these works alongside the appropriate sections of Homer's *Iliad* and *Odyssey*. Our aim is both to understand the complexities of Walcott's use of the Homeric models and to discover the new meanings that emerge in Homer when we read him through Walcott's eyes. Ms. Friedman.

Prerequisite: any 100-level Greek and Roman Studies course or one unit of related work or special permission.

Not offered in 2015/16.

Two 75-minute periods.

### **AFRS 211 - RELIGIONS OF THE OPPRESSED AND THIRD-WORLD LIBERATION MOVEMENTS**

1 unit(s)

(Same as RELI 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), Central America, the Iranian revolution, South Africa, slave religion, and aspects of feminist theology.

Prerequisite: special permission of the instructor.

This course is taught at the Otisville Correctional Facility.

Not offered in 2015/16.

### **AFRS 212 - ARABIC LITERATURE AND CULTURE**

1 unit(s)

This course covers the rise and development of modern literary genres written in verse and prose and studies some of the great figures and texts. It touches on the following focuses on analytical readings of poetry, stories, novels, articles, and plays. The students gain insights into Arabic culture including religions, customs, media, and music, in addition to the Arabic woman's rights and her role in society.

The course is open to any student who has taken AFRS 207 or AFRS 208.

### **AFRS 217 - PRISONS, COMMUNITY REENTRY, AND CRITICAL ISSUES IN THE CRIMINAL JUSTICE SYSTEM**

Semester Offered: Spring

1 unit(s)

This course examines the prison experience in the United States and critical issues in the criminal justice system in a prison setting with Vassar students and incarcerated men. The course provides historical overviews of the role of prisons in society and critical examinations of some relevant contemporary issues in criminal justice such as the death penalty, felon disenfranchisement, juveniles in adult prisons, children of incarcerated parents, and immigrants in prison.

The course meets on Thursday evenings for two hours. A number of field trips are scheduled to local and New York City agencies usually on Fridays. Special permission required.

### **AFRS 218 - LITERATURE, GENDER, AND SEXUALITY**

Semester Offered: Fall and Spring

1 unit(s)

(Same as ENGL 218 and WMST 218) This course considers matters of gender and sexuality in literary texts, criticism, and theory. The focus varies from year to year, and may include study of a historical period, literary movement, or genre; constructions of masculinity and femininity; sexual identities; or representations of gender in relation to race and class.

Topic for 2015/16a: *Queer of Color Critique*. "Queer of Color Critique" is a form of cultural criticism modeled on lessons learned from woman of color feminism, poststructuralism, and materialist and

other forms of analysis. As Roderick Ferguson defines it, "Queer of color analysis...interrogates social formations as the intersections of race, gender, sexuality, and class with particular interest in how those formations correspond with and diverge from nationalist ideals and practices." This course considers what interventions the construction "queer of color" makes possible for queer theory, LGBT scholarship and activism, and different models of ethnic studies. We will assess the value and limitations of queer theory's "subjectless critique" (in other words, its rejection of identity as a "fixed referent") in doing cultural and political work. What kind of complications (or contradictions) does the notion "queer of color" present for subjectless critique? How might queer of color critique inform political organizing? Particular attention will be devoted to how "queer" travels. Toward this end, students will determine what conflicts are presently shaping debates around sexuality in their own communities and consider how these debates may be linked to different regional, national or transnational politics. Throughout the semester, we evaluate what "queer" means and what kind of work it enables. Is it an identity or an anti-identity? A verb, a noun, or an adjective? A heuristic device, a counterpublic, a form of political mobilization or perhaps even a kind of literacy? Mr. Perez.

Topic for 2015/16b: *Black Feminism*: From the Combahee River Collective to Beyonce as feminist figure, this course will push you to consider the ways in which black American women have historically and contemporaneously negotiated the intersections between race, class, gender, and sexuality in order to formulate their own feminist theory and praxis. Ms. Dunbar.

Two 75-minute periods.

### **AFRS 227 - THE HARLEM RENAISSANCE AND ITS PRECURSORS**

Semester Offered: Spring

1 unit(s)

(Same as ENGL 227) This course places the Harlem Renaissance in literary historical perspective as it seeks to answer the following questions: In what ways was "The New Negro" new? How did African American writers of the Harlem Renaissance rework earlier literary forms from the sorrow songs to the sermon and the slave narrative? How do the debates that raged during this period over the contours of a black aesthetic trace their origins to the concerns that attended the entry of African Americans into the literary public sphere in the eighteenth century? Ms. Dunbar.

### **AFRS 228 - AFRICAN AMERICAN LITERATURE: "VICIOUS MODERNISM" AND BEYOND**

Semester Offered: Fall

1 unit(s)

(Same as ENGL 228) In the famous phrase of Amiri Baraka, "Harlem is vicious/Modernism." Beginning with the modernist innovations of African American writers after the Harlem Renaissance, this course ranges from the social protest fiction of the 1940s through the Black Arts Movement to the postmodernist experiments of contemporary African American writers. Mr. Simpson.

### **AFRS 229 - BLACK INTELLECTUAL HISTORY**

1 unit(s)

(Same as SOCI 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. Harriford.

Not offered in 2015/16.

**AFRS 232 - AFRICAN AMERICAN CINEMA**

1 unit(s)

(Same as FILM 232) This course provides a survey of the history and theory of African American representation in cinema. It begins with the silent films of Oscar Micheaux and examines early Black cast westerns (*Harlem Rides the Range*, *The Bronze Buckaroo*, *Harlem on the Prairie*) and musicals (*St. Louis Blues*, *Black and Tan*, *Hi De Ho*, *Sweethearts of Rhythm*). Political debate circulating around cross over stars (Paul Robeson, Sidney Poitier, Dorothy Dandridge, Eartha Kitt, and Harry Belafonte) are central to the course. Special consideration is given to Blaxploitation cinema of the seventies (*Shaft*, *Coffy*, *Foxy Brown*, *Cleopatra Jones*) in an attempt to understand its impact on filmmakers and the historical contexts for contemporary filmmaking. The course covers "Los Angeles Rebellion" filmmakers such as Julie Dash, Charles Burnett, and Haile Gerima. Realist cinema of the 80's and 90's (*Do the Right Thing*, *Boyz n the Hood*, *Menace II Society*, and *Set it off*), is examined before the transition to Black romantic comedies, family films, and genre pictures (*Coming to America*, *Love and Basketball*, *Akeelah and the Bee*, *The Great Debaters*). Ms. Mask.

Prerequisite: FILM 210 and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods plus outside screenings.

**AFRS 234 - CREOLE RELIGIONS OF THE CARIBBEAN**

1 unit(s)

(Same as LALS 234 and RELI 234) The Africa-derived religions of the Caribbean region—Haitian Voodoo, Cuban Santeria, Jamaican Obeah, Rastafarianism, and others—are foundational elements in the cultural development of the islands of the region. This course examines their histories, systems of belief, liturgical practices, and pantheons of spirits, as well as their impact on the history, literature, and music of the region. Ms. Paravisini-Gebert.

Not offered in 2015/16.

Two 75-minute periods.

**AFRS 235 - THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES**

1 unit(s)

(Same as AMST 235) 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 discrimination—segregation, disfranchisement, and economic exploitation—and to challenge American society to live up to its professed democratic ideals. Ms. Collins.

Not offered in 2015/16.

**AFRS 236 - IMPRISONMENT AND THE PRISONER**

1 unit(s)

(Same as SOCI 236) What is the history of the prisoner? Who becomes a prisoner and what does the prisoner become once incarcerated? What is the relationship between crime and punishment? Focusing on the (global) prison industrial complex, this course critically interrogates the massive and increasing numbers of people imprisoned in the United States and around the world. The primary focus of this course is the prisoner and on the movement to abolish imprisonment as we know it. Topics covered in this course include: racial and gender inequality, the relationship between imprisonment and slavery, social death, the prisoner of war (POW), migrant incarceration, as well as prisoner resistance and rebellion. Students also come away from the course with a complex understanding of penal abolition and alternative models of justice. Mr. Alamo.

Not offered in 2015/16.

Two 75-minute periods.

**AFRS 241 - TOPICS IN THE CONSTRUCTION OF GENDER**

Semester Offered: Spring

1 unit(s)

This course examines the construction of gender as a social category and introduces students to various methodologies of gender studies and feminist analysis. Particular attention is given to the connections between gender, class, race, sex, and sexual identity. Topics vary from year to year and may include the study of gender in the context of a particular historical period, medicine and science, or the arts and literature. May be repeated for credit if the topic has changed.

Topic for 2015/16b: *Race, Anti/Colonialisms, and Queering Music Performance*. (Same as WMST 241) The course examines music performance in/as activism, with an emphasis on the constructions of race, gender, sexuality, class/caste, and national belonging, in various global contexts. The class features a practice component. Students make music, performance, and/or electronic art (with a choice as to which), with the aid of the instructor and a guest artist brought in for a two-week workshop funded by the Creative Arts Across Discipline grant. No previous performance, artistic or musical training is required. Texts are interdisciplinary, drawing from performance theory, musicology, and ethnomusicology, film, and media studies. Mr. Krell.

Prerequisite: WMST 130 or permission of the instructor.

This course is crosslisted with Music and and qualifies as a 200-level elective in the Music and Culture correlate.

Two 75-minute periods.

**AFRS 242 - BRAZIL, SOCIETY, CULTURE, AND ENVIRONMENT IN PORTUGUESE AMERICA**

1 unit(s)

(Same as GEOG 242, ITAL 242, and LALS 242) Brazil, long Latin America's largest and most populous country, has become an industrial and agricultural powerhouse with increasing political-economic clout in global affairs. This course examines Brazil's contemporary evolution in light of the country's historical geography, the distinctive cultural and environmental features of Portuguese America, and the political-economic linkages with the outside world. Specific topics for study include: 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; continuing controversies surrounding the occupation of Amazonia; and long-run prospects for democracy and equitable development in Brazil. Mr. Godfrey.

Not offered in 2015/16.

Two 75-minute periods.

**AFRS 246 - FRENCH SPEAKING CULTURES AND LITERATURES OF AFRICA AND THE CARIBBEAN**

1 unit(s)

(Same as FREN 246)

Prerequisite: FREN 210 or FREN 212 or the equivalent.

Not offered in 2015/16.

Two 75-minute periods.

**AFRS 247 - THE POLITICS OF DIFFERENCE**

Semester Offered: Fall

1 unit(s)

(Same as POLI 247) This course relates to the meanings of various group experiences in American politics. It explicitly explores, for example, issues of race, class, gender, disability, and sexual orientation. Among other things, this course addresses the contributions of the Critical Legal Studies Movement, the Feminist Jurisprudence Movement, the Critical Race Movement, and Queer Studies to the legal academy. Mr. Harris.

**AFRS 249 - LATINO/A FORMATIONS**

1 unit(s)

(Same as LALS 249 and SOCI 249 ) This course focuses on the concepts, methodologies and theoretical approaches for understanding the lives of those people who (im)migrated from or who share real or imagined links with Latin America and the Spanish-Speaking Caribbean. As such this course considers the following questions: Who is a Latino/a? What is the impact of U.S. political and economic policy on immigration? What is assimilation? What does U.S. citizenship actually mean and entail? How are ideas about Blackness, or race more generally, organized and understood among Latino/as? What role do heterogeneous identities play in the construction of space and place among Latino/a and Chicano/a communities? This course introduces students to the multiple ways in which space, race, ethnicity, class and gendered identities are imagined/formed in Latin America and conversely affirmed and/or redefined in the United States. Conversely, this course examines the ways in which U.S. Latina/o populations provide both economic and cultural remittances to their countries of origin that also help to challenge and rearticulate Latin American social and economic relationships. Mr. Alamo.

Not offered in 2015/16.

**AFRS 251 - TOPICS IN BLACK LITERATURES**

Semester Offered: Spring

1 unit(s)

This course considers Black literatures in all their richness and diversity. The focus changes from year to year, and may include study of a historical period, literary movement, or genre. The course may take a comparative, diasporic approach or may examine a single national or regional literature. Mr. Laymon.

**AFRS 252 - WRITING THE DIASPORA: VERSES/VERSUS**

1 unit(s)

(Same as ENGL 252) Black American cultural expression is anchored in rhetorical battles and verbal jousts that place one character against another. From sorrow songs to blues, black music has always been a primary means of cultural expression for African Americans, particularly during difficult social periods and transition. Black Americans have used music and particularly rhythmic verse to resist, express, and signify. Nowhere is this more evident than in hip hop culture generally and hip hop music specifically. This semester's Writing the Diaspora class concerns itself with close textual analysis of hip-hop texts. Is Imani Perry right in claiming that Hip Hop is Black American music, or diasporic music? In addition to close textual reading of lyrics, students are asked to create their own hip-hop texts that speak to particular artists/texts and/or issues and styles raised. Mr. Laymon.

Prerequisites: one course in literature or Africana Studies.

Not offered in 2015/16.

**AFRS 253 - TOPICS IN AMERICAN LITERATURE**

Semester Offered: Spring

1 unit(s)

(Same as ENGL 253) Topic for 2015/16b: *Narratives of Passing*. The phrase "passing for white," peculiar to American English, first appears in advertisements for the return of runaway slaves. Abolitionist fiction later adopts the phenomenon of racial passing (together with the figure of the "white slave") as a major literary theme. African American writers such as William Wells Brown and William Craft incorporated stories of passing in their antislavery writing and the theme continued to enjoy great currency in African American literature in the postbellum era as well as during the Harlem Renaissance. In this class, we will examine the prevalence of this theme in African American literature of these periods, the possible reasons for the waning interest in this theme following the Harlem Renaissance, and its reemergence in

recent years. In order to begin to understand the role of passing in the American imagination, we will look to examples of passing and the treatment of miscegenation in literature, film, and the law. We will consider the qualities that characterize what Valerie Smith identifies as the "classic passing narrative" and determine how each of the texts we examine conforms to, reinvents, and/or writes against that classic narrative. Some of the themes considered include betrayal, secrecy, lying, masquerade, visibility/invisibility, and memory. We will also examine how the literature of passing challenges or redefines notions of family, American mobility and success, and the convention of the "self-made man." Mr. Perez.

Two 75-minute periods.

**AFRS 254 - THE ARTS OF EASTERN, SOUTHERN, CENTRAL AND WESTERN AFRICA**

1 unit(s)

(Same as ART 254) This course is organized thematically and examines the ways in which sculpture, painting, photography, textiles, and film and video function both historically and currently in relationship to broader cultural issues. Within this context, this course explores performance and masquerade in relationship to gender, social, and political power. We also consider the connections between the visual arts and cosmology, identity, ideas of diaspora, colonialism and post-colonialism, as well as the representation of the "Self," and the "Other." Mr. Leers.

Prerequisites: ART 105-ART 106, one course in Africana Studies, or permission of the instructor.

The Non-Recorded Option is available to non-majors.

Not offered in 2015/16.

Two 75-minute periods.

**AFRS 255 - RACE, REPRESENTATION, AND RESISTANCE IN U.S. SCHOOLS**

Semester Offered: Spring

1 unit(s)

(Same as EDUC 255 and URBS 255) This course interrogates the intersections of race, racism and schooling in the US context. In this course, we examine this intersection at the site of educational policy, media and public attitudes towards schools and schooling- critically examining how representations in each shape the experiences of youth in school. Expectations, beliefs, attitudes and opportunities reflect societal investments in these representations, thus becoming both reflections and driving forces of these identities. Central to these representations is how theorists, educators and youth take them on, own them and resist them in ways that constrain possibility or create spaces for hope. Ms. Cann.

Two 75-minute periods.

**AFRS 256 - RACE, ETHNICITY AND NATIONALISM**

1 unit(s)

(Same as INTL 256 and POLI 256) Conflicts over racial, ethnic and/or national identity continue to dominate headlines in diverse corners of the world. Whether referring to ethnic violence in Bosnia or Sri Lanka, racialized political tensions in Sudan and Fiji, the treatment of Roma (Gypsies) and Muslims in Europe, or the charged debates about immigration policy in the United States, cultural identities remain at the center of politics globally. Drawing upon multiple theoretical approaches, this course explores the related concepts of race, ethnicity and nationalism from a comparative perspective using case studies drawn from around the world and across different time periods. Mr. Mampilly.

Not offered in 2015/16.

Two 75-minute periods.

### **AFRS 257 - GENRE AND THE POSTCOLONIAL CITY**

Semester Offered: Spring

1 unit(s)

(Same as POLI 257 and URBS 257) This course explores the physical and imaginative dimensions of selected postcolonial cities. The theoretical texts, genres of expression and cultural contexts that the course engages address the dynamics of urban governance as well as aesthetic strategies and everyday practices that continue to reframe existing senses of reality in the postcolonial city. Through an engagement with literary, cinematic, architectural among other forms of urban mediation and production, the course examines the politics of migrancy, colonialism, gender, class and race as they come to bear on political identities, urban rhythms and the built environment. Case studies include: Johannesburg, Nairobi, Algiers and migrant enclaves in London and Paris. Mr. Opondo.

Two 75-minute periods.

### **AFRS 258 - ENVIRONMENT AND CULTURE IN THE CARIBBEAN**

Semester Offered: Fall

1 unit(s)

(Same as ENST 258) The ecology of the islands of the Caribbean has undergone profound change since the arrival of Europeans to the region in 1492. The course traces the history of the relationship between ecology and culture from pre-Columbian civilizations to the economies of tourism. Among the specific topics of discussion are: Arawak and Carib notions of nature and conservation of natural resources; the impact of deforestation and changes in climate; the plantation economy as an ecological revolution; the political implications of the tensions between the economy of the plot and that of the plantation; the development of environmental conservation and its impact on notions of nationhood; the ecological impact of resort tourism; the development of eco-tourism. These topics are examined through a variety of materials: historical documents, essays, art, literature, music, and film. Ms. Paravisini.

Two 75-minute periods.

### **AFRS 259 - SETTLER COLONIALISM IN A COMPARATIVE PERSPECTIVE**

1 unit(s)

(Same as POLI 259) This course examines the phenomenon of settler colonialism through a comparative study of the interactions between settler and 'native' / indigenous populations in different societies. It explores the patterns of settler migration and settlement and the dynamics of violence and local displacement in the colony through the tropes of racialization of space, colonial law, production/labor, racialized knowledge, aesthetics, health, gender, domesticity and sexuality. Attentive to historical injustices and the transformation of violence in 'postcolonial' and settler societies, the course interrogates the forms of belonging, memory, desire and nostalgia that arise from the unresolved status of settler and indigenous communities and the competing claims to, or unequal access to resources like land. Case studies are drawn primarily from Africa but also include examples from other regions. Mr. Opondo.

Not offered in 2015/16.

Two 75-minute periods.

### **AFRS 260 - INTERNATIONAL RELATIONS OF THE THIRD WORLD: BANDUNG TO 9/11**

Semester Offered: Fall

1 unit(s)

(Same as INTL 260 and POLI 260) Whether referred to as the "Third World," or other variants such as the "Global South," the "Developing World," the "G-77," the "Non-Aligned Movement," or the "Post-Colonial World," a certain unity has long been assumed for

the multitude of countries ranging from Central and South America, across Africa to much of Asia. Is it valid to speak of a Third World? What were/are the connections between countries of the Third World? What were/are the high and low points of Third World solidarity? And what is the relationship between the First and Third Worlds? Drawing on academic and journalistic writings, personal narratives, music, and film, this course explores the concept of the Third World from economic, political and cultural perspectives. Beginning at the dawn of the 20th century with the rise of anti-colonial movements, we examine the trajectory of the Third World in global political debates through the end of the Cold War and the start of the War on Terror. Mr. Mampilly.

Two 75-minute periods.

### **AFRS 264 - AFRICAN AMERICAN WOMEN'S HISTORY**

1 unit(s)

(Same as WMST 264) In this interdisciplinary course, we explore the roles of black women in the U.S. as thinkers, activists, and creators during the nineteenth, twentieth, and twenty-first 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.

Not offered in 2015/16.

Two 75-minute periods.

### **AFRS 265 - AFRICAN AMERICAN HISTORY TO 1865**

1 unit(s)

(Same as HIST 265) This course provides an introduction to African American history from the Atlantic slave trade through the Civil War. African Americans had a profound effect on the historical development of the nation. The experiences of race and slavery dominate this history and it is the complexities and nuances of slavery that give this course its focus. This course examines key developments and regional differences in the making of race and slavery in North America, resistance movements among slaves and free blacks (such as slave revolts and the abolitionist movement) as they struggled for freedom and citizenship, and the multiple ways race and gender affected the meanings of slavery and freedom. This course is designed to encourage and develop skills in the interpretation of primary and secondary sources. Mr. Mills.

Not offered in 2015/16.

### **AFRS 266 - ART AND EVERYDAY LIFE IN THE UNITED STATES**

1 unit(s)

(Same as AMST 266 and ART 266) An exploration of material and expressive creations closely associated with everyday life from the era of the transatlantic slave trade to the present day. Focusing on objects, images, spaces, and lore intimately tied to African American lives, we examine these ordinary and extraordinary creations and expressions in relation to the histories, movements, beliefs, practices, and ideas that underlie them. Ms. Collins.

Prerequisite: ART 105-ART 106 or coursework in Africana Studies, American Studies, Women's Studies, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### **AFRS 267 - AFRICAN AMERICAN HISTORY, 1865-PRESENT**

1 unit(s)

(Same as HIST 267) This course examines some of the key issues in African American history from the end of the civil war to the present by explicating selected primary and secondary sources. Major issues

and themes include: Reconstruction and the meaning of freedom, military participation and ideas of citizenship, racial segregation, migration, labor, cultural politics, and black resistance and protest movements. This course is designed to encourage and develop skills in the interpretation of primary sources, such as letters, memoirs, and similar documents. The course format, therefore, consists of close reading and interpretation of selected texts, both assigned readings and handouts. Course readings are supplemented with music and film. Mr. Mills.

Not offered in 2015/16.

Two 75-minute periods.

### **AFRS 268 - SOCIOLOGY OF BLACK RELIGION**

1 unit(s)

(Same as RELI 268 and SOCI 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. This course is taught to Vassar students and incarcerated men at the Otisville Correctional Facility. It will be taught at the Otisville Correctional Facility. To be announced.

Special permission required.

Not offered in 2015/16.

### **AFRS 270 - THE BLACK POWER MOVEMENT**

Semester Offered: Spring

1 unit(s)

(Same as HIST 270) This course examines the Black Power Movement as a burgeoning social movement in the post World War II period, while also placing it in the long traditions of black political thought and radicalism within American democracy. In addition to studying black radicalism in the early twentieth century, the course explores the philosophies and tactics of civil rights activism; questions of feminism and masculinity; radicalism and conservatism; violence, nonviolence, and self-defense; and community control, nationalism, and internationalism. Major sites of inquiry include education, arts and media, police brutality, welfare rights, electoral politics, and economic empowerment. By engaging the ideologies, politics, and culture of the Black Power Movement, we gain a deeper understanding of how people claim their rights and personhood against seemingly insurmountable odds. Mr. Mills.

Two 75-minute periods.

### **AFRS 271 - PERSPECTIVES ON THE AFRICAN PAST: AFRICA BEFORE 1800**

1 unit(s)

(Same as HIST 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.

Not offered in 2015/16.

Two 75-minute periods.

### **AFRS 272 - MODERN AFRICAN HISTORY**

1 unit(s)

(Same as HIST 272) Africa has experienced profound transformations over the past two centuries. Between the nineteenth and twentieth centuries, Africans lost and regained their independence from different European colonial powers. This course explores the changing African experiences before, during, and after European colonization of their continent. Drawing on primary sources, film, memoirs, and popular novels, we look at the creative responses of African groups and individuals to the contradictory processes and legacies of colonialism.

Particular attention will be paid to understanding how these responses shape the trajectories of African as well as global developments. Amongst the major themes covered by the course are: colonial ideologies, African resistance, colonial economies, gender and cultural change, African participation in the two world wars, urbanization, decolonization and African nationalism. We also reflect on some of the contemporary developmental dilemmas as well as opportunities confronting post-colonial Africa. Mr. Rashid.

Not offered in 2015/16.

Two 75-minute periods.

### **AFRS 273 - DEVELOPMENT ECONOMICS**

Semester Offered: Spring

1 unit(s)

(Same as ECON 273) 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. Ms. Jones.

Prerequisites: ECON 100 and ECON 101, or ECON 102.

### **AFRS 275 - CARIBBEAN DISCOURSE**

1 unit(s)

(Same as ENGL 275 and LALS 275) 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. Paravisini.

Not offered in 2015/16.

### **AFRS 277 - SEA-CHANGES: CARIBBEAN REWRITINGS OF THE BRITISH CANON**

1 unit(s)

### **AFRS 280 - SPACES OF EXCEPTION: MIGRATION, ASYLUM-SEEKING, AND STATELESSNESS TODAY**

Semester Offered: Spring

1 unit(s)

(Same as INTL 280, PHIL 280, and POLI 280) The totalitarian disregard for human life and the treatment of human beings as superfluous entities began, for Hannah Arendt, in imperial projects and was extended to spaces where entire populations were rendered stateless and denied the right to have rights. In this course, we are going to start from Arendt's seminal analysis of statelessness and her concept of the right to have rights to study aspects of today's "migratory condition." This is a peculiar condition by which inclusion in the political community is possible only by mechanisms of exclusion or intensified precarity. Mapping these mechanisms of identification through exclusion, abandonment, and dispossession will reveal that, like the stateless person, the contemporary migrant is increasingly being included in the political community only under the banner of illegality and/or criminality, unreturnability, suspension, detention, and externalization. This fact pushes millions of people to exist in "islands of exception," camps and camp-cities on the shores of Malta, Cyprus, or Lampedusa in the Mediterranean, Manus/ Nauru in the Pacific, and Guantanamo in the Americas. Through a critical engagement with



the migrant condition, this course examines a range of biopolitical practices, extra-territorial formations, and technologies of encampment (externalization, dispersion, biometric virtualization). The engagement with the physical and metaphysical conditions of these 'spaces of exception' where migrants land, are detained, measured, and sometimes drown, calls attention to lives at the outskirts of political legibility while interrogating the regimes of legibility through which migrant lives are apprehended. Besides Arendt, we will discuss novels and texts by Giorgio Agamben, Judith Butler, Zadie Smith, Eyal Weizman, Emmanuel Levinas, Achille Mbembe, Michel Foucault, Suwendrini Perera, V.Y. Mudimbe, Jacques Derrida, and Julia Kristeva. Ms. Borradori and Mr. Opondo.

Prerequisite: permission of the instructor.  
Two 75-minute periods.

### **AFRS 282 - THE CARCERAL STATE AND BLACK (QUEER AND TRANS) BODIES**

Semester Offered: Spring

1 unit(s)

This course will examine the impact of criminalizing and carceral apparatuses on Black queer and trans bodies. Building upon the work of scholars like Andrea Ritchie, Dean Spade, and Michelle Fine as well as the advocacy of organizations like Sylvia Rivera Law Project, National Center for Transgender Equality, and National Coalition of Anti-Violence Programs, we will explore, what Joey Mogul, Andrea Ritchie and Kay Whitlock have named, "queer (in)justice." More specifically, we will employ intersectionality, the Black feminist sociological theory, and critical race theory as the optics through which we might assess the multiple and interconnected systems (i.e., homo and trans antagonisms; White racial supremacy; late capitalism and neoliberalism; etc.) that impact the lives of Black queer and trans people in the age of the prison industrial complex. Mr. Moore.

Two 75-minute periods.

### **AFRS 288 - THE POLITICS OF LANGUAGE IN SCHOOLS AND SOCIETY**

Semester Offered: Spring

1 unit(s)

(Same as EDUC 288, LALS 288, and URBS 288) The United States is one of the most multilingual nations in the world, and, language is intimately connected to family and personal identity. This course explores how language, power, and ideology play out in public debate, state policy and educational justice movements. We examine the link between racism, language and national belonging by analyzing how Standard English, Black English (AAVE) and Spanish-English bilingualism are positioned as more or less "correct", or politicized and even policed. We then turn our eye to curriculum and education policy, examining how debates around language in the classroom. Finally we pose possibilities, and examine the politics of language in multilingual, hybrid and global contexts. What do debates about "correctness" in language obscure? How do our fears, hopes and longing for identity shape our beliefs about language in the classroom? How does the history of U.S. language politics inform our present? What does equitable language education policy look like? Why are these issues important to all citizens? Ms. Malsbary.

Prerequisite: EDUC 235 or permission of the instructor.  
Two 75-minute periods.

### **AFRS 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual or group field projects or internships. The department.

Unscheduled. May be selected during the academic year or during the summer.

### **AFRS 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual or group project of reading or research. The department.

Unscheduled. May be selected during the academic year or during the summer.

### **AFRS 299 - RESEARCH METHODS**

Semester Offered: Fall

1 unit(s)

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. The course explores different ideas, theories and interdisciplinary approaches within Africana Studies that shape research and interpretation of the African and African diasporic experience. Students learn to engage and critically utilize these ideas, theories and approaches in a coherent fashion in their own research projects. They also learn how to design research projects, collect and analyze different types of data, and write major research papers. Emphasis is placed on collection of data through interviews and surveys as well as archival and new information technologies, using the facilities of Vassar libraries.

The course includes some field trips to sites relevant to student projects. Required of majors and correlates, but open to students in all disciplines.

## **III. ADVANCED**

### **AFRS 300 - SENIOR THESIS OR PROJECT**

Semester Offered: Fall or Spring

1 unit(s)

### **AFRS 307 - UPPER-INTERMEDIATE ARABIC**

Semester Offered: Fall

1 unit(s)

Upper-intermediate language and culture course in Modern Standard Arabic. Designed to consolidate students' reading and listening comprehension, and their oral skills at the intermediate-mid level of proficiency; and to help them reach intermediated- high level proficiency by the end of the course. Ms. Al-Haddad.

### **AFRS 308 - UPPER-INTERMEDIATE ARABIC**

Semester Offered: Spring

1 unit(s)

Upper-intermediate language and culture course in Modern Standard Arabic. Designed to consolidate students' reading and listening comprehension, and their oral skills at the intermediate-mid level of proficiency; and to help them reach intermediated- high level proficiency by the end of the course. Ms. Al-Haddad.

### **AFRS 310 - POLITICS AND RELIGION: TRADITION AND MODERNIZATION IN THE THIRD WORLD**

1 unit(s)

(Same as RELI 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. To be announced.

Prerequisite: AFRS 268, or two units in Religion or Africana Studies at the 200-level, or permission of the instructor.

Not offered in 2015/16.

### AFRS 311 - ADVANCED ARABIC

1 unit(s)

This is an advanced level course offered during fall semester only. The course focuses on enhancing students' abilities to (1) Read and understand various types of discourses, such as newspaper articles (descriptive, narrative, argumentative, etc.), essays and short stories on various topics; (2) Listen to and understand the main ideas of a speech, lecture or news broadcast; (3) Present personal opinion and construct a nuanced argument about a range of topics about literature, history, politics, culture and society in various parts of the Arab World; (4) Write cohesive and articulate summaries and critical reports about the same topics. Students will continue to develop their communicative skills (speaking, listening, writing and reading) in Modern Standard Arabic through different types of course assignments aimed at helping them reach advanced levels of proficiency. Ms. Al-Haddad.

This course is designed for students who have successfully completed two courses in upper intermediate Arabic or its equivalent as demonstrated by a placement test.

Not offered in 2015/16.

Two 75-minute periods.

### AFRS 319 - RACE AND ITS METAPHORS

1 unit(s)

Re-examinations of canonical literature in order to discover how race is either explicitly addressed by or implicitly enabling to the texts. Does racial difference, whether or not overtly expressed, prove a useful literary tool? The focus of the course varies from year to year.

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 of English.

Not offered in 2015/16.

One 2-hour period.

### AFRS 326 - CHALLENGING ETHNICITY

1 unit(s)

(Same as ENGL 326 and URBS 326) An exploration of literary and artistic engagements with ethnicity. Contents and approaches vary from year to year.

Not offered in 2015/16.

### AFRS 330 - RELIGION, CRITICAL THEORY AND POLITICS

Semester Offered: Spring

1 unit(s)

(Same as RELI 330) Topic for 2015/16b: *Religion, Race, and Democracy*. This seminar in religious ethics examines the way certain goods and virtues potentially crucial to a just democracy - hope, reverence, other-regard, memory, community, and even love - have historically been in short supply. Of particular interest is the way that race in America is a crucial frame through which to look at this set of questions. How do democracies teach their citizens about the sorts of virtues that democratic existence may require? How do religious resources contribute to this conversation? Ultimately we consider whether democracy is capable of expressing and training its citizens in the sorts of virtues that the pluralistic conditions of democratic life - conditions centrally rooted in the conflict over the nature of racial justice - would seem to require. Mr. Kahn.

One 2-hour period.

### AFRS 351 - AFRICANA STUDIES SEMINAR

Semester Offered: Fall

1 unit(s)

(Same as POLI 351) This seminar explores both historical and contemporary debates within the field of Africana Studies. Students examine a variety of subjects and themes encompassing different disciplinary and interdisciplinary works drawn from the humanities and social sciences. The critical perspectives that the seminar engages draw attention to the political, representational and explanatory value of a variety of genres of expression and knowledge practices. By delving into philosophical, historical, aesthetic and political analyses of Africa and African Diaspora societies, subjects and practices, students acquire a deep understanding of Africana research methods culminating in a substantive research project. The particular subject and themes explored vary with the faculty teaching the course. Mr. Opondo.

Prerequisite: AFRS 100 or permission of the instructor.

One 2-hour period.

### AFRS 352 - REDEMPTION AND DIPLOMATIC IMAGINATION IN POSTCOLONIAL AFRICA

1 unit(s)

(Same as POLI 352) This seminar explores the shifts and transformations in the discourse and practice of redemptive diplomacy in Africa. It introduces students to the cultural, philosophical and political dimensions of estrangement and the mediation practices that accompany the quest for recognition, meaning and material well-being in selected colonial and postcolonial societies. Through a critical treatment of the redemptive vision and diplomatic imaginaries summoned by missionaries, anti-colonial resistance movements and colonial era Pan-Africanists, the seminar interrogates the 'idea of Africa' produced by these discourses of redemption and their implications for diplomatic thought in Africa. The insights derived from the interrogation of foundational discourses on African redemption will be used to map the transformation of identities, institutional forms, and the minute texture of everyday life in postcolonial Africa. The seminar also engages modern humanitarianism, diasporic religious movements, Non-Governmental Organizations and neoliberal or millennial capitalist networks that seek to save Africans from foreign forces of oppression or 'themselves.' Mr. Opondo.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### AFRS 353 - PEDAGOGIES OF DIFFERENCE: CRITICAL APPROACHES TO EDUCATION

Semester Offered: Spring

1 unit(s)

(Same as EDUC 353) Pedagogies of difference are both theoretical frameworks and classroom practices- enacting a social justice agenda in one's educational work with learners. In this course, we think deeply about various anti-oppressive pedagogies- feminist, queer and critical race- while situating this theory in our class practicum. Thus, this course is about pedagogies of difference as much as it is about different pedagogies that result. We will address how different pedagogies such as hip hop pedagogy, public pedagogy and Poetry for the People derive from these pedagogies of difference. The culminating signature assessment for this course is collaborative work with local youth organizations. Ms. Cann.

Prerequisite: EDUC 235 or permission of the instructor.

### AFRS 360 - BLACK BUSINESS AND SOCIAL MOVEMENTS IN THE TWENTIETH CENTURY

1 unit(s)

(Same as HIST 360) From movies to music, bleaching cream to baseball, black entrepreneurs and consumers have historically negotiated

the profits and pleasures of a “black economy” to achieve economic independence as a meaning of freedom. This seminar examines the duality of black businesses as economic and social institutions alongside black consumers’ ideas of economic freedom to offer new perspectives on social and political movements in the twentieth-century. We explore black business activity and consumer activism as historical processes of community formation and economic resistance, paying particular attention to black capitalism, consumer boycotts, and the economy of black culture in the age of segregation. Topics include the development of the black beauty industry; black urban film culture; the Negro Baseball League; Motown and the protest music of the 1960s and 1970s; the underground economy; and federal legislation affecting black entrepreneurship. Mr. Mills.

Not offered in 2015/16.

One 2-hour period.

### AFRS 362 - TEXT AND IMAGE

Semester Offered: Spring

1 unit(s)

(Same as ENGL 362) Explores intersections and interrelationships between literary and visual forms such as the graphic novel, illustrated manuscripts, tapestry, the world-wide web, immersive environments, the history and medium of book design, literature and film, literature and visual art. Topics vary from year to year.

Topic for 2014/15b: *Because Dave Chappelle Said So*. The course will explore the history and movement of black, mostly male, satirical comic narratives and characters. From Hip Hop to Paul Beatty’s *White Boy Shuffle* to Spike Lee’s *Bamboozled* to Dave Chappelle to Aaron McGruder’s *Boondocks* to Sacha Cohen’s *Ali G* character, black masculinity seems to be a contemporary site of massive satire. Using postmodernism as our critical lens, we will explore what black satirical characters and narratives are saying through “tragicomedy” to the mediums of literature, film, television and politics. We will also think about the ways that black archetypes (coon, mammy, sapphire, uncle tom, pickaninny, sambo, tragic mulatto, noble savage, castrating bitch) have evolved into cutting edge comedy on the internet like *Awkward Black Girl*. We start to see the beginnings of this strategic evolution taking place in the Civil Rights movement when black leaders use television and visual expectations of blackness to their national and global advantage. How did black situation comedies and black comedians of the 1970s, 1980s and 1990s speak to and/or disregard that history. Are contemporary comic narratives, narrators and characters, while asserting critical citizenship, actually writing black women’s subjectivities, narratives and experiences out of popular American History? Does satire have essentially masculinist underpinnings? How are these texts and characters communicating with each other and is there a shared language? Is there a difference between a black comic text and a black satirical text? Have comic ideals of morality, democracy, sexuality, femininity and masculinity changed much since the turn of the century? Did blaxploitation cinema revolutionize television for black performers and viewers? How has the internet literally revolutionized raced and gendered comedy? These are some of the questions we will explore in *Because Dave Chappelle Said So*. Mr. Laymon.

One 2-hour period.

### AFRS 365 - RACE AND THE HISTORY OF JIM CROW SEGREGATION

Semester Offered: Spring

1 unit(s)

(Same as HIST 365) This seminar examines the rise of racial segregation sanctioned by law and racial custom from 1865 to 1965. Equally important, we explore the multiple ways African Americans negotiated and resisted segregation in the private and public spheres. This course aims toward an understanding of the work that race does, with or without laws, to order society based on the intersection of race, class and gender. Topics include: disfranchisement, labor and

domesticity, urbanization, public space, education, housing, history and memory, and the lasting effects of sanctioned segregation. We focus on historical methods of studying larger questions of politics, resistance, privilege and oppression. We also explore interdisciplinary methods of studying race and segregation, such as critical race theory. Music and film supplement classroom discussions. Mr. Mills.

### AFRS 366 - ART AND ACTIVISM IN THE UNITED STATES

1 unit(s)

(Same as AMST 366, ART 366, and WMST 366) *Vision and Critique in the Black Arts and Women’s Art Movements in the United States*. Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts, institutions, and ideas of the Black Arts movement and Women’s Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of the instructor.

One 2-hour period.

### AFRS 370 - TRANSNATIONAL LITERATURE

1 unit(s)

This course focuses on literary works and cultural networks that cross the borders of the nation-state. Such border-crossings raise questions concerning vexed phenomena such as globalization, exile, diaspora, and migration—forced and voluntary. Collectively, these phenomena deeply influence the development of transnational cultural identities and practices. Specific topics studied in the course vary from year to year and may include global cities and cosmopolitanisms; the black Atlantic; border theory; the discourses of travel and tourism; global economy and trade; or international terrorism and war.

Not offered in 2015/16.

### AFRS 373 - SLAVERY AND ABOLITION IN AFRICA

1 unit(s)

(Same as HIST 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 prerequisites or permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### AFRS 374 - THE AFRICAN DIASPORA

Semester Offered: Fall

1 unit(s)

(Same as HIST 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 Crummell, W. E. B. Dubois, Marcus Garvey, Amy Garvey, C.L.R. James, and Kwame Nkmmah. Mr. Rashid.

Prerequisite: permission of the instructor.

**AFRS 375 - SEMINAR IN WOMEN'S STUDIES**

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Gender and the Civil Rights Movement in the U.S.* (Same as AMST 375 and WMST 375) In this interdisciplinary course, we examine the modern civil rights movement in the U.S. by foregrounding the roles and experiences of women, particularly African American women. Attentive to issues of race, class, gender, and sexuality, we study the various constraints on—and possibilities for—women activists during the movement, and theorize the impact of women's activism on U.S. society. Ms. Collins.

Prerequisite: WMST 130.

May be repeated for credit if the topic has changed.

One 2-hour period.

**AFRS 378 - BLACK PARIS**

1 unit(s)

(Same as ENGL 378 and FREN 378) This multidisciplinary course examines black cultural productions in Paris from the first Conference of Negro-African writers and artists in 1956 to the present. While considered a haven by African American artists, Paris, the metropolitan center of the French empire, was a more complex location for African and Afro-Caribbean intellectuals and artists. Yet, the city provided a key space for the development and negotiation of a black diasporic consciousness. This course examines the tensions born from expatriation and exile, and the ways they complicate understandings of racial, national and transnational identities. Using literature, film, music, and new media, we explore topics ranging from modernism, jazz, Négritude, Pan-Africanism, and the *Présence Africaine* group, to assess the meanings of blackness and race in contemporary Paris. Works by James Baldwin, Aime Césaire, Chester Himes, Claude McKay, the Nardal sisters, Richard Wright, Ousmane Sembène, Mongo Beti, among others, are studied. Ms. Célérier and Ms. Dunbar.

Not offered in 2015/16.

One 2-hour period.

**AFRS 380 - THE BLUES IN/AND BLACK FICTION**

Semester Offered: Fall

1 unit(s)

(Same as ENGL 380) Topic for 2015/16a: *The Blues In/And Black Fiction*. The blues makes audible the struggles and the resilience of African Americans. This seminar will explore the relationship and influence of blues music on black literary, cultural, and critical production. We'll listen to sound recordings and watch videos, as we explore how black artists and scholars make use of blues aesthetics, themes, and even personas to craft their literary worlds and works. We'll think about the relationship between a musical form and texts, and we'll let questions of black vernacular tradition, gender, sexuality, urbanization, migration, violence, and love guide us. Ms. Dunbar.

One 2-hour period.

**AFRS 382 - RACE AND POPULAR CULTURE**

Semester Offered: Fall

1 unit(s)

(Same as LALS 382 and SOCI 382) This seminar explores the way in which the categories of race, ethnicity, and nation are mutually constitutive with an emphasis on understanding how different social institutions and practices produce meanings about race and racial identities. Through an examination of knowledge production as well as symbolic and expressive practices, we focus on the ways in which contemporary scholars connect cultural texts to social and historical institutions. Appreciating the relationship between cultural texts and institutional frameworks, we unravel the complex ways in which the cultural practices of different social groups reinforce or challenge social relationships and structures. Finally, this seminar considers how contemporary manifestations of globalization impact and transform

the linkages between race and culture as institutional and intellectual constructs. Mr. Alamo.

One 2-hour period.

**AFRS 383 - TRANSNATIONAL SOLIDARITIES: PALESTINIAN STRUGGLE FOR SELF-DETERMINATION/BLACK STRUGGLE FOR LIBERATION**

Semester Offered: Spring

1 unit(s)

In this course, we think through and interrogate the Prison Industrial Complex as a global system. We also examine state carceral policies and practices within the US and Israel/Palestine, regional and transnational prison abolition movements, "Jim Crow" technologies, and the notion of reciprocal transnational solidarities. We respond to the following questions: Is it a correct move on the part of Black leaders in the US to draw comparisons between the Jim Crow practices of the US past and the state practices impacting the Palestinian present? Assuming that the Prison Industrial Complex operates both locally and globally, how might we map its proliferation and evidence its impact? How might we define reciprocal solidarities, within the context of global prison abolition movements, and what might such solidarities look like? How do carceral policies and practices function discursively and materially? Mr. Moore.

Prerequisite: open to Juniors and Seniors only.

**AFRS 385 - SEMINAR IN AMERICAN ART**

Semester Offered: Spring

1 unit(s)

(Same as AMST 385 and ART 385) Topic and instructor for 2015/16: To be announced.

Prerequisite: permission of the instructor.

One 2-hour period.

**AFRS 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Senior independent study program to be worked out in consultation with an instructor. The department.

## American Studies Program

**Director:** Lisa Brawley;

**Steering Committee:** Carlos Alamo (Sociology), Lisa Brawley (Urban Studies), Lisa Gail Collins (Art), Eve Dunbar<sup>a</sup> (English), Maria Höhn (History), William Hoynes (Sociology), Hua Hsu<sup>a</sup> (English), Jonathon S. Kahn (Religion), Eileen Leonard (Sociology), Erin McCloskey (Education), Molly S. McGlennen<sup>a</sup> (English), Quincy T. Mills (History), Eréndira Rueda (Sociology), Tyrone Simpson, II (English);

**Participating Faculty:** Carlos Alamo (Sociology), Peter Antelyes (English), Abigail A. Baird<sup>b</sup> (Psychology), Lisa Brawley (Urban Studies), Andrew K. Bush (Hispanic Studies), Gabrielle H. Cody<sup>a</sup> (Drama), Miriam Cohen (History), Lisa Gail Collins (Art), Randolph R. Cornelius (Psychology), Dean Crawford (English), Eve Dunbar<sup>a</sup> (English), Rebecca Edwards (History), Wendy Graham (English), Maria Höhn (History), William Hoynes (Sociology), Hua Hsu<sup>a</sup> (English), E.H. Rick Jarow<sup>b</sup> (Religion), Jonathon S. Kahn (Religion), Timothy Koechlin<sup>b</sup> (International Studies), Kiese Laymon<sup>ab</sup> (English), Eileen Leonard (Sociology), Judith Linn (Art), Robert E. McAulay<sup>a</sup> (Sociology), Erin McCloskey (Education), Molly S. McGlennen<sup>a</sup> (English), James Merrell (History), Quincy Mills (History), Marque-Luisa Miringoff<sup>a</sup> (Sociology), Leonard Nevarez (Sociology), Joseph Nevins<sup>b</sup> (Earth Science and Geography), Robert Rebelein (Economics), Julie A. Riess (Psychology), Eréndira Rueda (Sociology), Tyrone Simpson, II (English), Adelaide Villmoare (Political Science), Patricia Wallace<sup>b</sup> (English).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

American Studies is an interdisciplinary field defined both by its objects of study - the processes, places, and people that comprise the United States - and by a mode of inquiry that moves beyond the scope of a single disciplinary approach or critical methodology. American Studies majors develop a rich understanding of the complex histories that have resulted from the conflict and confluence of European, Indigenous, African, and Asian cultures throughout the Western Hemisphere, and explore U.S. nation-formation in relation to global flows of American cultural, economic and military power. An individually designed course of study, which is the hallmark of the program, allows students to forge multidisciplinary approaches to the particular issues that interest them.

The American Studies program offers both core program courses and cross-listed electives via the following inter-related rubrics:

**The United States in a global context:** the role of the United States outside of its national borders, the flow of peoples, ideas, goods and capital both within and beyond the United States; explorations of historic and contemporary diasporas; contexts and cultures of U.S. militarism and anti-militarism.

**Spaces, places, and borders:** explorations of particular places and processes of place-making in the U.S.; focus on borders and borderlands as contested geographical and figurative spaces of cultural, political, and economic exchange.

**U.S. cultural formations:** investigations of literary, visual, audio, and performance cultures, and their interaction; U.S. popular culture, music and media.

**Identity, difference & power:** the contest to extend the promises of abstract citizenship to the particular experiences of embodied subjects; shifting politics of U.S. immigration; explorations of the production, representation and experience of race and ethnicity in the U.S., including structural dimensions of race and racism; investigations of the intersections of race with gender, class, sexuality, and other systems of difference.

**U.S. Intellectual traditions and their discontents:** explorations of American religious, cultural and political thought; traditions of social and political protests; discourses of sovereignty, liberty, federalism, individualism, rights.

The program also offers a correlate sequence in Native American Studies which enables students to examine Indigenous cultures, politics, histories, and literatures, in a primarily North American context. Students electing the correlate sequence are trained in the methodology of Native American Studies as a means to critically assess colonial discourses, examine the many ways Native peoples have contributed to and shaped North American culture, and analyze and honor the autonomy and sovereignty of Indigenous nations, peoples, and thought.

The American Studies program values close faculty-student interaction. Courses utilize a range of collaborative learning strategies; mentored independent senior work is an integral component of the major.

**Requirements for concentration:** 14 units. Five required courses: AMST 100 or AMST 105, AMST 250, AMST 313, AMST 315, AMST 302-AMST 303; two 300-level courses: one in each disciplinary cluster; two American Studies core courses; Comparative Cultures requirement; four additional courses drawn from the list of cross-listed and/or approved courses.

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

Junior-Year Requirement: AMST 313 - Multidisciplinary Research Methods

Senior-year requirements: AMST 302 - Senior Thesis or Project; AMST 303 - Senior Thesis or Project; AMST 315 - Senior Project Seminar

**Correlate Sequence in Native American Studies:** The American Studies Program offers a correlate sequence in Native American Studies, a multi- and interdisciplinary field, in which students examine Indigenous cultures, politics, histories, and literatures, in a primarily North American context. Students electing the correlate sequence are trained in the methodology of Native American Studies as a means to critically assess western colonial discourses, examine the many ways Native peoples have contributed to and shaped North American culture, and analyze and honor the autonomy and sovereignty of Indigenous nations, peoples, and thought. *Students pursuing a correlate in Native American Studies are required to complete a minimum of 6 units including Introduction to Native American Studies (AMST 105) and at least one 300-level course.*

Each year, the American Studies Program will provide an updated list of approved courses for the Native American Studies correlate sequence. From this course list, students define an appropriate course of study, which must be approved by the American Studies Program Director and a Correlate Sequence advisor prior to declaration. Additional courses may be approved for the Correlate Sequence upon petition to the Program Director. Students are encouraged, but not required, to complete one unit of work outside of the Vassar classroom (fieldwork, summer program, study away). A maximum of two units of ungraded work may be counted toward the Correlate Sequence.

## APPROVED COURSES

### Approved 1-Unit Courses for Native American Studies (NAS) Correlate

AMST 105	Introduction to Native American Studies
AMST 262	Native American Women
ANTH 240	Cultural Localities
or	
LALS 240	Cultural Localities (rotates)
ANTH 266	Indigenous and Oppositional Media
ART 249	Encounter and Exchange: American Art from 1565 to 1865
ENGL 231	Native American Literature
HIST 274	Beyond Jamestown and Plymouth Rock: Revisiting, Revising, and Reviving Early America
SOCI 321	Feminism, Knowledge, Praxis
AMST 290	Field Work

- AMST 298 Independent Study  
 LALS 351 Language and Expressive Culture  
 LALS 360 Amerindian Religions and Resistance.  
 ENGL 356 Contemporary Poets  
 HIST 366 American Encounters: Natives, Newcomers, and the Contest for a Continent  
 AMST 399 Senior Independent Work

### Approved 0.5 Unit Courses for NAS Correlate (Reading Courses)

- AMST 297 Readings in American Studies

## REQUIRED COURSES

### AMST 100 - INTRODUCTION TO AMERICAN STUDIES

Semester Offered: Fall and Spring

1 unit(s)

This course reveals and challenges the histories of the categories that contribute to the definition of “America.” The course explores ideas such as nationhood and the nation-state, democracy and citizenship, ethnic and racial identity, myths of frontier and facts of empire, borders and expansion, normativity and representation, sovereignty and religion, regionalism and transnationalism as these inform our understanding of the United States and American national identity. One goal of the course is to introduce students to important concepts and works in American Studies. Either AMST 100 or AMST 105 will satisfy the 100-level core requirement of the American Studies major. Topics vary with expertise of the faculty teaching the course.

Topic for 2015/16a: *The American Secular: Religion and the Nation-State*. (Same as RELI 100) Is there a distinct realm in American politics and culture called the secular, a space or a mode of public discourse that is crucially free of and from the category of religion? This class considers the sorts of theoretical and historical moments in American life, letters, and practice that have, on the one hand, insisted the importance and necessity of such a realm, and on the other hand, resisted the very notion that religion should be kept out of the American public square. We ask whether it is possible or even desirable—in our politics, in our public institutions, in ourselves—to conceive of the secular and the religious as radically opposed. We ask if there are better ways to conceive of the secular and the religious in American life, ways that acknowledge their mutual interdependence rather than their exclusivity. Mr. Kahn.

Topic for 2015/16b: *Listening to America*. This course will explore the different facets of America’s sonic culture: histories and ethnographies of listening; theories of sound capture and reproduction; the political economy of recording media (particularly the MP3); the experience of the modern American soundscape; popular music, art and subculture. Mr. Hsu.

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

### AMST 105 - INTRODUCTION TO NATIVE AMERICAN STUDIES

Semester Offered: Spring

1 unit(s)

This course is a multi- and interdisciplinary introduction to the basic philosophies, ideologies, and methodologies of the discipline of Native American Studies. It acquaints students with the history, art, literature, sociology, linguistics, politics, and epistemology according to an indigenous perspective while utilizing principles stemming from vast and various Native North American belief systems and cultural frameworks. Through reading assignments, films, and discussions, we learn to objectively examine topics such as orality, sovereignty, stereotypes, humor, language, resistance, spirituality, activism, identity,

tribal politics, and environment among others. Overall, we work to problematize historical, ethnographical, and literary representations of Native people as a means to assess and evaluate western discourses of domination; at the same time, we focus on the various ways Native people and nations, both in their traditional homelands and urban areas, have been and are triumphing over 500+ years of colonization through acts of survival and continuance. Either AMST 100 or 105 will satisfy the 100-level core requirement of the American Studies major. Ms. McGlennen.

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

### AMST 250 - AMERICA IN THE WORLD

Semester Offered: Fall and Spring

1 unit(s)

This course focuses on current debates in American Studies about resituating the question of “America” in global terms. We explore the theoretical and political problems involved in such a reorientation of the field as we examine topics such as American militarization and empire, American involvement in global monetary organizations such as the World Trade Organization and the World Bank, the question of a distinctive national and international American culture, foreign perspectives on American and “Americanization,” and the global significance of American popular culture including film and music such as hip-hop. Ms. Höhn (a); Mr. Alamo and Mr. Hoynes (b).

Required of students concentrating in the program. Generally not open to senior majors. Open to other students by permission of the director and as space permits.

Two 75-minute periods.

### AMST 302 - SENIOR THESIS OR PROJECT

Semester Offered: Fall

0.5 unit(s)

Required of students concentrating in the program.

The senior project is graded Distinction, Satisfactory, or Unsatisfactory.

Yearlong course 302-AMST 303.

### AMST 303 - SENIOR THESIS OR PROJECT

Semester Offered: Spring

0.5 unit(s)

Required of students concentrating in the program.

The senior project is graded Distinction, Satisfactory, or Unsatisfactory.

Yearlong course AMST 302-303.

### AMST 313 - MULTIDISCIPLINARY RESEARCH METHODS

Semester Offered: Spring

1 unit(s)

This course explores the challenges of conducting multi- and interdisciplinary inquiry within the field of American Studies. Drawing on key texts and innovative projects within the field, the course examines the ways in which varying disciplines make meaning of the world and puts specific modes of inquiry into practice. Students learn how to seek, produce, and evaluate different forms of evidence and how to shape this evidence in the direction of a broader project. Specific forms of inquiry may include: interpreting archival documents, conducting interviews, making maps, crafting field notes, analyzing cultural texts, among others. Mr. Simpson.

Prerequisite or co-requisite: a discipline-specific methods course appropriate to the student.

Required of all Junior American Studies majors.

**AMST 315 - SENIOR PROJECT SEMINAR**

Semester Offered: Fall

1 unit(s)

This course is required for all senior American Studies majors. The seminar engages current debates in the field of American Studies, as it prepares students to undertake the Senior Project. The course is designed to help students to identify a compelling research problem, locate appropriate critical resources, deepen their engagement with the disciplinary and interdisciplinary methods appropriate to their focus within the major, and locate their projects within a broader field of inquiry. Texts include Bruce Burgett and Glen Hendler, *Keywords for American Culture Studies*; Wayne Booth et al., *The Craft of Research*. Taught by the Director, Ms. Brawley.

Corequisite: Senior Project; offered in the fall semester in the senior year.

One 2-hour period.

**CORE COURSES****AMST 101 - THE ART OF READING AND WRITING**

Semester Offered: Fall

1 unit(s)

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.

Although the content of each section varies, this course may not be repeated for credit; see the Freshman Handbook for descriptions.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

**AMST 160 - ART AND SOCIAL CHANGE IN THE UNITED STATES**

Semester Offered: Fall

1 unit(s)

(Same as ART 160) In this first-year seminar, we explore relationships between art, visual culture, and social change in the United States. Focusing on twentieth and twenty-first century social movements, we study artists and communities who have sought to inspire social change—to cultivate awareness, nurture new ideas, offer new visions, promote dialogue, encourage understanding, build and strengthen community, and inspire civic engagement and direct action—through creative visual expression. Ms. Collins.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

**AMST 203 - THESE AMERICAN LIVES: NEW JOURNALISMS**

Semester Offered: Spring

1 unit(s)

(Same as ENGL 203) This course examines the various forms of journalism that report on the diverse complexity of contemporary American lives. In a plain sense, this course is an investigation into American society. But the main emphasis of the course is on acquiring a sense of the different models of writing, especially in longform writing, that have defined and changed the norms of reportage in our culture. Students are encouraged to practice the basics of journalistic craft and to interrogate the role of journalists as intellectuals (or vice versa). Mr. Kumar.

**AMST 207 - COMMERCIALIZED CHILDHOODS**

1 unit(s)

(Same as SOCI 207) This course examines features of childhoods in the U.S. at different times and across different social contexts. The primary aims of the course are 1) to examine how we've come to the contemporary understanding of American childhood as a distinctive life phase and cultural construct, by reference to historical and cross-cultural examples, and 2) to recognize the diversity of childhoods that exist and the economic, geographical, political, and cultural factors that shape those experiences. Specific themes in the course examine the challenges of studying children; the social construction of childhood (how childhoods are constructed by a number of social forces, economic interests, technological determinants, cultural phenomena, discourses, etc.); processes of contemporary globalization and commodification of childhoods (children's roles as consumers, as producers, and debates about children's rights); as well as the intersecting dynamics of age, social class, race/ethnicity, gender, and sexuality in particular experiences of childhood. Ms. Rueda.

Not offered in 2015/16.

Two 75-minute periods.

**AMST 252 - THE AMERICAN MILITARY AT HOME AND ABROAD**

1 unit(s)

After 1945 the U.S. created the world's largest and most far-reaching network of military bases. Today, more than 700 military bases in over 150 countries are hosts to American troops, civilian employees of the Department of Defense, and private military contractors. Readings explore the development of this unprecedented global network of military bases, the differing Status of Forces Agreements (SOFAs) that govern the relationship between the U.S. military and the local populations, as well as the impact of the U.S. troops on these communities. By taking a transnational perspective, we explore the possibilities and limits for democratic change due to the U.S. presence, but also the way in which America's military deployments abroad brought about change at home. Assigned readings draw on the writing of scholars of the U.S. military, texts produced by opponents of the U.S. military, as well as artistic responses (films, plays, novels, poems) to the U.S. global base structure. Ms. Hoehn.

Not offered in 2015/16.

Two 75-minute periods.

**AMST 258 - STUDIES IN SOUND**

1 unit(s)

(Same as MEDS 258) This course familiarizes students with the emerging field of sound studies. We spend the first eight weeks exploring the different facets of sound culture: histories and ethnographies of listening; theories of sound capture and reproduction; the political economy of recording media (particularly the MP3); the experience of the modern American soundscape. We conclude with case studies of contemporary sonic experiences: "glitch"-based digital music and the aesthetics of failure; new developments in sonic weaponry; art and activism that "listens" to drones and the US-Mexico border. Mr. Hsu.

Prerequisite: 100-level course work within the multidisciplinary programs, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

**AMST 262 - NATIVE AMERICAN WOMEN**

1 unit(s)

(Same as WMST 262) In an effort to subjugate indigenous nations, colonizing and Christianizing enterprises in the Americas included the implicit understanding that subduing Native American women through rape and murder maintained imperial hierarchies of gender and power; this was necessary to eradicate Native people's traditional egalitarian societies and uphold the colonial agenda. Needless to say, Native women's stories and histories have been inaccurately

portrayed, often tainted with nostalgia and delivered through a lens of western patriarchy and discourses of domination. Through class readings and writing assignments, discussions and films, this course examines Native women's lives by considering the intersections of gender and race through indigenous frameworks. We expose Native women's various cultural worldviews in order to reveal and assess the importance of indigenous women's voices to national and global issues such as sexual violence, environmentalism, and health. The class also takes into consideration the shortcomings of western feminisms in relation to the realities of Native women and Native people's sovereignty in general. Areas of particular importance to this course are indigenous women's urban experience, Haudenosaunee influence on early U.S. suffragists, indigenous women in the creative arts, third-gender/two-spiritedness, and Native women's traditional and contemporary roles as cultural carriers. Ms. McGlennen.

Not offered in 2015/16.

Two 75-minute periods.

### AMST 266 - ART AND EVERYDAY LIFE IN THE UNITED STATES

1 unit(s)

(Same as AFRS 266 and ART 266) An exploration of material and expressive creations closely associated with everyday life from the era of the transatlantic slave trade to the present day. Focusing on objects, images, spaces, and lore intimately tied to African American lives, we examine these ordinary and extraordinary creations and expressions in relation to the histories, movements, beliefs, practices, and ideas that underlie them. Ms. Collins.

Prerequisite: ART 105-ART 106 or coursework in Africana Studies, American Studies, Women's Studies, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### AMST 283 - U.S. CONSUMER CULTURE

Semester Offered: Fall

1 unit(s)

(Same as HIST 283) examines the rise of consumer culture in twentieth century America. This culture has flourished, in part, because consumer capitalism has continuously transformed everyday wants into needs. We explore how the growth of mass production, advertising, department stores, shopping malls, modern technologies, and imperialism have shaped the nation's desire for goods and pleasure. Americans' relationships with these commodities and services reveal how people have come to understand themselves as consumers (staking claims to the ability to consume as a function of citizenship) and how consumption has shaped their lives (where they have defined themselves by what they buy). We take a chronological and thematic approach to contextualize the culture of consumption, in its many forms, across time and space. Mr. Mills.

Two 75-minute periods.

### AMST 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Permission of the director required.

### AMST 297 - READINGS IN AMERICAN STUDIES

Semester Offered: Fall

0.5 unit(s)

### AMST 298 - INDEPENDENT STUDY

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Permission of the director required.

### AMST 366 - ART AND ACTIVISM IN THE UNITED STATES

1 unit(s)

(Same as AFRS 366, ART 366, and WMST 366) *Vision and Critique in the Black Arts and Women's Art Movements in the United States.* Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts, institutions, and ideas of the Black Arts movement and Women's Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of the instructor.

One 2-hour period.

### AMST 382 - DOCUMENTING AMERICA

Semester Offered: Fall

1 unit(s)

The demand for documentation, the hunger for authenticity, the urge to share in the experiences of others were widespread in the first half of the twentieth century. A huge world of documentary expression included movies, novels, photographs, art and non-fiction accounts. This course explores the various ways in which some of these artists, photographers, writers and government agencies attempted to create documents of American life between 1900 and 1945. The course examines how such documents fluctuate between utility and aesthetics, between the social document and the artistic image. Among the questions we consider are: in what ways do these works document issues of race and gender that complicate our understanding of American life? How are our understandings of industrialization and consumerism, the Great Depression and World War II, shaped and altered by such works as the photographs of Lewis Hine and Dorothea Lange, the paintings of Jacob Lawrence, the films of Charlie Chaplin, the novels and stories of Chester Himes, William Carlos Williams and Zora Neale Hurston, the non-fictional collaboration of James Agee and Walker Evans. Ms. Cohen and Ms. Wallace.

One 2-hour period.

### AMST 383 - INDIGENOUS NEW YORK

1 unit(s)

Over half of all Native American people living in the United States now live in an urban area. The United States federal policies of the 1950's brought thousands of Indigenous peoples to cities with the promise of jobs and a better life. Like so many compacts made between the United States and Native tribes, these agreements were rarely realized. Despite the cultural, political, and spiritual losses due to Termination and Relocation policies, Native American people have continued to survive and thrive in complex ways. This seminar examines the experiences of Indigenous peoples living in urban areas since the 1950's, but also takes into consideration the elaborate urban centers that existed in the Americas before European contact. Using the New York region as our geographical center, we examine the pan-tribal movement, AIM, Red Power, education, powwowing, social and cultural centers, two-spiritedness, religious movements, and the arts. We study the manner in which different Native urban communities have both adopted western ways and recuperated specific cultural and spiritual traditions in order to build and nurture Indigenous continuance. Finally, in this course, we understand and define "urban" in very broad contexts, using the term to examine social, spiritual, geographical, material, and imagined spaces in which Indigenous people of North America locate themselves and their communities at different times and in different ways. Ms. McGlennen.

Not offered in 2015/16.

One 2-hour period.



**AMST 384 - RACIAL BORDERLANDS**

1 unit(s)

Borders have been made to demarcate geographic and social spaces. As such, they often divide and separate national states, populations, and their political and cultural practices. However, borders also serve as spaces of convergence and transgression. Employing a comparative and relational approach to the study of American cultures, this seminar examines concepts, theories and methodologies about race and ethnicity that emerged along the U.S. racial borderlands between the 18th and 20th centuries. We also consider the historical and contemporary ways in which discourses about race have been used to define, organize, and separate different social groups within the U.S. racial empire state. Throughout the semester we ask the following questions: How does race emerge as an idea in the U.S. political and social landscape? What is the relationship between race, gender and empire? What are the relational and historical ways in which ideas about race have been used to arrange and rank distinct social groups in the U.S. imperial body? How have these hierarchies shifted across space and time and how have different groups responded to these racial formations? Lastly, this seminar considers the future potential and limits of solidarity as a practice organized around ideas about race and exclusion for different marginalized populations within the U.S. empire state. Mr. Alamo.

Not offered in 2015/16.

**AMST 386 - BASEBALL AND AMERICAN SOCIETY**

1 unit(s)

Baseball has been more than merely a game in American life and history. It has permeated American culture, and reflected U.S. society. The more one peels away the layers of baseball's history, the more one finds that baseball emerges as a barometer of American culture. From challenges to racial segregation to campaigns for labor rights, baseball has mirrored and engendered social, economic, and political change in America. This course grapples with the multifaceted meanings and experiences of baseball in American society, with a particular focus on how baseball reflects, reinforces, and sometimes challenges social inequalities. We work with diverse texts to explore baseball in relation to enduring questions about race, class, and gender as well as emergent debates about globalization, new statistical measures, performance enhancing drugs, and the growing sport-media complex. Exploring broad questions about sports, culture, and society, this course is not just for baseball fans. Mr. Hoynes.

Not offered in 2015/16.

One 2-hour period.

**AMST 389 - FROM THE NATURAL HISTORY MUSEUM TO ECOTOURISM: THE COLLECTION OF NATURE**

Semester Offered: Spring

1 unit(s)

(Same as ENST 389) From the rise of the Natural History Museum, the Bureau of Ethnology, and early endeavors to create a national literature, the appropriation of American Indian lands and American Indians (as natural objects) offered Euro-Americans a means to realize their new national identity. Today, the American consumer-collector goes beyond the boundaries of the museum, national park, and zoo and into ecotourism, which claims to make a low impact on the environment and local culture, while helping to generate money, jobs, and the conservation of wildlife and vegetation. This course investigates historical and current trends in the way North Americans recover, appropriate, and represent non-western cultures, 'exotic' animals, and natural environments from theoretical and ideological perspectives. Course readings draw from the fields of anthropology, archaeology, museology, literature, and environmental studies. Ms. Graham, Ms. Pike-Tay.

Two 75-minute periods.

**AMST 399 - SENIOR INDEPENDENT WORK**

0.5 to 1 unit(s)

**ELECTIVES****AMST 170 - TOPICS IN ANTHROPOLOGY**

Semester Offered: Spring

1 unit(s)

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.

Topic for 2015/16b: *The Peopling of the Americas*. (Same as ANTH 170) Did people first come to the Americas from Asia or Europe? By foot or by boat or by spaceship? In this course we will investigate when and by whom and by what route North and South America were populated. According to current scientific thought, the Americas are the land mass most recently populated by humans, while many Native American groups firmly believe they have always lived here; Caleb Atwater thought Mississippian sites were founded by one of the 10 Lost Tribes of Israel, others think sailors from across the Pacific brought civilization to the Americas. Such issues have been major foci of Americanist archaeological theory since archaeology began in this country, and we will examine both the theories and what they say about the attitudes of the Americans who promulgated and promulgate them. Ms. Johnson.

Open only to freshmen; satisfies the college requirement for Freshmen Writing Seminar.

Two 75-minute periods.

**AMST 205 - ARAB AMERICAN LITERATURE**

1 unit(s)

(Same as AFRS 205) This course examines issues of identity formation, including race and ethnicity, gender, religion, and multiculturalism in the literary production of at least four generations of American writers, intellectuals and journalists of Arab and hybrid descent. We will read autobiographies, novels, short stories and poetry spanning the twentieth century, as well as articles and book chapters framing this literature and the identity discourse it vehicles within the broader cultural history of the American mosaic. Authors and works studied may change occasionally and include: Khalil Gibran, Elia Abu Madi, Gregory Orfalea, Joseph Geha, Diana Abu Jaber, Naomi Shihab Nye, Suheir Hammad, Betty Shamieh, Moustafa Bayoumi, and others. All texts are originally written in English. Mr. Mhiri.

Open to all students.

Not offered in 2015/16.

Two 75-minute periods.

**AMST 213 - AMERICAN MUSIC**

1 unit(s)

(Same as MUSI 213) The study of folk, popular, and art musics in American life from 1600 to the present and their relationship to other facets of America's historical development and cultural growth. Mr. Pisani.

Prerequisite: one unit in one of the following: music; studies in American history, art, or literature; or permission of the instructor.

Alternate years. Not offered in 2015/16.

**AMST 214 - HISTORY OF AMERICAN JAZZ**

Semester Offered: Spring

1 unit(s)

(Same as MUSI 214) 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. Mr. Mann.

Prerequisite: one unit in one of the following: music, studies in American history, art, or literature; or permission of the instructor.

Alternate years.

### AMST 217 - STUDIES IN POPULAR MUSIC

1 unit(s)

(Same as MEDS 217 and MUSI 217)

Recommended: one unit in either Music, Sociology, or Anthropology.

Not offered in 2015/16.

Two 75-minute periods.

### AMST 235 - THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES

1 unit(s)

(Same as AFRS 235) 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 discrimination—segregation, disfranchisement, and economic exploitation—and to challenge American society to live up to its professed democratic ideals. Ms. Collins.

Not offered in 2015/16.

### AMST 249 - ENCOUNTER AND EXCHANGE: AMERICAN ART FROM 1565 TO 1865

Semester Offered: Fall

1 unit(s)

(Same as ART 249) This course examines American art from European contact in the 16th century through the Civil War. It emphasizes the formative role of the international encounter and cross-cultural exchange to this art. The focus is on painting, photography, and prints, though a range of objects types including sculpture, architecture, moving panoramas, and wampum belts will also be explored.

Prerequisites: ART 105-ART 106, or permission of the instructor.

Two 75-minute periods.

### AMST 251 - MODERN AMERICA: VISUAL CULTURE FROM THE CIVIL WAR TO WWII

Semester Offered: Spring

1 unit(s)

(Same as ART 251) This course examines American visual culture as it developed in the years between the Civil War and World War II. Attention is paid to the intersections among diverse media and to such issues as consumerism, abstraction, primitivism, femininity, and mechanized reproduction. Artists studied include Thomas Eakins, Timothy O’Sullivan, James McNeill Whistler, Georgia O’Keeffe, Edward Hopper, Winslow Homer, Edward Weston, and Aaron Douglas. Ms. Elder.

Prerequisite: ART 105-ART 106 or a 100-level American Studies course or by permission of instructor.

Two 75-minute periods.

### AMST 257 - REORIENTING AMERICA: ASIANS IN AMERICAN HISTORY AND SOCIETY

1 unit(s)

(Same as ASIA 257 and SOCI 257) Based on sociological theory of class, gender, race/ethnicity, this course examines complexities of historical, economic, political, and cultural positions of Asian Americans beyond the popular image of “model minorities.” Topics include the

global economy and Asian immigration, politics of ethnicity and pan-ethnicity, educational achievement and social mobility, affirmative action, and representation in mass media. Ms. Moon.

Not offered in 2015/16.

### AMST 275 - RACE AND ETHNICITY IN AMERICA

1 unit(s)

This course examines “white” American identity as a cultural location and a discourse with a history—in Mark Twain’s terms, “a fiction of law and custom.” What are the origins of “Anglo-Saxon” American identity? What are the borders, visible and invisible, against which this identity has leveraged position and power? How have these borders shifted over time, and in social and cultural space? How has whiteness located itself at the center of political, historical, social, and literary discourse, and how has it been displaced? How does whiteness mark itself, or mask itself? What does whiteness look like, sound like, and feel like from the perspective of the racial “other”? What happens when we consider whiteness as a racial or ethnic category? And in what ways do considerations of gender and class complicate these other questions? We read works by artists, journalists, and critics, among them Bill Finnegan, Benjamin DeMott, Lisa Lowe, David Roediger, George Lipsitz, Roland Barthes, Chela Sandoval, Eric Lott, bell hooks, Cherríe Moraga, Ruth Frankenberg, James Baldwin, Homi Bhabha, Louisa May Alcott, Mark Twain, James Weldon Johnson, Charlotte Perkins Gilman, William Faulkner, Nathanael West, Alice Walker, and Don DeLillo. We also explore the way whiteness is deployed, consolidated and critiqued in popular media like film (*Birth of a Nation*, *Pulp Fiction*, *Pleasantville*) television (“reality” shows, *The West Wing*) and the American popular press.

Not offered in 2015/16.

Two 75-minute periods.

### AMST 331 - TOPICS IN ARCHAEOLOGICAL THEORY AND METHOD

1 unit(s)

(Same as ANTH 331) The theoretical underpinnings of anthropological 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.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in Anthropology, or permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

### AMST 350 - CONFRONTING MODERNITY

1 unit(s)

Not offered in 2015/16.

### AMST 367 - ARTISTS’ BOOKS FROM THE WOMEN’S STUDIO WORKSHOP

1 unit(s)

(Same as ART 367 and WMST 367) In this interdisciplinary seminar, we explore the limited edition artists’ books created through the Women’s Studio Workshop in Rosendale, New York. Founded in 1974, the Women’s Studio Workshop encourages the voice and vision of individual women artists, and women artists associated with the workshop have, since 1979, created over 180 hand-printed books using a variety of media, including hand-made paper, letterpress, silk-screen, photography, intaglio, and ceramics. Vassar College recently became an official repository for this vibrant collection which, in the words of the workshop’s co-founder, documents “the artistic activities of the longest continually operating women’s workspace in the

country.” Working directly with the artists’ books, this seminar will meet in Vassar Library’s Special Collections and closely investigate the range of media, subject matter, and aesthetic sensibilities of the rare books, as well as their contexts and meanings. We will also travel to the Women’s Studio Workshop to experience firsthand the artistic process in an alternative space. Ms. Collins.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### AMST 375 - SEMINAR IN WOMEN’S STUDIES

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Gender and the Civil Rights Movement in the U.S.* (Same as AFRS 375 and WMST 375) In this interdisciplinary course, we examine the modern civil rights movement in the U.S. by foregrounding the roles and experiences of women, particularly African American women. Attentive to issues of race, class, gender, and sexuality, we study the various constraints on—and possibilities for—women activists during the movement, and theorize the impact of women’s activism on U.S. society. Ms. Collins.

Prerequisite: WMST 130.

May be repeated for credit if the topic has changed.

One 2-hour period.

### AMST 380 - ART, WAR, AND SOCIAL CHANGE

Semester Offered: Spring

1 unit(s)

(Same as SOCI 380) 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.

### AMST 385 - SEMINAR IN AMERICAN ART

Semester Offered: Spring

1 unit(s)

(Same as AFRS 385 and ART 385) Topic and instructor for 2015/16: To be announced.

Prerequisite: permission of the instructor.

One 2-hour period.

## Anthropology Department

**Chair:** Candice M. Lowe Swift;

**Professors:** Colleen Ballerino Cohen<sup>b</sup>, Judith L. Goldstein<sup>b</sup>, Martha Kaplan, Anne Pike-Tay, Thomas Porcello (and Associate Dean of Strategic Planning and Academic Resources), David Tavárez<sup>b</sup>;

**Associate Professor:** Candice M. Lowe Swift;

**Assistant Professors:** April M. Beisaw<sup>b</sup>;

**Visiting Assistant Professor:** Benjamin K. Smith.

<sup>b</sup> On leave 2015/16, second semester

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.

**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.

**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.

**Requirements for concentration:** 12 units including ANTH 140, ANTH 201, ANTH 301, and two additional 300-level Anthropology seminars. It is required that students take ANTH 201 by the end of their junior year and highly recommended that they take it in their sophomore year. ANTH 140 is a prerequisite or co-requisite for ANTH 201. Students are required to take courses in at least three of the four fields of anthropology—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 ANTH 235-244. 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.

**Correlate Sequence in Anthropology:** 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. Examples of possible concentrations include: cultural studies, expressive culture, human evolution, archaeology, language and communication. 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. Limit of one course, accepted for the student's major, will be accepted as an overlap for the correlate sequence.

## I. INTRODUCTORY

### ANTH 100 - ARCHAEOLOGY

Semester Offered: Fall

1 unit(s)

Popular media depicts archaeology as a search for lost treasures of an explicit or implied monetary value. In reality, an artifact's value lies not in its gold or gemstone content but in the information that object provides about the past. This academic archaeology is a scientific pursuit with artifacts, things made or modified by people, as the primary data source. Instead of searching for ancient astronauts and the lost city of Atlantis, academic archaeologists are searching for evidence about how past communities were organized and how they dealt with cultural or environmental change. The answers to such questions allow us to learn from the past as we face our own challenges. This is the true value of archaeology. This course examines both popular and academic archaeology, critiquing them against the scientific method. Ms. Beisaw.

Two 75-minute periods.

### ANTH 120 - HUMAN ORIGINS

Semester Offered: Spring

1 unit(s)

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 and nature of human cognition, sexuality, and population variation. Ms. Pike-Tay.

Two 75-minute periods.

### ANTH 140 - CULTURAL ANTHROPOLOGY

Semester Offered: Fall or Spring

1 unit(s)

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. Ms. Cohen, Ms. Kaplan, and Ms. Lowe Swift.

Two 75-minute periods.

### ANTH 150 - LINGUISTICS AND ANTHROPOLOGY

Semester Offered: Fall or Spring

1 unit(s)

This class introduces students to the multiple senses in which languages constitute "formal systems." There is a focus on both theoretical discussions about, and practical exercises in, the phonology, morphology, syntax, and semantics of human languages. We also consider the origins of natural languages in various ways: their ontogenesis, their relationship to non-human primate signaling systems, and their relationship to other, non-linguistic, human semiotic systems. Moreover, we examine the broader social and cultural contexts of natural languages, such as their consequences for socially patterned forms of thinking, and their relationship to ethnic, racial and regional variation. The course is intended both as the College's general introduction to formal linguistics and as a foundation for advanced courses in related areas. Mr. Smith, Mr. Tavarez.

Two 75-minute periods.

### ANTH 170 - TOPICS IN ANTHROPOLOGY

Semester Offered: Fall and Spring

1 unit(s)

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.

Topic for 2015/16a: *Bones, Bodies, and Forensic Cases*. The accidental discovery of an isolated human bone or entire human body occurs more frequently than most people think. How these discoveries are dealt with is often a decision that involves local law enforcement, medical officials, archaeologists, and physical anthropologists. This course examines several such cases, following them from initial discovery to final conclusion. What clues do bones and bodies reveal? What evidence was found on or near these individuals? How do we piece together a narrative? Who decides what happens next? Contrary to what we see on television and in the movies, these cases require patience and cultural awareness and do not always lead to a clear happy ending. Ms. Beisaw.

Topic for 2015/16b: *The Peopling of the Americas*. (Same as AMST 170) Did people first come to the Americas from Asia or Europe? By foot or by boat or by spaceship? In this course we will investigate when and by whom and by what route North and South America were populated. According to current scientific thought, the Americas are the land mass most recently populated by humans, while many Native American groups firmly believe they have always lived here; Caleb Atwater thought Mississippian sites were founded by one of the 10 Lost Tribes of Israel, others think sailors from across the Pacific brought civilization to the Americas. Such issues have been major foci of Americanist archaeological theory since archaeology began in this country, and we will examine both the theories and what they say about the attitudes of the Americans who promulgated and promulgate them. Ms. Johnson.

Open only to freshmen; satisfies the college requirement for Freshmen Writing Seminar.

Open only to freshmen; satisfies the requirement for a Freshmen Writing Seminar.

Two 75-minute periods.

## II. INTERMEDIATE

### ANTH 201 - ANTHROPOLOGICAL THEORY

Semester Offered: Spring

1 unit(s)

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. Lowe Swift.

Prerequisite: ANTH 140. Corequisite: ANTH 140.

Two 75-minute periods.

### ANTH 231 - TOPICS IN ARCHAEOLOGY

Semester Offered: Fall

1 unit(s)

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.

Topic for 2015/16a: *Archaeology of Animals*. Humans have relied

on animals as sources of food, transportation, and companionship, used them as symbols in folklore and religion, and attempted to control their numbers through selective breeding or extermination. Some animals have been domesticated by us and others seem to have domesticated us. Both forms of domestication are evident in our extensive nurturing of our pets. Through archaeology we can examine the history of the human-animal relationship - from the earliest evidence of competition for food to early agricultural and pastoralist societies. The methods of zooarchaeology allow archaeologists to extract significant amounts of information from the bones of animals. Taphonomy, the laws of burial, allow for detailed analysis of the context in which the bones were deposited and ultimately recovered. Students will have introductory hands-on experience identifying and analyzing animal bones. Ms. Pike-Tay.

Prerequisite: ANTH 100 or ANTH 120.  
Two 75-minute periods.

### ANTH 232 - TOPICS IN BIOLOGICAL ANTHROPOLOGY

Semester Offered: Fall

1 unit(s)

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.

Topic for 2015/16a: *The Anthropology of Death*. Skeletal remains of past populations have been a focus of interest for biological anthropologists, archaeologists, and medical practitioners since the nineteenth century. This course introduces students to (1) biomedical archaeology: the study of health and disease, and the demographic, genetic, and environmental [natural, cultural and social] factors that affect a population's risk for specific diseases; (2) forensic anthropology: the study of identifying the dead and the cause of death; (3) paleopathology: the study of injury and disease in ancient skeletons; and (4) cross-cultural attitudes toward death, including such things as issues of grave goods and monuments, and controversies that arise between bio-anthropologists, archaeologists and communities when the spiritual value of ancestral bones is pitted against their scientific value. Ms. Pike-Tay.

Prerequisites: ANTH 100 or ANTH 120.  
Two 75-minute periods.

### ANTH 235 - AREA STUDIES IN ARCHAEOLOGY

1 unit(s)

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: previous coursework in Anthropology or permission of the instructor.

Not offered in 2015/16.  
Two 75-minute periods.

### ANTH 240 - CULTURAL LOCALITIES

Semester Offered: Fall

1 unit(s)

Detailed study of the cultures of people living in a particular area of the world, including their politics, economy, worldview, 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.

Topic for 2015/16a: *Andean and Amazonian Societies*. (Same as LALS 240) This course introduces students to the indigenous peoples of the Andean highlands and, to a lesser extent, the Western Amazon basin (also known as "Upper Amazon"). We examine the history of the polities and cultures of the Andean highlands, a goal that will require an occasional foray into the relationship between Andean and Amazonian peoples. We trace, historically, the variety of ways in which Andean peoples have been articulated with respect to more encompassing polities, economies, and cultural contexts: e.g., as ethnic groups with respect to the Inca state, as "Indians" with respect to the Spanish colonial state, as peasants with respect to modern states, and, as indigenous with respect to "pluri-national" states in contexts of globalization. For each of these historical moments, we analyze a variety of indigenous media (e.g., indigenous accounts of pre-Hispanic Inca life, colonial indigenous religious texts and painting, twentieth-century indigenous photography, etc.) that provide insights about indigenous practices of textual and aesthetic production. Mr. Smith.

Two 75-minute periods.

### ANTH 241 - THE CARIBBEAN

1 unit(s)

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 permission of the instructor.

Not offered in 2015/16.

### ANTH 242 - INDIAN OCEAN

1 unit(s)

This course re/introduces alternative modalities of belonging through a focus on multiple cultures and peoples interacting across the Indian Ocean. Using historical works, ethnographies, travel accounts, manuscript fragments, and film, we explore the complex networks and historical processes that have shaped the contemporary economies, cultures, and social problems of the region. We also critically examine how knowledge about the peoples and pasts of this region has been produced. Although the course concentrates on northern Africa, eastern Africa, southwest India, the Arabian Peninsula, and islands are included in our consideration of the region as a cultural, economic, and political sphere whose coastal societies were especially interconnected. Topics include: imperialism, globalization, temporality, cosmopolitanism, labor and trade migrations, religious identification, and gender. Ms. Lowe Swift.

Not offered in 2015/16.

Two 75-minute periods.

### ANTH 243 - MESOAMERICAN WORLDS

1 unit(s)

(Same as LALS 243) A survey of the ethnography, history, and politics of indigenous societies with deep historical roots in regions now located in Mexico, Guatemala, Belize, and Honduras. This course explores the emergence of 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. After a consideration of urbanization, socio-religious hierarchies, and writing and calendrical systems in pre-contact Mesoamerica, we will focus 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 current issues—such as indigenous identities in the national and global spheres, the rapport among environmental policies, globalization, and local agricultural practices, and indigenous autonomy in the wake of the EZLN rebellion. Work on Vassar's Mesoamerican collection, and a final research paper and presentation is required; the use of primary sources (in Spanish or in translation) is encouraged. Mr. Tavárez.

Not offered in 2015/16.

Two 75-minute periods.

### ANTH 245 - THE ETHNOGRAPHER'S CRAFT

Semester Offered: Spring

1 unit(s)

(Same as URBS 245) This course introduces students to the methods employed in constructing and analyzing ethnographic materials through readings, classroom lectures, and discussions with regular field exercises. Students gain experience in participant-observation, field-note-taking, interviewing, survey sampling, symbolic analysis, the use of archival documents, and the use of contemporary media. Attention is also given to current concerns with interpretation and modes of representation. Throughout the semester, students practice skills they learn in the course as they design, carry out, and write up original ethnographic projects. Ms. Lowe Swift.

Two 75-minute periods.

### ANTH 247 - MODERN SOCIAL THEORY: CLASSICAL TRADITIONS

Semester Offered: Fall

1 unit(s)

(Same as SOCI 247) This course examines underlying assumptions and central concepts and arguments of European and American thinkers who contributed to the making of distinctly sociological perspectives. Readings include selections from Karl Marx, Emile Durheim, Max Weber, Georg Simmel, W.E.B. Du Bois and Erving Goffman. Thematic topics will vary from year to year. Ms. Harriford.

Two 75-minute periods.

### ANTH 250 - LANGUAGE, CULTURE, AND SOCIETY

Semester Offered: Fall

1 unit(s)

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 inter-related in the act of using language within and across particular speech communities.

May be repeated for credit if the topic has changed.

Topic for 2015/16a: *Language, Culture and Society*. This class offers an advanced introduction to the central problems of the relationship between language, culture and society. The first third of the class develops a distinctively anthropological approach to the formal and functional characteristics of human language (i.e., one that is attentive to the multifunctional and motivated character of signs). The second third of the class provides the theoretical and methodological tools for understanding how linguistically-mediated

interaction counts as a power-laden social action. The last third of the class considers how these theories can be used to illuminate the way in which language mediates large-scale social institutions (e.g., the relationship between language, race and prejudice in educational contexts in the United States, etc.) and social processes (e.g., the significance of digital media in processes of globalization). Students are trained in the methodology of scholars interested in language, culture, and society: the video-recording, transcription, and analysis of naturally occurring talk. Mr. Smith.

Two 75-minute periods.

### ANTH 255 - LANGUAGE, GENDER, AND MEDIA

1 unit(s)

This course offers a systematic survey of anthropological and linguistic approaches to the ways in which gender identities are implicated in language use, ideas about language, and the dynamic relationship between language and various forms of power and dominance. It is organized as a cross-cultural and cross-ethnic exploration of approaches that range from ground-breaking feminist linguistic anthropology and the study of gender, hegemony, and class, to contemporary debates on gender as performance and on lesbian, gay, bisexual and transsexual/transgender identities. An important topic will be the representation of gender identities in various forms of media. However, we also investigate the multiple rapports among gender identities, socialization, language use in private and public spheres, forms of authority, and class and ethnic identities. Students will learn about transcription and analysis methods used in linguistic anthropology, and complete two projects, one based on spontaneous conversations, and another that focuses on mass media. Mr. Tavárez.

Not offered in 2015/16.

### ANTH 260 - CURRENT THEMES IN ANTHROPOLOGICAL THEORY AND METHOD

Semester Offered: Fall and Spring

1 unit(s)

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.

Topic for 2015/16a: *Anthropology of Water*. Many anthropologists study water as a focus of political contention and environmental impetus to action. But cultural anthropology's special contribution to water studies may be its insights into how water is valued, socially and affectively, in culturally and historically different ways. Focusing on the relation between drinking water and wider cultural systems, the course introduces three approaches to drinking water: (1) Water as Global Commodity considers water in the context of the anthropology of gifts and commodities. (2) Semiotics of Bottled Water includes readings from the anthropology of food, consumer culture, and meaning-making in everyday life. (3) Water Projects considers state, corporate, and activist discourses about water with attention to anthropological studies of social and environmental impacts. The course includes group projects on drinking water in local cultural contexts. Ms. Kaplan.

Topic for 2015/16b: *Anthropology of Time*. What are the implications of cultural difference for an understanding of history, and of history for an understanding of culture? What are the consequences of using time concepts (such as modern or traditional) to describe social life? The first section of this course contrasts culturally different ways of using time, and analyzes different theories of periodization and their analytic and political consequences. The second section introduces approaches that rethink the history of complex capitalist systems, as neither western nor recent. The third examines recent works on decolonization and the writing of history. Theoretical and historical works are drawn from England, India, the Pacific, and the US. Ms. Kaplan.

Topic for 2015/16b: *Medical Anthropology*. This class offers an advanced introduction to the field of medical anthropology. We will focus especially on methodological and theoretical questions of how one can approach “illness,” “healing,” the “body,” and “medicine” as objects of anthropological and ethnographic study. After an overview of basic theory in medical anthropology, the remainder of the course will examine topics such as medicalization, knowledge, and biomedical authority; the specificity of local medical cultures and theories of disease causation; global inequities, global health, and the political economic shaping of illness; and kinds of communicative practices, graphic artifacts, and technologies that constitute biomedical practice. Mr. Smith.

Two 75-minute periods.

### **ANTH 262 - ANTHROPOLOGICAL APPROACHES TO MYTH, RITUAL AND SYMBOL**

Semester Offered: Spring

1 unit(s)

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, the enchantments of capitalism, and the role of ritual in the making of history. Ethnographic and historical studies may include Fiji, Italy, Indonesia, Papua New Guinea, the Seneca, and the U.S. Ms. Kaplan.

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

### **ANTH 263 - ANTHROPOLOGY GOES TO THE MOVIES: FILM, VIDEO, AND ETHNOGRAPHY**

1 unit(s)

(Same as MEDS 263) 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 Media Studies or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods, plus 3-hour preview laboratory.

### **ANTH 264 - ANTHROPOLOGY OF ART**

1 unit(s)

The Anthropology of Art explores the origins of art and symbolic behavior in human evolution as well as the practices of producing and interpreting art. The course moves from a survey of the earliest art of the Paleolithic (Stone Age) including cave paintings, engravings, body decoration and small portable sculptures to analyses of the form and function of art by early prehistorians and anthropologists 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. Pike-Tay.

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

Not offered in 2015/16.

Two 75-minute periods.

### **ANTH 266 - INDIGENOUS AND OPPOSITIONAL MEDIA**

1 unit(s)

(Same as MEDS 266) As audiovisual and digital media technologies proliferate and become more accessible globally, they become

important tools for indigenous peoples and activist groups in struggles for recognition and self-determination, for articulating community concerns and for furthering social and political transformations. This course explores the media practices of indigenous peoples and activist groups, and through this exploration achieves a more nuanced and intricate understanding of the relation of the local to the global. In addition to looking at the films, videos, radio and television productions, and Internet interventions of indigenous media makers and activists around the world, the course looks at oppositional practices employed in the consumption and distribution of media. Course readings are augmented by weekly screenings and demonstrations of media studied, and students explore key theoretical concepts through their own interventions, making use of audiovisual and digital technologies. Ms. Cohen.

Not offered in 2015/16.

Two 75-minute periods, plus one 3-hour preview lab.

### **ANTH 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1.5 unit(s)

Individual or group field projects or internships. May be elected during the college year or during the summer. Open to all students. The department.

### **ANTH 297 - READING COURSE IN ARCHAEOLOGICAL FIELD METHODS**

Semester Offered: Spring

0.5 unit(s)

Ms. Johnson.

### **ANTH 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual or group project of reading or research. May be elected during the college year or during the summer. The department.

## **III. ADVANCED**

### **ANTH 300 - SENIOR THESIS**

Semester Offered: Fall or Spring

1 unit(s)

The department.

### **ANTH 301 - SENIOR SEMINAR**

Semester Offered: Fall

1 unit(s)

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.

### **ANTH 305 - TOPICS IN ADVANCED BIOLOGICAL ANTHROPOLOGY**

Semester Offered: Spring

1 unit(s)

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: ANTH 232 or permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

**ANTH 331 - TOPICS IN ARCHAEOLOGICAL THEORY AND METHOD**

1 unit(s)

(Same as AMST 331) The theoretical underpinnings of anthropological 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.

May be repeated for credit if the topic has changed.

Prerequisite: previous coursework in Anthropology, or permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

**ANTH 351 - LANGUAGE AND EXPRESSIVE CULTURE**

Semester Offered: Spring

1 unit(s)

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.

Topic for 2015/16b: *Anthropology of New Media*. This seminar explores the assemblages of technologies, forms of mass-mediation, subjectivities, and networked sociabilities that, in the current moment, allow us to imagine that we inhabit a social world that is mediated in radically new ways. Our impulse in this seminar will not be to look for the kernel that holds all new media together as “new” or even as “media,” although we will pay close attention to scholars who make such arguments. Instead, we develop a set of theoretical tools that will make sense of a variety of features that oftentimes characterizes these assemblages: the forms of mediation they make possible, their virtuality, the fictional and historical imaginations that they presuppose and sustain, the forms of playfulness and kinds of signs that often comprise them, and the subjectivities, social relations, networks, and vulnerabilities that are often a part of them. Mr. Smith.

Prerequisite: ANTH 150, ANTH 250 or permission of the instructor.

One 3-hour period.

**ANTH 360 - PROBLEMS IN CULTURAL ANALYSIS**

1 unit(s)

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 International Studies, or permission of the instructor.

Not offered in 2015/16.

One 3-hour seminar.

**ANTH 361 - CONSUMER CULTURE**

1 unit(s)

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 permission of the instructor.

Not offered in 2015/16.

**ANTH 363 - NATIONS, GLOBALIZATION, AND POST-COLONIALITY**

1 unit(s)

(Same as INTL 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 permission of the instructor.

Not offered in 2015/16.

**ANTH 364 - TRAVELERS AND TOURISTS**

1 unit(s)

The seminar explores tourism in the context of a Western tradition of travel and as a complex cultural, economic and political phenomenon with profound impacts locally and globally. Using contemporary tourism theory, ethnographic studies of tourist locales, contemporary and historical travel narratives, travelogues, works of fiction, post cards and travel brochures, we consider tourism as a historically specific cultural practice whose meaning and relation to structures of power varies over time and context; as a performance; as one of many global mobilities; as embodied activity; as it is informed by mythic and iconic representations and embedded in Western notions of self and other. We also address issues pertaining to the culture of contemporary tourism, the commoditization of culture, the relation between tourism development and national identity and the prospects for an environmentally and culturally sustainable tourism. Ms. Cohen.

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

Not offered in 2015/16.

One 3-hour period.

**ANTH 365 - IMAGINING ASIA AND THE PACIFIC**

Semester Offered: Fall

1 unit(s)

(Same as ASIA 365) Does “the Orient” exist? Is the Pacific really a Paradise? On the other hand, does the “West” exist? If it does, is it the opposite of Paradise? Asia is often imagined as an ancient, complex challenger and the Pacific is often imagined as a simple, idyllic paradise. This course explores Western scholarly images of Asia (East Asia, South Asia, Southeast Asia) and of the island Pacific. It also traces the impact of Asian and Pacific ideas and institutions on the West. Each time offered, the seminar has at least three foci, on topics such as: Asia, the Pacific and capitalism; Asia, the Pacific and the concept of culture; Asia, the Pacific and the nation-state; Asia, the Pacific and feminism; Asia, the Pacific and knowledge. Ms. Kaplan.

Prerequisite: previous coursework in Asian Studies/Anthropology or permission of the instructor.

One 2-hour period.

**ANTH 366 - MEMOIRS, MODERNITIES, AND REVOLUTIONS**

1 unit(s)

(Same as JWST 366) Autobiographical narratives of growing up have been a popular way for Jewish and non-Jewish writers of Middle Eastern origin to address central questions of identity and change. How do young adults frame and question their attachments to their families and to their countries of birth? For the authors and subjects of the memoirs, ethnographies and films we consider in this class, growing up and momentous historical events coincide, just as they



did for young people during the recent revolutions in the Middle East. In this seminar, the autobiographical narratives— contextualized with historical, political, and visual material—allow us to see recent events through the eyes of people in their twenties. A major focus of the course will be post-revolutionary Iran (readings include Hakkakian, *Journey from the Land of No*; Khosravi, *Young and Defiant in Tehran*, Sofer, *The Septembers of Shiraz*, and Varzi, *Warring Souls*). Ms. Goldstein.

Prerequisite: previous coursework in Anthropology or Jewish Studies.

Not offered in 2015/16.

One 2-hour seminar.

### ANTH 384 - NATIVE RELIGIONS OF THE AMERICAS

Semester Offered: Fall

1 unit(s)

(Same as LALS 384) The conquest of the Americas was accompanied by various intellectual and sociopolitical projects devised to translate, implant, or impose Christian beliefs in Amerindian societies. This course examines modes of resistance and accommodation, among other indigenous responses, to the introduction of Christianity as part of larger colonial projects. Through a succession of case studies from North America, Mesoamerica, the Caribbean, the Andes, and Paraguay, we analyze the impact of Christian colonial and postcolonial evangelization projects on indigenous languages, religious practices, literary genres, social organization and gender roles, and examine contemporary indigenous religious practices. Mr. Tavarez.

Prerequisite: prior coursework in Anthropology, American Studies or Latin American Latino/a Studies or permission of the instructor.

One 2-hour period.

### ANTH 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual or group project of reading or research. May be elected during the college year or during the summer. The department

## 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.

**Advisers:** All members of the Departments of Anthropology and Sociology. A joint major should have one adviser in each department.

**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:

ANTH 140 Cultural Anthropology (1)  
 One additional Anthropology 100-level course (1)  
 ANTH 201 Anthropological Theory (1)  
 ANTH 301 Senior Seminar (1)  
 One additional 300-level Anthropology Seminar (1)

#### Sociology Requirements:

SOCI 151 Introductory Sociology (1)  
 SOCI 247 Modern Social Theory: Classical Traditions (1)  
 SOCI 254 Research Methods (1)  
 SOCI 300 Senior Thesis (0.5)  
 and  
 SOCI 301 Senior Thesis (0.5)  
 One additional 300-level Sociology course (1)

**Additional Information:** 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.

## Art Department

**Chair:** Peter Charlap;

**Professors:** Nicholas Adams<sup>b</sup>, Lisa Gail Collins, Eve D'Ambra, Susan Donahue Kuretsky, Brian Lukacher, Molly Nesbit<sup>a</sup>, Harry Roseman;

**Associate Professors:** Tobias Armbrorst, Peter M. Charlap, Laura Newman, Andrew Tallon;

**Assistant Professor:** Yvonne Elet;

**Lecturer:** James Mundy (and Director of the Frances Lehman Loeb Art Center);

**Visiting Assistant Professor:** Didier William;

**Adjunct Assistant Professors:** Judith Linn, Patrick McElnea, Gina Ruggeri.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

**Art History Major Advisers:** The art history faculty.

**Studio Art Major Advisers:** The studio art faculty.

**Requirements for Concentration in Art History:** The major consists of a minimum of 12 units. 10 units, including ART 105-ART 106, must be graded art history courses taken at Vassar. 2 units may be taken in studio art or architectural design, or may be transferred from work completed outside of Vassar, such as courses taken during Junior Year Abroad.

**Distribution:** 6 units at the 200-level must be divided equally between groups A, B, and C. 3 units must be in 300-level art history courses: two seminars in different art historical groups and ART 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 urged to take a 300-level seminar before ART 301.

A: Ancient, Medieval, Asian art

B: Italian and Northern Renaissance and baroque art, Renaissance and baroque architecture (ART 270, ART 271), American art (ART 249)

C: Nineteenth, twentieth and twenty-first century art, American art (ART 251, ART 266), nineteenth century to contemporary architecture (ART 272, ART 273), African art

Departmental and interdisciplinary courses that do not conform to the groupings 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 essay, 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 interested in careers in architectural design, preservation, or architectural history should consult with members of the Art Department faculty with special interests in architecture (Nicholas Adams, Tobias Armbrorst, Harry Roseman, Andrew Tallon). Special programs in art history and art studio can be devised to prepare students for graduate study in these areas.

## STUDIO ART MAJOR

**Requirements for Concentration in Studio Art:** 13 units; 4 units must be in graded art history courses, consisting of ART 105-ART 106 and two 200-level courses in different groups (A, B, C) listed below; 9 studio units, 7 of which must be graded units taken at Vassar, including ART 102-ART 103; 4 units in 200-level studio courses, of which 2 must be ART 204-ART 205 and 2 must be in sequential courses in painting, drawing, printmaking, photography or architecture drawing and design; 3 units in 300-level studio courses including ART 301. By special permission up to 2 units of ART 298 and ART 399 work can be included in the major.

A: Ancient, Medieval, Asian art

B: Italian and Northern Renaissance and baroque art, Renaissance and baroque architecture (ART 270, ART 271), American art (ART 249)

C: Nineteenth, twentieth and twenty-first century art, American art (ART 251, ART 266), nineteenth century to contemporary architecture (ART 272, ART 273), African art

**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-ART 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. In order to receive credit for courses taken during Junior Year Abroad, students must submit a portfolio of work for review by the studio art faculty.

## CORRELATE SEQUENCES IN ART

**Correlate Sequence in Art History:** 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 selects 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-ART 106, three 200-level courses in at least two art historical period groups, and one 300-level course.

**Correlate Sequence in Studio Art:** The correlate sequence in Studio Art offers the opportunity to investigate the visual arts through a progression of courses on the one hundred, two hundred, and three hundred level. The correlate is comprised of six units: ART 102-ART 103 (2 units), a full year pre-requisite to the two hundred level courses, will give students a foundation in drawing and visual thinking. At the two hundred level students may elect any three course units including drawing, painting (full year 2 units), sculpture (full year 2 units), printmaking, photography, video, and architectural design. At the three hundred level, one unit of painting, sculpture, computer animation, or architectural design. Senior Project, 301, may be taken (with departmental approval) but not in lieu of a three hundred level course.

Each year, the Art Department will provide an updated list of approved courses for the Studio Art correlate sequence. From this course list, students define an appropriate course of study, which must be approved by the Art Department chair and a Correlate Sequence advisor prior to declaration. Additional courses may be approved for

the Correlate Sequence upon petition to the Chair. A maximum of two units of ungraded work may be counted toward the Correlate Sequence.

## I. INTRODUCTORY

### ART 105 - INTRODUCTION TO THE HISTORY OF ART

Semester Offered: Fall

1 unit(s)

Art 105-ART 106 provide a yearlong introduction to the history of art and architecture. Presented chronologically, with members of the department lecturing in their fields of expertise, the course begins with the monuments of the ancient world and ends with a global survey of today's video. Students see how the language of form changes over time, how it continually expresses cultural values and addresses individual existential questions. Art history is, by its nature, trans-disciplinary—drawing on pure history, literature, music, anthropology, religion, linguistics, science, psychology and philosophy. The course, therefore, furnishes many points of entry into the entire spectrum of human creativity. Weekly discussion sections make extensive use of the Vassar College collection in the Loeb Art Center. The department.

ART 106 may be taken in a later year but must be completed in order to receive credit for Art 105.

NRO available for juniors and seniors.

Open to all classes. Enrollment limited by class.

Yearlong course 105-ART 106.

Three 50-minute periods and one 50-minute conference period.

### ART 106 - INTRODUCTION TO THE HISTORY OF ART

Semester Offered: Spring

1 unit(s)

ART 105-106 provide a yearlong introduction to the history of art and architecture. Presented chronologically, with members of the department lecturing in their fields of expertise, the course begins with the monuments of the ancient world and ends with a global survey of today's video. Students see how the language of form changes over time, how it continually expresses cultural values and addresses individual existential questions. Art history is, by its nature, trans-disciplinary—drawing on pure history, literature, music, anthropology, religion, linguistics, science, psychology and philosophy. The course, therefore, furnishes many points of entry into the entire spectrum of human creativity. Weekly discussion sections make extensive use of the Vassar College collection in the Loeb Art Center. The department.

Art 106 may be taken in a later year but must be completed in order to receive credit for ART 105.

NRO available for juniors and seniors.

Open to all classes. Enrollment limited by class.

Yearlong course ART 105-106.

Three 50-minute periods and one 50-minute conference period.

### ART 160 - ART AND SOCIAL CHANGE IN THE UNITED STATES

Semester Offered: Fall

1 unit(s)

(Same as AMST 160) In this first-year seminar, we explore relationships between art, visual culture, and social change in the United States. Focusing on twentieth and twenty-first century social movements, we study artists and communities who have sought to inspire social change—to cultivate awareness, nurture new ideas, offer new visions, promote dialogue, encourage understanding, build and strengthen community, and inspire civic engagement and direct action—through creative visual expression. Ms. Collins.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### ART 170 - INTRODUCTION TO ARCHITECTURAL HISTORY

Semester Offered: Fall

1 unit(s)

(Same as URBS 170) An overview of the history of western architecture from the pyramids to the present. The course is organized in modules to highlight the methods by which architects have articulated the basic problem of covering space and adapting it to human needs. Mr. Adams.

Two 75-minute periods.

## II. INTERMEDIATE

### ART 210 - ART, MYTH, AND SOCIETY IN THE ANCIENT AEGEAN

1 unit(s)

(Same as GRST 210 ) Ms. D'Ambra.

Prerequisite: ART 105-ART 106 or coursework in Greek & Roman Studies, or permission of the instructor.

NRO available to non-majors.

Not offered in 2015/16.

Two 75-minute periods.

### ART 211 - ROME: THE ART OF EMPIRE

Semester Offered: Fall

1 unit(s)

(Same as GRST 211) From humble beginnings to its conquest of most of the known world, Rome dominated the Mediterranean with the power of its empire. Art and architecture gave monumental expression to its political ideology, especially in the building of cities that spread Roman civilization across most of Europe and parts of the Middle East and Africa. Roman art also featured adornment, luxury, and collecting in both public and private spheres. Given the diversity of the people included in the Roman empire and its artistic forms, what is particularly Roman about Roman art? Ms. D'Ambra.

Prerequisite: ART 105-ART 106 or GRST 216 or GRST 217, or permission of the instructor.

Two 75-minute periods.

### ART 215 - THE ART AND ARCHAEOLOGY OF ANCIENT EGYPT

1 unit(s)

(Same as GRST 215) Ancient Egypt has long fascinated the public with its pyramids, mummies, and golden divine rulers. This course provides a survey of the archaeology, art, and architecture of ancient Egypt from the prehistoric cultures of the Nile Valley through the period of Cleopatra's rule and Roman domination. Topics to be studied include the art of the funerary cult and the afterlife, technology and social organization, and court rituals of the pharaohs, along with aspects of everyday life. Ms. D'Ambra.

Prerequisites: ART 105-ART 106 or GRST 216 or GRST 217, or permission of the instructor.

Two 75-minute periods.

### ART 218 - THE MUSEUM IN HISTORY, THEORY, AND PRACTICE

Semester Offered: Fall

1 unit(s)

This course surveys the long evolution of the art museum, beginning with private wonder rooms and cabinets of curiosity in the Renaissance and ending with the plethora of contemporary museums dedicated to

broad public outreach. As we explore philosophies of both private and institutional collecting (including that of the college and university art museum) we use the Frances Lehman Loeb Art Center as our first point of reference for considering a range of topics, such as the museum's role in furthering art historical scholarship and public education, its acquisition procedures, and challenges to the security, quality or integrity of its collections posed by theft, by the traffic in fakes and forgeries, or the current movement to repatriate antiquities to their country of origin. Assignments include readings and group discussions, individual research projects, and at least three one-day field trips to museums in our area (including Manhattan) to allow us to examine the many different approaches to museum architecture and installation. Ms. Kuretsky.

Prerequisites: ART 105-ART 106, or permission of the instructor.  
Two 75-minute periods.

### **ART 219 - THE ART AND ARCHAEOLOGY OF THE ANCIENT NEAR EAST**

Semester Offered: Spring

1 unit(s)

(Same as GRST 219) The art, architecture, and artifacts of the region comprising ancient Iraq, Iran, Syria, Palestine, and Turkey from 3200 BCE to the conquest of Alexander the Great in the fourth century BCE. Beginning with the rise of cities and cuneiform writing in Mesopotamia, course topics include the role of the arts in the formation of states and complex societies, cult practices, trade and military action, as well as in everyday life. How do we make sense of the past through its ruins and artifacts? Ms. D'Ambra.

Prerequisites: Art 105-106 or Greek and Roman Studies 216 or 217, or permission of the instructor.  
Two 75-minute periods.

### **ART 220 - MEDIEVAL ARCHITECTURE**

Semester Offered: Fall

1 unit(s)

A survey of the greatest moments in Western, Byzantine and Islamic architecture from the reign of Constantine to the late middle ages and the visual, symbolic and structural language developed by the masters and patrons responsible for them. Particular attention is paid to issues of representation: the challenge of bringing a medieval building into the classroom, that of translating our impressions of these buildings into words and images, and the ways in which other students and scholars have done so. Mr. Tallon.

Prerequisite: ART 105-ART 106, coursework in Medieval Studies, or permission of instructor.  
Two 75-minute periods.

### **ART 221 - THE SACRED ARTS OF THE MIDDLE AGES**

Semester Offered: Spring

1 unit(s)

A selective chronological exploration of the art of western Europe from early Christian Rome to the late Gothic North, with excursions into the lands of Byzantium and Islam. Works of differing scale and media, from monumental and devotional sculpture, manuscript illumination, metalwork, to stained glass, painting and mosaic, are considered formally and iconographically, but also in terms of their reception. Students work directly with medieval objects held in the Frances Lehman Loeb Art Center and with manuscripts in the Special Collections of the Vassar Library. Mr. Tallon.

Prerequisites: ART 105-ART 106, coursework in Medieval Studies, or permission of the instructor.  
Two 75-minute periods.

### **ART 230 - ART IN THE AGE OF VAN EYCK, DÜRER AND BRUEGEL**

1 unit(s)

The Northern Renaissance. Early Netherlandish and German art from Campin, van Eyck and van der Weyden to Bosch, Bruegel, Dürer and Holbein. This transformative period, which saw the invention of the printing press in the fifteenth century and the explosive turmoil of the Protestant Reformation in the sixteenth century, generated a profound reassessment of the role of images in the form of new responses toward human representation in devotional and narrative painting and printmaking as well as developments in secular subjects such as portraiture and landscape. Ms. Kuretsky.

Prerequisite: ART 105-ART 106 or permission of the instructor.  
Not offered in 2015/16.  
Two 75-minute periods.

### **ART 231 - THE GOLDEN AGE OF RUBENS, REMBRANDT AND VERMEER**

Semester Offered: Spring

1 unit(s)

An exploration of the new forms of secular and religious art that developed during the 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-ART 106 or permission of the instructor.  
Two 75-minute periods.

### **ART 235 - THE RISE OF THE ARTIST, FROM GIOTTO TO LEONARDO DA VINCI**

Semester Offered: Fall

1 unit(s)

A survey of Italian art c. 1300 - c.1500, when major cultural shifts led to a redefinition of art, and the artist emerged as a new creative and intellectual power. The course considers painting, sculpture and decorative arts by artists including Giotto, Donatello, Botticelli, and Leonardo. Our study of artworks and primary texts reveals how a predominantly Christian society embraced the revival of ancient pagan culture, elements of atheist philosophy, and Islamic science. We also discuss art in the context of nascent multiculturalism and consumerism in the new city-states; the importance of new communications systems, such as print; and artistic exchange with northern Europe and the Eastern Mediterranean centers of Baghdad and Constantinople. Other topics include art theory and criticism; techniques and materials of painting and sculpture; experiments with multimedia and mass production; developments in perspective and illusionism; ritual and ceremonial; and art that called into question notions of sexuality and gender roles. Ms. Elet.

Prerequisite: ART 105-ART 106, or permission of the instructor.  
Two 75-minute periods.

### **ART 236 - ART IN THE AGE OF LEONARDO, RAPHAEL, AND MICHELANGELO**

Semester Offered: Spring

1 unit(s)

An exploration of the works of these three masters and their contemporaries in Renaissance Italy, c. 1485 - c. 1565. The primary focus is on painting and sculpture, but the course also considers drawings, prints, landscape, gardens, and decorative arts, emphasizing artists' increasing tendency to work in multiple media. We trace changing ideas about the role of the artist and the nature of artistic creativity; and consider

how these Renaissance masters laid foundations for art, and its history, theory and criticism for centuries to come. Other topics include artists' workshops; interactions between artists and patrons; the role of the spectator; ritual and ceremonial; and Renaissance ideas about beauty, sexuality and gender. Ms. Elet.

Prerequisite: ART 105-ART 106, or permission of the instructor.  
Two 75-minute periods.

### **ART 249 - ENCOUNTER AND EXCHANGE: AMERICAN ART FROM 1565 TO 1865**

Semester Offered: Fall

1 unit(s)

(Same as AMST 249) This course examines American art from European contact in the 16th century through the Civil War. It emphasizes the formative role of the international encounter and cross-cultural exchange to this art. The focus is on painting, photography, and prints, though a range of objects types including sculpture, architecture, moving panoramas, and wampum belts will also be explored. Ms. Elder.

Prerequisites: ART 105-ART 106, or permission of the instructor.  
Two 75-minute periods.

### **ART 251 - MODERN AMERICA: VISUAL CULTURE FROM THE CIVIL WAR TO WWII**

Semester Offered: Spring

1 unit(s)

(Same as AMST 251) This course examines American visual culture as it developed in the years between the Civil War and World War II. Attention is paid to the intersections among diverse media and to such issues as consumerism, abstraction, primitivism, femininity, and mechanized reproduction. Artists studied include Thomas Eakins, Timothy O'Sullivan, James McNeill Whistler, Georgia O'Keeffe, Edward Hopper, Winslow Homer, Edward Weston, and Aaron Douglas.

Prerequisite: ART 105-ART 106 or a 100-level American Studies course or permission of the instructor.  
Two 75-minute periods.

### **ART 254 - THE ARTS OF EASTERN, SOUTHERN, CENTRAL AND WESTERN AFRICA**

1 unit(s)

(Same as AFRS 254) This course is organized thematically and examines the ways in which sculpture, painting, photography, textiles, and film and video function both historically and currently in relationship to broader cultural issues. Within this context, this course explores performance and masquerade in relationship to gender, social, and political power. We also consider the connections between the visual arts and cosmology, identity, ideas of diaspora, colonialism and post-colonialism, as well as the representation of the "Self," and the "Other."

Prerequisites: ART 105-ART 106, one course in Africana Studies, or permission of the instructor.

The Non-Recorded Option is available to non-majors.

Not offered in 2015/16.  
Two 75-minute periods.

### **ART 256 - THE ARTS OF CHINA**

Semester Offered: Fall

1 unit(s)

(Same as ASIA 256)

Prerequisite: ART 105-ART 106, one Asian Studies course, or permission of the instructor.

Two 75-minute periods.

### **ART 258 - THE ART OF ZEN IN JAPAN**

Semester Offered: Spring

1 unit(s)

(Same as ASIA 258) This course surveys the arts of Japanese Buddhism, ranging from sculpture, painting, architecture, gardens, ceramics, and woodblock prints. We will consider various socio-economic, political and religious circumstances that led monks, warriors, artists, and women of diverse social ranks to collectively foster an aesthetic that would, in turn, influence modern artists of Europe and North America. Ms. Hwang.

Prerequisite: ART 105-ART 106 or a 100-level Asian Studies course, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### **ART 259 - ART, POLITICS AND CULTURAL IDENTITY IN EAST ASIA**

Semester Offered: Spring

1 unit(s)

(Same as ASIA 259) This course surveys East Asian art in a broad range of media, including ceramics, sculpture, calligraphy, painting, architecture, and woodblock prints. Particular attention is paid to the ways in which China, Korea, and Japan have negotiated a shared "East Asian" cultural experience. The works to be examined invite discussions about appropriation, reception, and inflection of images and concepts as they traversed East Asia.

Prerequisites: ART 105-ART 106 or one 100-level Asian Studies course, or permission of the instructor.

Two 75-minute periods.

### **ART 262 - ART AND REVOLUTION IN EUROPE, 1789-1848**

Semester Offered: Fall

1 unit(s)

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-ART 106, or permission of the instructor.

Two 75-minute periods.

### **ART 263 - PAINTERS OF MODERN LIFE: REALISM, IMPRESSIONISM, SYMBOLISM**

Semester Offered: Spring

1 unit(s)

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-ART 106, or permission of the instructor.

Two 75-minute periods.

### **ART 264 - THE NATURE OF CHANGE: THE AVANT-GARDES**

1 unit(s)

(Same as MEDS 264) Radical prototypes of self-organization were forged by the new groups of artists, writers, filmmakers and architects that emerged in the early twentieth century as they sought to define

the future. The course studies the avant-gardes' different and often competing efforts to meet the changing conditions that industrialization was bringing to culture, societies and economies between 1889 and 1929, when works of art, design, and film entered the city, the press, the everyday lives and the wars that beset them all. Ms. Nesbit.

Prerequisite: ART 105-ART 106, or permission of the instructor.  
Not offered in 2015/16.

Two 75-minute periods and one weekly film screening.

### **ART 265 - THE NEW ORDER OF MEDIA, MESSAGE AND ART, 1929-1968**

1 unit(s)

(Same as MEDS 265) When the public sphere was reset during the twentieth century by a new order of mass media, the place of art and artists in the new order needed to be claimed. The course studies the negotiations between modern art and the mass media (advertising, cinema, TV), in theory and in practice, during the years between the Great Depression and the liberation movements of the late 1960s—the foundation stones of our own contemporary culture. Neither the theory nor the practice has become obsolete. Ms. Nesbit.

Prerequisite: ART 105-ART 106.  
Not offered in 2015/16.

Two 75-minute periods and one weekly film screening.

### **ART 266 - ART AND EVERYDAY LIFE IN THE UNITED STATES**

1 unit(s)

(Same as AFRS 266 and AMST 266) An exploration of material and expressive creations closely associated with everyday life from the era of the transatlantic slave trade to the present day. Focusing on objects, images, spaces, and lore intimately tied to African American lives, we examine these ordinary and extraordinary creations and expressions in relation to the histories, movements, beliefs, practices, and ideas that underlie them. Ms. Collins.

Prerequisite: ART 105-ART 106 or coursework in Africana Studies, American Studies, Women's Studies, or permission of the instructor.

Not offered in 2015/16.  
Two 75-minute periods.

### **ART 268 - THE ACTIVATION OF ART, 1968 - NOW**

Semester Offered: Spring

1 unit(s)

(Same as MEDS 268) This course studies the visual arts of the last thirty years, here and abroad, together with the collective and philosophical discussions that emerged and motivated them. The traditional fine arts as well as the new media, performance, film architecture and installation are included. Still and moving images, which come with new theatres of action, experiment and intellectual quest, are studied as they interact with the historical forces still shaping our time into time zones, world pictures, narratives and futures. Weekly screenings supplement the lectures. Ms. Nesbit.

Prerequisite: ART 105-ART 106.

Two 75-minute periods and one weekly screening.

### **ART 270 - RENAISSANCE ARCHITECTURE**

1 unit(s)

European architecture and city building from 1300-1500; focus on Italian architecture and Italian architects; encounters between Italian and other cultures throughout Europe and the Mediterranean. Mr. Adams.

Prerequisite: ART 105-ART 106, or ART 170 or permission of the instructor.

Not offered in 2015/16.  
Two 75-minute periods.

### **ART 271 - EARLY MODERN ARCHITECTURE**

1 unit(s)

Prerequisite: ART 105-ART 106, or ART 170, or permission of the instructor.

Not offered in 2015/16.  
Two 75-minute periods.

### **ART 272 - BUILDINGS AND CITIES AFTER THE INDUSTRIAL REVOLUTION**

1 unit(s)

(Same as URBS 272) Architecture and urbanism were utterly changed by the forces of the industrial revolution. New materials (iron and steel), building type (train stations, skyscrapers), building practice (the rise of professional societies and large corporate firms), and newly remade cities (London, Paris, Vienna) provided a setting for modern life. The course begins with the liberation of the architectural imagination around 1750 and terminates with the rise of modernism at the beginning of the twentieth century (Gropius, Le Corbusier). Mr. Adams.

Prerequisite: ART 105-ART 106 or permission of the instructor.  
Not offered in 2015/16.  
Two 75-minute periods.

### **ART 273 - MODERN ARCHITECTURE AND BEYOND**

Semester Offered: Fall

1 unit(s)

(Same as URBS 273) European and American architecture and city building (1920 to the present); examination of the diffusion of modernism and its reinterpretation by corporate America and Soviet Russia. Discussion of subsequent critiques of modernism (postmodernism, deconstruction, new urbanism) and their limitations. Issues in contemporary architecture. Mr. Adams.

Prerequisite: ART 105-ART 106, or ART 170, or permission of the instructor.

Two 75-minute periods.

### **ART 275 - ROME: ARCHITECTURE AND URBANISM**

Semester Offered: Spring

1 unit(s)

(Same as URBS 275) The Eternal City has been transformed many times since its legendary founding by Romulus and Remus. This course presents an overview of the history of the city of Rome in antiquity, the Middle Ages, the Renaissance, the Baroque period, and modern times. The course examines the ways that site, architecture, urbanism, and politics have interacted to produce one of the world's densest urban fabrics. The course focuses on Rome's major architectural and urban monuments over time (e.g., Pantheon, St. Peters, the Capitoline hill) as well as discussions of the dynamic forms of Roman power and religion. Literature, music and film also will be included as appropriate. Mr. Adams.

ART 105-ART 106, or ART 170 or permission of the instructor.  
Two 75-minute periods.

### **ART 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Projects undertaken in cooperation with approved galleries, archives, collections, or other agencies concerned with the visual arts, including architecture. The department.

Prerequisites: ART 105-ART 106 and one 200-level course.  
Open by permission of a supervising instructor. Not included in the minimum requirements for the major.

May be taken either semester or in the summer.

**ART 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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****ART 300 - SENIOR ESSAY PREPARATION**

Semester Offered: Fall or Spring

0.5 unit(s)

Prerequisite: permission of the Chair of the Art Department.

Optional. Regular meetings with a faculty member to prepare an annotated bibliography and thesis statement for the senior essay. Course must be scheduled in the semester prior to the writing of the senior essay. Credit given only upon completion of the senior essay. Ungraded.

**ART 301 - SENIOR PROJECT**

Semester Offered: Fall or Spring

1 unit(s)

Supervised independent research culminating in a written essay or a supervised independent project in studio art.

**ART 310 - SEMINAR IN ANCIENT ART**

Semester Offered: Fall

1 unit(s)

(Same as GRST 310) Topic for 2015/16a: *Pompeii: Public and Private Life*. The volcanic eruption of Vesuvius in A.D. 79 blotted out life in Pompeii, but the Roman town lives on as a study site and tourist attraction. Its urban development with grand theaters and amphitheaters alongside of taverns and brothels exemplifies high and low Roman culture. The homes of private citizens demonstrate intense social competition in their scale, grounds, and the Greek myths painted on walls. Pompeii gave shape to the world of Roman citizens and others through its raucous street life and gleaming monumental centers. Ms. D'Ambr.

Prerequisite: permission of the instructor.

One 2-hour period.

**ART 312 - CRITICAL READINGS IN ART HISTORY**

Semester Offered: Spring

0.5 unit(s)

This half-unit course investigates the history of art history, its changing methods, and its evolving theories. Interdisciplinary by nature, art history has roots and tributaries in many fields of knowledge and practice: philosophy, museology, social history, architectural theory, and others. Each year the course explores a different set of transformative episodes in the history of the discipline. Readings, focus, and instructors will change from year to year.

Topic for 2015/16b: *Radical Turning Points*. The work of Erwin Panofsky, Aby Warburg, André Malraux, Walter Benjamin, Henri Focillon, Meyer Schapiro, T. J. Clark and Linda Nochlin will be studied. Ms. Nesbit.

Prerequisites: ART 105-ART 106.

First six-week course.

One 2-hour period.

**ART 320 - SEMINAR IN MEDIEVAL ART**

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Cathedral, City, and Cloister: Canterbury in the Middle Ages*. Canterbury Cathedral serves as lens through which we

examine the intertwined forces of art, architecture, urbanism, liturgy, music and religion in medieval England. A wide array of primary and secondary sources in English, in concert with a laser survey undertaken last year (the most extensive imaging project of the cathedral to date), supply the necessary raw materials to write a new chapter in the long life of this venerable site. We devote particular attention to the events of the twelfth century: the discord of state and church, of King Henry II and the archbishop of Canterbury, Thomas Becket, that led to Becket's murder and rapid canonization; the spectacular (and perhaps premeditated) blaze that consumed the Romanesque cathedral soon thereafter; the dramatic transformation of the site by master builders William of Sens and William the Englishman, as recounted in one of the most unusual construction accounts to survive from the High Middle Ages, into an elaborate stage set for the veneration of the relics of Becket; and the explosion of piety that would keep Canterbury on the world map for centuries to come. Mr. Tallon.

Prerequisite: permission of the instructor.

One 2-hour period.

**ART 331 - SEMINAR IN NORTHERN ART**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Johannes Vermeer of Delft*. Recent research on Johannes Vermeer has produced a sharper and more nuanced understanding of how the artist worked and what his paintings conveyed to viewers of his time. Through evaluating the wide range of scholarly approaches that have been applied to Vermeer, the seminar examines his interpretive and technical development as an artist, explores how he relates to and diverges from other major genre painters of the same period, and considers how his thematic choices reflect ways of thinking that developed in the Dutch Republic during the Age of Observation. Ms. Kuretsky.

Prerequisite: permission of the instructor

One 2-hour period.

**ART 332 - SEMINAR IN ITALIAN RENAISSANCE ART**

1 unit(s)

*Reconsidering Raphael*. Raphael devised new modes of designing and making art that changed the course of western visual culture. He has long been known as "the prince of painters," but this label ignores the astonishing range of his activities: Raphael was also an accomplished architect, landscape designer, archeologist, draftsman, and designer of prints and tapestries. And despite his reputation as a cool classicist, he actually worked in an astonishing variety of styles and modes. This seminar reconsiders Raphael's extraordinary career, taking a comprehensive view of his varied projects. We also examine his writings and his close collaborations with literary figures including Baldassare Castiglione, addressing the relation of text and image in Renaissance creative processes. This holistic approach allows a new appreciation of Raphael's brilliance and originality, and the reasons his works served as models for artists down to modernism. Ms. Elet.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

**ART 333 - THE ART OF THE GARDEN IN RENAISSANCE AND BAROQUE ITALY**

Semester Offered: Spring

1 unit(s)

Changing attitudes toward the relationship between art and nature were played out in the decoration of villas and gardens, c. 1450- c. 1650. These extensive estates by top artists and patrons featured paintings, sculptures, fountains, grottoes, and plantings that blurred distinctions between indoors and outdoors, and between nature and artifice. We examine sites from Florence, Rome, the Veneto, and Naples to

France, considering the inheritance of ancient Roman, medieval, and Islamic gardens. We explore the influx of new flora and fauna during the exploration of “new” worlds, and changing patterns of collecting and display. Readings explore villa ideology, the relation between city and country life, utopian conceptions of garden and landscape, and human dominion over nature. On a field trip, we experience the role of the ambulatory spectator, and consider the reception of the Italian garden in America. Ms. Elet.

Prerequisite: permission of the instructor.  
One 3-hour period.

### ART 358 - SEMINAR IN ASIAN ART

1 unit(s)

(Same as ASIA 358) Topics vary each year.

Topic for 2015/16a: *Miraculous Images: Buddhist Art of China*. When Buddhism was entering China from India circa first century C.E., it was infiltrating an intellectual system that already had highly advanced and clearly articulated worldviews in place. The “Buddhist conquest of China” owes much of its success to images of Buddhist deities, some of which were believed to be capable of foretelling dynastic future through physical flight, emotional expression, and even self-destruction. The seminar examines the role of legends and their visual expressions in the process of Sinicizing (making Chinese) the Indian religion.

Prerequisite: permission of the instructor.  
One 2-hour period.

### ART 362 - SEMINAR IN NINETEENTH-CENTURY ART

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Philosophical Landscape: Poussin/Turner/Cézanne*. This seminar explores the philosophical ambitions of European landscape painting by focusing on the case studies of Poussin’s mythological vision of nature, Turner’s cataclysmic and historical conception of nature, and Cézanne’s dualistic (at once introspective and phenomenological) grasp of sensation and landscape. Changing ideas about the temporality, historicity, and sublimity of esthetic experience and the natural world are considered. Problems of painting style and technique are studied in close relation to the semiotic and symbolic connotations of landscape art. Mr. Lukacher.

Prerequisite: permission of the instructor.  
One 2-hour period.

### ART 364 - SEMINAR IN TWENTIETH CENTURY AND CONTEMPORARY ART

1 unit(s)

(Same as MEDS 364) *The Moving Image: Between Video and Experimental Curating*. Already by 1930 experimental film had tested the boundaries for the exhibition of works of art; when video built on that foundation thirty years later, the borders were again expanded. Moving image and radical exhibition formats would continue to evolve in tandem, becoming a succession of inspirations and experiments. The seminar studies these as theoretical, practical and perceptual questions posed in fact since the invention of cinema; case studies from past and present are compared; the seminar plans and executes curatorial experiments of its own. Ms. Nesbit.

Prerequisite: permission of the instructor  
Not offered in 2015/16.  
One 2-hour period.

### ART 366 - ART AND ACTIVISM IN THE UNITED STATES

1 unit(s)

(Same as AFRS 366 and AMST 366) Topic for 2015/16b: *Exquisite Intimacy*. Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts,

institutions, and ideas of the Black Arts movement and Women’s Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of the instructor.  
One 2-hour period.

### ART 367 - ARTISTS’ BOOKS FROM THE WOMEN’S STUDIO WORKSHOP

1 unit(s)

(Same as AMST 367 and WMST 367) In this interdisciplinary seminar, we explore the limited edition artists’ books created through the Women’s Studio Workshop in Rosendale, New York. Founded in 1974, the Women’s Studio Workshop encourages the voice and vision of individual women artists, and women artists associated with the workshop have, since 1979, created over 180 hand-printed books using a variety of media, including hand-made paper, letterpress, silkscreen, photography, intaglio, and ceramics. Vassar College recently became an official repository for this vibrant collection which, in the words of the workshop’s co-founder, documents “the artistic activities of the longest continually operating women’s workspace in the country.” Working directly with the artists’ books, this seminar will meet in Vassar Library’s Special Collections and closely investigate the range of media, subject matter, and aesthetic sensibilities of the rare books, as well as their contexts and meanings. We will also travel to the Women’s Studio Workshop to experience firsthand the artistic process in an alternative space. Ms. Collins.

Prerequisite: permission of the instructor.  
Not offered in 2015/16.  
One 2-hour period.

### ART 370 - SEMINAR IN ARCHITECTURAL HISTORY: ROME OF THE IMAGINATION

1 unit(s)

(Same as URBS 370) No city has had a greater influence on the architectural imagination than Rome. Throughout western history the standard for architecture has been measured by Rome. In this seminar we investigate the continuing hold and varied architectural interpretations of Rome and Romanness: the built Rome, the ruined Rome, and the imagined Rome. How has Rome changed its significance for architects over time? Among the architects we consider Andrea Palladio, Giovanni Battista Piranesi, E. L. Boullée, Giuseppe Terragni, Albert Speer, Gunnar Asplund, Louis Kahn and others. We may also consider those such as John Ruskin who reject the Roman stamps. Mr. Adams.

Prerequisite: permission of the instructor.  
Not offered in 2015/16.  
One 3-hour period.

### ART 382 - BELLE RIBICOFF SEMINAR

Semester Offered: Spring

0.5 unit(s)

Topic for 2015/16b: *Dancers, Artworks, and People in the Galleries*. This seminar explores the relationship of art, dance, and film in the contemporary moment. We begin, however, with Merce Cunningham’s collaborations with artist Robert Rauschenberg and filmmaker Charles Atlas, followed by the connections between the Judson Dance Theater and the art world of the early 1960s, particularly that of Andy Warhol’s Factory and minimal sculptors. We see and discuss the work of choreographers collaborating with artists and within art spaces, and we also watch films in which dances were made specifically for the camera or in collaboration with filmmakers. It is often these films—Babette Mangolte’s film of Trisha Brown’s *Watermoter*, Tacita Dean’s film installation of Cunningham’s *Craneway Event*, Thierry de Mey’s film of Anne Teresa de Keersmaeker’s *Violin Phase*,



for example—that we now see when we see dance in museums. Are we then seeing dances or something else altogether? Mr. Crimp.

Prerequisite: permission of the instructor.

Six meetings to be held on consecutive Friday afternoons after spring break. Some classes will meet at Vassar; most will take place in New York City. Transportation will be provided. Second six-week course.

One 2-hour period.

### ART 385 - SEMINAR IN AMERICAN ART

Semester Offered: Spring

1 unit(s)

(Same as AFRS 385 and AMST 385) Topic and instructor for 2015/16: To be announced.

Prerequisite: permission of the instructor.

One 2-hour period.

### ART 391 - ADVANCED FIELDWORK IN ART EDUCATION AT DIA: BEACON

0.5 unit(s)

The Dia: Beacon-Vassar College program offers a yearlong, immersive fieldwork experience for the study of the Dia collection in the context of the philosophical mission of Dia Art Foundation and its public programming. In the first term, interns focus on the ideas, work, and histories of the individual Dia artists, who were and continue to be some of the most ambitious and pioneering artists of the late 1960s through to the present day. Interns also study the latest advances in museum education: constructivist learning theories vis-à-vis the work of Jean Piaget, Lev Vygotsky, and John Dewey; their practical application in art museums; the research being done at other institutions, for example, Harvard University's Project Zero. In the second term, interns draw from these perspectives in order to design and give tours to school groups, primarily from the Dutchess County public schools. Admission by special permission and limited to no more than 6 students with advanced coursework in contemporary art or education. Students must commit to working 6 hours each week at Dia on either Thursdays or Fridays from 10am - 4pm, with a lunch break, and occasional weekends in both the fall and spring terms. Interns report to the Dia:Beacon Arts Education Associate. Ms. Nesbit.

Prerequisite: students with advanced coursework in contemporary art or education.

Not offered in 2015/16.

Six hours each week at Dia on either Thursdays or Fridays, 10:00 am - 4:00 pm.

### ART 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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, AND ARCHITECTURAL DESIGN

### I. Introductory

#### ART 102 - DRAWING I: VISUAL LANGUAGE

Semester Offered: Fall

1 unit(s)

Development of visual ideas through a range of approaches to drawing. Emphasis is placed on perceptual drawing from life through subjects including landscape, interior, still life, and the human figure. In the second semester, figure drawing is the primary focus. Throughout

the year, students work in a range of black and white media, as the elements of drawing (line, shape, value, form, space and texture) are investigated through specific problems. This course is suitable for both beginners and students with drawing experience. Mr. Charlap, Ms. Newman, Mr. Roseman, Ms. Ruggeri, Mr. William.

Open to all classes.

Yearlong course 102-ART 103.

Two 2-hour periods.

#### ART 103 - DRAWING I: VISUAL LANGUAGE

Semester Offered: Spring

1 unit(s)

Development of visual ideas through a range of approaches to drawing. Emphasis is placed on perceptual drawing from life, through subjects including landscape, interior, still life, and the human figure. In the second semester, figure drawing is the primary focus. Throughout the year, students work in a range of black and white media, as the elements of drawing (line, shape, value, form, space and texture) are investigated through specific problems. Mr. Charlap, Ms. Newman, Mr. Roseman, Ms. Ruggeri, Mr. William.

Open to all classes.

Yearlong course ART 102-103.

Two 2-hour periods.

#### ART 108 - COLOR

Semester Offered: Spring

1 unit(s)

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.

#### ART 176 - ARCHITECTURAL DESIGN I

Semester Offered: Fall

1 unit(s)

A studio-based class introduction to architectural design through a series of short projects. Employing a combination of drawing, modeling and collage techniques (both by hand and using digital technology) students begin to record, analyze and create architectural space and form. Mr. Armbrorst.

Prerequisite: ART 102-ART 103. Corequisite: one of the following: ART 220, ART 270, ART 272 or ART 273, or permission of the instructor.

Two 2-hour periods.

## II. Intermediate

#### ART 202 - PAINTING I

Semester Offered: Fall

1 unit(s)

An introductory course in the fundamentals of painting, designed to develop seeing as well as formulating visual ideas. Working primarily from landscape and still life, the language of painting is studied through a series of specific exercises that involve working from observation. Activities and projects that address a variety of visual media and their relationship to painting are also explored. Mr. Charlap.

Prerequisite: ART 102-ART 103.

Yearlong course 202-ART 203.

Two 2-hour periods.

#### ART 203 - PAINTING I

Semester Offered: Spring

1 unit(s)

A variety of painting strategies are explored, working primarily from the human figure, including representation, metaphor, narrative, pictorial space, memory, and identity. Instructor: Mr. Charlap.

Prerequisite: ART 102-ART 103.  
 Yearlong course ART 202-203.  
 Two 2-hour periods.

### ART 204 - SCULPTURE I

Semester Offered: Fall

1 unit(s)

Introduction to the language of three-dimensional form through a sequence of specific problems which involve the use of various materials. Mr. Roseman.

Yearlong course 204-ART 205.  
 Two 2-hour periods.

### ART 205 - SCULPTURE I

Semester Offered: Spring

1 unit(s)

Introduction to the language of three-dimensional form through a sequence of specific problems which involve the use of various materials. Mr. Roseman.

Yearlong course ART 204-205.  
 Two 2-hour periods.

### ART 206 - DRAWING II

Semester Offered: Fall

1 unit(s)

The course explores contemporary drawing strategies. Students take an interpretative approach to assignments, and work from a variety of subjects. Ms. Newman.

Prerequisite: ART 102 or other studio course.  
 Two 2-hour periods.

### ART 207 - DRAWING II

1 unit(s)

The course explores contemporary drawing strategies. Students take an interpretative approach to assignments, and work from a variety of subjects. Ms. Newman.

Prerequisite: ART 102 or other studio course.  
 Two 2-hour periods.

### ART 208 - PRINTMAKING: RELIEF

Semester Offered: Fall

1 unit(s)

This course is designed to explore the fundamentals of printmaking focusing primarily on relief printing techniques including linocut, woodcut, wood engraving, monotype, and collagraph. Mr. William.

Prerequisite: permission of the instructor. Corequisite: ART 102.  
 Two 2-hour periods.

### ART 209 - PRINTMAKING: INTAGLIO

Semester Offered: Spring

1 unit(s)

This course is designed to explore the fundamentals of printmaking focusing on primarily on Intaglio techniques including drypoint, etching, aquatint, mezzotint, engraving, embossing, and stippling. Mr. William.

Prerequisite: ART 102, and permission of the instructor.  
 Two 2-hour periods.

### ART 212 - PHOTOGRAPHY

Semester Offered: Fall

1 unit(s)

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-ART 103.  
 One 4-hour period.

### ART 213 - PHOTOGRAPHY II

Semester Offered: Spring

1 unit(s)

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: ART 102-ART 103 and/or permission of the instructor.

One 4-hour period.

### ART 214 - COLOR DIGITAL PHOTOGRAPHY

Semester Offered: Fall

1 unit(s)

This course examines how color in light delineates space and form. The goal of this class is to record this phenomenon as accurately as possible. Scanning traditional silver gelatin film and digital capture systems are utilized. Digital color prints are produced using Photoshop and inkjet printing. Some of the topics covered are the documentary value of color information, the ability of the computer program to idealize our experience of reality, and the demise of the latent image. Ms. Linn.

Prerequisite: ART 212 or ART 213 and/or permission of the instructor.

Two 2-hour periods.

### ART 217 - VIDEO ART

Semester Offered: Fall

1 unit(s)

(Same as FILM 217) Video continues to document, illuminate, and instruct our lives daily. New channels of accessibility have opened it to a broad range of alternative practices, always in relation to its online or televised utility. In this studio, students make videos to better understand the affects and formal potential of video as an opportunity for critique. Technical experimentation covers the major tools of video production and post-production. Workshops examine set, keying, montage, sound, pacing, composition, and the cut. Regular assignments address a range of structural problems, at once conceptual and plastic (topics include the question of the subject, politics of visibility, satire, abjection, abstraction, psychedelia, performance and humiliation). Work by artists who have harnessed or perverted video's components is screened bi-weekly. Mr. McElnea.

Prerequisite: permission of the instructor.  
 Two 2-hour periods.

### ART 276 - ARCHITECTURAL DESIGN II

Semester Offered: Spring

1 unit(s)

A studio-based course aimed at further developing architectural drawing and design skills. Employing a variety of digital and non-digital

techniques students record, analyze and create architectural space and form in a series of design exercises. Mr. Armbrorst.

Prerequisite: permission of the instructor.

Two 2-hour periods.

### III. Advanced

#### ART 302 - PAINTING II

Semester Offered: Fall

1 unit(s)

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 and considers various models through which painting can be considered, such as painting as a window, a map, or an object. Ms. Newman.

Prerequisite: ART 202-ART 203, two units in 200-level printmaking, or two units in 200-level drawing.

Two 2-hour periods.

#### ART 303 - PAINTING II

Semester Offered: Spring

1 unit(s)

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. It examines the idea of painting as an ongoing development of thought; its projects are organized around the question, "How do you make the next painting?" Ms. Newman.

Prerequisite: ART 202-ART 203, two units in 200-level printmaking, or two units in 200-level drawing.

Two 2-hour periods.

#### ART 304 - SCULPTURE II

Semester Offered: Fall

1 unit(s)

Art 304 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 ART 305 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. Mr. Roseman.

Prerequisite: ART 204-ART 205 or permission of the instructor.

Two 2-hour periods.

#### ART 305 - SCULPTURE II

Semester Offered: Spring

1 unit(s)

Art 305 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 Art 305 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. Mr. Roseman.

Prerequisite: ART 204-ART 205, or permission of the instructor at [haroseman@vassar.edu](mailto:haroseman@vassar.edu).

Two 2-hour periods.

#### ART 375 - ARCHITECTURAL DESIGN III

Semester Offered: Spring

1 unit(s)

*Visual Constructs.* An examination of a number of visual constructs, analyzing the ways architects and urbanists have employed maps, models and projections to construct particular, partial views of the physical world. Using a series of mapping, drawing and diagramming exercises, students analyze these constructs and then appropriate, expand upon, or hybridize established visualization techniques. Mr. Armbrorst.

Prerequisite: permission of the instructor.

Two 2-hour periods.

#### ART 379 - COMPUTER ANIMATION: ART, SCIENCE AND CRITICISM

1 unit(s)

(Same as CMPU 379, FILM 379, and MEDS 379) 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 for describing the shape, motion and shading 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. Mr. Ellman, Mr. Roseman.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

Two 2-hour periods.

## Asian Studies Program

**Director:** Michael Walsh;

**Program Faculty:** Christopher Bjork<sup>b</sup> (Education Department), Andrew Davison<sup>b</sup> (Political Science Department), Hiromi Tsuchiya Dollase (Chinese and Japanese), Wenwei Du (Chinese and Japanese), Sophia Harvey (Film), Hua Hsu<sup>a</sup> (English Department), Julie E. Hughes<sup>b</sup> (History Department), E.H. Rick Jarow<sup>b</sup> (Religion Department), Martha Kaplan (Anthropology Department), Haoming Liu<sup>b</sup> (Chinese and Japanese), Yuko Matsubara (Chinese and Japanese), Seungsook Moon (Sociology Department), Himadeep Muppidi (Political Science Department), Anne Parries (Chinese and Japanese), Justin Patch (Music Department), Anne Pike-Tay (Anthropology Department), Peipei Qiu<sup>ab</sup> (Chinese and Japanese), Nianshen Song (History), Fubing Su (Political Science Department), Michael Walsh (Religion Department), Yu Zhou (Earth Science and Geography Department).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

The Asian Studies Program offers a multidisciplinary approach to the study of Asia with courses and advising in anthropology, art history, economics, education, film, geography, history, language and literature, philosophy, political science, religion, and sociology. It promotes a global understanding of Asia that recognizes interactions between Asian societies and relationships between Asia and the rest of the world that cross and permeate national boundaries. While majors focus on a particular region of Asia (e.g., East Asia, South Asia, Southeast Asia, or West 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. The Program offers a correlate sequence in Asian Studies and a correlate sequence in Asian American Studies.

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.

A student's program of study for the major or correlate 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 Asia greatly enhances a student's learning experience and understanding of Asia and is highly recommended for program majors. Advice and information on different programs are available through the Office of the Dean of Studies (International Programs), Asian Studies, and the Department of Chinese and Japanese.

**Asian Studies Courses:** This catalogue has two lists of courses for the Asian Studies major and correlate. First, courses offered by the program and cross-listed courses are listed by level. Second, additional approved courses are listed by name and number (these are courses on Asia offered in other departments; see department listings for course descriptions). Both lists are courses that can fulfill major and correlate requirements. Courses not on the lists, which may be appropriate to an individual student's plan of study, are considered for approval by the director and steering committee upon request by the student major or correlate, after consultation with the advisor. Each semester the Asian Studies website posts a list of upcoming courses for use during preregistration.

**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 introductory level courses either offered by Asian Studies, cross-listed, or from the approved course list (excluding language courses).

**2. Language:** Competency in one Asian language of the student's concentration through the intermediate college level must be achieved and demonstrated by completion of relevant courses or special examination if the area of concentration is a country where English is not an official language. A maximum of four units of Asian language study may be counted toward the 12 units for the major. Arabic is offered through Africana Studies. Chinese and Japanese are offered by the Department of Chinese and Japanese. Hindi, Korean, and Turkish may be taken through the Self-Instructional Language Program. The language studied should be approved by the director.

**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. 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 (ASIA 300-ASIA 301 or ASIA 302), and at least one additional 300-level seminar from the lists of program courses and approved courses. 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 take courses and develop a theoretical or methodological sophistication that they 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.

## CORRELATE SEQUENCES IN ASIAN STUDIES

**Requirements for the Correlate Sequence in Asian American Studies:** Each 6 unit correlate sequence in Asian American Studies is designed in consultation with an advisor from the Asian Studies program and the Asian Studies director. The correlate should include (1) courses on Asian American studies (2) at least one course on global or transnational Asian studies/Asian diasporas or on diasporas and migration in general (3) at least one course on Asia (AS program courses, cross-listed courses, or approved courses), (4) other relevant courses on race and/or ethnicity in American society. The correlate will ordinarily include at least one 100-level and at least one 300-level course.

A short "Declaration of Asian American Studies Correlate" proposal form is available on line at the Asian Studies Program website, and in the Asian Studies Program office. A list of courses approved for the Asian American Correlate sequence is available from the program director.

**Requirements for the Correlate Sequence in Asian Studies:** 6 units of coursework on Asia (program courses, cross-listed courses, or approved courses) including one 100-level course and at least one 300-level seminar. Courses chosen for the correlate should reflect a topical, or area, or methodological focus. Asian language study is recommended but not required. Up to two units can be taken outside the College, through Study Away or other programs. Up to two units

of Asian language study may be counted toward the correlate. Up to three 100-level courses may be counted (however, at least one has to be a content course). After declaring a correlate sequence, no NRO courses can be taken to fulfill the requirements. Students may request that up to 1 unit of independent study or fieldwork be counted towards the correlate.

A short "Declaration of Asian Studies Correlate" proposal form is available on line at the Asian Studies Program website, and in the Asian Studies Program office. On this form students prepare a short, one paragraph proposal and a list of the six planned courses, after consulting the course list in the catalog and the online schedule of classes and discussing the sequence with an adviser. Declaration proposals should describe the focus of the coursework and how it complements the student's major. The proposal must be approved by the program director.

## APPROVED COURSES

In addition to the Program courses, there are approved courses offered in other departments and programs. These can count towards an Asian Studies major or correlate. 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 pre-registration. 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.

For additional approved courses for the Asian American Studies Correlate sequence, please contact the Program Office.

- ANTH 140 Cultural Anthropology (when taught by an Asian Studies faculty member)
- ANTH 240 Cultural Localities (when topic is Asian)
- ANTH 260 Current Themes in Anthropological Theory and Method
- ANTH 262 Anthropological Approaches to Myth, Ritual and Symbol (when taught by an Asian Studies faculty member)
- ANTH 360 Problems in Cultural Analysis (when topic is Asian)
- ANTH 363 Nations, Globalization, and Post-Coloniality (when topic is Asian)
- CHIN 160 Introduction to Classical Chinese
- CHIN 220 Chinese Film and Contemporary Fiction
- CHIN 218 Chinese Popular Culture
- CHIN 360 Classical Chinese
- CHJA 120 Introduction to Chinese and Japanese Literature
- CHJA 361 Chinese and Japanese Drama and Theatre
- ECON 273 Development Economics
- ENGL 229 Asian-American Literature, 1946-present
- ENGL 370 Transnational Literature (when taught by an Asian Studies faculty member)
- FILM 210 World Cinema to 1945 (when taught by an Asian Studies faculty member)
- FILM 211 World Cinema After 1945 (when taught by an Asian Studies faculty member)
- GEOG 102 Global Geography: People, Places, and Regions (when taught by an Asian Studies faculty member)
- GEOG 276 Economic Geography: Spaces of Global Capitalism
- GEOG 340 Advanced Urban and Regional Studies (when topic is Asian)
- HIST 224 Wars in 20th Century East Asia
- HIST 255 The British Empire
- HIST 279 The Viet Nam War
- HIST 386 Central Asia and the Caucasus: Nation Building and Human Rights
- HIST 389 Constructing China from Beyond
- JAPA 222 Narratives of Japan: Fiction and Film
- JAPA 223 The Gothic and the Supernatural in Japanese Literature

- JAPA 224 Japanese Popular Culture and Literature
- MUSI 218 Advanced Topics in World Music
- PHIL 110 Early Chinese Philosophy
- PHIL 210 Neo-Confucianism and Chinese Buddhism
- POLI 150 Comparative Politics (when taught by an Asian Studies faculty member)
- POLI 160 International Politics (when taught by an Asian Studies faculty member)
- POLI 268 The Politics of Globalization
- POLI 358 Comparative Political Economy (when taught by an Asian Studies faculty member)
- POLI 363 Decolonizing International Relations
- POLI 366 Worlding International Relations
- RELI 250 Across Religious Boundaries: Understanding Differences (when topic is Asian)
- RELI 320 Studies in Sacred Texts (when topic is Asian)
- RELI 350 Comparative Studies in Religion (when topic is Asian)
- RELI 355 The Politics of Sacred Space

## I. INTRODUCTORY

### ASIA 101 - APPROACHING ASIA

1 unit(s)

Not offered in 2015/16.

Two 75-minute periods.

### ASIA 103 - HINDUS AND MUSLIMS IN PRE-COLONIAL INDIA

1 unit(s)

(Same as HIST 103) We explore the history of Hindu-Muslim relations in India from the first Arab conquests in the 8th century through the 18th century waning of the Mughal Empire. As we examine the documents and events commonly cited as evidence of incompatibility between these major religious communities, we place controversial events, individuals, and trends in context to discover how they were understood in their own time. Our primary sources include royal panegyrics, court chronicles, mystical poetry, and the memoirs of emperors in translation. Ms. Hughes.

Not offered in 2015/16.

Two 75-minute periods.

### ASIA 107 - INNER PATHS: RELIGION AND CONTEMPLATIVE CONSCIOUSNESS

1 unit(s)

(Same as RELI 107) The academic study of religion spends a lot of time examining religion as a social and cultural phenomenon. This course takes a different approach. Instead of looking at religion extrinsically (through history, philosophy, sociology, scriptural study, etc.) "Inner Paths" looks at the religious experience itself, as seen through the eyes of saints and mystics from a variety of the world's religious traditions. By listening to and reflecting upon "mystic" and contemplative narratives from adepts of Jewish, Christian, Islamic, Hindu, Daoist and other traditions we learn to appreciate the commonalities, differences, and nuances of various "inner paths." Readings include John of the Cross, Theresa of Avila, Rabbi Akiba, Rumi, Thich Nhat Hanh, Ramakrishna, and Mirabai. Mr. Jarow.

Not offered in 2015/16.

Two 75-minute periods.

### ASIA 111 - SOCIAL CHANGE IN SOUTH KOREA THROUGH FILM

1 unit(s)

This course explores cultural consequences of the dramatic transformation of South Korea, in four decades, from a war-torn agrarian society to a major industrial and post-industrial society with dynamic urban centers. Despite its small territory (equivalent to the size of the state of Indiana) and relatively small population (50 million people),

South Korea became one of the major economic powerhouses in the world. Such rapid economic change has been followed by its rise to a major center of the global popular cultural production. Using the medium of film, this course examines multifaceted meanings of social change, generated by the Korean War, industrialization, urbanization, and the recent process of democratization, for lives of ordinary men and women. Ms. Moon.

Not offered in 2015/16.

Two 75-minute periods.

### ASIA 122 - ENCOUNTERS IN MODERN EAST ASIA

Semester Offered: Fall

1 unit(s)

(Same as HIST 122) This course introduces the modern history of East Asia (China, Japan, and Korea) through various “encounters,” not only with each other but also with the world beyond. Employing regional and global perspectives, we explore how East Asia entered a historical phase generally known as “modern” by examining topics such as inter-state relations, trade network, the Jesuit missionary, philosophical inquiries, science and technology, colonialism, imperialism and nationalism. The course begins in the seventeenth-century with challenges against the dynastic regime of each country, traces how modern East Asia emerges through war, commerce, cultural exchange, and imperial expansion and considers some global issues facing the region today. Mr. Song.

Two 75-minute periods.

### ASIA 152 - RELIGIONS OF ASIA

Semester Offered: Fall and Spring

1 unit(s)

(Same as RELI 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. Jarow and Mr. Walsh.

Open to all students except seniors.

Two 75-minute periods.

## II. INTERMEDIATE

### ASIA 204 - INDEPENDENT INDIA: 1947-1990S

1 unit(s)

(Same as HIST 204) When India's first Prime Minister Jawaharlal Nehru looked at the new nation in 1947, he saw “unity in diversity.” When Nobel Prize winning author V. S. Naipal looked again in 1990, he saw “a million mutinies now.” We investigate the major political, social, communal, and environmental struggles that South Asian peoples have engaged in since winning their independence from the British. The political integration of seventeen provinces and some five hundred princely states that began in 1947 continues today in movements demanding reorganization on linguistic, tribal, and economic grounds. Meanwhile, diplomatic, territorial, and resource-driven conflicts embroil India with its neighbors to the north and south, while nations farther afield apply pressure and deliver conditional aid. Dalits, women, LGBTQ communities, rural folk, and minorities take their struggles to the streets and the Supreme Court, while religious factions try to live in peace or to suppress one another. Foreign elites, educated urbanites, and rural folk forge tentative alliances to demand environmental justice. As we study India's struggles, we gain crucial insight into Indian secularism, communal violence, caste politics, gender norms, and the challenges of development and globalization. Ms. Hughes.

Not offered in 2015/16.

Two 75-minute periods.

### ASIA 213 - THE EXPERIENCE OF FREEDOM

0.5 unit(s)

(Same as RELI 213) This six week course looks at the four paths of freedom that have emerged from Hindu, Buddhist, Taoist, and Confucian thought. Concepts and practices we will consider include: karma (the yoga of action), jnana, (the yoga of knowledge), bhakti, (the yoga of love) and tantra, (the yoga of imminent awareness). The focus of this course is on practice in a contemporary context. Mr. Jarow.

Prerequisite: RELI 152.

Not offered in 2015/16.

### ASIA 214 - THE TUMULTUOUS CENTURY: TWENTIETH CENTURY CHINESE LITERATURE

Semester Offered: Fall

1 unit(s)

(Same as CHIN 214) 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, Ding Ling, Mo Yan 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 discussions are in English. Mr. Liu.

Prerequisite: one course in language, literature, culture or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### ASIA 216 - FOOD, CULTURE, AND GLOBALIZATION

Semester Offered: Spring

1 unit(s)

(Same as SOCI 216) This course focuses on the political economy and the cultural politics of transnational production, distribution, and consumption of food in 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.

### ASIA 218 - ADVANCED TOPICS IN WORLD MUSIC

1 unit(s)

(Same as DRAM 218 and MUSI 218)

Prerequisite: MUSI 136, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### ASIA 222 - NARRATIVES OF JAPAN: FICTION AND FILM

1 unit(s)

(Same as JAPA 222) 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 representation of the literary masterpieces and themes. No previous knowledge of Japanese language is required. Ms. Qiu.

Prerequisite: one course in language, literature, culture, film or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### **ASIA 223 - THE GOTHIC AND THE SUPERNATURAL IN JAPANESE LITERATURE**

1 unit(s)

(Same as JAPA 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 course in language, literature, culture or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### **ASIA 224 - JAPANESE POPULAR CULTURE AND LITERATURE**

Semester Offered: Spring

1 unit(s)

(Same as JAPA 224) 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 1980s to the early 1990s, 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. Ms. Dollase.

Prerequisite: one course in Japanese language, literature, culture or Asian Studies, or permission of the instructor.

This course is conducted in English.

### **ASIA 231 - HINDU TRADITIONS**

Semester Offered: Fall

1 unit(s)

(Same as RELI 231) An introduction to the history, practices, myths, ideas and core values that inform Hindu traditions. This year’s course focuses on the major systems of Indian philosophy and the spiritual disciplines that accompany them. Among topics examined are yoga, upanishadic monism and dualism, the paths of liberative action (karma), self realization (jnana), divine love (bhakti), and awakened immanence (tantra). Philosophical understandings of the worship of gods and goddesses will be discussed, along with issues of gender, caste, and ethnicity and post modern reinterpretations of the classical tradition. Mr. Jarow.

Prerequisite: 100-level course in Religion, or permission of the instructor.

Two 75-minute periods.

### **ASIA 233 - THE BUDDHA IN THE WORLD**

Semester Offered: Fall

1 unit(s)

(Same as RELI 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.

Two 75-minute periods.

### **ASIA 235 - RELIGION IN CHINA**

1 unit(s)

(Same as RELI 235) An exploration of Chinese religiosity within historical context. We study the seen and unseen worlds of Buddhists, Daoists, and literati, and encounter ghosts, ancestors, ancient oracle bones, gods, demons, buddhas, dragons, imperial politics, the social, and more, all entwined in what became the cultures of China. Some of the questions we will try to answer include: how was the universe imagined in traditional and modern China? What did it mean to be human in China? What is the relationship between religion and culture? What do we mean by ‘Chinese religions’? How should Chinese culture be represented? Mr. Walsh.

Not offered in 2015/16.

Two 75-minute periods.

### **ASIA 236 - THE MAKING OF MODERN EAST ASIA: EMPIRES AND TRANSNATIONAL INTERACTIONS**

1 unit(s)

(Same as GEOG 236) East Asia—the homeland of the oldest continuous civilization of the world—is now the most dynamic center in the world economy and an emerging power in global politics. Central to the global expansion of trade, production, and cultural exchange through the span of several millennia, the East Asian region provides a critical lens for us to understand the origin, transformation and future development of the global system. This course provides a multidisciplinary understanding of the common and contrasting experiences of East Asian countries as each struggled to come to terms with the western dominated expansion of global capitalism and the modernization process. The course incorporates a significant amount of visual imagery such as traditional painting and contemporary film, in addition to literature. Professors from Art History, Film, Chinese and Japanese literature and history will give guest lecture in the course, on special topics such as ancient Chinese and Japanese arts, East Asia intellectual history, Japanese war literature, post war American hegemony, and vampire films in Southeast Asia. Together, they illustrate the diverse and complex struggles of different parts of East Asia to construct their own modernities. Ms. Zhou.

Prerequisite: at least one 100-level course in Geography or Asian Studies.

Not offered in 2015/16.

Two 75-minute periods.

### **ASIA 238 - ENVIRONMENTAL CHINA: NATURE, CULTURE, AND DEVELOPMENT**

Semester Offered: Spring

1 unit(s)

(Same as GEOG 238 and INTL 238) China is commonly seen in the West as a sad example, even the culprit, of global environmental ills. Besides surpassing the United States to be the world’s largest source of greenhouse gas (GHG) emissions, China also experiences widespread pollution of its air, soil and water—arguably among the worst in the world. Yet, few will dispute the fact that China holds the key for the future global environment as it emerges as the largest economy on earth. This course examines China’s environments as created by and mediated through historical, cultural, political, economic and social forces both internal and external to the country. Moving away from prevailing caricatures of a “toxic” China, the course studies Chinese

humanistic traditions, which offer rich and deep lessons on how the environment has shaped human activities and vice versa. We examine China's long-lasting intellectual traditions on human/environmental interactions; diversity of environmental practices rooted in its ecological diversity; environmental tensions resulting from rapid regional development and globalization in the contemporary era; and most recently, the social activism and innovation of green technology in China. Ms. Zhou.

Two 75-minute periods.

### **ASIA 252 - IMAGINING INDIA: COLONIAL EXPERIENCE AND THE PATHWAYS TO INDEPENDENCE**

Semester Offered: Fall

1 unit(s)

(Same as HIST 252) This crucial two hundred and fifty year period (1707-1947) was one of dramatic and volatile economic, social, demographic, infrastructural, and political change. During this period identities-caste, gender, communal, and religious-shifted dramatically. With coverage encompassing but not defined by the subcontinent's period as a British colony, we examine the disintegration of the Mughal Empire and the resurgence of regional powers in the 18th century, the Rebels of 1857, the lives and experiences of "New Women" and Untouchables, and the nature of violence and memory during the traumatic Partition and Independence of 1947. Sources include period autobiographies, speeches, petitions, photographs, popular art and periodicals, and modern scholarship. Ms. Hughes.

Two 75-minute periods.

### **ASIA 253 - THE JUNGLE IN INDIAN HISTORY**

1 unit(s)

(Same as HIST 253) When pre-modern Indians used the Sanskrit word for jungle (jangala), they didn't imagine trees or tigers; they pictured open savannah and antelope. When modern Indians speak of the jungle, they think of forests and wilderness. Why did the jungle change its identity and how does its transformation relate to developments in South Asian environments, politics, culture, and society? In this topical introduction to environmental history and its methodologies, we study classical Indian legal and religious texts alongside Mughal memoirs, natural histories, nineteenth century works of fiction, and early twentieth century hunting diaries; we mine colonial era gazetteers and forest reports for statistical data; and we consult the scholarship of historians, anthropologists, paleoclimatologists, and conservation biologists. Ms. Hughes.

Not offered in 2015/16.

Two 75-minute periods.

### **ASIA 254 - CHINESE POLITICS AND ECONOMY**

Semester Offered: Spring

1 unit(s)

(Same as POLI 254) This course offers a historical and thematic survey of Chinese politics, with an emphasis on the patterns and dynamics of political development and reforms since the Communist takeover in 1949. In the historical segment, we examine major political events leading up to the reform era, including China's imperial political system, the collapse of dynasties, the civil war, the Communist Party's rise to power, the land reform, the Great Leap Forward, the Cultural Revolution, and the initiation of the reform. The thematic part deals with some general issues of governance, economic reform, democratization, globalization and China's relations with Hong Kong, Taiwan and the United States. This course is designed to help students understand China's contemporary issues from a historical perspective. For students who are interested in other regions of the world, China offers a rich comparative case on some important topics such as modernization, democratization, social movement, economic development, reform and rule of law. Mr. Su.

Two 75-minute periods.

### **ASIA 255 - SUBALTERN POLITICS**

1 unit(s)

(Same as POLI 255) 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.

Not offered in 2015/16.

Two 75-minute periods.

### **ASIA 256 - THE ARTS OF CHINA**

Semester Offered: Fall

1 unit(s)

(Same as ART 256)

Prerequisite: ART 105-ART 106, one Asian Studies course, or permission of the instructor.

Two 75-minute periods.

### **ASIA 257 - REORIENTING AMERICA: ASIANS IN AMERICAN HISTORY AND SOCIETY**

1 unit(s)

(Same as AMST 257 and SOCI 257) Based on sociological theory of class, gender, race/ethnicity, this course examines complexities of historical, economic, political, and cultural positions of Asian Americans beyond the popular image of "model minorities." Topics include the global economy and Asian immigration, politics of ethnicity and pan-ethnicity, educational achievement and social mobility, affirmative action, and representation in mass media. Ms. Moon.

Not offered in 2015/16.

### **ASIA 258 - THE ART OF ZEN IN JAPAN**

Semester Offered: Spring

1 unit(s)

(Same as ART 258) This course surveys the arts of Japanese Buddhism, ranging from sculpture, painting, architecture, gardens, ceramics, and woodblock prints. We will consider various socioeconomic, political and religious circumstances that led monks, warriors, artists, and women of diverse social ranks to collectively foster an aesthetic that would, in turn, influence modern artists of Europe and North America. Ms. Hwang.

Prerequisite: ART 105-ART 106, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### **ASIA 259 - ART, POLITICS AND CULTURAL IDENTITY IN EAST ASIA**

Semester Offered: Spring

1 unit(s)

(Same as ART 259) This course surveys East Asian art in a broad range of media, including ceramics, sculpture, calligraphy, painting, architecture, and woodblock prints. Particular attention is paid to the ways in which China, Korea, and Japan have negotiated a shared "East Asian" cultural experience. The works to be examined invite discussions about appropriation, reception, and inflection of images and concepts as they traversed East Asia. Ms. Hwang.

Prerequisite: ART 105-ART 106 or a 100-level Asian Studies course, or permission of the instructor.

Two 75-minute periods.



## ASIA 262 - INDIA, CHINA, AND THE STATE OF POST-COLONIALITY

Semester Offered: Fall

1 unit(s)

(Same as POLI 262) As India and China integrate themselves deeply into the global economy, they raise issues of crucial importance to international politics. As nation-states that were shaped by an historical struggle against colonialism, how do they see their re-insertion into an international system still dominated by the West? What understandings of the nation and economy, of power and purpose, of politics and sovereignty, shape their efforts to join the global order? How should we re-think the nature of the state in the context? Are there radical and significant differences between colonial states, capitalist states and postcolonial ones? What are some of the implications for international politics of these differences? Drawing on contemporary debates in the fields of international relations and postcolonial theory, this course explores some of the changes underway in India and China and the implications of these changes for our current understandings of the international system. Mr. Muppidi.

Not offered in 2015/16.

Two 75-minute periods.

## ASIA 263 - CRITICAL INTERNATIONAL RELATIONS

1 unit(s)

(Same as POLI 263) 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.

Not offered in 2015/16.

Two 75-minute periods.

## ASIA 266 - GENRE: HORROR

1 unit(s)

(Same as FILM 266) This course examines contemporary Asian horror. Using a variety of critical perspectives, we will deconstruct the pantheon of vampires, monsters, ghosts, and vampire ghosts inhabiting such diverse regions as Indonesia, Thailand, Singapore, Japan, Hong Kong, and the Philippines to explore constructions of national/cultural identity, gender, race, class, and sexuality. We will ground these observations within a discussion of the nature of horror and the implications of horror as a trans/national genre. Ms. Harvey.

Prerequisites: FILM 175 or FILM 210, and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods, plus outside screenings.

## ASIA 267 - RELIGION, CULTURE AND SOCIETY

Semester Offered: Spring

1 unit(s)

The study of the interaction among religion, culture and society.

May be taken more than once when the content changes.

Topic for 2015/16b: *Imagining China*. (Same as RELI 267) In this class we examine from a broad comparative perspective some of the many ways China has been imagined - cosmologically, imperially, monastically, textually, mythologically, architecturally, constitutionally - taking into account voices from within and without China, past

and present. As we shift from some of the earliest imaginings from from within ancient China, past and present. As we shift from some of the earliest imaginings toward more modern imaginings, colonial representations of China will become a priority as we move into modernity and the formation of the Chinese nation-state. Any imaginings of China must recognize political and cultural diversities as well as a sustained recognition of regionalisms that exist throughout Asia. One of our class objectives will be to better understand what impact acts of imagination have on social formations. Mr. Walsh.

Prerequisite: one course in Religion or Asian Studies, or permission of the instructor.

Two 75-minute periods.

## ASIA 274 - POLITICAL IDEOLOGY

1 unit(s)

(Same as POLI 274) This course examines the insights and limits of an ideological orientation to political life. Various understandings of ideology are discussed, selected contemporary ideologies are studied (e.g., liberalism, conservatism, Marxism, fascism, Nazism, corporatism, Islamism), and the limits of ideology are explored in relation to other forms of political expression and understanding. Selected ideologies and contexts for consideration are drawn from sites of contemporary global political significance. Mr. Davison.

Not offered in 2015/16.

Two 75-minute periods.

## ASIA 275 - INTERNATIONAL AND COMPARATIVE EDUCATION

Semester Offered: Fall

1 unit(s)

(Same as EDUC 275 and INTL 275) 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 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: EDUC 235 or permission of the instructor.

Two 75-minute periods.

## ASIA 276 - EXPERIENCING THE OTHER: REPRESENTATION OF CHINA AND THE WEST

1 unit(s)

(Same as CHIN 276) This course examines representation of China in Western Literature and the West in Chinese Literature from the end of the 17th Century. Through such an examination, issues such as identity, perceptions of the other, self-consciousness, exoticism, and aesthetic diversity are discussed. Readings include Defoe, Goldsmith, Voltaire, Twain, Kafka, Malraux, Sax Rohmer, Pearl Buck, Brecht, and Duras on the Western side as well as Cao Xueqin, Shen Fu, Lao She, and Wang Shuo on the Chinese side. Some feature films are also included. Mr. Liu.

Prerequisite: one course on Asia or one literature course.

All readings are in English or English translation, foreign films are subtitled.

Not offered in 2015/16.

Two 75-minute periods.

## ASIA 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisites: two units of Asian Studies Program or approved coursework and permission of the program director.

**ASIA 298 - INDEPENDENT STUDY**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisites: two units of Asian Studies Program or approved coursework and permission of the program director.

**III. ADVANCED**

The Senior Seminar addresses topics and questions that engage several areas of Asia and Asian Studies as a discipline. Topic may change yearly. The senior seminar is a required course for Asian Studies senior majors; ordinarily it may be taken by other students as well.

**ASIA 300 - SENIOR THESIS**

Semester Offered: Fall

0.5 to 1 unit(s)

A 1-unit thesis written over two semesters.

Full year course 300-ASIA 301.

**ASIA 301 - SENIOR THESIS**

Semester Offered: Spring

0.5 to 1 unit(s)

A 1-unit thesis written over two semesters.

Full year course ASIA 300-301.

**ASIA 302 - SENIOR THESIS**

Semester Offered: Fall or Spring

1 unit(s)

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.

**ASIA 304 - APPROACHING THE TAJ MAHAL**

1 unit(s)

(Same as HIST 304) What lies behind the legendary beauty and romance of the Taj Mahal? To understand the monument from its 17th century construction through modern times, we look beyond the building to its wider historical and historiographical contexts. In addition to the key primary sources, we critique scholarly and popular literature inspired by the Taj. Throughout, we ask how these sources have influenced what people see when they look at the Taj Mahal. Ms. Hughes.

Not offered in 2015/16.

One 2-hour period.

**ASIA 305 - PEOPLE AND OTHER ANIMALS IN INDIA**

1 unit(s)

(Same as ENST 305 and HIST 305) How have Indians defined the proper relationship between themselves and the animals around them? What challenges and opportunities have animals and people met with as a result? How have our ideas changed animals' lives and the environments we both live in, and how have animals affected human lives and histories? We read excerpts from foundational ancient and classical texts, alongside British and Indian texts on war horses and elephants. We delve into the primary sources on Cow Protection and royal sport. We read children's literature and make extensive use of non-textual sources including miniature paintings, photography, and taxidermy. To provide a framework for our studies, we consult scholarship in the emerging field of human-animal history. Ms. Hughes.

Not offered in 2015/16.

One 2-hour period.

**ASIA 306 - WOMEN'S MOVEMENTS IN ASIA**

1 unit(s)

(Same as SOCI 306 and WMST 306) 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.

Not offered in 2015/16.

One 2-hour period.

**ASIA 330 - RELIGION, CRITICAL THEORY AND POLITICS**

Semester Offered: Fall

1 unit(s)

(Same as RELI 330) Advanced study in selected aspects of religion and contemporary philosophical and political theory. May be taken more than once for credit when content changes.

Topic for 2015/16a: *States of Emergency: Religion, Empire, and Sovereignty*. In this seminar we explore connections between ostensibly normative, modern, discursive, and universal categories, such as human rights, religion, and various protected freedoms, along with the language of nation-states (constitutional language, legal discourse, etc.), claims to sovereignty, territorialization and the sanctioned violence that goes along with all the above. Though this class is comparative and global in its coverage, we give special attention to China. Some questions we consider include the following: Why do so many nation-state constitutions claim to be secular but enshrine religion as an inalienable human right? Is there really a separation between church and state? Why is sovereignty inherently so violent? Is there a connection between religion and violence? Do human rights in fact do what they claim? Mr. Walsh.

One 2-hour period.

**ASIA 332 - TANTRA SEMINAR**

Semester Offered: Fall

1 unit(s)

(Same as RELI 332) Topic for 2015/16a: *The Serpent Power: Tantric Esotericism*. This seminar offers the opportunity to study one text, the *Sat Cakra Nirupana*, translated by Arthur Avalon as *The Serpent Power*. By going through this work line by line, and by looking at critical works on Tantra as well, we closely examine esoteric Indian theories of language and the power of mantra, visualization, the relationship of mind and body, yogic anatomy and energy dynamics, and the place and purpose of imagination in spiritual practice. Mr. Jarow.

Prerequisite: one 100-level course in Asian Studies or Religion.

One 2-hour period.

**ASIA 337 - INDIAN NATIONAL CINEMA**

Semester Offered: Fall

1 unit(s)

(Same as FILM 337) This course is designed to introduce students to the dynamic and diverse film traditions of India. It examines how these texts imagine and image the Indian nation and problematizes the "national" through an engagement with regional cinemas within India as well as those produced within the Indian diaspora. Readings are drawn from contemporary film theory, post-colonial theory, and Indian cultural studies. Screenings may include *Meghe Dhaka Tara / The Cloud-Capped Star* (Ritwik Ghatak, 1960), *Mother India* (Mehboob Khan, 1957), *Shatranj Ke Khilari / The Chess Players* (Satyajit Ray, 1977), *Sholay* (Ramesh Sippy, 1975), *Bombay* (Mani Ratnam, 1995), *Kabhi Khushi Kabhie Gham/ Happiness and Tears* (Karan Johar, 2001),

*Bride and Prejudice* (Gurinder Chadha, 2004), and *Mission Kashmir* (Vidhu Vinod Chopra, 2000). Ms. Harvey.

Prerequisites: FILM 175 or FILM 210 and permission of the instructor.

Two 75-minute periods plus outside screenings.

### ASIA 339 - CONTEMPORARY SOUTHEAST ASIAN CINEMAS

Semester Offered: Fall

1 unit(s)

(Same as FILM 339) This survey course is designed to introduce students to the dynamic and diverse film texts emerging from and about Southeast Asia. It examines how these texts imagine and image Southeast Asia and/or particular nations within the region. More specifically, the course focuses on the themes of urban spaces and memory/trauma as they operate within texts about Indonesia, Singapore, Thailand, Malaysia, Vietnam, Cambodia, and Timor-Leste. The course reading material is designed to provide (1) theoretical insights, (2) general socio-cultural and/or political overviews, and (3) more specific analyses of film texts and/or filmmakers. Ms. Harvey.

Prerequisites: FILM 175 or FILM 210 and permission of the instructor.

Two 75-minute periods plus outside screenings.

### ASIA 341 - THE GODDESS TRADITIONS OF INDIA, CHINA AND TIBET

1 unit(s)

(Same as RELI 341) Beginning with a study of the Great Mother Goddess tradition of India and its branching out into China and Tibet, this course considers the history, myths and practices associated with the various goddess traditions in Hinduism and Buddhism. The relationship of the goddess and her worship to issues of gender, caste, and ethics, and spiritual practice are also considered. Mr. Jarow.

Not offered in 2015/16.

One 2-hour period.

### ASIA 345 - VIOLENT FRONTIERS: COLONIALISM AND RELIGION IN THE NINETEENTH CENTURY

1 unit(s)

(Same as RELI 345) What is the relationship between religion and colonialism and how has this relationship shaped the contemporary world? During the nineteenth century the category 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 undertakings. By the mid-nineteenth century, Europe's territorial energy was focused on Asia and Africa. Themes for discussion include various nineteenth-century interpretations of religion, the relationship between empire and culture, the notion of frontier religion, and the imagination and production of society. Mr. Walsh.

Not offered in 2015/16.

### ASIA 350 - COMPARATIVE STUDIES IN RELIGION

Semester Offered: Spring

1 unit(s)

(Same as RELI 350) Topic for 2015/16b: *The Serpent Power: Tantric Esotericism*. This seminar offers the opportunity to study one text, the Sat Cakra Nirupana, translated by Arthur Avalon as *The Serpent Power*. By going through this work line by line, and by looking at critical works on Tantra as well, we closely examine esoteric Indian theories of language and the power of mantra, visualization, the relationship of mind and body, yogic anatomy and energy dynamics, and the place and purpose of imagination in spiritual practice. Mr. Jarow.

Prerequisite: one 100-level course in Religion.

One 2-hour period.

### ASIA 351 - SPECIAL TOPICS IN CHINESE AND JAPANESE LITERATURE AND CULTURE

Semester Offered: Spring

1 unit(s)

(Same as CHJA 351) Topics vary each year. Can be repeated for credit when a new topic is offered.

Topic for 2015/16b: *Chinese Linguistics*. This course offers a systematic and comprehensive introduction to the whole set of terminology of the general linguistics in connection to Chinese phonology, morphology and syntax. It examines the structure of Chinese words, sentences and discourse in terms of their pronunciation, formation and function in comparison with and in contrast to similar aspects of English. It also highlights the construction and evolution of Chinese characters and explores social dimensions of the language. Topics such as language planning and standardization, relations of Mandarin with the dialects, and interactions between Chinese and other minority languages are discussed. Classes are conducted and readings done in English. Students with background in Chinese can choose to do projects in Chinese at their appropriate level. Mr. Du.

Prerequisites: two courses in a combination of language, linguistics, literature, culture, or Asian Studies, or permission of the instructor.

Two 75-minute periods.

### ASIA 358 - SEMINAR IN ASIAN ART

Semester Offered: Fall

1 unit(s)

(Same as ART 358) Topics vary each year.

Topic for 2015/16a: *Miraculous Images: Buddhist Art of China*. When Buddhism was entering China from India circa first century C.E., it was infiltrating an intellectual system that already had highly advanced and clearly articulated worldviews in place. The "Buddhist conquest of China" owes much of its success to images of Buddhist deities, some of which were believed to be capable of foretelling dynastic future through physical flight, emotional expression, and even self-destruction. The seminar examines the role of legends and their visual expressions in the process of Sinicizing (making Chinese) the Indian religion. Ms. Hwang.

Prerequisite: permission of the instructor.

One 2-hour period.

### ASIA 362 - SENIOR SEMINAR: WOMEN IN JAPANESE AND CHINESE LITERATURE

1 unit(s)

(Same as CHJA 362 and WMST 362) 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. Ms. Qiu.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of the instructor.

All selections are in English translation.

Not offered in 2015/16.

One 2-hour period.

### ASIA 363 - DECOLONIZING INTERNATIONAL RELATIONS

1 unit(s)

(Same as POLI 363) 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: permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### ASIA 364 - THE WEST IN JAPANESE LITERATURE SINCE THE NINETEENTH CENTURY

Semester Offered: Spring

1 unit(s)

(Same as JAPA 364) 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. Authors may include: Natsume Sôseki, Akuagawa Ryûnosuke, Tanizaki Junichirô, Kojima Nobuo, Murakami Ryû and Yamada Amy. Translated Japanese literary works are closely read, and various theoretical readings are assigned. This course emphasizes discussion and requires research presentations. Ms. Dollase.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of the instructor.

This course is conducted in English.

Not offered in 2015/16.

### ASIA 365 - IMAGINING ASIA AND THE PACIFIC

Semester Offered: Fall

1 unit(s)

(Same as ANTH 365) Does “the Orient” exist? Is the Pacific really a Paradise? On the other hand, does the “West” exist? If it does, is it the opposite of Paradise? Asia is often imagined as an ancient, complex challenger and the Pacific is often imagined as a simple, idyllic paradise. This course explores Western scholarly images of Asia (East Asia, South Asia, Southeast Asia) and of the island Pacific. It also traces the impact of Asian and Pacific ideas and institutions on the West. Each time offered, the seminar has at least three foci, on topics such as: Asia, the Pacific and capitalism; Asia, the Pacific and the concept of culture; Asia, the Pacific and the nation-state; Asia, the Pacific and feminism; Asia, the Pacific and knowledge. Ms. Kaplan.

Prerequisite: previous coursework in Asian Studies/Anthropology or permission of the instructor.

One 2-hour period.

### ASIA 366 - SEMINAR IN TRANSCENDING THE LIMIT: LITERARY THEORY IN THE EAST-WEST CONTEXT

1 unit(s)

(Same as CHJA 366) 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 theoretical texts from the *I Ching*, Hegel, Genette, Barthes, Derrida, Todorov, and Heidegger as well as some primary literary texts are among the required readings. Mr. Liu.

Prerequisite: one literature course or permission of the instructor.

All readings are in English.

Not offered in 2015/16.

### ASIA 368 - THE COURT, CONSORTS, AND COURTESANS

Semester Offered: Fall

1 unit(s)

(Same as CHIN 368) The course is designed to serve the increasing needs among students with very high or near native Chinese proficiency who want to read more sophisticated literary texts in the original and thereby to benefit their Chinese literary reading and writing as well as their knowledge of traditional Chinese literature and culture. The course chooses primary texts mainly from the Three Kingdoms, Six Dynasties and the Tang times in medieval China and frames them in historical and literary continuum. These texts include Cao Zhi, Xie Lingyun, Liu Yiqing, Gan Bao, Du Fu, Li Shangyin and Tang romances. Some relevant modern texts and criticisms such as Lu Xun, Chen Yinke, and Qian Zhongshu are also incorporated to make up such continuum. Students are required to submit a series of writing exercises in Chinese that analyse, discuss and rewrite the original texts. Students gain great familiarity with how meanings were generated in medieval Chinese poetry and fiction, acquire insights into more personal and intimate perspectives of historical events and social mores, and improve their own Chinese reading and writing. Mr. Liu.

Prerequisite: advanced Chinese or its equivalent, or permission of the instructor.

Most of the readings are in Chinese.

Not offered in 2015/16.

Two 75-minute periods.

### ASIA 369 - MASCULINITIES: GLOBAL PERSPECTIVES

Semester Offered: Spring

1 unit(s)

(Same as SOCI 369) From a sociological perspective, gender is not only an individual identity, but also a social structure of inequality (or stratification) that shapes the workings of major institutions in society as well as personal experiences. This seminar examines meanings, rituals, and quotidian experiences of masculinities in various societies in order to illuminate their normative making and remaking as a binary and hierarchical category of gender and explore alternatives to this construction of gender. Drawing upon cross-cultural and comparative case studies, this course focuses on the following institutional sites critical to the politics of masculinities: marriage and the family, the military, business corporations, popular culture and sexuality, medicine and the body, and religion. Ms. Moon.

Prerequisite: previous coursework in Sociology or permission of the instructor.

One 3-hour period.

### ASIA 372 - TOPICS IN HUMAN GEOGRAPHY

1 unit(s)

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, global migration, and reading globalization.

Not offered in 2015/16.

### ASIA 374 - THE ORIGINS OF THE GLOBAL ECONOMY

1 unit(s)

(Same as ECON 374) This course examines the long-run evolution of the global economy. For centuries the world has experienced a dramatic rise in international trade, migration, foreign capital flows and technology, culminating in what is today called “the global economy.” How did it happen? Why did it happen to Europe first? In this course, we examine the process of economic development in pre-modern

Europe and Asia, the economic determinants of state formation and market integration, the causes and consequences of West European overseas expansion, and the emergence and nature of today's global economy.

Prerequisite: ECON 200 and ECON 209.  
Not offered in 2015/16.

### ASIA 385 - ASIAN HEALING TRADITIONS

1 unit(s)

(Same as RELI 385) 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. It also includes a "laboratory" in which hands-on disciplines (such as yoga and qi-gong) are practiced and understood within their traditional contexts. From a study of classical Ayur Vedic texts, Daoist alchemical manuals, shamanic processes and their diverse structural systems, the seminar explores the relationship between healing systems, religious teachings, and social realities. It looks at ways in which the value and practices of traditional medical and healing systems continue in Asia and the West. Mr. Jarow.

Prerequisite: RELI 231 or permission of the instructor.  
Not offered in 2015/16.

### ASIA 389 - CONSTRUCTING CHINA FROM BEYOND

Semester Offered: Spring

1 unit(s)

(Same as HIST 389) This course examines China from the perspective of its engagement with the non-Chinese world, in both the pre-modern and modern period. Roughly in chronological order, the course will cover China's interactions with others in three geographical scales: the frontier regimes in Inner Asia, the land and maritime neighbors in East and Southeast Asia, and regional/global powers in a broader scope. The main questions of inquiry include (but are not limited to): how does one draw a boundary around the subject called "China" in terms of geography, ethnicity, nation, culture, and civilization? To what extent has China's views of the external world shifted in the modern period? Was/is there a general Chinese mode in dealing with outsiders? Though mainly a study of history, the course also introduces works from other disciplines like sociology and international relations. Many important issues in contemporary China studies, such as domestic challenges in ethnic frontier areas and diplomatic disputes with other countries, are no doubt embedded in our concerns from the very beginning. Mr. Song.

One 2-hour period.

### ASIA 399 - SENIOR INDEPENDENT STUDY

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisites: two units of Asian Studies Program or approved coursework and permission of the program director.

## Astronomy

**Faculty:** See Physics and Astronomy Department

**Requirements for concentration:** 10 units, including 5 units of astronomy, 3 units of physics including PHYS 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.

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 astronomy courses or courses counted towards the major may be elected NRO.

#### Senior-Year Requirement:

ASTR 320 Astrophysics of the Interstellar Medium

or

ASTR 322 Galaxies and Galactic Structure

or

ASTR 340 Advanced Observational Astronomy

**Recommendations:** Additional work in mathematics, physics, and computer science. In particular, students planning on graduate work in astronomy should complete PHYS 310, PHYS 320, and PHYS 341.

## I. INTRODUCTORY

### ASTR 101 - SOLAR SYSTEM ASTRONOMY

Semester Offered: Fall

1 unit(s)

A study of the solar system as seen from earth and space: planets, satellites, comets, meteors, and the interplanetary medium; astronautics and space exploration; life on other planets; planets around other stars; planetary system cosmogony.

Open to all classes.

### ASTR 105 - STARS, GALAXIES, AND COSMOLOGY

Semester Offered: Spring

1 unit(s)

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.

### ASTR 150 - LIFE IN THE UNIVERSE

Semester Offered: Fall

1 unit(s)

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.

Prerequisites: high school physics and calculus.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

## II. INTERMEDIATE

### ASTR 220 - STELLAR ASTROPHYSICS

Semester Offered: Fall

1 unit(s)

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.

Prerequisite: PHYS 114, or permission of the instructor.

### ASTR 230 - PLANETARY AND SPACE SCIENCE

1 unit(s)

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. Ms. Krusberg.

Prerequisites: PHYS 114, or permission of the instructor.  
Not offered in 2015/16.

### ASTR 240 - OBSERVATIONAL ASTRONOMY

Semester Offered: Spring

1 unit(s)

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 databases, 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.

Prerequisite: PHYS 113 or PHYS 114, or permission of the instructor.

### ASTR 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Execution and analysis of an off-campus field study in astronomy. The course requirements are to be arranged with an individual instructor. The department.

Prerequisite: permission of the instructor.

### ASTR 298 - INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Intermediate-level execution of an independent observational, theoretical, or library study in astronomy. The course requirements are to be arranged with an individual instructor. The department.

Prerequisite: permission of the instructor.

## III. ADVANCED

### ASTR 300 - SENIOR THESIS

Semester Offered: Fall or Spring

1 unit(s)

### ASTR 301 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

Yearlong course, 301-ASTR 302.

### ASTR 302 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

Yearlong course, ASTR 301-302.

### ASTR 320 - ASTROPHYSICS OF THE INTERSTELLAR MEDIUM

1 unit(s)

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 are discussed. Ms. Elmegreen.

Prerequisite: one 200-level physics course or one 200-level astronomy course, Junior or Senior status, or permission of the instructor.

Not offered in 2015/16.

### ASTR 322 - GALAXIES AND GALACTIC STRUCTURE

Semester Offered: Spring

1 unit(s)

Observations and theories of the formation and evolution of galaxies. Properties of star-forming regions; contents, structure, and kinematics of the Milky Way and spiral, elliptical, and irregular galaxies. Active galaxies, interacting galaxies, clusters, and high redshift galaxies. Ms. Elmegreen.

Prerequisites: PHYS 114 and either ASTR 105 or ASTR 220, or permission of the instructor; not open to freshmen.

### ASTR 340 - ADVANCED OBSERVATIONAL ASTRONOMY

Semester Offered: Fall

1 unit(s)

This course applies in depth the methods introduced in ASTR 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 depends on the nature of the project, although 0.5 Unit projects require half the total time of full unit projects. Mr. Chromey.

Prerequisites: ASTR 240 and permission of the instructor.

### ASTR 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## Athletics and Physical Education Department

**Chairs:** Kathy Campbell;

**Professors:** Kathy Ann Campbell, Roman Czula, Andrew M. Jennings, Jonathan Penn;

**Associate Professors:** Judy A. Finerghy, Lisl Prater-Lee;

**Senior Lecturers:** Anthony C. Brown, Kim E. Culligan (and Acting Director of Athletics and Physical Education);

**Lecturers:** Candice Brown, Brian Dunne, Bruce Gillman, Marc Graham, Jon Martin, James McCowan, Jane Parker, Michael Warari, Robert P. Wolter, Alex Wong.

No more than 2 units of physical activity courses in Physical Education may be counted toward the 34 units required for the degree.

### I. INTRODUCTORY

#### PHED 110 - INTRODUCTION TO ATHLETIC INJURY CARE

Semester Offered: Fall

1 unit(s)

This course exposes students to the techniques necessary both to prevent and also to recognize, treat, and rehabilitate common sports injuries. Anatomy and the function of joints, as well as the spine, groin, head and face injuries, are studied. Hands-on involvement in the course is required. Ms. Finerghy.

#### PHED 111 - WEIGHT TRAINING

Semester Offered: Fall or Spring

0.5 unit(s)

This course is designed to provide the student with a thorough understanding of strength training and how to develop a lifting program. Students actively participate in the fitness room performing a weight training program based on their individual weight training goals.

#### PHED 115 - TRIATHLON TRAINING

0.5 unit(s)

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.

Not offered in 2015/16.

#### PHED 121 - BOWLING

Semester Offered: Spring

0.5 unit(s)

This is a beginning-bowling course designed to introduce physical education students to basic skills and knowledge involved in bowling. The course includes instruction in selection of bowling equipment (bowling balls and shoes), approach and starting positions, the pins including their numbers and names, their arrangement and how they fall, and the fundamentals for the approach and delivery of the ball. The fundamentals of the delivery include starting position, the push away, footwork, arm-swing: both back swing and forward swings, the release of the ball, finishing at the foul line, and the follow through. Also covered include mechanics of the hook ball, strike angles, spare angles, increasing and decreasing speed of the ball, aiming methods emphasizing the spot bowling method of targeting, keys of major faults and minor faults. Mr. Wolter.

Additional fee may be required.

Two 75-minute periods.

#### PHED 125 - BEGINNING GOLF I

Semester Offered: Fall or Spring

0.5 unit(s)

The course is designed for individuals with limited or no previous golf experience. The objective of this course is to provide the student with the basic skills of golf. Upon completion of the course the students should be familiar with golf equipment and set make up; have a knowledge of the fundamentals of the golf swing, chipping and putting; have a knowledge of the game of golf and how to play, and have a general understanding of the rules and etiquette of golf.

#### PHED 126 - BEGINNING GOLF II

Semester Offered: Fall or Spring

0.5 unit(s)

This course is a continuation of PHED 125 for individuals with limited or no previous golf experience. The objective of this course is to provide the student with the basic skills of golf. Upon completion of the course the students should be familiar with golf equipment and set make up; have a knowledge of the fundamentals of the golf swing, chipping and putting; have a knowledge of the game of golf and how to play and have a general understanding of the rules and etiquette of golf.

#### PHED 130 - BEGINNING BADMINTON

Semester Offered: Fall and Spring

0.5 unit(s)

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.

#### PHED 135 - FLAG FOOTBALL

Semester Offered: Fall

0.5 unit(s)

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.

#### PHED 137 - FUNDAMENTALS OF SOCCER

Semester Offered: Spring

0.5 unit(s)

This course is designed to teach the basic skills necessary to play soccer. Students learn fundamental techniques and strategies of the game. The course is largely practical, but it also provides theoretical discussion in exercise physiology and biomechanics allowing students to learn the science of soccer.

#### PHED 140 - BEGINNING BASKETBALL

Semester Offered: Fall

0.5 unit(s)

This course develops individual skills (ball handling, shooting, passing, rebounding, and defense) as well as offensive and defensive strategies. Mr. Dunne.

#### PHED 142 - FENCING FUNDAMENTALS

Semester Offered: Fall

0.5 unit(s)

This course is designed to give students an understanding of the three basic weapons (foil, epee, sabre). Body stance and positions, footwork, bladework, basic fencing strategy and tactics, history of the sport and progression from controlled bouting to open fencing is taught. Equipment is provided.

**PHED 144 - INTERMEDIATE FENCING**

0.5 unit(s)

This course reviews and builds upon the basics of Epee and Sabre and then moves into the tactics and strategy of all three fencing weapons. Fencing rules and proper referencing are discussed in an effort to provide a greater understanding of competitive fencing at all levels of the sport. Equipment is provided.

Prerequisite: PHED 142, or permission of the instructor.  
Not offered in 2015/16.

**PHED 145 - VOLLEYBALL FUNDAMENTALS**

Semester Offered: Fall

0.5 unit(s)

This course develops individual skills (passing, setting, spiking, and blocking) as well as offensive and defensive strategies. This course is for students with little or no volleyball experience. Mr. Penn.

**PHED 147 - LEARNING THE CREATOR'S GAME: INTRODUCTION TO LACROSSE**

0.5 unit(s)

This class is designed to teach new and novice players the basic skills necessary to play lacrosse. Students learn fundamental stick skills, individual and team concepts and general rules of play. The sport is taught in the non-contact mode and sticks are provided. The strategies are applied to both men's and women's styles of play. Students also learn the historical and cultural elements of lacrosse as a Native American creation to today's present game.

Not offered in 2015/16.

**PHED 150 - BEGINNING SWIMMING I**

Semester Offered: Fall and Spring

0.5 unit(s)

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.

**PHED 151 - BEGINNING SWIMMING II**

Semester Offered: Fall and Spring

0.5 unit(s)

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.

**PHED 190 - FUNDAMENTALS OF CONDITIONING**

Semester Offered: Fall or Spring

0.5 unit(s)

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.

**PHED 191 - BEGINNING SQUASH I**

Semester Offered: Fall and Spring

0.5 unit(s)

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.

**PHED 192 - BEGINNING SQUASH II**

Semester Offered: Fall and Spring

0.5 unit(s)

Further development of the basic shots and strategies of the game. Ms. Parker.

**PHED 193 - BEGINNING TENNIS**

Semester Offered: Fall or Spring

0.5 unit(s)

Introduction of the basic strokes, rules of the game, and match play.

**PHED 197 - LOW INTERMEDIATE TENNIS**

Semester Offered: Fall or Spring

0.5 unit(s)

Continued work on basic strokes and tactics.

**II. INTERMEDIATE****PHED 210 - NUTRITION AND EXERCISE**

Semester Offered: Spring

1 unit(s)

Students learn about elements that lead to a healthy lifestyle. Nutrition and exercise as a means of disease prevention is discussed. Students also learn about the benefits of exercise and how to develop an exercise plan. The digestion, absorption and biochemical breakdown of food is analyzed. Attention is given to the body's use of macro and micronutrients. Ms. Finerghty.

**PHED 225 - INTERMEDIATE GOLF I**

Semester Offered: Spring

0.5 unit(s)

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.

**PHED 226 - INTERMEDIATE GOLF II**

0.5 unit(s)

A continuing development and refinement of all aspects of the game.

**PHED 230 - INTERMEDIATE BADMINTON**

Semester Offered: Spring

0.5 unit(s)

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.

**PHED 245 - INTERMEDIATE VOLLEYBALL**

Semester Offered: Spring

0.5 unit(s)

Students are expected to master higher levels of setting, spiking, serving, blocking, as well as more complex offensive and defensive strategies.

**PHED 250 - INTERMEDIATE SWIMMING I**

Semester Offered: Fall or Spring

0.5 unit(s)

Stroke technique and propulsive skill development, primarily focused on freestyle, backstroke, breaststroke, sidestroke, and some butterfly. Ms. Prater-Lee.



**PHED 251 - INTERMEDIATE SWIMMING II**

Semester Offered: Fall or Spring

0.5 unit(s)

Further development of swim stroke technique and efficiency. Ms. Prater-Lee.

**PHED 255 - THE PSYCHOLOGY OF SPORT**

1 unit(s)

(Same as PSYC 255) This course assesses the factors that influence behaviors related to participation in sports. The relationships of individual differences, attention, arousal, anxiety, and motivation, team cohesion, leadership, and audience effects on sports performance may be addressed. Mr. Bean.

Prerequisite: PSYC 105 or PSYC 106.

Not offered in 2015/16.

**PHED 270 - INTERMEDIATE SQUASH I**

Semester Offered: Spring

0.5 unit(s)

This course is for the intermediate player who wants to improve and build upon basic technique and tactics. It is designed to continue racquet skills development, variation of pace, deception, offense, defense and knowledge of the rules. Ms. Parker.

**PHED 271 - INTERMEDIATE SQUASH II**

Semester Offered: Spring

0.5 unit(s)

Review and further development of advanced strokes and strategies. Ms. Parker.

**PHED 272 - INTERMEDIATE TENNIS I**

Semester Offered: Fall and Spring

0.5 unit(s)

This class is for the intermediate player who wants to improve and build upon basic technique. The course is designed to continue work on groundstrokes, volleys and serves, as well as develops more specialty shots and strategies. These include topspin, slice, approach shots, overheads and lobs, spin serves, and service returns and singles and doubles strategy.

**PHED 273 - INTERMEDIATE TENNIS II**

Semester Offered: Fall and Spring

0.5 unit(s)

Further development of stroke technique, specialty shots and strategies.

**PHED 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

**PHED 297 - READING COURSE**

Semester Offered: Fall or Spring

0.5 unit(s)

**PHED 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Permission granted by the chair of the department for the study of a topic in depth.

**III. ADVANCED****PHED 320 - VARSITY ATHLETICS**

Semester Offered: Fall and Spring

0.5 unit(s)

Student must be selected as a varsity team member, or varsity club team member (Rowing and Rugby). A try-out may be necessary. Permission of the appropriate coach is required.

May be repeated for credit up to 4 times.

**PHED 378 - ADVANCED SWIMMING AND AQUATIC CONDITIONING**

0.5 unit(s)

This course teaches stroke technique refinement and in-water conditioning and training skills. Goals are to improve lap swimming efficiency and physical conditioning. Ms. Prater-Lee.

Prerequisite: satisfactory completion of the Intermediate course, the Red Cross Level V course, or the ability to perform the equivalent swimming skills.

Not offered in 2015/16.

**PHED 379 - INTENSIVE LIFEGUARD TRAINING**

Semester Offered: Spring

0.5 unit(s)

Fulfills the requirements for the American Red Cross lifeguard training course. Provides additional instruction in stroke technique. Ms. Prater-Lee.

Prerequisites: proficiency in crawl, and breaststroke; ability to swim 300- yards continuously using 100 yards of front crawl, 100 yards of breaststroke, and 100 -yards of either front crawl or breast stroke. Additionally, student must be able to surface dive to 8 ft. depth, retrieve 10lb. diving brick, and return swim 20-yards holding the diving brick with two hands; permission of the instructor.

300-yard swim and diving brick retrieval are performed on the first day of class.

Note: Additional American Red Cross fee required for certification.

7-week course.

**PHED 390 - WATER SAFETY INSTRUCTOR'S COURSE**

1 unit(s)

Fulfills the requirements for the American 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, and all levels of swimming. Ms. Prater-Lee.

Prerequisites: Advanced skill in swimming, Red Cross Lifeguard Training certification or Emergency Water Safety certification, and permission of the instructor.

Note: Additional fee is required to complete the Red Cross certification and to receive academic credit.

Not offered in 2015/16.

**PHED 393 - ADVANCED TENNIS**

Semester Offered: Fall

0.5 unit(s)

Emphasis on advanced strokes, analysis of errors, tactics for singles and doubles.

Prerequisites: good ground strokes, serve, and volley.

**PHED 399 - SENIOR INDEPENDENT WORK**

0.5 to 1 unit(s)

## Biochemistry Program

**Director:** Jodi Schwarz

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 (BIOC 377), and with ample opportunities for students to engage in independent research.

**Major Advisers:**

**Chemistry:** Mr. Donhauser, Mr. Eberhardt, Ms. Garrett, Ms. Kaur, Ms. Rossi, Mr. Smart, Mr. Tanski;

**Biology:** Mr. Esteban, Mr. Jemiolo, Ms. Kennell, Ms. Pokrywka, Ms. Schwarz, Mr. Straus, Ms. Susman.

**Requirements for concentration:** 16-18 units. After declaration of the major, no NRO work is permissible in the major

**Biology:**

BIOL 105 Introduction to Biological Processes  
and

BIOL 106 Introduction to Biological Investigation

BIOL 238 Molecular Genetics

or

BIOL 244 Genetics and Genomics

or

BIOL 248 Evolutionary Genetics

**Chemistry:**

CHEM 108 General Chemistry and CHEM 109 General Chemistry

or

CHEM 125 Chemical Principles

CHEM 244 Organic Chemistry: Structure and Properties

and

CHEM 245 Organic Chemistry: Reactions and Mechanisms

CHEM 323 Protein Chemistry

CHEM 350 Physical Chemistry: Thermodynamics and Chemical Kinetics

**Interdisciplinary:**

BIOL 272 Biochemistry

or

CHEM 272 Biochemistry

BIOL 324 Molecular Biology

or

CHEM 324 Molecular Biology

BIOC 377 Senior Laboratory in Macromolecule Function

or

BIOC 300 Senior Thesis Research

two additional 200- or 300-level courses in biology or chemistry, one of which must be a lecture course. The second unit may include only one research course.

**Additional courses:**

Students should complete a full year of calculus or its equivalent by the end of sophomore year. This may be satisfied by AP credit or by Math 122, 125, or 126/127. Consult with the mathematics department for proper placement.

PHYS 113 Fundamentals of Physics I

and

PHYS 114 Fundamentals of Physics II

**Senior Year Requirement:**

BIOC 377 Senior Laboratory in Macromolecule Function

or

BIOC 300 Senior Thesis Research

**Recommendations:** In their freshman year, students are strongly advised to take the Introductory Biology series BIOL 105 and BIOL 106 as well as General Chemistry CHEM 108/CHEM 109 or CHEM 125. Calculus should be completed by the end of the sophomore year. Such a program is appropriate not only for a concentration in biochemistry, but also for a concentration in biology or chemistry.

### BIOC 290 - FIELD WORK

0.5 to 1 unit(s)

### BIOC 298 - INDEPENDENT WORK

0.5 to 1 unit(s)

### BIOC 300 - SENIOR THESIS RESEARCH

Semester Offered: Spring

1 unit(s)

Design and execution of a substantial independent original research project under supervision of a member of the faculty. The project follows a set of defined deadlines for completion of the work. It culminates in a substantial manuscript-style thesis submitted to the research mentor and a second reader from the faculty, and an oral presentation of the thesis research to the Biochemistry Program.

Prerequisites: BIOC 399 and permission of the instructor.

### BIOC 377 - SENIOR LABORATORY IN MACROMOLECULE FUNCTION

Semester Offered: Spring

1 unit(s)

A protein and its gene are characterized by chemical modification and site-directed mutagenesis. Coursework includes student presentations and extensive laboratory work. Mr. Eberhardt.

Prerequisite: BIOL 324/CHEM 324.

Two 4-hour periods.

### BIOC 399 - SENIOR INDEPENDENT WORK

0.5 to 1 unit(s)

## Biology Department

**Chair:** J. William Straus;

**Professors:** John H. Long, Jr., Nancy Jo Pokrywka, Margaret Ronsheim, Mark A. Schlessman, Kathleen M. Susman;

**Associate Professors:** Justin Esteban, David K. Jemiolo, Jennifer Kennell, A. Marshall Pregnall, Jodi Schwarz<sup>a</sup>, J. William Straus;

**Assistant Professors:** Lynn Christenson<sup>a</sup>, Kelli A. Duncan, David Megan D. Gall, Justin Touchon;

**Lecturer:** Mary Ellen Czesak;

<sup>a</sup> On leave 2015/16, first semester

**Early Advising:** Those students considering a concentration in 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, computer science, statistics and 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. <http://biology.vassar.edu/>

**Advisers:** Any of the faculty members of the Biology Department can serve as Major Advisers. Students who have a preference for a particular faculty adviser may ask that individual whether s/he would be willing to serve as adviser. Students who have no preference should make an appointment to see the Chair of the Department to be assigned an adviser.

**Requirements for concentration:** 13 or 14 units

**Introductory-Level:** BIOL 106 and either BIOL 105, or AP Biology with 4 or 5 AP test score, or IB higher level 5, 6 or 7 test score. IB students must confirm their IB credit with the Dean of Studies office.

**Intermediate-Level:** Four units of graded work. At least one course must be taken from each subject area listed below.

**Advanced-Level:** 3 units of graded work. One of the three units can be fulfilled by completing CHEM 323.

**Chemistry:** Either CHEM 108 and CHEM 109 or CHEM 125 at the introductory level, and CHEM 244 at the intermediate level.

**Additional courses:** two units to be chosen from among CHEM 245; PHYS 113, PHYS 114; MATH 101, MATH 102, MATH 121, MATH 122, MATH 125, MATH 126, MATH 127, or MATH 141; ESCI 151; PSYC 200; NEUR 201; ENST 124; GEOG 224; 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 or ungraded independent research, BIOL 298 or BIOL 399.

**Intermediate-Level Subject Areas and Courses:**

**Genetics (students may only take one course from this area)**

BIOL 238 Molecular Genetics  
BIOL 244 Genetics and Genomics  
BIOL 248 Evolutionary Genetics

**Natural History, Ecology, and Diversity**

BIOL 205 Introduction to Microbiology  
BIOL 208 Plant Diversity and Evolution  
BIOL 226 Animal Structure and Diversity  
BIOL 241 Ecology

**Physiological and Cellular Biology**

BIOL 202 Plant Physiology and Development  
BIOL 218 Cellular Structure and Function  
BIOL 228 Animal Physiology  
BIOL 232 Developmental Biology  
BIOL 272 Biochemistry

**Senior Year Requirements:** two 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 BIOL 178, BIOL 298, and BIOL 399. The department also offers BIOL 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.

**Correlate Sequences in Biology:** A correlate sequence requires BIOL 106 and either BIOL 105, AP Biology with a score of 4 or 5 on the AP exam, or IB higher level with a score of 5, 6 or 7 on the IB exam. In addition, students must complete a cohesive four unit series of 200-level and 300-level courses that is developed in consultation with a member of the biology faculty prior to the spring semester of their junior year. At least one of the four units must be at the 300-level.

## I. INTRODUCTORY

### BIOL 105 - INTRODUCTION TO BIOLOGICAL PROCESSES

Semester Offered: Fall and Spring

1 unit(s)

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.

See Freshman handbook for section descriptions.

### BIOL 106 - INTRODUCTION TO BIOLOGICAL INVESTIGATION

Semester Offered: Fall and Spring

1 unit(s)

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.

For freshmen wanting to take Biology 106, a 4 or 5 in AP biology, or a 5 or 6 or 7 in IB Biology, or BIOL 105 is required. Upper class students may take BIOL 105 and 106 in any order, but upper class students who have not taken two years of high school biology are urged to start with BIOL 105.

One 75-minute period; one 4-hour laboratory.

### BIOL 141 - INTRODUCTION TO STATISTICS

Semester Offered: Fall and Spring

1 unit(s)

(Same as MATH 141) The purpose of this course is to develop an appreciation and understanding of the exploration and interpretation of data. Topics include display and summary of data, introductory probability, fundamental issues of study design, and inferential methods including confidence interval estimation and hypothesis testing. Applications and examples are drawn from a wide variety of

disciplines. When cross-listed with biology, examples will be drawn primarily from biology.

Prerequisite: three years of high school mathematics.

Not open to students with AP credit in statistics or students who have completed ECON 209 or PSYC 200.

### **BIOL 172 - MICROBIAL WARS**

1 unit(s)

(Same as STS 172) This course explores our relationship with microbes that cause disease. Topics including bioterrorism, vaccinology, smallpox eradication, influenza pandemics, antibiotic resistance, and emerging diseases are discussed to investigate how human populations are affected by disease, how and why we alter microorganisms intentionally or unintentionally, and how we study disease causing microbes of the past and present. The use of new technologies in microbiology that allow us to turn harmful pathogens into helpful medical or industrial tools are also discussed. Mr. Esteban.

Not offered in 2015/16.

### **BIOL 178 - SPECIAL PROJECTS IN BIOLOGY**

Semester Offered: Fall or Spring

0.5 unit(s)

Execution and analysis of a laboratory or field study. Project to be arranged with individual instructor. The department.

Open to freshmen and sophomores only.

### **BIOL 276 - PLANTS AND PLANT COMMUNITIES OF THE HUDSON VALLEY**

0.5 unit(s)

(Same as ENST 276) Plants are the most conspicuous components of terrestrial ecosystems. In this course, you learn how to observe and describe variation in plant form so you can recognize locally common plant species and determine their scientific names. You also learn to recognize the characteristic plant communities of the Hudson Valley. This course is structured around weekly field trips to local natural areas. Locations are chosen to illustrate the typical plant species and communities of the region, the ecosystem services provided by plants, environmental concerns, and conservation efforts. This course is appropriate for students interested in biology, environmental science, and environmental studies, and anyone wishing to learn more about our natural environment. Mr. Schlessman.

Environmental Studies majors may take this course instead of ENST 291.

Not offered in 2015/16.

First 6-week course. Two 75-minute periods; one 4-hour laboratory.

## **II. INTERMEDIATE**

Prerequisites for 200-level courses are BIOL 106 and either BIOL 105, AP Biology with a 4 or 5 AP score, or IB higher level 5, 6 or 7 test score, unless otherwise noted.

### **BIOL 202 - PLANT PHYSIOLOGY AND DEVELOPMENT**

Semester Offered: Fall

1 unit(s)

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. To get a complete introduction to the biology of plants, you should also take BIOL 208. Mr. Pregnall.

Three 50-minute periods; one 4-hour laboratory.

### **BIOL 205 - INTRODUCTION TO MICROBIOLOGY**

Semester Offered: Fall

1 unit(s)

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. Mr. Esteban.

Two 75-minute periods; two 2-hour laboratories.

### **BIOL 208 - PLANT DIVERSITY AND EVOLUTION**

Semester Offered: Spring

1 unit(s)

Plants are critically important for our continued existence on Earth. We are totally dependent on plants for the oxygen we breathe and the food that we eat. We rely heavily on plants for clothing, shelter, and many other essentials. Plants provide us with medicines, poisons, and mind-altering drugs. Plants inspire art, and many plants have become powerful cultural symbols. Thus, biologists, ecologists, environmentalists, anthropologists, and many others want to understand plants. In this course we will examine major events in the evolution of plants and other photosynthetic organisms, including photosynthetic bacteria, and algae. We will focus on their distinctive biological features, their environmental significance, and their value as model organisms for research. Laboratories include observations, experiments, and field trips. This course is appropriate for students majoring in biological sciences or environmental studies, and for those interested in ethnobotany. To get a complete introduction to the biology of plants, you should also take BIOL 202. Mr. Schlessman.

Prerequisites: BIOL 106, or ENST 124, or permission of the instructor prior to registration.

Two 75-minute periods; one 4-hour laboratory.

### **BIOL 218 - CELLULAR STRUCTURE AND FUNCTION**

1 unit(s)

An introduction to cell biology, with a focus on subcellular organization in eukaryotes. The regulation and coordination of cellular events, and the specializations associated with a variety of cell types are considered. Topics include organelle function, the cytoskeleton, and mechanisms of cell division. Laboratory work centers on investigations of cell function with an emphasis on biological imaging. Ms. Pokrywka.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory.

### **BIOL 226 - ANIMAL STRUCTURE AND DIVERSITY**

Semester Offered: Spring

1 unit(s)

The members of the animal kingdom are compared and analyzed 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. The department.

Two 75-minute periods; one 4-hour laboratory.

### **BIOL 228 - ANIMAL PHYSIOLOGY**

Semester Offered: Fall

1 unit(s)

A comparative examination of the mechanisms that animals use to move, respire, eat, reproduce, sense, and regulate their internal environments. The physiological principles governing these processes, and their ecological and evolutionary consequences, are developed in lecture and applied in the laboratory. Ms. Duncan, Ms. Gall.

Recommended: PSYC 200 or MATH 141; CHEM 108, CHEM 109, and PHYS 113.

Two 75-minute periods; one 4-hour laboratory.

### **BIOL 232 - DEVELOPMENTAL BIOLOGY**

Semester Offered: Fall

1 unit(s)

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. Mr. Straus.

Two 75-minute periods; one 4-hour laboratory.

### **BIOL 238 - MOLECULAR GENETICS**

Semester Offered: Fall and Spring

1 unit(s)

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. Ms. Pokrywka, Ms. Kennell.

Three 50-minute periods; one 4-hour laboratory.

### **BIOL 241 - ECOLOGY**

1 unit(s)

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. Ms. Christenson, Ms. Gall, Ms. Ronsheim.

Not offered in 2015/16.

Three 50-minute periods; one 4-hour field laboratory.

### **BIOL 244 - GENETICS AND GENOMICS**

Semester Offered: Spring

1 unit(s)

From understanding the role of a single gene in a single organism to understanding how species evolve, the field of genomics provides a lens for studying biology at all scales. In this course we develop a foundational understanding of genetics concepts and processes, and then deploy this foundation to probe some of the hottest questions in genomics. How do genomes evolve? What makes us human? How can we combat emerging diseases? In the lab component, students learn molecular biology and bioinformatics techniques, design and engineer a synthetic bio-machine from standard genomic parts, and use genomic approaches to understand how organisms interact with the environment. Ms. Schwarz.

Three 50-minute periods; one 4-hour laboratory.

### **BIOL 248 - EVOLUTIONARY GENETICS**

Semester Offered: Fall

1 unit(s)

This course focuses on the genetic bases of evolutionary processes and the applications of genetics in evolutionary studies. Topics include reviews of transmission (Mendelian) genetics, DNA replication, transcription, and translation; the origin of meiosis and sexual reproduction; the microevolutionary processes of mutation, selection, genetic drift, and gene flow; the genetics of speciation; the origins of new genes; gene regulation and macroevolution; epigenetics and evolution; evolutionary genomics; and applications of evolutionary genetics to pressing societal concerns such as antibiotic, herbicide,

and pesticide resistance; conservation biology; GMOs; and climate change. Laboratories include computer simulations and bench work utilizing a variety of currently employed genetic techniques. This course is especially appropriate for Biology majors focusing on ecology and evolution, Environmental Studies majors doing biology concentrations, and Neuroscience majors focusing on behavioral ecology and evolution. It provides good background for these advanced Biology courses: 352, Conservation Biology; 353, Bioinformatics; 355, Ecology & Evolution of Sexual Reproduction; 383, Hormones & Behavior; 384, Ecology of Evolution; and 387 Symbiotic Interactions. Ms. Ronsheim, Mr. Schlessman.

Prerequisite: BIOL 106 or ENST 124, or permission of the instructor prior to registration.

Two 75-minute periods; one 4-hour laboratory.

### **BIOL 272 - BIOCHEMISTRY**

Semester Offered: Spring

0 or 1 unit(s)

(Same as CHEM 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. Eberhardt, Ms. Garrett, Mr. Jemiolo, Mr. Straus.

Prerequisites: CHEM 244

Three 50-minute periods; one 4-hour laboratory.

### **BIOL 275 - PALEONTOLOGY AND THE FOSSIL RECORD**

1 unit(s)

(Same as ESCI 275) Paleontology isn't just a "dead science"- by studying processes that have occurred in the past, we can deepen our understanding of the current biota inhabiting the Earth. Conversely, by studying the modern distribution of organisms and the environmental, taphonomic, and ecological processes that impact their distribution and preservation, we can enhance our understanding of the processes that have controlled the formation and distribution of fossils through time. In this course, we explore the methodology used to interpret the fossil record, including preservational biases and how we account for them when studying fossil taxa. We also explore large-scale ecological changes and evolutionary processes and discuss how they manifest across geologic time, and how these relate to Earth's changing fauna. We additionally learn about how paleontology has developed as a field in the context of different historical and social perspectives. Lab exercises focus on applying paleontological methods to a variety of different fossil and recent samples.

Not offered in 2015/16.

Two 75-minute periods and one 4-hour laboratory period.

### **BIOL 282 - RESTORATION ECOLOGY**

Semester Offered: Fall

1 unit(s)

Restoration Ecology utilizes our ecological understanding of population, community and ecosystem dynamics to reverse environmental damage caused by centuries of unsustainable human activities. Core ecological concepts will be covered and the consequences of human impacts on local ecosystems will be discussed. Case studies will be used to explore how ecological principles are incorporated into restoration projects, as well as to question the often controversial goals of such projects. Labs will include a module on the ecological and agricultural roles of native pollinators and their restoration, and we will develop a restoration plan for the former Greenway site on the Vassar Ecological Preserve. Ms. Ronsheim.

BIOL 106 and either BIOL 105, or AP Biology with 4 or 5 AP test score, or IB higher level 5, 6 or 7 test score. IB students must confirm their IB credit with the Dean of Studies office.

Three 50-minute periods; one 4-hour laboratory.

**BIOL 283 - HUMAN PHYSIOLOGY**

Semester Offered: Spring

1 unit(s)

What happens when you go on a ski trip and stay at high altitude? How do diuretics help with the regulation of blood pressure? How do we maintain our body temperature or respond to an infection? This course considers the fundamental principles of physiology using the human body as the model system. We examine genetic, cellular, organismal and evolutionary aspects of how our bodies operate to enable us to eat, sleep, move, breathe and reproduce. We will consider how our mammalian bodies tackle the problems of terrestrial life. The laboratory will include independent, experimental investigations with an emphasis on experimental design, data collection and analysis. Ms. Susman.

Prerequisites: BIOL 106 and either BIOL 105, AP Biology with a 4 or 5 AP score, or IB higher level 5, 6 or 7 test score, unless otherwise noted.

Two 75-minute periods and one 4-hour laboratory

**BIOL 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

**BIOL 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

Prerequisite: permission of the instructor.

**III. ADVANCED**

Two units of 200-level biology are prerequisites for entry into 300-level courses; see each course for specific courses required or exceptions.

**BIOL 303 - SENIOR RESEARCH**

Semester Offered: Fall or Spring

1 unit(s)

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.

Prerequisite: permission of the instructor.

**BIOL 316 - ADVANCED TOPICS IN NEUROBIOLOGY**

Semester Offered: Fall

1 unit(s)

A multi-level examination of nervous systems, this course is an advanced and integrative evaluation of current topics in neurobiology. Topics vary but may include glia, evolution of nervous systems, neuroimmune interactions, mechanisms of neural communication and plasticity. Emphasis is placed on current thinking and research and course material is drawn from the recent neurobiological literature. Ms. Susman.

Prerequisites: two units of 200-level biology or one unit of 200-level Biology and Neuroscience and Behavior 201.

Recommended: BIOL 228.

Two 75-minute periods

**BIOL 323 - SEMINAR IN CELL AND MOLECULAR BIOLOGY**

Semester Offered: Fall

1 unit(s)

An intensive study of selected topics at the cellular and subcellular level. Topics vary, but may include organelle structure and function, advanced genetics, and mechanisms of cellular organization. Emphasis is placed on current models, issues, and research areas, and course material is drawn largely from primary literature.

Topic for 2015/16a: *Epigenetics*. Most cells in our bodies contain the same set of DNA, yet there are ~200 different cell types, each with unique patterns of gene expression. How do those cells establish and maintain their identities? How do environmental factors such as temperature, nutrition and social stress exert long lasting effects on organisms and their progeny? The field of epigenetics is shedding new light on these and many other interesting questions in biology. Epigenetics is the study of heritable changes in gene expression (and hence traits) that cannot be explained by alterations in the DNA sequence. These changes instead involve chemical modifications to DNA and its associated histones. Some of these changes can be passed down through mitosis and some even through meiosis. Exploration of this topic will involve student presentations and active discussion of primary research articles and will expand upon the participants' previous coursework in genetics and chemistry. Ms. Kennell.

Prerequisite: CHEM 244 and two 200-level Biology courses including one 200-level genetics courses (BIOL 238, BIOL 244 or BIOL 248).

Two 2-hour periods.

**BIOL 324 - MOLECULAR BIOLOGY**

Semester Offered: Fall

1 unit(s)

(Same as CHEM 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: two 200-level courses including one of the following: BIOL 205, BIOL 218, BIOL 238, BIOL 244, BIOL 248, or BIOL 272.

Two 75-minute periods.

**BIOL 340 - EXPERIMENTAL ANIMAL BEHAVIOR**

Semester Offered: Fall

1 unit(s)

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, foraging, reproductive tactics, and social behavior are considered. Methodology and experimental design are given particular emphasis, and students will complete an independent research project by the end of the semester. The department.

Prerequisites: two units of 200-level biology or one unit each of 200-level biology and psychology.

Recommended: BIOL 226, BIOL 228, BIOL 238, BIOL 244, BIOL 248, NEUR 201, or PSYC 200.

Two 2-hour periods.

**BIOL 352 - CONSERVATION BIOLOGY**

1 unit(s)

(Same as ENST 352) Conservation Biology uses a multidisciplinary approach to study how to best maintain the earth's biodiversity and functioning ecosystems. We examine human impacts on biodiversity and ecosystem function and discuss how to develop practical approaches for mitigating those impacts. We start the semester by assessing the current human footprint on global resources, asking

questions about what we are trying to preserve, why we are trying to preserve it, and how we can accomplish our goals. We critically examine the assumptions made by conservation biologists throughout, using case studies from around the world to explore a range of perspectives. Discussion topics include conservation in an agricultural context, the efficacy of marine protected areas, the impact of climate change on individual species and preserve design, restoration ecology, the consequences of small population sizes, conservation genetics, the impacts of habitat fragmentation and invasive species, and urbanecology. Ms. Ronsheim.

Recommended: BIOL 241, BIOL 208, or BIOL 226, GEOG 260, GEOG 224, or GEOG 356; or permission of the instructor.

Not offered in 2015/16.

### BIOL 353 - BIOINFORMATICS

Semester Offered: Spring

1 unit(s)

(Same as CPMU 353) DNA is the blueprint of life. Although it's composed of only four nucleotide "letters" (A, C, T, G), the order and arrangement of these letters in a genome gives rise to the diversity of life on earth. Thousands of genomes have been partially sequenced, representing billions of nucleotides. How can we reach this vast expanse of sequence data to find patterns that provide answers to ecological, evolutionary, agricultural, and biomedical questions? Bioinformatics applies high-performance computing to discover patterns in large sequence datasets. In this class students from biology and computer science work together to formulate interesting biological questions and to design algorithms and computational experiments to answer them.

Prerequisites: BIOL 238, BIOL 244, or BIOL 248; CPMU 203; or permission of the instructor.

To register for this course students must satisfy either the biology or computer science prerequisites, but not both.

Two 2-hour periods.

### BIOL 355 - ECOLOGY AND EVOLUTION OF SEXUAL REPRODUCTION

Semester Offered: Fall

1 unit(s)

Sex: "nothing in life is more important, more interesting - or troublesome." This quotation from Olivia Judson, Ph.D., (a.k.a. Dr. Tatiana) is just one recent example of the long-standing fascination that ecologists and evolutionary biologists have had with sexual reproduction. This course begins with the question: What is sex? We then examine the current status of competing hypotheses for the evolution of sex, and then turn our attention to the myriad ecological and evolutionary consequences of sexual reproduction. We consider such questions as: Why are there only two sexes? Why do males and females look and behave differently? When is it advantageous to produce more sons than daughters (or vice versa)? When is it advantageous to be a hermaphrodite or to change sex? To address such questions in a biologically rigorous way, we need to draw on a wide range of theoretical work and empirical evidence from cellular and molecular biology, genetics, developmental biology, ecology, and evolutionary biology. Mr. Schlessman.

Prerequisites: at least two 200-level biology courses, at least one of which is either BIOL 208, or BIOL 226, or BIOL 238, or BIOL 241, or BIOL 244; or permission of the instructor.

Two 2-hour periods.

### BIOL 356 - AQUATIC ECOLOGY

1 unit(s)

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. Pregna.

Not offered in 2015/16.

Three 50-minute periods; one 4-hour laboratory.

### BIOL 370 - IMMUNOLOGY

1 unit(s)

An examination of the immune response at the cellular and molecular levels. Topics include innate immunity, 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. Mr. Esteban, Ms. Collins.

Prerequisite: CHEM 244 or permission of the instructor; BIOL 218, BIOL 238, BIOL 244, BIOL 248, or BIOL 272 recommended.

Not offered in 2015/16.

Two 75-minute periods.

### BIOL 379 - TODAY'S NEWS IN BIOLOGY

Semester Offered: Fall

1 unit(s)

This course explores trending topics in the media that are related to biology. We examine how the topic is portrayed by different media sources, research the scientific literature to develop an independent understanding of the topic, and discuss related social and ethical issues. Possible topics may include: emergence of antibiotic resistance; probiotics; overfishing; sports-related head injuries; genetic engineering; climate change; degradation of natural ecosystems; emerging infectious diseases; vaccines. Ms. Hughey.

Prerequisites: two units of 200-level Biology.

Two 2-hour periods.

### BIOL 380 - ENGAGING BIOLOGISTS AND THEIR RESEARCH

1 unit(s)

A close examination of the active research programs of several biologists who will visit Vassar to present their research to the Biology Department. By reading and discussing the primary literature and interacting with biologists at different stages of their careers, students develop a deep understanding of several current areas of biological research, and gain a better understanding of the scientific process. Students write a substantial paper focusing on one or more of the research areas discussed in class. Ms. Schwarz.

Not offered in 2015/16.

Three 75-minute periods.

### BIOL 381 - TOPICS IN ECOSYSTEM ECOLOGY - ECOSYSTEM STRUCTURE AND FUNCTION

Semester Offered: Spring

1 unit(s)

(Same as ENST 381) Ecosystems are complex systems, where biotic and abiotic factors interact to create the world we see around us. Understanding the nature of ecosystems is fundamental to understanding how disturbance and change in a dynamic world will influence ecosystem stability. This is especially critical as we enter the Anthropocene; a time in our planet's history where one species, modern humans, dominate. Major changes brought about by increased human activity include changing climate regimes, invasive species spread and biodiversity loss. This course explores how ecosystems, both aquatic and terrestrial, are assembled (structured) and how different ecosystems process energy and matter (function). We use our understanding of structure and function to explore how different ecosystems respond to changes in the environment (including climate change, invasive

species introductions, loss of biodiversity and pollution). A class project will explore an ecosystem scale problem, and students will develop a plan for effectively communicating the scientific understanding of the problem to multiple stakeholders. Ms. Christenson.

Prerequisite: BIOL 241.

### **BIOL 382 - ADVANCED RESEARCH METHODS**

Semester Offered: Spring

1 unit(s)

Design and conduct an original research project in a small collaborative group. Develop experience with experimental techniques in biology, develop a working knowledge of relevant research literature, practice scientific writing and participate in the peer review process. Research time: 6-10 hours a week.

Prerequisites: two units of 200-level Biology and permission of the instructor.

Students enrolled in BIOL 382, Advanced Research Methods, may not also register for BIOL 303 to fulfill biology graduation requirements.

One 2-hour period.

### **BIOL 383 - HORMONES AND BEHAVIOR**

Semester Offered: Fall

1 unit(s)

This course is a comparative examination of hormones and behavior in animals. We take an evolutionary approach to this topic by emphasizing (1) the common selective pressures that act on all animals and the common hormonal and behavioral responses to these pressures, and (2) how extreme selective pressures drive the evolution of unique mechanisms in the field of behavioral endocrinology. Half lecture, half student led discussions from the primary literature. Ms. Duncan.

Prerequisite: two units of 200-level biology.

Two 75-minute periods.

### **BIOL 384 - THE ECOLOGY OF EVOLUTION**

1 unit(s)

This course explores the causes of adaptive radiation, possibly the most common syndrome of proliferation of taxa, through evidence that has accumulated since the formulation of the theory. The course reviews the ecological theory of adaptive radiation, the progress of adaptive radiation and phenotypic evolution, the origins of ecological diversity, divergent natural selection between environments, the ecological basis of speciation, and ecological opportunity. Primary literature is used to develop a richer understanding of the theory of adaptive radiation, whose origins trace back to Darwin (1859). Mr. Proudfoot.

Prerequisite: two units of 200-level Biology courses.

Not offered in 2015/16.

Two 75-minute periods.

### **BIOL 385 - MAD DOGS, VAMPIRES AND ZOMBIE ANTS: BEHAVIOR MEDIATING INFECTIONS**

Semester Offered: Spring

1 unit(s)

(Same as PSYC 385) Viruses, bacteria and parasites use host organisms to complete their lifecycle. These infectious agents are masters of host manipulation, able to hijack host processes to replicate and transmit to the next host. While we tend to think of infections as just making us sick, they are also capable of changing our behavior. In fact, many infectious agents are able to mediate host behavior in ways that can enhance transmission of the disease. In this inquiry driven course we explore the process of host behavior mediation by infectious agents, combining aspects of multiple fields including infectious disease microbiology, neurobiology, epidemiology and animal behavior. Mathematical models and computer simulations are used

to address questions that arise from class discussion. Mr. Esteban and Mr. Holloway.

Prerequisites: two 200-level biology courses, or Psychology Research Methods Course and either PSYC 241 or PSYC 243, or one 200-level biology course and either NEUR 201 or PSYC 241, or CMPU 250 and one of the previously listed courses.

One 3-hour period.

### **BIOL 386 - STEM CELL BIOLOGY**

Semester Offered: Fall

1 unit(s)

Stem cell biology lies at the intersection of developmental/cell biology and medicine. This fast-moving field brings together many aspects of basic and applied biology and medicine including development, regeneration/repair, and cancer. This course covers a broad range of topics relevant to stem cell biology. We also consider the potential consequences and limitations of stem cell therapy, particularly the connection between stem cells and cancer. The format gives students both a broad background and the opportunity to apply critical thinking skills to recent data in this field. Since this is an upper level course, it assumes a basic understanding of genetics, biochemistry, and molecular biology, and so concepts drawing from these fields will not be covered in depth. This means that some students may find additional background reading necessary. Class material draws from primary literature and students participate in active discussion and presentations. Ms. Pokrywka.

Prerequisites: two 200-level courses including one of the following: BIOL 218, 238, 244, 248, or 272, and at least one semester of organic chemistry.

Two 75-minute periods.

### **BIOL 387 - SYMBIOTIC INTERACTIONS**

1 unit(s)

From the evolution of eukaryotic cells to the creation of entire ecosystems, endosymbiosis is a driving force in biology. This course provides an integrative perspective on host-symbiont interactions in diverse endosymbioses. We spend the first half of the semester examining the critical roles of symbiosis in ecology, evolution, and human systems. Then, we examine the underlying cellular and molecular processes that lead to an integrated host-symbiont partnership, for example mechanisms of host-symbiont recognition, regulation of nutrient exchange, and genomic interactions. Ms. Schwarz.

Prerequisites: two 200-level Biology courses, including one of the following: BIOL 205, BIOL 218, BIOL 238, BIOL 244, BIOL 248.

Not offered in 2015/16.

Two 2-hour periods.

### **BIOL 388 - VIROLOGY**

1 unit(s)

Viruses cause significant diseases in humans, such as AIDS, influenza, and ebola. On the edge between living and non-living things, viruses invade, take over and alter cells in order to reproduce and transmit. Virus structure, replication and pathogenesis, major viral diseases, the immune response to viruses, and vaccination are major topics of discussion. Mr. Esteban.

Prerequisites: two units of 200-level biology, including one of BIOL 205, BIOL 218, BIOL 238, BIOL 244, BIOL 248, BIOL 272; or permission of the instructor.

Not offered in 2015/16.

Two 2-hour periods.



**BIOL 389 - SENSORY ECOLOGY**

Semester Offered: Spring

1 unit(s)

There are many behaviors that are critical to the survival and reproduction of animals including finding food, avoiding predators, attracting mates, and raising offspring. The ability to successfully engage in these behaviors is dependent on the ability of organisms to acquire and respond to information in their environment. In this course we discuss the concept of information, the types of information available in the environment, the diversity of sensory systems animals have evolved to exploit that information, and how sensory information and processing influence behavior. Sensory ecology is a highly interdisciplinary field and we make use of mathematical, physical, chemical and biological principals. The class is divided among traditional lectures, student led discussions of the primary literature, and hands-on experiences with sensory ecology data collection and analysis. Ms. Gall.

Prerequisites: two 200-level courses, with at least one of the following: BIOL 226, BIOL 228, BIOL 241 or NEUR 201.

Two 75-minute periods.

**BIOL 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

Prerequisite: permission of the instructor.

**Chemistry Department**

**Chair:** Zachary Donhauser;

**Professors:** Sarjit Kaur, Miriam Rossi, Joseph M. Tanski;

**Associate Professors:** Marianne Begemann (and Dean of Strategic Planning and Academic Resources), Stuart L. Belli, Zachary Donhauser, Eric S. Eberhardt, Teresa A. Garrett<sup>b</sup>, Christopher J. Smart (and Assistant to the President);

**Assistant Professors:** Leah Bendavid, Alison Keimowitz;

**Senior Lecturer:** David Nellis;

**Lecturer:** Jennifer B. Herrera;

**Visiting Assistant Professor:** Philip Hamann;

**Adjunct Assistant Professors:** Glenn Roy, Roger J. Snow;

**Adjunct Instructors:** Frank Guglieri, Catherine Kim, Donna M. Logan.

<sup>b</sup> On leave 2015/16, second semester

**Advisers:** Class of 2015, Mr. Eberhardt, Class of 2016 Ms. Kaur, Class of 2017, Ms. Rossi; Class of 2018, Mr. Tanski; Correlate Sequence Adviser, Ms. Kaur.

**Requirements for concentration:** A total of 12 units of Chemistry or equivalent as approved by the department, to include:

CHEM 108 General Chemistry and CHEM 109 General Chemistry or

CHEM 125 Chemical Principles (2 or 1 unit)

CHEM 244 Organic Chemistry: Structure and Properties and

CHEM 245 Organic Chemistry: Reactions and Mechanisms (2 units)

CHEM 350 Physical Chemistry: Thermodynamics and Chemical Kinetics (1 unit)

CHEM 352 Physical Chemistry: Molecular Structure (1 unit)

CHEM 362 Instrumental Analysis (1 unit)

CHEM 372 Integrated Chemistry Laboratory and

CHEM 373 Integrated Chemistry Laboratory (2 units)

CHEM 300 Senior Thesis (1 unit)

Two 300-level electives (2 units) (CHEM 272 may be substituted for a 300-level elective)

**Other required courses:**

PHYS 113 Fundamentals of Physics I and

PHYS 114 Fundamentals of Physics II

or the equivalent

MATH 121 Single Variable Calculus and

MATH 126 Calculus IIA: Integration Theory

MATH 127 Calculus IIB: Sequences and Series

or the equivalent

**Additional Information:** Ungraded work does not count towards the 12 required units. No courses required for a concentration in chemistry may be elected as NRO. CHEM 272 may be substituted for a 300-level elective and one 300-level elective must be taken in the senior year. Chemistry courses taken outside of the college require pre-approval from the Department in order to count towards the major.

**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.

**American Chemical Society Certified Degree:** Students who wish to obtain an undergraduate chemistry degree certified by the American Chemical Society should complete the major requirements and elect CHEM 326 and CHEM 272 or CHEM 325.

**Requirements for 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. CHEM 326, CHEM 342, CHEM 357, or 450, must be included among the advanced courses elected to fulfill the requirements. 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 chair in the department.

**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 6 0.5 units distributed as follows:

**Required Courses: (Units)**

CHEM 108 General Chemistry and CHEM 109 General Chemistry  
or  
CHEM 125 Chemical Principles  
CHEM 244 Organic Chemistry: Structure and Properties  
and  
CHEM 245 Organic Chemistry: Reactions and Mechanisms

**Minimum of two classes from the following: (2)**

CHEM 272 Biochemistry  
or  
CHEM 325 Topics in Biochemistry  
or  
CHEM 255 Science of Forensics  
CHEM 323 Protein Chemistry  
CHEM 326 Inorganic Chemistry  
CHEM 342 Advanced Organic Chemistry  
CHEM 350 Physical Chemistry: Thermodynamics and Chemical Kinetics  
CHEM 352 Physical Chemistry: Molecular Structure  
CHEM 357 Chemical Physics  
CHEM 362 Instrumental Analysis

**One half unit of laboratory work chosen from the following courses: (1/2)**

CHEM 145 Chemistry Research Techniques  
CHEM 298 Independent Research  
CHEM 365 Spectrometric Identification of Organic Compounds  
CHEM 370 Advanced Laboratory  
CHEM 372 Integrated Chemistry Laboratory  
or  
CHEM 373 Integrated Chemistry Laboratory

## I. INTRODUCTORY

### CHEM 108 - GENERAL CHEMISTRY

Semester Offered: Fall

0 or 1 unit(s)

This course covers fundamental aspects of general chemistry in two semesters, including descriptive chemistry, chemical reactions, stoichiometry, atomic and molecular structure, states of matter, properties of solutions, thermodynamics, kinetics, equilibria, and electrochemistry. Most of the work is quantitative in nature. The department.

Yearlong course 108/CHEM 109.

Three 50-minute periods; one 4-hour laboratory.

### CHEM 109 - GENERAL CHEMISTRY

Semester Offered: Spring

0 or 1 unit(s)

This course covers fundamental aspects of general chemistry in two semesters, including descriptive chemistry, chemical reactions, stoichiometry, atomic and molecular structure, states of matter, properties of solutions, thermodynamics, kinetics, equilibria, and electrochemistry. Most of the work is quantitative in nature. The department.

Yearlong course CHEM 108/109.

Three 50-minute periods; one 4-hour laboratory.

### CHEM 125 - CHEMICAL PRINCIPLES

Semester Offered: Fall and Spring

0 or 1 unit(s)

This course is designed to cover the important aspects of general chemistry in one semester, and is appropriate for students who have previously studied chemistry. 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. The department.

Three 50-minute periods; one 4-hour laboratory.

### CHEM 135 - INTRODUCTION TO FORENSIC CHEMISTRY

1 unit(s)

Forensic chemistry is the application of chemistry in the study of evidence in criminal or civil cases. This course covers underlying chemistry concepts and scientific methods as applied to the study of the forensic evidence. An introductory level of organic and polymer chemistry relevant to the study of forensic evidence is also included. Students apply modern analytical methods in the study of glass samples, fingerprints, hair and fibers, paints, drugs, trace metals, and arson investigations. The analytical methods include thin layer chromatography (TLC), infrared (IR) spectroscopy, gas chromatography, GCMS, inductively coupled plasma (ICP), and X-ray fluorescence (XRF). The format of the course is based on lectures, laboratory exercises, case study discussions, and several guest speakers on select topics in forensics science. Ms. Kaur.

Not offered in 2015/16.

### CHEM 145 - CHEMISTRY RESEARCH TECHNIQUES

Semester Offered: Spring

0.5 or 1 unit(s)

This course provides an introduction to modern research instrumentation and techniques in chemistry through multiple-week laboratory projects. Students get experience with the use of advanced instrumentation, and in interpreting and analyzing the experimental results. Topics may include: structural characterization with X-ray crystallography; materials analysis with scanning probe microscopies; polymer

synthesis and characterization; synthesis and characterization of nanomaterials; computational chemistry to perform theoretical ab initio calculations and computer modeling of biomolecules. Mr. Donhauser.

Prerequisite: CHEM 125.

Enrollment by permission of the instructor.

One 50-minute period; one 4-hour laboratory.

### **CHEM 146 - THE CULTURE AND CHEMISTRY OF CUISINE**

Semester Offered: Spring

1 unit(s)

(Same as STS 146) A basic biological need of all organisms is the ability to acquire nutrients from the environment; humans accomplish this in many creative ways. Food is an important factor in societies that influences population growth, culture, migration, and conflict. Humans discovered the science and art of food preparation, topics that are explored in this course, not in a single step but rather as an evolving process that continues to this day. This course develops the basic chemistry, biochemistry and microbiology of food preparation; explores the biochemical basis of certain nutritional practices; covers social and political aspects of foods throughout world history. It covers controversies like genetically modified organisms, the production of high-fructose corn syrup, and the historic role of food commodities such as salt, rum, and cod in the world economy. Course topics are explored through lectures, student presentations, and readings from both popular and scientific literature. The course includes a few laboratories to explore the basic science behind food preparation. Ms. Rossi, Mr. Jemiolo.

Two 75-minute periods; one 4-hour laboratory.

### **CHEM 198 - FRESHMEN INDEPENDENT RESEARCH**

Semester Offered: Fall or Spring

0.5 unit(s)

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**

### **CHEM 244 - ORGANIC CHEMISTRY: STRUCTURE AND PROPERTIES**

Semester Offered: Fall

0 or 1 unit(s)

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. The department.

Prerequisite: CHEM 109 or CHEM 125.

Three 50-minute periods; one 4-hour laboratory.

### **CHEM 245 - ORGANIC CHEMISTRY: REACTIONS AND MECHANISMS**

Semester Offered: Spring

0 or 1 unit(s)

A study of the reactions of organic compounds from a mechanistic point of view. Laboratory work includes synthesis, qualitative analysis,

and quantitative investigation of reaction rates and equilibria which emphasize mechanistic considerations. The department.

Prerequisite: CHEM 244.

Three 50-minute periods; one 4-hour laboratory.

### **CHEM 272 - BIOCHEMISTRY**

Semester Offered: Spring

0 or 1 unit(s)

(Same as BIOL 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. Eberhardt, Ms. Garrett, Mr. Jemiolo, Mr. Straus.

Prerequisites: CHEM 244

Three 50-minute periods; one 4-hour laboratory.

### **CHEM 275 - COMPUTATIONAL METHODS IN CHEMISTRY**

0.5 unit(s)

This course introduces several molecular modeling methods in computational chemistry (molecular mechanics, semi-empirical and ab-initio methods, and density functional theory) to study geometries, properties, and reactivities of organic compounds; an introductory level of theory is presented to delineate the basis of these molecular modeling methods. The course also includes computational laboratory exercises to supplement concepts covered in lectures, and project-based exercises to explore applications of computational methods in the study of chemical systems.

Prerequisite: CHEM 245 or permission of the instructor.

Not offered in 2015/16.

### **CHEM 290 - FIELD WORK**

0.5 to 1 unit(s)

### **CHEM 297 - READING COURSE**

Semester Offered: Fall

0.5 unit(s)

### **CHEM 298 - INDEPENDENT RESEARCH**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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**

### **CHEM 300 - SENIOR THESIS**

Semester Offered: Fall or Spring

1 unit(s)

### **CHEM 323 - PROTEIN CHEMISTRY**

Semester Offered: Fall

1 unit(s)

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 are treated. The department.

Prerequisite: CHEM 350 or CHEM 272. Corequisite: CHEM 350

Two 75-minute periods.

**CHEM 324 - MOLECULAR BIOLOGY**

Semester Offered: Fall

1 unit(s)

(Same as BIOL 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: two 200-level courses including one of the following: BIOL 205, BIOL 218, BIOL 238, BIOL 244, BIOL 248, or BIOL 272.

Two 75-minute periods.

**CHEM 325 - TOPICS IN BIOCHEMISTRY**

Semester Offered: Fall

1 unit(s)

This course explores the intersection of biology and chemistry. Topics include the structure and function of proteins, bioenergetics, information flows and the molecular basis for metabolic pathways. The department.

Prerequisites: CHEM 245, BIOL 105 or BIOL 106.

This course does NOT meet the biochemistry major requirement. Students may not take both BIOL 272/CHEM 272 and Chem 325.

Three 50-minute or two 75-minute periods.

**CHEM 326 - INORGANIC CHEMISTRY**

Semester Offered: Fall

1 unit(s)

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. The department.

Prerequisite: CHEM 352, or permission of the instructor.

Two 75-minute periods.

**CHEM 342 - ADVANCED ORGANIC CHEMISTRY**

Semester Offered: Spring

1 unit(s)

Selected topics in organic chemistry such as stereochemistry, conformational analysis, carbanions, carbocations, radicals, kinetic and thermodynamic control of reactions, mechanisms, synthesis. The department.

Prerequisites: CHEM 245, CHEM 350, or permission of the instructor.

Two 75-minute periods.

**CHEM 350 - PHYSICAL CHEMISTRY: THERMODYNAMICS AND CHEMICAL KINETICS**

Semester Offered: Spring

1 unit(s)

Equations of state for gases; the laws of thermodynamics; solutions and phase equilibria; chemical equilibrium and chemical kinetics. The department.

Prerequisites: CHEM 245; PHYS 113, PHYS 114; MATH 121, MATH 126 and MATH 127 or the equivalent; or permission of the instructor.

Three 50-minute periods.

**CHEM 352 - PHYSICAL CHEMISTRY: MOLECULAR STRUCTURE**

Semester Offered: Fall

1 unit(s)

Introductory wave mechanics and bonding theories; electrical and magnetic properties of molecules; spectroscopy; statistical mechanics. The department.

Prerequisites: CHEM 245; PHYS 113, PHYS 114; MATH 121, MATH 126 and MATH 127 or the equivalent; or permission of the instructor.

Three 50-minute periods.

**CHEM 357 - CHEMICAL PHYSICS**

1 unit(s)

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 depends on the mutual interests of the instructor and the students. The department.

Prerequisites: CHEM 350 and CHEM 352 or permission of the instructor.

Not offered in 2015/16.

**CHEM 362 - INSTRUMENTAL ANALYSIS**

Semester Offered: Spring

1 unit(s)

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: CHEM 245 or permission of the instructor.

Three 50-minute periods.

**CHEM 365 - SPECTROMETRIC IDENTIFICATION OF ORGANIC COMPOUNDS**

0.5 unit(s)

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) (<sup>1</sup>H, <sup>13</sup>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. The department.

Prerequisite: CHEM 245.

Not offered in 2015/16.

One 4-hour laboratory.

**CHEM 370 - ADVANCED LABORATORY**

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

Advanced laboratory work may be elected in the field of organic, analytical, physical, inorganic, biochemistry, or environmental chemistry. The department.

Prerequisite: a 300-level course in the pertinent field. Corequisite: a 300-level course in the pertinent field.

One 4-hour laboratory.

**CHEM 372 - INTEGRATED CHEMISTRY LABORATORY**

Semester Offered: Fall

1 unit(s)

This course provides a comprehensive laboratory experience in chemistry. Selected experiments teach advanced chemistry techniques and reinforce principles introduced in 300 level chemistry courses. The course exposes students to chemistry as an integrated subject, tying together the sub-disciplines that are traditionally offered as independent courses. This includes: instrumental analysis, physical chemistry, biochemistry, environmental, organic chemistry and inorganic chemistry. The department.

One 50-minute period; one 4-hour laboratory.

**CHEM 373 - INTEGRATED CHEMISTRY LABORATORY**

Semester Offered: Spring

1 unit(s)

This course provides a comprehensive laboratory experience in chemistry. Selected experiments teach advanced chemistry techniques and reinforce principles introduced in 300 level chemistry courses. The course exposes students to chemistry as an integrated subject, tying together the sub-disciplines that are traditionally offered as independent courses. This includes: instrumental analysis, physical chemistry, biochemistry, environmental, organic chemistry and inorganic chemistry. The department.

One 50-minute period; one 4-hour laboratory.

**CHEM 375 - AQUATIC CHEMISTRY**

0.5 or 1 unit(s)

(Same as ENST 375) This course explores the fundamentals of aqueous chemistry as applied to natural waters. The global water cycle and major water resources are introduced. Principles explored include: kinetics and thermodynamics, atmosphere-water interactions, rock-water interactions, precipitation and dissolution, acids and bases, oxidation and reduction, and nutrient and trace metal cycling. Ms. Spodek.

Prerequisites: CHEM 245; PHYS 113, PHYS 114; MATH 121, MATH 126 and MATH 127 or the equivalent; or permission of the instructor.

Not offered in 2015/16.

**CHEM 382 - SPECIAL TOPICS IN ORGANIC CHEMISTRY: INTRODUCTION TO POLYMER CHEMISTRY**

1 unit(s)

Properties and uses of selected polymers (thermally stable, conducting, and biodegradable). This course includes organic and kinetic aspects of polymerizations, 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: CHEM 244/CHEM 245 or permission of the instructor.

Not offered in 2015/16.

Two 50-minute periods; one 4-hour laboratory.

**CHEM 399 - SENIOR INDEPENDENT RESEARCH**

0.5 to 1 unit(s)

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.

**Chinese and Japanese Department****Chair:** Haoming Liu;**Professor:** Peipei Qiu<sup>ab</sup>;**Associate Professors:** Hiromi Tsuchiya Dollase, Wenwei Du, Haoming Liu<sup>b</sup>;**Visiting Instructor:** Naoki Iwamoto;**Adjunct Instructors:** Yuko Matsubara, Anne Parries.<sup>b</sup> On leave 2015/16, second semester<sup>ab</sup> On leave 2015/16

**Honors' Requirements:** Students who wish to be considered for departmental honors must complete a thesis or project of sufficient quality. A thesis is normally written in both semesters of the senior year. A senior project may be done either as a one-unit course in one semester, or a half-unit course in each of two semesters.

**Departmental courses are arranged in three groups:** 1) courses in Chinese-Japanese literary and cultural studies (CHJA); 2) courses in Chinese language and literary/cultural studies (CHIN); and 3) courses in Japanese language and literary/cultural studies (JAPA).

**Chinese and Japanese Certification Programs:** The Chinese and Japanese Department jointly with the Department of Education offers programs leading to the New York State Initial Adolescent Education Certificate (grades 7-12) in both Chinese and Japanese. Students who choose to obtain the credential must be major in Chinese or Japanese, and complete 9.5 units in education. Upon successful completion of the program, candidates will be eligible to teach in any secondary school in New York, as well as many other states that have signed reciprocity agreements with the State of New York.

**CHINESE MAJOR**

**Requirements for Chinese or Japanese Concentration:** 13 units (12 units if the student starts language study from the CHIN 106 or JAPA 106 or CHIN 205 or JAPA 205 or level, 11 units if the student starts language study from CHIN 206 or JAPA 206 or above) chosen from the Chinese-Japanese curriculum, including the required CHJA 120, CHIN 305/JAPA 305-CHIN 306/JAPA 306, and four additional content courses. At least two of the content courses must be at the 300-level. (Both CHIN 350/JAPA 350 and CHIN 351/JAPA 351 can be counted toward the major as content courses, but only one can be counted toward the 300-level content course requirement.) At most one non-departmental course from the approved course list can be taken to fulfill the major if beginning at the CHIN 105/JAPA 105 level; at most two non-departmental courses from the approved list may be taken to fulfill the major if starting language study at the CHIN 106/JAPA 106 level or higher. After declaring a concentration in Chinese and Japanese, no courses taken under the Non-Recorded Option serve to fulfill the requirements. Courses that are ungraded (such as Independent Study and Field Work) cannot count toward the major. Majors are encouraged to take CHJA 120 as early as possible. For students seeking to double major in Chinese and Japanese, no more than two units may be double counted.

**Junior Year Abroad 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. The courses of Vassar's summer programs in China and Japan are equivalent to their respective on-campus courses.

**Honors' Requirements:** Students who wish to be considered for departmental honors must complete a thesis or project of sufficient quality. A thesis is normally written in both semesters of the senior year. A senior project may be done either as a one-unit course in one semester, or a half-unit course in each of two semesters.

**Chinese and Japanese Certification Programs:** The Chinese and Japanese Department jointly with the Department of Education offers programs leading to the New York State Initial Adolescent Education

Certificate (grades 7-12) in both Chinese and Japanese. Students who choose to obtain the credential must be major in Chinese or Japanese, and complete 9.5 units in education. Upon successful completion of the program, candidates will be eligible to teach in any secondary school in New York, as well as many other states that have signed reciprocity agreements with the State of New York.

## JAPANESE MAJOR

**Requirements for Chinese or Japanese Concentration:** 13 units (12 units if the student starts language study from the CHIN 106 or JAPA 106 or CHIN 205 or JAPA 205 or level, 11 units if the student starts language study from CHIN 206 or JAPA 206 or above) chosen from the Chinese-Japanese curriculum, including the required CHJA 120, CHIN 305/JAPA 305-CHIN 306/JAPA 306, and four additional content courses. At least two of the content courses must be at the 300-level. (Both CHIN 350/JAPA 350 and CHIN 351/JAPA 351 can be counted toward the major as content courses, but only one can be counted toward the 300-level content course requirement.) At most one non-departmental course from the approved course list can be taken to fulfill the major if beginning at the CHIN 105/JAPA 105 level; at most two non-departmental courses from the approved list may be taken to fulfill the major if starting language study at the CHIN 106/JAPA 106 level or higher. After declaring a concentration in Chinese and Japanese, no courses taken under the Non-Recorded Option serve to fulfill the requirements. Courses that are ungraded (such as Independent Study and Field Work) cannot count toward the major. Majors are encouraged to take CHJA 120 as early as possible. For students seeking to double major in Chinese and Japanese, no more than two units may be double counted.

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## CORRELATE SEQUENCES IN CHINESE AND JAPANESE

### Chinese Correlate Sequence

**Requirements for the Correlate Sequence in Chinese or Japanese:** For students starting from the elementary level courses or from 205 or 207, 6 units chosen from among CHIN 107, CHIN 108, CHIN 160, CHIN 207, CHIN 208, CHIN 355, CHIN 360; and among CHIN 105/JAPA 105, CHIN 106/JAPA 106, CHIN 205/JAPA 205, CHIN 206/JAPA 206, CHIN 305/JAPA 305, CHIN 306/JAPA 306 JAPA 306, CHIN 350/JAPA 350, and CHIN 351/JAPA 351; at least 5 units must be taken above the 100-level and two courses must be taken at the 300-level.

For students starting from 206 or 208 and above, at least 4 units must be chosen from among CHIN 206/JAPA 206, CHIN 208, CHIN 305/JAPA 305, CHIN 306/JAPA 306, CHIN 350/JAPA 350, CHIN

351/JAPA 351 or additionally from among CHIN 355, CHIN 360 and 2 units may be chosen from among the literature and culture courses offered by the respective program in the Department.

Junior Year Abroad and summer courses may substitute some of the units but only with prior departmental approval and at least 4 units must be taken at Vassar. Courses available for letter grades must be taken for letter grades.

### Japanese Correlate Sequence

**Requirements for the Correlate Sequence in Chinese or Japanese:** For students starting from the elementary level courses or from 205 or 207, 6 units chosen from among CHIN 107, CHIN 108, CHIN 160, CHIN 207, CHIN 208, CHIN 355, CHIN 360; and among CHIN 105/JAPA 105, CHIN 106/JAPA 106, CHIN 205/JAPA 205, CHIN 206/JAPA 206, CHIN 305/JAPA 305, CHIN 306/JAPA 306 JAPA 306, CHIN 350/JAPA 350, and CHIN 351/JAPA 351; at least 5 units must be taken above the 100-level and two courses must be taken at the 300-level.

For students starting from 206 or 208 and above, at least 4 units must be chosen from among CHIN 206/JAPA 206, CHIN 208, CHIN 305/JAPA 305, CHIN 306/JAPA 306, CHIN 350/JAPA 350, CHIN 351/JAPA 351 or additionally from among CHIN 355, CHIN 360 and 2 units may be chosen from among the literature and culture courses offered by the respective program in the Department.

Junior Year Abroad and summer courses may substitute some of the units but only with prior departmental approval and at least 4 units must be taken at Vassar. Courses available for letter grades must be taken for letter grades.

## ASIAN STUDIES

### I. Introductory

#### CHJA 120 - INTRODUCTION TO CHINESE AND JAPANESE LITERATURE

Semester Offered: Fall

1 unit(s)

China and Japan have rich cultures that have deeply influenced one another. This course introduces some of the major works of Chinese and Japanese literature, including philosophical works, novels and films. Thematically, the course is organized around the way that major intellectual trends (including Confucianism, Daoism and Buddhism) resonate in text from both cultures. Among the readings are novels dealing with love and sexuality (including China's *Dream of the Red Chamber* and Japan's *The Tale of Genji*), works about martial virtues (such as the Chinese novel *Three Kingdoms* and the Japanese play *Chushingura*), as well as selected poetry, short stories and films. All readings and discussions are in English. Mr. Van Norden.

### II. Intermediate

#### CHJA 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisites: two units of Chinese or Japanese.

#### CHJA 298 - INDEPENDENT STUDY

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisite: 2 units of Chinese or Japanese.

### III. Advanced

#### CHJA 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

The department.

Open only to majors.

Permission required.

Yearlong course 300-CHJA 301.

#### CHJA 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

The department.

Open only to majors.

Permission required.

Yearlong course CHJA 300-301.

#### CHJA 302 - SENIOR PROJECT

Semester Offered: Fall or Spring

1 unit(s)

The department.

Open only to majors. One-unit project done in one semester.

Permission required.

#### CHJA 303 - SENIOR PROJECT

Semester Offered: Fall

0.5 unit(s)

The department.

Open only to majors. One-unit project done in two semesters.

Permission required.

Yearlong course 303-CHJA 304.

#### CHJA 304 - SENIOR PROJECT

Semester Offered: Spring

0.5 unit(s)

The department.

Open only to majors. One-unit project done in two semesters.

Permission required.

Yearlong course CHJA 303-304.

#### CHJA 351 - SPECIAL TOPICS IN CHINESE AND JAPANESE LITERATURE AND CULTURE

Semester Offered: Spring

1 unit(s)

(Same as ASIA 351) Topics vary each year. Can be repeated for credit when a new topic is offered.

Topic for 2015/16b: *Chinese Linguistics*. This course offers a systematic and comprehensive introduction to the whole set of terminology of the general linguistics in connection to Chinese phonology, morphology and syntax. It examines the structure of Chinese words, sentences and discourse in terms of their pronunciation, formation and function in comparison with and in contrast to similar aspects of English. It also highlights the construction and evolution of Chinese characters and explores social dimensions of the language. Topics such as language planning and standardization, relations of Mandarin with the dialects, and interactions between Chinese and other minority languages are discussed. Classes are conducted and readings done in English. Students with background in Chinese can choose to do projects in Chinese at their appropriate level. Mr. Du.

Prerequisites: two courses in a combination of language, linguistics, literature, culture, or Asian Studies, or permission of the instructor.

Two 75-minute periods.

#### CHJA 361 - CHINESE AND JAPANESE DRAMA AND THEATRE

1 unit(s)

(Same as DRAM 361) A study of Chinese and Japanese culture and society through well-known dramatic genres - *zaju*, *chuanqi*, *kunqu*, Beijing Opera, modern Spoken Drama, *noh*, *kyogen*, *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 course in language, literature, culture, drama or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

#### CHJA 362 - SENIOR SEMINAR: WOMEN IN JAPANESE AND CHINESE LITERATURE

1 unit(s)

(Same as ASIA 362 and WMST 362) 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 the instructor.

Not offered in 2015/16.

One 2-hour period.

#### CHJA 366 - SEMINAR IN TRANSCENDING THE LIMIT: LITERARY THEORY IN THE EAST-WEST CONTEXT

1 unit(s)

(Same as ASIA 366) 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 theoretical texts from the *I Ching*, Hegel, Genette, Barthes, Derrida, Todorov, and Heidegger as well as some primary literary texts are among the required readings. All readings are in English. Mr. Liu.

Prerequisite: one literature course or permission of the instructor.

Not offered in 2015/16.

#### CHJA 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

One-half or one unit of credit given only in exceptional cases and by permission of the Chair. Offered only pass/fail. The department.

Prerequisites: four units of Chinese or Japanese.

### CHINESE

#### I. Introductory

#### CHIN 105 - ELEMENTARY CHINESE

Semester Offered: Fall

1.5 unit(s)

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 700 characters.

Grammatical analysis, pattern drills, and conversational practices are stressed throughout. Mr. Liu.

Open to all students.  
Yearlong course 105-CHIN 106.  
Five 50-minute periods.

### CHIN 106 - ELEMENTARY CHINESE

Semester Offered: Spring

1.5 unit(s)

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 700 characters. Grammatical analysis, pattern drills, and conversational practices are stressed throughout. Mr. Du.

Open to all students.  
Yearlong course CHIN 105-106.  
Five 50-minute periods.

### CHIN 107 - ADVANCED ELEMENTARY CHINESE

Semester Offered: Fall

1.5 unit(s)

An elementary Chinese language course designed for students who have acquired some oral Mandarin Chinese from home or other sources but did not reach the level of CHIN 205. It capitalizes on students' already acquired knowledge to further develop the skills of listening comprehension, speaking, reading and writing in Mandarin Chinese. Mr. Liu.

Prerequisite: open to students who have previous exposure to Chinese.  
Five 50-minute periods.

### CHIN 108 - ADVANCED ELEMENTARY CHINESE

Semester Offered: Spring

1.5 unit(s)

An elementary Chinese language course designed for students who have acquired some oral Mandarin Chinese from home or other sources but did not reach the level of CHIN 205. It capitalizes on students' already acquired knowledge to further develop the skills of listening comprehension, speaking, reading, and writing in Mandarin Chinese. Mr. Du.

Prerequisite: open to students who have completed CHIN 107 or permission of the instructor.  
Five 50-minute periods.

### CHIN 160 - INTRODUCTION TO CLASSICAL CHINESE

1 unit(s)

This course is an introduction to Classical Chinese (the Chinese equivalent of Latin) for students with no previous training or background in Chinese. 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.  
Does not satisfy the foreign language proficiency requirement.  
Not offered in 2015/16.

## II. Intermediate

### CHIN 205 - INTERMEDIATE CHINESE

Semester Offered: Fall

1.5 unit(s)

Further practice in conversation and learned patterns; acquisition of new grammatical structures, vocabulary, and about 700 additional characters. Emphasis on communicative skills in listening, speaking, reading, and writing. Mr. Du.

Prerequisite: CHIN 105-CHIN 106 or permission of the instructor.

Yearlong course 205-CHIN 206.  
Five 50-minute periods.

### CHIN 206 - INTERMEDIATE CHINESE

Semester Offered: Spring

1.5 unit(s)

Further practice in conversation and learned patterns; acquisition of new grammatical structures, vocabulary, and about 700 additional characters. Emphasis on communicative skills in listening, speaking, reading, and writing. TBA.

Prerequisite: CHIN 105-CHIN 106 or permission of the instructor.

Yearlong course CHIN 205-206.  
Five 50-minute periods.

### CHIN 207 - ADVANCED INTERMEDIATE CHINESE

Semester Offered: Fall

1.5 unit(s)

A one-year sequential Intermediate Chinese language course designed for students who have completed CHIN 108 or acquired an equivalent level of oral and written proficiencies in Chinese from home or other sources but did not reach the level of CHIN 305. It capitalizes on students' already acquired knowledge to further develop the skills of listening comprehension, speaking, reading and writing in Mandarin Chinese. Mr. Du.

Open to students who have completed CHIN 108 and its equivalent.

### CHIN 208 - ADVANCED INTERMEDIATE CHINESE

Semester Offered: Spring

1.5 unit(s)

A one-year sequential Intermediate Chinese language course designed for students who have completed CHIN 207 or acquired an equivalent level of oral and written proficiencies in Chinese from home or other sources but did not reach the level of CHIN 305. It capitalizes on students' already acquired knowledge to further develop the skills of listening comprehension, speaking, reading and writing in Mandarin Chinese. TBA.

Open to students who have completed CHIN 207 and its equivalent.

Five 50-minute periods.

### CHIN 214 - THE TUMULTUOUS CENTURY: TWENTIETH-CENTURY CHINESE LITERATURE

Semester Offered: Fall

1 unit(s)

(Same as ASIA 214) 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, Ding Ling, Mo Yan 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 discussions are in English. Mr. Liu.

Prerequisite: one course in language, literature, culture or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### CHIN 218 - CHINESE POPULAR CULTURE

1 unit(s)

(Same as MEDS 218) The course analyzes contemporary Chinese entertainment and popular culture. It provides both historical coverage and grounding in various theoretical and methodological problems. Topics focus on thematic contents and forms of entertainment through television, radio, newspaper, cinema, theatre, music, print and material culture. The course also examines the relations between the heritage of traditional Chinese entertainment and the influences of Western culture. All readings and class discussions are in English. Mr. Du.

Prerequisite: one course in language, literature, culture, film, drama, or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### CHIN 220 - CHINESE FILM AND CONTEMPORARY FICTION

1 unit(s)

(Same as FILM 220) 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. The interrelations between texts and visual images are also explored. Mr. Du.

Prerequisite: one course in language, literature, culture, film, drama, or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### CHIN 276 - EXPERIENCING THE OTHER: REPRESENTATION OF CHINA AND THE WEST

1 unit(s)

(Same as ASIA 276) This course examines representation of China in Western Literature and the West in Chinese Literature from the end of the 17th Century. Through such an examination, issues such as identity, perceptions of the other, self-consciousness, exoticism, and aesthetic diversity are discussed. Readings include Defoe, Goldsmith, Voltaire, Twain, Kafka, Malraux, Sax Rohmer, Pearl Buck, Brecht, and Duras on the Western side as well as Cao Xueqin, Shen Fu, Lao She, and Wang Shuo on the Chinese side. Some feature films are also included. All readings are in English or English translation, foreign films are subtitled. Mr. Liu.

Prerequisite: one course on Asia or one literature course.

Not offered in 2015/16.

Two 75-minute periods.

### CHIN 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisite: Two units of Chinese.

### CHIN 298 - INDEPENDENT STUDY

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisite: two units of Chinese.

### III. Advanced

#### CHIN 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

The department.

Permission required.

Open only to majors.

Yearlong course 300-CHIN 301.

#### CHIN 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

The department.

Open only to majors.

Permission required.

Yearlong course CHIN 300-301.

#### CHIN 302 - SENIOR PROJECT

Semester Offered: Fall or Spring

1 unit(s)

The department.

Open only to majors. One-unit project done in one semester.

Permission required.

#### CHIN 303 - SENIOR PROJECT

Semester Offered: Fall

0.5 unit(s)

The department.

Open only to majors. One-unit project done in two semesters.

Permission required.

Yearlong course 303-CHIN 304.

#### CHIN 304 - SENIOR PROJECT

Semester Offered: Spring

0.5 unit(s)

The department.

Open only to majors. One-unit project done in two semesters.

Permission required.

Yearlong course CHIN 303-304.

#### CHIN 305 - ADVANCED CHINESE

Semester Offered: Fall

1 unit(s)

Intensive instruction in the reading of Chinese language materials, reflecting aspects of a changing China. Emphasis is on communicative skills. TBA.

Prerequisite: CHIN 205-CHIN 206 or permission of the instructor.

**CHIN 306 - ADVANCED CHINESE**

Semester Offered: Spring

1 unit(s)

Intensive instruction in the reading of Chinese language materials, reflecting aspects of a changing China. Emphasis is on communicative skills. TBA.

Prerequisites: CHIN 205-CHIN 206 and CHIN 305 or permission of the instructor.

**CHIN 350 - ADVANCED READINGS IN CHINESE: GENRES AND THEMES**

Semester Offered: Fall

1 unit(s)

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: CHIN 306 or permission of the instructor.

**CHIN 351 - ADVANCED READINGS OF ORIGINAL LITERARY WORKS**

Semester Offered: Spring

1 unit(s)

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. Course discussions and lectures are conducted in Chinese. Ms. Parries.

Prerequisite: CHIN 306 or permission of the instructor.

**CHIN 355 - SPECIAL TOPICS IN CHINESE**

Semester Offered: Spring

1 unit(s)

Advanced study of Chinese Culture in Chinese; an examination of selected topics in recent culture or of a single topic across different time periods. Designed for students with sufficient knowledge of Chinese beyond the fourth-year level. May be taken more than once for credit when topic changes. Ms. Parries.

Prerequisites: CHIN 351, or permission of the instructor.

Two 75-minute periods.

**CHIN 360 - CLASSICAL CHINESE**

1 unit(s)

This course is for students with at least two years of modern Chinese or the equivalent. It introduces students to the rudiments of reading *Wenyan*, or Classical Chinese (the Chinese equivalent of Latin), with an emphasis on early Chinese philosophical texts. In addition to learning Classical Chinese, students in this course work with and are tested on modern Chinese translations of the classical texts. Mr. Van Norden.

Prerequisite: CHIN 205-CHIN 206 or equivalent.

Not offered in 2015/16.

**CHIN 368 - THE COURT, CONSORTS, AND COURTESANS**

Semester Offered: Fall

1 unit(s)

(Same as ASIA 368) The course is designed to serve the increasing needs among students with very high or near native Chinese proficiency who want to read more sophisticated literary texts in the original and thereby to benefit their Chinese literary reading and writing as well as their knowledge of traditional Chinese literature and culture. The course chooses primary texts mainly from the Three Kingdoms, Six Dynasties and the Tang times in medieval China and frames them in historical and literary continuum. These texts include Cao Zhi, Xie Lingyun, Liu Yiqing, Gan Bao, Du Fu, Li Shangyin and Tang romances. Some relevant modern texts and criticisms such as Lu Xun, Chen Yinke, and Qian Zhongshu are also incorporated to make up such continuum. Students are required to submit a series of writing exercises in Chinese that analyse, discuss and rewrite the original texts. Students gain great familiarity with how meanings were generated in medieval Chinese poetry and fiction, acquire insights into more personal and intimate perspectives of historical events and social mores, and improve their own Chinese reading and writing. Mr. Liu.

Prerequisite: advanced Chinese or its equivalent, or permission of the instructor.

Most of the readings are in Chinese.

Not offered in 2015/16.

Two 75-minute periods.

**CHIN 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisites: four units of Chinese.

**JAPANESE****I. Introductory****JAPA 105 - ELEMENTARY JAPANESE**

Semester Offered: Fall

1.5 unit(s)

An introduction to modern Japanese. Students develop communicative skills based on the fundamentals of grammar, vocabulary and conversational expressions. Emphasis is placed on both oral and written proficiency. The course introduces *hiragana* and *katakana* syllabaries as well as approximately 150 *kanji* (Chinese characters). Ms. Dollase.

Open to all students.

Yearlong course 105-JAPA 106.

Five 50-minute periods.

**JAPA 106 - ELEMENTARY JAPANESE**

Semester Offered: Spring

1.5 unit(s)

An introduction to modern Japanese. Students develop communicative skills based on the fundamentals of grammar, vocabulary and conversational expressions. Emphasis is placed on both oral and written proficiency. The course introduces *hiragana* and *katakana* syllabaries as well as approximately 150 *kanji* (Chinese characters). Ms. Dollase.

Open to all students.

Yearlong course JAPA 105-106.

Five 50-minute periods.

## II. Intermediate

### JAPA 205 - INTERMEDIATE JAPANESE

Semester Offered: Fall

1.5 unit(s)

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). TBA.

Prerequisite: JAPA 105-JAPA 106 or permission of the instructor.

Yearlong course 205-JAPA 206.

Five 50-minute periods.

### JAPA 206 - INTERMEDIATE JAPANESE

Semester Offered: Spring

1.5 unit(s)

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). To be announced.

Prerequisite: JAPA 105-JAPA 106 or permission of the instructor.

Yearlong course JAPA 205-206.

Five 50-minute periods.

### JAPA 220 - THE MASTERPIECES OF JAPANESE LITERATURE

1 unit(s)

An exploration of Japanese literary and aesthetic traditions through the major works from the eighth century to the present. Works studied cover a wide range of genres, including Japan's oldest extant myths, poetry, the tenth century lyrical prose, the earliest long novel in the world, the medieval prose, the dramatic theory and classical plays, and modern novels. Issues addressed include the cultural traditions, the aesthetic principles, and the characteristics of different literary forms and individual authorial/narrative voices. Ms. Qiu.

Prerequisite: one course in literature, or Chinese/Japanese, or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### JAPA 222 - NARRATIVES OF JAPAN: FICTION AND FILM

1 unit(s)

(Same as ASIA 222) 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 representation of the literary masterpieces and themes. No previous knowledge of Japanese language is required. Ms. Qiu.

Prerequisite: one course in language, literature, culture, film or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### JAPA 223 - THE GOTHIC AND THE SUPERNATURAL IN JAPANESE LITERATURE

1 unit(s)

(Same as ASIA 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 course in language, literature, culture or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### JAPA 224 - JAPANESE POPULAR CULTURE AND LITERATURE

Semester Offered: Spring

1 unit(s)

(Same as ASIA 224) 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 1980s to the early 1990s, 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 course in Japanese language, literature, culture or Asian Studies, or permission of the instructor.

### JAPA 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisites: two units of Japanese.

### JAPA 298 - INDEPENDENT STUDY

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

One-half or one unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisite: two units of Japanese.

## III. Advanced

### JAPA 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

The department.

Open only to majors. Permission required.

Yearlong course 300-JAPA 301.

### JAPA 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

The department.

Open only to majors. Permission required.

Yearlong course JAPA 300-301.

**JAPA 302 - SENIOR PROJECT**

Semester Offered: Fall or Spring

1 unit(s)

The department.

Open only to majors. One-unit project done in one semester.  
Permission required.

**JAPA 303 - SENIOR PROJECT**

Semester Offered: Fall

0.5 unit(s)

The department.

Open only to majors. One-unit project done in two semesters.  
Permission required.

Yearlong course 303-JAPA 304.

**JAPA 304 - SENIOR PROJECT**

Semester Offered: Spring

0.5 unit(s)

The department.

Open only to majors. One-unit project done in two semesters.  
Permission required.

Yearlong course JAPA 303-304.

**JAPA 305 - ADVANCED JAPANESE**

Semester Offered: Fall

1 unit(s)

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. Matsubara.

Prerequisite: JAPA 205-JAPA 206 or permission of the instructor.

**JAPA 306 - ADVANCED JAPANESE**

Semester Offered: Spring

1 unit(s)

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. Matsubara.

Prerequisites: JAPA 205-JAPA 206, and JAPA 305 or permission of the instructor.

**JAPA 324 - JAPANESE POPULAR CULTURE AND LITERATURE FOR MAJORS**

Semester Offered: Spring

1 unit(s)

JAPA 224 and 324 students attend the same class, but Japanese 324 students engage in various language related projects (such as translation of original texts, reaction papers in Japanese, etc.) in addition to class participation in English. Ms. Dollase.

Prerequisite: JAPA 306 or above, or permission of the instructor.  
Not open to students who have previously taken JAPA 224.

**JAPA 350 - ADVANCED READINGS IN JAPANESE: GENRES AND THEMES**

Semester Offered: Fall

1 unit(s)

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: JAPA 306 or permission of the instructor.

**JAPA 351 - ADVANCED READINGS OF ORIGINAL LITERARY WORKS**

Semester Offered: Spring

1 unit(s)

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. Discussions and lectures are conducted entirely in Japanese. Ms. Matsubara.

Prerequisite: JAPA 306 or permission of the instructor.

**JAPA 364 - THE WEST IN JAPANESE LITERATURE SINCE THE NINETEENTH CENTURY**

Semester Offered: Spring

1 unit(s)

(Same as ASIA 364). 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. Authors may include: Natsume Sôseki, Akutagawa Ryûnosuke, Tanizaki Junichirô, Kojima Nobuo, Murakami Ryû and Yamada Amy. 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. Ms. Dollase.

Prerequisite: one 200-level course in language, literature, culture or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

**JAPA 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

One-half or one- unit of credit given only in exceptional cases and by permission of the chair. Offered only pass/fail. The department.

Prerequisite: four units of Japanese.

## Cognitive Science Department

**Chair:** Kenneth R. Livingston;

**Professors:** Gwen J. Broude, Carol A. Christensen, Kenneth R. Livingston, John H. Long, Jr.;

**Associate Professor:** Janet K. Andrews.

We human beings take it for granted that we are possessed of minds. You know that you have a mind and you assume that other people do too. But what, exactly, are we referring to when we talk about the mind? Is a mind just a brain? What endows your mind with the property of being conscious? How does your mind allow you to extract music from sound waves, or relish the taste of chocolate, or daydream, or feel happy and sad, or reach for your cup when you want a sip of coffee? Are minds directly aware of the world out there? Or, when you think that you are perceiving reality, are you just consulting some representation of the world that your mind has built? How similar is your mind to the minds of other people? Do you have to be a human being to have a mind? Could other entities have minds so long as they were built the right way? Does your computer have a mind?

These are the kinds of questions that cognitive scientists want to address. Cognitive Science is a broadly multidisciplinary field in which philosophers, psychologists, anthropologists, linguists, neuroscientists, biologists, mathematicians, and computer scientists, among others, combine their respective theories, technologies, and methodologies in the service of a unified exploration of mind. The hallmark of the field is a genuinely multidisciplinary outlook in which the perspectives and methods of all of the component disciplines are simultaneously brought to bear upon a particular question. In 1982, Vassar College became the first institution in the world to grant an undergraduate degree in Cognitive Science.

The key elements of the Cognitive Science major are (1) a sustained, broad, in-depth exploration of mental phenomena via the multidisciplinary strategy of the field, (2) application of the Cognitive Science strategy to a specific domain of interest to the student, and (3) completion during the senior year of an independent research project on a topic chosen by the student.

**First Goal:** The first of these goals is met by completion of the Core Courses. All majors are required to complete all of these courses:

COGS 100 Introduction to Cognitive Science  
 COGS 211 Perception and Action  
 COGS 213 Language  
 COGS 215 Knowledge and Cognition  
 PSYC 200 Statistics and Experimental Design  
 COGS 219 Research Methods in Cognitive Science  
 COGS 311 Seminar in Cognitive Science

**Second Goal:** The second goal of the major is met by choosing one of the paths listed below and electing four elective courses from the chosen path. Courses under each path are listed on the Cognitive Science website and are also available in the Cognitive Science office Blodgett 237, and by request from any faculty member of the Program. The following stipulations apply to path electives: (1) the choice of path and electives within the path are to be made in consultation with the adviser at the time of declaration of the major. (2) At least one of the four electives must be a 300-level seminar. This can include a second Cognitive Science seminar if it is relevant to the path. (3) No more than one of the electives can be a 100-level course. The exception is the CMPU 101-CMPU 102 sequence. A student who takes this sequence can have both courses count toward the major. A student may petition his or her advisor to develop a customized path and will be allowed to do so under the direction of the advisor if the rationale is deemed justified. Independent work in Cognitive Science, for instance the annual Robot Competition, can count toward the major with the approval of the Program. The Cognitive Science Book Club, taken as an independent, counts as a path course. Please consult the Cognitive Science website for the full listing of courses under each path.

### Cognitive Science Electives Paths:

- Cognition and Culture
- Cognition and Language
- Cognition and the Arts
- Cognitive Development and Education
- Embodied Agents
- Evolved Minds
- Formal Analysis of Mind
- Mind and Brain
- Rationality, Value, and Decision-making

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 COGS 300-COGS 301 for 0.5 credit in the a-semester and 0.5 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 COGS 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.

## I. INTRODUCTORY

### COGS 100 - INTRODUCTION TO COGNITIVE SCIENCE

Semester Offered: Fall and Spring

1 unit(s)

Cognitive science is a multidisciplinary exploration of the nature of mind and intelligence in whatever forms they may take, from animal (including especially humans) to machine. This course explores the modern history of our efforts to understand the nature of mind, asking such questions as how a purely physical entity could have a mind, whether a computer or robot could have genuine mental states, and what it really means to be intelligent or to have a mind. In the process of seeking answers to these questions, the course explores such phenomena as perception, memory, prediction, decision-making, action, language, and consciousness by integrating methods and concepts from a number of disciplines, including philosophy, psychology, computer science, neuroscience, biology, linguistics, and anthropology. Material from economics, education, mathematics, engineering, and the arts is increasingly integrated into the field as well. No background in any of these disciplines is assumed, and this course is intended to serve as an introduction, for both majors and non-majors, to the unique multidisciplinary approach to studying problems of mind that Cognitive Science represents. Ms. Andrews, Ms. Broude, Mr. Livingston.

### COGS 110 - THE SCIENCE AND FICTION OF MIND

Semester Offered: Fall

1 unit(s)

Our understanding of what minds are and of how they work has exploded dramatically in the last half century. As in other areas of science, the more we know the harder it becomes to convey the richness and complexity of that knowledge to non-specialists. This Freshman Course will explore two different styles of writing for explaining new findings about the nature of mind to a general audience. The most direct of these styles is journalistic and explanatory and is well represented by the work of people like Steven Pinker, Bruce Bower, Stephen J. Gould, and Ray Kurzweil. The second style is fictional. At its best, science fiction not only entertains, it also stretches the reader's mind to a view of implications and possibilities beyond what is currently known. Isaac Asimov, Arthur C. Clarke, Greg Bear, and Richard Powers all provide excellent models of this kind of writing. In this course students practice both ways of writing about technical and scientific discoveries. By working simultaneously in both styles it should become clear that when done well even a strictly explanatory

piece of science writing tells a story. By the same token even a purely fictional narrative can explain and elucidate how the real world works. The focus of our work is material from the sciences of mind, but topics from other scientific areas may also be explored. This course does not serve as a prerequisite for upper-level courses in Cognitive Science. Mr. Livingston.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar. No

Two 2-hour periods.

## II. INTERMEDIATE

### COGS 211 - PERCEPTION AND ACTION

Semester Offered: Fall

1 unit(s)

This course is about the ongoing, dynamic, causal loops of action and perception that situate agents in the world and form the foundation for their intelligence. Topics include how physical energies become perceptual experiences, how systems evolve, develop, and learn the ability to perform complex actions, and how it is that actions are brought under the control of perceptions. Material is drawn from the neurosciences, robotics, human and non-human animal behavior research, and philosophy. Classes include regular laboratory work including human experimental work and robotics. Mr. Long.

Prerequisite: COGS 100.

Two 75-minute periods, plus one 4-hour laboratory.

### COGS 213 - LANGUAGE

Semester Offered: Fall

1 unit(s)

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. Ms. Andrews.

Prerequisite: COGS 100.

Two 75-minute periods.

### COGS 215 - KNOWLEDGE AND COGNITION

Semester Offered: Spring

1 unit(s)

This course asks how knowledge and cognition contribute to the functioning of biological and synthetic cognitive agents. Along the way it inquires into the origins and nature of knowledge, memory, concepts, goals, and problem-solving strategies. Relevant philosophical issues are examined along with research on the brain, experimental evidence from cognitive psychology, computer models, and evolutionary explanations of mind and behavior. A major goal of the course is to explore how cognitive scientists are coming to understand knowledge and cognition within an embodied agent embedded in a real world. Mrs. Brode.

Prerequisite: COGS 100.

Two 75-minute periods.

### COGS 219 - RESEARCH METHODS IN COGNITIVE SCIENCE

Semester Offered: Spring

1 unit(s)

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 modeling, 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 course also plays a critical role in preparing students for the senior thesis. It is therefore strongly encouraged that this course be completed by the junior year. Ms. Andrews.

Prerequisites: PSYC 200 and either COGS 211, COGS 213, or COGS 215.

Regular laboratory work.

Enrollment limited.

Two 75-minute period and 5-hour lab.

### COGS 290 - FIELD WORK

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

### COGS 298 - INDEPENDENT WORK

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

## III. ADVANCED

### COGS 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

A thesis written in two semesters for 1 unit.

Yearlong course 300-COGS 301.

### COGS 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

A thesis written in two semesters for 1 unit.

Yearlong course COGS 300-301.

### COGS 302 - SENIOR THESIS

Semester Offered: Fall and Spring

1 unit(s)

A thesis written in one semester for one unit.

### COGS 311 - SEMINAR IN COGNITIVE SCIENCE

Semester Offered: Spring

1 unit(s)

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 2015/16b: *One Culture*. In 1959 novelist and physicist C. P. Snow delivered a prescient lecture entitled *The Two Cultures* in which he decried the increasing separation between the sciences and the humanities in Western education, warning of the problems that could arise in a society that lost the ability to speak the languages of both science and the arts. This seminar will address this issue in several ways by bringing to bear the multidisciplinary techniques of cognitive science on a set of key questions. Is there a fundamental difference between artistic and scientific thought and practice? Is there, in fact, a cultural divide? If so, what are the nature and source of that difference in various cognitive processes, and what are the obstacles to transcending it? If not, then how and why have the two cultures become so divided? A major focus of the course will be on hands-on

projects designed to explore what happens when the methods and perspectives of science and the humanities are brought together in pursuit of understanding of various phenomena. Ms. Broude and Mr. Livingston.

Prerequisites: permission of the instructor, and COGS 100 and one relevant 200-level course such as COGS 215.

One 3-hour period.

### **COGS 381 - MIND READING: THE COGNITIVE SCIENCE BOOK CLUB**

Semester Offered: Fall

1 unit(s)

The goal of this course is to explore interests and issues from the field of Cognitive Science that go beyond the Cognitive Science curriculum. These include methodological and theoretical issues as well as empirical work, narrative, and more. The course is book-driven and discussion-intense. Think of it as a Cognitive Science book club. We read books, lots of them, and talk about them. Past topics have included: free will, consciousness, embodiment, first person subjective experience, neuroscientific methods, the anthropological stance, artificial intelligence, origins of morality, story, and theory of mind. Books and topics change each year. Ms. Broude.

Prerequisite: any 200-level course in Cognitive Science and permission of the instructor.

One 2-hour period.

### **COGS 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

## **College Courses**

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 a 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 fields. The courses relate this material and these interpretations to other material and interpretations from other fields in order to unite the results of this study into a coherent overall framework. The interpretations are expected to be both appreciative and critical and the artifacts will come from different times, places, and cultures.

### **I. INTRODUCTORY**

#### **CLCS 100 - THE THEATER OF CHEKHOV AND STANISLAVSKI: HIGHER, LIGHTER, SIMPLER, MORE JOYFUL**

1 unit(s)

This course is designed to explore the major works of late nineteenth-century playwright Anton Chekhov. Through careful reading, discussion, writing, and occasional performance of these works students will discover the ways in which this Russian dramatist has come to shape what's thought of as modern drama. By looking at each play act by act, *Seagull*, *Three Sisters*, *Uncle Vanya*, and *The Cherry Orchard* the class will explore the links they share to one another as well as to theatrical tradition at large. The work of Constantine Stanislavski, first to stage these works (as well as the artist to develop the process of "method" acting, and to define the role of the modern stage director), will be used to better understand these plays and their performance. Though this course will be of particular interest to students of theater, non-theater students are encouraged to enroll. Mr. Grabowski.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

#### **CLCS 101 - CIVILIZATION IN QUESTION**

1 unit(s)

(Same as GRST 101) This course undertakes to question civilization in various ways. First, by looking at texts from ancient, medieval, and renaissance cultures, as well as texts and films from our own; it introduces students to major works of the Western tradition and asks how they bring under scrutiny their own tradition. In particular we examine how the individual, community, justice and the divine are imagined in these texts. Second, because the course is team-taught by faculty from different disciplines, we explore the ways a text is interpreted and how different meanings are found in it because of the different perspectives brought to the class by its faculty. Finally, we reflect on the role questioning plays in the process of a liberal arts education and the different kinds of attitudes and intellectual outlooks we learn to bring to the study of any text, which impels us to consider the ways we allow the past to inform and question the present and the present to inform and question our understanding of the past. Readings for the course vary from year to year, but have included *Genesis*, *Exodus*, and texts by Homer, Plato, Nietzsche, Foucault, and Walcott. Ms. Friedman (Greek and Roman Studies), Mr. Schreiber (History).

Not offered in 2015/16.

Two 75-minute periods and one 50-minute discussion period.

#### **CLCS 183 - VASSAR FOR VETERANS**

Semester Offered: Fall

0.5 unit(s)

This course is designed to help Posse veterans acclimate to Vassar and introduce them to the array of campus resources available to them. It gives Vassar veterans the opportunity to explore the issues and challenges they face as non-traditional students at a residential liberal arts

college, and it identifies strategies for making the transition to college and succeeding within Vassar's rigorous academic environment. Taught by the Posse Faculty Mentor.

Open to freshmen Posse veterans.

One 2-hour group meeting and one 1-hour individual meeting per week.

### **CLCS 184 - THE GREAT WAR AND LITERARY MODERNISM**

Semester Offered: Fall

1 unit(s)

The First World War is the watershed moment of the 20th Century, a period of history with which we have yet to come to terms and which continues to haunt our global culture. In this course we read and write critically about several works of literary modernism to understand how each in its own artistic terms represents a struggle to find and apply new literary devices capable of adequately depicting the conflict's fragmenting effect on the consciousness of countless shell-shocked survivors of the trench horrors. Aided by selections from the work of some of the great First World War poets, novelists, and memoirists, we explore the idea that literary modernism is WWI set to fiction.

Our primary concern is to explore our individual identities as readers, thinkers, and writers in order to deepen our knowledge of how we write-knowledge that will aid us throughout this course, our academic programs, and professional careers. To gain this insight, we work to develop a strong foundation in the elements of rhetoric that govern all communication (e.g., audience, purpose, occasion, community, and context). Mr. Schultz.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### **CLCS 185 - THE BIBLE BEFORE PRINT**

Semester Offered: Fall

1 unit(s)

(Same as MEDS 185 and RELI 185) What is the Bible and how has its physical form changed from antiquity through Gutenberg's first printing around 1455? Although one of the most influential texts in history, we seldom stop to think about its own history, and in particular the variety of textual, illustrative, and physical forms it has taken. Yet there were great differences in what constituted "the Bible" and how it was produced, disseminated, read, and discussed throughout antiquity and the medieval period. This course explores this history by "going to the source" and examining examples in both digital and print facsimile, largely relying on the Bible Collection in the Archives & Special Collections Library. By looking closely at the Bibles, we will examine all aspects of their makeup—scribal tendencies, binding and format, illustrations, marginalia, and other distinctive features. Through a variety of writing assignments we will make arguments about their meaning and what they might say about their producers and readers and the meaning of its physical form. Ms. Bucher.

Both first and second six-week course.

Two 75-minute periods.

### **CLCS 186 - THE WESTERN LITERARY TRADITION: FROM ANTIQUITY TO THE MIDDLE AGES**

Semester Offered: Fall

1 unit(s)

This seminar trains students in intensive English reading and writing skills, while providing an introduction to central elements of Western culture. Readings include Genesis, Homer, Plato, Virgil, Plutarch, and St. Augustine, as well as relevant critical articles and chapters. Different English translations from disparate historical times are introduced and compared in order to show historical and stylistic

developments and variations of the English language. The course's close attention to the varieties of English one may encounter in a college classroom make it particularly suited to students who are non-native speakers. Students give presentations on their readings and write in various formats such as narrative, essay, and explication of texts based on these readings. Mr. Liu.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

## **II. INTERMEDIATE**

### **CLCS 290 - FIELD WORK**

0.5 or 1 unit(s)

### **CLCS 298 - INDEPENDENT RESEARCH**

0.5 to 1 unit(s)

## **III. ADVANCED**

### **CLCS 301 - HISTORY, MEMORY, AND LEGACIES OF THE HOLOCAUST**

1 unit(s)

After WWII the Holocaust emerged as a universal evil that holds lessons beyond the boundaries of Western civilization. While scholars have been relying on different theoretical models to understand the Holocaust, reflection on this unprecedented genocide itself has shifted theoretical discussion in many disciplines. This course looks at the legacies of the Holocaust from a variety of different disciplines by discussing texts, films, and memorials with German students at the University of Potsdam. The exchange takes place at two different levels in the course of the semester: together with their German partners, students discuss readings and work on research projects in the MOO, our online learning environment at Vassar; and in a second phase, Vassar students travel to Berlin and German students to New York to complete on-site research for their projects. Ms. Höhn, Ms. von der Emde, Ms. Zeifman.

By special permission.

One 3-hour period.

### **CLCS 302 - ADAPTATIONS**

1 unit(s)

(Same as ENGL 302 and MEDS 302) If works of art continue each other, as Virginia Woolf suggested, then cultural history accumulates when generations of artists think and talk together across time. What happens when one of those artists switches to another language, another genre, another mode or medium? In the twenty-first century we may reframe Woolf's conversation in terms of intertextuality—art invokes and revises other art—but the questions remain more or less unchanged: What motivates and shapes adaptations? What role does technology play? Audience? What constitutes a faithful adaptation? "Faithful" to what or whom? In this course we consider the biological model, looking briefly at Darwin's ideas about the ways organisms change in order to survive, and then explore analogies across a range of media. We'll begin with Virgil's *Georgics*; move on to *Metamorphoses*, Ovid's free adaptations of classical myths; and follow Orpheus and Eurydice through two thousand years of theater (Euripides, Anouilh, Ruhl, Zimmerman); painting and sculpture (Dürer, Rubens, Poussin, Klee, Rodin); film and television (Pasolini, Cocteau, Camus, Luhrmann); dance (Graham, Balanchine, Bausch); music (Monteverdi, Gluck, Stravinsky, Birtwistle, Glass); narratives and graphic narratives (Pynchon, Delany, Gaiman, Hoban); verse (Rilke, H.D., Auden, Ashbery, Milosz, Heaney, Atwood, Mullen, Strand); and computer games (*Battle of Olympus*, *Shin Megami Tensei*). During the second half of the semester, we investigate other adaptations and their theoretical implications, looking back from time to



time at what we've learned from the protean story of Eurydice and Orpheus and their countless progeny. Ms. Mark.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

### CLCS 384 - TRANSNATIONAL QUEER: GENDERS, SEXUALITIES, IDENTITIES

1 unit(s)

(Same as INTL 384 and WMST 384) What does it mean to be Queer? This seminar examines, critiques, and interrogates queer identities and constructions in France and North America. In what ways do diverse cultures engage with discourses on gender and sexuality? Can or should our understanding of queerness change depending on cultural contexts? Through guest lectures and discussion seminars, the course examines a broad range of queer cultural production, from fiction to cinema and performance. Topics include such diverse issues as queer bodies, national citizenship, sexual politics, legal discourse, and aesthetic representation. All lectures, readings, and discussions are in English. Mr. Swamy.

Prerequisites: Freshman Writing Seminar and one 200-level course.

By special permission.

Not offered in 2015/16.

One 3-hour period.

## Computer Science Department

**Chair:** Marc L. Smith;

**Professor:** Nancy M. Ide, Luke Hunsberger;

**Associate Professors:** Thomas Ellman, Marc L. Smith, Jennifer Walter;

**Assistant Professor:** Jason Waterman.

**Visiting Assistant Professors:** Eric Aaron.

**Advanced Placement:** Students eligible for Advanced Placement may be able to bypass CMPU 101 or CMPU 102 with permission of the department. A bypassed course cannot be counted toward the 13-unit requirement for the Computer Science concentration or the 6-unit requirement for the Computer Science correlate.

**Departmental Honors :** A GPA of 3.5 or higher in the 200-level and 300-level courses within the major, and a GPA of 3.3 or higher overall, and nomination by the Computer Science faculty are required for departmental honors.

**Non-Majors:** Students majoring in the sciences are advised to complete CMPU 101, CMPU 102, and CMPU 145, or to complete a correlate sequence in Computer Science.

**Requirements for concentration:** 13 units, including:

CMPU 101 Computer Science I: Problem-Solving and Abstraction

CMPU 102 Computer Science II: Data Structures and Algorithms

CMPU 145 Foundations of Computer Science

CMPU 203 Computer Science III: Software Design and Implementation

CMPU 224 Computer Organization

CMPU 240 Language Theory and Computation

CMPU 241 Analysis of Algorithms

CMPU 331 Compilers

CMPU 334 Operating Systems

plus one of

CMPU 235 Programming Languages

CMPU 245 Declarative Programming Models

or

CMPU 250 Modeling, Simulation and Analysis

plus one of

CMPU 324 Computer Architecture

CMPU 365 Artificial Intelligence

CMPU 366 Computational Linguistics

CMPU 375 Networks

CMPU 377 Parallel Programming

or

CMPU 378 Graphics

plus one more graded 300-level Computer Science course

and one of

MATH 221 Linear Algebra

MATH 241 Probability Models

MATH 242 Applied Statistical Modeling

or

MATH 261 Introduction to Number Theory

**Additional Information:** No course numbered 200 or higher may be elected NRO and counted toward the requirements for concentration.

CMPU 300-CMPU 301 may not be substituted for 300-level elective courses satisfying the requirements for the major or the correlate.

**Requirements for the Computer Science Correlate Sequence:** CMPU 101, CMPU 102, and CMPU 145; CMPU 240 or CMPU 241, plus at least one additional 200-level Computer Science course and one graded 300-level Computer Science course. Students are advised to consult with the department to determine the courses most appropriate to their interests. No course numbered 200 or higher may be elected NRO and counted toward the requirements for the correlate.

## I. INTRODUCTORY

### CMPU 101 - COMPUTER SCIENCE I: PROBLEM-SOLVING AND ABSTRACTION

Semester Offered: Fall and Spring

1 unit(s)

Introduces the fundamentals of computer science by describing the functional styles of programming, examining basic sequential and recursive algorithms, and studying linear data structures including arrays and linear collection classes such as vectors, stacks, queues, and lists. Discusses elementary programming patterns. Presents techniques for the creation of simple graphical user interfaces. Applies these ideas to sample applications that illustrate the breadth of computer science. A weekly laboratory period provides guided hands-on experience.

Open to all classes.

Two 75-minute periods plus laboratory.

### CMPU 102 - COMPUTER SCIENCE II: DATA STRUCTURES AND ALGORITHMS

Semester Offered: Fall and Spring

1 unit(s)

Continues CMPU 101. Examines object-oriented programming and associated algorithms using more complex data structures as the focus. Discusses nested structures and non-linear structures including hash tables, trees, and graphs. Emphasizes abstraction, encapsulation, inheritance, polymorphism, recursion, and object-oriented design patterns. Applies these ideas to sample applications that illustrate the breadth of computer science. A weekly laboratory period provides guided hands-on experience.

Prerequisite: CMPU 101.

Open to all classes.

Computer Science 102 and CMPU 145 may be taken in either order or concurrently.

Two 75-minute periods plus laboratory.

### CMPU 145 - FOUNDATIONS OF COMPUTER SCIENCE

Semester Offered: Fall and Spring

1 unit(s)

Introduces the theoretical, structural and algorithmic foundations of computer science. Topics include: sets, relations, functions, recursive data structures, recursive functions, induction, structural induction, probability, logic, boolean algebra, and proving program correctness. Concepts are reinforced by regular programming assignments. A weekly laboratory period provides guided hands-on experience.

Prerequisite: CMPU 101.

Open to all classes.

Computer Science 145 and CMPU 102 may be taken in either order or concurrently.

Computer Science 145 and CMPU 203 may be taken in either order or concurrently.

Two 75-minute periods plus laboratory.

## II. INTERMEDIATE

### CMPU 203 - COMPUTER SCIENCE III: SOFTWARE DESIGN AND IMPLEMENTATION

Semester Offered: Fall and Spring

1 unit(s)

Develops techniques for design and implementation of complex software systems. Topics include object-oriented modeling, design patterns, component libraries, 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. Mr. McCarthy.

Prerequisite: CMPU 102.

Computer Science 203 and CMPU 145 may be taken in either order or concurrently.

Two 75-minute periods plus laboratory.

### CMPU 224 - COMPUTER ORGANIZATION

Semester Offered: Fall and Spring

1 unit(s)

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. Jones.

Prerequisite: CMPU 102 and CMPU 145.

Two 75-minute periods plus laboratory.

### CMPU 235 - PROGRAMMING LANGUAGES

Semester Offered: Fall

1 unit(s)

Introduces a systematic approach to understanding the behavior of programming languages. Topics include interpreters; static and dynamic scope; environments; binding and assignment; functions and recursion; continuation passing; parameter-passing and method dispatch; objects, classes, inheritance, and polymorphism; type rules and type checking.

Prerequisites: CMPU 102 and CMPU 145

Two 75-minute periods.

### CMPU 240 - LANGUAGE THEORY AND COMPUTATION

Semester Offered: Fall and Spring

1 unit(s)

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 CMPU 331.

Prerequisites: CMPU 102 and CMPU 145.

Two 75-minute periods.

### CMPU 241 - ANALYSIS OF ALGORITHMS

Semester Offered: Fall and Spring

1 unit(s)

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 lower-bound 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.

Prerequisites: CMPU 102 and CMPU 145.

Two 75-minute periods.

### CMPU 245 - DECLARATIVE PROGRAMMING MODELS

1 unit(s)

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 semantics of declarative

languages, techniques for programming in declarative languages, and the use of mathematical logic as a tool for reasoning about programs.

Prerequisites: CMPU 102 and CMPU 145.

Two 75-minute periods.

### **CMPU 250 - MODELING, SIMULATION AND ANALYSIS**

Semester Offered: Spring

1 unit(s)

Principles of computation in the sciences, driven by current applications in biology, physics, chemistry, natural and social sciences, and computer science. Topics include: Discrete and continuous stochastic models, random number generation, elementary statistics, numerical analysis and algorithms, discrete event simulation, and point and interval parameter estimation. Students pursue projects that involve modeling phenomena in two to three different fields and simulate the model in order to understand mechanisms and/or explore new hypotheses or conditions. Mr. McCarthy.

Prerequisite: CMPU 102, MATH 122 or MATH 125. CMPU 241 and/or MATH 221 recommended but not required.

Two 75-minute periods.

### **CMPU 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

### **CMPU 295 - SPECIAL TOPICS**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Intermediate-level treatment of specialized topics in computer science.

Prerequisite: permission of instructor.

### **CMPU 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisite: permission of the instructor.

## **III. ADVANCED**

Two units of 200-level computer science are prerequisite for entry into 300-level courses; see each course for specific courses required or exceptions.

### **CMPU 300 - SENIOR RESEARCH AND THESIS**

Semester Offered: Fall

0.5 unit(s)

Investigation and critical analysis of a topic in experimental or theoretical computer science. Experimental research may include building or experimentation with a non-trivial hardware or software system. A student electing this course must first gain, by submission of a written research proposal, the support of at least one member of the computer science faculty with whom to work out details of a research strategy. The formal research proposal, a written thesis, and oral presentation of results are required for the course. A second faculty member participates in both the planning of the research and final evaluation.

Prerequisites: Minimum 3.5 GPA in 200- and 300-level Computer Science coursework at the end of the junior year, and permission of the department.

Yearlong course 300-CMPU 301.

### **CMPU 301 - SENIOR RESEARCH AND THESIS**

Semester Offered: Spring

0.5 unit(s)

Continuation of CMPU 300.

Prerequisite: CMPU 300.

Yearlong course CMPU 300-301.

### **CMPU 324 - COMPUTER ARCHITECTURE**

Semester Offered: Spring

1 unit(s)

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. Jones.

Prerequisite: CMPU 224.

Two 75-minute periods.

### **CMPU 325 - MICROCOMPUTERS AND DIGITAL ELECTRONICS**

1 unit(s)

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.

Prerequisite: CMPU 224.

Two 75-minute periods.

### **CMPU 331 - COMPILERS**

Semester Offered: Spring

1 unit(s)

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.

Prerequisites: CMPU 224 and CMPU 240. In addition, CMPU 235 or CMPU 245 is recommended, but not required.

Two 75-minute periods.

### **CMPU 334 - OPERATING SYSTEMS**

Semester Offered: Fall

1 unit(s)

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.

Prerequisites: CMPU 203 and CMPU 224.

Two 75-minute periods.

### **CMPU 353 - BIOINFORMATICS**

Semester Offered: Spring

1 unit(s)

(Same as BIOL 353) DNA is the blueprint of life. Although it's composed of only four nucleotide "letters" (A, C, T, G), the order and arrangement of these letters in a genome gives rise to the diversity of life on earth. Thousands of genomes have been partially sequenced, representing billions of nucleotides. How can we reach this vast expanse of sequence data to find patterns that provide answers to ecological, evolutionary, agricultural, and biomedical questions? Bioinformatics applies high-performance computing to discover patterns in large sequence datasets. In this class students from biology and computer science work together to formulate interesting biological questions and to design algorithms and computational experiments to answer them.

Prerequisites: BIOL 238, BIOL 244, or BIOL 248; CMPU 203; or permission of the instructor.

To register for this course students must satisfy either the biology or computer science prerequisites, but not both.

Two 2-hour periods.

**CMPU 365 - ARTIFICIAL INTELLIGENCE**

Semester Offered: Fall

1 unit(s)

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, and recent advances in planning. Significant programming assignments and a course project complement the material presented in class.

Prerequisite: CMPU 145, CMPU 203, and CMPU 245, or permission of the instructor.

Two 75-minute periods.

**CMPU 366 - COMPUTATIONAL LINGUISTICS**

1 unit(s)

Addresses the fundamental question at the intersection of human languages and computer science: how can computers acquire, comprehend and produce natural languages such as English? Introduces computational methods for modeling human language, including morphology, syntax, semantics and discourse; corpus-based and statistical methods for language analysis; and natural language applications such as information extraction and retrieval, summarization, and machine translation. Students gain experience with sophisticated systems for linguistic analysis and machine learning.

Prerequisite: CMPU 240 recommended, but not required.

Two 75-minute periods.

**CMPU 375 - NETWORKS**

1 unit(s)

Provides an introduction to the design of network-based applications. Topics include Internet protocols, client/server-based paradigms (including peer-to-peer), relational database design, data normalization techniques, SQL, and security. Web-based applications provide an infrastructure and motivation for the intersection of networks and database systems. Programming assignments and projects emphasize key concepts.

Prerequisite: CMPU 203 or permission of the instructor.

Two 75-minute periods.

**CMPU 376 - COMPUTER GAMES: DESIGN, PRODUCTION AND CRITIQUE**

1 unit(s)

(Same as MEDS 376) Investigates all stages of the game development process, including conception, design, physical and digital prototyping, implementation and play-testing, among others. The course emphasizes the integration of formal, dramatic and dynamic game elements to create a specific player experience. The course also examines various criteria and approaches to game critique, including issues of engagement, embodiment, flow, and meaningful play. Course work includes a series of game development projects carried out in groups, along with analysis of published games and readings in critical game-studies literature. No previous experience in media production or computer programming is necessary. Mr. Ellman.

Prerequisite: permission of the instructor.

Two 75-minute periods.

**CMPU 377 - PARALLEL PROGRAMMING**

Semester Offered: Spring

1 unit(s)

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.

Prerequisites: CMPU 203 and CMPU 224.

Two 75-minute periods.

**CMPU 378 - GRAPHICS**

1 unit(s)

A survey of computational and mathematical techniques for modeling and rendering realistic images of three-dimensional scenes. Topics include: event-driven user interfaces; geometric transformations and projections; scene graphs; implicit and parametric surfaces; models of color and light; surface shading and texturing; local and global rendering algorithms; and an introduction to computer animation.

Prerequisites: CMPU 203 and MATH 221.

Two 75-minute periods.

**CMPU 379 - COMPUTER ANIMATION: ART, SCIENCE AND CRITICISM**

1 unit(s)

(Same as ART 379, FILM 379, and MEDS 379) 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 for describing the shape, motion and shading 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.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

Two 2-hour periods.

**CMPU 395 - SPECIAL TOPICS**

Semester Offered: Spring

1 unit(s)

In-depth treatment of specialized topics in Computer Science.

Topic for 2015/16b: *Network Security*. This course offers an introduction to the fundamental issues of network security. We study cryptography, firewalls, network authentication, intrusion detection and prevention, wireless security, web security, and management of network security including security assessment, contingency planning, and network incident response. Students gain hands-on experience with software tools used by security professionals and hackers, and learn to interpret packet contents to detect intrusions and data theft.

Prerequisite: CMPU 203 and CMPU 224.

Two 75-minute periods.

**CMPU 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## Dance Department

**Chair:** John Meehan (fall), Stephen Rooks (spring);

**Professors:** John Meehan<sup>b</sup>, Stephen Rooks<sup>a</sup>;

**Senior Lecturer:** Katherine Wildberger;

**Visiting Assistant Professor:** Miriam Mahdaviyani-Goldstone;

**Adjunct Instructor:** Abby Saxon.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

Dance is an elective, non-major course of study. The following may be taken for a letter grade: DANC 264, DANC 265, DANC 266, DANC 267, DANC 278, DANC 364, DANC 365, DANC 366, DANC 367, DANC 394, DANC 395, DANC 396, DANC 397. The remaining courses are taken for academic credit, but as ungraded.

A majority of the courses offered are in technique. Ballet, jazz and modern, may be taken at the beginning and intermediate levels, and modern at the advanced. There are also courses in DANC 215 - Dance Composition and the Craft of Choreography, DANC 170 - Movement Analysis, DANC 278 - Graham Technique and Repertory, and DANC 155 - Dance Improvisation. DANC 298 - Independent Work and DANC 399 - Senior Independent Work, may be done at the intermediate and advanced level. The performance course, Vassar DANC 364 - Repertory Dance Theatre I, DANC 365 - Repertory Dance Theatre II, DANC 366 - Repertory Dance Theatre III, DANC 367 - Repertory Dance Theatre IV, may be taken with the special permission of the instructor(s) and only after a successful audition in the first week of a semester. The audition date is announced each year upon the students arrival.

Requirements for dance courses vary with the instructor and subject matter, but each technique course demands a skill level of achievement, attendance, and a demonstrable improvement at an acceptable level. Several courses involve written testing and/or research papers. Courses within a single discipline/area of study in dance, e.g., ballet, modern or jazz, may only be taken for credit in ascending numerical order, i.e., one may not register in one level and subsequently receive credit in a lower level. One may, however, with the permission of the instructor, audit classes in an any sequence. Please consult with the teacher of the course for any audit privileges.

### I. INTRODUCTORY

#### DANC 155 - DANCE IMPROVISATION

Semester Offered: Fall

0.5 unit(s)

This is a non-performance oriented approach to discovering one's movement potential and physical and thought patterns through improvisation. Utilizing contact improvisation, music visualization, and personal expression, this course is designed to develop freedom of thought and movement. The improvisation techniques range from aerobic to meditative. Creative games, spatial awareness, and problem solving are investigated in order to discover the innovative language of the body. Disability is not a limitation. Ms. Wildberger.

#### DANC 160 - INTRODUCTION TO BALLET

Semester Offered: Fall and Spring

0.5 unit(s)

Introduction to the fundamentals of the ballet class; includes the basic exercises for the barre and centre. Ms. Mahdaviyani-Goldstone.

#### DANC 165 - UPPER LEVEL BEGINNER BALLET

Semester Offered: Fall and Spring

0.5 unit(s)

This course is for the student who has had some basic training in ballet; includes the entire barre and centre work. Ms. Mahdaviyani-Goldstone.

#### DANC 166 - LOW INTERMEDIATE BALLET I

Semester Offered: Fall and Spring

0.5 unit(s)

This is 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. Mahdaviyani-Goldstone and Mr. Meehan.

Prerequisites: DANC 160 and DANC 165 or equivalent.

#### DANC 167 - LOW INTERMEDIATE BALLET II

Semester Offered: Fall and Spring

0.5 unit(s)

This course is continuation of the development of steps for centre work. Ms. Mahdaviyani-Goldstone and Mr. Meehan.

Prerequisites: DANC 165 and DANC 166 or equivalent.

#### DANC 170 - MOVEMENT ANALYSIS

Semester Offered: Spring

0.5 unit(s)

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.

One 2-hour period.

#### DANC 174 - BEGINNING JAZZ DANCE

Semester Offered: Fall

0.5 unit(s)

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.

#### DANC 175 - ADVANCED BEGINNING JAZZ

Semester Offered: Spring

0.5 unit(s)

Continued work on the fundamentals taught in DANC 174. More demanding combinations are presented. Ms. Saxon.

#### DANC 194 - BEGINNING MODERN DANCE

Semester Offered: Fall and Spring

0.5 unit(s)

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.

#### DANC 195 - ADVANCED BEGINNING MODERN

Semester Offered: Fall and Spring

0.5 unit(s)

This class continues to develop on the movement principles introduced in Beginning Modern Dance. Modern Dance faculty.

**DANC 196 - LOW INTERMEDIATE MODERN**

Semester Offered: Fall

0.5 unit(s)

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: DANC 195 or equivalent.

**II. INTERMEDIATE****DANC 215 - DANCE COMPOSITION AND THE CRAFT OF CHOREOGRAPHY**

0.5 unit(s)

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.

**DANC 264 - INTERMEDIATE BALLET I**

Semester Offered: Fall and Spring

1 unit(s)

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, variations, terminology, theory, men's class or adagio/partnering. Ms.Mahdavian-Goldstone and Mr. Meehan.

Prerequisite: permission of the instructor.

Three 75-minute periods plus an arranged hour.

**DANC 265 - INTERMEDIATE BALLET II**

Semester Offered: Fall and Spring

1 unit(s)

Includes further development of the classical ballet syllabus at the intermediate level. Ms.Mahdavian-Goldstone and Mr. Meehan.

Prerequisite: permission of the instructor.

Three 75-minute periods plus an arranged hour.

**DANC 266 - INTERMEDIATE BALLET III**

Semester Offered: Fall and Spring

1 unit(s)

Includes further development of the classical ballet syllabus at the intermediate level. Ms.Mahdavian-Goldstone and Mr. Meehan.

Prerequisite: permission of the instructor.

Three 75-minute periods plus an arranged hour.

**DANC 267 - INTERMEDIATE BALLET IV**

Semester Offered: Fall and Spring

1 unit(s)

Includes further development of the classical ballet syllabus at the intermediate level. Ms.Mahdavian-Goldstone and Mr. Meehan.

Prerequisite: permission of the instructor.

Three 75-minute periods plus an arranged hour.

**DANC 274 - INTERMEDIATE JAZZ I**

Semester Offered: Fall

0.5 unit(s)

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.

Prerequisites: DANC 174 and DANC 175 or equivalent.

**DANC 275 - INTERMEDIATE JAZZ II**

0.5 unit(s)

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: DANC 274 or equivalent.

**DANC 278 - GRAHAM TECHNIQUE AND REPERTORY**

1 unit(s)

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.

Three 75-minute periods.

**DANC 290 - FIELD WORK**

Semester Offered: Fall and Spring

0.5 or 1 unit(s)

To be elected in consultation with the adviser and field work office.

**DANC 294 - INTERMEDIATE MODERN DANCE I**

Semester Offered: Fall and Spring

0.5 unit(s)

Exercises and phrases continue from DANC 196. Material builds in complexity and technical demand. Modern Dance faculty.

Prerequisite: DANC 196 or equivalent.

**DANC 295 - INTERMEDIATE MODERN DANCE II**

Semester Offered: Fall and Spring

0.5 unit(s)

This class continues to develop on the movement concepts and investigations introduced in Low Intermediate Modern Dance. Modern Dance faculty.

Prerequisite: DANC 294 or equivalent.

**DANC 297 - HISTORY OF THE DANCE**

Semester Offered: Fall and Spring

0.5 unit(s)

Independent reading.

**DANC 298 - INDEPENDENT WORK**

Semester Offered: Fall and Spring

0.5 or 1 unit(s)

Study of a topic in depth at the Intermediate level.

Prerequisite: Permission of the dance faculty sponsor.

**III. ADVANCED****DANC 364 - REPERTORY DANCE THEATRE I**

Semester Offered: Fall and Spring

0.5 unit(s)

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. Meehan and the dance faculty.

Prerequisite: permission of the instructor.

Two 2-hour periods plus arranged rehearsals.

**DANC 365 - REPERTORY DANCE THEATRE II**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Meehan and dance faculty.

Prerequisite: permission of the instructor.

Two 2-hour periods plus arranged rehearsals.

**DANC 366 - REPERTORY DANCE THEATRE III**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Meehan and dance faculty.

Prerequisite: permission of instructor.

Two 2-hour periods plus arranged rehearsals.

**DANC 367 - REPERTORY DANCE THEATRE IV**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Meehan and dance faculty.

Prerequisite: permission of the instructor.

Two 2-hour periods plus arranged rehearsals.

**DANC 394 - ADVANCED MODERN DANCE I**

Semester Offered: Fall and Spring

0.5 unit(s)

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.

Prerequisites: DANC 294 and DANC 295 or equivalent.

**DANC 395 - ADVANCED MODERN DANCE II**

Semester Offered: Fall and Spring

0.5 unit(s)

Modern Dance faculty.

Prerequisite: DANC 294 and DANC 295 or equivalent

**DANC 396 - ADVANCED MODERN DANCE III**

Semester Offered: Fall and Spring

0.5 unit(s)

Modern Dance faculty.

Prerequisite: DANC 294 and DANC 295 or equivalent.

**DANC 397 - ADVANCED MODERN DANCE IV**

Semester Offered: Fall and Spring

0.5 unit(s)

Modern Dance faculty.

Prerequisite: DANC 294 and DANC 295 or equivalent.

**DANC 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall and Spring

0.5 or 1 unit(s)

Study of a topic in depth at the Advanced level.

Prerequisite: Permission of the dance faculty sponsor.

## Drama Department

**Chair:** Denise A. Walen (fall), Gabrielle H. Cody (spring);**Professors:** Gabrielle H. Cody<sup>a</sup>, Christopher Grabowski, Denise A. Walen<sup>b</sup>;**Associate Professor:** Shona Tucker<sup>b</sup>;**Assistant Professor:** Stephen C. Jones;**Senior Lecturer:** Katherine Wildberger;**Lecturer:** Kenisha D. Kelly;**Adjunct Assistant Professor:** Darrell James.<sup>a</sup> On leave 2015/16, first semester<sup>b</sup> On leave 2015/16, second semester**Requirements for concentration:** 10.5 units.

DRAM 102 Introduction to Theater-Making: Theory and Practice

DRAM 103 Introduction to Stagecraft

DRAM 221 Sources of World Drama

DRAM 222 Sources of World Drama

Two additional units in dramatic literature, theater history or performance studies from the following courses:

DRAM 210 Introduction to Playwriting

DRAM 231 History of Fashion for the Stage

DRAM 232 Dramaturgy

DRAM 233 Looking at Dance Theater

DRAM 234 Women in American Musical Theater

DRAM 317 Introduction to Screenwriting

DRAM 324 European and American Drama: Comedy

DRAM 336 Seminar in Performance Studies

DRAM 337 Seminar in Para-theater

DRAM 339 Shakespeare in Production

DRAM 340 Seminar in Performance Studies: Artaud and His Legacy

one of which must be

DRAM 324 European and American Drama: Comedy

DRAM 336 Seminar in Performance Studies

DRAM 337 Seminar in Para-theater

DRAM 339 Shakespeare in Production

or

DRAM 340 Seminar in Performance Studies: Artaud and His Legacy

Two units from the following production courses:

DRAM 203 The Actor's Craft: The Study of Acting

DRAM 204 Theatre Technologies and Stage Lighting

DRAM 205 The Actor's Voice

DRAM 206 Movement for Actors

DRAM 207 Graphic Communications for Theater

DRAM 208 Draping and Pattern-Development for Stage Production

DRAM 209 Introduction to Costume Design for the Stage

DRAM 304 The Art of Acting

DRAM 305 The Director's Art

or

DRAM 390 Senior Project in Drama

Three additional elective units at the 200-level or above in drama, film, or dance.

### I. INTRODUCTORY

**DRAM 102 - INTRODUCTION TO THEATER-MAKING: THEORY AND PRACTICE**

Semester Offered: Fall and Spring

1 unit(s)

An exploration of the strategies theatre artists use to approach the realization of dramatic texts on the stage. Through weekly practical

projects, the class examines the challenges posed by a variety of dramatic genres.

Two 75-minute periods, plus one 75-minute laboratory.

### **DRAM 103 - INTRODUCTION TO STAGECRAFT**

Semester Offered: Fall and Spring

0.5 unit(s)

An introduction to the fundamentals of stagecraft, including the processes of flat and platform construction, scene painting, rigging, and theatrical safety. Mr. O'Connor.

Two 75-minute periods, one 2 hour lab, and 16 hours of crew time are required. Six-week course.

## **II. INTERMEDIATE**

### **DRAM 200 - THE EXPERIMENTAL THEATER**

Semester Offered: Fall and Spring

0.5 unit(s)

This course focuses on putting theory and technique into practice through participation in the performance, design, or technical aspects of department productions in the Experimental Theater of Vassar College. Recent and ongoing productions include: *The Skin of Our Teeth*, *Miss Julie*, *Uncle Vanya*, *Lysistrata*, *Euridyce* by Sarah Ruhl, *The Cripple of Inishmaan*, *Rez Sisters*, *Attempts on Her Life*, *Ghosts*, *The Way of the World*, *A Mouth Full of Birds*, *Hub Crawl* (an original musical), *The Passion Play*, *The Colored Museum*, *The Resistible Rise of Arturo Ui*, *Servant of Two Masters*. The department.

May be repeated up to four times.

Prerequisites: DRAM 102, DRAM 103, and permission of the department.

One 3-hour period, plus rehearsal and crew calls.

### **DRAM 202 - THE ART OF THEATER MAKING**

Semester Offered: Fall or Spring

1 unit(s)

This course is a sequel to DRAM 102. Students explore more deeply the complexities of interpretation and realization of texts on the stage. The source material includes poems, plays, and short stories, and culminates in the conceiving and staging of a non-dramatic text. Ms. Cody.

Prerequisite: DRAM 102 or special permission of the instructors.

One 2-hour period, plus one 2-hour lab.

### **DRAM 203 - THE ACTOR'S CRAFT: THE STUDY OF ACTING**

Semester Offered: Fall and Spring

1 unit(s)

The Actor's Craft is a studio course designed to look at the initial psycho-physical, kin-esthetic process involved in developing the actor's instrument. Because there is no "one way" of approaching acting, which is the definitive line on acting, we "sample" techniques of several theater masters during the course of the semester, i.e., Hagen, Bogart, Michael Chekov. Ms. Tucker.

Prerequisites: DRAM 102, DRAM 103, DRAM 206 and permission of the department.

Two 2-hour periods.

### **DRAM 204 - THEATRE TECHNOLOGIES AND STAGE LIGHTING**

Semester Offered: Fall or Spring

1 unit(s)

This course is an in-depth study of the technology used in the production process as it relates to the history and evolution of lighting, sound, scenic automation, and projection systems. Mr. Jones.

Prerequisites: DRAM 102, DRAM 103, and permission of the instructor.

Two 2-hour periods; additional lab time required.

### **DRAM 205 - THE ACTOR'S VOICE**

Semester Offered: Fall or Spring

1 unit(s)

The Actor's Voice is a practical introduction to the language, tools, and VOICE techniques used by actors. Through the use of diverse voice, breath, and body exercises, text analysis, and monolog work; we explore, develop, and strengthen your analytical skills, confidence, stage presence, general storytelling abilities, and of course... your natural voice. Mr. James.

Prerequisites: DRAM 102, DRAM 206 and permission of the instructor.

One 3-hour period.

### **DRAM 206 - MOVEMENT FOR ACTORS**

Semester Offered: Fall or Spring

1 unit(s)

This course offers a rigorous training in stage movement for actors, which includes elements of yoga, butoh, and movement improvisation. Students learn to understand neutral posture, alignment, and to explore dynamic and expressive qualities of movement, as well as the methods of developing a richly physical development of character. Concepts from the Laban Movement Analysis, experimental theatre, and post-modern dance are used. Ms. Wildberger.

Prerequisites: DRAM 102.

One 3-hour period.

### **DRAM 207 - GRAPHIC COMMUNICATIONS FOR THEATER**

Semester Offered: Fall

1 unit(s)

This course is an in-depth study of drafting techniques and graphic presentation for Scenic and Lighting design. Areas of study include the history and theories of graphic communication in theater. This course covers the use of mechanical and computer based techniques. Mr. Jones.

Prerequisite: permission of the instructor.

One 3-hour period; additional lab time required

### **DRAM 208 - DRAPING AND PATTERN-DEVELOPMENT FOR STAGE PRODUCTION**

Semester Offered: Fall or Spring

1 unit(s)

This course focuses on developing a two-dimensional pattern into a three dimensional form. Students will learn basic pattern-making, draping and sewing skills. Ms. Kelly.

Prerequisites: DRAM 102 and permission of the instructor.

One 3-hour period; additional lab time required.

### **DRAM 209 - INTRODUCTION TO COSTUME DESIGN FOR THE STAGE**

Semester Offered: Fall or Spring

1 unit(s)

This course focuses on the study and practice of visual representation utilizing the principles and elements of design in conjunction with historical and conceptual research in order to build collaboration, design presentation and creative thinking skills. Students will create production design assignments through the use of the mediums practiced throughout this course. Ms. Kelly.

Prerequisite: DRAM 102.

Two 2-hour periods.



**DRAM 210 - INTRODUCTION TO PLAYWRITING**

Semester Offered: Fall and Spring

1 unit(s)

Introduction to playwriting explores the process and possibilities of dramatic writing. Course work includes analysis of several plays over the semester, including work by Friel, Shepard, Kennedy, Murphy, and Chekhov, among others. The bulk of the work, however, is workshopping of student writing. By the end of the semester, students turn in a portfolio that includes a monologue, a short play, and a one-act play, all of which are expected to be revised.

Prerequisite: DRAM 102.

One 3-hour period.

**DRAM 218 - ADVANCED TOPICS IN WORLD MUSIC**

1 unit(s)

(Same as ASIA 218 and MUSI 218)

Prerequisite: MUSI 136, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

**DRAM 221 - SOURCES OF WORLD DRAMA**

Semester Offered: Fall

1 unit(s)

Drama 221/DRAM 222 is a yearlong course that provides an introduction to dramatic literature and performance practice from around the world. In 221 students read an array of dramatic texts from the works of the ancient Greeks to English comedies of the seventeenth century, along with works from Japan, China, and India. The course balances an exploration of dramatic literature and staging with an investigation of the theories that have affected both the literature and practice of theater, such as Aristotle's *The Poetics*, neoclassicism, and Bharata's *The Natyasastra*. The course focuses on a series of critical periods and explores the relationship between the theater and the culture responsible for its creation. Ms. Walen.

Prerequisite: DRAM 102.

Yearlong course 221/DRAM 222.

Two 75-minute periods.

**DRAM 222 - SOURCES OF WORLD DRAMA**

Semester Offered: Spring

1 unit(s)

Drama 222 is the second half of the yearlong DRAM 221/222. This course provides an introduction to dramatic literature and performance practice from around the world. In 222 students read an array of dramatic texts from the eighteenth century through contemporary dramas such as *August: Osage County* and works by Sarah Ruhl and Martin McDonagh, along with works from Africa, the Caribbean, and the Middle East. The course balances an exploration of dramatic literature and staging with an investigation of the theories that have affected both the literature and practice of theater, such as Realism, Epic Theater, Absurdism, and Theater of Cruelty. The course focuses on a series of critical periods and explores the relationship between the theater and the culture responsible for its creation. Ms. Walen.

Prerequisite: DRAM 102 and DRAM 221.

Yearlong course DRAM 221/222.

Two 75-minute periods.

**DRAM 231 - HISTORY OF FASHION FOR THE STAGE**

Semester Offered: Spring

1 unit(s)

This historical survey focuses on the transformation of dress from the ancient world to contemporary fashion. The course investigates how clothing influenced the cultural, economic, and political

developments of Western Europe over time. Ms. Kelly.

Prerequisite: permission of the instructor.

Two 75-minute periods.

**DRAM 232 - DRAMATURGY**

Semester Offered: Fall or Spring

1 unit(s)

This course is designed to introduce students to the art of dramatic structure, and the pleasures and challenges of production dramaturgy. Through serious historical and cultural research into how plays from various periods and genres were originally produced, we consider the dramaturg's role in shaping how they might be realized today. In addition to weekly readings and writing assignments, the seminar will include student-led research projects and presentations, and will culminate with the adaptation of a prose text into a short play. These adaptations will be read in class during our final class meetings. Ms. Cody.

Prerequisite: DRAM 102

One 2-hour period.

**DRAM 233 - LOOKING AT DANCE THEATER**

1 unit(s)

This course examines the roots of Dance Theater in the United States and Europe, and further examines its development and impact on both American Theater and Dance. Dance Theater embraces the worlds of the avant-garde, post modern, and modern expressionist genres and is responsible for the miasmic mixture and pure invention that we see in the 21st century. Through movement and dance we will study economy of action, elements of butoh, dynamics, and physicality to create story and expression. Ms. Wildberger.

Prerequisites: DRAM 102 or DANC 155, and permission of the instructor.

Two 2-hour periods.

**DRAM 234 - WOMEN IN AMERICAN MUSICAL THEATER**

Semester Offered: Spring

1 unit(s)

(Same as WMST 234) This course focuses on the role of female characters in the American Musical Theater. The musical is both a populist and nonconventional form of drama, as such it both reflects contemporary assumptions of gendered behavior and has the potential to challenge conventional notions of normative behavior. Through an examination of librettos, music, and secondary sources covering shows from *Show Boat* to *Spring Awakening* the class will examine the way American Musicals have constructed and represented gendered identities. The class is organized thematically and will also consider issues of race, class, and sexuality as they intersect with issues of gender. Ms. Walen.

Prerequisites: DRAM 221/DRAM 222 or WMST 130.

Two 75-minute periods.

**DRAM 241 - SHAKESPEARE**

1 unit(s)

(Same as ENGL 241) 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.

Yearlong course 241-DRAM 242.

**DRAM 242 - SHAKESPEARE**

Semester Offered: Spring

1 unit(s)

(Same as ENGL 242) 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.

Yearlong course DRAM 241-242.

**DRAM 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 2 unit(s)

To be elected in consultation with the adviser and the Office of Field Work.

**DRAM 297 - READING COURSE**

0.5 unit(s)

**DRAM 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Independent work is the study of a topic in depth of a subject that is not already offered by the Drama Department. This means that credit cannot be given to proposed productions as this opportunity already exists in the Experimental Theatre within the department. Examples of possible independent works are: investigations in advanced technical theatre, dramaturgical research projects, and dialect work. If you are interested in electing to pursue an independent project, please consult the appropriate faculty member within the department.

**III. ADVANCED****DRAM 304 - THE ART OF ACTING**

Semester Offered: Spring

1 unit(s)

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, Viola Spolin, Anne Bogart, and Kristin Linklater. Ms. Tucker.

Prerequisites: DRAM 203, DRAM 205, 1 unit in dance or movement analysis, and permission of the instructor.

Offered alternate years.

Two 2-hour periods and one 4-hour laboratory.

**DRAM 305 - THE DIRECTOR'S ART**

Semester Offered: Fall

1 unit(s)

An exploration of the director's work through the study of different genres of dramatic texts and through various methods of realizing an artistic vision, from auteurship to collaborative communities. Students work on several projects during in-class exercises, and a final project is developed outside of class. Mr. Grabowski

Prerequisites: DRAM 202 or DRAM 203, DRAM 302 or DRAM 304, and permission of the instructor.

One 3-hour period. One 75-minute laboratory.

**DRAM 306 - THE ART OF ACTING: COMEDY**

Semester Offered: Fall or Spring

1 unit(s)

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 Caillet are explored.

Prerequisites: DRAM 203, DRAM 205, one unit in dance or movement analysis, and permission of the instructor.

Two 2-hour periods and one 4-hour laboratory.

**DRAM 307 - THE DIRECTOR AT WORK**

Semester Offered: Fall

1 unit(s)

This course presents the opportunity for advanced students to hone their personal style as stage directors. Students will explore text from Classical Greece, the Elizabethan period, and 20th century realism. While exploring the history and traditions of realizing works from these periods, students will be encouraged to explore strategies for taking their conceptual and philosophical ideas into a dynamic rehearsal and production process suited to their personal vision. Mr. Grabowski.

Prerequisites: DRAM 202 or DRAM 203, DRAM 232, DRAM 302 or DRAM 304, and permission of the instructor.

Two 2-hour periods, plus one 4-hour lab.

**DRAM 309 - ADVANCED DRAPING AND COSTUME DESIGN**

1 unit(s)

This course takes the study and practice of visual representation to a more advanced level. There will be a strong emphasis on collaboration, construction, design presentation and creative thinking. In order to build both design and draping skills simultaneously, students will design as well as construct a variety of projects in this course. Ms. Kelly.

Prerequisites: DRAM 209 and DRAM 208; students must take both in order to take this course.

One 3-hour period; additional lab time required.

**DRAM 317 - INTRODUCTION TO SCREENWRITING**

Semester Offered: Fall

1 unit(s)

(Same as FILM 317) Study of dramatic construction as it applies to film, plus analysis of and practice writing short short screenplays. To be announced.

Prerequisites: DRAM 102 or FILM 210 and permission of the instructor.

Writing sample required two weeks before preregistration.

Open only to juniors and seniors.

One 2-hour period plus outside screenings.

**DRAM 320 - SCENOGRAPHY**

Semester Offered: Spring

1 unit(s)

This is an advanced course in theatrical production design. Through the study of the design theories and script analysis, students will explore the areas of lighting, scenic, and sound design in the story telling process.

Prerequisite: DRAM 102, DRAM 206 and permission of the instructor.

One 3-hour period plus lab time.

**DRAM 323 - CHEKHOV'S SHORT STORIES AND PLAYS**

Semester Offered: Fall

1 unit(s)

(Same as RUSS 323) Close reading of major plays and selected short stories by Anton Chekhov in a seminar format. Focus on the forms and themes of Chekhov's works, as well as their historical contexts in terms of dramaturgy, reception and artistic legacy. Special attention is given to the spectrum of interpretations of Chekhov's works in a transnational context. Accompanied by film screenings. Class discussions are in English but Russian Studies students are required to read part of the texts in the original. Ms. Safarians.

Prerequisites: RUSS 210 or above, or permission of the instructor.

One 3-hour period.

### DRAM 324 - EUROPEAN AND AMERICAN DRAMA: COMEDY

Semester Offered: Fall

1 unit(s)

Samuel Johnson observed that comedy “has been particularly unpropitious to definers,” although Renaissance thinkers confidently identified it. Renaissance theories of comedy determined that the form presented the humorous events that befall ordinary people. Comedies concerned the small misfortunes—without painful consequences—of plebeian characters written in colloquial prose. Modern drama has seen the line between comedy and tragedy diminish almost completely as distinctions between the serious and the ludicrous, pain and its absence, have been obliterated. Ionesco wrote that “comic and tragic are merely two aspects of the same situation, and I have now reached the stage when I find it hard to distinguish one from the other.” *European and American Drama: Comedy* explores the comic vision expressed in dramatic literature from antiquity to the present day. The class also investigates theories of comedy with special emphasis on what makes people laugh. Theoretical work includes writings by Henri Bergson, Sigmund Freud, Susanne Langer, Northrup Frye, Umberto Eco and others. Plays may include work by Aristophanes, Plautus, Machiavelli, Shakespeare, Moliere, Sheridan, Wilde, Chekhov, Shaw, Brecht, Coward, Ionesco, Fo, Mamet, Albee, Frayn, Simon, Ludlum, MacDonal, etc. Ms. Walen.

Prerequisite: DRAM 221/DRAM 222.

One 2-hour period.

### DRAM 336 - SEMINAR IN PERFORMANCE STUDIES

Semester Offered: Fall

1 unit(s)

Selected topics in Western and non-Western performance traditions and literatures. Weekly assignments include performative writing, and performance labs.

Topic for 2014/15b: *The Question of the Animal*. This course focuses on the complicated human-animal relationships at the very root of myth and theater (Greek tragedy originates in the “goat song”) and more generally in cultural performance and popular representation. Both classical and modernist theater are ripe with powerful animal metaphors, the circus is the ubiquitous metaphor for humanity and its discontents, and many brands of Performance Art and Extreme Performance have incorporated animals as sacrificial bodies. In brief, the animal has been — and continues to be — an important and fraught signifier on the stage of our cultural imagination. Why? And what are some of the ethical questions surrounding our appropriation of “nature” and the “natural” for aesthetic purposes? Whose interests does the human/animal binary serve? Why does the animal speak for us, and we for her? Through weekly readings culled from drama, popular culture, the social sciences, and a series of in-class workshops, we interrogate the most basic assumptions of humanist philosophy, and study the use and implications of performance ecologies in which the animal is central. The course culminates in the presentation of short theatrical responses to this material. Ms. Cody.

Prerequisite: permission of the instructor.

One 2-hour period.

### DRAM 337 - SEMINAR IN PARA-THEATER

1 unit(s)

This course explores the theory of performance through an examination of para-theatrical genres and their relation to performance. What is a performance and who constitutes the performance event? Course readings cover street theatre, demonstrations, stand-up comedy, tourism, dance, performance art, terrorism, mediated and virtual performance, and theories of liveness as well as the performativity of race, class, gender, and sexuality. Students participate in fieldwork investigations and empirical exercises. Ms. Walen.

Prerequisites: DRAM 221-DRAM 222 and permission of the instructor.

One 2-hour period.

### DRAM 338 - CONTEMPORARY DRAMA AND THEATER IN THE U.S.

1 unit(s)

The United States has a strong and vibrant history of regional theater production. Across the country theater companies are producing exciting work and reimagining classic plays for new audiences. This course will take a careful look at the regional theater scene in order to understand what plays and production methods have captured the imagination of the country. Together the class will read plays that have been popular at a number of regional theaters and the reviews of those productions. Students will also study individual regional theaters in depth by researching the plays produced over the last five years and the design concepts used in production. (Possible choices include but are not limited to Steppenwolf, The Arena Stage, The Studio Theater, The Goodman, The Guthrie, Milwaukee Repertory, Actors Theater of Louisville, Seattle Repertory, The Mark Taper Forum, La Jolla Playhouse, Oregon Shakespeare Festival, Hartford Stage, the McCarter Theater, Manhattan Theater Club, Playwrights Horizons, American Repertory Theater.) Students will also examine audience demographics and ticket sales, the organizational structure of the theater and its staff, policies for guest artists, the theater’s mission statement, board of directors and financial operations, development practices, community and educational outreach methods, marketing strategy, facilities, resources, and history. Besides a comprehensive knowledge of contemporary theater in the United States, each student will also gain exhaustive knowledge of at least one regional theater. Ms. Walen.

Prerequisite: DRAM 221/DRAM 222.

Enrollment limited to Juniors and Seniors.

One 2-hour period

### DRAM 339 - SHAKESPEARE IN PRODUCTION

Semester Offered: Fall

1 unit(s)

(Same as MRST 339) Students in the course study the physical circumstances of Elizabethan public and private theaters at the beginning of the semester. The remainder of the semester is spent in critical examination of the plays of Shakespeare and several of his contemporaries using original staging practices of the early modern theater. The course emphasizes the conditions under which the plays were written and performed and uses practice as an experiential tool to critically analyze the texts as performance scripts. Ms. Walen.

Enrollment limited to Juniors and Seniors.

One 3-hour period.

### DRAM 340 - SEMINAR IN PERFORMANCE STUDIES: ARTAUD AND HIS LEGACY

1 unit(s)

This course is designed to introduce students to one of the most influential thinkers about the theater through the lens of Performance Studies. We explore Artaud’s essays, poems, plays, films, radio texts, drawings and letters, and the ways in which his radical proposals have helped to form many of the great performance traditions of the late Twentieth and early Twenty-First Centuries. Some of the artists examined as part of Artaud’s legacy are Tadeusz Kantor, Tatsumi Hijikata, John Cage, Robert Kaprow, Augusto Boal, Robert Wilson, Carolee Schneeman, Meredith Monk, Yvonne Rainer, Richard Schechner, Linda Montano, and Ann Hamilton and Suzanne Lacy. Ms. Cody.

Prerequisite: permission of the instructor.

One 2-hour period.

**DRAM 361 - CHINESE AND JAPANESE DRAMA AND THEATRE**

1 unit(s)

(Same as CHJA 361) A study of Chinese and Japanese culture and society through well-known dramatic genres - *zaju*, *chuanqi*, *kunqu*, Beijing Opera, modern Spoken Drama, *noh*, *kyogen*, *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 course in language, literature, culture, drama or Asian Studies, or permission of the instructor.

**DRAM 390 - SENIOR PROJECT IN DRAMA**

Semester Offered: Fall and Spring

1 unit(s)

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. 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 DRAM 209.

Unscheduled.

**DRAM 391 - SENIOR PRODUCTION LABORATORY**

Semester Offered: Fall and Spring

1 unit(s)

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, 1one unit at the 300-level in Drama, and permission of the department.

Enrollment limited to seniors.

May not be taken concurrently with DRAM 390.

Unscheduled.

**DRAM 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

To be elected in consultation with the adviser

**Earth Science and Geography**

**Chair:** Mary Ann Cunningham;

**Professors:** Brian J. Godfrey<sup>a</sup>, Kirsten Menking, Jill S. Schneiderman, Jeffrey R. Walker<sup>a</sup>, Yu Zhou;

**Associate Professors:** Mary Ann Cunningham, Joseph Nevins<sup>b</sup>;

**Adjunct Assistant Professors:** Susan G. Blickstein.

**Earth Science and Society Major Advisers:** Ms. Cunningham, Mr. Godfrey, Ms. Menking, Mr. Nevins, Ms. Schneiderman, Mr. Walker, Ms. Zhou.

**Earth Science Major Advisers:** Ms. Menking, Ms. Schneiderman, Mr. Walker.

**Geography Major Advisers:** Ms. Cunningham, Mr. Godfrey, Mr. Nevins, Ms. Zhou.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

**Early Advising:** Knowledge of earth science is useful in a variety of careers. Therefore, we urge potential majors to consult with a faculty member in earth science as soon as possible to determine a course of study that reflects the interests and aspirations of the student. The earth science program also offers courses at the 100-level designed for students who may not intend to pursue earth science at more advanced levels. These courses are appropriate for students curious about the earth and its life, especially those 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 earth or environmental science should be aware that graduate and professional schools usually require courses beyond the earth science concentration requirements. In general, students should have a year of biology, chemistry, physics and/or calculus, depending on the field of interest. Appropriate courses include BIOL 105 and BIOL 106; CHEM 108/ CHEM 109 or CHEM 125; PHYS 113 and PHYS 114; and MATH 101 and MATH 102 or MATH 121/MATH 122. We urge students to begin coursework in other sciences as soon as possible, since this assists them in successful completion of the earth science major.

**Advisers:** Ms. Menking, Ms. Schneiderman, Mr. Walker.

**Requirements for concentration:** 11 units including ESCI 151, ESCI 201, and ESCI 203, 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, or physics for 200-level work in earth science. Students may not count toward the major more than 2 courses originating in geography and cross-listed with earth science (even numbered courses at the 200 and 300-level). No more than 1 unit of field work may count toward the major. After declaration of the major, no required courses may be elected NRO.

**Senior-Year Requirement:** One graded 300-level course.

**Independent Research:** The earth science program encourages students to engage in ungraded independent research with faculty mentors and offers ungraded courses ESCI 198, ESCI 298, and ESCI 399. The department also offers ESCI 300-ESCI 301, an ungraded research experience for senior majors. Students who complete ESCI 300-ESCI 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:** Many graduate programs in earth science expect that earth science majors will have attended a geology summer field camp for which students can receive field work credit in the department. Students should consult with the chair of earth science about summer field camps. Additional fieldwork options include working with local environmental consulting companies and non-profit agencies. Students should consult an earth science faculty adviser for details.

**Teaching Certification:** Students who wish to obtain secondary school teaching certification in earth science should consult both the earth science and education departments for appropriate course requirements.

**Early Advising:** Knowledge of earth science is useful in a variety of careers. Therefore, we urge potential majors to consult with a faculty member in earth science as soon as possible to determine a course of study that reflects the interests and aspirations of the student. The earth science program also offers courses at the 100-level designed for students who may not intend to pursue earth science at more advanced levels. These courses are appropriate for students curious about the earth and its life, especially those 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 earth or environmental science should be aware that graduate and professional schools usually require courses beyond the earth science concentration requirements. In general, students should have a year of biology, chemistry, physics and/or calculus, depending on the field of interest. Appropriate courses include BIOL 105 and BIOL 106; CHEM 108/CHEM 109 or CHEM 125; PHYS 113 and PHYS 114; and MATH 101 and MATH 102 or MATH 121/MATH 122. We urge students to begin coursework in other sciences as soon as possible, since this assists them in successful completion of the earth science major.

**Correlate Sequence in Earth Science:** The Department of Earth Science and Geography offers a correlate sequence in earth science. The correlate sequence complements the curricula of students majoring in other departmental, interdepartmental, and multidisciplinary programs. Students interested in a correlate sequence in earth science should consult with one of the earth science faculty members. The requirements for the correlate sequence in earth science are five courses in the department including ESCI 151, ESCI 203, 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

### ESCI 100 - EARTH RESOURCE CHALLENGES

1 unit(s)

(Same as ESSC 100, ENST 100, and GEOG 100) This course combines the insights of the natural and social sciences to address a topic of societal concern. Geographers bring spatial analysis of human environmental change, while Earth scientists contribute their knowledge of the diverse natural processes shaping the Earth's surface. Together, these distinctive yet complementary fields contribute to comprehensive understandings of the physical limitations and potentials, uses and misuses of the Earth's natural resources. Each year the topic of the course changes to focus on selected resource problems facing societies and environments around the world. When this course is team-taught by faculty from Earth Science and Geography, it serves as an introduction to both disciplines.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

### ESCI 101 - GEOHAZARDS

0.5 unit(s)

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.

Not offered in 2015/16.

Two 75-minute periods during the first six weeks of the semester.

### ESCI 107 - FIELD GEOLOGY OF THE HUDSON VALLEY

Semester Offered: Spring

0.5 unit(s)

Experience 1.5 billion years of Hudson Valley geologic history from some of the classic vantage points in the region. Field trips to high points such as Breakneck Ridge, Brace Mountain, Bonticou Crag, and Overlook Mountain are supplemented by lectures and readings on the geologic history and the history of geologic studies in the valley. Mr. Walker.

Six-week course. Two 75-minute periods and one 4-hour laboratory.

### ESCI 109 - HOT TOPICS IN EARTH SCIENCE AND THE MEDIA

1 unit(s)

From fracking to mountaintop removal, BP's Gulf of Mexico oil spill, invasive species and their impacts on native ecology, and global warming, geology and related ecologic processes have been major topics in the news lately. This course examines the science behind different natural processes and phenomena (e.g. How do coal beds form? What makes a particular stratigraphic level potentially valuable for hydraulic fracturing? What do we know about responding to oil spills? What does the paleontological record tell us about species invasions?) and also examines media portrayals of these hot-topic issues. Students gain a deeper understanding of the scientific community's knowledge on these issues and develop the ability to assess whether or not media coverage is fair and accurate. We also discuss how science itself is portrayed in the media and the importance of accurate and accessible scientific communication.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

### ESCI 111 - SCIENCE AND JUSTICE IN THE ANTHROPOCENE

Semester Offered: Fall

1 unit(s)

(Same as GEOG 111 and STS 111) Geoscientists have proposed a new designation in the geologic time scale for our current time period, "the Anthropocene." The designation reflects the fact that human beings are acting as geological agents, transforming the Earth on a global scale. In this freshman seminar course we explore the possibilities of reconfiguring the actions of humans in the Anthropocene so as to lead to a flowering of a new Era once called 'the Ecozoic' by cultural historian Thomas Berry. Ms. Schneiderman.

Open to freshmen only; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### ESCI 121 - OCEANOGRAPHY

1 unit(s)

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.

Not be offered in 2015/16.

Three 50-minute periods; a one-day weekend field trip is required.

**ESCI 135 - VOLCANOES AND CIVILIZATION**

1 unit(s)

Few natural phenomena are more spectacular than a volcanic eruption. Volcanoes have been an important part of human culture throughout history whether in legends or in actual events. Through accounts of volcanic events, such as Plato's account of the legend of Atlantis, recent scientific analysis of the eruption of Vesuvius and the destruction of Pompeii, or news media coverage of current eruptions, this course studies the role volcanoes have played in society as it traces the historical development of volcanological study using sources such as classical literature, nineteenth century treatises in natural science, modern scientific journals, and the popular media. Mr. Walker.

Open to freshmen only: satisfies college requirement for a Freshman Course. An optional field trip to an active volcano is possible.

Not offered in 2015/16.

Two 75-minute periods.

**ESCI 151 - EARTH, ENVIRONMENT, AND HUMANITY**

Semester Offered: Fall and Spring

1 unit(s)

(Same as GEOG 151) Catastrophic events such as hurricanes and tsunamis and the specter of global climate change affirm the centrality of Earth Science in a well-rounded liberal arts education. This course explores three intertwined questions: 1) How do Earth's different systems (lithosphere, hydrosphere, atmosphere, biosphere) function and interact to create the environment we live in? 2) What are the causes of, and how can we protect ourselves from, geologic hazards such as earthquakes, flooding, and landslides? 3) How are human activities modifying the environment through changes to the composition of the atmosphere, biogeochemical cycles, and soil erosion, among other factors? While serving as an introduction to the Earth Science major, this course emphasizes those aspects of the science that everyone should know to make informed decisions such as where and where not to buy a house, whether to support the construction of an underground nuclear waste repository, and how to live more lightly upon the Earth. The department.

Several lab exercises take place in the field.

Satisfies the college requirement for quantitative reasoning.

Two 75-minute periods; one 4-hour laboratory/field period.

**ESCI 198 - SPECIAL PROJECTS IN EARTH SCIENCE**

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

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****ESCI 201 - EARTH MATERIALS: MINERALS AND ROCKS**

1 unit(s)

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 holistic 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.

Prerequisite: ESCI 151 or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory/field period.

**ESCI 203 - EARTH HISTORY**

Semester Offered: Spring

1 unit(s)

In this course we study the methods and principles employed in deciphering the geologic history of Earth and the development of life on the planet. We emphasize the geologic evolution of the North American continent and the main features of the fossil record. Students learn to recognize the patterns of both biologic and tectonic evolution of Earth through time, from the Archean to the present. Woven throughout the course is consideration of the history of geologic thought through examination of the ideas of James Hutton, Charles Lyell, Charles Darwin, and Alfred Wegener. Ms. Schneiderman.

Prerequisite: ESCI 151.

Two 75-minute periods; one 4-hour laboratory.

**ESCI 211 - SEDIMENTS, STRATA, AND THE ENVIRONMENT**

1 unit(s)

The stratigraphic record provides the most comprehensive record of Earth history available. This course explores fundamental concepts of stratigraphy, sedimentation, and paleontology with a focus on reconstructing paleoenvironments and paleoecology. The chemical and physical processes leading to weathering, erosion, transport, deposition, and lithification of sediments are considered, as is fossil identification. The course revolves around detailed field interpretation of local Paleozoic and Holocene sediments to reconstruct Hudson Valley paleoenvironments. Ms. Schneiderman.

Prerequisite: ESCI 151 or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory/field session. An overnight weekend field trip may be required.

**ESCI 220 - CARTOGRAPHY: MAKING MAPS WITH GIS**

Semester Offered: Fall

1 unit(s)

(Same as GEOG 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: one 100-level Geography or Earth Science course, or permission of the instructor.

Satisfies the college requirement for quantitative reasoning.

Two 75-minute periods; one 2-hour laboratory.

**ESCI 221 - SOILS AND SUSTAINABLE ECOSYSTEMS**

Semester Offered: Spring

1 unit(s)

(Same as GEOG 221) Soils form an important interface between the lithosphere, hydrosphere, atmosphere, and biosphere. As such, they are critical to understanding the functioning of ecosystems. This course studies soil formation, and the physical and chemical properties of soils critical to the understanding of natural and constructed ecosystems. Field trips and laboratory work focus on the description and interpretation of local soils. Mr. Walker.

Prerequisite: one introductory course in Biology, Chemistry, Earth Science; or ENST 124.

Two 75-minute periods; one 4-hour laboratory/field period.

**ESCI 224 - GIS: SPATIAL ANALYSIS**

Semester Offered: Spring

1 unit(s)

(Same as GEOG 224) 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 spatial analysis (calculating patterns and relationships), rather than map design for data visualization. We explore a variety of techniques for answering questions with spatial data, including overlay, map algebra (math using multiple input layers), hydrologic modeling, surface interpolation, and site selection. Issues of data collection through remote sensing and sampling are addressed. GIS involves a more rapid introduction to the software than Cartography does; it is useful to take both Cartography and GIS (preferably in that order) to gain a more complete understanding of spatial data analysis and manipulation. Mr. Curri.

Satisfies the college requirement for quantitative reasoning.

Two 75-minute periods; one 2-hour laboratory.

**ESCI 231 - GEOMORPHOLOGY: SURFACE PROCESSES AND EVOLUTION OF LANDFORMS**

1 unit(s)

(Same as GEOG 231) Quantitative study of the physical, chemical, and biological processes that create Earth's many landforms. Topics include weathering and erosion, landsliding and debris flows, sediment transport by rivers and glaciers, the role of climate in landscape modification, and the use of landforms to document earthquake hazards. Lab exercises emphasize fundamental skills in geomorphologic analysis such as mapping, surveying, interpretation of aerial photography, and use of Geographic Information Systems software. Ms. Menking.

Prerequisite: ESCI 151 or permission of the instructor.

Satisfies college requirement for quantitative reasoning.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory/field period. An overnight weekend field trip may be required.

**ESCI 235 - WATER**

1 unit(s)

(Same as GEOG 235) Sixty to seventy percent of Dutchess County residents depend on groundwater supplies to meet their daily needs. Industrial pollution and road salt have contaminated many of these supplies, spawning legal actions and requiring costly remediation. Ensuring adequate and safe groundwater supplies for humans and ecosystems requires extensive knowledge of the hydrologic cycle and of how contaminants may be introduced into water resources. We explore how rainfall and snowmelt infiltrate into soils and bedrock to become part of the groundwater system, learn what factors govern subsurface flow, and discuss the concept of well-head protection, which seeks to protect groundwater recharge areas from contamination. Using Vassar's teaching well at the field station we perform a number of experiments to assess aquifer properties, water chemistry, and presence of microbial contaminants. Comfort with basic algebra and trigonometry is expected. Ms. Menking.

Prerequisite: ESCI 151, ENST 124, or permission of the instructor.

Satisfies the college requirement for quantitative reasoning.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory/field period.

**ESCI 251 - GLOBAL GEOPHYSICS AND TECTONICS**

1 unit(s)

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.

Prerequisite: ESCI 151 or ESCI 121.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory.

**ESCI 260 - CONSERVATION OF NATURAL RESOURCES**

Semester Offered: Fall

1 unit(s)

(Same as GEOG 260) Natural resources are perennially at the center of debates on sustainability, planning, land development, and environmental policy. The ways we conceptualize resources can be as important to understanding these issues as their actual distributions are. This course provides a geographic perspective on natural resource conservation, using local examples to provide deeper experience with resource debates. We focus particularly on forest resources: biodiversity, forest health, timber resources, forest policy, and the ways people have struggled to make a living in forested ecosystems. We discuss these issues on a global scale (such as tropical timber piracy and forest conversion), and we explore them locally in the Adirondacks of New York. This course requires that students spend October Break on a group study trip in the Adirondacks. Students must be willing to spend long, cold days outside, including some strenuous physical activity (unless special permission is arranged with the instructor). Ms. Cunningham.

Students wishing to register under Earth Science must have had at least one previous earth science course.

Two 75-minute periods.

**ESCI 269 - THE GEOPHYSICS OF SLAVERY AND FREEDOM**

1 unit(s)

Working with local community groups, this project-based field course examines the history of African Americans in Dutchess County by uncovering forgotten graveyards from the 18th and 19th centuries. We use geophysical surveying of graveyards with social history to give students hands-on experience in original research, data analysis, and public presentation. During the course of the semester, the class uses both field geophysics and historical archives to map lost gravesites and to understand the historical and social context of these communities. Students gain fieldwork experience at the gravesite using high-tech tools including an electrical resistivity meter, a cesium vapor magnetometer, and a ground penetrating radar, in concert with visiting local archives to analyze primary documents including census records, deeds, newspapers and journals as well as church records. By the end of the semester, the quantitative and qualitative data is synthesized for a community presentation and final report. A new site is chosen for each class—field locations may include pre-Columbian or historical archaeological sites such as forgotten slave-era burial grounds and potter's fields. Students from across the curriculum are welcome.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 5-hour field period and one 75-minute classroom period.

**ESCI 271 - STRUCTURAL GEOLOGY: DEFORMATION OF THE EARTH**

Semester Offered: Fall

1 unit(s)

Structural geology explores the deformation of Earth's crust caused by the movement of its tectonic plates and the resulting structures that are produced at scales ranging from the microscopic to the mountainous.

It underpins the oil and gas industry and mining because fossil fuels and precious metals are commonly associated with folds and faults. It is also important in earthquake and landslide hazard prediction. Lab exercises emphasize the fundamentals of geologic mapping, how to use geometric principles to predict what lies in the subsurface from surface observations, and how rocks behave under varying conditions of stress. Many exercises occur in the field. Ms. Menking.

Prerequisite: ESCI 151 or permission of the instructor.

Satisfies the college requirement for quantitative reasoning.

Two 75-minute periods; one 4-hour laboratory/field period. An overnight weekend field trip may be required.

### ESCI 275 - PALEONTOLOGY AND THE FOSSIL RECORD

1 unit(s)

(Same as BIOL 275) Paleontology isn't just a "dead science"- by studying processes that have occurred in the past, we can deepen our understanding of the current biota inhabiting the Earth. Conversely, by studying the modern distribution of organisms and the environmental, taphonomic, and ecological processes that impact their distribution and preservation, we can enhance our understanding of the processes that have controlled the formation and distribution of fossils through time. In this course, we explore the methodology used to interpret the fossil record, including preservational biases and how we account for them when studying fossil taxa. We also explore large-scale ecological changes and evolutionary processes and discuss how they manifest across geologic time, and how these relate to Earth's changing fauna. We additionally learn about how paleontology has developed as a field in the context of different historical and social perspectives. Lab exercises focus on applying paleontological methods to a variety of different fossil and recent samples.

Not offered in 2015/16.

Two 75-minute periods and one 4-hour laboratory period.

### ESCI 277 - BIOGEOCHEMISTRY

1 unit(s)

As the name implies, biogeochemistry focuses on the living world (bio), the geology of the earth (geo) and the interaction of biology and geology on the chemistry of our planet. This course focuses on the biological influences on important geochemical transformations, and how biological systems, underlain by different geologies, affect measurable chemical attributes important to life. The course also covers human influences on biogeochemical cycles. Impacts addressed include the effects of atmospheric deposition (pollution), changes in land use history and how climate change influences biogeochemistry. Ms. Christenson.

Not offered in 2015/16.

Two 75-minute periods, and one 4-hour laboratory.

### ESCI 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

### ESCI 297 - READINGS IN EARTH SCIENCE

0.5 unit(s)

*Contemplating Time.* Deep time, the concept of geologic time recognized by Persian polymath Avicenna (Ibn Sina) and Chinese naturalist Shen Kuo in the 11th century and developed further by James Hutton during the 18th century Scottish Enlightenment, has been called the single greatest contribution of geology to science. The concept provides a critical link between earth science and environmental change. Using reading and reflection, the aim of this course is to help students develop a feeling for the enormity of Earth's duration in relation to human life spans. Students contemplate the nature of time from geoscientific, religious, and literary perspectives. Reading works by Loren C. Eiseley, Mircea Eliade, Malcolm Gladwell, Stephen Jay Gould, Abraham Joshua Heschel, Shunryu Suzuki, and Elie Wiesel,

among others, we consider subjects such as the two great metaphors of time, arrows and cycles, in relation to natural and anthropogenic environmental change. The class meets weekly for contemplative practice and is suitable for students at any level. Ms. Schneiderman.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

### ESCI 298 - INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

Prerequisite: permission of the instructor.

## III. ADVANCED

### ESCI 300 - SENIOR RESEARCH AND THESIS

Semester Offered: Fall

0.5 unit(s)

Critical analysis, usually through observation or experimentation, of a specific research problem in earth science. A student electing this course must first gain, by submission of a written research proposal, the support of a member of the earth science 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.

Prerequisite: permission of the instructor.

Yearlong course 300-ESCI 301.

### ESCI 301 - SENIOR RESEARCH AND THESIS

Semester Offered: Spring

0.5 unit(s)

Critical analysis, usually through observation or experimentation, of a specific research problem in earth science. A student electing this course must first gain, by submission of a written research proposal, the support of a member of the earth science 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.

Prerequisite: permission of the instructor.

Yearlong course ESCI 300-301.

### ESCI 321 - ENVIRONMENTAL GEOLOGY

1 unit(s)

This course explores the fundamental geochemical processes that affect 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. The department.

Prerequisite: ESCI 201, or CHEM 108/CHEM 109.

Not offered in 2015/16.

One 4-hour period/laboratory/field session.

### ESCI 323 - HISTORY OF GEOLOGICAL THOUGHT: 1690-1980

1 unit(s)

(Same as STS 323) In this course we examine the historical context and scientific ideas put forth by natural philosophers and scientists including Thomas Burnet, Nicolas Steno, James Hutton, Charles Lyell, Charles Darwin, Alfred Wegener, Marie Tharp, Bruce Heezen, Stephen Jay Gould, Niles Eldredge, James Lovelock and Walter Alvarez. Topics of study include geologic time, continental drift and



plate tectonics, evolution and punctuated equilibrium, Gaia, and bolide impacts. Ms. Schneiderman.

Prerequisite: Must be a science or Science, Technology, and Society major at the junior or senior level, or by permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### ESCI 335 - PALEOCLIMATOLOGY: EARTH'S HISTORY OF CLIMATE CHANGE

1 unit(s)

(Same as ENST 335) In recent decades, record high temperatures and extreme weather events have led scientists and policy makers to grapple with the fact that human activities are affecting the climate system. At the same time, scientists have come to realize that climate is capable of dramatic shifts in the absence of human intervention. The science of paleoclimatology seeks to understand the extent and causes of natural climatic variability in order to establish the baseline on top of which anthropogenic changes are occurring. In this course we examine the structure and properties of the oceans and atmosphere and how the general circulation of these systems redistributes heat throughout the globe; study how cycles in Earth's orbital parameters, plate tectonics, changes in ocean circulation, and the evolution of plants have affected climate; and explore the different lines of evidence used to reconstruct climate history. Weekly laboratory projects introduce students to paleoclimatic methods and to records of climatic change from the Paleozoic through the Little Ice Age. Ms. Menking.

Prerequisite: 200-level work in Earth Science or permission of the instructor.

Not offered in 2015/16.

One 4-hour classroom/laboratory/field period.

### ESCI 341 - OIL

1 unit(s)

(Same as GEOG 341 and ENST 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 kerosene 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.

Prerequisite: one 200-level Earth Science course or permission of the instructor.

Not offered in 2015/16.

One 4-hour classroom/laboratory/field period.

### ESCI 351 - VOLCANOLOGY

1 unit(s)

Volcanoes are an important window into the workings of the earth's interior. They are also spectacular landscape features: serene in repose, and often violent in eruption. This course addresses the physical aspects of volcanoes, including such topics as the generation of magmas, styles of eruptions, products of eruptions, tectonic controls on the formation of volcanoes, and methods for predicting eruptions and mitigating the hazards associated with volcanic activity. An optional field trip to an active volcano is possible. Mr. Walker.

Prerequisite: ESCI 201.

Not offered in 2015/16.

One 4-hour period.

### ESCI 361 - MODELING THE EARTH

Semester Offered: Spring

1 unit(s)

(Same as ENST 361) Computer models are powerful tools in the Earth and Environmental Sciences for generating and testing hypotheses about how the Earth system functions and for allowing simulation of processes in places inaccessible to humans (e.g., Earth's deep interior), too slow to permit observation (e.g., erosion driven uplift of mountain ranges), or too large to facilitate construction of physical models (e.g., Earth's climate system). Taking readings from the scientific literature, we create and then perform experiments with simple computer models, using the STELLA iconographic box-modeling software package. Topics include the global phosphorus cycle, Earth's radiative balance with the sun and resulting temperature, the flow of ice in glaciers, and the role of life in moderating Earth's climate. Toward the end of the semester, students apply the skills they have acquired to a modeling project of their own devising. Ms. Menking.

Prerequisite: one 200-level course in the natural sciences.

Satisfies the college requirement for quantitative reasoning.

One 4-hour classroom/laboratory period.

### ESCI 379 - CONSERVATION PALEOBIOLOGY

1 unit(s)

Humans currently and pervasively impact many (if not all) of Earth's ecosystems. Two major challenges in modern conservation efforts are our lack of a well-defined baseline for pre-disturbance ecological conditions and an incomplete understanding of the natural range of variability for different systems. This discussion based course explores how paleontological data in both terrestrial and marine environments (e.g., varved lake deposits, rodent middens, marine fossil deposits, and archaeological material) can be used to help set restoration targets and inform conservation practices by filling in these knowledge gaps. We also gain experience interpreting geohistorical data, and discuss several specific case studies where the geologic record has been utilized to inform conservation planning. By the end of the course, students are aware of the range of different types of information that can be gathered from the geohistorical record (such as burn regimes and climate records, as well as inferences about paleo-diets and changing environmental conditions), the unique contributions of this record to increasing understanding of current conservation issues, and the impacts that humans have on ecosystems. Students additionally complete a semester term paper on how geohistorical records could be applied to mitigate a conservation problem, and present their findings and suggestions to the class.

Not offered in 2015/16.

One 3-hour period.

### ESCI 385 - STABLE ISOTOPES IN THE EARTH AND ENVIRONMENTAL SCIENCES

1 unit(s)

Stable isotopes are fundamental tools used in the Earth and Environmental Sciences to investigate past climates, track animal migration routes, unravel food webs, and study the origins of life on Earth, among other applications. This course highlights the uses of stable isotopes in ecological, climatic, environmental, and geological studies and also discusses the limitations and scientific abuses of these tools. Students learn the fundamentals of stable isotope biogeochemistry, including the differences between stable and radiogenic isotopes and the processes that fractionate (separate) common stable isotopes among different biogeochemical reservoirs. Readings derive from the primary literature and are adjusted to cover topics of interest to students. Potential topics include, but are not limited to, biogeochemical cycling, uplift of mountain ranges, paleodiets of fossil organisms, and climate change.

Prerequisite: One 100-level earth science or chemistry course.

Not offered in 2015/16.

One 4-hour period.

**ESCI 387 - RISK AND GEOHAZARDS**

1 unit(s)

(Same as ENST 387 and GEOG 387) The world is becoming an increasingly risky place. Every year, natural hazards affect more and more people, and these people are incurring increasingly expensive losses. This course explores the nature of risk associated with geophysical phenomena. Are there more hazardous events now than there have been in the past? Are these events somehow more energetic? Or is it that increasing populations with increasingly disparate incomes are being exposed to these hazards? What physical, economic, political and social tools can be employed to reduce geophysical risk? We draw on examples from recent disasters, both rapid onset (earthquakes, tsunamis, cyclones), and slow onset (climate change, famine) to examine the complex and interlinked vulnerabilities of the coupled human-environment system.

Prerequisite: ESCI 121 or ESCI 151.

Not offered in 2015/16.

One 4-hour period.

**ESCI 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

Prerequisite: permission of the instructor.

**Earth Science and Society****Faculty:** See Earth Science and Geography Department

The challenges presented by climate change, resource conflicts, and natural disasters point to the importance of studying the intersection of earth processes and human societies. The interdisciplinary Earth Science and Society major draws on the two allied disciplines housed in the department of Earth Science and Geography. From Earth Science, students gain an understanding of natural processes that impact the distribution and use of resources such as water, fossil fuels, and soil, as well as natural hazards such as climate change, tsunamis and earthquakes. From Geography, students learn about the spatial distribution of physical and human phenomena and how human societies have been shaped by and also have changed the natural world.

Students follow a focused series of Earth Science and Geography courses, normally within one of two general themes (below); students may propose course substitutions in consultation with their adviser or the chairs of the department.

**1) Physical geography theme:** This theme focuses on understanding patterns and processes in the natural environment that shape landscapes, with emphasis on climate, soils, water, landforms, and natural hazards.

ESSC 100	Earth Resource Challenges
GEOG 102	Global Geography: People, Places, and Regions
GEOG 220	Cartography: Making Maps with GIS
GEOG 224	GIS: Spatial Analysis
GEOG 230	Geographic Research Methods
GEOG 258	Sustainable Landscapes: Bridging Place and Environment in Poughkeepsie
GEOG 260	Conservation of Natural Resources
GEOG 340	Advanced Urban and Regional Studies
GEOG 356	Environment and Land Use Planning
ESCI 121	Oceanography
ESCI 151	Earth, Environment, and Humanity
ESCI 201	Earth Materials: Minerals and Rocks
ESCI 203	Earth History
ESCI 211	Sediments, Strata, and the Environment
ESCI 221	Soils and Sustainable Ecosystems
ESCI 231	Geomorphology: Surface Processes and Evolution of Landforms
ESCI 251	Global Geophysics and Tectonics
ESCI 321	Environmental Geology
ESCI 335	Paleoclimatology: Earth's History of Climate Change
ESCI 361	Modeling the Earth

**2) Land and resource analysis theme:** This theme focuses on the uneven distribution of resources, such as agricultural soils, water, or energy; implications for human societies, and various approaches to achieve sustainable development.

ESSC 100	Earth Resource Challenges
GEOG 102	Global Geography: People, Places, and Regions
GEOG 220	Cartography: Making Maps with GIS
GEOG 224	GIS: Spatial Analysis
GEOG 230	Geographic Research Methods
GEOG 238	Environmental China: Nature, Culture, and Development
GEOG 242	Brazil: Society, Culture, and Environment in Portuguese America
GEOG 250	Urban Geography: Space, Place, Environment
GEOG 252	Cities of the Global South: Urbanization and Social Change in the Developing World
GEOG 258	Sustainable Landscapes: Bridging Place and Environment in Poughkeepsie
GEOG 260	Conservation of Natural Resources
GEOG 266	Population, Environment, and Sustainable Development

GEOG 304	Senior Seminar: Issues in Geographic Theory and Method
GEOG 340	Advanced Urban and Regional Studies
GEOG 356	Environment and Land Use Planning
GEOG 384	Community GIS
ESCI 111	Science and Justice in the Anthropocene
ESCI 151	Earth, Environment, and Humanity
ESCI 201	Earth Materials: Minerals and Rocks
ESCI 203	Earth History
ESCI 211	Sediments, Strata, and the Environment
ESCI 221	Soils and Sustainable Ecosystems
ESCI 231	Geomorphology: Surface Processes and Evolution of Landforms
ESCI 269	The Geophysics of Slavery and Freedom
ESCI 321	Environmental Geology
ESCI 341	Oil
ESCI 361	Modeling the Earth

**Requirements for concentration:** 12 units to include the following: (1) Three departmental survey courses that provide a firm grasp of the earth system, its people, and history (GEOG 102 - Global Geography: People, Places, and Regions or ESSC 100 - Earth Resource Challenges; ESCI 151 - Earth, Environment, and Humanity; ESCI 203 - Earth History); (2) a methods course selected from among GEOG 220 - Cartography: Making Maps with GIS; GEOG 224 - GIS: Spatial Analysis; GEOG 230 - Geographic Research Methods; (3) a sequence of three courses in Earth Science 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) GEOG 304, or another senior seminar, or an optional interdisciplinary senior thesis (ESSC 300-ESSC 301); (6) and another 200- or 300-level course in Geography or Earth Science. Specific courses will be chosen in consultation with the student's adviser and/or the chairs of the department.

**Senior-Year Requirements:** GEOG 304, or another senior seminar, or an optional interdisciplinary senior thesis (ESSC 300-ESSC 301). Majors must write a senior thesis to be considered for departmental honors.

**Field Work:** The department sponsors field work in geography and earth science 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.

## I. INTRODUCTORY

### ESSC 100 - EARTH RESOURCE CHALLENGES

1 unit(s)

(Same as ESCI 100, ENST 100, and GEOG 100) This course combines the insights of the natural and social sciences to address a topic of societal concern. Geographers bring spatial analysis of human environmental change, while Earth scientists contribute their knowledge of the diverse natural processes shaping the Earth's surface. Together, these distinctive yet complementary fields contribute to comprehensive understandings of the physical limitations and potentials, uses and misuses of the Earth's natural resources. Each year the topic of the course changes to focus on selected resource problems facing societies and environments around the world. When this course is team-taught by faculty from Earth Science and Geography, it serves as an introduction to both disciplines.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

## II. INTERMEDIATE

### ESSC 290 - FIELD WORK

0.5 to 1 unit(s)

### ESSC 298 - INDEPENDENT WORK

0.5 to 1 unit(s)

## III. ADVANCED

### ESSC 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

An original study, integrating perspectives of geography and earth science. The formal research proposal is first developed in GEOG 304, the senior seminar, and then is presented to a faculty member in either geography or earth science, who serves as the principal adviser. A second faculty member from the other respective discipline participates in the final evaluation.

Yearlong course 300-ESSC 301.

### ESSC 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

An original study, integrating perspectives of geography and earth science. The formal research proposal is first developed in GEOG 304, the senior seminar, and then is presented to a faculty member in either geography or earth science, who serves as the principal adviser. A second faculty member from the other respective discipline participates in the final evaluation.

Yearlong course ESSC 300-301.

### ESSC 331 - GENDER, RESOURCES AND JUSTICE

1 unit(s)

(Same as WMST 331) This multidisciplinary course acquaints students with the debates and theoretical approaches involved in understanding resource issues from a gender and justice perspective. It is intended for those in the social and natural sciences who, while familiar with their own disciplinary approaches to resource issues, are not familiar with gendered perspectives on resource issues and the activism that surrounds them. It is also appropriate for students of gender studies unfamiliar with feminist scholarship in this area. Increasing concern for the development of more sustainable production systems has led to consideration of the ways in which gender, race, and class influence human-earth interactions. The course examines conceptual issues related to gender studies, earth systems, and land-use policies. It interrogates the complex intersections of activists, agencies and institutions in the global arena through a focus on contested power relations. The readings, videos and other materials used in the class are drawn from both the South and the North to familiarize students with the similarities and differences in gendered relationships to the earth, access to resources, and resource justice activism. Ms. Schneiderman.

Not offered in 2015/16.

One 2-hour period.

### ESSC 370 - FEMINIST PERSPECTIVES ON ENVIRONMENTALISM

1 unit(s)

(Same as ENST 370 and WMST 370) In this seminar we explore some basic concepts and approaches within feminist environmental analysis paying particular attention to feminist theory and its relevance to environmental issues. We examine a range of feminist research and analysis in 'environmental studies' that is connected by the recognition that gender subordination and environmental destruction are related phenomena. That is, they are the linked outcomes of forms of

interactions with nature that are shaped by hierarchy and dominance, and they have global relevance. The course helps students discover the expansive contributions of feminist analysis and action to environmental research and advocacy; it provides the chance for students to apply the contributions of a feminist perspective to their own specific environmental interests. Ms. Schneiderman.

Prerequisite: permission of the instructor; WMST 130 recommended.

Not offered in 2015/16.

One 2-hour period.

### ESSC 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## Economics Department

**Chair:** Paul Ruud;

**Professors:** Catharine Hill (and President), Geoffrey A. Jehle<sup>b</sup>, Paul Johnson, David A. Kennett, Paul Ruud;

**Associate Professors:** Benjamin Ho<sup>a</sup>, Sarah Pearlman, Robert Rebelein;

**Assistant Professors:** Sukanya Basu<sup>b</sup>, Dustin Frye, Ergys Islamaj, Gisella Kagy, Nelson Sá, Evsen Turkay Pillai<sup>ab</sup>;

**Adjunct Professor:** Paul Bennett;

**Adjunct Instructor:** Frederick Van Tassell.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

**Advisers:** The department.

**Requirements for concentration:** At least 11 units of graded economics credit that include ECON 102; ECON 200, ECON 201, and ECON 209; and at least three units at the 300-level (excluding ECON 120 and ECON 184). Students may not elect the NRO in any economics course after they have declared their major in Economics. At least 6 units must be taken at Vassar including 2 at the 300-level. Students also must complete at least 1 unit of college level calculus such as MATH 101, MATH 121, or equivalent. Students are strongly encouraged to complete this requirement early in their college careers. Please note that calculus is a prerequisite for ECON 201.

It is strongly recommended that all students intending to spend their junior year abroad take ECON 200, ECON 201, and ECON 209 by the end of their sophomore year.

**Correlate Sequence in Economics:** The economics department offers correlate sequences which designate coherent groups of courses intended to complement the curricula of students majoring in other departmental, interdepartmental, and multidisciplinary programs. Three areas of concentration are currently available for students pursuing a correlate sequence in economics:

International Economics coordinated by Mr. Kennett.

Public Policy coordinated by Mr. Rebelein.

Quantitative Economics coordinated by Mr. Ruud.

Courses within each area should be chosen in consultation with the coordinator of that sequence.

**Requirements for a Correlate Sequence:** Students pursuing a correlate sequence in economics are required to complete a minimum of six units in economics, including either ECON 100 and ECON 101, or ECON 102; either ECON 200 or ECON 201; and at least one at the 300-level. At least four units must be taken at Vassar and a maximum of two may be taken using the NRO. Additional requirements for each of the options are detailed in Correlate Sequences in Economics, available in the department office and on the department website.

## I. INTRODUCTORY

### ECON 102 - INTRODUCTION TO ECONOMICS

Semester Offered: Fall and Spring

1 unit(s)

This course replaces the 2-semester sequence of ECON 100 and ECON 101 which is no longer offered. Economic forces shape our society and profoundly influence our daily lives. This course introduces students to economic concepts and to how economists think about the world. We explore both basic microeconomics - decision making by individuals and firms - and basic macroeconomics - issues related to coordinating individual activities across an entire economy. Topics will include demand and supply, market structures, GDP, the business cycle, and monetary and fiscal policies. The department.

### ECON 120 - PRINCIPLES OF ACCOUNTING

Semester Offered: Fall

1 unit(s)

Accounting theory and practice, including preparation and interpretation of financial statements. Mr. Van Tassell.

Not open to Freshmen.

### **ECON 184 - INCOME INEQUALITY IN THE US**

Semester Offered: Fall

1 unit(s)

Students will read a variety of non-technical analyses that attempt to explain the increase in the gap between the highest and lowest income households in the United States, noticeable since the 1980s.

The course will examine various aspects of the phenomenon: income differentials based on such factors as education and returns to education, wage differentials between skilled and unskilled workers, assortive mating and its effect on the distribution of household (family) incomes, taking into account the increase in women's labor force participation. The difference in returns to capital assets vs. labor force participation will be addressed. We will also look at effects of public policy, such as changes in the progressivity of the income tax, the minimum wage, and subsidies to low-income households. An additional topic will be: alternative measures of well-being, including access to quality schooling, health care and access to the justice system. Ms. Johnson-Lans.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

## **II. INTERMEDIATE**

Courses numbered 200 and above are not open to freshmen in their first semester.

### **ECON 200 - MACROECONOMIC THEORY**

Semester Offered: Fall and Spring

1 unit(s)

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, economic growth, exchange rates, and trade and budget deficits are considered. These theories provide the basis for discussion of current economic policy controversies. The department.

Prerequisites: ECON 100 and ECON 101, or ECON 102.

NRO for Seniors Only.

### **ECON 201 - MICROECONOMIC THEORY**

Semester Offered: Fall and Spring

1 unit(s)

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: ECON 101 or ECON 102, and one semester of college-level calculus.

NRO for Seniors Only.

### **ECON 209 - PROBABILITY AND STATISTICS**

Semester Offered: Fall and Spring

1 unit(s)

Probability and Statistics introduces basic probability theory, 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. The department.

Prerequisite: ECON 100 or ECON 101 or ECON 102; and one semester of college-level calculus..

NRO for Seniors Only.

### **ECON 210 - ECONOMETRICS**

Semester Offered: Fall and Spring

1 unit(s)

Econometrics 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. Mr. Johnson, Ms. Pearlman.

Prerequisite: ECON 209 or an equivalent statistics course.

Recommended: ECON 100, ECON 101 or ECON 102.

### **ECON 215 - THE SCIENCE OF STRATEGY**

Semester Offered: Fall

1 unit(s)

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 games, and develop skills in the fine art of solving them. Applications are stressed, and these are drawn from many branches of economics, as well as from a variety of other fields. Mr. Jehle.

Prerequisite: ECON 100 or ECON 101 or ECON 102.

### **ECON 218 - URBAN AND REGIONAL ECONOMICS**

Semester Offered: Fall

1 unit(s)

(Same as URBS 218) An exploration of the nature and development of urban areas that begins with an examination of the theory of why cities grow and how individuals and firms choose their locations before covering patterns of land use, suburbanization, transportation, education, crime, and housing and their influence the growth of cities. Mr. Frye.

Two 75-minute periods.

### **ECON 220 - THE POLITICAL ECONOMY OF HEALTH CARE**

1 unit(s)

(Same as STS 220) Topics include the markets for physicians and nurses, hospital services, pharmaceuticals, and health insurance, both public and private; effects of changes in medical technology; and global health problems. A comparative study of several other countries' health care systems and reforms to the U.S. system focuses on problems of financing and providing access to health care in a climate of increasing demand and rising costs.

Prerequisite: ECON 101 or ECON 102. Students who have not taken ECON 101 but have strong quantitative backgrounds may enroll with the instructor's permission.

Not offered in 2015/16.

**ECON 225 - FINANCIAL MARKETS AND INVESTMENTS**

Semester Offered: Spring

1 unit(s)

Financial Markets and Investments 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. Ms. Pearlman.

Prerequisite: ECON 100 and ECON 101, or ECON 102. Students with strong quantitative backgrounds can enroll with instructor permission.

Recommended: ECON 201 and ECON 209.

**ECON 238 - LAW AND ECONOMICS**

Semester Offered: Spring

1 unit(s)

Law and Economics 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. Ms. Turkey-Pillai.

Prerequisite: ECON 101 or ECON 102, and one semester of college-level calculus.

**ECON 240 - U.S. ECONOMIC ISSUES**

Semester Offered: Fall

1 unit(s)

The U.S. economy has dominated the world economy for the last 60 years. With only five percent of the world's population, it consumes roughly 25 percent of the world's resources and produces approximately 25 percent of the world's output. However, U.S. policy makers face substantial challenges in the years to come. The course surveys the causes and possible solutions for numerous issues including increasing international competition for jobs and resources, an aging population, persistent trade and government budget deficits, and rapid growth in entitlement programs. Other topics will be studied based on student interests and as time permits. This course utilizes readings, writing assignments and classroom discussion rather than quantitative problem sets. Mr. Rebelein.

Prerequisite: ECON 100 or ECON 102.

Not open to students who have completed ECON 342.

**ECON 248 - INTERNATIONAL TRADE AND THE WORLD FINANCIAL SYSTEM**

Semester Offered: Spring

1 unit(s)

A policy-oriented introduction to basic models of trade adjustment, exchange rate determination and macroeconomics adjustment. 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. Kennett.

Prerequisites: ECON 100 and ECON 101, or ECON 102.

Not open to students who have completed ECON 345 or ECON 346.

**ECON 261 - POLITICAL ECONOMY**

Semester Offered: Spring

1 unit(s)

Political Economy focuses on political strategy, public policy and the private sector and addresses the political, legal and social constraints on economic decision making. While economics typically focuses on strategic interactions in market contexts, e.g., customers, competitors, suppliers, workers—many strategic interactions occur outside of the marketplace. This course uses real world cases to examine strategies in non-market environments. Topics may include: activism, NGOs, the media, lobbying, the US political system, environmental and other regulation, anti-trust, intellectual property, international political economy, IGOs, trade policy, ethics, and corporate social responsibility. Mr. Ho.

Prerequisite: ECON 101 or ECON 102.

**ECON 267 - ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

Semester Offered: Fall

1 unit(s)

(Same as STS 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. Mr. Ruud.

Prerequisite: ECON 101 or ECON 102, or permission of the instructor.

Recommended: ECON 209 recommended.

**ECON 273 - DEVELOPMENT ECONOMICS**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 273) 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. Ms. Jones.

Prerequisites: ECON 100 and ECON 101, or ECON 102.

**ECON 275 - MONEY AND BANKING**

Semester Offered: Fall

1 unit(s)

Money and Banking covers the structure of financial institutions, their role in the provision of money and credit, and the overall importance of these institutions in the economy. The course includes discussion of

money, interest rates, financial market structure, bank operations and regulation, and the structure of the banking sector. The course also covers central banks, monetary policy, and international exchange as it relates to monetary policy and the banking sector. The ultimate goal is to provide a deeper understanding of the structure of financial markets, the reasons why it is optimal for these markets to be well functioning, and the key barriers to this optimal outcome. Mr. Johnson.

Prerequisites: ECON 100 and ECON 101, or ECON 102.

### **ECON 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 unit(s)

Individual or group field projects or internships. The department.

Prerequisite: a course in the department. Permission required.

Corequisite: a course in the department. Permission required.

May be elected during the academic year or during the summer.

Unscheduled.

### **ECON 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## **III. ADVANCED**

### **ECON 300 - SENIOR THESIS PREPARATION**

Semester Offered: Fall

0.5 unit(s)

Independent work with a faculty advisor and includes preparing a detailed proposal for a senior thesis paper and researching and writing two introductory chapters. These typically consist of a literature review and a full description of any theoretical model and/or econometric project (including data) that forms the core of the proposed thesis. Students should approach a proposed advisor at the beginning of the semester (or, if possible during the Spring semester of the Junior year or summer preceding the Senior year) to gain permission to undertake this course of study. Students may continue with ECON 301 upon completion of Economics 300, conditional on approval of the advisor and the department. The department.

Open to senior majors by special permission of the advisor.

### **ECON 301 - SENIOR THESIS**

Semester Offered: Spring

1 unit(s)

The follow-up to ECON 300 leading to the completion of the senior thesis. Students are expected to submit the finished paper by spring vacation. They are asked to give a half hour oral presentation of their thesis to the department at the end of the semester. The department.

Open to senior majors who have successfully completed ECON 300.

### **ECON 303 - ADVANCED TOPICS IN MICROECONOMICS**

Semester Offered: Fall

1 unit(s)

This course introduces students to modern theoretical methods in microeconomics and their application to advanced topics not typically addressed in ECON 201. Topics vary from year to year, but typically include: modern approaches to consumer theory, welfare analysis, general equilibrium, and the theory of auctions. Mr. Jehle.

Prerequisites: ECON 201 and MATH 220 or equivalent, or permission of the instructor.

Recommended: Two 75-minute periods.

### **ECON 304 - ADVANCED TOPICS IN MACROECONOMICS**

Semester Offered: Fall

1 unit(s)

This course examines recent theoretical and applied work in macroeconomics, with a special focus on the analytical foundations of modern growth theory. The requisite dynamic optimization methods are developed during the course (this involves the regular use of partial differentiation techniques). Topics include the relationship of education, demographics, institutions and industrial organization with economic growth. Mr. Sá.

Prerequisite: ECON 200, ECON 201, and MATH 220 or equivalent, or permission of the instructor.

One 3-hour period.

### **ECON 310 - ADVANCED TOPICS IN ECONOMETRICS**

1 unit(s)

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. Ruud.

Prerequisites: ECON 210 and MATH 220 and MATH 221 or equivalent, or permission of the instructor.

Recommended:

### **ECON 320 - LABOR ECONOMICS**

Semester Offered: Spring

1 unit(s)

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. Comparative labor markets in the U.S., the U.K., and other E.U. countries and public policy with respect to such things as minimum wages, fringe benefits, unemployment insurance, and welfare reform are also addressed.

Prerequisites: ECON 201 and ECON 209.

### **ECON 333 - BEHAVIORAL ECONOMICS**

Semester Offered: Spring

1 unit(s)

A survey of the empirical and experimental evidence that 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 economic rationality. Mr. Ho.

Prerequisite: ECON 201 and ECON 209.

### **ECON 342 - PUBLIC FINANCE**

Semester Offered: Spring

1 unit(s)

Public Finance considers the effects that government expenditure, taxation, and regulation have on people and the economy. Attention is given to how government policy can correct 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, environmental policy, health care, voting, and social security. Mr. Rebelein.

Prerequisite: ECON 201.

Two 75-minute periods.

**ECON 345 - INTERNATIONAL TRADE THEORY AND POLICY**

Semester Offered: Spring

1 unit(s)

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: ECON 201.

**ECON 346 - INTERNATIONAL FINANCE**

Semester Offered: Spring

1 unit(s)

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. Islamaj.

Prerequisite: ECON 200 and college-level calculus, or permission of the instructor.

One 3-hour period.

**ECON 355 - INDUSTRIAL ORGANIZATION**

Semester Offered: Fall

1 unit(s)

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.

Prerequisites: ECON 201 and ECON 209.

**ECON 367 - COMPARATIVE ECONOMICS**

Semester Offered: Spring

1 unit(s)

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.

Prerequisite: at least two units of Economics at or above the 200-level.

**ECON 374 - THE ORIGINS OF THE GLOBAL ECONOMY**

1 unit(s)

(Same as ASIA 374) This course examines the long-run evolution of the global economy. For centuries the world has experienced a dramatic rise in international trade, migration, foreign capital flows and technology, culminating in what is today called "the global economy."

How did it happen? Why did it happen to Europe first? In this course, we examine the process of economic development in pre-modern Europe and Asia, the economic determinants of state formation and market integration, the causes and consequences of West European overseas expansion, and the emergence and nature of today's global economy.

Prerequisites: ECON 200 and ECON 209.

Not offered in 2015/16.

**ECON 384 - THE ECONOMICS OF HIGHER EDUCATION**

Semester Offered: Spring

1 unit(s)

This seminar explores the economics of colleges and universities, with a particular focus on contemporary policy issues. Course materials apply economic theory and empirical analysis to selected policy issues, including tuition and financial aid, the individual and societal returns of higher education, and academic labor markets. The course also introduces students to the financial structure and management of colleges, including funding sources, budget processes, and policies and issues regarding the finance of higher education. Ms. Hill.

Prerequisites: ECON 201 and ECON 209.

**ECON 386 - THE ECONOMICS OF IMMIGRATION**

Semester Offered: Spring

1 unit(s)

This course examines the theoretical and empirical models that economists have developed to study the economic impact of immigration. The course describes the history of immigration policy in the United States and analyzes the various economic issues that dominate the current debate over immigration policy. These issues include the changing contribution of immigrants to the country's skill endowment; the rate of economic assimilation experienced by immigrants; the impact of immigrants on the employment opportunities of other workers in the US; the impact of immigrant networks on immigrants and the source and magnitude of the economic benefits generated by immigration. The course also studies the social and civic dimensions of immigration - how it relates to education, marriage, segregation etc. We compare various cohorts of immigrants who entered the US at different time periods. We also compare generations residing in the US, more specifically immigrants and their children. Ms. Basu.

Prerequisites: ECON 201 and ECON 209.

Recommended:

**ECON 387 - TOPICS IN FINANCIAL ECONOMICS**

Semester Offered: Fall

1 unit(s)

A theoretical and applied treatment of fixed income and equity pricing and trading, foreign exchange markets, derivatives markets, and mortgage markets. Mr. Bennett.

Prerequisites: ECON 201, ECON 209, and ECON 225.

One 3-hour period.

**ECON 388 - LATIN AMERICAN ECONOMIC DEVELOPMENT**

Semester Offered: Fall

1 unit(s)

(Same as LALS 388) This course examines why many Latin American countries started with levels of development similar to those of the U.S. and Canada but were not able to keep up. The course begins with discussions of various ways of thinking about and measuring economic development and examines the record of Latin American countries on various measures, including volatile growth rates, high income and wealth inequality, and high crime rates. We then turn to an analysis of the colonial and post-Independence period to examine



the roots of the weak institutional development than could explain a low growth trajectory. Next, we examine the post WWII period, exploring the import substitution of 1970s, the debt crises of the 1980s, and the structural adjustment of the 1990s. Finally, we look at events in the past decade, comparing and contrasting the experience of different countries with respect to growth, poverty and inequality. Ms. Pearlman.

Prerequisites: ECON 100 or ECON 102.

Two 75-minute periods.

### ECON 389 - APPLIED FINANCIAL MODELING

1 unit(s)

Applications of economic theory and econometrics to the analysis of financial data. Topics include the efficient markets hypothesis, capital asset pricing model, consumption based models, term structure of interest rates, arbitrage pricing theory, exchange rates, volatility, generalized method of moments, time-series econometrics. Mr. Johnson.

Prerequisites: ECON 201, ECON 210 and ECON 225, MATH 126 and MATH 127 or equivalent; or permission of the instructor.

Recommended: MATH 220, MATH 221 recommended.

Not offered in 2015/16.

### ECON 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## Education Department

**Chair:** Erin McCloskey;

**Professors:** Christopher Bjork<sup>b</sup>, Christopher Roellke (and Dean of the College);

**Associate Professor:** Colette Cann, Maria Hantzopoulos, Erin McCloskey;

**Visiting Assistant Professors:** Tracey Holland, Christine Malsbary;

**Adjunct Instructors:** Norene D. Collier, Katherine White, Michael Yarmosky.

<sup>b</sup> On leave 2015/16, second semester

The major in Educational Studies challenges students to think deeply and critically about the ways in which schools socialize as well as educate citizens. It provides ongoing opportunities for conceptual integration across disciplines and domains of theory, policy, and practice. This interdisciplinary approach encourages students to study the impact of political, historical, cultural, economic, and social forces on education. Requirements for the proposed major in Educational Studies press students to develop a solid foundation in learning theory, the social foundations of education, as well as a global perspective on education. All majors take one of the foundational courses offered by the department. Following this, each student works closely with a department faculty member to develop a course plan that meets the requirements for the major and fits the student's interests. Individuals who complete a major in educational studies are prepared to integrate and apply knowledge to guide personal action and development, regardless of their ultimate career trajectory. The major is an excellent option for students who are interested in issues related to education-but who are not planning to earn a teaching credential at Vassar. Students who earn a teaching credential at Vassar are required to major in another discipline-and will not be eligible for the Educational Studies major.

**Requirements for concentration:** To major in educational studies, students must complete 9.5 units:

**One educational foundations course designed to introduce students to critical debates about the nature and purposes of U.S. education**

EDUC 162 Education and Opportunity in the United States

or

EDUC 235 Issues in Contemporary Education

**One course from Cluster 1: Pedagogy and Learning**

EDUC 237 Early Childhood Education: Theory and Practice

EDUC 250 Introduction to Special Education

EDUC 280 Foreign Language Learning and Teaching: Theory and Practice

EDUC 350 The Teaching of Reading: Curriculum Development in Childhood Education

EDUC 361 Seminar: Mathematics and Science in the Elementary Curriculum

EDUC 373 Adolescent Literacy

EDUC 392 Multidisciplinary Methods in Adolescent Education

**One course from Cluster 2: Domestic Issues in Education**

EDUC 255 Race, Representation, and Resistance in U.S. Schools

EDUC 263 The Adolescent in American Society

EDUC 269 Constructing School Kids and Street Kids

EDUC 288 The Politics of Language in Schools and Society

EDUC 367 Urban Education Reform

EDUC 385 American Higher Education: Policy and Practice

EDUC 388 Schooling in America: Preparing Citizens or Producing Workers

**One course from Cluster 3:** Global Perspectives on Education

- EDUC 275 International and Comparative Education  
 EDUC 278 Education for Peace, Justice and Human Rights  
 EDUC 353 Pedagogies of Difference: Critical Approaches to Education  
 EDUC 284 Children's Rights

**Two additional electives**

These can be additional courses from one of the three clusters listed above, courses completed through a study abroad program, or courses listed in other departments and programs (see approved course list).

**One course designed to develop students' skills in conducting research:**

- EDUC 336 Childhood Development: Observation and Research Application  
 AFRS 299 Research Methods  
 ANTH 245 The Ethnographer's Craft  
 ANTH 250 Language, Culture, and Society  
 ANTH 255 Language, Gender, and Media  
 PSYC 209 Research Methods in Social Psychology  
 PSYC 239 Research Methods in Developmental Psychology  
 PSYC 259 Research Methods in Personality and Individual Differences  
 SOCI 254 Research Methods

**Senior Seminar:**

- EDUC 384 Advanced Seminar

**Senior Capstone:**

- EDUC 302 Senior Thesis/Project

**Field Work:**

- EDUC 290 Field Work

**Additional Requirements:** At least two courses at the 300-level must be completed before a student begins the senior seminar and the senior capstone course. After declaration of the major, all courses taken toward the major must be graded, unless a course is offered only on a pass-fail basis (some of the credits earned through the Vassar programs in Costa Rica and Ireland are ungraded).

**Correlate Sequence in Educational Studies:** The correlate is designed to provide students with an interest in education an opportunity to provide intellectual depth and coherence to their studies in this area. Under the supervision of a member of the Department, students undertaking the correlate will design a sequence of courses that address a central topic or theme related to education. Completing these courses should challenge students to think deeply and critically about the manner in which schools socialize as well as educate citizens, and how the interests of certain stakeholders are privileged or neglected. Students are encouraged to examine educational issues from multiple theoretical and disciplinary perspectives. Expanding upon their own educational histories, they will examine the relationship between theory and practice through study, observation, and reflection.

**Requirements for the Correlate:** The Educational Studies correlate is offered to both students who plan to teach and those who are interested in pursuing other pathways related to education. For this reason, the correlate is organized into two distinct streams: 1) Human Development and Learning; 2) Educational Policy and Practice. All students must complete 6 units, although the sequence of courses they follow will be tailored to fit their interests. In collaboration with a member of the department, students must complete a one page proposal that explains their reasons for pursuing the correlate, the issue or topic that will unify their studies, and a list of the courses to be taken. Application deadline for Education correlate is December 1st of senior year.

**SPECIAL PROGRAMS**

**Clifden, Ireland:** Internship in Irish Primary and Secondary Schools. Vassar College, in cooperation with University College, Galway, and the schools of Clifden, offers a one-semester internship in Irish schools. Students interested in teacher certification, the theoretical study of education, or the study of cross-cultural education are assigned as interns in primary and secondary schools in Clifden. They are expected also to take a "half-tutorial" of study at University College, Galway, in an area such as history, English, psychology, history of art, physical science, geography, or another subject taught in the university. Those interested in applying should consult with their adviser and the Department of Education before submitting a formal application to the Office of International Programs.

**Cloud Forest School, Costa Rica:** A one-semester internship program that immerses students passionate about education in the Cloud Forest School, an independent K-12 bilingual school located in Monteverde, Costa Rica. Vassar students observe experienced teachers in the classroom, design and implement lessons, study Spanish, and carry out an independent research project. The school promotes child centered, progressive forms of curriculum and instruction that reflect the educational approaches we encourage our students to take here at Vassar College. Spanish language instruction is provided for Vassar students through the University of New Mexico. Those interested in applying should consult with their adviser and the Department of Education before submitting a formal application to the Office of International Programs.

**Urban (NYC) Education Semester:** Vassar College, in cooperation with Venture/Bank Street, offers a one-semester program in urban education. Participants are assigned as interns in New York City public schools. In addition to the two-unit internship, students also take three 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.

**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 through fifth grade classrooms are invited to spend a morning at the Farm in exploration and discovery. Those interested in participating should contact Ms. Capozzoli, director of the program.

**Vassar College Urban Education Initiative:** The Vassar College Urban Education Initiative (VCUEI) VCUEI offers many opportunities for Vassar students to get involved with students of many ages in local public schools through a variety of activities. Students can participate in most programs for credit through the Field Work Office or, if qualified, as a job through the Community Service Work Study Office.

**Teacher Preparation Programs:** The teacher preparation programs in the Department of Education reflect the philosophy that schools can be sites of social change where students are given the opportunity to reach their maximum potential as individuals and community members. Vassar students who are preparing to teach work 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. In addition to a degree in an academic discipline, they may also earn initial New York State certification at the childhood and adolescent levels. The certification is reciprocal in most 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 childhood or adolescent certification consult with the department during the first semester of the freshman year.

The Department also offers a variety of courses and the option of earning a correlate in Educational Studies to students interested

in education related issues, but not necessarily planning to teach. 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.

**Transfer Students:** Transfer students who wish to be certified for childhood or adolescent 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.

## CERTIFICATION

### Adolescent Education Certification

Programs leading to the New York State Initial Adolescent Education Certificate (grades 7-12) are offered in the fields of English, foreign languages (Spanish, French, German, Russian, Chinese), mathematics, biology, chemistry, earth science, physics, and social studies. Students with a major in the areas of anthropology, economics, geography, history, political science, urban studies, American studies, and sociology are eligible for social studies certification. New York State certifies students upon the recommendation of the teacher certification officer. Such recommendation depends on academic excellence, specified competencies in professional course work, field experiences, and demonstrated fitness for teaching. In addition, students must pass qualifying examinations set by New York State. The program of study must include the following: PSYC 105; EDUC 162 or EDUC 235, EDUC 250, EDUC 263, EDUC 290, EDUC 301, EDUC 360, EDUC 372, EDUC 373, EDUC 392, plus one additional course in adolescent literacy determined in consultation with the department.

In addition to fulfilling requirements for their major, students may need to complete additional coursework in the subject area in which they plan to teach. These requirements 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.

**Recommended Sequence of Courses for Adolescent Education Certification:** 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.

#### Freshman year:

EDUC 162 Education and Opportunity in the United States

or

EDUC 235 Issues in Contemporary Education  
PSYC 105 Introduction to Psychology: A Survey

#### Sophomore year:

EDUC 250 Introduction to Special Education  
EDUC 263 The Adolescent in American Society  
EDUC 290 Field Work

#### Junior year:

EDUC 290 Field Work  
EDUC 373 Adolescent Literacy  
EDUC 392 Multidisciplinary Methods in Adolescent Education

#### Senior year:

EDUC 301 Senior Portfolio: Adolescent Education  
EDUC 360 Workshop in Curriculum Development  
EDUC 372 Student Teaching

### Childhood Education Certification

A program leading to the New York State Initial Childhood Education Certificate (grades 1-6) is offered. New York State certifies students for the initial certificate upon recommendation of the teacher certification officer. Such recommendation depends on academic excellence, specified competencies in professional course work, field experiences, and demonstrated fitness for teaching. In addition, students must pass qualifying examinations set by New York State.

#### Requirements:

The program of study must include the following requirements:

PSYC 105 Introduction to Psychology: A Survey  
PSYC 231 Principles of Development  
EDUC 162 Education and Opportunity in the United States  
or  
EDUC 235 Issues in Contemporary Education  
EDUC 250 Introduction to Special Education  
PSYC 290 Field Work  
EDUC 350 The Teaching of Reading: Curriculum Development in Childhood Education

and

EDUC 351 The Teaching of Reading: Curriculum Development in Childhood Education

EDUC 360 Workshop in Curriculum Development

EDUC 361 Seminar: Mathematics and Science in the Elementary Curriculum

PSYC 362 Seminar in Clinical Psychology and Psychopathology

#### Recommended Sequence of Courses for Childhood Education Certification:

All student teaching candidates must retain an overall GPA of 3.0 and a GPA of 3.2 in the courses leading to certification listed above. 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.

#### Freshman year:

PSYC 105 Introduction to Psychology: A Survey  
EDUC 162 Education and Opportunity in the United States

or

EDUC 235 Issues in Contemporary Education  
EDUC 290 Field Work

#### Sophomore year:

PSYC 231 Principles of Development  
EDUC 350 The Teaching of Reading: Curriculum Development in Childhood Education

and

EDUC 351 The Teaching of Reading: Curriculum Development in Childhood Education

#### Junior year:

EDUC 250 Introduction to Special Education  
EDUC 361 Seminar: Mathematics and Science in the Elementary Curriculum

#### Senior year:

EDUC 300 Senior Portfolio: Childhood Education  
EDUC 360 Workshop in Curriculum Development  
EDUC 362 Student Teaching Practicum: Childhood Education

## FELLOWSHIP

### Graduate Fellowship in Education

The Graduate Fellowship in Education Program makes it possible for selected students who have graduated from Vassar to complete a teacher certification program. Candidates should have completed all of the certification requirements, except for EDUC 300/EDUC 301, EDUC 360 and student teaching. In return for this opportunity, the Graduate Fellows will work with the Department in a variety of activities: attendance at various state education meetings, meeting with prospective students interested in education to discuss both the profession and the education program at Vassar, and promoting the teaching profession in the community. Applications for this program are due during the first week of December.

## APPROVED COURSES

Courses offered by other departments and programs that might be taken as one of the additional electives for the educational studies major:

### Cluster 1:

- ANTH 250 Language, Culture, and Society (1)  
 PSYC 201 Principles of Social Psychology (1)  
 PSYC 221 Learning and Behavior (1)  
 PSYC 231 Principles of Development (1)  
 PSYC 237 Early Childhood Education: Theory and Practice (1)

### Cluster 2:

- AFRS 206 Social Change in the Black and Latino Communities (1)  
 AFRS 235 The Civil Rights Movement in the United States (1)  
 ECON 384 The Economics of Higher Education (1)  
 HIST 261 Women in 20th Century America (1)  
 HIST 267 African American History, 1865-Present (1)  
 HIST 355 Childhood and Children in Nineteenth-Century Britain (1)  
 HIST 365 Race and the History of Jim Crow Segregation (1)  
 HIST 369 Social Citizenship in an Urban Age (1)  
 POLI 238 Power and Public Policy (1)  
 POLI 246 Civil Rights (1)  
 POLI 247 The Politics of Difference (1)  
 POLI 249 The Politics of City, Suburb, and Neighborhood (1)  
 POLI 252 The Politics of Modern Social Movements (1)  
 RELI 206 Social Change in the Black and Latino Communities (1)  
 RELI 267 Religion, Culture and Society (1)  
 URBS 100 Introduction to Urban Studies (1)  
 URBS 237 Community Development (1)  
 URBS 270 Gender and Social Space (1)

### Cluster 3:

- LALS 240 Cultural Localities (1)  
 LALS 249 Latino/a Formations (1)  
 LALS 253 Children of Immigration (1)  
 POLI 362 Seminar in International Politics: Migration and Citizenship (1)

## I. INTRODUCTORY

### EDUC 136 - EARLY CHILDHOOD EDUCATION

Semester Offered: Fall

0.5 unit(s)

This course explores the "why" behind the components of a quality early childhood education learning environment. Drawing on research from early childhood education and developmental psychology, students explore the following topics: school, classroom and playground design; pedagogical methods; core curriculum components; guidance and discipline; the role of parents and families; models of inclusion and diversity; and interfacing with state agencies (e.g., licensing, health department). Observation at Wimpfheimer Nursery School is required. Ms. Riess.

First six-week course.

Two 75-minute periods.

### EDUC 162 - EDUCATION AND OPPORTUNITY IN THE UNITED STATES

Semester Offered: Fall and Spring

1 unit(s)

In this course, students identify, explore, and question prevailing assumptions about education in the United States. The objectives of the course are for students to develop both a deeper understanding of the system's historical, structural, and philosophical features and to look at schools with a critical eye. We examine issues of power and control at various levels of the education system. Participants

are encouraged to connect class readings and discussions to personal schooling experiences to gain new insights into their own educational foundations. Among the questions that are highlighted are: How should schools be organized and operated? What information and values should be emphasized? Whose interests do schools serve? The course is open to both students interested in becoming certified to teach and those who are not yet certain about their future plans but are interested in educational issues. Mr. Bjork (a); Ms. Malsbary (b).

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### EDUC 181 - FAMILIES, EDUCATION, AND CRIMINAL JUSTICE: INEQUALITIES AND POLICY ISSUES

Semester Offered: Fall

1 unit(s)

(Same as POLI 181) This course examines selected issues in three areas of contemporary social policy in the United States: reproduction and family formation in an age of reproductive technologies; constructions of dis/ability in educational institutions; and criminal justice. In each of these areas we consider how opportunity is affected by inequalities based on economic and social class, racial and ethnic differences, sexual orientation, and gender identity. We look at some of the ways in which policies concerning families and education are important to incarceration and re-entry after prison. We consider various visions of more equitable policy in each area, and proposals for moving closer to those visions. Ms. McCloskey and Ms. Shanley.

This course is taught at the Taconic Correctional Facility for Women to a combined class of Vassar and Taconic students.

One 3-hour period.

## II. INTERMEDIATE

### EDUC 235 - ISSUES IN CONTEMPORARY EDUCATION

Semester Offered: Fall and Spring

1 unit(s)

This course introduces students to debates about the nature and purposes of U.S. education. Examination of these debates encourages students to 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? The department.

Two 75-minute periods.

### EDUC 237 - EARLY CHILDHOOD EDUCATION: THEORY AND PRACTICE

Semester Offered: Spring

1 unit(s)

(Same as PSYC 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.

Prerequisites: PSYC 231 and permission of the instructor.

One 2-hour period; 4 hours of laboratory participation.

### **EDUC 248 - THE HUMAN RIGHTS OF CHILDREN - SELECT ISSUES**

Semester Offered: Fall

1 unit(s)

(Same as INTL 248) This course focuses on both the theories surrounding, and practices of, children's human rights of children. It starts from the foundational question of whether children really should be treated as rights-holders and whether this approach is more effective than alternatives for promoting well-being for children that do not treat children as rights holders and adopt a Human Rights approach. Consideration is given to the major conceptual and developmental issues embedded within the framework of human rights in the Universal Declaration of Human Rights and the Convention on the Rights of the Child (CRC). The course covers issues in both the domestic and international arenas, including but not limited to: children's rights in the criminal justice context including life without parole and the death penalty; children's rights to housing and health care; inequities in the education systems; child labor and efforts to ban it worldwide; initiatives intended to abolish the involvement of children in armed conflict; violence against street children; and the rights of migrant, refugee, homeless, and minority children; and the commodification of children. Country-based case studies are used to ensure that. The course provides students come away with a solid understanding in depth study of the Right to Education, including special issues related to the privatization of current conditions. education and girls' education. The course also explores issues related to the US ratification of the CRC, and offers critical perspectives on the advocacy and education-based work of international children's human rights organizations. Ms. Holland.

Two 75-minute periods.

### **EDUC 250 - INTRODUCTION TO SPECIAL EDUCATION**

Semester Offered: Spring

1 unit(s)

This course explores the structure of special education from multiple viewpoints, including legislative, instructional, and from the vantage of those who have experience in it as students, teachers, therapists, parents, and other service providers. We tackle conceptual understandings of labeling, difference, and how individuals in schools negotiate the contexts in which "disability" comes in and out of focus. We raise for debate current issues in special education and disability studies such as inclusion, the overrepresentation of certain groups in special education and different instructional approaches. Ms. McCloskey.

Prerequisite: EDUC 162 or EDUC 235.

Two 75 minute periods.

### **EDUC 255 - RACE, REPRESENTATION, AND RESISTANCE IN U.S. SCHOOLS**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 255 and URBS 255) This course interrogates the intersections of race, racism and schooling in the US context. In this course, we examine this intersection at the site of educational policy, media and public attitudes towards schools and schooling- critically examining how representations in each shape the experiences of youth in school. Expectations, beliefs, attitudes and opportunities reflect societal investments in these representations, thus becoming both reflections and driving forces of these identities. Central to these representations is how theorists, educators and youth take them on,

own them and resist them in ways that constrain possibility or create spaces for hope. Ms. Cann.

Two 75-minute periods.

### **EDUC 262 - THE FAIRY TALE**

1 unit(s)

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 may 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 the instructor.

Not offered in 2015/16.

One 2-hour period.

### **EDUC 263 - THE ADOLESCENT IN AMERICAN SOCIETY**

Semester Offered: Fall

1 unit(s)

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 are 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. Ms. Holland.

Prerequisite: EDUC 235.

Two 75-minute periods.

### **EDUC 269 - CONSTRUCTING SCHOOL KIDS AND STREET KIDS**

Semester Offered: Spring

1 unit(s)

(Same as LALS 269 and SOCI 269) Students from low-income families and racial/ethnic minority backgrounds do poorly in school by comparison with their white and well-to-do peers. These students drop out of high school at higher rates, score lower on standardized tests, have lower GPAs, and are less likely to attend and complete college. In this course we examine theories and research that seek to explain patterns of differential educational achievement in U.S. schools. We study theories that focus on the characteristics of settings in which teaching and learning take place (e.g., schools, classrooms, and home), theories that focus on the characteristics of groups (e.g. racial/ethnic groups and peer groups), and theories that examine how cultural processes mediate political-economic constraints and human action. Ms. Rueda.

### **EDUC 275 - INTERNATIONAL AND COMPARATIVE EDUCATION**

Semester Offered: Fall

1 unit(s)

(Same as ASIA 275 and INTL 275) 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 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: EDUC 235 or permission of the instructor.

Two 75-minute periods.

**EDUC 278 - EDUCATION FOR PEACE, JUSTICE AND HUMAN RIGHTS**

1 unit(s)

(Same as INTL 278) The aim of this course is to introduce students to the field of peace education and provide an overview of the history, central concepts, scholarship, and practices within the field. The overarching questions explored are: What does it mean to educate for peace, justice and human rights? What and where are the possibilities and the barriers? How do identity, representation and context influence the ways in which these constructs are conceptualized and defined and what are the implications of these definitions? How can we move towards an authentic culture of peace, justice, and human rights in a pluralistic world? In order to address these questions, we survey the human and social dimensions of peace education, including its philosophical foundations, the role of gender, race, religion and ethnicity in peace and human rights education, and the function and influence of both formal and non-formal schooling on a culture of peace and justice. Significant time is spent on profiling key thinkers, theories, and movements in the field, with a particular focus on case-studies of peace education in practice nationally and worldwide. We examine these case studies with a critical eye, exploring how power operates and circulates in these contexts and consider ways in which to address larger structural inequities and micro-asymmetries. Since peace education is not only about the content of education, but also the process, the course endeavors to model peace pedagogy by promoting inquiry, collaboration and dialogue and give students the opportunity to practice these skills through presentations on the course readings and topics. Ms. Hantzopoulos.

Prerequisites: EDUC 162 or EDUC 235.

Not offered in 2015/16.

Two 75-minute periods.

**EDUC 280 - FOREIGN LANGUAGE LEARNING AND TEACHING: THEORY AND PRACTICE**

Semester Offered: Fall

1 unit(s)

(Same as GERM 280) This course is designed for students who intend to teach language in the United States or abroad, and for those who wish to gain a deeper understanding of how second languages are learned and taught. In the course, we explore major topics in foreign language teaching and learning, including writing, speaking, listening, reading, culture, and grammar, addressing questions such as: Does explicit grammar instruction actually help students learn grammar? Can you really learn a second language the same way you learn your first one(s), as some language learning software ads claim? What does culture have to do with language, and why should (or shouldn't) we teach it? As we attend to these and other issues, students reflect on their own language learning experiences and become familiar with the history, scholarship, and practices within the fields of second language acquisition and foreign language pedagogy. Ms. Maxey.

Two 75-minute periods.

**EDUC 284 - CHILDREN'S RIGHTS**

Semester Offered: Fall

1 unit(s)

(Same as INTL 284) This course focuses on both the theories surrounding, and practices of, children's rights. It starts from the foundational question of whether children really should be treated as rights-holders and whether this approach is more effective than alternatives for promoting well-being for children that do not treat children as rights holders and adopt a Human Rights approach. Consideration is given to the major conceptual and developmental issues embedded within the framework of rights in the Convention on the Rights of the Child (CRC). The course covers issues in both the domestic and international arenas, including but not limited to: children's rights in the criminal justice context including life without parole and the

death penalty; children's rights to housing and health care; inequities in the education systems; child labor and efforts to ban it worldwide; initiatives intended to abolish the involvement of children in armed conflict; street children; the rights of migrant, refugee, homeless, and minority children; and the commodification of children. Country-based case studies are used to ensure that students come away with a solid understanding of current conditions. The course also explores issues related to the US ratification of the CRC, and offer critical perspectives on the advocacy and education-based work of international children's rights organizations. Ms. Holland.

Two 75-minute periods.

**EDUC 286 - FRAMING AUTISM IN U.S. POLICY AND PRACTICE**

1 unit(s)

From the iconic autism puzzle piece to the "startling statistics" that are displayed on billboards and in newspapers, autism has captured the attention of the American public. This course will explore the dynamic interplay between the medical, educational, and legal communities with regard to autism research and scholarship. We will discuss different theoretical and methodological stances to the study of disability in general and autism in particular. Investigating autism in a multidisciplinary way will entail reading texts and watching films produced by autistic individuals and engaging in multimodal research that investigates how language and image influence how people perceive autism and autistic people. Ms. McCloskey.

Not offered in 2015/16.

Two 75-minute periods.

**EDUC 288 - THE POLITICS OF LANGUAGE IN SCHOOLS AND SOCIETY**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 288, LALS 288, and URBS 288) The United States is one of the most multilingual nations in the world, and, language is intimately connected to family and personal identity. This course explores how language, power, and ideology play out in public debate, state policy and educational justice movements. We examine the link between racism, language and national belonging by analyzing how Standard English, Black English (AAVE) and Spanish-English bilingualism are positioned as more or less "correct", or politicized and even policed. We then turn our eye to curriculum and education policy, examining how debates around language in the classroom. Finally we pose possibilities, and examine the politics of language in multilingual, hybrid and global contexts. What do debates about "correctness" in language obscure? How do our fears, hopes and longing for identity shape our beliefs about language in the classroom? How does the history of U.S. language politics inform our present? What does equitable language education policy look like? Why are these issues important to all citizens? Ms. Malsbary.

Prerequisite: EDUC 235 or permission of the instructor.

Two 75-minute periods.

**EDUC 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 2 unit(s)

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.

**EDUC 296 - VASSAR LANGUAGE IN MOTION PROGRAM**

0.5 unit(s)

The Vassar Language in Motion program provides opportunities for students with advanced expertise in foreign languages and cultures to make guest presentations in local area high school classes. In addition

to gaining teaching experience, students will help strengthen foreign language education in Dutchess County schools. Readings and discussions for the accompanying course will address issues of language learning pedagogy, intercultural communication, and assessment. Mr. Schneider.

Enrollment is limited and by permission. Students wishing to participate should have advanced proficiency in French, German, Italian or Spanish as well as some first-hand experience of the culture(s) where the language is spoken (i.e. study abroad, summer programs, or a primary or secondary residence).

Enrollment is limited and by permission. Students wishing to participate should have advanced proficiency in French, German, Italian or Spanish as well as some first-hand experience of the culture(s) where the language is spoken (i.e. study abroad, summer programs, or a primary or secondary residence).

Not offered in 2015/16.

### **EDUC 297 - INDEPENDENT READING**

Semester Offered: Fall or Spring

0.5 unit(s)

Student initiated independent reading projects with Education faculty. A variety of topics are possible, including educational policy, children's literature, early childhood education, the adolescent, history of American education, multicultural education, and comparative education. Subject to prior approval of the department. The department.

### **EDUC 298 - INDEPENDENT STUDY**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

### **EDUC 299 - VASSAR SCIENCE EDUCATION INTERNSHIP PROGRAM**

Semester Offered: Fall and Spring

1 unit(s)

The Vassar Science Education Internship Program provides opportunities for science students from Vassar College to intern with science teachers in area schools for course credit. Students have an opportunity to gain teaching experience, to explore careers in education, and to help strengthen science education in the Poughkeepsie area schools. Each intern works with a science teacher to design a project and to obtain laboratory and/or computer based educational exercise for their class, and to acquire laboratory and/or computing resources for sustaining a strong science curriculum. Interns participate in a weekly seminar on science education at Vassar College. Ms. Coller.

Enrollment is limited and by permission. Students wishing to pursue internships should meet the following criteria: four completed units of course work in the natural sciences or mathematics, with at least two units at the 200-level, a minimum GPA of 3.4 in science and math coursework, and 3.0 overall.

## **III. ADVANCED**

### **EDUC 300 - SENIOR PORTFOLIO: CHILDHOOD EDUCATION**

Semester Offered: Fall

1 unit(s)

This 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 course should be taken concurrently with the student teaching practicum. Mr. Bjork.

### **EDUC 301 - SENIOR PORTFOLIO: ADOLESCENT EDUCATION**

Semester Offered: Fall

1 unit(s)

Same as EDUC 300, but for students earning certification in Adolescent Education.

### **EDUC 302 - SENIOR THESIS/PROJECT**

Semester Offered: Fall

0.5 to 1 unit(s)

Individual reading, research, or community service project. The department.

Prerequisite: EDUC 384.

Yearlong course 302-EDUC 303.

### **EDUC 303 - SENIOR THESIS/PROJECT**

Semester Offered: Spring

0.5 unit(s)

Individual reading, research, or community service project. The department.

Prerequisite: EDUC 302.

Yearlong course EDUC 302-303.

### **EDUC 336 - CHILDHOOD DEVELOPMENT: OBSERVATION AND RESEARCH APPLICATION**

Semester Offered: Fall

1 unit(s)

(Same as PSYC 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: PSYC 231 and permission of the instructor.

For Psychology Majors: completion of a research methods course.

One 3-hour period. and 4 hours of laboratory observation work.

### **EDUC 350 - THE TEACHING OF READING: CURRICULUM DEVELOPMENT IN CHILDHOOD EDUCATION**

Semester Offered: Fall

1 unit(s)

The purpose of this course is to examine the nature and process of reading within a theoretical framework and then to examine and implement a variety of approaches and strategies used to promote literacy in language arts and social studies. Special emphasis is placed on material selection, instruction, and assessment to promote conceptual understandings for all students. Observation and participation in local schools is required. Ms. McCloskey

Prerequisites: PSYC 105, PSYC 231.

Year long course 350/EDUC 351.

One 2-hour period; one hour of laboratory.

**EDUC 351 - THE TEACHING OF READING:  
CURRICULUM DEVELOPMENT IN CHILDHOOD  
EDUCATION**

Semester Offered: Spring

1 unit(s)

The purpose of this course is to examine the nature and process of reading within a theoretical framework and then to examine and implement a variety of approaches and strategies used to promote literacy in language arts and social studies. Special emphasis is placed on material selection, instruction, and assessment to promote conceptual understandings for all students. Observation and participation in local schools is required. Ms. McCloskey

Prerequisites: PSYC 105, PSYC 231, EDUC 350.

Year long course EDUC 350/351.

One 2-hour period; one hour of laboratory.

**EDUC 353 - PEDAGOGIES OF DIFFERENCE:  
CRITICAL APPROACHES TO EDUCATION**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 353) Pedagogies of difference are both theoretical frameworks and classroom practices- enacting a social justice agenda in one's educational work with learners. In this course, we think deeply about various anti-oppressive pedagogies- feminist, queer and critical race- while situating this theory in our class practicum. Thus, this course is about pedagogies of difference as much as it is about different pedagogies that result. We address how different pedagogies such as hip hop pedagogy, public pedagogy and Poetry for the People derive from these pedagogies of difference. The culminating signature assessment for this course is collaborative work with local youth organizations. Ms. Cann.

Prerequisite: EDUC 235 or permission of the instructor.

One 3-hour period.

**EDUC 360 - WORKSHOP IN CURRICULUM  
DEVELOPMENT**

Semester Offered: Fall

0.5 unit(s)

This course focuses on the current trends, research and theory in the area of curriculum development and their implications for practice in schools. Procedures and criteria for developing and evaluating curricular content, resources and teaching strategies are examined and units of study developed. Offered in the first six weeks. Mr. Bjork.

Prerequisites: open to seniors only or permission of the instructor.

One 3-hour period.

**EDUC 361 - SEMINAR: MATHEMATICS AND  
SCIENCE IN THE ELEMENTARY CURRICULUM**

Semester Offered: Spring

1 unit(s)

The purpose of this course is to develop the student's competency to teach mathematics and science to elementary school children. Lectures and hands-on activity sessions are used to explore mathematics and science content, methodology, and resource materials, with an emphasis on conceptual understanding as it relates to the curricular concepts explored. Special emphasis is placed on diagnostic and remedial skills drawn from a broad theoretical base. Students plan, implement, and evaluate original learning activities through field assignments in the local schools. In conjunction with their instruction of instructional methods in science, students also teach lessons for the Exploring Science at Vassar Farm program. Mr. Currie.

Prerequisite: permission of the instructor.

Two 75-minute periods; weekly laboratory work at the Vassar Farm.

**EDUC 362 - STUDENT TEACHING PRACTICUM:  
CHILDHOOD EDUCATION**

Semester Offered: Fall

2 unit(s)

Supervised internship in an elementary classroom, grades 1-6. Examination and analysis of the interrelationships of teachers, children, and curriculum as reflected in the classroom-learning environment.

Prerequisites: PSYC 105, PSYC 231; EDUC 235, EDUC 250, EDUC 290, EDUC 350/EDUC 351; EDUC 360, EDUC 361 may be concurrent.

Permission of the instructor.

Open to seniors only.

Ungraded only.

One or more conference hours per week.

**EDUC 367 - URBAN EDUCATION REFORM**

Semester Offered: Fall

1 unit(s)

(Same as URBS 367) This seminar 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 addressed in the course include school governance, standards and accountability, incentive-based reform strategies, and investments in teacher quality. Ms. Hantzopoulos.

Prerequisite: EDUC 235 or permission of the instructor.

One 2-hour period.

**EDUC 372 - STUDENT TEACHING**

Semester Offered: Fall

2 unit(s)

Adolescent Education 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.

Prerequisites: PSYC 105; EDUC 235, EDUC 263, EDUC 290, EDUC 373; EDUC 392. (Ungraded only.)

Permission of the instructor.

Open to seniors only.

**EDUC 373 - ADOLESCENT LITERACY**

Semester Offered: Spring

1 unit(s)

(Same as URBS 373) This course combines literacy research, theory, and practice in the context of adolescent learning. We engage in case study research about the cultural, semiotic, and identity literacies our students produce in contrast to the literacies that are sanctioned and mandated in formal schooling. We define literacy broadly, and consider reading, writing, visual literacy and multimodal literacy—including new technologies. We look at how (im)migration status, race, ethnic heritage, and linguistic identity intersect with youth literacy production. Finally, we explore how literacy training is constructed through methods and curriculum with a special emphasis on diversity. Ms. Malsbary.

Prerequisite: EDUC 235 or permission

One 3-hour period.

**EDUC 384 - ADVANCED SEMINAR**

Semester Offered: Spring

1 unit(s)

An examination of selected topics in educational studies in a multi-disciplinary framework. Ms. Cann.

Prerequisite: EDUC 162 or EDUC 235.

One 2-hour period.



**EDUC 385 - AMERICAN HIGHER EDUCATION: POLICY AND PRACTICE**

1 unit(s)

This seminar examines American higher education from historical and contemporary perspectives, paying particular attention to how students themselves experience college preparation, admission and campus life. Particular attention is given to the social, political, economic, and cultural challenges associated with policy and practice in private higher education. The types of questions the course addresses include: What changes in policy, administration, and/or instruction are likely to improve student outcomes in higher education in America? What research tools are available to decision-makers in higher education to help inform policy and practice? Who and what are the drivers of reform in higher education and what are their theories of action for improving the college experience? How should consumers of educational research approach the task of interpreting contradictory evidence and information about American higher education? What is an appropriate definition of equality of educational opportunity and how should we apply this definition to American private higher education? What roles do race and socioeconomic status play in American higher education? This semester, our texts and supplementary readings focus on issues pertinent to American higher education in general and highly selective private liberal arts college more specifically. Topics in the course include, but are not limited to: college admissions; student affairs policy and practice; micropolitics within colleges and universities; standards and accountability mechanisms, and efforts to promote diversity and inclusion. Small group case study projects give students the opportunity to develop potential solutions to contemporary problems in American higher education. Mr. Roellke.

Prerequisite: one course in Education, American Studies, or Political Science.

Open to juniors and seniors only.

Not offered in 2015/16.

**EDUC 386 - GHETTO SCHOOLING**

Semester Offered: Fall

1 unit(s)

(Same as LALS 386 and SOCI 386) In twenty-first century America, the majority of students attend segregated schools. Most white students attend schools where  $\frac{3}{4}$  of their peers are white, while 80% of Latino students and 74% of black students attend majority non-white schools. In this course we will examine the events that led to the U.S. Supreme Court's 1954 decision in *Brown v. Board of Education of Topeka* and the 60-year struggle to make good on the promises of that ruling. The course will be divided into three parts. In part one, we will study the *Brown* decision as an integral element in the fight against Jim Crow laws and trace the legal history of desegregation efforts. In part two, we will focus on desegregation policies and programs that enabled the slow move toward desegregation between 1954 and the 1980s. At this point in time, integration efforts reached their peak and 44% of black students in the south attended majority-white schools. Part three of the course will focus on the dismantling of desegregation efforts that were facilitated by U.S. Supreme Court decisions beginning in the 1990s. Throughout the course we will consider the consequences of the racial isolation and concentrated poverty that characterizes segregated schooling and consider the implications of this for today's K-12 student population, which is demographically very different than it was in the 1960s, in part due to new migration streams from Latin America, Asia, and the Caribbean. Over the last 40 years, public schools have experienced a 28% decline in white enrollments, with increases in the number of black and Asian students, and a noteworthy 495% increase in Latino enrollments. Ms. Rueda.

One 2-hour period.

**EDUC 388 - SCHOOLING IN AMERICA: PREPARING CITIZENS OR PRODUCING WORKERS**

1 unit(s)

(Same as SOCI 388) Ms. Rueda.

Not offered in 2015/16.

**EDUC 392 - MULTIDISCIPLINARY METHODS IN ADOLESCENT EDUCATION**

Semester Offered: Spring

1 unit(s)

(Same as URBS 392) This course is designed to engage prospective middle and high school educators in developing innovative, culturally relevant, and socially responsive curricula in a specific discipline, as well as in exploring ways to branch inter-disciplinarily. In particular, students will strive to develop a practice that seeks to interrupt inequities in schooling and engender a transformative experience for all students. The first part of the course explores what it means to employ social justice, multicultural, and critical pedagogies in education through self-reflections, peer exchange, and class texts. The remainder of the course specifically looks at strategies to enact such types of education, focusing on methods, curriculum design, and assessment. Students will explore of a variety of teaching approaches and develop ways to adapt them to particular subject areas and to the intellectual, social, and emotional needs of adolescent learners. There will be a particular emphasis on literacy development and meeting the needs of English Language Learners. Ms. Hantzopoulos.

Prerequisite: EDUC 235.

One 2-hour period.

**EDUC 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Special permission. The department.

## English Department

**Chair:** Mark C. Amodio;

**Professors:** Mark C. Amodio, Robert DeMaria<sup>ab</sup>, Don Foster, Wendy Graham, Michael Joyce<sup>b</sup>, Jean M. Kane, Paul Kane, Amitava Kumar<sup>a</sup>, Paul Russell<sup>ab</sup>, Ronald Sharp<sup>b</sup>, Patricia Wallace<sup>b</sup>, Susan Zlotnick;

**Associate Professors:** Peter Antelyes, Heesok Chang<sup>ab</sup>, Eve Dunbar<sup>a</sup>, Leslie C. Dunn<sup>a</sup>, Hua Hsu<sup>a</sup>, Kiese Laymon<sup>ab</sup>, Zoltán Márkus, Molly S. McGlennen<sup>a</sup>, Hiram Perez, Tyrone Simpson, II;

**Associate Professor for Research:** Julie Park;

**Assistant Professor:** Dorothy Kim;

**Senior Lecturer:** Karen Robertson<sup>b</sup>;

**Visiting Associate Professors:** Dean Crawford, David Means;

**Adjunct Associate Professor:** M. Mark, Ralph Sassone.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

**Requirements for concentration:** A minimum of twelve units, comprising either eleven graded units and an ungraded senior tutorial, or twelve graded units including a 300-level seminar taken in the senior year. Four units must be elected at the 300-level. At least six units, including either the senior tutorial or the 300-level senior seminar must be taken at Vassar. No AP credit or course taken NRO may be counted toward the requirements for the major.

**Distribution Requirements:** Majors are required to take two units of work in literature written before 1800 and one unit of work in literature written before 1900.

They must also take one course that focuses on issues of race, gender, sexuality, or ethnicity.

These courses must be taken at either the 200- or 300-level.

**Recommendations:** ENGL 101 and ENGL 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 ENGL 209 - Advanced Creative Writing: Narrative-ENGL 210 - Advanced Creative Writing: Narrative, ENGL 211 - Advanced Creative Writing: Verse-ENGL 212 - Advanced Creative Writing: Verse, and ENGL 305 - Creative Writing Seminar-ENGL 306 - Creative Writing Seminar, must submit samples of their writing before spring break. Applicants for ENGL 203 - These American Lives: New Journalisms and ENGL 307 - Senior Creative Writing must submit samples of their writing before fall pre-registration. Details about these deadlines, departmental procedures, and current information on course offerings may be found in the Alphabet Book available in the department office or online at the department website.

**Correlate Sequences in English:** The department offers seven correlates in English. Race and Ethnicity; Theory, Criticism and Transnational Studies; Poetry and Poetics; Literary Forms; British Literary History; American Literary History and Creative Writing. A minimum of six units is required for the correlate sequence. Further information is in the Alphabet Book as well.

- American Literary History Correlate Sequence
- British Literary History Correlate Sequence
- Creative Writing Correlate Sequence
- Literary Forms Correlate Sequence

- Poetry and Poetics Correlate Sequence
- Race and Ethnicity Correlate Sequence
- Theory, Criticism and Transnational Studies Correlate Sequence

## I. INTRODUCTORY

### ENGL 101 - THE ART OF READING AND WRITING

Semester Offered: Fall and Spring

1 unit(s)

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 the college requirement for a Freshman Writing Seminar.

Although the content of each section varies, this course may not be repeated for credit; see the Freshman Handbook for descriptions.

Two 75-minute periods.

### ENGL 170 - APPROACHES TO LITERARY STUDIES

Semester Offered: Fall or Spring

1 unit(s)

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” (contact the department office for 2015/16 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 Writing Seminar.

### ENGL 174 - POETRY AND PHILOSOPHY: THE ANCIENT QUARREL

Semester Offered: Fall and Spring

0.5 unit(s)

Topic for 2015/16a&b: *Poetry and Philosophy: The Ancient Quarrel*. When Plato famously banished poets from his ideal Republic, he spoke of an ancient quarrel between poetry and philosophy. That argument has continued, in various forms, down to the present, culminating in Heidegger’s notorious question, “What are poets for?” This six-week course looks at a number of key texts in this contentious history, along with exemplary poems that illustrate the issues. Writers include Plato, Aristotle, Dante, Shelley, Wordsworth, Wilde, Eliot, Blanchot, Derrida, and others. Mr. Kane.

No specialized knowledge of poetry or philosophy required.

The class is ungraded.

Two 75-minute periods.

### ENGL 177 - SPECIAL TOPICS

Semester Offered: Spring

0.5 unit(s)

Topic for 2015/16b: *Henry James in Context*. Ms. Graham.

First six-week course.

Two 75-minute periods.

## II. INTERMEDIATE

Prerequisite: open to sophomores, juniors, and seniors with one unit of 100-level work or by permission of the associate chair. Students applying for permission to elect 200-level work 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 ENGL 101 may elect 200-level work with permission of the instructor. Intermediate writing courses are not open to Freshmen.

### **ENGL 203 - THESE AMERICAN LIVES: NEW JOURNALISMS**

Semester Offered: Spring

1 unit(s)

(Same as AMST 203) This course examines the various forms of journalism that report on the diverse complexity of contemporary American lives. In a plain sense, this course is an investigation into American society. But the main emphasis of the course is on acquiring a sense of the different models of writing, especially in longform writing, that have defined and changed the norms of reportage in our culture. Students are encouraged to practice the basics of journalistic craft and to interrogate the role of journalists as intellectuals (or vice versa). Mr. Kumar.

### **ENGL 205 - INTRODUCTORY CREATIVE WRITING**

Semester Offered: Fall and Spring

1 unit(s)

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 in the English department office during pre-registration.

One 2-hour period and individual conferences with the instructor.

### **ENGL 206 - INTRODUCTORY CREATIVE WRITING**

Semester Offered: Fall and Spring

1 unit(s)

Open to any student who has taken ENGL 205 or ENGL 207.

Special permission is not required.

One 2-hour period and individual conferences with the instructor.

### **ENGL 207 - INTERMEDIATE CREATIVE WRITING: LITERARY NON-FICTION**

Semester Offered: Spring

1 unit(s)

Continued study and practice of various forms of prose and/or poetry.

Topic for 2015/16b: *Writing About the City*. (Same as URBS 207) The city as a liberated zone, open for the play of difference. The city as a mood. The city as style. The city as designed space, as a site of anonymity, or a meeting place for the masses. The city as a no-name development zone in the desert. The city as history. The city as Ground Zero. The city as the place whose whole point is to leave behind the dull death through boredom that is suburbia. The idea of the city as it is imagined in the half-light of the remote town or village. The city as a disaster. The city as civilization. These and other meanings are present in what we will read in class. This is a writing course. I am interested in your writing about cities, both familiar and unfamiliar, in a way that is original and revealing.

Reading packet will have excerpts from Zadie Smith, Orhan Pamuk, Rem Koolhaas, Walter Benjamin, Susan Sontag, Vivian Gornick, Teju Cole, Edwidge Danticat, Don DeLillo, Amit Chaudhuri, David Foster Wallace, Suketu Mehta, Sukhdev Sandhu, Sean Wilsey, Andrew O'Hagan, Luc Sante, Lillian Ross, Svetlana Alexiyevich, and others. Mr. Kumar.

Open to any student who has taken ENGL 205 or ENGL 206.

Special permission is not required.

One 2-hour period.

### **ENGL 208 - INTERMEDIATE CREATIVE WRITING: LITERARY NON-FICTION**

Semester Offered: Fall

1 unit(s)

Development of the student's abilities as a reader and writer of literary nonfiction, with emphasis on longer forms. Assignments may include informal, personal, and lyric essays, travel and nature writing, memoirs. Mr. Hsu.

Prerequisite: open to students who have taken ENGL 207 or by permission of the instructor.

Not offered in 2015/16.

One 3-hour period and individual conferences with the instructor.

### **ENGL 209 - ADVANCED CREATIVE WRITING: NARRATIVE**

Semester Offered: Fall

1 unit(s)

Development of the student's abilities as a writer and reader of narrative, with particular emphasis on the short story. Mr. Sassone.

Deadline for submission of writing samples is before spring break.

Yearlong course 209-ENGL 210.

One 2-hour period and individual conferences with the instructor.

### **ENGL 210 - ADVANCED CREATIVE WRITING: NARRATIVE**

Semester Offered: Spring

1 unit(s)

Development of the student's abilities as a writer and reader of narrative, with particular emphasis on the short story. Mr. Sassone.

Deadline for submission of writing samples is before spring break.

Yearlong course ENGL 209-210.

One 2-hour period and individual conferences with the instructor.

### **ENGL 211 - ADVANCED CREATIVE WRITING: VERSE**

Semester Offered: Fall

1 unit(s)

Development of the student's abilities as a writer and reader of poetry. In addition to written poetry, other forms of poetic expressions may be explored, such as performance and spoken word. Mr. Kane.

Deadline for submission of writing samples is before spring break.

Yearlong course 211-ENGL 212.

One 2-hour period and individual conferences with the instructor.

### **ENGL 212 - ADVANCED CREATIVE WRITING: VERSE**

Semester Offered: Spring

1 unit(s)

Development of the student's abilities as a writer and reader of poetry. In addition to written poetry, other forms of poetic expressions may be explored, such as performance and spoken word. Mr. Kane.

Deadline for submission of writing samples is before spring break.

Yearlong course ENGL 211-212.

One 2-hour period and individual conferences with the instructor.

**ENGL 213 - THE ENGLISH LANGUAGE**

Semester Offered: Spring

1 unit(s)

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. Mr. DeMaria.

Not offered in 2015/16.

**ENGL 214 - PROCESS, PROSE, PEDAGOGY**

Semester Offered: Spring

1 unit(s)

This course introduces the theoretical and practical underpinnings of writing and teaching writing. Students interrogate writing's place in the academy, discuss writing process from inception to revision, and share their own writing and writing practices. The course offers an occasion to reflect on and strengthen the students' own analytical and imaginative writing and heighten the ability to talk with others about theirs. Students are asked to offer sustained critical attention to issues of where knowledge resides and how it is shared, to interrogate the sources of students' and teachers' authority, to explore their own education as writers, to consider the possibilities of peer-to-peer and collaborative learning, and to give and receive constructive criticism. Texts may include Roland Barthes' *The Death of the Author*, Paolo Freire's *Pedagogy of the Oppressed*, and Stephen King's *On Writing*, as well as handbooks on peer consulting.

Students who successfully complete this class are eligible to interview for employment as consultants in the Writing Center. Mr. Schultz. (English; Director, Writing Center)

Prerequisite: Freshman Writing Seminar.

By special permission.

**ENGL 215 - PRE-MODERN DRAMA: TEXT AND PERFORMANCE BEFORE 1800**

Semester Offered: Fall and Spring

1 unit(s)

Study of selected dramatic texts and their embodiment both on the page and the stage. Authors, critical and theoretical approaches, dramatic genres, historical coverage, and themes may vary from year to year.

Topic for 2015/16a: *Medieval Drama and Performing. The York Cycle.* The York Cycle of plays began after the plague in England devastated the population in 1349. York's medieval streets and its civic guilds produced annual plays that were produced into the 1560s. Thus, they were staged during the time of Shakespeare. This class will examine the documentary artifacts of the York Cycle (its manuscripts, accounts of viewings, production notes, etc.) to think about what it would require for an entire civic community to produce and perform this play on a yearly basis. We will examine all of the York Cycle and think about it not just as a medieval artifact, but about how its dramatic shape can change depending on the historical, political, and religious pressures during the several centuries it was performed. The class will consider the architecture, history, and space of York as a medieval city. We will think about what it means to stage it in relation to civic architecture and space, the construction and use of pageant wagons, the questions of costuming, music, visual Catholic iconography in the British Isles, and how this cycle could be performed even into the Reformation. Ms. Kim.

Topic for 2015/16b: (Same as WMST 215) *Gender Transgression on the Early Modern Stage.* This course explores the theatre as a site for representing challenges to the gendered social order of early modern England. Our subjects include cross-dressing women (and men!), disobedient wives, scolds, witches, husband-murderers, incestuous siblings, and characters whose erotic desires cross boundaries of both gender and class. The plays are varied: some were staged in public

theatres or at court, others read in private homes; some plots were drawn from history and legend, others "ripped from the headlines;" some were written by men, others by women. Our approaches to them will be various as well: we will situate them in their historical and cultural contexts, examine their structure and language, and read them through the lens of contemporary theory and criticism. Throughout the semester we'll pay special attention to the plays as plays, learning to read them as scripts for performance, watching videos, and occasionally performing scenes ourselves. Ms. Dunn.

Two 75-minute periods.

**ENGL 216 - MODERN DRAMA: TEXT AND PERFORMANCE AFTER 1800**

Semester Offered: Spring

1 unit(s)

Study of modern dramatic texts and their embodiment both on the page and the stage. Authors, critical and theoretical approaches, dramatic genres, historical coverage, and themes may vary from year to year.

Topic for 2015/16b: *Dysfunctional Families.* This course explores modern American plays that present debacles in the private sphere and its most widely accepted, codified, and institutionalized social manifestation: the family. As a site of incessant conflicts and negotiations between the individual and the other, and between the intimate and the public, the family offers an ideal framework and subject matter for commentary on a variety of moral and social issues. Through an overview of twentieth (and early twenty-first) century American drama, this course pays particular attention to the vestiges of the American Dream in a range of dramatic representations of dysfunctional families. As a survey with a special focus, the course includes plays by Edward Albee, Lorraine Hansberry, David Henry Hwang, Tracy Letts, Arthur Miller, Marsha Norman, Eugene O'Neill, Suzan-Lori Parks, Sam Shepard, Tennessee Williams, and August Wilson. We also read selected theoretical texts about the role and significance of family in the 20th century. We place a great emphasis on the performative aspects of our discussed plays: we perform selected scenes as well as view and discuss a theater production staged at Vassar or in our larger area during the semester. Mr. Márkus.

**ENGL 217 - LITERARY THEORY AND INTERPRETATION**

Semester Offered: Spring

1 unit(s)

A study of various critical theories and practices ranging from antiquity to the present day. Ms. Graham.

Two 75-minute periods.

**ENGL 218 - LITERATURE, GENDER, AND SEXUALITY**

Semester Offered: Fall and Spring

1 unit(s)

(Same as AFRS 218 and WMST 218 ) This course considers matters of gender and sexuality in literary texts, criticism, and theory. The focus varies from year to year, and may include study of a historical period, literary movement, or genre; constructions of masculinity and femininity; sexual identities; or representations of gender in relation to race and class.

Topic for 2015/16a: *Queer of Color Critique.* "Queer of Color Critique" is a form of cultural criticism modeled on lessons learned from woman of color feminism, poststructuralism, and materialist and other forms of analysis. As Roderick Ferguson defines it, "Queer of color analysis...interrogates social formations as the intersections of race, gender, sexuality, and class with particular interest in how those formations correspond with and diverge from nationalist ideals and practices." This course considers what interventions the construction "queer of color" makes possible for queer theory, LGBT scholarship

and activism, and different models of ethnic studies. We will assess the value and limitations of queer theory's "subjectless critique" (in other words, its rejection of identity as a "fixed referent") in doing cultural and political work. What kind of complications (or contradictions) does the notion "queer of color" present for subjectless critique? How might queer of color critique inform political organizing? Particular attention will be devoted to how "queer" travels. Toward this end, students will determine what conflicts are presently shaping debates around sexuality in their own communities and consider how these debates may be linked to different regional, national or transnational politics. Throughout the semester, we evaluate what "queer" means and what kind of work it enables. Is it an identity or an anti-identity? A verb, a noun, or an adjective? A heuristic device, a counterpublic, a form of political mobilization or perhaps even a kind of literacy? Mr. Perez.

Topic for 2015/16b: *Black Feminism: From the Combahee River Collective to Beyonce as feminist figure*, this course will push you to consider the ways in which black American women have historically and contemporaneously negotiated the intersections between race, class, gender, and sexuality in order to formulate their own feminist theory and praxis. Ms. Dunbar.

Two 75-minute periods.

### ENGL 222 - FOUNDING OF ENGLISH LITERATURE

Semester Offered: Fall

1 unit(s)

These courses, English 222 and ENGL 223, offer an introduction to British literary history through an exploration of texts from the eighth through the seventeenth centuries in their literary and cultural contexts. English 222 begins with Old English literature and continues through the death of Queen Elizabeth I (1603). ENGL 223 begins with the establishment of Great Britain and continues through the British Civil War and Puritan Interregnum to the Restoration. Critical issues may include discourses of difference (race, religion, gender, social class); tribal, ethnic, and national identities; exploration and colonization; textual transmission and the rise of print culture; authorship and authority. Both courses address the formation and evolution of the British literary canon, and its significance for contemporary English studies. Mr. Foster.

### ENGL 223 - THE FOUNDING OF ENGLISH LITERATURE

Semester Offered: Spring

1 unit(s)

These courses, ENGL 222 and 223, offer an introduction to British literary history through an exploration of texts from the eighth through the seventeenth centuries in their literary and cultural contexts. ENGL 222 begins with Old English literature and continues through the death of Queen Elizabeth I (1603). English 223 begins with the establishment of Great Britain and continues through the British Civil War and Puritan Interregnum to the Restoration. Critical issues may include discourses of difference (race, religion, gender, social class); tribal, ethnic, and national identities; exploration and colonization; textual transmission and the rise of print culture; authorship and authority. Both courses address the formation and evolution of the British literary canon, and its significance for contemporary English studies.

Topic for 2015/16b: *From the Faerie Queene to The Country Wife: Introduction to Early Modern Literature and Culture*. This is a thematically organized "issues and methods" course grafted onto a chronologically structured survey course of early modern literature and culture. Its double goal is to develop skills for understanding early modern texts (both the language and the culture) as well as to familiarize students with a representative selection of works from the mid-1500s through the late 1600s. With this two-pronged approach, we will acquire an informed appreciation of the early modern period that may well serve as the basis for pursuing more specialized courses in this field. We explore a great variety of genres and media, including canonical

authors such as Spenser, Sidney, Shakespeare, Donne, and Milton, but we also attend to less well-known authors, many of them women, through whose writings we can achieve a more nuanced and complex understanding of the times. By paying special attention to correlations between literature and other discourses, as well as to issues of cultural identity and difference based on citizenship, class, ethnicity, gender, geography, nationality, race, and religion, we engage early modern literature and culture in ways that are productive to the understanding of our own culture as well. Mr. Márkus.

Please note that ENGL 222 is not a prerequisite for this course; it is open to all students, including freshmen.

Two 75-minute periods.

### ENGL 225 - AMERICAN LITERATURE, ORIGINS TO 1865

Semester Offered: Fall

1 unit(s)

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, and Brown) up to the mid-nineteenth century (Irving, Cooper, Poe, Emerson, Hawthorne, Fuller, Stowe, Thoreau, Douglass, Melville, Whitman, and Dickinson). Mr. Antelyes.

Not offered in 2015/16.

### ENGL 226 - AMERICAN LITERATURE, 1865-1925

Semester Offered: Spring

1 unit(s)

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, Chestnut, Chopin, Crane, London, Harte, DuBois, Gilman, Adams, Wharton, Dreiser, Pound, Eliot, Stein, Yezierska, Fitzgerald, Hemingway, O'Neill, Frost, H. D., and Toomer. Ms. Graham.

Not offered in 2015/16.

### ENGL 227 - THE HARLEM RENAISSANCE AND ITS PRECURSORS

Semester Offered: Fall

1 unit(s)

(Same as AFRS 227) This course places the Harlem Renaissance in literary historical perspective as it seeks to answer the following questions: In what ways was "The New Negro" new? How did African American writers of the Harlem Renaissance rework earlier literary forms from the sorrow songs to the sermon and the slave narrative? How do the debates that raged during this period over the contours of a black aesthetic trace their origins to the concerns that attended the entry of African Americans into the literary public sphere in the eighteenth century? Ms. Dunbar.

Two 75-minute periods.

### ENGL 228 - AFRICAN AMERICAN LITERATURE, "VICIOUS MODERNISM" AND BEYOND

Semester Offered: Fall

1 unit(s)

(Same as AFRS 228) In the famous phrase of Amiri Baraka, "Harlem is vicious/ Modernism." Beginning with the modernist innovations of African American writers after the Harlem Renaissance, this course ranges from the social protest fiction of the 1940s through the Black Arts Movement to the postmodernist experiments of contemporary African American writers. Mr. Simpson.

Two 75-minute periods.

**ENGL 229 - ASIAN-AMERICAN LITERATURE, 1946-PRESENT**

Semester Offered: Fall

1 unit(s)

This course considers 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. Hsu.

Not offered in 2015/16.

**ENGL 230 - LATINA AND LATINO LITERATURE**

Semester Offered: Fall

1 unit(s)

(Same as LALS 230) This literature engages a history of conflict, resistance, and *mestizaje*. For some understanding of this embattled context, we examine transnational migration, exile, assimilation, bilingualism, and political and economic oppression as these variously affect the means and modes of the texts under consideration. At the same time, we emphasize the invented and hybrid nature of Latina and Latino literary and cultural traditions, and investigate the place of those inventions in the larger framework of American intellectual and literary traditions, on the one hand, and pan-Latinidad, on the other. Authors studied may include Americo Paredes, Piri Thomas, Cherrie Moraga, Richard Rodriguez, Michelle Serros, Cristina Garcia, Ana Castillo, and Junot Diaz. Mr. Perez.

Two 75-minute periods.

**ENGL 231 - NATIVE AMERICAN LITERATURE**

Semester Offered: Spring

1 unit(s)

Drawing from a wide range of traditions, this course explores the rich heritage of Native American literature. Material for study may comprise oral traditions (myths, legends, place naming and story telling) as well as contemporary fiction, non-fiction and poetry. Authors may include Zitkala Sa, Black Elk, N. Scott Momaday, Leslie Silko, Louise Erdrich, Simon Ortiz, Sherman Alexie, and Joy Harjo. Ms. McGlennen.

**ENGL 235 - OLD ENGLISH**

Semester Offered: Fall

1 unit(s)

Introduction to Old English language and literature. Mr. Amodio.

**ENGL 236 - BEOWULF**

Semester Offered: Spring

1 unit(s)

Intensive study of the early English epic in the original language. Mr. Amodio.

Prerequisite: ENGL 235 or demonstrated knowledge of Old English, or permission of the instructor.

**ENGL 237 - CHAUCER**

Semester Offered: Spring

1 unit(s)

The major poetry, including *The Canterbury Tales*. Ms. Kim.**ENGL 238 - MIDDLE ENGLISH LITERATURE**

Semester Offered: Fall

1 unit(s)

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.

Topic for 2015/16a: *Arthurian Literature in Medieval Britain*. In 1191, the Glastonbury monks purportedly found the remains of King Arthur and Guenevere. They proceeded to publish their discovery and invited "reliable" witnesses (in the figure of Gerald of Wales) to come and experience the exhumation. The Glastonbury monks could funnel this find into a potentially large money-making venture for the monastery as the future site of an Arthurian pilgrimage. For the Norman royal house, this meant that they could use this find to squash any potential and future Welsh rebellion. Gerald of Wales writes up his account of this momentous exhumation and this is one of the many pieces of Arthurian literature that we will be looking at in this class. This class considers how Arthurian material becomes part of the political and religious rhetoric used to secure a sense of what constitutes medieval Britain and who should control it.

This class examines the beginnings and rapid spread of Arthurian materials from Geoffrey of Monmouth's *Historia Regum Britanniae* to Malory's *Le Morte d'Arthur*. We move from historiography and chronicle to romance and lai, in both prose and verse. We begin in the twelfth century and finish at the end of the fifteenth century with the Winchester Malory and Caxton's printed version of Malory's work. We read materials from Latin, Middle Welsh, Anglo-Norman French, Middle Scots, and Middle English texts. Some of the texts we examine: Geoffrey of Monmouth, *Historia Regum Britanniae*; Laȝamon's *Brut*; Marie de France's *Lanval*; Chrétien de Troyes' *Yvain, Perceval, Lancelot*; *Culhwch and Olwen*; *The Dream of Rhonabwy*; the Welsh *Peredur* and *Yvain*; the Welsh Triads; *Of Arthour and Merlin*, *The Stanzaic Morte Arthure*; *The Alliterative Morte Arthure*; *Prose Tristan*; *The Awntyrs of Arther*; *Sir Gawain and the Green Knight*; *Lancelot of the Laik* and *Sir Tristrem*; and Malory's *Le Morte Darthur*. Ms. Kim.

**ENGL 240 - SHAKESPEARE**

Semester Offered: Fall or Spring

1 unit(s)

Study of some representative comedies, histories, and tragedies. Mr. Markus.

Not open to students who have taken ENGL 241-ENGL 242.

**ENGL 241 - SHAKESPEARE**

Semester Offered: Fall

1 unit(s)

(Same as DRAM 241) 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 ENGL 240.

Yearlong course 241-ENGL 242.

**ENGL 242 - SHAKESPEARE**

Semester Offered: Spring

1 unit(s)

(Same as DRAM 242) 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 ENGL 240.

Yearlong course ENGL 241-242.

**ENGL 245 - PRIDE AND PREJUDICE: BRITISH LITERATURE FROM 1640-1745**

Semester Offered: Spring

1 unit(s)

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 2015/16.

**ENGL 246 - SENSE AND SENSIBILITY: BRITISH LITERATURE FROM 1745-1798**

1 unit(s)

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. Mr. DeMaria.

Not offered in 2015/16.

**ENGL 247 - EIGHTEENTH-CENTURY BRITISH NOVELS**

1 unit(s)

Readings vary but include works by such novelists as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

Not offered in 2015/16.

**ENGL 248 - THE AGE OF ROMANTICISM, 1789-1832**

1 unit(s)

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.

Not offered in 2015/16.

**ENGL 249 - VICTORIAN LITERATURE: CULTURE AND ANARCHY**

Semester Offered: Fall

1 unit(s)

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. Graham.

Not offered in 2015/16.

**ENGL 250 - VICTORIAN POETS**

Semester Offered: Spring

1 unit(s)

A study of major English poets in the period 1830 to 1900, with special emphasis on the virtuosity and innovations of Alfred, Lord Tennyson and Robert Browning. Other poets include Elizabeth Barrett Browning, Emily Brontë, Matthew Arnold, Dante Gabriel Rossetti, Christina Rossetti, William Morris, Algernon Swinburne, Gerard Manley Hopkins, Michael Field (Katherine Bradley and Edith Cooper), and Thomas Hardy. Consideration will be given to Pre-Raphaelite art and to contemporaneous works of literary criticism. Mr. Kane.

Not offered in 2015/16.

**ENGL 251 - TOPICS IN BLACK LITERATURES**

Semester Offered: Spring

1 unit(s)

This course considers Black literatures in all their richness and diversity. The focus changes from year to year, and may include study of a historical period, literary movement, or genre. The course may take a comparative, diasporic approach or may examine a single national or regional literature.

Topic for 2015/16b: *Zombies, Monsters and Time Travelers in African American Literature*. This course will examine how African American writers have employed monsters as tropes, crafted tales haunted by terrible working conditions, and contorted language beyond standard recognition in order to tell a horrific story of black life within the United States. Works may be drawn from writers such as Toni Morrison, Richard Wright, Kiese Laymon, Gwendolyn Brooks, Victor LaValle and others. Ms. Dunbar.

Two 75-minute periods.

**ENGL 252 - WRITING THE DIASPORA: VERSES/ VERSUS**

1 unit(s)

(Same as AFRS 252) Black American Culture expression is anchored in rhetorical battles and verbal jousts that place one character against another. From the sorrow songs to blues, black music has always been a primary means of cultural expression for African Americans, particularly during difficult social periods and transition. Black Americans have used music and particularly rhythmic verse to resist, express, and signify. Nowhere is this more evident than in hip hop culture generally and hip hop music specifically. This semester's Writing the Diasporaclass concerns itself with close textual analysis of hip hop texts. Is Imani Perry right in claiming that Hip Hop is Black American music, or diasporic music? In addition to close textual reading of lyrics, students are asked to create their own hip-hop texts that speak to particular artists/texts and/or issues and styles raised. Mr. Laymon.

Prerequisites: one course in literature or Africana Studies.

Not offered in 2015/16.

**ENGL 253 - TOPICS IN AMERICAN LITERATURE**

Semester Offered: Spring

1 unit(s)

The specific focus of the course varies each year, and may center on a literary movement (e.g., Transcendentalism, the Beats, the Black Mountain School), a single work and its milieu (e.g., *Moby-Dick* and the American novel, *Call It Sleep* and the rise of ethnic modernism); a historical period (e.g., the Great Awakening, the Civil War), a region (e.g., Southern literature, the literature of the West), or a genre (e.g., the sentimental-domestic novel, American satire, the literature of travel/migration, American autobiography, traditions of reportage, American environmentalist writing).

Topic for 2015/16b: *Narratives of Passing*. (Same as AFRS 253) The phrase "passing for white," peculiar to American English, first appears in advertisements for the return of runaway slaves. Abolitionist fiction later adopts the phenomenon of racial passing (together with the figure of the "white slave") as a major literary theme. African American writers such as William Wells Brown and William Craft incorporated stories of passing in their antislavery writing and the theme continued to enjoy great currency in African American literature in the postbellum era as well as during the Harlem Renaissance. In this class, we will examine the prevalence of this theme in African American literature of these periods, the possible reasons for the waning interest in this theme following the Harlem Renaissance, and its reemergence in recent years. In order to begin to understand the role of passing in the American imagination, we will look to examples of passing and the treatment of miscegenation in literature, film, and the law. We will consider the qualities that characterize what Valerie Smith identifies as the "classic passing narrative" and determine how each of the texts we examine conforms to, reinvents, and/or writes against that classic narrative. Some of the themes considered include betrayal, secrecy, lying, masquerade, visibility/invisibility, and memory. We will also examine how the literature of passing challenges or redefines notions of family, American mobility and success, and the convention of the "self-made man." Mr. Perez.

Two 75-minute periods.

**ENGL 255 - NINETEENTH-CENTURY BRITISH NOVELS**

Semester Offered: Spring

1 unit(s)

Readings vary but include works by such novelists as Scott, Dickens, Thackeray, the Brontës, Trollope, George Eliot, and Hardy. Ms. Zlotnick.

Not offered in 2015/16.

Two 75-minute periods.

**ENGL 256 - MODERN BRITISH AND IRISH NOVELS**

1 unit(s)

Significant twentieth-century novels from Great Britain and Ireland. Mr. Chang.

Prerequisite: AP credit or one unit of Freshman English.

Not offered in 2015/16.

Two 75-minute periods.

**ENGL 257 - THE NOVEL IN ENGLISH AFTER 1945**

1 unit(s)

The novel in English as it has developed in Africa, America, Australia, Canada, the Caribbean, Great Britain, India, Ireland, and elsewhere. Mr. Chang.

Two 75-minute periods.

**ENGL 260 - MODERN BRITISH LITERATURE, 1901-1945**

1 unit(s)

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. Russell.

Not offered in 2015/16.

**ENGL 261 - LITERATURES OF IRELAND**

Semester Offered: Fall

1 unit(s)

Authors, genres, themes and historical coverage may vary from year to year. Readings may range from the *Táin Bó Cuailnge* (*Cattle Raid of Cooley*) and other sagas; to Anglo-Irish authors of various periods, including Swift, Goldsmith, Thomas Moore, Maria Edgeworth, George Bernard Shaw and Oscar Wilde; to the writers of the Irish literary revival, including Roger Casement, Lady Gregory, Padraic O'Conaire, Pádraig Mac Piarais, Synge, and Yeats; to modernists Joyce, Beckett, Flann O'Brien, and Elizabeth Bowen; to contemporary Irish poets, novelists, dramatists, and musicians. Ms. Kane.

**ENGL 262 - POSTCOLONIAL LITERATURES**

Semester Offered: Fall

1 unit(s)

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. Mr. Kumar.

Not offered in 2015/16.

**ENGL 265 - SELECTED AUTHOR**

1 unit(s)

Study of the work of a single author. The work may be read in relation to literary predecessors and descendants as well as in relation to

the history of the writer's critical and popular reception. This course alternates from year to year with ENGL 365.

Not offered in 2015/16.

**ENGL 275 - CARIBBEAN DISCOURSE**

1 unit(s)

A topics course examining the multiple forms of cultural expression and resistance that arise in response to systemic racial oppression. This course focuses on transnational and/or historical variants of racial and colonial domination. Key concepts and methodologies may include border studies, comparative racializations, decolonization, diaspora, hip hop, indigeneity, nation, and sovereignty. Contents and approaches vary from year to year.

Open to sophomores, junior, and seniors with one unit of 100-level work or by permission of the associate chair.

Not offered in 2015/16.

Two 75-minute periods.

**ENGL 277 - CROSSINGS: LITERATURE WITHOUT BORDERS**

1 unit(s)

This course explores themes, concepts, and genres that span literary periods and/or national boundaries. The focus will vary from year to year.

Open to sophomores, junior, and seniors with one unit of 100-level work or by permission of the associate chair.

Not offered in 2015/16.

Two 75-minute periods.

**ENGL 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisite: 2 units of 200-level work in English, and permission of the associate chair. 1 unit of credit given only in exceptional cases.

**ENGL 298 - INDEPENDENT STUDY**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisite: 2 units of 200-level work in English, and 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 by permission of the instructor.

**ENGL 300 - SENIOR TUTORIAL**

Semester Offered: Fall or Spring

1 unit(s)

Preparation of a long essay (40 pages) or other independently designed critical project. Each essay is directed by an individual member of the department.

Special permission.

**ENGL 302 - ADAPTATIONS**

1 unit(s)

(Same as CLCS 302 and MEDS 302) If works of art continue each other, as Virginia Woolf suggested, then cultural history accumulates when generations of artists think and talk together across time. What happens when one of those artists switches to another language, another genre, another mode or medium? In the twenty-first century we may reframe Woolf's conversation in terms of intertextuality—art invokes and revises other art—but the questions remain more or less unchanged: What motivates and shapes adaptations? What role does technology play? Audience? What constitutes a faithful adaptation? "Faithful" to what or whom? In this course we consider the biological model, looking briefly at Darwin's ideas about the ways



organisms change in order to survive, and then explore analogies across a range of media. We'll begin with Virgil's *Georgics*; move on to *Metamorphoses*, Ovid's free adaptations of classical myths; and follow Orpheus and Eurydice through two thousand years of theater (Euripides, Anouilh, Ruhl, Zimmerman); painting and sculpture (Dürer, Rubens, Poussin, Klee, Rodin); film and television (Pasolini, Cocteau, Camus, Luhrmann); dance (Graham, Balanchine, Bausch); music (Monteverdi, Gluck, Stravinsky, Birtwistle, Glass); narratives and graphic narratives (Pynchon, Delany, Gaiman, Hoban); verse (Rilke, H.D., Auden, Ashbery, Milosz, Heaney, Atwood, Mullen, Strand); and computer games (*Battle of Olympus*, *Shin Megami Tensei*). During the second half of the semester, we investigate other adaptations and their theoretical implications, looking back from time to time at what we've learned from the protean story of Eurydice and Orpheus and their countless progeny. Ms. Mark.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

### ENGL 305 - CREATIVE WRITING SEMINAR

Semester Offered: Fall

1 unit(s)

Study and practice of various forms of prose and poetry for experienced creative writers. Students enrolled in 305-ENGL 306 undertake a creative senior thesis as part of the course work. Open to seniors majoring in English. Deadline for submission of writing samples immediately before spring break. Ms. Kane.

Yearlong course 305-ENGL 306.

### ENGL 306 - CREATIVE WRITING SEMINAR

Semester Offered: Spring

1 unit(s)

Study and practice of various forms of prose and poetry for experienced creative writers. Students enrolled in ENGL 305-306 undertake a creative senior thesis as part of the course work. Open to seniors majoring in English. Ms. Kane.

Deadline for submission of writing samples immediately before spring break. Check with the English office for exact date.

Yearlong course ENGL 305-306.

### ENGL 307 - SENIOR CREATIVE WRITING

Semester Offered: Spring

1 unit(s)

Study and practice of various forms of prose and poetry for experienced creative writers. Ms. McGlennen.

Open to seniors from all departments.

Writing samples are due after the October break. Please check with the department for exact dates.

One 3-hour period with individual conferences with the instructor.

### ENGL 315 - STUDIES IN PERFORMANCE

Semester Offered: Fall

1 unit(s)

This course offers advanced study in the relationship between performance and text. Performance in this case is broadly conceived. It can include dramatic performances of plays, as well as storytelling, comic or musical performance, performance art, and poetry. The course may also explore such categories as gender or identity as forms of performance.

Topic for 2015/16a: *Performing Disability*. This course explores disability both in and as performance across a range of media. Topics include: the performance of disability in everyday life; disability as metaphor; representations of disability in drama, film, and television; disability arts and culture; and the work of disabled performing artists. Texts include plays from Shakespeare to the present, as well as

readings in disability studies, performance studies, feminist and queer theory. A highlight of the course will be a workshop with deaf poet-storyteller Peter Cook and a performance by the *Flying Words Project*. Ms. Dunn.

Limited enrollment.

One 2-hour period.

### ENGL 317 - STUDIES IN LITERARY THEORY

1 unit(s)

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. Park.

Not offered in 2015/16.

### ENGL 318 - LITERARY STUDIES IN GENDER AND SEXUALITY

Semester Offered: Fall

1 unit(s)

(Same as WMST 318) Advanced study of gender and sexuality in literary texts, theory and criticism. The focus will vary from year to year but will include a substantial theoretical or critical component that may draw from a range of approaches, such as feminist theory, queer theory, transgender studies, feminist psychoanalysis, disability studies and critical race theory.

Topic for 2015/16a: *Feminist Approaches to the Representation of Rape* The representation of rape has been central in the Western literary tradition providing a pretext for aggression and revenge since the *Iliad*. These stories, foundational to narratives of the making of political entities, are repeated and recycled in the literary tradition. Yet the subjectivity of the raped woman continues to confound. Her silence seems necessary. This course considers the classical figures of Lucrece, Lavinia, and Philomel and their translation into the English literary tradition in the work of Chaucer and Shakespeare. We then turn to recent feminist work on the representation of rape. Authors may include Alcoff, Higgins and Silver, Walker, and films such as *Thelma & Louise* and *The Accused*. Ms. Robertson.

Open to Juniors and Seniors with two units of 200-level work in English or by permission of the instructor.

One 2-hour period.

### ENGL 319 - RACE AND ITS METAPHORS

1 unit(s)

Re-examinations of canonical literature in order to discover how race is either explicitly addressed by or implicitly enabling to the texts. Does racial difference, whether or not overtly expressed, prove a useful literary tool? The focus of the course varies from year to year.

Not offered in 2015/16.

### ENGL 320 - STUDIES IN LITERARY TRADITIONS

Semester Offered: Fall

1 unit(s)

This course examines various literary traditions. The materials may cross historical, national and linguistic boundaries, and may investigate how a specific myth, literary form, idea, or figure (e.g., Pygmalion, romance, the epic, the fall of man, Caliban) has been constructed, disputed, reinvented and transformed. Topics vary from year to year.

Topic for 2014/15a: *Visions and Revisions of the Fall*. In this class we consider the ways in which the Fall is treated as a literary, religious, and philosophical construct by John Milton in *Paradise Lost* and by Philip Pullman in his *Dark Materials* trilogy. While the course focuses on Milton's poem and Pullman's novels, we consider other versions of the Fall (including the Biblical one) and we also examine the lot/state/situation of the fallen (angels and others) by reading a variety of medieval and modern texts, which may include *The Consolation of*

*Philosophy, Pearl, Nineteen Eighty-Four, The Butcher Boy, and Postcards.* In addition, we will screen a number of films, which may include *The Devil's Advocate, The Rapture, Dogma, Pan's Labyrinth, and Bedazzled.* Mr. Amodio.

Not offered in 2015/16.  
One 2-hour period.

### ENGL 325 - STUDIES IN GENRE

Semester Offered: Spring

1 unit(s)

An intensive study of specific forms or types of literature, such as satire, humor, gothic fiction, realism, slave narratives, science fiction, crime, romance, adventure, short story, epic, autobiography, hyper-text, and screenplay. Each year, one or more of these genres is investigated in depth. The course may cross national borders and historical periods or adhere to boundaries of time and place.

Topic for 2015/16b: *The Gothic*. This course explores the development and the evolution of the Gothic novel in Britain from the mid eighteenth century to the end of the nineteenth century. We begin with Horace Walpole, Ann Radcliffe and Matthew Lewis, three of the most important practitioners of the eighteenth-century Gothic novel, before moving to Victorian adaptations and transformations of the Gothic form. Students read a wide variety of texts, including *The Castle of Otranto, A Sicilian Romance, The Monk, Northanger Abbey, Wuthering Heights, The Woman in White, and Dracula*, as well as some of the key theorists of the Gothic. The course addresses different aspects of Gothic writing (e.g., female Gothic, economic Gothic, alien Gothic, urban Gothic) in order to consider how the Gothic's mad, monstrous and ghostly representations serve as a critique and counterpoint to dominant ideologies of gender, race, nation and class. Ms. Zlotnick.

One 2-hour period.

### ENGL 326 - CHALLENGING ETHNICITY

1 unit(s)

(Same as AFRS 326 and URBS 326) An exploration of literary and artistic engagements with ethnicity. Contents and approaches vary from year to year.

Not offered in 2015/16.

### ENGL 328 - LITERATURE OF THE AMERICAN RENAISSANCE

Semester Offered: Spring

1 unit(s)

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. Mr. Antelyes.

Not offered in 2015/16.

### ENGL 329 - AMERICAN LITERARY REALISM

1 unit(s)

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. Ms. Graham.

### ENGL 330 - AMERICAN MODERNISM

Semester Offered: Fall

1 unit(s)

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, and Dos Passos. Ms. Graham.

### ENGL 331 - POSTMODERN AMERICAN LITERATURE

1 unit(s)

Advanced study of American literature from the second half of the twentieth century to the present date. 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. Hsu.

Not offered in 2015/16.

### ENGL 340 - STUDIES IN MEDIEVAL LITERATURE

1 unit(s)

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. Ms. Kim.

### ENGL 341 - STUDIES IN THE RENAISSANCE

Semester Offered: Fall

1 unit(s)

(Same as WMST 341) Intensive study of selected Renaissance texts and the questions they raise about their context and interpretation.

Topic for 2015/16a: *Sex And The City In 1600: Gender, Marriage, Family, and Sexuality In Early Modern London*. This course explores everyday life in the rapidly expanding early modern metropolis of London at the turn of the 16th and 17th centuries. We pay special attention to religious, social, legal as well as informal control mechanisms that influenced issues of gender, marriage, and sexuality in various layers of London society. We anchor our investigations in a handful of plays by Beaumont, Dekker, Jonson, Marston, Middleton, and Shakespeare, but also explore ballads, homilies, conduct books, legal and travel narratives, pamphlets, treatises, works by female authors, and other literary and non-literary texts. Mr. Márkus.

One 2-hour period.

### ENGL 342 - STUDIES IN SHAKESPEARE

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Wholly Hamlet!* "Are the commentators on Hamlet really mad," inquired Oscar Wilde, "or only pretending to be?" It has been said that "Hamlet invented modern subjectivity"; that Hamlet engages us "not as a work by Shakespeare but as a work of western culture," "a field of operation for thoughtful play," "a poem unlimited." The Hamlet story survives in medieval folk tales and in a thousand modern redactions, including three substantially different "Shakespeare" scripts (1603, 1605, 1623). In this interdisciplinary seminar we shall consider folk Hamlets, stage Hamlets, printshop Hamlets, burlesque Omelets; Hamlet as transposed to the painter's canvas and to the silver screen; Hamlet in textual scholarship, literary history, classroom

editing, dramatic theory, art history, psychiatry, anthropology, philosophy, gender studies, queer theory, kiddie lit, theology, Bardolatry, anti-Stratfordianism, pop culture, world culture, and the Internet. Nor shall Ophelia drown without notice. Mr. Foster.

One 2-hour period.

### ENGL 345 - MILTON

Semester Offered: Spring

1 unit(s)

Study of John Milton's career as a poet and polemicist, with particular attention to *Paradise Lost*. Mr. DeMaria.

Not offered in 2015/16.

### ENGL 350 - STUDIES IN EIGHTEENTH-CENTURY BRITISH LITERATURE

1 unit(s)

Focuses on a broad literary topic, with special attention to works of the Restoration and eighteenth century.

Not offered in 2015/16.

One 2-hour period.

### ENGL 351 - STUDIES IN NINETEENTH-CENTURY BRITISH LITERATURE

1 unit(s)

Study of a major author (e.g., Coleridge, George Eliot, Oscar Wilde) or a group of authors (the Brontes, 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 2015/16.

One 2-hour period.

### ENGL 352 - ROMANTIC POETS: REBELS WITH A CAUSE

Semester Offered: Fall

1 unit(s)

Intensive study of the major poetry and critical prose of Blake, Wordsworth, and Coleridge (ENGL 352), and Byron, Shelley, and Keats (ENGL 353) 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. Mr. Sharp.

Not offered in 2015/16.

### ENGL 353 - ROMANTIC POETS: REBELS WITH A CAUSE

1 unit(s)

Intensive study of the major poetry and critical prose of Blake, Wordsworth, and Coleridge (ENGL 352), and Byron, Shelley, and Keats (ENGL 353) 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.

Not offered in 2015/16.

### ENGL 355 - MODERN POETS

Semester Offered: Fall

1 unit(s)

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. Mr. Kane.

### ENGL 356 - CONTEMPORARY POETS

Semester Offered: Spring

1 unit(s)

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. Gill.

Not offered in 2015/16.

One 2-hour period.

### ENGL 357 - STUDIES IN TWENTIETH-CENTURY LITERATURE

Semester Offered: Spring

1 unit(s)

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).

Topic for 2014/15b: *Virginia Woolf and Queer Modernity*. Virginia Woolf seems more like our contemporary than any other British modernist. A scathing and often hilarious critic of patriarchy, her writing is free of the vexing misogyny that dates the work of her male counterparts. She treats women's quotidian experiences - their travails, but also their pleasures - as subjects of universal artistic concern. Her detailed explorations of the flux of consciousness and the intricate nature of memory continue to resonate in our confessional culture. But so to do her queer attempts to get beyond both the dreary offices of gender and the pondering of one's own uniqueness. Against the grain of her reputation as a chronicler of the inner life, her writing focuses the mundane object-world in new and unfamiliar ways and probes the elusive nature of our social tie, our being-in-common. Like Freud, she tried in her late work to imagine what a civilized society might look like in an era of unprecedented barbarity, when appeals to collective existence were being marshaled under the banners of jingoism, imperialism, militarism, and fascism. Perhaps her most urgent lesson for us, however, is neither strictly "personal" nor "political": Woolf made powerful pleas for our right to privacy and anonymity, for the freedom to think about nothing in particular and to do so without interruption in a room of one's own. On the other hand, no one did more than she to invent her readership and to secure her afterlife as a literary celebrity: no reading of Woolf is quite separable from Woolf. In addition to reading her novels, we will sample her short fiction, essays, memoirs, diaries, and letters. Mr. Chang.

Topic for 2014/15b: *Finnegans Wake: Kersse the Tailor through Array! Surrection*. Mr. Russell.

Not offered in 2015/16.

### ENGL 362 - TEXT AND IMAGE

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Sequential Art*. An advanced exploration of topics in comics history, theory, aesthetics, and politics. Subjects and texts may include: conflict comics (Jacques Tardi's *It Was the War of the Trenches* and Joe Sacco's *Safe Area Gorazde*), women's diary comics (Julie Doucet's *My New York Diary* and Gabrielle Bell's *July 2011*), comics, genre, and gender (*Wonder Woman* from origins to contemporary permutations), comics and colonialism (Herge's *Tin Tin* and Goscinny and Uderzo's *Asterix*), disability comics (Al Davison's *The*

*Spiral Cage* and Allie Brosch's *Hyperbole and a Half*), comics and sexuality (Alison Bechdel's *Fun Home*), comics and race (Mariko and Jillian Tamaki's *Skim*), and comics out of the box (Chris Ware's *Building Stories*). Readings will also include materials in comics studies, media studies, film studies, and literary studies. Mr. Antelyes.

One 3-hour period.

### ENGL 365 - SELECTED AUTHOR

Semester Offered: Fall

1 unit(s)

Study of the work of a single author. The work may be read in relation to literary predecessors and descendants as well as in relation to the history of the writer's critical and popular reception. This course alternates from year to year with ENGL 265.

Topic for 2015/16a: *Fanny Howe*. "I traveled to the page where scripture meets fiction./The paper slept but the night in me woke up," begins Fanny Howe's poem, *A Hymn*. In this seminar we travel through the work of this American poet, novelist, short story writer, essayist, and activist, the author of more than 20 books of poetry and prose, not only in hopes of waking the night in us, but also exploring what she calls "bewilderment as a way of entering the day as much as the work. Bewilderment as a poetics and an ethics." Mr. Joyce.

Topic for 2015/16a: *J.D. Salinger and the Craft of Writing*: This seminar focuses on Salinger's development of the craft of writing, from his earliest, never re-published stories (available on course website), to his novel *Catcher in the Rye* and his later collections *Nine Stories*, *Franny and Zooey*, *Raise High the Roofbeam Carpenters*, and *Hapworth 16, 1924*. A goal of the seminar is to blend students' critical experience of reading with their own creative work, exploring use of dialogue, focus on detail, narrative voice and structure in both Salinger and in their own creative writing practice. Among topics the seminar explores are Salinger's experience in the infantry in World War II as it shaped his writing and his creation of a postwar American family of prodigies, the Glass family. The final segment of the seminar explores Salinger's influences on a generation of younger writers, such as David Foster Wallace, Jonathan Safran Foer, Amy Bender, and the film maker Wes Anderson. Of special interest to creative writing students. Ms. Wallace.

One 2-hour period.

### ENGL 370 - TRANSNATIONAL LITERATURE

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Reading Australia*. Postcolonial cultures are often divided into two types: indigenous and settler, according to the circumstances of colonization and subsequent history. This course will examine one of the settler cultures, Australia, through the lens of its literature, as it has developed since the nation's origins as a British penal colony. The focus, however, will be mainly on modern and contemporary literature, which has developed with extraordinary vitality in recent decades. In addition to exploring the dynamics of this new Australian literature, we will consider the impact of British and American influences, and the unique situation of Aboriginal culture in Australia. In placing it in the broad context of globalized writing in the 21st century, we seek to understand Australia's ongoing contribution to anglophone literature. Authors may include Peter Carey, Helen Garner, David Malouf, Gwen Harwood, Alice Pung, Les Murray, Alex Miller and others. Mr. Kane.

One 2-hour period.

### ENGL 378 - BLACK PARIS

1 unit(s)

(Same as AFRS 378 and FREN 378) This multidisciplinary course examines black cultural productions in Paris from the first Conference of Negro-African writers and artists in 1956 to the present. While considered a haven by African American artists, Paris, the metropolitan center of the French empire, was a more complex location

for African and Afro-Caribbean intellectuals and artists. Yet, the city provided a key space for the development and negotiation of a black diasporic consciousness. This course examines the tensions born from expatriation and exile, and the ways they complicate understandings of racial, national and transnational identities. Using literature, film, music, and new media, we explore topics ranging from modernism, jazz, Négritude, Pan-Africanism, and the *Présence Africaine* group, to assess the meanings of blackness and race in contemporary Paris. Works by James Baldwin, Aime Césaire, Chester Himes, Claude McKay, the Nardal sisters, Richard Wright. Ousmane Sembène, Mongo Beti, among others, are studied.

Not offered in 2015/16.

One 2-hour period.

### ENGL 380 - ENGLISH SEMINAR

Semester Offered: Fall

1 unit(s)

(Same as AFRS 380) Topic for 2015/16a: *The Blues In/And Black Fiction*. The blues makes audible the struggles and the resilience of African Americans. This seminar will explore the relationship and influence of blues music on black literary, cultural, and critical production. We'll listen to sound recordings and watch videos, as we explore how black artists and scholars make use of blues aesthetics, themes, and even personas to craft their literary worlds and works. We'll think about the relationship between a musical form and texts, and we'll let questions of black vernacular tradition, gender, sexuality, urbanization, migration, violence, and love guide us. Ms. Dunbar.

One 2-hour period.

### ENGL 381 - ENGLISH SEMINAR

1 unit(s)

### ENGL 382 - ENGLISH SEMINAR

1 unit(s)

### ENGL 383 - ENGLISH SEMINAR

1 unit(s)

### ENGL 384 - ENGLISH SEMINAR

1 unit(s)

### ENGL 385 - ENGLISH SEMINAR

1 unit(s)

### ENGL 386 - ENGLISH SEMINAR

1 unit(s)

### ENGL 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Open by permission of the Chair. One unit of credit given only in exceptional cases.

# Environmental Studies Program

**Director:** Stuart Belli;

**Steering Committee:** Mark W. Andrews (French and Francophone Studies), Pinar Batur (Sociology), Stuart L. Belli (Chemistry), Mary Ann Cunningham (Earth Science and Geography), Julie E. Hughes<sup>b</sup> (History), Paul Kane (English), Jamie Kelly (Philosophy), Kirsten Menking (Earth Science and Geography), Lizabeth Paravisini-Gebert<sup>b</sup> (Hispanic Studies), A. Marshall Pregnell (Biology), Margaret Ronsheim (Biology), Paul Ruud (Economics), Peter G. Stillman (Political Science), Jeffrey R. Walker<sup>a</sup> (Earth Science and Geography);

**Participating Faculty:** Mark W. Andrews (French and Francophone Studies), Pinar Batur (Sociology), Stuart L. Belli (Chemistry), Lynn Christenson<sup>a</sup> (Biology), Randolph R. Cornelius (Psychology), Mary Ann Cunningham (Earth Science and Geography), Brian J. Godfrey<sup>a</sup> (Earth Science and Geography), Kathleen Hart (French and Francophone Studies), Benjamin Ho<sup>a</sup> (Economics), Julie E. Hughes<sup>b</sup> (History), Paul Kane (English), Jamie Kelly (Philosophy), John H. Long, Jr. (Biology), Kirsten Menking (Earth Science and Geography), Leonard Nevarez (Sociology), Lizabeth Paravisini-Gebert<sup>b</sup> (Hispanic Studies), Anne Pike-Tay (Anthropology), A. Marshall Pregnell (Biology), Margaret Ronsheim (Biology), Paul Ruud (Economics), Mark A. Schlessman (Biology), Jill S. Schneiderman (Earth Science and Geography), Jodi Schwarz<sup>a</sup> (Biology), Alison Keimowitz (Chemistry), Peter G. Stillman (Political Science), Jeffrey R. Walker<sup>a</sup> (Earth Science and Geography).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

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. A component of the program is the Environmental Research Institute (ERI), whose mission is to broaden and enrich the Environmental Studies program by emphasizing and supporting fieldwork, research, and engagement in the community.

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, assigns 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. For additional information please consult the program website.

Research studies by Environmental Studies majors are supported by the Environmental Research Institute.

Environmental Studies is a major in which students concentrate in two disciplines or areas of focus (one in the natural sciences). Potential majors are encouraged to take additional introductory courses in the disciplines or areas where their focus may be.

**Requirements for the Major:** 15 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) ENST 124, ENST 125 and ENST 301, the senior seminar; (2) ENST 260 or ENST 270, and one course from within the program's own offerings at the 300-level; (3) the senior project/thesis, ENST 300 or ENST 303-ENST 304; (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, earth science, or physics 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 in a natural science other than biology, chemistry, earth science, and physics, a set of courses established in consultation with the director; 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, earth science, or physics; (6) one half 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; and (7) ENST 291 (0.5 unit). Field experience is expected to be carried out before the senior thesis/project. The 0.5 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:** ENST 300 or ENST 303-ENST 304 and ENST 301.

**Correlate Sequence in Sustainability:** Each 6 unit Correlate in Sustainability is designed in consultation with an advisor from the Environmental Studies Program and the ENST Director. The correlate includes (1) ENST 107 - Global Change and Sustainability or ESCI 151 - Earth, Environment, and Humanity; (2) a set of four related courses on sustainability in a division other than the one in which the student is majoring, no more than one of which is a 100-level course; (3) a 300-level seminar on sustainability chosen from a list of approved courses or 0.5 unit of ENST 291 combined with a 0.5 unit capstone project (ENST 399).

## I. INTRODUCTORY

### ENST 100 - EARTH RESOURCE CHALLENGES

1 unit(s)

(Same as ESCI 100, ESSC 100, and GEOG 100) This course combines the insights of the natural and social sciences to address a topic of societal concern. Geographers bring spatial analysis of human environmental change, while Earth scientists contribute their knowledge of the diverse natural processes shaping the Earth's surface. Together, these distinctive yet complementary fields contribute to comprehensive understandings of the physical limitations and potentials, uses and misuses of the Earth's natural resources. Each year the topic of the course changes to focus on selected resource problems facing societies and environments around the world. When this course is team-taught by faculty from Earth Science and Geography, it serves as an introduction to both disciplines.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

### ENST 101 - THE ART OF READING AND WRITING

Semester Offered: Fall

1 unit(s)

(Same as ENGL 101) Topic for 2015/16a: *Thoreau in His Time and Ours*. Henry David Thoreau's influence on American environmental thought, political ideas, and literary culture is enduring. The course examines some of his own writings, including *Walden*, *Essay on Civil*

*Disobedience*, excerpts from his *Indian Notebooks*, and from his life-long Journal. We will also read and write about twenty-first-century works in his tradition, including Cheryl Strayed's book *Wild* (and the recent film made from it), as well as some contemporary journalism. Twentieth-century writers could include John Muir, John Burroughs (with a field trip to his nearby retreat *Slabsides*), Ernest Hemingway, Annie Dillard, and Gary Snyder. Photography and landscape painting influenced by Thoreau will also be considered. Thoreau himself was a great prose stylist, and can provide a model for our own writing, including journal writing. Mr. Peck.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

## ENST 107 - GLOBAL CHANGE AND SUSTAINABILITY

Semester Offered: Spring

1 unit(s)

This class offers an interdisciplinary introduction to the climate, ecosystem and sustainability 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. Ms. Spodek.

Two 75-minute periods.

## ENST 124 - ESSENTIALS OF ENVIRONMENTAL SCIENCE

Semester Offered: Spring

1 unit(s)

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. Mr. Pregnall.

Two 75-minute periods; one 4-hour laboratory.

## ENST 125 - ENVIRONMENTALISMS IN PERSPECTIVE

Semester Offered: Fall

1 unit(s)

This multidisciplinary course examines significant approaches to the theory and practice of environmentalisms past and present. Students explore possible connections between the ethical, aesthetic, social, economic, historical, and scientific concerns that comprise environmental studies. The methods of inquiry we follow and the environmentalisms we consider vary among sections. Ms. Batur.

Required of students concentrating in the program.

## ENST 180 - GREEN FICTIONS

Semester Offered: Spring

1 unit(s)

The course studies modern environmental writing from several European countries, including France, Iceland, and the United Kingdom, and explores the reimagining of vanished landscapes. A

selection of narrative tales, accounts, and reflections foregrounding contemporary ecological issues and priorities are considered; they cover a range of styles, from geopoetics to wild writing. The works draw on different cultural traditions to reflect creatively about questions of global urgency, among them climate change, sustainable development, loss of habitat, and pollution. Critical readings accompany the study of primary texts. Authors may include Kathleen Jamie, Jean Giono, Andri Snaer Magnason, Kenneth White, Michel Rio, Robert Macfarlane. Mr. Andrews.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

## II. INTERMEDIATE

### ENST 254 - ENVIRONMENTAL SCIENCE IN THE FIELD

1 unit(s)

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, and topics vary with expertise of the faculty teaching the course. Ms. Batur and Mr. Belli.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

### ENST 258 - ENVIRONMENT AND CULTURE IN THE CARIBBEAN

Semester Offered: Fall

1 unit(s)

(Same as AFRS 258) The ecology of the islands of the Caribbean has undergone profound change since the arrival of Europeans to the region in 1492. The course traces the history of the relationship between ecology and culture from pre-Columbian civilizations to the economies of tourism. Among the specific topics of discussion are: Arawak and Carib notions of nature and conservation of natural resources; the impact of deforestation and changes in climate; the plantation economy as an ecological revolution; the political implications of the tensions between the economy of the plot and that of the plantation; the development of environmental conservation and its impact on notions of nationhood; the ecological impact of resort tourism; the development of eco-tourism. These topics are examined through a variety of materials: historical documents, essays, art, literature, music, and film. Ms. Paravisini.

Two 75-minute periods.

### ENST 260 - ISSUES IN ENVIRONMENTAL STUDIES

Semester Offered: Fall

1 unit(s)

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.

Topic for 2015/16b: *Animal Metaphors*. When humans place themselves above and beyond nature, they are more likely to engage in practices destructive to the environment. The purpose of this course is to discover how and why humans so often define themselves in opposition to the animal world, and to use both art and science to explore alternative identities that would help us come to terms with our own “animal” being. As we consider stories about animals in various works of literature and film, we study humans themselves as a species to which evolution has bequeathed a host of traits and capacities, including the capacity for story-telling. Readings in cognitive science and evolutionary psychology help us reframe questions of human identity in relation to animals. Towards the end of the course, we examine ways in which various cultural narratives, including ecocriticism, have been transformed by a more scientifically informed appreciation of animals as metaphors, and of humans as “metaphorizing animals.” The course is taught in English. Works of French literature are in translation. Ms. Hart and Mr. Long.

Two 75-minute periods.

### ENST 261 - “THE NUCLEAR CAGE”: ENVIRONMENTAL THEORY AND NUCLEAR POWER

Semester Offered: Spring

1 unit(s)

(Same as SOCI 261 and INTL 261) The central aim of this course is to explore debates about the interaction between beings, including humans, animals, plants and the earth within the context of advanced capitalism by concentrating on the production, distribution, consumption, and disposal of nuclear power. The first question concerning the class is how does Environmental Theory approach nuclear power and its impact on the environment. The second question deals with how this construction interacts with other forms of debate regarding nuclear power, especially concentrating on the relation between science, market and the state in dealing with nature, and how citizens formulate and articulate their understanding of nuclear power through social movements. Ms. Batur.

### ENST 262 - CONSUMING PARADISE: A GLOBAL PRE-HISTORY OF ENVIRONMENTALISM

1 unit(s)

Today’s fundamental topics of environmental justice and sustainability are not new. Likewise, our contemporary concerns with invasive species, wildlife conservation, and environmental degradation have deep histories. We trace the early development of these topics and concerns through the lens of imperial production and consumption, centered on the Global South, from the beginnings of European colonialism through the twentieth century. Tropical fruits, sugar, and spice first attracted Europeans and quickly turned verdant islands and robust laborers to dust. Innumerable weeds and other plants travelled the oceans—along with voracious sheep, cattle, and pig—reshaping the environment and inciting debate wherever they went. Commercial hunting and big game shooting flourished, giving rise to conservationism and hinting at the value of biodiversity as wildlife dwindled or disappeared. The appropriation of tropical resources—notably through the patenting of tropical species by private corporations—continues today in an ostensibly post-colonial world, forcing us to question just how much our interests in the environment have really changed. Ms. Hughes.

Not offered in 2015/16.

Two 75-minute periods.

### ENST 266 - RACISM, WASTE AND RESISTANCE

Semester Offered: Fall

1 unit(s)

(Same as SOCI 266) The 21st century will be defined in the dramatic consequences of the current events and movements regarding

our waste: global climate change, pollution, resource depletion, contamination and extinction. One of the most striking and consistent observations is that racism plays a major role in placing waste in close proximity to those racially distinct, economically exploited and politically oppressed. This class examines the destructive global dynamics of environmental racism and resistance, as struggles against it. Ms. Batur.

Two 75-minute periods.

### ENST 270 - TOPICS IN ENVIRONMENTAL STUDIES

1 unit(s)

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.

Not offered in 2015/16.

### ENST 271 - LITERATURE AND THE AMERICAN ENVIRONMENT

1 unit(s)

This course considers the representations of nature and the environment in American literature, from the nineteenth century to the present, with special emphasis on contemporary experience and perception. Topics will include: the importance of sense of place (and displacement); multiple cultural discourses about nature; the rise of modern ecocriticism; indigenous understandings of the natural world; and the role of literature in environmental movements. Readings will be drawn from such authors as H. D. Thoreau, Mary Austin, Jean Toomer, Aldo Leopold, Gary Snyder, Barry Lopez, Leslie Silko, John Edgar Wideman, Annie Dillard, Mary Oliver, and Terry Tempest Williams, as well as from critical and scholarly sources. Mr. Kane.

(Not available to students who have taken ENST 270.)

Not offered in 2015/16.

Two 75-minute periods.

### ENST 276 - PLANTS AND PLANT COMMUNITIES OF THE HUDSON VALLEY

0.5 unit(s)

(Same as BIOL 276) Plants are the most conspicuous components of terrestrial ecosystems. In this course, you learn how to observe and describe variation in plant form so you can recognize locally common plant species and determine their scientific names. You also learn to recognize the characteristic plant communities of the Hudson Valley. This course is structured around weekly field trips to local natural areas. Locations are chosen to illustrate the typical plant species and communities of the region, the ecosystem services provided by plants, environmental concerns, and conservation efforts. This course is appropriate for students interested in biology, environmental science, and environmental studies, and anyone wishing to learn more about our natural environment. Mr. Schlessman.

Environmental Studies majors may take this course instead of ENST 291.

First 6-week course.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory.

### ENST 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

**ENST 291 - FIELD EXPERIENCES IN THE HUDSON VALLEY**

Semester Offered: Fall or Spring

0.5 unit(s)

The course emphasizes project-based learning that, rather than beginning with established divisions or disciplines, focuses on problems or questions to which students can bring all the resources of their previous classes in a truly multidisciplinary fashion. Mr. Nevarez.

Required for Environmental Studies majors. ENST 276 can be taken instead if 291 is not being offered.

First 6-weeks of fall semester and second 6-weeks of spring semester.

Two 75-minute periods.

**ENST 298 - INDEPENDENT RESEARCH**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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****ENST 300 - SENIOR PROJECT/THESIS**

Semester Offered: Spring

1 unit(s)

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.

**ENST 301 - SENIOR SEMINAR**

Semester Offered: Fall

1 unit(s)

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.

Required of students concentrating in the program.

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

**ENST 303 - THESIS**

Semester Offered: Fall

0.5 unit(s)

Yearlong course 303-ENST 304.

**ENST 304 - THESIS**

Semester Offered: Spring

0.5 unit(s)

Yearlong course ENST 303-304.

**ENST 305 - PEOPLE AND OTHER ANIMALS IN INDIA**

1 unit(s)

(Same as ASIA 305 and HIST 305) How have Indians defined the proper relationship between themselves and the animals around them? What challenges and opportunities have animals and people met with as a result? How have our ideas changed animals' lives and the

environments we both live in, and how have animals affected human lives and histories? We read excerpts from foundational ancient and classical texts, alongside British and Indian texts on war horses and elephants. We delve into the primary sources on Cow Protection and royal sport. We read children's literature and make extensive use of non-textual sources including miniature paintings, photography, and taxidermy. To provide a framework for our studies, we consult scholarship in the emerging field of human-animal history. Ms. Hughes.

Not offered in 2015/16.

One 2-hour period.

**ENST 325 - STUDIES IN GENRES**

1 unit(s)

An intensive study of specific forms or types of literature, such as satire, humor, gothic fiction, realism, slave narratives, science fiction, crime, romance, adventure, short story, epic, autobiography, hypertext, and screenplay. Each year, one or more of these genres is investigated in depth. The course may cross national borders and historical periods or adhere to boundaries of time and place.

Topic for 2014/15a: *Ecotexts: Environmental Literature*. (Same as ENGL 325) This course examines the development of environmental literature, from the "nature writing" of the nineteenth and twentieth centuries to the emergence of contemporary ecological writing and ecocriticism. Readings will feature a wide range of writers from various disciplines, including Henry David Thoreau, Aldo Leopold, Rachel Carson, Edward Abbey, Leslie Silko, Terry Tempest Williams, Bill McKibben and others. Mr. Kane.

Not offered in 2015/16.

One 2-hour period.

**ENST 331 - TOPICS IN ARCHAEOLOGICAL THEORY AND METHOD**

1 unit(s)

The theoretical underpinnings of anthropological 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.

Prerequisite: previous coursework in Anthropology, Environmental Studies, or Science, Technology, and Society, or permission of the instructor.

May be repeated for credit if the topic has changed.

Not offered in 2015/16.

One 2-hour period; plus 4 hour lab.

**ENST 335 - PALEOCLIMATOLOGY: EARTH'S HISTORY OF CLIMATE CHANGE**

1 unit(s)

(Same as ESCI 335) In recent decades, record high temperatures and extreme weather events have led scientists and policy makers to grapple with the fact that human activities are affecting the climate system. At the same time, scientists have come to realize that climate is capable of dramatic shifts in the absence of human intervention. The science of paleoclimatology seeks to understand the extent and causes of natural climatic variability in order to establish the baseline on top of which anthropogenic changes are occurring. In this course we examine the structure and properties of the oceans and atmosphere and how the general circulation of these systems redistributes heat throughout the globe; study how cycles in Earth's orbital parameters, plate tectonics, changes in ocean circulation, and the evolution of plants have affected climate; and explore the different lines of evidence used to reconstruct climate history. Weekly laboratory projects introduce students to paleoclimatic methods and to records of climatic change from the Paleozoic through the Little Ice Age. Ms. Menking.



Prerequisite: 200-level work in Earth Science or permission of the instructor.

Not offered in 2015/16.

One 4-hour classroom/laboratory/field period.

### **ENST 340 - ADVANCED URBAN AND REGIONAL STUDIES**

1 unit(s)

Not offered in 2015/16.

### **ENST 341 - OIL**

1 unit(s)

(Same as ESCI 341 and GEOG 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 kerosene 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.

Prerequisite: one 200-level Earth Science course or permission of the instructor.

Not offered in 2015/16.

One 4-hour classroom/laboratory/field period.

### **ENST 352 - CONSERVATION BIOLOGY**

1 unit(s)

(Same as BIOL 352) Conservation Biology uses a multidisciplinary approach to study how to best maintain the earth's biodiversity and functioning ecosystems. We examine human impacts on biodiversity and ecosystem function and discuss how to develop practical approaches for mitigating those impacts. We start the semester by assessing the current human footprint on global resources, asking questions about what we are trying to preserve, why we are trying to preserve it, and how we can accomplish our goals. We critically examine the assumptions made by conservation biologists throughout, using case studies from around the world to explore a range of perspectives. Discussion topics include conservation in an agricultural context, the efficacy of marine protected areas, the impact of climate change on individual species and preserve design, restoration ecology, the consequences of small population sizes, conservation genetics, the impacts of habitat fragmentation and invasive species, and urbanecology. Ms. Ronsheim.

Recommended: BIOL 241, BIOL 208, or BIOL 226, GEOG 260, GEOG 224, or GEOG 356; or permission of the instructor.

Not offered in 2015/16.

### **ENST 356 - ENVIRONMENT AND LAND-USE PLANNING**

Semester Offered: Fall

1 unit(s)

(Same as GEOG 356 and URBS 356) This seminar focuses on land-use issues such as open-space planning, urban design, transportation planning, and the social and environmental effects of planning and land use policies. The focus of the course this year is impacts of planning policies (such as transportation, zoning, or growth boundaries) on environmental quality, including open space preservation, farmland conservation, and environmental services. We begin with global

and regional examples and then apply ideas in the context of Dutchess County's trajectory of land use change and planning policies. Ms. Cunningham.

Prerequisite: one 200-level course in Geography, Urban Studies or Environmental Studies.

One 3-hour period.

### **ENST 361 - MODELING THE EARTH**

Semester Offered: Spring

1 unit(s)

(Same as ESCI 361) Computer models are powerful tools in the Earth and Environmental Sciences for generating and testing hypotheses about how the Earth system functions and for allowing simulation of processes in places inaccessible to humans (e.g. Earth's deep interior), too slow to permit observation (e.g., erosion driven uplift of mountains ranges), or too large to facilitate construction of physical models (e.g., Earth's climate system). Taking readings from the scientific literature, we create and then perform experiments with simple computer models, using the STELLA iconographic box-modeling software package. Topics include the global phosphorus cycle, Earth's radiative balance with the sun and resulting temperature, the flow of ice in glaciers, and the role of life in moderating Earth's climate. Toward the end of the semester, students apply the skills they have acquired to a modeling project of their own devising. Ms. Menking.

Prerequisite: one 200-level course in the natural sciences.

Satisfies the college requirement for quantitative reasoning.

One 4-hour classroom/laboratory period.

### **ENST 367 - PEOPLES AND ENVIRONMENTS IN THE AMERICAN WEST**

1 unit(s)

(Same as HIST 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.

Not offered in 2015/16.

### **ENST 368 - TOXIC FUTURES: FROM SOCIAL THEORY TO ENVIRONMENTAL THEORY**

Semester Offered: Fall

1 unit(s)

(Same as INTL 368 and SOCI 368) 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.

### **ENST 370 - FEMINIST PERSPECTIVES ON ENVIRONMENTALISM**

1 unit(s)

(Same as ESSC 370 and WMST 370) In this seminar we explore some basic concepts and approaches within feminist environmental analysis paying particular attention to feminist theory and its relevance to environmental issues. We examine a range of feminist research and analysis in 'environmental studies' that is connected by the recognition that gender subordination and environmental destruction are related phenomena. That is, they are the linked outcomes of forms of

interactions with nature that are shaped by hierarchy and dominance, and they have global relevance. The course helps students discover the expansive contributions of feminist analysis and action to environmental research and advocacy; it provides the chance for students to apply the contributions of a feminist perspective to their own specific environmental interests. Ms. Schneiderman.

Prerequisite: permission of the instructor; WMST 130 recommended.

Not offered in 2015/16.

One 2-hour period.

### ENST 375 - AQUATIC CHEMISTRY

0.5 or 1 unit(s)

(Same as CHEM 375) This course explores the fundamentals of aqueous chemistry as applied to natural waters. The global water cycle and major water resources are introduced. Principles explored include: kinetics and thermodynamics, atmosphere-water interactions, rock-water interactions, precipitation and dissolution, acids and bases, oxidation and reduction, and nutrient and trace metal cycling. Ms. Spodek.

Prerequisites: CHEM 245; PHYS 113, PHYS 114; MATH 121, MATH 126 and MATH 127 or the equivalent; or permission of the instructor.

Not offered in 2015/16.

### ENST 381 - TOPICS IN ECOSYSTEM ECOLOGY - ECOSYSTEM STRUCTURE AND FUNCTION

Semester Offered: Spring

1 unit(s)

(Same as BIOL 381) Ecosystems are complex systems, where biotic and abiotic factors interact to create the world we see around us. Understanding the nature of ecosystems is fundamental to understanding how disturbance and change in a dynamic world will influence ecosystem stability. This is especially critical as we enter the Anthropocene; a time in our planet's history where one species, modern humans, dominate. Major changes brought about by increased human activity include changing climate regimes, invasive species spread and biodiversity loss. This course explores how ecosystems, both aquatic and terrestrial, are assembled (structured) and how different ecosystems process energy and matter (function). We use our understanding of structure and function to explore how different ecosystems respond to changes in the environment (including climate change, invasive species introductions, loss of biodiversity and pollution). A class project will explore an ecosystem scale problem, and students will develop a plan for effectively communicating the scientific understanding of the problem to multiple stakeholders. Ms. Christenson.

Prerequisite: BIOL 241.

### ENST 383 - DISSENT AT THE END OF THE ANTHROPOCENE

1 unit(s)

(Same as INTL 383 and SOCI 383) Thomas Jefferson famously argued, "Dissent is the highest form of patriotism." The hallmarks of globalization—financial oligarchies, resource depletion, environmental pollution, global climate change, profound inequality—have given us the most convincing evidence to date that the ideals of progress, optimism, and humanism that have grown out of the Enlightenment are not fulfilling their promise. Perhaps these concepts became corrupted, or perhaps this is because these thought-systems have not paid adequate attention to the ethical dimensions of our economic, geopolitical, and social development, and counter cultural movements. On the other hand, movements of dissent have grown up around these ideals since at least the eighteenth century and some argue that if the Anthropocene, "the age of humankind," is to continue, we will have to fundamentally change our thinking. This course addresses the legacy of progressive "counter-Enlightenment" movements to develop an understanding of their discourse. Ms. Batur.

Not offered in 2015/16.

One 3-hour period.

### ENST 385 - TECHNOLOGY, ECOLOGY, AND SOCIETY

1 unit(s)

(Same as STS 385) Examines the interactions between human beings and their environment as mediated by technology, focusing on the period from the earliest evidence of toolmaking approximately up to the Industrial Revolution. Student research projects often bring the course up to the present. Includes experimentation with ancient technologies and field trips to local markets and craft workshops.

Prerequisite: previous coursework in Anthropology, Environmental Studies, or Science, Technology, and Society, or permission of the instructor.

Not offered in 2015/16.

One 2-hour period; plus 4 hour lab.

### ENST 387 - RISK AND GEOHAZARDS

1 unit(s)

(Same as ESCI 387 and GEOG 387) The world is becoming an increasingly risky place. Every year, natural hazards affect more and more people, and these people are incurring increasingly expensive losses. This course explores the nature of risk associated with geophysical phenomena. Are there more hazardous events now than there have been in the past? Are these events somehow more energetic? Or is it that increasing populations with increasingly disparate incomes are being exposed to these hazards? What physical, economic, political and social tools can be employed to reduce geophysical risk? We draw on examples from recent disasters, both rapid onset (earthquakes, tsunamis, cyclones), and slow onset (climate change, famine) to examine the complex and interlinked vulnerabilities of the coupled human-environment system.

Prerequisite: ESCI 121 or ESCI 151.

Not offered in 2015/16.

One 4-hour period.

### ENST 389 - FROM THE NATURAL HISTORY MUSEUM TO ECOTOURISM: THE COLLECTION OF NATURE

Semester Offered: Spring

1 unit(s)

(Same as AMST 389) From the rise of the Natural History Museum, the Bureau of Ethnology, and early endeavors to create a national literature, the appropriation of American Indian lands and American Indians (as natural objects) offered Euro-Americans a means to realize their new national identity. Today, the American consumer-collector goes beyond the boundaries of the museum, national park, and zoo and into ecotourism, which claims to make a low impact on the environment and local culture, while helping to generate money, jobs, and the conservation of wildlife and vegetation. This course investigates historical and current trends in the way North Americans recover, appropriate, and represent non-western cultures, 'exotic' animals, and natural environments from theoretical and ideological perspectives. Course readings draw from the fields of anthropology, archaeology, museology, literature, and environmental studies. Ms. Graham, Ms. Pike-Tay.

Two 75-minute periods.

### ENST 399 - SENIOR INDEPENDENT RESEARCH

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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 Department

**Chair:** Sarah R. Kozloff;

**Professor:** Sarah R. Kozloff;

**Associate Professors:** Sophia Harvey, Mia Mask;

**Assistant Professor:** Shane Slattery-Quintanilla<sup>a</sup>;

**Visiting Assistant Professors:** Caren Hartsfield, Philip Scepanski;

**Adjunct Instructor:** Joseph Muszynski.

<sup>a</sup> On leave 2015/16, first semester

### Requirements for Concentration in Film:

1. 11 units required.
2. FILM 210, FILM 211, FILM 392 required. FILM 392 must be taken senior year.
3. 2 additional Film Department units in cinema studies at the 200-level or above. These units must be completed before enrolling in FILM 392.
4. 1 film history unit in a national cinema that is not American. This course, which must be at the 200-level or above, may be taken within the Department of Film or another Vassar Department. With prior approval, a film history course taken while a student is attending a JYA or Exchange Program may satisfy this requirement.
5. 5 additional Film Department units in film. These may be any combination of courses at the 200-level or above in cinema studies, film and video production, or screenwriting. With prior approval from the department, two units of Junior Year Away coursework may be used to satisfy a portion of this requirement.

**Correlate Sequence in Film:** The correlate sequence in Film offers the opportunity to investigate Film as an adjunct to another major through a coherent sequence of study. Through the progression of courses at the 100-, 200-, and 300-level, students develop a foundational understanding of cinema studies methodology and—if room allows—basic filmmaking and/or screenwriting techniques.

Students pursuing a correlate sequence are required to complete a minimum of six units in Film.

**Required Courses:** FILM 210 - World Cinema to 1945; FILM 211 - World Cinema After 1945;

4 additional units in Film, including at least one more film history course and one course at the 300 level. One of these 4 units may be an international cinema course taken in another Vassar department, chosen from an approved list. The 300-level courses may include: FILM 310 - Film Authorship, FILM 317 - Introduction to Screenwriting, FILM 320 - Filmmaking I, or FILM 321 - Filmmaking II.

Correlates may not take the following courses to fulfill their correlate sequence: FILM 319 - Screenwriting, FILM 325 - Writing the Short Film, FILM 326 - Documentary Workshop, FILM 327 - Narrative Workshop, FILM 392 - Research Seminar in Film History and Theory, nor any of Film's Thesis options.

Students are encouraged to declare the correlate in the sophomore year.

Each year the Film Department will provide an updated list of approved courses for the correlate sequence. From this list, students define an appropriate course of study to be approved by the Film Department Chair and the correlate sequence advisor prior to declaration. Additional courses may be approved for the correlate upon petition to the Chair. No Freshman Writing Seminar, Field Work, ungraded work or NRO will count toward the correlate sequence.

## I. INTRODUCTORY

### FILM 175 - INTRODUCTION TO SCREEN ARTS

Semester Offered: Spring

1 unit(s)

An introductory exploration of central features of film and television

aesthetics, including formal and stylistic elements, such as color, lighting, editing, sound, narrative structure, etc. Students will be exposed to a wide spectrum of types of films and television shows, including: silent, abstract, non-narrative, foreign, and documentaries, and the artistic choices manifested by each. We look at issues pertaining to production, distribution, and exhibition. Subjects are treated topically rather than historically, and emphasis is placed on mastering key vocabulary and concepts. The department.

Two 75-minute periods plus outside screenings.

## II. INTERMEDIATE

### FILM 210 - WORLD CINEMA TO 1945

Semester Offered: Fall

1 unit(s)

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 introduces students to the major issues of classical film theory. The department.

Prerequisite: FILM 175 strongly suggested but not required.

Two 75-minute periods plus outside screenings.

### FILM 211 - WORLD CINEMA AFTER 1945

Semester Offered: Spring

1 unit(s)

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., auteurism, semiology, Marxist theory, feminism. The department.

Prerequisite: FILM 210, and permission of the instructor.

Two 75-minute periods plus outside screenings.

### FILM 212 - GENRE: THE MUSICAL

1 unit(s)

Examines the development of American film musicals from *The Jazz Singer* to *Sweeney Todd* and *Les Misérables*. The course looks at 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.

Prerequisite: FILM 175 or FILM 210 and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods plus outside screenings.

### FILM 214 - GENRE: THE WAR FILM

1 unit(s)

An examination of how American films have represented World War I, World War II, the Vietnam War and the Gulf Wars. Films chosen include both those made while the conflicts rages (*Bataan*, 1942), and those made many years later (*Saving Private Ryan*, 1998, and *Three Kings*, 1999). 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, television, "home front" stories at wartime poetry, posters, and music. Reading assignments cover topics such as the government's Office of War Information, the influence of

John Wayne, the racism of the Vietnam films, the ways in which the Iraq war movies have been influenced by the genre. Ms. Kozloff.

Prerequisite: FILM 175 or FILM 210 and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods plus outside screenings.

### FILM 215 - GENRE: SCIENCE FICTION

Semester Offered: Spring

1 unit(s)

The course presents a survey of global science-fiction cinema from its beginnings in the silent period to the advent of digital technologies. Topics include subgenres (end of the world, time travel, space exploration, cyborgs), the relation of science-fiction films to their socio-political context and their function in popular culture. We contextualize these topics within discourses of postmodernism, postcolonialism, and feminism. Screenings may include: *Metropolis* (Fritz Lang, 1927, Germany), *Robocop* (Paul Verhoeven, 1987, USA), *Enthiran* (S. Shankar, 2010, India), *Cyber Wars* (Kuo Jian Hong, 2004, Singapore) and *Nuoc 2030* (Nghiem-Minh Nguyen-Vo, 2014, Vietnam). Ms. Harvey.

Prerequisites: FILM 175 or FILM 210 and permission of the instructor.

Two 75-minute periods plus outside screenings.

### FILM 216 - GENRE: ROMANTIC COMEDY

Semester Offered: Fall

1 unit(s)

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 and the 21st century. 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, genre, and the star system. Ms. Kozloff.

Prerequisite: FILM 175 or FILM 210 and permission of the instructor.

Two 75-minute periods plus outside screenings.

### FILM 217 - VIDEO ART

Semester Offered: Fall

1 unit(s)

(Same as ART 217) Video continues to document, illuminate, and instruct our lives daily. New channels of accessibility have opened it to a broad range of alternative practices, always in relation to its online or televised utility. In this studio, students make videos to better understand the affects and formal potential of video as an opportunity for critique. Technical experimentation covers the major tools of video production and post-production. Workshops examine set, keying, montage, sound, pacing, composition, and the cut. Regular assignments address a range of structural problems, at once conceptual and plastic (topics include the question of the subject, politics of visibility, satire, abjection, abstraction, psychedelia, performance and humiliation). Work by artists who have harnessed or perverted video’s components is screened bi-weekly. Mr. McElnea.

Prerequisite: permission of the instructor.

Two 2-hour periods.

### FILM 218 - GENRE: THE WESTERN

1 unit(s)

This course offers an historical and cultural exploration of the Western film genre. There is emphasis on the relationship between the Western and the central myths of the American experience. The changing nature of masculinity, the representation of violence, and the roles designated to women are addressed. The course examines Westerns directed by filmmakers D. W. Griffith, John Ford, Howard Hawks, George Stevens, John Huston, Fred Zinnemann, Sidney Poitier, Sam Peckinpah, and Clint Eastwood. Ms. Mask.

Prerequisites: FILM 175 or FILM 210 and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods plus outside screenings.

### FILM 220 - CHINESE FILM AND CONTEMPORARY FICTION

1 unit(s)

(Same as CHIN 220) 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. The interrelations between texts and visual images are also explored. Mr. Du.

Prerequisite: one course in language, literature, culture, film, drama, or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### FILM 230 - WOMEN IN FILM

1 unit(s)

This course both examines the representation of women on film from an international perspective, and explores the works of key international women directors. Issues addressed include: constructions of femininity, masculinity, and sexuality, and the mapping of intersections between gender, power, race, class, and nation. We then study women directors of feature films such as Kathryn Bigelow (USA), Julie Dash (USA), Mingmonkul Sonakul (Thailand), Deepa Mehta (India), Nan Triveni Achinas (Indonesia), Jane Campion (New Zealand), Chantal Akerman (Belgium), and Yasmin Ahmad (Malaysia). Readings are drawn from feminist (film) theory, post-colonial theory, genre theory, and cultural studies. Screenings may include *Sweetie*, *Sepet*, *The Photograph*, *Fire*, *Jeanne Dielman*, *23 Quai du Commerce*, *1080 Bruxelles*, and *Near Dark*.

Prerequisite: one course in Film or Women’s Studies.

Two 75-minute periods plus outside screenings.

### FILM 231 - MINORITIES IN THE MEDIA

1 unit(s)

This course examines the dynamics of race, class, gender and sexuality as they are represented in American society. Throughout the semester, we will analyze films, television programs, videos and advertisements, as well as other mediated discourse, to assess the way categories of “minority” identity have been constructed in mainstream society. In addition to examining images of those persons collectively known as “minorities,” we will consider the representation of those defined as “majority” Americans. In addition to scholarship by black British cultural theorists, African American scholars, critical race theorists and sociologists, this course enlists scholarship from the growing field of whiteness studies. Issues and topics may include “model minorities” (Henry Louis Gates, Jennifer Lopez, Rahm Emmanuel, Tiger Woods, Ellen DeGeneres, The Williams Sisters, Barack Obama), global

advertising, racial profiling, police brutality (Rodney King, Abner Louima, Amadou Diallo, Sean Bell), Trayvon Martin, Eric Garner, Tamir Rice), the Proposition 209 conflict, the WNBA, gay marriage, Islamophobia, and the representation of the Middle East. Readings, screenings and papers required. Ms. Mask.

Prerequisite: FILM 175 or FILM 210 and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods, plus outside screenings.

### FILM 232 - AFRICAN AMERICAN CINEMA

1 unit(s)

(Same as AFRS 232) This course provides a survey of the history and theory of African American representation in cinema. It begins with the silent films of Oscar Micheaux and examines early Black cast westerns (*Harlem Rides the Range*, *The Bronze Buckaroo*, *Harlem on the Prairie*) and musicals (*St. Louis Blues*, *Black and Tan*, *Hi De Ho*, *Sweethearts of Rhythm*). Political debate circulating around cross over stars (Paul Robeson, Sidney Poitier, Dorothy Dandridge, Eartha Kitt, and Harry Belafonte) are central to the course. Special consideration is given to Blaxploitation cinema of the seventies (*Shaft*, *Coffy*, *Foxy Brown*, *Cleopatra Jones*) in an attempt to understand its impact on filmmakers and the historical contexts for contemporary filmmaking. The course covers "Los Angeles Rebellion" filmmakers such as Julie Dash, Charles Burnett, and Haile Gerima. Realist cinema of the 80's and 90's (*Do the Right Thing*, *Boyz n the Hood*, *Menace II Society*, and *Set it off*), is examined before the transition to Black romantic comedies, family films, and genre pictures (*Coming to America*, *Love and Basketball*, *The Best Man*, *Akeelah and the Bee*, *12 Years a Slave*, *The Great Debaters*). Ms. Mask.

Prerequisite: FILM 210 and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods plus outside screenings.

### FILM 233 - THE MCCARTHY ERA AND FILM

1 unit(s)

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 The House on 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 more contemporary films such as *Good Night and Good Luck* have sought to frame our understanding of this era. Ms. Kozloff.

Prerequisite: FILM 175 or FILM 210 and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods plus outside screenings.

### FILM 238 - MUSIC IN FILM

Semester Offered: Fall

1 unit(s)

(Same as MUSI 238) A study of music in sound cinema from the 1920s 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 include Max Steiner, Bernard Herrmann, Jerry Goldsmith, Danny Elfman and others as well as film scores that rely upon a range of musical resources including classical, popular, and non-Western

music. Specific topics to be considered this semester include music in film noir and the movie musical. Mr. Mann.

Prerequisite: one course in music (not performance) or film.

Two 75-minute periods plus outside screenings.

### FILM 240 - FOUNDATIONS

Semester Offered: Fall and Spring

1 unit(s)

This is a course about becoming a better finder, reader, and teller of visual stories. Through a series of exercises and video projects we cover every aspect of production, from the smallest and most technical aspects of lighting and shooting to the big-picture issues of production ethics and theory. Over the course of the semester we are all videographers, sound designers, editors, writers, directors, producers, theorists, and critics—and we discover how these roles often overlap. Along with creating new projects of our own we will be reflecting on projects already done by professionals and other students. Every week we sample some of the masterpieces of cinema but we also occasionally look at shorter journalistic videos, experimental films, television programs, and music videos. Mr. Slattery-Quintanilla.

Prerequisite: FILM 210.

No technical experience is required.

One 2-hour period plus one 3-hour laboratory.

### FILM 255 - ITALIAN CINEMA IN ENGLISH

1 unit(s)

(Same as ITAL 255) Close analysis of the narrative and visual styles of Bernardo Bertolucci, Lina Wertmüller, Gianni Amelio and Nanni Moretti, in the context of post-war Italian cinema and culture. Theoretical literature on these directors and on approaches to the interpretation of film—such as psychoanalytic film theory, feminist theory, deconstruction, and post-colonial analyses of dominant discourses—aid us in addressing questions of style and of political and social significance. Cinematic interpretive skills are developed through visual and linguistic exercises, group projects, and film-making. Conducted in English. Ms. Blumenfeld.

Open to sophomores, juniors, and seniors. May be counted towards the Italian major.

Not offered in 2015/16.

Two 75-minute periods and two film screenings.

### FILM 260 - DOCUMENTARY: HISTORY AND AESTHETICS

1 unit(s)

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 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 city-symphonies, domestic ethnographies, and mockumentaries. Screenings may include: *Nanook of the North* (Robert Flaherty, 1922), *Chronique d'un été* (Paris 1960) (Jean Rouch and Edgar Morin, 1961), *Primary* (Robert Drew, 1960) *Jane* (D.A. Pennebaker, 1962), *Boxing Gym* (Frederick Wiseman, 2010), and *This is Spinal Tap* (Rob Reiner, 1984). The department.

Prerequisite: FILM 175 or FILM 210 and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods plus outside screenings.

### FILM 266 - GENRE: HORROR

1 unit(s)

(Same as ASIA 266) This course examines contemporary Asian horror. Using a variety of critical perspectives, we will deconstruct the

pantheon of vampires, monsters, ghosts, and vampire ghosts inhabiting such diverse regions as Indonesia, Thailand, Singapore, Japan, Hong Kong, and the Philippines to explore constructions of national/cultural identity, gender, race, class, and sexuality. We will ground these observations within a discussion of the nature of horror and the implications of horror as a trans/national genre. Ms. Harvey.

Prerequisites: FILM 175 or FILM 210, and permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods, plus outside screenings.

### FILM 282 - HISTORY OF RADIO

Semester Offered: Fall

1 unit(s)

(Same as MEDS 282) This course analyzes the cultural, technological, and industrial history of American radio with a particular focus on the medium's history of narrative and storytelling. Too often ignored as an aspect of American media culture, American radio has a long, varied, and significant history from the its creation to the current state of terrestrial, satellite, and internet radio. Topics include the invention and early uses of radio, its development into a commercial mass medium; the creation of network radio; the shift in focus from narrative to music; the rise of FM; the development of college, underground, independent, and public radio; the popularity of conservative talk radio; media consolidation; and the development of both satellite and internet radio as popular alternatives. By studying these historical developments, we assess the ways in which technological, industrial, and cultural influences have been reflected in radio programming and how this programming affected culture more generally. "Listenings" may include *Amos 'n' Andy*, *The Jack Benny Show*, *War of the Worlds*, *Roy Rogers*, *Flash Gordon*, *Buck Rogers*, *The Goldbergs*, *The Guiding Light*, *London After Dark*, *A Prairie Home Companion*, *The Hitchhiker's Guide to the Galaxy*, *This American Life*, *The Black Guy Who Tips Podcast*, *Comedy Bang Bang*, and *Serial*, among others. This course is designed to feed in to 'b' semester's Film course, *Producing Audio Narratives*. Mr. Scepanski.

Prerequisite: open to sophomores and above with permission of the instructor.

Two 75-minute periods plus outside screenings.

### FILM 283 - PRODUCING AUDIO NARRATIVES

Semester Offered: Spring

1 unit(s)

(Same as MEDS 283) This course focuses on the art of storytelling through sound. We survey some of the pioneering works of audio narrative in radio, film, music, and web as inspiration for the creation of our own original audio productions. We pay special attention to the contemporary podcast scene, and seek out relevant subjects for short- and long-form pieces both on campus and beyond. Students work with professional field recording equipment, and help to create a showcase event and/or platform for their final projects. Mr. Slattery-Quintanilla.

Prerequisite: permission of the instructor.

Priority is given to students who have taken MEDS/FILM 282 History of Radio.

One 2-hour period plus one 3-hour Friday lab.

### FILM 284 - AMERICAN TELEVISION HISTORY

Semester Offered: Spring

1 unit(s)

(Same as MEDS 284) This course analyzes the history of American television, the most ubiquitous American mass medium of the last 70 years. It spans from its roots in radio broadcasting to the latest developments in digital television. In assessing the many changes across this span, the course will cover such topics as why the American television industry developed as a commercial medium in contrast to most other national television industries, how television programming has both

reflected and influenced cultural ideologies through the decades, and how historical patterns of television consumption have shifted due to new technologies and social changes. Through studying the historical development of television programs and assessing the industrial, technological, political, aesthetic, and cultural systems out of which they emerged, the course will piece together the catalysts responsible for shaping this highly influential medium. Screenings may include *Marty*, *Dragnet*, *I Spy*, *Father Knows Best*, *Amos & Andy*, *The Beverly Hillbillies*, *The Twilight Zone*, *Twin Peaks*, *Married...With Children*, *Buffy the Vampire Slayer*, *The Steve Harvey Show*, *Survivor*, *CSI: Crime Scene Investigation*, among others. Mr. Scepanski.

Prerequisite: FILM 175 or FILM 210.

Two 75-minute periods plus outside screenings.

### FILM 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 2 unit(s)

To be elected in consultation with the adviser and the Office of Field Work.

May not be used toward the Major requirements.

### FILM 298 - INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

To be elected in consultation with the adviser.

## III. ADVANCED

### FILM 300 - FILM RESEARCH THESIS

Semester Offered: Fall or Spring

1 unit(s)

An academic thesis in film history or theory, written under the supervision of a member of the department. Since writing a thesis during fall semester is preferable, film majors should talk to their advisers spring of junior year. In Film, a research thesis is recommended, especially for those students not writing a Screenplay Thesis or enrolled in Documentary workshop, but it is not required. Members of the Department.

Prerequisites: FILM 210/FILM 211, two additional courses in film history and theory, and permission of the instructor.

### FILM 301 - FILM SCREENPLAY THESIS

Semester Offered: Fall or Spring

1 unit(s)

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 (Intro to Screenwriting) and FILM 319 (Screenwriting). Mr. Fligelman.

Prerequisite: permission of the instructor.

### FILM 310 - FILM AUTHORSHIP

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Diasporic Directors: Atom Egoyan, Rithy Panh, Trần Anh Hùng, and Trinh. T. Minh-ha*. This course examines the complications of authorship in film through the lens of four diasporic filmmakers: Atom Egoyan, Rithy Panh, Trần Anh Hùng, and Trinh. T. Minh-ha. Using Hamid Naficy's *Accented Cinema* (Princeton University Press, 2001) as a central theoretical text, this course explores how these filmmakers navigate questions of home, belonging, loss, and displacement.

Students will be expected to attend screenings, conduct independent research, and keep up with wide variety of readings.

Prerequisites: FILM 210 and FILM 211.

Note that this class does not replace the major requirement of FILM 392.

One 2-hour period plus outside screenings.

### FILM 317 - INTRODUCTION TO SCREENWRITING

Semester Offered: Fall

1 unit(s)

(Same as DRAM 317) Study of dramatic construction as it applies to film, plus practice in story development and screenwriting. To be announced.

Prerequisites: DRAM 102 or FILM 210 and permission of the instructor.

Writing sample required two weeks before preregistration.

Open only to juniors and seniors.

One 2-hour period plus outside screenings.

### FILM 319 - SCREENWRITING

Semester Offered: Spring

1 unit(s)

An in-depth exploration of the screenplay as a dramatic form and a workshop aimed at the development, writing, and rewriting of a feature-length screenplay. Students study the work of noted 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 FILM 317. To be announced.

Prerequisites: FILM 210/FILM 211, DRAM 317 or FILM 317, and permission of the instructor.

One 2-hour period plus outside screenings.

### FILM 320 - FILMMAKING I

Semester Offered: Fall

1 unit(s)

This course concentrates on a theoretical and practical examination of the art of visual communication on 16 mm. film. Assignments emphasize developing, visualizing, and editing narratives from original ideas. Instructors may emphasize narrative projects. Mr. Slattery-Quintanilla.

Fees: see section on fees.

Prerequisites: FILM 210, FILM 211 and permission of the instructor.

One 2-hour period, plus one 3-hour lab.

### FILM 321 - FILMMAKING II

Semester Offered: Spring

1 unit(s)

Each student writes a non-dialogue narrative from their original idea. Working in partnerships of two, each student directs and does sound on his or her narrative while doing the camera and editing on his or her's partner's film. Lighting and logistics are a shared responsibility. Shot in 16mm. Editing utilizes Final Cut Pro. Mr. Slattery-Quintanilla.

Fees: see section on fees.

Prerequisites: FILM 320 and permission of the instructor.

One 2-hour period plus 3-hour lab.

### FILM 325 - WRITING THE SHORT FILM

Semester Offered: Fall

1 unit(s)

Students learn the process of developing original, twenty minute narrative screenplays. Scripts produced in FILM 327 are selected from those created in Film 325. Must be taken concurrently with FILM 326. To be announced.

Prerequisites: FILM 320 plus FILM 321 and permission of the instructor.

One 3-hour period.

### FILM 326 - DOCUMENTARY WORKSHOP

Semester Offered: Fall

1 unit(s)

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 twenty-minute documentaries in HD digital that explore in depth a person, place, event, or an issue. Students learn advanced video and sound-recording techniques, using professional grade digital cameras, sound recorders and microphones. Post-production is done on Final Cut Pro. To be announced.

Fees: see section on fees.

Prerequisites: FILM 320, FILM 321 and permission of the instructor.

One 3-hour period, plus one 3-hour laboratory.

### FILM 327 - NARRATIVE WORKSHOP

Semester Offered: Spring

1 unit(s)

Student crews create twenty-minute 16mm sync/sound narrative films from original student scripts written in FILM 325. Individual members of each crew are responsible for the major areas of production and post-production: direction, camera, editing, and sound. The projects are shot on color negative film and edited digitally using Final Cut Pro. Students wishing to compete for directing positions in Film 327 must have completed FILM 325. Mr. Slattery-Quintanilla.

Fees: see section on fees.

Prerequisite: FILM 326 and permission of the instructor.

One 3-hour period, plus one 3-hour laboratory.

### FILM 335 - CELEBRITY AND POWER: STARDOM IN CONTEMPORARY CULTURE

Semester Offered: Fall

1 unit(s)

Celebrity fascinates Americans. It informs popular culture, professional sport and national politics. Yet what defines celebrity? How are stars manufactured by the Culture Industry? Why is the ubiquitous cult of celebrity so important in contemporary Western culture and across global mediascapes? Through classic and contemporary theoretical writings, the course examines stardom and various brands of star charisma. We interrogate conventional forms of celebrity power as well as the conversion of entertainment industry charisma into forms of political charisma and cultural capital (i.e., the careers of Ronald Reagan, Clint Eastwood, Arnold Schwarzenegger, Sidney Poitier, Jennifer Lopez, John Leguizamo, the Brangelina trademark, and Beyonce Knowles). The course will address the rise of reality television celebrities. As intertextual signs, stars reveal the instabilities, ambiguities and contradictions within a given culture. The changing configuration of American society is revealed in an examination of celebrity and stardom as social phenomena. This course transverses from Mary Pickford to Oprah Winfrey and beyond. Readings, screenings and writing assignments required. Ms. Mask.

Prerequisite: FILM 175 or FILM 210, and permission of the instructor.

Two 75-minute periods plus outside screenings.

### FILM 336 - AFRICAN CINEMA: A CONTINENTAL SURVEY

1 unit(s)

African national cinemas reflect the rich, complex history of the continent. These films from lands as diverse as Chad, Senegal, and South Africa reveal the various ways filmmakers have challenged the representation of Africa and Africans while simultaneously revising conventional cinematic syntax. This survey course examines the internal gaze of African-born auteurs like Ousmane Sembene (*La Noir De, Xala, Mandabi*), Djibril Diop Mambety (*Hynes*), Desire Ecare (*Faces*

of Women), Manthia Diawara (*Conakry Kas*), and Mahmat-Saleh Haroun (*Bye-Bye Africa*). It places these films alongside the external gaze of practitioners Euzan Palcy (*A Dry White Season*), Jean-Jacques Annaud (*Noir et Blancs en Couleur*) and Raoul Peck (*Lumumba*). The films of documentary filmmakers Anne Laure Folly, Ngozi Onwurah and Pratibah Parmar are also examined. This course utilizes the post-colonial film theory and scholarship of Imruh Bakari, Mbye Cham, Nwachukwu Frank Ukadike and Manthia Diawara. Screenings, readings and papers required. Ms. Mask.

Prerequisite: FILM 175 or FILM 210, and permission of the instructor.

Not offered in 2015/16.

One 2-hour period plus outside screenings.

### FILM 337 - INDIAN NATIONAL CINEMA

Semester Offered: Fall

1 unit(s)

(Same as ASIA 337) This course is designed to introduce students to the dynamic and diverse film traditions of India. It examines how these texts imagine and image the Indian nation and problematizes the "national" through an engagement with regional cinemas within India as well as those produced within the Indian diaspora. Readings are drawn from contemporary film theory, post-colonial theory, and Indian cultural studies. Screenings may include *Meghe Dhaka Tara / The Cloud-Capped Star* (Ritwik Ghatak, 1960), *Mother India* (Mehboob Khan, 1957), *Shatranj Ke Khilari / The Chess Players* (Satyajit Ray, 1977), *Sholay* (Ramesh Sippy, 1975), *Bombay* (Mani Ratnam, 1995), *Kabhi Khushi Kabhie Gham/ Happiness and Tears* (Karan Johar, 2001), *Bride and Prejudice* (Gurinder Chadha, 2004), and *Mission Kashmir* (Vidhu Vinod Chopra, 2000). Ms. Harvey.

Prerequisites: FILM 175 or FILM 210 and permission of the instructor.

Two 75-minute periods plus outside screenings.

### FILM 339 - CONTEMPORARY SOUTHEAST ASIAN CINEMAS

Semester Offered: Fall

1 unit(s)

(Same as ASIA 339) This survey course is designed to introduce students to the dynamic and diverse film texts emerging from and about Southeast Asia. It examines how these texts imagine and image Southeast Asia and/or particular nations within the region. More specifically, the course focuses on the themes of urban spaces and memory/trauma as they operate within texts about Indonesia, Singapore, Thailand, Malaysia, Vietnam, Cambodia, and Timor-Leste. The course reading material is designed to provide (1) theoretical insights, (2) general socio-cultural and/or political overviews, and (3) more specific analyses of film texts and/or filmmakers. Ms. Harvey.

Prerequisites: FILM 175 or FILM 210 and permission of the instructor.

One 2-hour period plus outside screenings.

### FILM 379 - COMPUTER ANIMATION: ART, SCIENCE AND CRITICISM

1 unit(s)

(Same as ART 379, CMPU 379, and MEDS 379) 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 for describing the shape, motion and shading 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. Mr. Ellman, Mr. Roseman.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

Two 2-hour periods.

### FILM 392 - RESEARCH SEMINAR IN FILM HISTORY AND THEORY

Semester Offered: Fall and Spring

1 unit(s)

This course is designed as an in-depth exploration of either a given author or a theoretical topic. Students contribute to the class through research projects and oral presentations. Their work culminates in lengthy research papers. Because topics change, students are permitted (encouraged) to take this course more than once. Preference is given to film majors who must take this class during their senior year; junior majors and others admitted if space permits.

Topic for 2015/16a: *Comedy*. Often ignored in favor of more serious and more easily-theorized fare, comedy deserves study as a significant genre in mass media. This seminar examines comedy and humor in film, television, radio, and digital media. Focusing on questions of genre, it notes the importance of comedy films in the development of certain strains of film theory, and asks why some scholars argue that comedy is the defining genre of both American television and contemporary online culture. Along with the genre of comedy, we also explore associated phenomena like humor, mirth, laughter, and smiling as notable aspects of comedy's definition and appeal. These discussions explore comedy's role both defining and upsetting notions of community, the body, ethnicity, gender, sexuality, and the abject. Readings may include Jonathan Gray's *Watching With the Simpsons: Television, Parody, and Intertextuality* (2005), Kathleen Rowe's *The Unruly Woman: Gender and the Genres of Laughter* (1995), and Bambi Haggins' *Laughing Mad: The Black Comic Persona in Post-Soul America* (2007), among others. Screenings may include *Modern Times* (Chaplin, 1936), *Def Comedy Jam*, and *Web Therapy*, among others. Mr. Scepaniski.

Topic for 2015/16b: *American Women Directors*. This course starts film history over, this time concentrating only on women directors, whose contributions have generally been elided. We look at silent filmmakers such as Alice Guy, Lois Weber, and Cleo Madison, and at studio era figures, including Dorothy Arzner and Ida Lupino. The second half of the course will focus on women directors working after the sixties feminist movement, including Hollywood filmmakers such as Susan Seidelman, Penny Marshall, Nora Ephron, and Katherine Bigelow, as well as independents such as Barbara Kopple (*Harlan County, USA*) or Kimberly Peirce (*Boys Don't Cry*). We will examine the films' aesthetics and themes, and the factors that led to only 5% of 2011's American films being directed by women. Ms. Kozloff.

Prerequisites: FILM 210/FILM 211; two additional units in film history and theory, and permission of the instructor.

One 2-hour period plus outside screenings.

### FILM 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

To be elected in consultation with the adviser.



# French and Francophone Studies Department

**Chair:** Susan Hiner;

**Professors:** Patricia-Pia Célérier<sup>b</sup>, Susan Hiner, Cynthia B. Kerr;

**Associate Professors:** Mark W. Andrews, Kathleen Hart, Vinay Swamy;

**Assistant Professor:** Thomas Parker<sup>a</sup>;

**Visiting Assistant:** Anne Brancyk.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

**Advisers:** The department

**Study Abroad:** Study abroad is the most effective way to achieve linguistic and cultural fluency. Vassar College and Wesleyan University jointly sponsor a program of study in Paris (VWPP). Majors in French and Francophone Studies are encouraged to participate in this program for one or two semesters during their junior year. Students electing a correlate sequence in French and Francophone Studies are also encouraged to participate in the program. Students concentrating in other fields and for whom study in Paris is advisable are accepted, within the regulations of their respective departments and the Office of the Dean of Studies. Students of French and Francophone Studies 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.

All courses are conducted in French except FREN 186.

**Requirements for concentration:** All courses are conducted in French except French 186, unless otherwise indicated.

11 units in French, or 10 units in French above FREN 106 and an additional unit taken outside the department, chosen in consultation with the major advisor. Two units must be elected at the 300 level from the group or FREN 302- 303, FREN 332, FREN 348, FREN 355, FREN 366, FREN 370 and FREN 380. A maximum of one course taught in English may be counted toward the major. Courses in French taken under the NRO after the declaration of the major will not count toward satisfaction of the major requirements.

**Senior-Year Requirements:** Two units at the 300 level. This requirement is distinct from, but may overlap with the 300-level requirement for concentration stated above.

**Teaching Certification:** Students who wish to obtain Secondary Certification must complete the program of study outlined by the Education department.

**Study Abroad:** Study Away and summer courses may be counted toward French and Francophone Studies credit, with departmental approval.

**Correlate Sequence in French and Francophone Studies:** Students majoring in other programs may complement their study by electing a correlate sequence in French and Francophone Studies. 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.

**Requirements:** 6 units, 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. This unit should be FREN 332, FREN 348, FREN 355, FREN 366, FREN 370 or FREN 380. Courses in French taken under the NRO after the declaration of the correlate sequence will not count toward satisfaction of the correlate sequence requirements.

## I. INTRODUCTORY

### FREN 105 - ELEMENTARY FRENCH

Semester Offered: Fall

1 unit(s)

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. While enhancing their communicative skills, students acquire knowledge of France and the Francophone world. The department.

Enrollment limited by class.

Open to seniors by permission of the instructor.

Not open to students who have previously studied French.

Yearlong course 105-FREN 106.

Three 50-minute periods, 2 hours of drill and oral practice.

### FREN 106 - ELEMENTARY FRENCH

Semester Offered: Spring

1 unit(s)

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. While enhancing their communicative skills, students acquire knowledge of France and the Francophone world. The department.

Enrollment limited by class.

Open to seniors by permission of the instructor. Not open to students who have previously studied French.

Students should go on to FREN 205 after successful completion of 106.

Yearlong course FREN 105-106.

Three 50-minute periods, 2 hours of drill and oral practice.

### FREN 109 - BASIC FRENCH REVIEW

1 unit(s)

For students who have had some French but who are not yet ready for an intermediate course. Students learn to understand spoken French, to express simple ideas both orally and in writing, and to read French of average difficulty. While enhancing their communicative skills, students acquire knowledge of France and the Francophone world. The department.

Enrollment limited by class.

Placement test required.

Students must successfully complete the proficiency exam at the end of the semester in order to satisfy the foreign language requirement with this course.

Not offered in 2015/16.

Three 50-minute periods, 2 hours of drill and oral practice.

### FREN 186 - MEETING PLACES: BARS, STREETS, CAFÉS

Semester Offered: Fall

1 unit(s)

"Of all the gin joints, in all the towns, in all the world, she walks into mine." This bitter observation, made by the owner of "Rick's Café" in the 1942 American-made film *Casablanca*, is often misquoted as, "she had to walk into mine." Indeed, the unexpected encounter with a past acquaintance or stranger is a necessary catalyst that sets in motion the plot of many a novel or film. This course looks at literary or cinematic chance meetings that occur in three kinds of locales: the bar, the street, and the café. While studying bars, streets, or cafés as narrative meeting places, we simultaneously consider France's relation to the larger "place," or geographical region, in which each story of a chance meeting unfolds. After viewing Michael Curtiz's film *Casablanca*, set in French-occupied Morocco, our explorations take us to the city of Paris in André Breton's *Nadja*, to Amsterdam in Albert Camus' *The Fall*, to French Indochina in Marguerite Duras' *The Lover*, and

then back to France with Jean-Pierre Jeunet's *The Fabulous Destiny of Amélie Poulain*. Finally, we return to the film *Casablanca*, better equipped to understand why, if all roads lead to Casablanca, then all roads in Casablanca "must" lead to Rick's Café. The course is taught in English. All works are read in translation. Ms. Hart.

Open only to Freshmen. Satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

## II. INTERMEDIATE

The intermediate level comprises a third-semester level (FREN 205), a fourth-semester level (FREN 206), a fifth-semester level (FREN 210), and a sixth-semester level (200-level courses numbered above 210). Prerequisite for all sixth-semester courses: completion of FREN 210 or the equivalent. Students desiring an introduction to the study of literature and culture may begin by electing FREN 212. Rotating topics courses may be taken more than once.

### FREN 205 - INTERMEDIATE FRENCH I

Semester Offered: Fall

1 unit(s)

Basic grammar review and vocabulary acquisition. Oral and written practice using short texts, audiovisual and on-line resources. Enrollment limited by class. The department.

Prerequisite: FREN 105-FREN 106, or permission of the instructor. Not open to students who have taken a course at or above the FREN 206 level.

Enrollment limited by class.

Placement test required.

Three 50-minute or two 75-minute periods; one hour of scheduled oral practice.

### FREN 206 - INTERMEDIATE FRENCH II

Semester Offered: Fall and Spring

1 unit(s)

Emphasis on more complex linguistic structures. 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: FREN 205 or permission of the instructor. Not open to students who have taken a course at or above the FREN 210 level.

Enrollment limited by class. Placement test required.

Three 50-minute or two 75-minute periods; one hour of scheduled oral practice.

### FREN 210 - THE FRANCOPHONE WORLD THROUGH TEXT, SOUND, AND IMAGE

Semester Offered: Fall and Spring

1 unit(s)

Introduction to the Francophone world and to basic modes of interpretation and analysis through the study and discussion of short texts (print or online magazine or newspaper articles, short stories, essays), films, and other visual or recorded media. The course includes a grammar workshop, vocabulary building, essay writing, image analysis, and "explication de texte." The course solidifies proficiency skills and includes review and expansion of more complex linguistic structures, and serves as preparation for upper 200-level courses. The department.

Prerequisite: FREN 206 or the equivalent.

Enrollment limited by class. Placement test required.

Two 75-minute periods; one hour of scheduled oral practice.

### FREN 212 - READING LITERATURE AND FILM

Semester Offered: Fall and Spring

1 unit(s)

Introductory study of French and Francophone literature and cinema through the analysis and discussion of poetry, short fiction, theater, the essay, and film. Biographical information, cultural context, historical background, critical theory, and the evolution of genre are explored. The department.

Prerequisite: FREN 210 or equivalent.

Enrollment limited by class. Placement test required.

### FREN 228 - TELLERS AND TALES

1 unit(s)

Study of narrative fiction using short stories taken from several periods of French literature. Mr. Andrews.

Prerequisite: FREN 210 or FREN 212 or the equivalent.

Not offered in 2015/16.

### FREN 230 - MEDIEVAL AND EARLY MODERN TIMES

1 unit(s)

Studies in French literature, history, and culture from the Medieval to the Classical period.

Prerequisite: FREN 210 or FREN 212 or the equivalent.

Not offered in 2015/16.

Two 75-minute periods.

### FREN 231 - REVOLUTIONARY FRANCE AND ITS LEGACIES

1 unit(s)

Studies in French literature, history, and culture in relation to the French Revolution during the Enlightenment and the Romantic period.

Prerequisite: FREN 210 or FREN 212 or the equivalent.

Not offered in 2015/16.

Two-75 minute periods.

### FREN 232 - THE MODERN AGE

Semester Offered: Spring

1 unit(s)

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 2015/16b: *The Worlds of Madame Bovary*. Censored by the government on moral and religious grounds, Flaubert's 1857 novel *Madame Bovary* is considered today to be an important document for the reading of modernity in France, a great example of the conflicts surrounding the feminine in the nineteenth century, and a "master text" of French literature. The novel is also relevant to contemporary questions of material culture, desire and the feminine, the individual and society, and literary production. Taking *Madame Bovary* as our central focus, we read Flaubert's masterpiece in conjunction with some of the novels, images, and texts from the everyday press that informed the culture that produced its heroine and that she fictitiously and famously consumed herself. The principles of simultaneous readings and the juxtaposition of genres that organize this course offer a unique perspective into both what Emma read and the influence of mass culture on the production of the literary masterpiece. We also consider how Emma's readings and character persist into the twentieth century by taking up some later incarnations of this novel in both film and text. This class serves as both an exploration of narrative forms and an introduction to the practice of interdisciplinary cultural analysis. Ms. Hiner.

Prerequisite: FREN 212 or the equivalent, or permission of the instructor.

Two 75-minute periods.

**FREN 235 - CONTEMPORARY FRANCE**

Semester Offered: Fall

1 unit(s)

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. Celerier.

Prerequisite: FREN 212 or the equivalent, or permission of the instructor .

**FREN 240 - GRAMMAR AND COMPOSITION**

Semester Offered: Fall and Spring

1 unit(s)

A course designed to improve written expression through the study and practice of various forms of writing, readings, and oral practice as well as an in-depth study of major aspects of French grammar. Mr. Andrews (a), Ms. Kerr (b).

Prerequisite: FREN 212 or the equivalent, or permission of the instructor.

Two 75-minute periods.

**FREN 241 - COMPOSITION AND CONVERSATION**

1 unit(s)

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. Enrollment limited by class. Mr. Andrews.

Prerequisite: FREN 210 or FREN 212 or the equivalent.

Not offered in 2015/16.

**FREN 242 - STUDIES IN GENRE I**

Semester Offered: Spring

1 unit(s)

Study of narrative and prose forms including the novel, autobiography, and the essay.

Topic for 2015/16b: *Mirrors of Ink*. The course studies the literary practice of *écriture de soi* in the late twentieth and twenty-first centuries. A malleable and versatile instrument for discovering or masking past personalities through role-play and reinvention, autofiction permits the transformation of the self through the looking-glass of narrative, whether to explore new horizons, confront inner torment, or flee adversity. The art of reflecting one's own story by adopting another persona invites innovative and resourceful storytelling. The inscription of the avatar is retraced in the works of Borgès and Doubrovsky and explored in several compelling modern novels and novellas in which writers enter a hall of mirrors of their own devising. Authors may include Azouz Begag, Maryse Condé, J. M. G. Le Clézio, Amélie Nothomb, Marie Ndiaye, Patrick Modiano. Mr. Andrews.

Prerequisite: FREN 212 or the equivalent, or permission of the instructor.

Two 75-minute periods.

**FREN 243 - STUDIES IN GENRE II**

Semester Offered: Fall

1 unit(s)

Studies of dramatic and lyric forms, including theater, poetry, and song

Topic for 2015/16a: *Standing Room Only*. French and Francophone theater is alive and well, nourished by the talents of a new generation of authors, actors, and directors. This multimedia workshop showcases artistically ambitious works of the 21st century that have played to full houses around the world. Students read texts written for the stage, watch screen adaptations, and compare filmed

performances. Emphasis placed on oral participation. Authors studied this year: Yasmina Reza, Jean-Michel Ribes, Marie NDiaye, Joël Pommerat, and Wajdi Mouawad. Ms. Kerr.

Prerequisite: FREN 212 or the equivalent, or permission of the instructor.

Two 75-minute periods.

**FREN 244 - FRENCH CINEMA**

1 unit(s)

Prerequisite: FREN 212 or the equivalent, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

**FREN 246 - FRENCH-SPEAKING CULTURES AND LITERATURES OF AFRICA AND THE CARIBBEAN**

1 unit(s)

(Same as AFRS 246)

Prerequisite: FREN 212 or the equivalent, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

**FREN 290 - FIELD WORK**

0.5 to 1 unit(s)

**FREN 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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 FREN 210 or FREN 212, or Study Abroad in France or in a French-speaking country, or by permission of the department. Open to freshman and sophomores only by permission of the instructor. Rotating topics courses may be taken more than once.

**FREN 300 - SENIOR THESIS**

Semester Offered: Fall

1 unit(s)

Open only to majors. The department.

Permission required.

**FREN 301 - SENIOR TRANSLATION**

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

Open only to majors. One unit of credit given in exceptional cases only and by permission of the chair. The department.

**FREN 302 - SENIOR PROJECT**

Semester Offered: Fall

0.5 unit(s)

Senior Thesis Preparation. Course to be taken in conjunction with FREN 303. Only open to majors.

**FREN 303 - SENIOR PROJECT**

Semester Offered: Spring

0.5 unit(s)

Senior Thesis. To be taken upon successful completion of FREN 302. Open only to majors.

**FREN 332 - LITERATURE AND SOCIETY IN PRE-REVOLUTIONARY FRANCE**

1 unit(s)

Not offered in 2015/16.

One 2-hour period.

**FREN 348 - MODERNISM AND ITS DISCONTENTS**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Fashion's Empires*. This course examines the emergence of fashion as one of French modernity's most complex and ideologically charged discourses. Taking an interdisciplinary approach, we consider the historical and cultural evolution of fashion in France from the end of the Old Regime to the early twentieth century. From the spectacle of Marie Antoinette's fashion excesses to the new chic of Coco Chanel's simplicity, the course explores the ways in which fashion and its representation in both text and image operated on gender, society and national identity in France's modern age. Studying literary texts next to historical documents, illustrations, real objects, and works of fashion theory, our analysis reveals fashion's central and powerful role in French culture. Authors studied may include Girardin, Balzac, Feydeau, Zola, Mallarmé, Proust, Colette, alongside illustrators and fashion writers. Ms. Hiner.

One 2-hour period.

**FREN 355 - CROSS-CURRENTS IN FRENCH CULTURE**

1 unit(s)

**FREN 366 - FRANCOPHONE LITERATURE AND CULTURES**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Ciné-vérité? Narratives and French & Francophone Documentary Filmmaking*. (Same as MEDS 366) The Francophone world has a rich and varied documentary film tradition ranging from René Vautier's *Afrique 50* (1956), the first anticolonial film, to Alain Resnais' *Nuit et Brouillard* (1955), Marcel Ophüls' *Le Chagrin et la pitié* (1969), Nicolas Philibert's *Etre et avoir* (2002), Agnès Varda's *Les Plages d'Agnès* (2008), Moussa Sene Absa's *Yoole, le sacrifice* (2010), and Nadia El Fani's *Même Pas Mal* (2012). This seminar explores different genres of Francophone short- and feature-length documentaries including works of the historical, social and political varieties, the 'essai documentaire', the 'auto-documentaire' as well as Web and radio documentaries, and television Web-series. We use this palette of audio-visual essays as a springboard both to examine the specificities of this genre's form and the ways they interrogate the burning issues they seek to analyze, and to gauge the extent to which they frame — and perhaps even define — the French and Francophone cultures they depict. Ms. Patricia-Pia Célérier.

One 2-hour period.

**FREN 370 - STYLISTICS AND TRANSLATION**

Semester Offered: Fall

1 unit(s)

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. Ms. Kerr

**FREN 378 - BLACK PARIS**

1 unit(s)

(Same as AFRS 378 and ENGL 378) This multidisciplinary course examines black cultural productions in Paris from the first Conference

of Negro-African writers and artists in 1956 to the present. While considered a haven by African American artists, Paris, the metropolitan center of the French empire, was a more complex location for African and Afro-Caribbean intellectuals and artists. Yet, the city provided a key space for the development and negotiation of a black diasporic consciousness. This course examines the tensions born from expatriation and exile, and the ways they complicate understandings of racial, national and transnational identities. Using literature, film, music, and new media, we explore topics ranging from modernism, jazz, Négritude, Pan-Africanism, and the *Présence Africaine* group, to assess the meanings of blackness and race in contemporary Paris. Works by James Baldwin, Aime Césaire, Chester Himes, Claude McKay, the Nardal sisters, Richard Wright, Ousmane Sembène, Mongo Beti, among others, are studied. Ms. Célérier and Ms. Dunbar.

Not offered in 2015/16.

One 2-hour period.

**FREN 380 - SPECIAL SEMINAR**

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Voices of Change*. The course studies major literary works and movements of the twentieth century as a series of defining moments that reflect and instigate social change. The city of Paris is considered as the epicenter of cultural, intellectual and artistic ferment on an international scale, where literary encounters flourish in cafés, salons, and cabarets, generating new philosophies, magazines, and manifestos. Authors may include Colette, Gide, Césaire, Beckett, Camus, Sartre, Duras, Condé, Le Clézio, and Modiano. Mr. Andrews.

Topic for 2015/16b: *Inventing the Crime: Representations of Criminality and the Law in French Literature*. The popularity of police procedurals, legal dramas, and detective stories attests to our collective fascination with narratives that concern criminality and the law. While some of these stories uphold the ideals of justice and morality, others question the very foundations of the justice system by highlighting corruption and prejudice. When it comes to the courtroom, literature takes a privileged position given that it works with the same material as the defense and the prosecution: narrative. Both attorneys and writers seek to craft persuasive stories. Often, this compelling connection has allowed literary writers to engage with legal cases and genres in order to raise questions about justice, criminality, morality, and even the notion of "truth." This course will examine the intersections between textual and cinematic narratives in French and "the law" in various ways. First, we will look at French writers' fascinations with true criminal cases that turn into literary meditations on justice and human nature. Then we will look at literary depictions of the legal and investigative processes that raise questions about the ability of the police or the justice system to arrive at an objective "truth." Finally, we will look at the way in which writers have become involved with ongoing real-world cases by writing convincing and compelling narratives. Ms. Brancky.

One 2-hour period.

**FREN 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

One unit of credit given only in exceptional cases and by permission of the Chair. The department.

## Geography-Anthropology Program

**Faculty:** See Earth Science and Geography and Anthropology departments.

The interdepartmental concentration in geography-anthropology combines courses in these two social sciences to examine the cultural, ecological, and spatial relations of diverse societies. Particular emphasis is given to the cross-cultural study of communities, regions, and their human environments from both anthropological and geographical perspectives.

**Advisers:** a faculty member from both Anthropology and Geography.

**Requirements for concentration:** A total of 13 units, with no less than 6 units in each field, and the option of a senior thesis (GEOG 300-GEOG 301 or GEOG 302). In geography, the following courses are required: an introductory course (GEOG 102); a methods course (GEOG 220, GEOG 224, or GEOG 230); a 200-level regional course (such as GEOG 236, GEOG 238, GEOG 242); GEOG 304 and another 300-level seminar. In Anthropology, coursework must include one 100-level course (ANTH 100, ANTH 120, ANTH 140, or ANTH 150); a theory course (ANTH 201) and two other 200-level courses; and two seminars, one of which should be the Senior Seminar (ANTH 301).

**Senior-Year Requirement:** An optional senior thesis (GEOG 300-GEOG 301 or GEOG 302); and GEOG 304 (the Senior Seminar). Majors normally write a senior thesis to be considered for departmental honors. If a thesis is written, the thesis course counts toward the major, but it cannot be a substitute for one of the four required 300-level seminars.

**Recommendations:** Fieldwork or a study abroad experience in either anthropology or geography is recommended highly.

### GEAN 290 - FIELD WORK

0.5 to 1 unit(s)

### GEAN 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

A 1-unit thesis with 0.5 unit graded provisionally in the fall and 0.5 unit graded in the spring. The final grade, awarded in the spring, shall replace the provisional grade in the fall. Ordinarily, the senior thesis will have two faculty advisors, one from Anthropology and one from Geography. The department.

Yearlong course 300-GEAN 301.

### GEAN 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

A 1-unit thesis with 0.5 unit graded provisionally in the fall and 0.5 unit graded in the spring. The final grade, awarded in the spring, shall replace the provisional grade in the fall. Ordinarily, the senior thesis will have two faculty advisors, one from Anthropology and one from Geography. The department.

Yearlong course GEAN 300-301.

### GEAN 302 - SENIOR THESIS

Semester Offered: Fall or Spring

1 unit(s)

Students may elect a 1-unit thesis only in exceptional circumstances. Usually, students will adopt GEAN 300-GEAN 301. The department.

### GEAN 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

By permission of the adviser and the instructor who will supervise the work.

## Geography

**Faculty:** See Earth Science and Geography Department

**Requirements for concentration:** 11 units, including an introductory course (ESCI 100 or GEOG 102); a geographic methods course (GEOG 220, GEOG 224, or GEOG 230); the Senior Seminar (GEOG 304); and another 300-level geography seminar. With the approval of the major adviser, two of the required 11 units may be taken at the 200- and 300-levels in cognate fields-such as anthropology, earth science, environmental studies, international studies, or urban studies, if the courses relate to the student's focus in geography. After declaration of the major, no required courses may be taken NRO.

**Senior-Year Requirement:** An optional senior thesis (GEOG 300-GEOG 301 or GEOG 302) or another 300-level geography course; and GEOG 304 (Senior Seminar). Majors must write a senior thesis to be considered for departmental honors.

**Recommendations:** ESCI 151; ESCI 290 - Field Work; and a study-abroad experience.

The following core courses are highly recommended as they represent the key areas of geographical theories: GEOG 250 - Urban Geography: Space, Place, Environment; GEOG 266 - Population, Environment, and Sustainable Development; GEOG 276 - Economic Geography: Spaces of Global Capitalism; GEOG 260 - Conservation of Natural Resources.

Students interested in focusing their geography program in areas such as social justice, political ecology, land-use planning, sustainable development, political economies of globalization, or historic preservation should see faculty in the department to discuss recommended course sequences in geography and related disciplines.

## CORRELATE SEQUENCE IN GEOGRAPHY

**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 earth science may be selected. The six courses taken for this concentration may be selected from the following recommended list:

- GEOG 100 Earth Resource Challenges
- GEOG 102 Global Geography: People, Places, and Regions
- ESCI 111 Science and Justice in the Anthropocene
- ESCI 151 Earth, Environment, and Humanity
- GEOG 220 Cartography: Making Maps with GIS
- GEOG 224 GIS: Spatial Analysis
- GEOG 230 Geographic Research Methods
- GEOG 250 Urban Geography: Space, Place, Environment
- GEOG 252 Cities of the Global South: Urbanization and Social Change in the Developing World
- GEOG 258 Sustainable Landscapes: Bridging Place and Environment in Poughkeepsie
- GEOG 260 Conservation of Natural Resources
- GEOG 266 Population, Environment, and Sustainable Development
- GEOG 304 Senior Seminar: Issues in Geographic Theory and Method
- GEOG 356 Environment and Land Use Planning
- GEOG 372 Topics in Human Geography

**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:

- GEOG 100 Earth Resource Challenges
- GEOG 102 Global Geography: People, Places, and Regions

- GEOG 220 Cartography: Making Maps with GIS  
 GEOG 224 GIS: Spatial Analysis  
 GEOG 230 Geographic Research Methods  
 GEOG 236 The Making of Modern East Asia: Empires and Transnational Interactions  
 GEOG 238 Environmental China: Nature, Culture, and Development  
 GEOG 242 Brazil: Society, Culture, and Environment in Portuguese America  
 GEOG 250 Urban Geography: Space, Place, Environment  
 GEOG 252 Cities of the Global South: Urbanization and Social Change in the Developing World  
 GEOG 266 Population, Environment, and Sustainable Development  
 GEOG 272 Geographies of Mass Violence  
 GEOG 276 Economic Geography: Spaces of Global Capitalism  
 GEOG 304 Senior Seminar: Issues in Geographic Theory and Method  
 GEOG 340 Advanced Urban and Regional Studies  
 GEOG 372 Topics in Human Geography

## I. INTRODUCTORY

### GEOG 100 - EARTH RESOURCE CHALLENGES

1 unit(s)

(Same as ESCI 100, ESSC 100, and ENST 100) This course combines the insights of the natural and social sciences to address a topic of societal concern. Geographers bring spatial analysis of human environmental change, while Earth scientists contribute their knowledge of the diverse natural processes shaping the Earth's surface. Together, these distinctive yet complementary fields contribute to comprehensive understandings of the physical limitations and potentials, uses and misuses of the Earth's natural resources. Each year the topic of the course changes to focus on selected resource problems facing societies and environments around the world. When this course is team-taught by faculty from Earth Science and Geography, it serves as an introduction to both disciplines.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

### GEOG 102 - GLOBAL GEOGRAPHY: PEOPLE, PLACES, AND REGIONS

Semester Offered: Fall and Spring

1 unit(s)

Places and regions are fundamental parts of the human experience. From our hometowns to the Vassar campus, the United States, and the world beyond, we all inherit but then actively reproduce our geographies through the ways in which we lead our lives—by our social practices and spatial movements, and by the meanings we ascribe to people, places, and regions. In this manner, people shape their cultural landscapes and create the spatial divisions that represent global power relations, ideologies, socioeconomic differences, and the uneven distribution of resources. In this course we study the making of the modern world at different scales, ranging from the local to the global—through case studies drawn from the Hudson Valley and around the world—with an emphasis on the ways people, places, and regions relate to socio-economic inequalities. In addition to learning about specific places and regions, we focus on major themes and debates in geography, including mapping and cartographic communication, culture and landscape modification, population and sustainable development, agriculture and urbanization, and political divisions of the globe. The department.

Two 75-minute periods.

### GEOG 111 - SCIENCE AND JUSTICE IN THE ANTHROPOCENE

Semester Offered: Fall

1 unit(s)

(Same as ESCI 111 and STS 111) Geoscientists have proposed a new designation in the geologic time scale for our current time period, "the Anthropocene." The designation reflects the fact that human beings are acting as geological agents, transforming the Earth on a global scale. In this freshman seminar course we explore the possibilities of reconfiguring the actions of humans in the Anthropocene so as to lead to a flowering of a new Era once called 'the Ecozoic' by cultural historian Thomas Berry. Ms. Schneiderman.

Open to freshmen only; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### GEOG 151 - EARTH, ENVIRONMENT, AND HUMANITY

Semester Offered: Fall and Spring

1 unit(s)

(Same as ESCI 151) Catastrophic events such as hurricanes and tsunamis and the specter of global climate change affirm the centrality of Earth Science in a well-rounded liberal arts education. This course explores three intertwined questions: 1) How do Earth's different systems (lithosphere, hydrosphere, atmosphere, biosphere) function and interact to create the environment we live in? 2) What are the causes of, and how can we protect ourselves from, geologic hazards such as earthquakes, flooding, and landslides? 3) How are human activities modifying the environment through changes to the composition of the atmosphere, biogeochemical cycles, and soil erosion, among other factors? While serving as an introduction to the Earth Science major, this course emphasizes those aspects of the science that everyone should know to make informed decisions such as where and where not to buy a house, whether to support the construction of an underground nuclear waste repository, and how to live more lightly upon the Earth. The department.

Several lab exercises take place in the field.

Satisfies the college requirement for quantitative reasoning.

Two 75-minute periods; one 4-hour laboratory/field period.

## II. INTERMEDIATE

### GEOG 220 - CARTOGRAPHY: MAKING MAPS WITH GIS

Semester Offered: Fall

1 unit(s)

(Same as ESCI 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: one 100-level Geography or Earth Science course, or permission of the instructor.

Satisfies the college requirement for quantitative reasoning.

Two 75-minute periods; one 2-hour laboratory.

## **GEOG 221 - SOILS AND SUSTAINABLE ECOSYSTEMS**

Semester Offered: Spring

1 unit(s)

(Same as ESCI 221) Soils form an important interface between the lithosphere, hydrosphere, atmosphere, and biosphere. As such, they are critical to understanding the functioning of ecosystems. This course studies soil formation, and the physical and chemical properties of soils critical to the understanding of natural and constructed ecosystems. Field trips and laboratory work focus on the description and interpretation of local soils. Mr. Walker.

Prerequisite: one introductory course in Biology, Chemistry, Earth Science; or ENST 124.

Two 75-minute periods; one 4-hour laboratory/field period.

## **GEOG 224 - GIS: SPATIAL ANALYSIS**

Semester Offered: Spring

1 unit(s)

(Same as ESCI 224) 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 spatial analysis (calculating patterns and relationships), rather than map design for data visualization. We explore a variety of techniques for answering questions with spatial data, including overlay, map algebra (math using multiple input layers), hydrologic modeling, surface interpolation, and site selection. Issues of data collection through remote sensing and sampling are addressed. GIS involves a more rapid introduction to the software than Cartography does; it is useful to take both Cartography and GIS (preferably in that order) to gain a more complete understanding of spatial data analysis and manipulation. Mr. Curri.

Satisfies the college requirement for quantitative reasoning.

Two 75-minute periods; one 2-hour laboratory.

## **GEOG 228 - WEB MAPPING: ADVANCED APPROACHES TO PUBLISHING**

0.5 unit(s)

Web maps, map apps, story maps, and other emerging applications offer new opportunities to publicize and share spatial data. Other applications such as the Collector app and Open Street Map promote group sourcing of data. This half-unit course introduces several of these techniques and asks that students make and present several of their own online maps, using data sources of their choice. The main aim of this course is to gain further experience with GIS and to learn effective ways of communicating spatial data to an online audience. As a short course, it is less thorough than the standard GIS and Cartography courses, but it offers an opportunity to explore special topics that build on those classes. We use class time to learn and compare applications and to evaluate strategies and designs for web-based mapping. We also explore some of the broader implications of data publishing. Ms. Cunningham.

Prerequisite: GEOG 220 or GEOG 224.

Not offered in 2015/16.

## **GEOG 230 - GEOGRAPHIC RESEARCH METHODS**

Semester Offered: Spring

1 unit(s)

How do we develop clear research questions, and how do we know when we have the answer? Focusing on qualitative approaches, this course examines different methods for asking and answering questions about the world, which are essential skills in geography and other disciplines. Topics include formulation of a research question or hypothesis, research design, and data collection and analysis. We examine major research and methodological papers in the discipline, design an empirical research project, and carry out basic data analysis.

Students who are considering writing a thesis or conducting other independent research and writing are encouraged to take this course. The department.

Two 75-minute periods.

## **GEOG 231 - GEOMORPHOLOGY: SURFACE PROCESSES AND EVOLUTION OF LANDFORMS**

1 unit(s)

(Same as ESCI 231) Quantitative study of the physical, chemical, and biological processes that create Earth's many landforms. Topics include weathering and erosion, landsliding and debris flows, sediment transport by rivers and glaciers, the role of climate in landscape modification, and the use of landforms to document earthquake hazards. Lab exercises emphasize fundamental skills in geomorphologic analysis such as mapping, surveying, interpretation of aerial photography, and use of Geographic Information Systems software. Ms. Menking.

Prerequisite: ESCI 151 or permission of the instructor.

Satisfies college requirement for quantitative reasoning.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory/field period. An overnight weekend field trip may be required.

## **GEOG 235 - WATER**

1 unit(s)

(Same as ESCI 235) Sixty to seventy percent of Dutchess County residents depend on groundwater supplies to meet their daily needs. Industrial pollution and road salt have contaminated many of these supplies, spawning legal actions and requiring costly remediation. Ensuring adequate and safe groundwater supplies for humans and ecosystems requires extensive knowledge of the hydrologic cycle and of how contaminants may be introduced into water resources. We explore how rainfall and snowmelt infiltrate into soils and bedrock to become part of the groundwater system, learn what factors govern subsurface flow, and discuss the concept of well-head protection, which seeks to protect groundwater recharge areas from contamination. Using Vassar's teaching well at the field station we perform a number of experiments to assess aquifer properties, water chemistry, and presence of microbial contaminants. Comfort with basic algebra and trigonometry is expected. Ms. Menking.

Prerequisite: ESCI 151, ENST 124, or permission of the instructor.

Satisfies the college requirement for quantitative reasoning.

Not offered in 2015/16.

Two 75-minute periods; one 4-hour laboratory/field period.

## **GEOG 236 - THE MAKING OF MODERN EAST ASIA: EMPIRES AND TRANSNATIONAL INTERACTIONS**

1 unit(s)

(Same as ASIA 236) East Asia—the homeland of the oldest continuous civilization of the world—is now the most dynamic center in the world economy and an emerging power in global politics. Central to the global expansion of trade, production, and cultural exchange through the span of several millennia, the East Asian region provides a critical lens for us to understand the origin, transformation and future development of the global system. This course provides a multidisciplinary understanding of the common and contrasting experiences of East Asian countries as each struggled to come to terms with the western dominated expansion of global capitalism and the modernization process. The course incorporates a significant amount of visual imagery such as traditional painting and contemporary film, in addition to literature. Professors from Art History, Film, Chinese and Japanese literature and history will give guest lecture in the course, on special topics such as ancient Chinese and Japanese arts, East Asia intellectual history, Japanese war literature, post war American hegemony, and vampire films in Southeast Asia. Together, they illustrate

the diverse and complex struggles of different parts of East Asia to construct their own modernities. Ms. Zhou.

Prerequisite: at least one 100-level course in Geography or Asian Studies.

Not offered in 2015/16.

Two 75-minute periods.

### **GEOG 238 - ENVIRONMENTAL CHINA: NATURE, CULTURE, AND DEVELOPMENT**

Semester Offered: Spring

1 unit(s)

(Same as ASIA 238 and INTL 238) China is commonly seen in the West as a sad example, even the culprit, of global environmental ills. Besides surpassing the United States to be the world's largest source of greenhouse gas (GHG) emissions, China also experiences widespread pollution of its air, soil and water—arguably among the worst in the world. Yet, few will dispute the fact that China holds the key for the future global environment as it emerges as the largest economy on earth. This course examines China's environments as created by and mediated through historical, cultural, political, economic and social forces both internal and external to the country. Moving away from prevailing caricatures of a "toxic" China, the course studies Chinese humanistic traditions, which offer rich and deep lessons on how the environment has shaped human activities and vice versa. We examine China's long-lasting intellectual traditions on human/environmental interactions; diversity of environmental practices rooted in its ecological diversity; environmental tensions resulting from rapid regional development and globalization in the contemporary era; and most recently, the social activism and innovation of green technology in China. Ms. Zhou.

Two 75-minute periods.

### **GEOG 242 - BRAZIL: SOCIETY, CULTURE, AND ENVIRONMENT IN PORTUGUESE AMERICA**

1 unit(s)

(Same as AFRS 242, INTL 242, and LALS 242) Brazil, long Latin America's largest and most populous country, has become an industrial and agricultural powerhouse with increasing political-economic clout in global affairs. This course examines Brazil's contemporary evolution in light of the country's historical geography, the distinctive cultural and environmental features of Portuguese America, and the political-economic linkages with the outside world. Specific topics for study include: 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; continuing controversies surrounding the occupation of Amazonia; and long-run prospects for democracy and equitable development in Brazil. Mr. Godfrey.

Not offered in 2015/16.

Two 75-minute periods.

### **GEOG 250 - URBAN GEOGRAPHY: SPACE, PLACE, ENVIRONMENT**

1 unit(s)

(Same as URBS 250) Now that most of the world's population lives in urban areas, expanding city-regions pose a series of social, spatial and environmental problems. This course focuses on the making of urban spaces, places, and environments at a variety of geographical scales. We examine entrepreneurial urban branding, sense of place and place making, geographies of race and class, urbanization of nature, environmental and spatial justice, and urban risk and resilience in facing climate change. Concentrating on American urbanism, case studies include New York City, Poughkeepsie, Chicago, Los Angeles, and San Francisco. Students also research specific issues in cities of their

own choice, such as land-use planning and public space, historic preservation, transit-oriented development, urban ecology and restoration, urban sustainability programs, and citizen movements for livable cities. Mr. Godfrey.

Not offered in 2015/16.

Two 75-minute periods.

### **GEOG 252 - CITIES OF THE GLOBAL SOUTH: URBANIZATION AND SOCIAL CHANGE IN THE DEVELOPING WORLD**

Semester Offered: Spring

1 unit(s)

(Same as URBS 252 and INTL 252) The largest and fastest wave of urbanization in human history is now underway in the Global South—the developing countries of Africa, Asia, Latin America, and the Middle East. Most of the world's urban population already resides here, where mega-cities now reach massive proportions. Despite widespread economic dynamism, high rates of urbanization and deprivation often coincide, so many of the 21st century's greatest challenges will arise in the Global South. This course examines postcolonial urbanism, global-city and ordinary-city theories, informal settlements and slums, social and environmental justice, and urban design, planning, and governance. We study scholarly, journalistic, and film depictions of Mexico City and Rio de Janeiro in Latin America; Algiers and Lagos in Africa; Cairo and Istanbul in the Middle East; and Beijing and Mumbai in Asia. Mr. Godfrey.

Prerequisite: a previous Geography or Urban Studies course.

Two 75-minute periods.

### **GEOG 256 - GEOGRAPHIES OF FOOD AND FARMING**

Semester Offered: Fall

1 unit(s)

Farming and food production connect us to the landscapes in which we live, and they shape the geographies of our communities. Increasingly, farming and food also connect us to processes of globalization. The world produces more food than ever before, yet factors such as centralization of production and competition from biofuels lead to food riots in developing regions and continuing losses of rainforests from Brazil to Indonesia. One key strategy for understanding these connections is to examine the biogeographic patterns that shape food production. In this course, we focus first on the physical environmental factors (including water resources, climate patterns, and biodiversity) that characterize agricultural regions of North America. As part of this discussion, we consider ethical, political, and cultural aspects of food production. We then use these frameworks to examine global production and exchanges of food. We use case studies, such as land conversion in Brazil and Indonesia, to understand prominent debates about food and farming today. Ms. Cunningham.

### **GEOG 258 - SUSTAINABLE LANDSCAPES: BRIDGING PLACE AND ENVIRONMENT IN POUGHKEEPSIE**

1 unit(s)

(Same as URBS 258) Geographers have long understood the relationship of aesthetic landscapes and place to include concepts of identity, control, and territory. Increasingly we consider landscape aesthetics in the context of sustainability and environmental quality. How do these contrasting sets of priorities meet in the process of landscape design and land use analysis? In this course we begin by examining regional and local histories of landscape design and land use planning and their relationship to concepts of place, territory, and identity. We consider landscape ecological approaches to marrying aesthetic, land use planning, and environmental priorities in landscapes. We investigate local issues such as watershed quality, native plantings, and storm



water management in the context of local land use planning in order to consider creative ways to bridge these once-contrary approaches to understanding the landscapes we occupy and construct. We focus on projects and topics related to the greater Poughkeepsie area. Ms. Blickstein.

Prerequisite: one 100-level course in Geography.

Not offered in 2015/16.

One 3-hour period.

### **GEOG 260 - CONSERVATION OF NATURAL RESOURCES**

Semester Offered: Fall

1 unit(s)

(Same as ESCI 260) Natural resources are perennially at the center of debates on sustainability, planning, land development, and environmental policy. The ways we conceptualize resources can be as important to understanding these issues as their actual distributions are. This course provides a geographic perspective on natural resource conservation, using local examples to provide deeper experience with resource debates. We focus particularly on forest resources: biodiversity, forest health, timber resources, forest policy, and the ways people have struggled to make a living in forested ecosystems. We discuss these issues on a global scale (such as tropical timber piracy and forest conversion), and we explore them locally in the Adirondacks of New York. This course requires that students spend October Break on a group study trip in the Adirondacks. Students must be willing to spend long, cold days outside, including some strenuous physical activity (unless special permission is arranged with the instructor). Ms. Cunningham.

Students wishing to register under Earth Science must have had at least one previous earth science course.

Two 75-minute periods.

### **GEOG 266 - POPULATION, ENVIRONMENT, AND SUSTAINABLE DEVELOPMENT**

Semester Offered: Fall

1 unit(s)

(Same as INTL 266) Concerns about human population are integral to debates about matters of political stability, socio-economic equity, ecological sustainability, and human wellbeing. This course engages these debates via an examination of environmental change, power and inequality, and technology and development. Case studies include: water supplies, fishing and agriculture and the production of foodstuffs. Being a geography course, it highlights human-nature relations, spatial distribution and difference, and the dynamic connections between places and regions. Mr. Nevins.

Two 75-minute periods.

### **GEOG 270 - GENDER AND SOCIAL SPACE**

Semester Offered: Fall

1 unit(s)

(Same as URBS 270 and WMST 270) 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.

Two 75-minute periods.

### **GEOG 272 - GEOGRAPHIES OF MASS VIOLENCE**

Semester Offered: Fall

1 unit(s)

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, Cambodia, Vietnam, and the United States. Mr. Nevins.

Two 75-minute periods.

### **GEOG 274 - THE POLITICAL GEOGRAPHY OF HUMAN RIGHTS**

1 unit(s)

Human rights have a deep history and varied geographical origins. This course examines the highly contested making and representation of human rights in regards to their content and emphases, and the various practices and institutions deployed in their name—with a focus on the post -1945 era. In doing so, the course interrogates human rights in relation to a variety of settings—from anti-colonial and anti-imperial struggles to social movements championing racial and gender equality to humanitarian interventions. Throughout, the course seeks to analyze how these various human-rights-related endeavors flow from, produce, and challenge spatial inequality, places and geographical scales, and articulate with a diverse set of political geographical agendas. Mr. Nevins.

Prerequisite: one 100-level Geography or Earth Science course, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### **GEOG 276 - ECONOMIC GEOGRAPHY: SPACES OF GLOBAL CAPITALISM**

Semester Offered: Spring

1 unit(s)

(Same as INTL 276) This course analyzes the shifting economic landscape of globalization. It covers classic location theories in economic geography, but also the recent trends of industrial reorganization in agriculture, manufacturing and services. Two areas of focus in this course are the globalization of the world economy and regional development under the first and third world contexts. We analyze the emergence of the global capitalist system, the commodification of nature, the transformation of agriculture, the global spread of manufacturing and the rise of flexible production systems, and restructuring of transnational corporations and its regional impacts. The department.

Two 75-minute periods.

### **GEOG 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

The department.

### **GEOG 297 - READINGS IN GEOGRAPHY**

Semester Offered: Fall or Spring

0.5 unit(s)

### **GEOG 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Open to qualified students in other disciplines who wish to pursue related independent work in geography. The department.

### III. ADVANCED

#### GEOG 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

A 1-unit thesis starting in the fall semester, with 0.5 unit graded provisionally in the fall and 0.5 unit graded in the spring. The final grade, awarded in the spring, shall replace the provisional grade in the fall. The department.

Yearlong course 300-GEOG 301.

#### GEOG 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

A 1-unit thesis starting in the fall semester, with 0.5 unit graded provisionally in the fall and 0.5 unit graded in the spring. The final grade, awarded in the spring, shall replace the provisional grade in the fall. The department.

Yearlong course GEOG 300-301.

#### GEOG 302 - SENIOR THESIS

Semester Offered: Fall or Spring

1 unit(s)

Students may elect a 1-semester, 1-unit thesis only in exceptional circumstances. Usually, students adopt GEOG 300-GEOG 301. The department.

#### GEOG 304 - SENIOR SEMINAR: ISSUES IN GEOGRAPHIC THEORY AND METHOD

Semester Offered: Fall

1 unit(s)

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. Nevins.

One 3-hour period.

#### GEOG 340 - ADVANCED URBAN AND REGIONAL STUDIES

Semester Offered: Spring

1 unit(s)

Ms. Blickstein.

One 3-hour period.

#### GEOG 341 - OIL

1 unit(s)

(Same as ESCI 341 and ENST 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.

Prerequisite: one 200-level Earth Science course or permission of the instructor.

Not offered in 2015/16.

One 4-hour classroom/laboratory/field period.

#### GEOG 356 - ENVIRONMENT AND LAND USE PLANNING

Semester Offered: Fall

1 unit(s)

(Same as ENST 356 and URBS 356) This seminar focuses on land-use issues such as open-space planning, urban design, transportation planning, and the social and environmental effects of planning and land use policies. The focus of the course this year is impacts of planning policies (such as transportation, zoning, or growth boundaries) on environmental quality, including open space preservation, farmland conservation, and environmental services. We begin with global and regional examples and then apply ideas in the context of Dutchess County's trajectory of land use change and planning policies. Ms. Blickstein.

Prerequisite: one 200-level course in Geography, Urban Studies or Environmental Studies.

One 3-hour period.

#### GEOG 372 - TOPICS IN HUMAN GEOGRAPHY

Semester Offered: Spring

1 unit(s)

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, global migration, and reading globalization.

Topic for 2016b. Ethnic Geography and Transnationalism. This seminar is a multidisciplinary discussion of the changing theoretical discourses on studying ethnic groups in America ranging from assimilationism, multi-culturalism to transnationalism. We contrast the historical experiences of the European immigrants and the experiences of contemporary Hispanic and Asian populations in different urban locations in the U.S. Particular attention is paid to the ways in which ethnic spaces are constructed through the practices of the ethnic population and the larger society. The topics include immigration in the context of global history, race, ethnicity and identities, cultural assimilation and integration, changes in gender relations, and transnational linkages. Ms. Zhou

Prerequisite: permission of the instructor.

One 3-hour period.

#### GEOG 384 - COMMUNITY GIS

1 unit(s)

Geographers contribute to vitality and equity in their communities by examining the spatial dynamics of socioeconomic and environmental problems. Strategies used to interrogate these problems include mapping and geographic information systems (GIS), or computer-aided mapping and spatial analysis. For example, community access to transportation and housing, differential access to food or health care, or distributions of social services are often best understood in terms of mapped patterns. These patterns both reflect and influence the social dynamics of a community. In addition to affecting quality of life, these issues give insights into the ways we decide as a society to allocate resources. In this course we take on subjects of concern in the local area and use mapping and spatial data to examine them. Projects may

involve work with groups in the Poughkeepsie area as well as library research, readings, some GIS work. Course activities and projects vary according to subjects studied. Because this course focuses on collaborative research projects, rather than on the technology, GIS and cartography are useful but not prerequisite courses. The department.

Not offered in 2015/16.

One 3-hour period.

### GEOG 387 - RISK AND GEOHAZARDS

1 unit(s)

(Same as ESCI 387 and ENST 387) The world is becoming an increasingly risky place. Every year, natural hazards affect more and more people, and these people are incurring increasingly expensive losses. This course explores the nature of risk associated with geophysical phenomena. Are there more hazardous events now than there have been in the past? Are these events somehow more energetic? Or is it that increasing populations with increasingly disparate incomes are being exposed to these hazards? What physical, economic, political and social tools can be employed to reduce geophysical risk? We draw on examples from recent disasters, both rapid onset (earthquakes, tsunamis, cyclones), and slow onset (climate change, famine) to examine the complex and interlinked vulnerabilities of the coupled human-environment system.

Prerequisite: ESCI 121 or ESCI 151.

Not offered in 2015/16.

One 4-hour period.

### GEOG 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

The department.

## German Studies Department

**Chair:** Jeffrey Schneider;

**Associate Professors:** Jeffrey Schneider, Elliott Schreiber, Silke von der Emde;

**Visiting Assistant Professor:** Lioba Gerhardi;

**Post Doctoral Fellow:** Karin Maxey.

**Advisers:** The department.

All courses are conducted in German except for GERM 235, and GERM 265.

**Requirements for concentration:** 10 units: 8 units of German above the introductory level. Students can choose from GERM 210, GERM 211, GERM 230, GERM 239, GERM 240, GERM 260, GERM 269, GERM 270, GERM 301, and GERM 355. Majors must take all 8 units in German. After declaring a concentration in German Studies, no courses taken under the Non-Recorded Option serve to fulfill the requirements. Students can take a maximum of 2 units approved by the German department in related fields. Upon the approval of the department, a maximum of 2 units from an approved summer program and 4 additional units from other programs abroad can be substituted for the 200-level courses

**Senior Year Requirement:** GERM 301 and GERM 355. Students who wish to be considered for departmental honors must complete a thesis (GERM 300).

**Recommendations:** Junior Year Abroad, study at accredited summer schools or a summer program in Germany, Austria or Switzerland.

**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 GERM 210, GERM 211, GERM 230, GERM 239, GERM 240, GERM 260, GERM 269, GERM 270, GERM 301, and GERM 355. All students must also complete either GERM 301 or GERM 355. Upon the approval of the department, a maximum of 2 units from approved abroad programs can be substituted for the 200-level courses. No courses in English may count towards the correlate sequence.

## I. INTRODUCTORY

### GERM 101 - SEX BEFORE, DURING, AND AFTER THE NAZIS

Semester Offered: Fall

1 unit(s)

This course offers an introduction to Germany's unique position in the history of sexuality. As early as the late nineteenth century, Germany and Austria were a hotbed for new thinking sexuality and sexual freedom, including the founding of psychoanalysis and the world's first homosexual emancipation movement. National Socialism, however, forever changed the way that Germans and non-Germans viewed every aspect of Germany's history and culture, including its sexual politics. This course examines some of Germany's most salient debates about sex from the late nineteenth century to the Nazi era and beyond, including the sexual revolution of the 1960s and 1970s. Materials include autobiographies, fictional works, plays, films, political tracts, and sexual case studies, as well as secondary texts representing a variety of disciplinary approaches. Mr. Schneider.

Satisfies college requirement for a Freshman Writing Seminar.

Readings and discussions in English.

Two 75-minute periods.

**GERM 105 - BEGINNING GERMAN: THE STORIES OF CHILDHOOD**

Semester Offered: Fall

1 unit(s)

This course offers a yearlong introduction to the study of German language and culture through literature, fairy tales, and films for and about children. Since these materials tend to be linguistically easier, they are ideal for beginning language learning. Moreover, their role in socializing a new generation makes them important sources for understanding a culture's fundamental values and way of looking at the world. Materials range from classic texts, such as fairy tales by the Brothers Grimm, to contemporary stories, films, and television shows. In addition to offering a systematic introduction to German grammar and vocabulary, classroom activities promote practical and active oral and written communication. No prior experience with German required. Ms. Von der Emde and Ms. Maxey.

Yearlong course 105-GERM 106.

Four 50-minute periods and four 30-minute drill periods.

**GERM 106 - BEGINNING GERMAN: THE STORIES OF CHILDHOOD**

Semester Offered: Spring

1 unit(s)

This course offers a yearlong introduction to the study of German language and culture through literature, fairy tales, and films for and about children. Since these materials tend to be linguistically easier, they are ideal for beginning language learning. Moreover, their role in socializing a new generation makes them important sources for understanding a culture's fundamental values and way of looking at the world. Materials range from classic texts, such as fairy tales by the Brothers Grimm, to contemporary stories, films, and television shows. In addition to offering a systematic introduction to German grammar and vocabulary, classroom activities promote practical and active oral and written communication. No prior experience with German required. Ms. Von der Emde and Ms. Maxey.

Yearlong course GERM 105-106.

Four 50-minute periods and four 30-minute drill periods.

**GERM 109 - INTENSIVE BEGINNING GERMAN**

Semester Offered: Spring

2 unit(s)

A single-semester study of the German language, equivalent to GERM 105-GERM 106. Intensive training in the fundamental language skills. Designed for beginning students who wish to accelerate their learning of German. Mr. Schneider.

Open to all classes; five 75-minute periods, four 30-minute drill sessions, and computer-assisted instruction.

**II. INTERMEDIATE****GERM 210 - INTERMEDIATE GERMAN I: IDENTITY IN CONTEMPORARY GERMANY**

Semester Offered: Fall

1 unit(s)

Low-intermediate language study through short texts and research topics on questions of national identity in contemporary Germany. Strong emphasis is placed on developing vocabulary and reviewing grammar as well as developing oral and written expression. The course uses an online educational environment and may involve an exchange with learners at another college. Mr. Schreiber.

Prerequisite: GERM 106, GERM 109 or the equivalent.

**GERM 211 - INTERMEDIATE GERMAN II: SPACE IN WEIMAR GERMANY**

Semester Offered: Spring

1 unit(s)

Intermediate language study through texts and research topics on questions of space in Weimar Germany at the time of the "Roaring Twenties." Strong emphasis is placed on developing vocabulary and reviewing grammar as well as developing oral and written expression. The course uses an online educational environment and may involve an exchange with learners at another college. Ms. Von der Emde.

Prerequisite: GERM 210 or the equivalent.

**GERM 220 - TURNING A PHRASE: WRITING WITH STYLE IN GERMAN**

Semester Offered: Fall

0.5 unit(s)

Achieving eloquent style in German requires more than knowledge of vocabulary and grammatical correctness. In this course students learn how to take their written German to the next level by focusing on stylistic conventions at the level of the sentence, paragraph and essay while developing their own voice in the language. In addition to studying examples of published writing on a range of contemporary issues, the course combines an individualized review of German grammar with short writing assignments. The course offers strong preparation for writing assignments at German universities or upper-level German classes at Vassar. Ms. Ungurianu.

One 2-hour period.

**GERM 221 - COMPELLING SPEECH: GERMAN CONVERSATIONAL SKILLS**

Semester Offered: Spring

0.5 unit(s)

In this course, students deepen their oral proficiency in the language by studying various forms of spoken German on t.v. series, talk shows and other media and then honing their speaking skills in a variety of different contexts, such as classroom oral reports (Referate), debates, and interviews. In addition to improving pronunciation, instruction emphasizes conversational conventions for expressing opinions, persuading, and leading discussions. The course offers strong preparation for studying abroad or upper-level courses at Vassar. Ms. Ungurianu.

One 2-hour period.

**GERM 230 - CONTEMPORARY GERMAN CULTURE AND MEDIA**

Semester Offered: Fall

1 unit(s)

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. Ms. Ungurianu.

Prerequisite: GERM 211 or the equivalent.

**GERM 235 - INTRODUCTION TO GERMAN CULTURAL STUDIES**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Marx, Nietzsche, and Freud*. Marx, Nietzsche and Freud are three of the most influential German thinkers of the modern era. We associate their names with different, even antagonistic

agendas ranging from political systems (socialism and communism), entire disciplines (psychoanalysis), and even the death of God. Yet all three were pivotal in developing a “hermeneutics of suspicion,” in which “reality” turned out to be hiding darker and more powerful forces: economic motives, unconscious desires, or the will to power. This course examines their writings in the context of 19th-century Germany and Austria and assesses their contributions to our postmodern understanding of language, truth and modern subjectivity. In addition to reading works by these three thinkers, the course explores their connections to a range of German writers and artists, such as Lou Andreas-Salomé, Bertolt Brecht, Th. Mann, Arthur Schnitzler, Richard Wagner, as well as various filmmakers. Special attention will also be paid to the efforts of subsequent theorists, such as Foucault, Luce Irigaray, or Slavoj Žižek, to criticize, refine, or synthesize their ideas. Mr. Schneider.

All readings and discussions are in English.

Open to all classes. German majors see GERM 239.

Two 75-minute periods.

### **GERM 239 - INTRODUCTION TO GERMAN CULTURAL STUDIES FOR MAJORS**

1 unit(s)

Students in this course attend the same seminar meetings as in GERM 235 but do the readings in the original, attend a separate discussion class, and take separate exams.

Prerequisite: GERM 230 or the equivalent or permission of the instructor.

Not offered in 2015/16.

### **GERM 240 - A CULTURE OF PLAY: AN INTRODUCTION TO GERMAN THEATER**

1 unit(s)

Since the eighteenth century, drama and theater have held a vaunted place within Germany's language literary and cultural production. This course offers an introduction to that tradition through the study of specific authors, texts, and theories. Students have the opportunity to hone their speaking skills through performance activities, such as mounting scenes or an entire production. Strong emphasis is placed on developing vocabulary and reviewing grammar as well as developing written expression. Authors may include Brecht, Büchner, Dürrenmatt, Handke, Jelinek, Lessing, Schiller, Schnitzler, and Wedekind. Ms. Ungurianu.

Prerequisite: GERM 211 or the equivalent.

Not offered in 2015/16.

Two 75-minute periods.

### **GERM 260 - DEVELOPMENTS IN GERMAN LITERATURE**

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *The World According to Kafka*. Franz Kafka is one of the most popular German-language writers, yet his work is also among the most enigmatic in modern literature. Influenced by the multiple layers of different nationalities, cultures, and traditions in early twentieth-century Prague and troubled by the anxieties of modernity, he created a unique world fluctuating between the real and the fantastic. Through close readings, students will examine literary tropes and constructions of identity in Kafka's texts and practice skills for writing analytical essays on literature and its cultural context. We will also discuss issues of translation and the influence of interpretation. Ms. Ungurianu.

Prerequisite: GERM 230, GERM 239, GERM 240, or the equivalent.

Two 75-minute periods.

### **GERM 265 - GERMAN FILM IN ENGLISH TRANSLATION**

Semester Offered: Spring

1 unit(s)

This course offers an overview of selected historical and formal developments in German films from the silent period to the present.

Topic for 2015/16b: *The “Other” German Cinema: Films from East Germany*. 25 years after the fall of the Berlin Wall, films from the former GDR still offer a broad understanding of life during the Cold War in East Germany and the enduring legacy of this period in world history. The films from the East German state-owned DEFA studios are rich in theme, structure and style, and beautifully crafted by inventive filmmakers who tested the limits of censorship and whose films reflect on the political complexities of artistic production in the East Germany. Students will explore a diversity of film genres and styles, including Westerns, musicals, and science fiction movies. We will consider issues, such as continuities and breaks with Weimar cinema and the Nazi past; Communist Party politics and the successes and failures of socialist realist aesthetics; gender and sexuality; consumer culture in a socialist context; the enduring cult power and nostalgia of DEFA films in Germany today; and questions of German “national” cinema after unification. Ms. von der Emde.

Readings and discussions are in English, and all films have English subtitles.

Open to all classes. German majors see GERM 269.

Two 75-minute periods and two film screenings.

### **GERM 269 - GERMAN FILM FOR MAJORS**

1 unit(s)

Students in this course attend the same seminar meetings as in GERM 265 but do readings in German, attend a separate discussions class, and take separate exams.

Prerequisite: GERM 230, GERM 239 or the equivalent.

Not offered in 2015/16.

Two 75-minute periods.

### **GERM 270 - AESTHETIC FORMS, TEXTS, AND GENRES**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Sick Stories: Illness in German Literature*. In her essay “On Being Ill,” Virginia Woolf wonders why “illness has not taken its place with love and battle and jealousy among the prime themes of literature.” This course will examine literary and philosophical representations of illness, both of the body and of the mind. Drawing on works by such authors as Ingeborg Bachmann, Georg Büchner, Anne Duden, Sigmund Freud, Emmy Hennings, ETA Hoffmann, Hugo von Hofmannsthal, Elfriede Jelinek, Arthur Schnitzler, Thomas Mann, and Friedrich Nietzsche, we trace how language and narrative combine to define or subvert the categories of truth and lies, the normal and the pathological, the self and the other. Mr. Schreiber.

Two 75-minute periods.

### **GERM 280 - FOREIGN LANGUAGE LEARNING AND TEACHING: THEORY AND PRACTICE**

Semester Offered: Fall

1 unit(s)

(Same as EDUC 280) This course is designed for students who intend to teach language in the United States or abroad, and for those who wish to gain a deeper understanding of how second languages are learned and taught. In the course, we explore major topics in foreign language teaching and learning, including writing, speaking, listening, reading, culture, and grammar, addressing questions such as: Does explicit grammar instruction actually help students learn grammar? Can you really learn a second language the same way you learn your

first one(s), as some language learning software ads claim? What does culture have to do with language, and why should (or shouldn't) we teach it? As we attend to these and other issues, students reflect on their own language learning experiences and become familiar with the history, scholarship, and practices within the fields of second language acquisition and foreign language pedagogy. Ms. Maxey.

Two 75-minute periods.

### **GERM 290 - FIELD WORK**

0.5 to 1 unit(s)

### **GERM 297 - READINGS IN GERMAN**

0.5 unit(s)

### **GERM 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Permission required.

## **III. ADVANCED**

### **GERM 300 - SENIOR THESIS**

Semester Offered: Fall or Spring

1 to 2 unit(s)

The department.

Open only to majors.

Permission required.

### **GERM 301 - SENIOR SEMINAR**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Christa Wolf: Literature and Politics*. Christa Wolf (1929-2011) was one of the most important figures of post-war literature in East and West Germany. With her specific perspective onto both the Nazi dictatorship and the "real existing socialism" in the GDR, her work continues to raise the question of the relationship between literature and politics, specifically the role of the artist and intellectual in a totalitarian state. In this course, we will gain an overview of the vast oeuvre of this seminal and controversial author and discuss recurring questions in Wolf's work, such as the role of the individual in society, gender roles, memory and remembrance, subjective authenticity and the constitution of the self, and ecology. The course will also offer a cursory overview of the GDR's afterlife in literature and film after 1989. Ms. von der Emde.

Prerequisite: GERM 260 or GERM 270 or the equivalent.

Two 75-minute periods.

### **GERM 302 - SENIOR THESIS**

Semester Offered: Fall

0.5 unit(s)

The department.

Open only to majors.

Permission required.

Yearlong course 302-GERM 303.

### **GERM 303 - SENIOR THESIS**

Semester Offered: Spring

0.5 unit(s)

The department.

Open only to majors.

Permission required.

Yearlong course GERM 302-303.

### **GERM 355 - ADVANCED SEMINAR**

Semester Offered: Spring

1 unit(s)

Topic for 2015/2016b: *Verboten: Censorship and Cultural Production in Germany and Austria*. What effect does censorship have upon cultural production? Does it necessarily limit such production, or can it also paradoxically spurn cultural innovation? This course investigates particular state policies of censorship in German-speaking Europe from the absolutist and authoritarian states of the eighteenth and nineteenth centuries, through the totalitarian regimes of the twentieth to the present-day Federal Republic. We study the casualties these policies have incurred, but also focus on the imaginative ways in which writers, artists, and filmmakers have subverted the censor's gaze. In addition, we consider whether, as Freud has posited, the psyche is continually subject to its own self-censorship, and what consequences this might hold for the creative process. Readings may be drawn from Goethe, Lessing, Moritz, Heine, Wedekind, Schnitzler, Brecht, Wolf, and Biller. Mr. Schreiber.

Prerequisite: GERM 260 or GERM 270 or the equivalent.

One 3-hour period.

### **GERM 375 - ADVANCED TOPICS IN GERMAN CULTURAL STUDIES**

1 unit(s)

Not offered in 2015/16.

### **GERM 399 - SENIOR INDEPENDENT WORK**

0.5 to 1 unit(s)

# Greek and Roman Studies Department

**Chair:** J. Bert Lott;

**Professors:** Robert D. Brown<sup>a</sup>, J. Bert Lott;

**Associate Professors:** Rachel D. Friedman, Barbara A. Olsen;

**Blegen Professor:** Alexander Dressler;

**Visiting Assistant Professor:** Curtis Dozier.

<sup>a</sup> On leave 2015/16, first semester

Students who study in the Greek and Roman Studies department explore aspects of the ancient Mediterranean world with an emphasis on the cultures of Greece and Rome. At the heart of this exploration are the languages of the Greeks and the Romans, their literature, their history, their art, their philosophy, their religion, their politics, their relations with the other peoples of the Mediterranean, and their reception and interpretation by later cultures.

The story of "Classical" scholarship goes back to the Library of Alexandria in the 4th and 3rd centuries BCE. The project that the scholars of the library undertook was to collect, copy and edit as many texts of Greek literature as they could find. The study of the Greeks and Romans still has at its core this act of preservation. But, like the Alexandrian scholars and perhaps more self-consciously, we acknowledge that we are also involved in an act of reinterpretation. Our goal is both to preserve the knowledge of ancient cultures but also to interpret that knowledge in the context of contemporary culture.

We bring to this project many different skills and many different methods. Again, at the heart of the enterprise is the philological skills that the Alexandrian scholars developed: the ability to look back at a "dead" language and imagine it in its living form, in order to be able to read the written remains as richly as possible. An ancient historian adds to this skill the ability to gather disparate kinds of fragmentary evidence, both literary and material, to reconstruct both the major national and international events that shaped these cultures and the texture of the lives of their peoples from day to day. In this they rely heavily on archaeologists who uncover the physical traces of the past and attempt to establish a chronology and a function for these remains. Literary scholars find in works of literature not only evidence for the aesthetic principles that govern the creation of literary works of art but also apply modern theoretical approaches that allow us to see literature as a reflection of social, political and religious assumptions.

But in the end every student of Greek and Roman Studies is using insights about the ancient world to enrich his or her understanding of our modern world. In the end what classicists develop is an intense self-consciousness about the nature of their own assumptions, fashioned by the world in which they live - assumptions which the study of antiquity allows us to question and assumptions which we must question in order to be able to focus our attention on the strange "otherness" of different cultures that have much to teach us.

**Recommendations:** All students are strongly advised to study either Greek or Latin language at the 300-level.

**Recommendations for graduate study:** Students considering graduate work in Greek and Roman Studies should at a minimum have at least 2 units of 300 level work in one ancient language and 1 unit of 300 level work in the other. Proficiency in at least one relevant modern foreign language (e.g. French, Italian, German) is also recommended.

**Departmental honors:** In addition to the senior project students must elect 300-level work in the department both semesters of their senior year to be considered for honors.

**Advisers:** The department.

**Requirements for Concentration in Greek and Roman Studies:** 10.5 units of GRST courses, including:

- GRST 100;
- Either GRST 225 (intermediate Greek) or GRST 245 (intermediate Latin); (Successful completion of GRST 125-GRST 126 or GRST 145-GRST 146 or appropriate prior language work in Greek or Latin is required to elect GRST 225 or GRST 245);
- Either GRST 216 or GRST 217 (Greek or Roman History);
- 3 units at the 300 level, excluding GRST 360-GRST 363;
- GRST 360 or GRST 361-GRST 362 or GRST 363 taken in the senior year. All majors must complete a senior project in their senior year. The senior project can be fulfilled either by the production of an independent thesis (GRST 360 or GRST 361-GRST 362 for 1 unit) or by the completion of a senior project concurrently with another 300 level course elected in the senior year (GRST 363 for 0.5 unit);
- 4 additional units at least two of which must be above the 100 level. With approval of the major advisor, up to 2 units of relevant work from outside the department may be counted towards the 4 additional units.

**Correlate Sequence in Greek and Roman Studies:** Requirements for a Correlate Sequence in Greek and Roman Studies: 6 units of work in GRST at least 2 of which must be at the 300 level. Correlates should support or complement a student's concentration(s).

## GREEK AND ROMAN STUDIES

### I. Introductory

#### Courses in English Translation

Courses in English translation, numbered X00-X19 are taught entirely in English. No knowledge of Greek or Latin is required.

#### GRST 100 - THEN AND NOW: REINTERPRETING GREECE AND ROME

Semester Offered: Spring

1 unit(s)

Here we are at the beginning of the 21st century, yet all around us we continue to see allusions to and creative engagements with Greek and Roman antiquity. From the bestseller list which features a novel claiming to reveal recently discovered books of the *Odyssey* to an HBO series that takes place in ancient Rome and comparisons of the post 9/11 United States to the Roman Empire in the news, the worlds of ancient Greece and Rome continue to be viscerally alive and compelling as sources for artistic and cultural production. Why is this so? In this course we examine the ways that the legacies of classical antiquity continue to be felt today and invite us to explore the cultures of Greece and Rome. The course serves as an interdisciplinary introduction to the study of Greek and Roman languages, literature, history, and archaeology and the interpretation of these cultures by subsequent civilizations. The course addresses both the complex political, social, intellectual, and cultural settings of the ancient world and the ways in which the study of antiquity can challenge and enrich our experience of the present. To pursue these questions we read ancient texts, examine material artifacts, study linguistic evidence, and engage with creative contemporary responses to antiquity and recent theoretical work on the study of the ancient world. In serving as an overview of the kinds of questions that contemporary culture inspires us to ask of and about antiquity and the materials and approaches that scholars use for their inquiries, the course prepares the student for further work in the department. Ms. Friedman.

Two 75-minute periods.

**GRST 101 - CIVILIZATION IN QUESTION**

1 unit(s)

(Same as CLCS 101) This course undertakes to question civilization in various ways. First, by looking at texts from ancient, medieval, and renaissance cultures, as well as texts and films from our own; it introduces students to major works of the Western tradition and asks how they bring under scrutiny their own tradition. In particular we examine how the individual, community, justice and the divine are imagined in these texts. Second, because the course is team-taught by faculty from different disciplines, we explore the ways a text is interpreted and how different meanings are found in it because of the different perspectives brought to the class by its faculty. Finally, we reflect on the role questioning plays in the process of a liberal arts education and the different kinds of attitudes and intellectual outlooks we learn to bring to the study of any text, which impels us to consider the ways we allow the past to inform and question the present and the present to inform and question our understanding of the past. Readings for the course vary from year to year, but have included Genesis, Exodus, and texts by Homer, Plato, Nietzsche, Foucault, and Walcott. Ms. Friedman (Greek and Roman Studies) and Mr. Schreier (History).

Not offered in 2015/16.

Two 75-minute periods and one 50-minute discussion period.

**GRST 102 - CLEOPATRA**

1 unit(s)

A famous historian once wrote "The true history of Antony and Cleopatra will probably never be known; it is buried too deep beneath the version of the victors." This course examines the life and times of Egypt's most famous queen, who was both a Hellenistic monarch, last of a dynasty founded by a companion of Alexander the Great, and a goddess incarnate, Pharaoh of one of the world's oldest societies. However, the ways in which Cleopatra has been depicted over the centuries since her death are equally intriguing, and the course considers versions of Cleopatra from the Romans, who saw her as a foreign queen who tried to steal their empire, to Shakespeare, Shaw, film and television to explore how different societies have created their own image of this bewitching figure. Mr. Lott.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

**GRST 104 - GREEK ARCHAEOLOGY**

Semester Offered: Fall

1 unit(s)

This course examines sites and monuments of the ancient Greek world from the Bronze Age to the Classical period. We introduce archaeological methods, examine the history and development of Greek archaeology from the origins of the field in the 1870's to the present, and trace the chronological development of Greek art and architecture across several major sites including Knossos, Mycenae, Olympia, Delphi, and Athens. Particular emphasis is placed on understanding and interpreting monuments in terms of their political, social, and economic contexts. Ms. Olsen.

Alternate years.

Two 75-minute periods.

**GRST 184 - CROSSCURRENTS: THE ANCIENT MEDITERRANEAN**

Semester Offered: Fall

1 unit(s)

The axiom of Ancient History that navigable water enables communication is nowhere so true as with the Mediterranean sea, around which grew up in antiquity the cultures of Egypt, Greece, Rome, Asia Minor, Syria, and North Africa. This course surveys the historical development of several ancient Mediterranean cultures, primarily the

Ancient Near East, Greece, and Rome with an emphasis on cultural interaction and interdependence.

Two 75-minute periods.

**GRST 185 - VIRGIL'S AENEID**

Semester Offered: Spring

0.5 unit(s)

The *Aeneid* tells the story of Aeneas' escape from Troy, his voyage to Italy, and the war that leads to the founding of the Roman race. We read the whole epic in English translation, paying special attention to the characterization of its hero, the historical context of Augustan Rome, and the difficult moral, religious, and political questions with which Virgil confronts the reader. All materials are in English. Mr. Brown.

First six-week course.

Two 75-minute periods.

**II. Intermediate****Independent Work**

Independent work may be pursued in Greek, Latin, or English translation.

**GRST 201 - ANCIENT WARFARE**

1 unit(s)

This course examines the phenomenon of war in Greek and Roman antiquity. While not neglecting traditional military topics such as arms and armor, organization, tactics, and strategy, we seek a wider cultural understanding of war by exploring its social ideology, the role of women and other non-combatants, and its depiction in art and literature. Wars for discussion include the fictional Trojan War as well as historical wars such as the Persian Wars, the Peloponnesian War, the Punic Wars, and the Roman Civil War. Readings in English translation are selected from Homer, Herodotus, Thucydides, Caesar, and others. Mr. Brown

Prerequisite: any 100-level course in Classics, Greek, or Latin, or permission of the instructor.

Two 75-minute periods.

**GRST 202 - MYTH**

1 unit(s)

This course examines ancient myth from a variety of theoretical perspectives. It compares Greek and Roman myth with other mythic traditions and explores different versions of the same myth within Greek and Roman culture. We also consider transformations of ancient myths into modern versions. Literary, artistic, and archaeological evidence provide ways to understand the function of myth in ancient Greek and Roman society. Mr. Dozier.

Not offered in 2015/16.

Two 75-minute periods.

**GRST 203 - WOMEN IN GREEK AND ROMAN HISTORY AND MYTH**

Semester Offered: Fall

1 unit(s)

(Same as WMST 203) Greek and Roman literary and historical accounts abound with vividly drawn women such as Helen, Antigone, Medea, Livia, and Agrippina, the mother of Nero. But how representative were such figures of the daily lives of women throughout Greek and Roman antiquity? This course investigates the images and realities of women in the ancient Greek and Roman world, from the Greek Late Bronze Age (c. 1200 BCE) to the Roman Empire (up to the III c. CE) by juxtaposing evidence from literature, historical sources, and archaeological material. Throughout, the course examines the complex ways in which ancient women interacted with the institutions of the state, the family, religion, and the arts. Ms. Olsen.

Two 75-minute periods.



**GRST 204 - GENDER AND SEXUALITY IN ROMAN CULTURE**

Semester Offered: Fall

1 unit(s)

(Same as WMST 204) This course examines in detail the sexual attitudes and behaviors of the ancient Romans and the gender roles that both shaped and were shaped by those attitudes. We study selections from ancient Greek and Roman literature, examine artistic remains, and read articles written by prominent scholars of ancient Rome. While the readings are in roughly chronological order, the course is principally organized by topic (e.g., a day for "Roman pederasty" or "Vestal virgins"). All readings are in English translation. Mr. Corbeill.  
Two 75-minute periods.

**GRST 209 - FROM HOMER TO OMEROS**

1 unit(s)

(Same as AFRS 209) No poet since James Joyce has been as deeply and creatively engaged in a refashioning of Homer as Derek Walcott, the Caribbean poet and 1992 Nobel Laureate. He has authored both a stage version of the *Odyssey* and a modern epic, *Omeros*, and in both of them he brings a decidedly postcolonial and decidedly Caribbean idiom to Homer's ancient tales. In this course we devote ourselves to a close reading of these works alongside the appropriate sections of Homer's *Iliad* and *Odyssey*. Our aim is both to understand the complexities of Walcott's use of the Homeric models and to discover the new meanings that emerge in Homer when we read him through Walcott's eyes. Ms. Friedman.

Prerequisite: any 100-level Greek and Roman Studies course or one unit of related work or special permission.

Not offered in 2015/16.

Two 75-minute periods.

**GRST 210 - THE ART AND ARCHAEOLOGY OF THE ANCIENT NEAR EAST**

Semester Offered: Spring

1 unit(s)

(Same as ART 219) The art, architecture, and artifacts of the region comprising ancient Iraq, Iran, Syria, Palestine, and Turkey from 3200 BCE to the conquest of Alexander the Great in the fourth century BCE. Beginning with the rise of cities and cuneiform writing in Mesopotamia, course topics include the role of the arts in the formation of states and complex societies, cult practices, trade and military action, as well as in everyday life. How do we make sense of the past through its ruins and artifacts? Ms. D'Ambra.

Prerequisites: Art 105-106 or Greek and Roman Studies 216 or 217, or permission of the instructor.

Two 75-minute periods.

**GRST 211 - ROME: THE ART OF EMPIRE**

Semester Offered: Fall

1 unit(s)

(Same as ART 211) From humble beginnings to its conquest of most of the known world, Rome dominated the Mediterranean with the power of its empire. Art and architecture gave monumental expression to its political ideology, especially in the building of cities that spread Roman civilization across most of Europe and parts of the Middle East and Africa. Roman art also featured adornment, luxury, and collecting in both public and private spheres. Given the diversity of the people included in the Roman empire and its artistic forms, what is particularly Roman about Roman art? Ms. D'Ambra.

Prerequisite: ART 105-ART 106 or GRST 216 or GRST 217, or permission of the instructor.

Two 75-minute periods.

**GRST 215 - THE ART AND ARCHAEOLOGY OF ANCIENT EGYPT**

1 unit(s)

(Same as ART 215) Ancient Egypt has long fascinated the public with its pyramids, mummies, and golden divine rulers. This course provides a survey of the archaeology, art, and architecture of ancient Egypt from the prehistoric cultures of the Nile Valley through the period of Cleopatra's rule and Roman domination. Topics to be studied include the art of the funerary cult and the afterlife, technology and social organization, and court rituals of the pharaohs, along with aspects of everyday life. Ms. D'Ambra.

Prerequisites: ART 105-ART 106 or GRST 216 or GRST 217, or permission of the instructor.

Two 75-minute periods.

**GRST 216 - HISTORY OF THE ANCIENT GREEKS**

1 unit(s)

(Same as HIST 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, Tyrtaos, 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. Mr. Lott.

Not offered in 2015/16.

**GRST 217 - HISTORY OF THE ANCIENT ROMANS**

Semester Offered: Spring

1 unit(s)

(Same as HIST 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.

Alternate years.

Two 75-minute periods.

**GRST 219 - THE ART AND ARCHAEOLOGY OF THE ANCIENT NEAR EAST**

Semester Offered: Spring

1 unit(s)

(Same as ART 219) The art, architecture, and artifacts of the region comprising ancient Iraq, Iran, Syria, Palestine, and Turkey from 3200 BCE to the conquest of Alexander the Great in the fourth century BCE. Beginning with the rise of cities and cuneiform writing in Mesopotamia, course topics include the role of the arts in the formation of states and complex societies, cult practices, trade and military

action, as well as in everyday life. How do we make sense of the past through its ruins and artifacts? Ms. D'Ambra.

Prerequisites: Art 105-106 or Greek and Roman Studies 216 or 217, or permission of the instructor.

Two 75-minute periods.

### GRST 280 - HOMER IN THE TWENTY-FIRST CENTURY

Semester Offered: Spring

1 unit(s)

Written down in the 8th c. BCE, the Homeric *Iliad* and *Odyssey* continue to capture the imaginations of poets and novelists today. In this class we explore 21st c. CE adaptations of the Homeric poems in English and consider a variety of theoretical approaches to Homer's work, including gender studies, post-colonialism, and reception studies which will inform our readings of these adaptations. In addition to sections from Homer's *Iliad* and *Odyssey*, work that may be read include Christopher Logue *War Music*, David Malouf *Ransom*, Alice Oswald *Memorial*, Simon Armitage *The Odyssey*, Margaret Atwood *The Penelopiad*, and Zachary Mason *The Lost Books of the Odyssey*. All readings are in English. Two 75-minute periods. Ms. Friedman.

Any 100 level unit of GRST or one unit of related work or permission of the instructor

Two 75-minute periods.

### GRST 290 - FIELD WORK

0.5 to 1 unit(s)

Special Permission.

### GRST 298 - INDEPENDENT STUDY

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Special Permission.

## III. Advanced

### GRST 301 - SEMINAR IN CLASSICAL CIVILIZATION

1 unit(s)

Offered in 2015/16 as GRST 381/URBS 381.

Two 75-minute periods.

### GRST 302 - THE BLEGEN SEMINAR

Semester Offered: Spring

1 unit(s)

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 2015/16b: *The History of the Self*. It is commonly supposed that the "self" itself did not exist until modernity, but how can this be true? Examining texts from Sappho to St. Paul, in this course we attempt not only to understand this question, but also to answer it. Using texts that focus on the question of the definition of the "I," "self," "soul," or the "subject" of subjectivity, we explore a variety of historical moments in the effort get a better understanding of ancient and modern, then and now, from the small social circles of pre-literate Greece to the Society of the Spectacle in Imperial Rome, from the rise of Christianity and the fall of Rome to the scientific revolution, and up to the atrocities of the twentieth century. While introducing students to foundational moments of ancient literature and philosophy,

from Plato's introduction of the injunction "Know thyself" and the discovery of the autobiographical "I" or Ego in the poetry of Sappho, to the letters of high imperial Roman letters of the philosopher Seneca to the *Confessions* of St. Augustine written during the fall of Rome, we will also consult modern texts by Descartes, Whitman, Anouilh, de Beauvoir, and Foucault in order to understand what we mean when we talk about our selves and how conceptions of the self have changed from antiquity to modernity. Mr. Dressler.

Open to all classes.

Two 75-minute periods.

### GRST 310 - SEMINAR IN ANCIENT ART

Semester Offered: Fall

1 unit(s)

(Same as ART 310) Topic for 2015/16a: *Pompeii: Public and Private Life*. The volcanic eruption of Vesuvius in A.D. 79 blotted out life in Pompeii, but the Roman town lives on as a study site and tourist attraction. Its urban development with grand theaters and amphitheaters alongside of taverns and brothels exemplifies high and low Roman culture. The homes of private citizens demonstrate intense social competition in their scale, grounds, and the Greek myths painted on walls. Pompeii gave shape to the world of Roman citizens and others through its raucous street life and gleaming monumental centers. Ms. D'Ambra.

Prerequisite: permission of the instructor.

One 2-hour period.

### GRST 360 - A OR B SENIOR THESIS

Semester Offered: Fall or Spring

1 unit(s)

One semester senior thesis. Seniors only

### GRST 361 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

Full Year Thesis (0.5 unit per semester). Seniors Only.

### GRST 362 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

Full Year Thesis (0.5 unit per semester). Seniors Only.

### GRST 363 - A OR B SENIOR PROJECT

Semester Offered: Fall or Spring

0.5 unit(s)

Extended writing or other project elected concurrently with a seminar in Greek and Roman Studies. Seniors only.

Prerequisite: permission of the instructor of the concurrent seminar.

### GRST 381 - URBANISM IN THE ANCIENT MEDITERRANEAN: POMPEII, AKROTIRI AND CONSTANTINOPLE

Semester Offered: Fall

1 unit(s)

(Same as URBS 381) Daily life in the ancient Mediterranean world revolved around urbanism, as cities defined and delineated the geographic and ideological landscapes of Greece and Rome. Incorporating contemporary urban and anthropological theories of the preindustrial city, this course draws on a multidisciplinary approach using archaeology, art, historiography, and literary and documentary evidence to investigate forms and expressions of urbanism in three highly disparate cities from the ancient world: Aegean Akrotiri, Roman Pompeii,

and Late Antique Constantinople. Pompeii, richly documented through documentary, epigraphic, and archaeological evidence, occupies the course's theoretical and practical center as a type-site for exploring ancient urbanism and the mechanisms of daily life. The course then addresses two other important cities and the unique methodological challenges they pose for ancient urban studies: Akrotiri, the 2nd millennium BCE port on the island of Santorini (Thera) was preserved by a 17th century BCE volcanic eruption and is now accessible only through study of its archaeological remains, and the Late Antique (4th-7th century CE) city of Constantinople which can be recovered now primarily through literary and documentary sources. Topics include city planning, politics and social organization, public and domestic space, infrastructure, religious practices, and trade and economic production. Ms. Olsen.

Prerequisite: previous coursework in Greek and Roman Studies or another related discipline and sophomore status.

Two 75-minute periods.

### GRST 399 - SENIOR INDEPENDENT STUDY

0.5 to 1 unit(s)

## COURSES IN GREEK LANGUAGE AND LITERATURE

### I. Introductory

Courses in Greek Language and Literature

Courses numbered X20-X39 require appropriate reading ability in ancient Greek.

#### GRST 125 - ELEMENTARY GREEK

Semester Offered: Fall

1 unit(s)

Introduction to the language. Ms. Friedman.

Open to all classes. No previous Greek is required.

Yearlong course 125-GRST 126.

Four 50-minute periods.

#### GRST 126 - ELEMENTARY GREEK

Semester Offered: Spring

1 unit(s)

Introduction to the language. Ms. Friedman.

Open to all classes.

Yearlong course GRST 125-126.

Four 50-minute periods.

### II. Intermediate

#### GRST 225 - INTERMEDIATE GREEK

Semester Offered: Fall

1 unit(s)

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: GRST 105 -GRST 106 or permission of the instructor.

Three 50-minute periods.

#### GRST 226 - INTERMEDIATE GREEK: TOPICS IN GREEK LITERATURE

Semester Offered: Spring

unit(s)

(Same as GRST 301) Topic for 2015/16b: *Greek Historians*. This course reads selections from the three major Greek Historians of the Classical Period: Herodotus, Thucydides, and Xenophon. Readings focus on the treatment of the foreign and internal wars of the fifth and fourth centuries BCE. Major topics include Spartan and Athenian military leadership, political life, and the formation of historical memory. Readings in Greek language. Ms. Olsen

Prerequisite: GRST 225 or permission of the instructor

This course should be elected by students before electing any advanced Greek course in the department.

Students enrolled in 226 will have an extra hour of grammar review and students enrolled in GRST 321 will have longer Greek assignments.

Two 75-minute periods.

### III. Advanced

#### GRST 321 - ADVANCED GREEK: TOPICS IN GREEK LITERATURE

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Greek Historians*. (Same as GRST 226). This course reads selections from the three major Greek Historians of the Classical Period: Herodotus, Thucydides, and Xenophon. Readings focus on the treatment of the foreign and internal wars of the fifth and fourth centuries BCE. Major topics include Spartan and Athenian military leadership, political life, and the formation of historical memory. Readings in Greek language. Ms. Olsen.

Prerequisite: GRST 226 or permission of the instructor.

This course should be elected by students before electing any advanced Greek course in the department.

Students enrolled in GRST 226 will have an extra hour of grammar review and students enrolled in 321 will have longer Greek assignments.

Two 75 minute periods

#### GRST 322 - GREEK TRAGEDY

1 unit(s)

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. Olsen.

Prerequisite: two units in 200-level courses in the language or permission of the instructor.

Offered in alternate years. Not offered in 2015/16.

Two 75-minute periods.

#### GRST 323 - HOMER

1 unit(s)

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.

Prerequisite: two units in 200-level courses in the language or permission of the instructor.

Offered in alternate years.

Two 75-minute periods.

## COURSES IN LATIN LANGUAGE AND LITERATURE

### I. Introductory

Courses in Latin Language and Literature

Courses numbered X40-X59 require appropriate reading ability in Latin.

#### GRST 145 - ELEMENTARY LATIN

Semester Offered: Fall

1 unit(s)

Introduction to the language. Mr. Dozier.

Open to all classes. No previous Latin is required.

Yearlong course 145-GRST 146.

Four 50-minute periods.

#### GRST 146 - ELEMENTARY LATIN

Semester Offered: Spring

1 unit(s)

Introduction to the language. Mr. Dozier.

Open to all classes.

Yearlong course GRST 145-146.

Four 50-minute periods.

### II. Intermediate

#### GRST 245 - INTERMEDIATE LATIN I

Semester Offered: Fall

1 unit(s)

Selected readings from authors such as Plautus, Cicero, Catullus, Caesar, Sallust, and Virgil. 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. Mr. Lott.

Prerequisite: GRST 145-GRST 146 or permission of the instructor or chair.

Three 50-minute periods.

#### GRST 246 - INTERMEDIATE LATIN II

Semester Offered: Spring

1 unit(s)

Authors may include Horace, Livy, Ovid, Seneca, Petronius, Suetonius, and Virgil. 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.

Prerequisite: GRST 245 or permission of the instructor.

Three 50-minute periods.

### III. Advanced

#### GRST 341 - TOPICS IN LATIN LITERATURE

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Myths of Marriage*. The course centers upon two mythological narratives in which idyllic descriptions of marriage are combined with tales of unhappy love or frivolous sexuality. We begin with poem 64 of Catullus, his longest poem—a “mini-epic” on the marriage of Peleus and Thetis that also includes the tragic tale of Ariadne’s abandonment by Theseus. Second, from Apuleius’ novel, *The Metamorphoses* (or *Golden Ass*), we read of the marriage of Cupid and Psyche, whose devotion contrasts with the stories of lust and adultery that pervade the rest of the novel. We discuss the representation

of sexual desire, love, and marriage in these two narratives and how, via allegory or other means, they comment in general on the human condition. Mr. Brown.

Prerequisite: GRST 246 or permission of the instructor.

Two 75-minute periods.

#### GRST 342 - VIRGIL

1 unit(s)

Selections from the *Eclogues*, *Georgics*, or *Aeneid*. Subjects of study include the artistry of the Virgilian hexameter, the relationship of Virgil’s works to their Greek models, and general topics such as his conception of destiny, religion, and the human relation to nature. Mr. Brown

Prerequisite: GRST 246 or permission of the instructor.

Not offered in 2015/16.

#### GRST 343 - TACITUS

1 unit(s)

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. Lott.

Prerequisite: GRST 246 or permission of the instructor.

Not offered in 2015/16.

#### GRST 344 - ROMAN LYRIC AND ELEGY

1 unit(s)

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. Dozier.

Prerequisite: GRST 246 or permission of the instructor.

Offered every third year.

Two 75-minute periods.

# Hebrew Language and Literature

See: Jewish Studies Program

## APPROVED COURSES

AMST 275	Race and Ethnicity in America
ENGL 326	Challenging Ethnicity
HEBR 105	Elementary Hebrew
HEBR 106	Elementary Hebrew
HEBR 205	Intermediate Hebrew I
HEBR 298	Independent Work
HEBR 305	Advanced Readings in Hebrew: Genres and Themes
HIST 214	The Roots of the Palestine-Israel Conflict
HIST 231	France and its "Others"
HIST 237	Germany, 1918-1990
HIST 337	The Rise and Fall of Nazi Germany
HIST 369	Social Citizenship in an Urban Age
RELI 150	Jews, Christians, and Muslims
RELI 266	Religion in America

## I. INTRODUCTORY

### HEBR 105 - ELEMENTARY HEBREW

Semester Offered: Fall

1 unit(s)

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 HEBR 106 is possible with the demonstration of previous work equivalent to Hebrew 105. Mr. Yoked.

Open to all students.

Yearlong course 105-HEBR 106.

### HEBR 106 - ELEMENTARY HEBREW

Semester Offered: Spring

1 unit(s)

Introduction to the language. Basic phonics and grammatical structures. Stress on development of reading comprehension, simple composition, and conversational skills. For HEBR 105, no background in the language is assumed; admission to Hebrew 106 is possible with the demonstration of previous work equivalent to HEBR 105. Mr. Yoked.

Open to all students.

Year long course HEBR 105-106.

## II. INTERMEDIATE

### HEBR 205 - INTERMEDIATE HEBREW I

Semester Offered: Fall

1 unit(s)

Formal study of Hebrew language with emphasis on oral practice and writing skills. Mr. Yoked.

Prerequisite: HEBR 105-HEBR 106, or equivalent of two years in high school.

### HEBR 206 - INTERMEDIATE HEBREW II

Semester Offered: Spring

1 unit(s)

Formal study of Hebrew language with emphasis on oral practice and writing skills. Mr. Yoked.

Prerequisite: HEBR 205 or equivalent of three years in high school.

### HEBR 217 - FILM, FICTION AND THE CONSTRUCTION OF IDENTITY—ISRAELI AND PALESTINIAN VOICES

1 unit(s)

(Same as JWST 217 and RELI 217) This course explores the emergence and consolidation of collective identities in modern Israel and Palestine. Through a close examination of Israeli and Palestinian films and literary texts in translation students are introduced to an array of competing and complementing narratives that Israelis and Palestinians have relied on to understand themselves and their relationship to the other. Special attention is given to issues related to class, gender, ethnicity, religion and ideology.

Not offered in 2015/16.

### HEBR 221 - VOICES FROM MODERN ISRAEL

1 unit(s)

(Same as JWST 221 and RELI 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 Mizrahim to investigate such topics as memory, identity, alienation, community, exile. Authors may include Yizhar, Yehoshua, Oz, Grossman, Kanafani, Almog, Katzir, Liebrecht, Ravikovitch, Zeldi, Zach, Amichai, Darwish and el-Kassim.

Not offered in 2015/16.

### HEBR 290 - FIELD WORK

0.5 or 1 unit(s)

### HEBR 298 - INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## III. ADVANCED

### HEBR 305 - ADVANCED READINGS IN HEBREW: GENRES AND THEMES

1 unit(s)

Expansion of language proficiency through intensified study of culture and literary texts and examination of different Israeli media. Readings are arranged according to thematic topics and course may be repeated for credit if topic changes.

### HEBR 399 - INDEPENDENT WORK

Semester Offered: Fall

0.5 to 1 unit(s)

Note: A self-instructional introductory course in Yiddish language exists. See Self-Instructional Language Program (SILP).

## Hindi Language

See: Self-Instructional Language Program

### I. INTRODUCTORY

#### HIND 105 - BEGINNING HINDI

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 105-HIND 106.

#### HIND 106 - BEGINNING HINDI

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course HIND 105-106.

### II. INTERMEDIATE

#### HIND 210 - INTERMEDIATE HINDI

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 210-HIND 211.

#### HIND 211 - INTERMEDIATE HINDI

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course HIND 210-211.

### III. ADVANCED

#### HIND 310 - ADVANCED HINDI I

Semester Offered: Fall

1 unit(s)

Special Permission.

#### HIND 311 - ADVANCED HINDI II

Semester Offered: Spring

1 unit(s)

Special Permission.

## Hispanic Studies Department

**Chair:** Eva Woods Peiró;

**Professors:** Andrew K. Bush, Lizabeth Paravisini-Gebert<sup>b</sup>;

**Associate Professors:** Michael C. Aronna, Mario Cesareo<sup>a</sup>, Mihai Grünfeld, Eva Woods Peiró, Nicolás Vivalda<sup>a</sup>;

**Visiting Instructor:** María Ximena Postigo Guzmán.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

**Study Away:** Majors are expected to study, usually during the junior year, in a Spanish-speaking country. The department sponsors the Vassar-Wesleyan Program in Madrid (academic year) study abroad program, open to all qualified students.

**Advisers:** The department.

**Requirements for concentration:** 10 units, HISP 206 and above. These units must include 2 units from the group HISP 226, HISP 227, HISP 228, HISP 229, (including one focusing on Latin America and one on Spain) and 3 units at the 300 level, including one HISP 387 - Latin American Seminar and one HISP 388 - Peninsular Seminar. 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. Courses taken in Spain or Latin America or during the summer may be substituted with department approval.

**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 in Hispanic Studies:** 6 units beyond the introductory level, 3 of which must be taken at Vassar, including at least one 300-level course.

### I. INTRODUCTORY

#### HISP 105 - ELEMENTARY SPANISH LANGUAGE

Semester Offered: Fall

1 unit(s)

Fundamentals of the grammar and structure of the Spanish language with emphasis on oral skills and reading. Ms. Postigo-Guzman.

Open to students with no previous instruction in Spanish.

Yearlong course 105-HISP 106.

Four 50-minute periods; one hour of drill.

#### HISP 106 - ELEMENTARY SPANISH LANGUAGE

Semester Offered: Spring

1 unit(s)

Fundamentals of the grammar and structure of the Spanish language with emphasis on oral skills and reading. Ms. Postigo-Guzman.

Open to students with no previous instruction in Spanish.

Yearlong course HISP 105-106.

Four 50-minute periods; one hour of drill.

#### HISP 109 - BASIC SPANISH REVIEW

Semester Offered: Fall

1 unit(s)

Fundamentals of the grammar and structure of the Spanish language with emphasis on oral skills and reading. Successful completion of this one-semester course fulfills the college language requirement. Ms. Woods.

Open to students with 1 or 2 years of high school Spanish.

Three 50-minute periods; one hour of drill.

## HISP 110 - LATIN AMERICAN AND SPANISH LITERACY AND CULTURAL TOPICS

Semester Offered: Spring

1 unit(s)

(Same as JWST 110) Topic for 2015/16b: *Sephardim*. This course surveys the cultures of the Sephardim, that is the Jews of the Iberian Peninsular and their heirs, across several centuries and several lands. Study begins with both the medieval Christian, and especially Muslim kingdoms of what is now Spain, continues through the long century of forced conversion culminating in the expulsion of 1492, and follows the exiles from Iberia to two centers of Sephardic culture in early modern Italy and Amsterdam. There is also an epilogue, turning further east and to more recent times, considering Sephardic Jews of the Ottoman Empire in the nineteenth and twentieth centuries. Thus, the course is organized and contextualized historically, but the primary materials, principle methodologies and theoretical constructs are drawn rather from literary and religious studies and philosophy. Mr. Bush.

Two 75-minute periods.

## II. INTERMEDIATE

### HISP 205 - INTERMEDIATE SPANISH

Semester Offered: Fall or Spring

1 unit(s)

Intensive study and review of Spanish grammar at the second-year level with emphasis on oral practice and writing skills. Mr. Bush (a); Mr. Fink, Mr. Vivalda (b).

Prerequisite: HISP 105-HISP 106 or HISP 109, or three years of high school Spanish.

Three 50-minute periods.

### HISP 206 - READING AND WRITING ABOUT HISPANIC CULTURE

Semester Offered: Fall or Spring

1 unit(s)

Reading, writing and speaking skills are developed through study of cultural and literary texts and audiovisual materials. Mr. Grünfeld (a); Ms. Postigo-Guzmán (b).

Topic for 2015/16a: *Latin America: Past and Present*. This course is an introduction to Latin American history and culture, while it develops reading, writing and speaking skills in Spanish. Through the study of cultural and literary texts (short stories, poetry and essays) and audiovisual material (music, fine arts and films) we cover the main Latin American historical periods and also discuss the Hispanic presence in the United States. Some of the texts studied are: *Popol Vuh*, Nicolás Echevarría's *Cabeza de Vaca*, María Luisa Bemberg's *Yo la peor de todas* and *Camila*, the murals of Diego Rivera, Nicolás Guillén's afro-Cuban poetry, Violeta Parra's protest song, Luisa Valenzuela's short novel *Cambio de armas* and Luis Valdes's *Zoot Suit*. Mr. Grünfeld.

Topic for 2015/16a: Reading, writing and speaking skills are developed through study of cultural and literary texts and audiovisual materials. Mr. Aronna.

Topic for 2015/16a: Reading, writing and speaking skills are developed through study of cultural and literary texts and audiovisual materials. Mr. Bush.

Topic for 2015/16b: *Indigenous Currents of Thought in Latin America: Subversive Influences and Connections*. In this course, we focus on indigenous epistemologies in Latin America. We study non-Western conceptions of reality and history in different indigenous texts and performances. In order to do so, we examine how contemporary indigenous thinking is related to the colonial system that began in the sixteenth century and remains today. Reviewing historical details about constitutive moments in Latin America, including the development

of the first indigenous government in the region (Bolivia), permits us to understand the political significance of our texts. Material for this class includes texts from the colonial period to the present, along with mythic narratives, poetry, songs, performances and films. At the same time, we review important grammatical structures for improving writing and speaking in Spanish. Improvement of Spanish language skills is one of the main goals of this class. Ms. Postigo-Guzmán.

Topic for 2015/16b: Reading, writing and speaking skills are developed through study of cultural and literary texts and audiovisual materials. Mr. Aronna.

Prerequisite: HISP 205 or four years of high school Spanish.

Two 75-minute periods, plus one hour of oral practice.

### HISP 216 - TOPICS IN MULTIDISCIPLINARY ANALYSIS

Semester Offered: Fall and Spring

1 unit(s)

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. Ms. Paravisini (a); Mr. Vivalda (b).

Topic for 2015/16a: *Latin American Culture through Music*. This course explores the history, culture and geographies of Latin America through its musical traditions, with particular attention to modern theories of cultural interpretation. Materials for analysis will include music videos, literary texts, film and art as we seek to piece together the social, anthropological and personal dimensions of the region's music. Ms. Paravisini.

Topic for 2015/16b: *Reading Latin America through its Horrors and Fantastic Short Stories*. In Latin America terror stories comprise not only the narration of paranormal and psychological delusions but also a very effective mirroring of specific social and political conditions. This course introduces students to literary analysis through the lens of horror and fantastic fiction. Materials for analysis will include literary texts by Rubén Darío, Leopoldo Lugones, Manuel Gutiérrez Nájera, and Horacio Quiroga. We will also potentially examine films by Guillermo del Toro, Jorge Michel Grau, and Carlos Enrique Taboada. Mr. Vivalda.

Prerequisite: HISP 206 or permission of the instructor.

Two 75-minute periods.

### HISP 219 - ADVANCED GRAMMAR AND COMPOSITION

1 unit(s)

This course offers an in-depth coverage of Spanish grammar with emphasis on reading and writing skills. A more traditional approach in grammar explanations is combined with the study of numerous examples and exercises based on everyday life. The objectives of this course are 1) to provide a thorough review of major topics of Spanish grammar—ser and estar, por and para, the preterit and the imperfect, sequence of tenses, conditional clauses, etc.; 2) to explore in-depth the different mechanics of writing in Spanish (punctuation, written accents, etc.); 3) to work on writing skills in Spanish through the use of various writing techniques and strategies—the art of writing narratives, dialogue, descriptions, letters, and reports; 4) to improve reading skills and knowledge of vocabulary and idiomatic expressions in Spanish; 5) to continue to increase cultural knowledge of the Spanish-speaking world. Through the use of the target language in class, this course also contributes to the general language acquisition process. Some translation work is required as well—contextualized passages in English translated into Spanish are used to illustrate a variety of grammatical principles. Ms. Woods.

Prerequisite: HISP 216 or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

**HISP 225 - CREATIVE WRITING WORKSHOP**

Semester Offered: Spring

1 unit(s)

This year's workshop provides a space for the development of the student's ability as a writer of fiction in Spanish. Writing projects could include short stories, drama, poetry and miscellany, depending on the student's individual interests. Workshop members share, read and critique each other's writing. We also engage some readings and exercises designed to enrich the student's ability to give form, texture, and voice to their writing. Mr. Cesareo.

Prerequisite: HISP 216 or HISP 219 or permission of the instructor.

Alternate years.

Two 75-minute periods.

**HISP 226 - MEDIEVAL AND EARLY MODERN SPAIN**

1 unit(s)

Studies in Iberian literary and cultural production from the time of the Muslim conquest of the Peninsula to the end of the Hapsburg Empire.

Topic for 2014/15a: *Pícaras, Busconas and Celestinas: Reading the Discourse on Prostitution in Early Modern Spain*. This course considers how the discourse on early modern prostitution present in literary and legal sources informs us on the larger social framework that regulates women's behavior in sixteenth and seventeenth century Spain. Through the study of a variety of legal measures and moral treatises that define the boundaries of sin in Early Modern Spain, we trace the rich symbolic and literary trajectory of the pícaro-prostitute. From this sociological perspective, our focus explores the reasons behind the popularity of the female picaresque genre, paying special attention to the anxieties that the regulation of prostitution caused in Spanish society. Materials for analysis include selections of legal texts, moralist writings and literary works by Francisco Delicado, Miguel de Cervantes, and Marfa de Zayas. Mr. Vivalda.

Prerequisite: HISP 216 or HISP 219.

Not offered in 2015/16.

Two 75-minute periods.

**HISP 227 - COLONIAL LATIN AMERICA**

Semester Offered: Spring

1 unit(s)

(Same as LALS 227) Studies in Latin American literary and cultural production from the European invasion to the crisis of the colonial system.

Topic for 2015/16b: *Screening the Past: Filmic Adaptations of Latin American Colonial Society*. This course considers how the Latin American, European and American film industries have imagined, represented, and revised crucial moments and issues from Latin America's colonial past with a special focus on the contemporary agendas of the filmmakers in their depiction of colonial society, culture, and politics. We study the many original colonial texts and sources which inspired these films and examine the cinematic techniques for the adaptation and revision of colonial perspectives, beliefs, and practices which seek to make them accessible and meaningful to contemporary audiences. Mr. Aronna.

Prerequisite: one course above HISP 206.

Two 75-minute periods.

**HISP 228 - MODERN SPAIN**

Semester Offered: Fall

1 unit(s)

(Same as WMST 228) Studies in Spanish literary and cultural production from the beginning of the Bourbon monarchy to the present.

Topic for 2015/16a: *Virgins, Vamps and Terrorists: Women, Gender and Modern Spain*. In this course we familiarize ourselves with the various ways of seeing the Spanish Woman from the late nineteenth

century to the beginning of the twenty first century by those who have sought to define her: intellectuals, politicians, scientists, historians, doctors, priests, and nuns. By analyzing feminist responses to these prescriptions, we question how images of women have been produced and interpreted through the dichotomy of the virgin/whore. By studying literary (novel, poetry, drama) and (audio) visual texts (film, television shows, magazines, posters, comics), we trace the ways in which this dualism has been promoted or undermined in order to uphold or attack the interests of nationalisms, class hierarchies, division of labor, gender-sex construction, religion, understandings of space, and terrorism. Ms. Woods.

Prerequisite: one course above HISP 206.

Two 75-minute periods.

**HISP 229 - POSTCOLONIAL LATIN AMERICA**

Semester Offered: Fall

1 unit(s)

(Same as LALS 229) 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 2015/16a: *Mexican Literature, Art, and Popular Culture*. Through the study of a variety of texts produced in Mexico since 1900-literary texts, films, paintings, illustrations, and other manifestations of popular culture-this course explores ways of constructing a hybrid Mexican identity. Topics for discussion include the Mexican Revolution, the Muralist Movement, the 1968 student movement and its repression, democracy, and Zapatismo. Readings may include texts by Mariano Azuela, Rosario Castellanos Juan Rulfo, Carlos Fuentes, Octavio Paz, Elena Poniatowska, and Laura Eizquivel. Mr. Grünfeld.

Prerequisite: HISP 216 or HISP 219.

Two 75-minute periods.

**HISP 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual projects or internships. The department.

Prerequisite: one unit of HISP 205 or above.

Special permission.

**HISP 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1.5 unit(s)

The department.

Prerequisites: 2 units of HISP 226 or above, and permission of the instructor.

Does not fulfill the requirement for 200-level work in the major or the correlate sequence.

**III. ADVANCED****HISP 300 - SENIOR THESIS**

Semester Offered: Spring

1 unit(s)

The department.

**HISP 387 - LATIN AMERICAN SEMINAR**

Semester Offered: Fall and Spring

1 unit(s)

(Same as LALS 387) 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. Ms. Postigo-Guzmán (a); Mr. Mihai Grünfeld (b).

Topic for 2015/16a: *The Poetics of Andean Literature: Form*



*Colonial Times to the Present.* In the Andes we can still experience the encounter between two different epistemologies, the Western and the indigenous Andean. In this sense, it is not by chance that Andean literature leads us to other cultural expressions, for instance, to dances, any form of performance, oral narratives, myths, and even historical events. We can find these expressions as being part of the structure of many literary texts in the region. This course is focused on Andean literature that contains this kind of intertextuality. In addition to the study of literary texts, we will become familiar with some fundamental tenets of Andean philosophy in order to explore more profoundly the literary works. Readings will include texts from Peru, Bolivia and Ecuador (narratives, poetry, and plays). By exploring images that either express strong emotions (such as grief, anger, hope, etc) and/or create forces to change the course of reality (such as resilience, memory, love, etc.), we will look for connections among different texts in order to study what this literature is moving, provoking or undermining in the Andes. Ms. Postigo-Guzmán.

Topic for 2015/16b: *The Poetry of Pablo Neruda.* In this seminar we examine the works of the man whom Gabriel García Márquez had once called “the greatest poet of the 20th century in any language.” In addition to studying selections from most of Neruda’s poetry, we read his autobiography *Confieso que he vivido*, his play *Fulgor y muerte de Joaquín Murieta*, his manifestos and essays, discuss the movie *Il postino* and study several documentaries about the poet’s life. By examining the different styles of Neruda’s poetry, we define the major poetic movements of twentieth century Latin America. Mr. Grünfeld.

Prerequisite: HISP 216 and one course above 216.  
One 2-hour period.

### HISP 388 - PENINSULAR SEMINAR

Semester Offered: Spring

1 unit(s)

A seminar offering in-depth study of topics related to the literary and cultural history of Spain. This course may be repeated for credit when the topic changes.

Topic for 2015/16b: *Violence, Honor and Gender Construction in Golden Age Theater.* In the sixteenth and seventeenth centuries the Spanish theatre became immensely popular, and moved from palace to public theatre and town square. In Spain and its colonies, theater plays began to depict a culture obsessed with honor, where a man resorted to violence when his or his wife’s honor was threatened through sexual disgrace. The seminar explores the character of this violence as a result of the strict application of the “honor code”, a complex social and rhetorical strategy whereby both men and women decided how to dispute issues of truth and reputation. Readings include selected plays by Lope de Vega, Tirso de Molina, and Calderón de la Barca. Mr. Vivalda.

Prerequisite: HISP 216 and one course above HISP 216.  
One 2-hour period.

### HISP 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Special permission. Does not fulfill the requirement for 300-level work in the major or correlate sequence.

## History Department

**Chair:** Maria Höhn;

**Professors:** Nancy Bisaha<sup>a</sup>, Robert K. Brigham, Sumita Choudhury, Miriam Cohen, Rebecca Edwards, Maria Höhn, James Merrell, Lydia Murdoch<sup>ab</sup>, Ismail O. D. Rashid;

**Associate Professors:** Quincy T. Mills, Leslie Scott Offutt, Michaela Pohl<sup>b</sup>, Joshua Schreier;

**Assistant Professor:** Julie E. Hughes<sup>b</sup>;

**Post Doctoral Fellow:** Nianshen Song.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

**Advisers:** The department.

**The History Major gives students the best of both scholarly worlds:** exciting course work and sustained independent study-all while exposing students to different geographical areas and time periods. In classes students engage in lively discussion, guided by faculty who help develop critical reading of sources, cogent argument about those works, and elegant, effective writing. As a capstone for the courses, in their senior year History Majors undertake a year-long thesis. This unique experience-independent but closely mentored-shows students how to “think big,” to tackle a long-term, challenging project, and see it through to a polished and satisfying conclusion.

**Requirements for concentration:** 11 units, to include the following distribution courses above the introductory (100) level:

- Five distribution areas: one temporal and four geographical.
  - For historical depth: at least 1 unit of pre-1800 history at the 200 or 300 level (choose from the following courses: HIST 215 , HIST 218 , HIST 225, HIST 226, HIST 230, HIST 242 , HIST 259, HIST 262, HIST 271, HIST 274, HIST 316, HIST 326, HIST 332, HIST 366, HIST 381, HIST 382)
  - In addition to the pre-1800 course, for geographical breadth: at the 200 or 300 level, at least 1 unit in four of the following five areas for a total of four units.
    - Africa and the Middle East
    - Asia
    - Europe
    - Latin America
    - United States
- Two 300-level seminars, at least one of which must be taken in senior year. 300-level seminars may also do double duty as pre-1800 or geographical area requirements.
- Senior Thesis (HIST 300 and HIST 301). This year-long project begins in the fall of senior year with History 300 and continues in the spring with History 301. History 300 is a methods seminar which brings support, structure, and collegiality to the thesis experience; while taking this seminar, students will also meet regularly with their designated thesis advisers and begin work on their projects. Students complete the writing of the thesis under the supervision of their advisers in the spring with History 301. The end result is a written work of approximately 10,000 words. All History Theses are housed in Special Collections in the College Library. Most theses follow the model of an extended historical research paper or article. Non-traditional projects may be undertaken by petition to the department, which maintains a portfolio of such past examples.

Cross-listed courses originating in another department (i.e., taught by faculty who are not in the History Department) may not 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.

**Credits from outside Vassar:** Majors may apply up to four credits earned from other schools or AP/ IB credit to the major. However, only one AP or IB credit may be used, and none of these credits can satisfy a distribution or 300-level requirement.

**Recommendations:** The department strongly encourages all students interested in majoring in History to take at least one 100-level course to learn historical methodology at the college level. While the department requires only one pre-1800 and four geographical area courses, students are encouraged to go beyond the minimum to examine the deeper roots of history and develop a more nuanced global understanding. Reading knowledge of a foreign language is highly recommended. The department encourages students to study foreign languages at Vassar to work toward the goal of going to the original sources. Students thinking about going on to graduate school or further study should find out about language requirements for those fields.

**Correlate Sequence in History:** No fewer than 6 units in history, normally taken at Vassar. These will include no more than 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, or outside the department.

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

### HIST 101 - MARTIN LUTHER KING JR.

Semester Offered: Fall

1 unit(s)

(Same as AFRS 101) This course examines the life and work of Martin Luther King, Jr. We immediately rethink the image of King who liberals and conservatives construct as a dreamer of better race relations. We engage the complexities of an individual, who articulated a moral compass of the nation, to explore racial justice in post-World War II America. This course gives special attention to King's post-1965 radicalism when he called for a reordering of American society, an end to the war in Vietnam, and supported sanitation workers striking for better wages and working conditions. Topics include King's notion of the "beloved community", the Social Gospel, liberalism, "socially conscious democracy", militancy, the politics of martyrdom, poverty and racial justice, and compensatory treatment. Primary sources form the core of our readings.

Two 75-minute periods.

### HIST 103 - HINDUS AND MUSLIMS IN PRE-COLONIAL INDIA

1 unit(s)

(Same as ASIA 103) We explore the history of Hindu-Muslim relations in India from the first Arab conquests in the 8th century through the 18th century waning of the Mughal Empire. As we examine the documents and events commonly cited as evidence of incompatibility between these major religious communities, we place controversial events, individuals, and trends in context to discover how they were understood in their own time. Our primary sources include royal panegyrics, court chronicles, mystical poetry, and the memoirs of emperors in translation. Ms. Hughes.

Not offered in 2015/16.

Two 75-minute periods.

### HIST 108 - INTERNATIONAL HUMAN RIGHTS

Semester Offered: Fall

1 unit(s)

(Same as INTL 108) Human rights have become the dominant moral language of our time. Rights are used to help build civil society, to establish international law, to give the oppressed hope, and even to justify foreign military intervention. When we speak of rights, then, we speak of a ubiquitous presence in our world. How did this come to be? This course examines the historical development of international human rights from their definition by the United Nations in 1948 to the present day. Our main questions will be how a powerful discourse of human rights has developed, who has spoken on its behalf, and how human rights claims have intersected with existing political, institutional, and legal structures. Mr. Brigham.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### HIST 116 - THE DARK AGES

Semester Offered: Spring

1 unit(s)

(Same as MRST 116) Was early medieval Europe really Dark? In reality, this was a period of tremendous vitality and ferment, witnessing the transformation of late classical society, the growth of Germanic kingdoms, the high point of Byzantium, the rise of the papacy and monasticism, and the birth of Islam. This course examines a rich variety of sources that illuminate the first centuries of Christianity, the fall of the Roman Empire, and early medieval culture showing moments of both conflict and synthesis that redefined Europe and the Mediterranean. Ms. Bisaha.

Two 75-minute periods.

### HIST 117 - HIGH MIDDLE AGES, 950-1300

Semester Offered: Fall

1 unit(s)

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.

Two 75-minute periods.

### HIST 121 - READINGS IN MODERN EUROPEAN HISTORY

1 unit(s)

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. Ms. Pohl.

Not offered in 2015/16.

### HIST 122 - ENCOUNTERS IN MODERN EAST ASIA

Semester Offered: Fall

1 unit(s)

(Same as ASIA 122) This course introduces the modern history of East Asia (China, Japan, and Korea) through various "encounters," not only with each other but also with the world beyond. Employing regional and global perspectives, we explore how East Asia entered a historical phase generally known as "modern" by examining topics such as inter-state relations, trade network, the Jesuit missionary,

philosophical inquiries, science and technology, colonialism, imperialism and nationalism. The course begins in the seventeenth-century with challenges against the dynastic regime of each country, traces how modern East Asia emerges through war, commerce, cultural exchange, and imperial expansion and considers some global issues facing the region today. Mr. Song.

Two 75-minute periods.

### **HIST 123 - EUROPE AT THE CROSSROADS, 1500-1789**

1 unit(s)

Between 1492 and 1789, Europe faced a series of profound challenges and hard choices. Which was more important: individual conscience or religious unity, local or national allegiance, individual enrichment or the welfare of the community? This course explores the way the people of Europe, both rulers and ruled, men and women, responded to the extraordinary changes and challenges of their times. Topics include Spanish unification and the Inquisition, European encounters with the Americas, the Protestant Reformation, the rise of absolutism and republicanism, and the discovery of a new relationship between the earth and the heavens. Ms. Choudhury.

Not offered in 2015/16.

### **HIST 124 - EUROPE 1945**

Semester Offered: Spring

1 unit(s)

On May 8, 1945 the Second World War ended in Europe. After six years of fighting, millions of soldiers and civilians had been killed. The Nazi genocide had led to the brutal murder of millions of Jews and other minorities. Some of Europe's most magnificent cities lay in ruins, while some twenty million refugees, expellees, or displaced persons wandered the highways in search of shelter and security. Readings explore the roots of the war, and how European countries dealt with the destruction, the questions of guilt, collaboration and resistance, and the challenge to create a peaceful Europe in the emerging Cold War order. Ms. Hoehn.

Two 75-minute periods.

### **HIST 125 - INFAMY ON TRIAL: FAMOUS TRIALS IN EARLY MODERN EUROPE**

Semester Offered: Fall

1 unit(s)

This course examines several of the most famous trials of Europe's early modern period (1500-1700). Each trial allows us to explore how communities and individuals responded to the changing nature of European society during this period of upheaval. Through cases involving all sorts of people—men and women, peasants and kings, we have access to conflicting understandings of authority, family, religion, and gender. The trial of Galileo challenged contemporary understandings of what it meant to be a Christian while the execution of King Charles I raised questions about kingship. By studying criminal cases, we engage with a rich selection of primary sources, such as trial records, contemporary accounts, and private papers. Through these readings, the class investigates how early modern people interpreted crime and justice during moments of crisis. Ms. Choudhury.

Two 75-minute periods.

### **HIST 126 - TERRORISM IN RUSSIA AND EURASIA**

1 unit(s)

Terror is a tactic as old as warfare, and it creates many dangers in the present. Sectarians and revolutionaries, powerful states and small regimes, guerillas and jihadists all have carried out bloody attacks and assassinations in the name of religion, liberation, politics, identity, and empowerment. This course explores the use and legacies of terror starting in 1789. We investigate nihilism, Lenin and the Bolsheviks in Russia, the anti-Nazi resistance and guerilla movements, anti-Soviet

Afghanistan, Shamil Basaev and Chechnya, Osama Bin Laden and Al-Qaeda, and contemporary global suicide terrorism, taking care to elicit historical connections and breaks between them. We encounter leaders and ordinary people engaged in acts of violence, as well as their victims; we discuss scholarship on the invention of modern terror and state terror, and using their own texts and acts as evidence, we investigate how violent practitioners represent themselves and make claims of transcendence and social transformation. How have they been perceived? What happens when such movements come to power? How do violent campaigns end? Ms. Pohl.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 128 - EUROPE 1945 - RETHINKING HISTORY**

0.5 unit(s)

On May 8, 1945 the Second World War ended in Europe. After six years of fighting, millions of soldiers and civilians had been killed. The Nazi genocide had led to the brutal murder of millions of Jews, and other minorities. Some of Europe's most magnificent cities lay in ruins, while some twenty million refugees, expellees, or displaced persons wandered the highways in search of shelter and security. Readings for this class explore how European countries dealt with the aftermath of the war, as well as the questions of guilt, collaboration, and resistance. In particular, readings and discussions focus on the tension between history and memory as Europeans tried to come to terms with the war. Ms. Hoehn.

Second six-week course.

Not offered in 2015/16.

One 2-hour meeting.

### **HIST 132 - GLOBALIZATION IN HISTORICAL PERSPECTIVE, 1850 TO THE PRESENT**

1 unit(s)

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.

Not offered in 2015/16.

### **HIST 141 - TRADITION, HISTORY AND THE AFRICAN EXPERIENCE**

1 unit(s)

(Same as AFRS 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 African past have changed over time. Mr. Rashid.

Fulfills the Freshman Writing Seminar Requirement.

Not offered in 2015/16.

### **HIST 143 - RUSSIA, UKRAINE, AND THE STEPPE**

Semester Offered: Fall

1 unit(s)

This course introduces students to the history of the Russians and their neighbors on the Eurasian Steppe, a vast region that stretches from Ukraine to Kazakhstan. Topics include the relations between Russians and Ukrainians and nomadic and semi-nomadic people (Tatars, Kazakhs, Cossacks), the great steppe empires, the imposition

of serfdom, the uprisings of the steppe (1660s and 1916), and the complex mix of violence and development that was unleashed in the Soviet period, including famines, forced cultural change, and industrialization. We will also consider the connections between the cultural and political history of this region and current events, such as the creation of a new Eurasian Union. Course materials include history texts, memoirs, fiction, newspapers, Soviet and post-Soviet films, and maps. Course participants practice writing regularly, with an emphasis on discussing and constructing arguments, finding and using evidence, and comparing perspectives and points of view (American, Russian, Ukrainian, Central Asian). Ms. Pohl.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### **HIST 151 - BRITISH HISTORY: JAMES I (1603) TO THE GREAT WAR**

1 unit(s)

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.

Not offered in 2015/16.

### **HIST 160 - AMERICAN MOMENTS: REDISCOVERING U.S. HISTORY**

Semester Offered: Fall or Spring

1 unit(s)

This is not your parents’—or your high school teacher’s—American history course. No textbook: Instead we read memoirs, novels, newspaper articles, letters, speeches, photographs, and films composed by a colorful, diverse cast of characters—famous and forgotten, slaves and masters, workers and bosses. No survey: Instead we pause to look at several illuminating “moments” from the colonial era through the Civil War to civil rights and the Cold War. Traveling from the Great Awakening to the “awakening” that was the 1960s, from an anti-colonial rebellion that Americans won (1776) to another that they lost (Vietnam), the course challenges assumptions about America’s past—and perhaps also a few about America’s present and future. The department.

### **HIST 161 - FROM GOLD RUSH TO DUST BOWL: WRITING THE AMERICAN FRONTIER**

1 unit(s)

This course considers episodes in the history of the United States and its Western frontiers from the California Gold Rush through the Dust Bowl of the 1930s. Themes include economic risk-taking and cycles of boom and bust; racial and interpersonal violence; forced removal of native peoples and their responses; frontier myth-making; and the emergence of a wilderness ethos. As students investigate different strategies for telling about the past, readings include eyewitness accounts, historical narratives, and works of fiction. Ms. Edwards.

Open only to Freshmen; satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 162 - ENVISIONING LATIN AMERICA**

Semester Offered: Spring

1 unit(s)

How have people come to see Latin America since it first entered the European consciousness at the end of the fifteenth century? How have the people of Latin America themselves deflected and recast the

“imperial eye”? This course explores Latin America ca. 1500-ca. 2010s through the writings of outside observers—explorers, bureaucrats, Enlightenment scientists, traders and investors, ethnographers—to uncover the process of producing an exoticized vision of a region open to economic expansion and empire. We also explore Latin American self-representations, drawing on colonial-era indigenous and creole letters and reports, post-colonial poetry and novels, government-sponsored pavilions at international expositions, and official tourist campaigns. Along the way, we address several central themes in Latin American history—race and ethnicity, gender, nation building (as both a political and a cultural project)—considered within the conceptual frame of transculturation. Ms. Offutt.

Two 75-minute periods.

### **HIST 174 - THE EMERGENCE OF THE MODERN MIDDLE EAST**

Semester Offered: Fall

1 unit(s)

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.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

### **HIST 175 - MANDELA: RACE, RESISTANCE AND RENAISSANCE IN SOUTH AFRICA**

1 unit(s)

(Same as AFRS 175) This course critically explores the history and politics of South Africa in the twentieth century through the prism of the life, politics, and experiences of one of its most iconic figures, Nelson Mandela. After almost three decades of incarceration for resisting Apartheid, Mandela became the first democratically elected president of a free South Africa in 1994. It was an inspirational moment in the global movement and the internal struggle to dismantle Apartheid and to transform South Africa into a democratic, non-racial, and just society. Using Mandela’s autobiography, *Long Walk to Freedom*, as our point of departure, the course discusses some of the complex ideas, people, and developments that shaped South Africa and Mandela’s life in the twentieth century, including: indigenous culture, religion, and institutions; colonialism, race, and ethnicity; nationalism, mass resistance, and freedom; and human rights, social justice, and post-conflict reconstruction. Mr. Rashid.

Not offered in 2015/16.

Two 75-minute periods.

## **II. INTERMEDIATE**

The prerequisite for courses at the 200-level is ordinarily 1 unit in history.

### **HIST 204 - INDEPENDENT INDIA: 1947-1990S**

1 unit(s)

(Same as ASIA 204) When India’s first Prime Minister Jawaharlal Nehru looked at the new nation in 1947, he saw “unity in diversity.” When Nobel Prize winning author V. S. Naipal looked again in 1990, he saw “a million mutinies now.” We investigate the major political, social, communal, and environmental struggles that South Asian peoples have engaged in since winning their independence from the British. The political integration of seventeen provinces and some five hundred princely states that began in 1947 continues today in movements demanding reorganization on linguistic, tribal, and economic grounds. Meanwhile, diplomatic, territorial, and resource-driven

conflicts embroil India with its neighbors to the north and south, while nations farther afield apply pressure and deliver conditional aid. Dalits, women, LGBTQ communities, rural folk, and minorities take their struggles to the streets and the Supreme Court, while religious factions try to live in peace or to suppress one another. Foreign elites, educated urbanites, and rural folk forge tentative alliances to demand environmental justice. As we study India's struggles, we gain crucial insight into Indian secularism, communal violence, caste politics, gender norms, and the challenges of development and globalization. Ms. Hughes.

Not offered in 2015/16.  
Two 75-minute periods.

### **HIST 208 - HUMAN RIGHTS AND U.S. FOREIGN POLICY SINCE 1945**

Semester Offered: Spring

1 unit(s)

This course examines U.S. National Security issues through the prism of human rights, weaving humanitarian concerns into the fabric of traditional security studies. We survey the most important literature and debates concerning the concepts of human rights and the U.S. national interest. We also use case studies to explore the intersection of human rights, economic aims, strategic concerns, and peace building. In addition, we will test the consistency of U.S. guiding principles, the influence of non-state actors on policy formation, and the strength of the international human rights regime. Mr. Brigham.

Two 75-minute periods.

### **HIST 214 - THE ROOTS OF THE PALESTINE-ISRAEL CONFLICT**

Semester Offered: Spring

1 unit(s)

(Same as JWST 214) 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.

### **HIST 216 - HISTORY OF THE ANCIENT GREEKS**

1 unit(s)

(Same as GRST 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. Mr. Lott.

Not offered in 2015/16.

### **HIST 217 - HISTORY OF THE ANCIENT ROMANS**

Semester Offered: Spring

1 unit(s)

(Same as GRST 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.

Alternate years.

Two 75-minute periods.

### **HIST 218 - THE CRUSADES, 1095-1291**

1 unit(s)

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 Eastern Europe, 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.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 224 - WARS IN 20TH CENTURY EAST ASIA**

Semester Offered: Spring

1 unit(s)

This course examines social, economic, political, cultural and military aspects of the four major Asian wars of the last century: the Pacific War, the Chinese Civil War, the Korean War, and the Vietnam War. We begin with definitions of war and the conundrum of just and unjust wars. We next examine alternative interpretations of the origins of war in Asia, including the perspectives of international relations, the social origins, and culture and racism. This is not a course in military history; instead, we pay special attention to the organic socio-historical linkages that connected those four wars. We also examine the domestic side of each war in the U.S. and China, as both countries were deeply involved in all the four wars. The ongoing competitions among East Asian countries and the U.S. in the west Pacific region constitute a backdrop for this course. Students are encouraged to follow them in the newspapers and online and to bring their own observations to the class. Mr. Song.

Two 75-minute periods.

### **HIST 225 - RENAISSANCE ITALY**

1 unit(s)

This course examines the history of Italy between 1300 and 1565. Italian intellectual, political, and religious history is emphasized, but some attention is also given to cross-cultural, gender, and social history. Looking beyond Italy, we also consider developments in Byzantium and the Ottoman Empire and their impact on Italy and Europe. Topics to be covered include the Black Death, the rise of humanism, the Renaissance papacy, and the Catholic Reformation. Finally, throughout the course, we question the meaning of the term "Renaissance": is it a distinct period, a cultural movement, or an insufficient label altogether? Ms. Bisaha.

Not offered in 2015/16.

Two 75-minute periods.

**HIST 226 - NORTHERN EUROPE IN THE RENAISSANCE, C. 1300-1550**

1 unit(s)

As a famous scholar has argued, the north witnessed a long “autumn of the Middle Ages,” holding tightly to medieval ideals of chivalry, pageantry, and piety — precisely at the same time Italy seemed to be forging ahead into modernity. Yet by the end of the period, Northern states overshadowed Italy politically, economically and, increasingly, culturally. This course examines Northern Europe during this remarkable period of transformation. The Hundred Years War, the Black Death, the Tudors, French and German state building and court life, and urban society in Flanders, are addressed along with the poetry of Chaucer, the humanism of More and Erasmus, and the doctrine of Luther. In turn, we examine the complex meanings of the terms “Renaissance” and “Reformation” and the relationship between them. Ms. Bisaha.

Not offered in 2015/16.

Two 75-minute periods.

**HIST 230 - FROM TYRANNY TO TERROR: THE OLD REGIME AND THE FRENCH REVOLUTION**

Semester Offered: Fall

1 unit(s)

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.

**HIST 231 - FRANCE AND ITS “OTHERS”**

1 unit(s)

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.

Not offered in 2015/16.

**HIST 232 - FRANCE/NORTH AFRICA: FROM CORSAIRS TO POST-COLONIALISM**

Semester Offered: Fall

1 unit(s)

From the sixteenth-century Franco-Ottoman alliance to the present day, French and North African women and men have lived in intimate proximity (literal and figurative) to each other. They have been both united and divided by processes such as trade, privateering, slavery, colonialism, treaties, and migrations. Despite this long, shared history, many imagine that France and North Africa are fundamentally split by “culture” or “civilization.” The chasm is so wide, according to some, that even grandchildren of immigrants to France are imagined to possess traits impeding their integration. Focusing on the intertwined histories of France, Morocco, and (the lands that became) Tunisia and Algeria, we consider how difference has been framed and how such understandings have changed over time.

Two 75-minute periods.

**HIST 235 - ENDING DEADLY CONFLICT**

Semester Offered: Spring

1 unit(s)

(Same as INTL 235) This course uses historical case studies to identify practical ways to end conflict and build sustainable peace. It is concerned with the vulnerability of the weak, failed and collapsed states, with post conflict periods that have reignited into violence, and problems of mediating conflicts that are unusually resistant to resolution. Of particular interest will be the role that third party intermediaries and global governance institutions have played in bringing about a negotiated end to violence. Major topics may include: the Paris Peace Accords, South Africa’s truth and reconciliation commissions, the Good Friday Agreement, Israel-Palestine negotiations, the Dayton Peace Accords ending the Balkans wars, and negotiations to end the wars in Iraq and Afghanistan. Mr. Brigham.

Two 75-minute periods.

**HIST 236 - GERMANY, 1740-1918**

1 unit(s)

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. Höehn.

Not offered in 2015/16.

Two 75-minute periods.

**HIST 237 - GERMANY, 1918-1990**

1 unit(s)

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.

Not offered in 2015/16.

**HIST 242 - RUSSIA AND THE STEPPE TO 1800**

1 unit(s)

This course introduces major events and issues in the history of the Russians and their neighbors to the South and East. The main themes each week include the formation of Russia’s autocracy and nobility, Eurasian family/clan politics and cultural practices, and the connection between expansion and repression. Topics include the great steppe empires, Russia as part of the Golden Horde (1240-1480), the era of Ivan the Terrible and his conquest of the Tatars of the Volga, the Time of Troubles, the conquest of Siberia, the imposition of serfdom, westernization and globalization of the Russian Empire under Peter the Great, relations with the Ottoman Empire under Russia’s female tsarinas, the conquest of the Caucasus, and the history of the Cossacks. Ms. Pohl.

Not offered in 2015/16.

Two 75-minute periods.

**HIST 243 - RUSSIA AND THE SOVIET UNION, 1861-2000**

1 unit(s)

This course explores how Russians and their neighbors (Ukrainians, Poles, Kazakhs, and others) collectively encountered the age of revolutions and socialism. The beginning and the end of the Soviet Union in 1917 and in 1991 pitted national dreams against socialist ideology and Western-style shock therapy, and both were followed by decades of economic troubles and political chaos. Topics include the emancipation from serfdom, the Bolshevik revolution, Stalinism, the Communist Party and the purges, the victory over the Nazis in World War II, reforms under Khrushchev and Gorbachev, the fall of communism, oligarchic politics, and the rebirth of Russia and the war in Chechnya under Yeltsin and Putin. Ms. Pohl.

Not offered in 2015/16.

Two 75-minute periods.

**HIST 251 - A HISTORY OF AMERICAN FOREIGN RELATIONS**

Semester Offered: Fall

1 unit(s)

This course examines the foreign relations of the United States from the 19th century to the present day emphasizing the motivations, objectives, and tactics of U.S. policy makers. The course will focus on America's role in the Spanish-American War; its embroilment in two world wars; its Cold War struggle with the Soviet Union; its wars in Korea and Vietnam; its response to human rights abuses and mass atrocities; and its leadership in the global war on terror. Mr. Brigham.

**HIST 252 - IMAGINING INDIA: COLONIAL EXPERIENCE AND THE PATHWAYS TO INDEPENDENCE**

Semester Offered: Fall

1 unit(s)

(Same as ASIA 252) This crucial two hundred and fifty year period (1707-1947) was one of dramatic and volatile economic, social, demographic, infrastructural, and political change. During this period identities-caste, gender, communal, and religious-shifted dramatically. With coverage encompassing but not defined by the subcontinent's period as a British colony, we examine the disintegration of the Mughal Empire and the resurgence of regional powers in the 18th century, the Rebels of 1857, the lives and experiences of "New Women" and Untouchables, and the nature of violence and memory during the traumatic Partition and Independence of 1947. Sources include period autobiographies, speeches, petitions, photographs, popular art and periodicals, and modern scholarship. Ms. Hughes.

Two 75-minute periods.

**HIST 253 - THE JUNGLE IN INDIAN HISTORY**

1 unit(s)

(Same as ASIA 253) When pre-modern Indians used the Sanskrit word for jungle (jangala), they didn't imagine trees or tigers; they pictured open savannah and antelope. When modern Indians speak of the jungle, they think of forests and wilderness. Why did the jungle change its identity and how does its transformation relate to developments in South Asian environments, politics, culture, and society? In this topical introduction to environmental history and its methodologies, we study classical Indian legal and religious texts alongside Mughal memoirs, natural histories, nineteenth century works of fiction, and early twentieth century hunting diaries; we mine colonial era gazetteers and forest reports for statistical data; and we consult the scholarship of historians, anthropologists, paleoclimatologists, and conservation biologists. Ms. Hughes.

Not offered in 2015/16.

Two 75-minute periods.

**HIST 254 - VICTORIAN BRITAIN**

1 unit(s)

(Same as URBS 254) 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.

Not offered in 2015/16.

**HIST 255 - THE BRITISH EMPIRE**

1 unit(s)

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.

Not offered in 2015/16.

**HIST 259 - THE HISTORY OF THE FAMILY IN EARLY MODERN EUROPE**

Semester Offered: Spring

1 unit(s)

(Same as WMST 259) 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.

Two 75-minute periods.

**HIST 260 - SEX & REPRODUCTION IN 19TH CENTURY UNITED STATES: BEFORE MARGARET SANGER**

Semester Offered: Fall

1 unit(s)

(Same as WMST 260) Focusing on the United States from roughly 1800 to 1900, this course explores sex and reproduction and their relationship to broader transformations in society, politics, and women's rights. Among the issues considered are birth patterns on the frontier and in the slave South; industrialization, urbanization, and falling fertility; the rise of sex radicalism; and the emergence of "heterosexual" and "homosexual" as categories of identity. The course examines public scandals, such as the infamous Beecher-Tilton adultery trial, and the controversy over education and women's health that was prompted by the opening of Vassar College. The course ends by tracing the complex impact of the Comstock law (1873) and the emergence of a modern movement for birth control. Ms. Edwards.

Two 75-minute periods.

**HIST 261 - WOMEN IN 20TH CENTURY AMERICA**

1 unit(s)

(Same as WMST 261) How did class, race, and ethnicity combine with gender to shape women's lives in the twentieth century? Beginning in 1890 and ending at the turn of this century, this course looks at changes in female employment patterns, how women from

different backgrounds combined work and family responsibilities and women's leisure lives. We also study women's activism on behalf of political rights, moral reform, racial and economic equality, and reproductive rights. Readings include memoirs, novels, government documents, and feminist political tracts. Ms. Cohen.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 262 - CONTESTING COLONIALISM: LATIN AMERICA 1450 - 1750**

Semester Offered: Fall

1 unit(s)

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.

Two 75-minute periods.

### **HIST 263 - FROM COLONY TO NATION: LATIN AMERICA IN THE NINETEENTH CENTURY**

1 unit(s)

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 2015/16.

Two 75-minute periods.

### **HIST 264 - THE REVOLUTIONARY OPTION? LATIN AMERICA IN THE TWENTIETH CENTURY**

Semester Offered: Spring

1 unit(s)

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.

### **HIST 265 - AFRICAN AMERICAN HISTORY TO 1865**

1 unit(s)

(Same as AFRS 265) This course provides an introduction to African American history from the Atlantic slave trade through the Civil War. African Americans had a profound effect on the historical development of the nation. The experiences of race and slavery dominate this history and it is the complexities and nuances of slavery that give this course its focus. This course examines key developments and regional differences in the making of race and slavery in North America, resistance movements among slaves and free blacks (such as slave revolts and the abolitionist movement) as they struggled for freedom and citizenship, and the multiple ways race and gender affected the meanings of slavery and freedom. This course is designed to encourage and develop skills in the interpretation of primary and secondary sources. Mr. Mills.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 267 - AFRICAN AMERICAN HISTORY, 1865-PRESENT**

1 unit(s)

(Same as AFRS 267) This course examines some of the key issues in African American history from the end of the civil war to the present by explicating selected primary and secondary sources. Major issues and themes include: Reconstruction and the meaning of freedom, military participation and ideas of citizenship, racial segregation, migration, labor, cultural politics, and black resistance and protest movements. This course is designed to encourage and develop skills in the interpretation of primary sources, such as letters, memoirs, and similar documents. The course format, therefore, consists of close reading and interpretation of selected texts, both assigned readings and handouts. Course readings are supplemented with music and film. Mr. Mills.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 270 - THE BLACK POWER MOVEMENT**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 270) This course examines the Black Power Movement as a burgeoning social movement in the post World War II period, while also placing it in the long traditions of black political thought and radicalism within American democracy. In addition to studying black radicalism in the early twentieth century, the course explores the philosophies and tactics of civil rights activism; questions of feminism and masculinity; radicalism and conservatism; violence, nonviolence, and self-defense; and community control, nationalism, and internationalism. Major sites of inquiry include education, arts and media, police brutality, welfare rights, electoral politics, and economic empowerment. By engaging the ideologies, politics, and culture of the Black Power Movement, we gain a deeper understanding of how people claim their rights and personhood against seemingly insurmountable odds. Mr. Mills.

Two 75-minute periods.

### **HIST 271 - PERSPECTIVES ON THE AFRICAN PAST: AFRICA BEFORE 1800**

1 unit(s)

(Same as AFRS 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.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 272 - MODERN AFRICAN HISTORY**

1 unit(s)

(Same as AFRS 272) Africa has experienced profound transformations over the past two centuries. Between the nineteenth and twentieth centuries, Africans lost and regained their independence from different European colonial powers. This course explores the changing African experiences before, during, and after European colonization of their continent. Drawing on primary sources, film, memoirs, and popular novels, we look at the creative responses of African groups and individuals to the contradictory processes and legacies of colonialism. Particular attention will be paid to understanding how these responses shape the trajectories of African as well as global developments. Amongst the major themes covered by the course are: colonial ideologies, African resistance, colonial economies, gender and cultural change, African participation in the two world wars, urbanization, decolonization and African nationalism. We also reflect on some



of the contemporary developmental dilemmas as well as opportunities confronting post-colonial Africa. Mr. Rashid.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 274 - BEYOND JAMESTOWN AND PLYMOUTH ROCK: REVISITING, REVISING, AND REVIVING EARLY AMERICA**

Semester Offered: Fall

1 unit(s)

Without ignoring the Pilgrims, Pocahontas, and other popular icons of colonial times, this course will put them into a larger context of what unfolded between 1500 and 1750 when three worlds bordering the Atlantic—western Europe, west Africa, and eastern North America—first came together. The new American world that emerged from this momentous encounter was at once stranger and more interesting than conventional wisdom would have it. Slaves who became free and Indians who became Puritan, con men who tricked gullible colonists and pious folk who heckled learned ministers—these and other forgotten actors join the usual suspects (Saints and witches, John Smith and Benjamin Franklin) on a crowded colonial stage. While keeping in mind that the genesis of America today can be found in that long-ago era—the tangled roots of race relations, the curious blend of materialism and lofty ideals, the boisterous political culture, the freedom for self-fashioning—we will take early America as much as possible on its own terms rather than on ours. Mr. Merrell.

Two 75-minute periods.

### **HIST 275 - U.S. HISTORY'S GREATEST MYSTERY: REVOLUTIONARY AMERICA, 1750-1830**

Semester Offered: Spring

1 unit(s)

In 1815 John Adams asked Thomas Jefferson: "Who shall write the history of the American Revolution? Who can write it? Who will ever be able to write it?" "Nobody," Jefferson replied. As these two men knew, the American Revolution ranks high among history's mysteries. Why did a prosperous people get so mad about a modest tax increase? How did a scattered, squabbling array of colonies, who felt closer to Great Britain than to one another, unite sufficiently to declare independence from the "mother country" in 1776? How did they then defeat the greatest military power of the age while also contending with dissension in their own ranks, rebellious slaves in their midst, and powerful Indian nations at their backs? How, having won independence, did the victors avoid tyranny, civil war, or re-colonization while other Americans—poor men, white women, Native peoples, the enslaved—busily tested the elasticity of the phrase "all men are created equal"? Exploring these questions, we will also keep in mind a historian's recent observation that this era "bequeathed us many of the values and institutions...that are now sites of important political, social, and ideological conflicts." Mr. Merrell.

Two 75-minute periods.

### **HIST 276 - DEMOCRACY IN AMERICA? U.S. POLITICS AND POWER, 1828-1896**

1 unit(s)

Tracing economic and political transformations in the nineteenth century United States, this course explores struggles over industrialization, sectional interests, continental conquest, and nation-building. Key topics include the "white man's democracy" of the Jacksonian era; rise of the Republican Party; the Civil War; Emancipation and national Reconstruction; expansion and conflict in the trans-Mississippi West; the emergence of modern corporate capitalism; and labor and agrarian protest. Particular attention is given to electoral politics and public policy. Comparisons with other nineteenth-century nations and empires are made. Ms. Edwards.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 277 - THE MAKING OF THE "AMERICAN CENTURY": 1890-1945**

Semester Offered: Fall

1 unit(s)

(Same as URBS 277) In 1941, Henry Luce, the publisher of *Time* and *Life* magazines, proclaimed the twentieth as "America's century." In comparison to the rest of the world, he noted, the United States was richer in material goods, with more opportunities for leisure. This course covers the major social, political, and cultural developments during the decades when the US emerged as the preeminent industrial power. We look closely at changes in the social and political institutions which emerged out of the crises of the 1890s, the Great Depression, and World War II. We also pay attention to the growth of mass consumption and mass leisure in this very diverse society. Among the sources we study are memoirs, government documents, political tracts, and popular films. Ms. Cohen.

### **HIST 278 - COLD WAR AMERICA**

1 unit(s)

Following the Second World War, many Americans expected the United States to create a better world abroad and a more equitable society at home. We examine those expectations along with the major social, political, cultural, and economic changes in the United States since 1945, including the dawn of the cold war, McCarthyism, suburbanization, high-mass consumption, civil rights, the Vietnam War, and the environmental movement. Mr. Brigham.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 279 - THE VIET NAM WAR**

1 unit(s)

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.

Not offered in 2015/16.

Two 75-minute periods.

### **HIST 283 - U.S. CONSUMER CULTURE**

Semester Offered: Fall

1 unit(s)

(Same as AMST 283) This course examines the rise of consumer culture in twentieth century America. This culture has flourished, in part, because consumer capitalism has continuously transformed everyday wants into needs. We explore how the growth of mass production, advertising, department stores, shopping malls, modern technologies, and imperialism have shaped the nation's desire for goods and pleasure. Americans' relationships with these commodities and services reveal how people have come to understand themselves as consumers (staking claims to the ability to consume as a function of citizenship) and how consumption has shaped their lives (where they have defined themselves by what they buy). We take a chronological and thematic approach to contextualize the culture of consumption, in its many forms, across time and space. Mr. Mills.

Two 75-minute periods.

### **HIST 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual or group field projects, especially in local, state, or federal history. May be taken either semester or in summer. The department.

Prerequisite: an appropriate course in the department.

Corequisite: an appropriate course in the department.

Permission required.

**HIST 297 - READINGS IN HISTORY**

0.5 to 1 unit(s)

**HIST 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

**HIST 300 - THESIS PREPARATION: SOURCES, METHODS, AND INTERPRETATIONS**

Semester Offered: Fall

1 unit(s)

As a yearlong independent research project, a senior history thesis can be an exhilarating but also challenging experience. Many questions must be considered: How do I clearly define my research question? How do I locate my work within the existing scholarship in my field? Where are the most relevant sources? How do I organize and interpret the information that I have uncovered? This seminar provides the opportunity for students to grapple with these questions and to prepare for writing their senior history thesis. Through a common set of readings and workshops, students develop clear research ideas and questions, locate necessary sources, become acquainted with different historical methods, and discuss strategies for different stages of the process. The seminar also provides a community in which students share their experiences, approaches, and ideas about researching and writing their theses.

Prerequisite: permission of the instructor.

**HIST 301 - SENIOR THESIS**

Semester Offered: Spring

1 unit(s)

This 1-unit course, which builds on the work done in HIST 300, culminates in the completion and submission of a thesis that is approximately 10,000 words long. The department.

Yearlong course HIST 300-301.

**HIST 302 - SENIOR THESIS**

Semester Offered: Fall

1 unit(s)

This 1-unit course, which builds on the work done in HIST 300, culminates in the completion and submission of a thesis that is approximately 10,000 words long. The department.

Same as HIST 301, for students who are completing the thesis out of cycle. Please note that 302 cannot be taken simultaneously with HIST 300.

**HIST 304 - APPROACHING THE TAJ MAHAL**

1 unit(s)

(Same as ASIA 304) What lies behind the legendary beauty and romance of the Taj Mahal? To understand the monument from its 17th century construction through modern times, we look beyond the building to its wider historical and historiographical contexts. In addition to the key primary sources, we critique scholarly and popular literature inspired by the Taj. Throughout, we ask how these sources have influenced what people see when they look at the Taj Mahal. Ms. Hughes.

Not offered in 2015/16.

One 2-hour period.

**HIST 305 - PEOPLE AND OTHER ANIMALS IN INDIA**

1 unit(s)

(Same as ASIA 305 and ENST 305) How have Indians defined the proper relationship between themselves and the animals around them? What challenges and opportunities have animals and people met with as a result? How have our ideas changed animals' lives and the environments we both live in, and how have animals affected human lives and histories? We read excerpts from foundational ancient and classical texts, alongside British and Indian texts on war horses and elephants. We delve into the primary sources on Cow Protection and royal sport. We read children's literature and make extensive use of non-textual sources including miniature paintings, photography, and taxidermy. To provide a framework for our studies, we consult scholarship in the emerging field of human-animal history. Ms. Hughes.

Not offered in 2015/16.

One 2-hour period.

**HIST 308 - HUMANITARIAN INTERVENTION**

1 unit(s)

The principle that troops should sometimes be sent to prevent the slaughter of innocent foreigners is anything but new. With deep roots in the 19th century, humanitarian intervention has been a relatively familiar practice in international affairs. This seminar examines the history of that practice and principle to the present day. We explore the transnational activists who campaigned against bloodshed abroad, the debates over the efficacy of military intervention in the name of human rights, the theoretical underpinnings of the concept of humanitarianism, specific case studies (Greece, Bulgaria, Bosnia, Rwanda, Iraq, Libya, and Syria to name a few), and the U.N. Responsibility to Protect doctrine. Mr. Brigham.

Not offered in 2015/16.

One 2-hour period.

**HIST 316 - CONSTANTINOPLE/ISTANBUL: 1453**

Semester Offered: Spring

1 unit(s)

(Same as URBS 316) This seminar examines a turning point in history—the end of the Byzantine Empire and the rise of the Ottoman Empire. The focus is the siege of Constantinople as seen in primary accounts and modern studies. The course also looks closely at culture and society in late Byzantium and the early Ottoman Empire. Specific topics include the post-1453 Greek refugee community, the transformation of Constantinople into Istanbul, and the role of Western European powers and the papacy as allies and antagonists of both empires. Ms. Bisaha.

One 2-hour period.

**HIST 326 - MACHIAVELLI: POWER AND POLITICS**

1 unit(s)

This course examines the life and writings of one of the most fascinating and misunderstood thinkers of the early modern era. By situating Machiavelli (1469-1527) against the backdrop of his times, we gain insight into the Florentine Republic, Medici rule, the papacy, and devastating invasions of Italy by French, Spanish, and German armies. We also explore cultural movements like the study of antiquity by humanists and the rise of vernacular writing and bold new forms of popular expression and political discourse. Several of Machiavelli's works are read, including his letters and plays, *The Prince*, *The Discourses*, *The Art of War*, and *The Florentine Histories*, as well as some of the major modern interpretations of Machiavelli in historiography and political thought. Ms. Bisaha.

Not offered in 2015/16.

One 2-hour period.

### HIST 332 - DANGEROUS IDEAS: CHALLENGING AUTHORITY IN EIGHTEENTH-CENTURY FRANCE

Semester Offered: Fall

1 unit(s)

In the years leading up to the French Revolution, authorities were obsessed with the spread of dangerous ideas that threatened church, state and traditional social values. Seeking to overhaul society completely, a diverse group of thinkers commonly associated with the Enlightenment examined all aspects of human existence, from religion, politics, and science to crime, sex, and art. This course emphasizes primary sources, ranging from *The Social Contract* to *Dangerous Liaisons*. We consider the impact of ideas and words by examining the spaces for discussion, the dissemination of books, and reader response. Ultimately, we ask the following: What was the legacy of the various critiques for the French Revolution and, more generally, the modern era? Ms. Choudhury.

### HIST 337 - THE RISE AND FALL OF NAZI GERMANY

1 unit(s)

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: HIST 236 or HIST 237; or permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### HIST 338 - GERMAN-AMERICAN ENCOUNTERS SINCE WW I

Semester Offered: Spring

1 unit(s)

This seminar explores the many ways in which Germans envisioned, feared, and embraced America in the course of the twentieth century. We start our readings with WWI and its aftermath, when German society was confronted and, as some feared, overwhelmed, by an influx of American soldiers, expatriates, industry, and popular culture. The Nazi Regime promised to overcome Weimar modernity and the alleged Americanization of German society, but embraced nonetheless aspects of American modernity in its quest to dominate Europe militarily and economically. For the period after WWII, we study in depth the U.S. military occupation (1945-1955), the almost seventy-year lasting military presence in West Germany, and the political, social and cultural implications of this transatlantic relationship. Ms. Höhn.

### HIST 342 - STALINISM

Semester Offered: Fall

1 unit(s)

This seminar explores the transformation of the USSR and its borderlands under Stalin, with special emphasis on the impact of terror, dislocations, and compressed economic change on specific national groups (Russians, Ukraine, Central Asia). Topics include Stalin's ideology and vision of the Soviet people, the impact of Stalinism on politics in Europe, collectivization and industrialization, the experiences of the "enemies of the people," resistance and dissent, and achievements and legacies. The course concludes with an examination of post-Soviet public memory and discussions of the Stalinist past. Ms. Pohl.

### HIST 343 - YOUTH IN RUSSIA, 1880-PRESENT

1 unit(s)

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 2015/16.

### HIST 351 - PROBLEMS IN U.S. FOREIGN POLICY

Semester Offered: Fall

1 unit(s)

Using historical case studies, this seminar examines some of the major foreign affairs dilemmas U.S. policy makers have faced since 1945. Major topics include: containment; modernization; nation building; limited war; détente; human rights and humanitarian intervention; and democracy promotion. Mr. Brigham.

### HIST 355 - CHILDHOOD AND CHILDREN IN NINETEENTH-CENTURY BRITAIN

1 unit(s)

(Same as WMST 355) 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.

Not offered in 2015/16.

### HIST 357 - THE FIRST WORLD WAR

1 unit(s)

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 2015/16.

### HIST 360 - BLACK BUSINESS AND SOCIAL MOVEMENTS IN THE TWENTIETH CENTURY

1 unit(s)

(Same as AFRS 360) From movies to music, bleaching cream to baseball, black entrepreneurs and consumers have historically negotiated the profits and pleasures of a "black economy" to achieve economic independence as a meaning of freedom. This seminar examines the duality of black businesses as economic and social institutions alongside black consumers' ideas of economic freedom to offer new perspectives on social and political movements in the twentieth-century. We explore black business activity and consumer activism as historical processes of community formation and economic resistance, paying particular attention to black capitalism, consumer boycotts, and the economy of black culture in the age of segregation. Topics include the development of the black beauty industry; black urban film culture; the Negro Baseball League; Motown and the protest music of the

1960s and 1970s; the underground economy; and federal legislation affecting black entrepreneurship. Mr. Mills.

Not offered in 2015/16.

One 2-hour period.

### **HIST 361 - VARIETIES OF THE LATIN AMERICAN INDIAN EXPERIENCE**

1 unit(s)

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 2015/16.

### **HIST 362 - THE CUBAN REVOLUTIONS**

Semester Offered: Fall

1 unit(s)

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: HIST 264.

### **HIST 363 - REVOLUTION AND CONFLICT IN TWENTIETH-CENTURY LATIN AMERICA**

1 unit(s)

(Same as LALS 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 post-revolutionary societies that emerged from the struggles. Ms. Offutt.

Prerequisite: HIST 264 or permission of the instructor.

Not offered in 2015/16.

### **HIST 365 - RACE AND THE HISTORY OF JIM CROW SEGREGATION**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 365) This seminar examines the rise of racial segregation sanctioned by law and racial custom from 1865 to 1965. Equally important, we explore the multiple ways African Americans negotiated and resisted segregation in the private and public spheres. This course aims toward an understanding of the work that race does, with or without laws, to order society based on the intersection of race, class and gender. Topics include: disfranchisement, labor and domesticity, urbanization, public space, education, housing, history and memory, and the lasting effects of sanctioned segregation. We focus on historical methods of studying larger questions of politics, resistance, privilege and oppression. We also explore interdisciplinary

methods of studying race and segregation, such as critical race theory. Music and film supplement classroom discussions. Mr. Mills.

### **HIST 366 - AMERICAN ENCOUNTERS: NATIVES, NEWCOMERS, AND THE CONTEST FOR A CONTINENT**

Semester Offered: Spring

1 unit(s)

Moving past today’s fixation on Pocahontas and John Smith, Squanto and the Pilgrims, this course will examine the Native response to the invasion of North America, focusing on peoples living east of the Mississippi River before the early 19th century, the era of ‘Removal’ that marked the beginning of the end of Indian Country. Confronting the challenges in the way of understanding the Native experience (lack of evidence, modern stereotypes, loaded language), we will combine scholarly works with Native writings, explorers’ accounts, treaty texts, captivity narratives, and films to consider the central arenas where Indians engaged foreigners from beyond the eastern horizon, from trade and missions through war and diplomacy to ideas of “race” and notions of gender. Mr. Merrell.

One 2-hour period.

### **HIST 367 - PEOPLES AND ENVIRONMENTS IN THE AMERICAN WEST**

1 unit(s)

(Same as ENST 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.

Not offered in 2015/16.

### **HIST 368 - AMERICAN PORTRAIT: THE UNITED STATES C. 1830**

1 unit(s)

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.

Not offered in 2015/16.

### **HIST 369 - SOCIAL CITIZENSHIP IN AN URBAN AGE**

Semester Offered: Spring

1 unit(s)

(Same as URBS 369) During a 1936 campaign speech President Franklin D. Roosevelt declared that in “1776 we sought freedom from the tyranny of a political autocracy.” Since then “the age of machinery, of railroads; of steam and electricity; the telegraph and the radio; mass production and mass distribution—all of these combined to bring forward a new civilization and with it a new problem . . . For too many of us the political equality we once had won was meaningless in the face of economic inequality.” Therefore, the President concluded, government must do something to “protect the citizen’s right to work and right to live.” This course looks at how Americans during the twentieth century fought to expand the meaning of citizenship

to include social rights. We study efforts on behalf of labor laws, unemployment and old age insurance, and aid to poor mothers and their children. How did these programs affect Americans of different social, racial, and ethnic backgrounds? How did gender shape the ways that people experienced these programs? Because many Americans believed that widening educational opportunities was essential for addressing the problems associated with the “new civilization” that Roosevelt described, we ask to what extent Americans came to believe that access to a good education is a right of citizenship. These issues and the struggles surrounding them are not only, as they say, “history.” To help us understand our times, we look at the backlash, in the closing decades of the twentieth century, against campaigns to enlarge the definition of citizenship. Ms. Cohen.

### **HIST 373 - SLAVERY AND ABOLITION IN AFRICA**

1 unit(s)

(Same as AFRS 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 prerequisites or permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### **HIST 374 - THE AFRICAN DIASPORA**

Semester Offered: Fall

1 unit(s)

(Same as AFRS 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 Crummell, W. E. B. Dubois, Marcus Garvey, Amy Garvey, C.L.R. James, and Kwame Nkmmah. Mr. Rashid.

Prerequisite: permission of the instructor.

### **HIST 375 - YEARS OF DISUNION: THE U.S. CIVIL WAR**

Semester Offered: Spring

1 unit(s)

This course considers the Civil War as a political, military, social, and cultural watershed in American history. Topics covered include the secession crisis and the political transformation wrought by the Republican Party; events on the battlefield and on the Union and Confederate home fronts; the gradual unfolding of Emancipation as a Union war aim, and its results; human responses to the war's grim toll of death and destruction; and the conflict's long-term legacies. Readings include recent works of scholarship as well as eyewitness accounts and works of fiction. Ms. Edwards.

### **HIST 381 - LOVE AND DEATH IN TOKUGAWA JAPAN, 1603-1868**

1 unit(s)

We reconstruct life in early modern Japan by engaging primary sources in translation, including memoirs, autobiographies, thanatologies, satire, novels, plays, and treatises. Various social group—the samurai

(the warrior elite), commoners, intellectuals, and women—are examined. We look at Japan's past as “lived experience” by focusing on everyday social practices and personal lives. This seminar does not presuppose familiarity with Japanese history but requires a keen and active historical mind.

Not offered in 2015/16.

### **HIST 382 - MARIE-ANTOINETTE**

1 unit(s)

(Same as WMST 382) More than 200 years after her death, Marie-Antoinette continues to be an object of fascination because of her supposed excesses and her death at the guillotine. For her contemporaries, Marie-Antoinette often symbolized all that was wrong in French body politic. Through the life of Marie-Antoinette, we investigate the changing political and cultural landscape of eighteenth-century France including the French Revolution. Topics include women and power, political scandal and public opinion, fashion and self-representation, motherhood and domesticity, and revolution and gender iconography. Throughout the course, we explore the changing nature of the biographical narrative. The course also considers the legacy of Marie Antoinette as martyr and fetish object in the nineteenth and twentieth centuries and her continuing relevance today. Ms. Choudhury.

Not offered in 2015/16.

### **HIST 385 - COLONIALISM, RESISTANCE, AND KNOWLEDGE IN MODERN MIDDLE EASTERN HISTORY**

Semester Offered: Fall

1 unit(s)

This course examines the historiography of the modern Middle East. We begin with a number of older, foundational texts in an effort to understand and contextualize Orientalism as it emerged in the nineteenth-century, as well as its intellectual legacy in the United States. The course then turns to the substance and impact of post-colonialist interventions since the 1960s that have thrown many “givens” of the discipline into doubt. The bulk of the course focuses on recent scholarship, allowing us to explore how (or whether) historians of Islam and the Middle East have benefited from the new scholarly perspectives that emerged in the wake of anti-colonialist struggles. The meaning of “modernity” serves as a principal organizing question of the class. Mr. Schreier.

Prerequisite: HIST 174 or HIST 214 or HIST 255; or permission of the instructor.

### **HIST 386 - CENTRAL ASIA AND THE CAUCASUS: NATION BUILDING AND HUMAN RIGHTS**

1 unit(s)

(Same as INTL 386) The Muslim regions between Russia and China are becoming more populated, prosperous, and connected. The Caspian Sea region is booming with new oil and gas wealth. A wave of democracy movements swept newly independent states but oligarchs and long-term autocratic presidents dominate politics and business. An Islamic revival after the fall of communism has brought a crisis of political Islam, including problems like terrorism, re-veiling campaigns, and bride-kidnappings. Chechnya and the North Caucasus became magnets for violence, while Tatarstan has seen a quiet renaissance of liberal Russian Islam. This cross-listed seminar explores nation building, human rights, and spiritual life in Central Asia and the Caucasus from a historical perspective. Topics include the legacies of Mongol and Tatar power verticals, the impact of communism on Central Asia, the war in Chechnya and its effect on human rights in the region, the history of Kazakhstan's new capital, Astana, and daily life and politics since independence in 1991. Ms. Pohl.

Not offered in 2015/16.

One 2-hour period.

## HIST 389 - CONSTRUCTING CHINA FROM BEYOND

Semester Offered: Spring

1 unit(s)

(Same as ASIA 389) This course examines China from the perspective of its engagement with the non-Chinese world, in both the pre-modern and modern period. Roughly in chronological order, the course will cover China's interactions with others in three geographical scales: the frontier regimes in Inner Asia, the land and maritime neighbors in East and Southeast Asia, and regional/global powers in a broader scope. The main questions of inquiry include (but are not limited to): how does one draw a boundary around the subject called "China" in terms of geography, ethnicity, nation, culture, and civilization? To what extent has China's views of the external world shifted in the modern period? Was/is there a general Chinese mode in dealing with outsiders? Though mainly a study of history, the course also introduces works from other disciplines like sociology and international relations. Many important issues in contemporary China studies, such as domestic challenges in ethnic frontier areas and diplomatic disputes with other countries, are no doubt embedded in our concerns from the very beginning. Mr. Song.

One 2-hour period.

## HIST 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Permission required.

## 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 the Concentration:** A minimum of 12 units, and a maximum of 17 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 two-semester 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 (INDP 300-INDP 301) for 1 unit. The thesis will be taken as ungraded work over the course of the two semesters of a student's senior 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 the midsemester break of the first semester 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 second semester of their sophomore year. All other students must submit their initial proposal the Friday before the midsemester break of the second semester of their sophomore year.

For individuals who want to switch majors or double major, please note that the Independent Program Committee will not accept and consider any application from a student who does not submit an initial proposal on or before the Friday prior to the midsemester break of the first semester of the student's junior year.

## INDP 290 - FIELD WORK

0.5 to 1 unit(s)

## INDP 298 - INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

**INDP 300 - THESIS**

Semester Offered: Fall

0.5 unit(s)

A thesis written in two semesters for one unit. May be taken for a letter grade or as ungraded work.

Yearlong course 300-INDP 301.

**INDP 301 - THESIS**

Semester Offered: Spring

0.5 unit(s)

A thesis written in two semesters for one unit. May be taken for a letter grade or as ungraded work.

Yearlong course INDP 300-301.

**INDP 302 - THESIS**

Semester Offered: Fall or Spring

1 unit(s)

A thesis written in one semester for one unit. May be taken for a letter grade or as ungraded work.

**INDP 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

**Interdepartmental Courses****INTD 150 - EMT TRAINING**

Semester Offered: Fall

0.5 unit(s)

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. Upon completion of the Vassar EMT course, it is expected that the students will serve on the Vassar EMT squad.

Yearlong course 150-INTD 151.

**INTD 151 - EMT TRAINING**

Semester Offered: Spring

0.5 unit(s)

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. Upon completion of the Vassar EMT course, it is expected that the students will serve on the Vassar EMT squad.

Yearlong course INTD 150-151.

## International Studies Program

**Director:** Timothy Koechlin (fall), Zachariah Cherian Mampilly (spring);

**Steering Committee:** Mark W. Andrews (French and Francophone Studies), Pinar Batur (Sociology), Christopher Bjork<sup>b</sup> (Education), Robert K. Brigham (History), Patricia-Pia Célérier<sup>b</sup> (French and Francophone Studies), Andrew Davison<sup>b</sup> (Political Science), Wenwei Du (Chinese and Japanese), Maria Hantzopoulos (Education), Katherine Hite<sup>ab</sup> (Political Science), Martha Kaplan (Anthropology), David A. Kennett (Economics), Timothy Koechlin<sup>b</sup> (International Studies), Candice M. Lowe Swift (Anthropology), Zachariah Cherian Mampilly (Political Science), Himadeep Muppudi (Political Science), Leslie Scott Offutt (History), Lizabeth Paravisini-Gebert<sup>b</sup> (Hispanic Studies), Thomas Parker<sup>a</sup> (French and Francophone Studies), Michaela Pohl<sup>b</sup> (History), Ismail O. D. Rashid (History), Stephen R. Rock (Political Science), Jeffrey Schneider (German Studies), Elliott Schreiber (German Studies), Joshua Schreier (History), Fubing Su (Political Science), Vinay Swamy (French and Francophone Studies), David Tavárez<sup>b</sup> (Anthropology), Silke von der Emde (German Studies), Eva Woods Peiró (Hispanic Studies), Yu Zhou (Earth Science and Geography);

**Participating Faculty:** Mark W. Andrews (French and Francophone Studies), Pinar Batur (Sociology), Christopher Bjork<sup>b</sup> (Education), Robert K. Brigham (History), Patricia-Pia Célérier<sup>b</sup> (French and Francophone Studies), Andrew Davison<sup>b</sup> (Political Science), Wenwei Du (Chinese and Japanese), Katherine Hite<sup>ab</sup> (Political Science), Martha Kaplan (Anthropology), David A. Kennett (Economics), Timothy Koechlin<sup>b</sup> (International Studies), Candice M. Lowe Swift (Anthropology), Zachariah Cherian Mampilly (Political Science), Himadeep Muppudi (Political Science), Leslie Scott Offutt (History), Lizabeth Paravisini-Gebert<sup>b</sup> (Hispanic Studies), Michaela Pohl<sup>b</sup> (History), Ismail O. D. Rashid (History), Stephen R. Rock (Political Science), Jeffrey Schneider (German Studies), Elliott Schreiber (German Studies), Joshua Schreier (History), Fubing Su (Political Science), Vinay Swamy (French and Francophone Studies), David Tavárez<sup>b</sup> (Anthropology), Silke von der Emde (German Studies), Eva Woods Peiró (Hispanic Studies), Yu Zhou (Earth Science and Geography).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

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.

### Requirements for the concentration:

1. 15 units, including INTL 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 INTL 106, POLI 160, 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: INTL 305, a senior seminar of 1 unit; a senior thesis of 1 unit (normally INTL 301-INTL 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: ANTH 245 - The Ethnographer's Craft; ECON 209 - Probability and Statistics; POLI 207 - Political Analysis; PSYC 209 - Research Methods in Social Psychology; or SOCI 254 - Research Methods.

3. Systematic inquiry into the area of ethics. This recommendation may be satisfied by any of the following courses: PHIL 106 - Philosophy and Contemporary Issues, PHIL 234 - Ethics, 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

### INTL 106 - PERSPECTIVES IN INTERNATIONAL STUDIES

Semester Offered: Fall and Spring

1 unit(s)

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. Ms. Célérier, TBA.

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.

### INTL 108 - INTERNATIONAL HUMAN RIGHTS

Semester Offered: Fall

1 unit(s)

(Same as HIST 108) Human rights have become the dominant moral language of our time. Rights are used to help build civil society, to establish international law, to give the oppressed hope, and even to justify foreign military intervention. When we speak of rights, then, we speak of a ubiquitous presence in our world. How did this come to be? This course examines the historical development of international human rights from their definition by the United Nations in 1948 to the present day. Our main questions will be how a powerful discourse of human rights has developed, who has spoken on its behalf, and how



human rights claims have intersected with existing political, institutional, and legal structures. Mr. Brigham.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### **INTL 110 - INTERNATIONAL STUDY TRAVEL**

Semester Offered: Spring

1 unit(s)

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 focus of the trip varies depending on the faculty leading the trip and teaching the course. Language instruction is required when appropriate. TBA.

### **INTL 122 - TRADITION, RELIGION, MODERNITY: A HISTORY OF NORTH AFRICA AND THE MIDDLE EAST**

1 unit(s)

(Same as AFRS 122) This course provides an introduction to the modern history of the Middle East and North Africa covering the period from the end of the eighteenth century until the present. The aim is to trace the genealogy of sociopolitical reform movements across this period of the history of North Africa and The Middle East. The course is designed to familiarize students with major themes spanning the colonial encounter, the rise of nationalisms, and postcolonial nation-building. Our inquiry includes an examination of the rise of political Islam as well as the contemporary popular revolutions sweeping through the region at the moment. Our goal is to achieve a better understanding of the culmination and collision of the historical trends of tradition religion and modernity and their manifestation in the ongoing Arab Spring. Mr. Hojairi.

Not offered in 2015/16.

Two 75-minute periods.

## **II. INTERMEDIATE**

### **INTL 222 - URBAN POLITICAL ECONOMY**

1 unit(s)

(Same as URBS 222) This course employs the multidisciplinary lens of political economy to analyze economic development, social inequality, and political conflict in contemporary cities. Why do people and resources tend to concentrate in cities? How does the urban landscape promote and constrain political conflict and distribute economic and social rewards? The course develops an analytical framework to make sense of a variety of urban complexities, including poverty, segregation, suburban sprawl, the provision of affordable housing, global migration, and the effects of neoliberalism on rich and poor cities throughout the world. Mr. Koechlin.

Not offered in 2015/16.

### **INTL 235 - ENDING DEADLY CONFLICT**

Semester Offered: Spring

1 unit(s)

(Same as HIST 235) This course uses historical case studies to identify practical ways to end conflict and build sustainable peace. It is concerned with the vulnerability of the weak, failed and collapsed states, with post conflict periods that have reignited into violence, and problems of mediating conflicts that are unusually resistant to resolution. Of particular interest will be the role that third party intermediaries and global governance institutions have played in bringing about a negotiated end to violence. Major topics may include: the Paris Peace Accords, South Africa's truth and reconciliation commissions, the

Good Friday Agreement, Israel-Palestine negotiations, the Dayton Peace Accords ending the Balkans wars, and negotiations to end the wars in Iraq and Afghanistan. Mr. Brigham.

Two 75-minute periods.

### **INTL 238 - ENVIRONMENTAL CHINA: NATURE, CULTURE, AND DEVELOPMENT**

Semester Offered: Spring

1 unit(s)

(Same as ASIA 238 and GEOG 238) China is commonly seen in the West as a sad example, even the culprit, of global environmental ills. Besides surpassing the United States to be the world's largest source of greenhouse gas (GHG) emissions, China also experiences widespread pollution of its air, soil and water—arguably among the worst in the world. Yet, few will dispute the fact that China holds the key for the future global environment as it emerges as the largest economy on earth. This course examines China's environments as created by and mediated through historical, cultural, political, economic and social forces both internal and external to the country. Moving away from prevailing caricatures of a "toxic" China, the course studies Chinese humanistic traditions, which offer rich and deep lessons on how the environment has shaped human activities and vice versa. We examine China's long-lasting intellectual traditions on human/environmental interactions; diversity of environmental practices rooted in its ecological diversity; environmental tensions resulting from rapid regional development and globalization in the contemporary era; and most recently, the social activism and innovation of green technology in China. Ms. Zhou.

Two 75-minute periods.

### **INTL 242 - BRAZIL: SOCIETY, CULTURE, AND ENVIRONMENT IN PORTUGUESE AMERICA**

1 unit(s)

(Same as AFRS 242, GEOG 242, and LALS 242) Brazil, long Latin America's largest and most populous country, has become an industrial and agricultural powerhouse with increasing political-economic clout in global affairs. This course examines Brazil's contemporary evolution in light of the country's historical geography, the distinctive cultural and environmental features of Portuguese America, and the political-economic linkages with the outside world. Specific topics for study include: 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; continuing controversies surrounding the occupation of Amazonia; and long-run prospects for democracy and equitable development in Brazil. Mr. Godfrey.

Not offered in 2015/16.

Two 75-minute periods.

### **INTL 248 - THE HUMAN RIGHTS OF CHILDREN - SELECT ISSUES**

Semester Offered: Fall

1 unit(s)

(Same as EDUC 248) This course focuses on both the theories surrounding, and practices of, children's the human rights of children. It starts from the foundational question of whether children really should be treated as rights-holders and whether this approach is more effective than alternatives for promoting well-being for children that do not treat children as rights holders and adopt a Human Rights approach. Consideration is given to the major conceptual and developmental issues embedded within the framework of human rights in the Universal Declaration of Human Rights and the Convention on the Rights of the Child (CRC). The course covers issues in both the domestic and international arenas, including but not limited to: children's rights in the criminal justice context including life without

parole and the death penalty; children's rights to housing and health care; inequities in the education systems; child labor and efforts to ban it worldwide; initiatives intended to abolish the involvement of children in armed conflict; violence against street children; and the rights of migrant, refugee, homeless, and minority children; and the commodification of children. Country-based case studies are used to ensure that. The course provides students come away with a solid understanding in depth study of the Right to Education, including special issues related to the privatization of current conditions. education and girls' education. The course also explores issues related to the US ratification of the CRC, and offers critical perspectives on the advocacy and education-based work of international children's human rights organizations. Ms. Holland.

### **INTL 249 - NATIONAL MODEL UNITED NATIONS**

Semester Offered: Spring

1 unit(s)

Prepares students to participate in the National Model United Nations in New York City. Students represent a country, research its history, its political, economic and social systems, and its foreign policy. There is also a comprehensive evaluation of the UN system, and the role of states and non-state actors, such as NGOs. Participation in the Model United Nations simulation occurs in the spring. Mr. Reitano.

Prerequisite: permission of the instructor. Application is required early in the fall term.

One 4-hour period.

### **INTL 250 - LANGUAGE AND EARLY/LATE GLOBALIZATIONS**

1 unit(s)

How have early global (colonial) and late global (post- or neo-colonial) states formulated language policies, and to what degree have their subjects conformed to or resisted these attempts? How does language use relate to the notion of belonging to globalized colonial, national, and local domains? This course offers a survey of anthropological, historical, and linguistic approaches to these questions through a consideration of language contact in colonial and neo-colonial situations, a comparison of linguistic policies upheld by empires, nation-states and transnational processes, and the conflict between language policy and local linguistic ideologies. The course addresses case studies from the Americas, Europe, the Middle East, and Asia that cover the range between institutional language reform and individual strategies of accommodation and resistance as they relate to early and contemporary forms of global expansion from the 16th century onwards. Mr. Tavárez.

Not offered in 2015/16.

Two 75 minute periods.

### **INTL 251 - GLOBAL FEMINISM**

Semester Offered: Fall

1 unit(s)

(Same as WMST 251) The course focuses on several different forms of work that women, mostly in Third World countries, do in order to earn their livelihood within the circuits of the contemporary global economy. The types of work we examine include factory work, home-based work, sex work, office work, care work, informal sector work and agricultural labor. We consider how these forms of work both benefit and burden women, and how women's work interacts with gender roles, reinforcing or transforming them. We also consider some of the general aspects of economic globalization and how it affects poor working women; migration within and across national borders, urbanization, the spread of a culture of consumption, and ecological devastation. Ms. Narayan.

Two 75-minute periods.

### **INTL 252 - CITIES OF THE GLOBAL SOUTH: URBANIZATION AND SOCIAL CHANGE IN THE DEVELOPING WORLD**

Semester Offered: Spring

1 unit(s)

(Same as GEOG 252 and URBS 252) The largest and fastest wave of urbanization in human history is now underway in the Global South—the developing countries of Africa, Asia, Latin America, and the Middle East. Most of the world's urban population already resides here, where mega-cities now reach massive proportions. Despite widespread economic dynamism, high rates of urbanization and deprivation often coincide, so many of the 21st century's greatest challenges will arise in the Global South. This course examines postcolonial urbanism, global-city and ordinary-city theories, informal settlements and slums, social and environmental justice, and urban design, planning, and governance. We study scholarly, journalistic, and film depictions of Mexico City and Rio de Janeiro in Latin America; Algiers and Lagos in Africa; Cairo and Istanbul in the Middle East; and Beijing and Mumbai in Asia. Mr. Godfrey.

Prerequisite: a previous Geography or Urban Studies course.

Two 75-minute periods.

### **INTL 255 - GLOBAL POLITICAL ECONOMY**

1 unit(s)

(Same as LALS 255) This course explores competing visions of economic globalization, and uses these distinct frameworks to analyze the meaning, causes, extent, and consequences of globalization, with a particular focus on the relationships among global, national and local economic phenomena. What do we mean by globalization? What are the effects of globalization on growth, inequality, and the environment? How might international economic policy and the particular form(s) of globalization that it promotes help to explain the pace and form of urbanization? Who benefits from globalization, and who might be hurt? Why do economists and others disagree about the answers to these and related questions? This course explores some of the ways that interdisciplinary analysis might enrich our understanding of economic globalization. Mr. Koechlin.

Not offered in 2015/16.

Two 75-minute periods.

### **INTL 256 - RACE, ETHNICITY AND NATIONALISM**

1 unit(s)

(Same as AFRS 256 and POLI 256) Conflicts over racial, ethnic and/or national identity continue to dominate headlines in diverse corners of the world. Whether referring to ethnic violence in Bosnia or Sri Lanka, racialized political tensions in Sudan and Fiji, the treatment of Roma (Gypsies) and Muslims in Europe, or the charged debates about immigration policy in the United States, cultural identities remain at the center of politics globally. Drawing upon multiple theoretical approaches, this course explores the related concepts of race, ethnicity and nationalism from a comparative perspective using case studies drawn from around the world and across different time periods. Mr. Mampilly.

Not offered in 2015/16.

Two 75-minute periods.

### **INTL 260 - INTERNATIONAL RELATIONS OF THE THIRD WORLD: BANDUNG TO 9/11**

Semester Offered: Fall

1 unit(s)

(Same as AFRS 260 and POLI 260) Whether referred to as the "Third World," or other variants such as the "Global South," the "Developing World," the "G-77," the "Non-Aligned Movement," or the "Post-Colonial World," a certain unity has long been assumed for

the multitude of countries ranging from Central and South America, across Africa to much of Asia. Is it valid to speak of a Third World? What were/are the connections between countries of the Third World? What were/are the high and low points of Third World solidarity? And what is the relationship between the First and Third Worlds? Drawing on academic and journalistic writings, personal narratives, music, and film, this course explores the concept of the Third World from economic, political and cultural perspectives. Beginning at the dawn of the 20th century with the rise of anti-colonial movements, we examine the trajectory of the Third World in global political debates through the end of the Cold War and the start of the War on Terror. Mr. Mampilly.

Two 75-minute periods.

### **INTL 261 - "THE NUCLEAR CAGE": ENVIRONMENTAL THEORY AND NUCLEAR POWER**

Semester Offered: Spring

1 unit(s)

(Same as ENST 261 and SOCI 261) The central aim of this course is to explore debates about the interaction between beings, including humans, animals, plants, and the earth within the context of advanced capitalism by concentrating on the production, distribution, consumption, and disposal of nuclear power. The first question concerning the class is how does Environmental Theory approach nuclear power and its impact on the environment. The second question deals with how this construction interacts with other forms of debate regarding nuclear power, especially concentrating on the relation between science, market and the state in dealing with nature, and how citizens formulate and articulate their understanding of nuclear power through social movements. Ms. Batur.

### **INTL 266 - POPULATION, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**

Semester Offered: Fall

1 unit(s)

(Same as GEOG 266) Concerns about human population are integral to debates about matters of political stability, socio-economic equity, ecological sustainability, and human wellbeing. This course engages these debates via an examination of environmental change, power and inequality, and technology and development. Case studies include: water supplies, fishing and agriculture and the production of foodstuffs. Being a geography course, it highlights human-nature relations, spatial distribution and difference, and the dynamic connections between places and regions. Mr. Nevins.

Two 75-minute periods.

### **INTL 270 - DIASPORAS**

Semester Offered: Fall

1 unit(s)

(Same as JWST 270 and POLI 270) Topic for 2015/16a: *Borderline Jews*. Latin American postcolonial theorist Walter D. Mignolo tells of delivering a lecture in Tunis on colonialism, only to encounter a fundamental misunderstanding. He thought he was talking about the fifteenth and sixteenth centuries in the Americas, but when his Tunisian colleagues heard the word "colonial," they thought instead of nineteenth- and twentieth-century impositions and resistances in North Africa. Mignolo's remarks both did and didn't fit. But the step from misrecognition to lively discussion is the work of hermeneutics, which is the basis of this course, too. We take our point of departure from Mignolo's conception of "border gnosis" or "border thinking," but we overhear his word "border" with a Jewish difference. Jews have sometimes created geo-political borders in Mignolo's sense, but more often have found themselves on both sides of any border (e.g., Europe and its boundaries) as internal Others within larger host communities, and also along fractures within Jewish communities themselves. This

study in political theory proceeds toward an understanding of what we will call "borderline Jews" by attending carefully to stories told from, in relation to, and across those many and varied borders. Texts (all either written in English or in English translation) include theoretical and autobiographical writings, poetry, traditional tales and modern fiction. Mr. Bush and Mr. Davison.

Two 75-minute periods.

### **INTL 275 - INTERNATIONAL AND COMPARATIVE EDUCATION**

Semester Offered: Fall

1 unit(s)

(Same as ASIA 275 and EDUC 275) 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 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: EDUC 235 or permission of the instructor.

Two 75-minute periods.

### **INTL 276 - ECONOMIC GEOGRAPHY: SPACES OF GLOBAL CAPITALISM**

Semester Offered: Spring

1 unit(s)

(Same as GEOG 276) This course analyzes the shifting economic landscape of globalization. It covers classic location theories in economic geography, but also the recent trends of industrial reorganization in agriculture, manufacturing and services. Two areas of focus in this course are the globalization of the world economy and regional development under the first and third world contexts. We analyze the emergence of the global capitalist system, the commodification of nature, the transformation of agriculture, the global spread of manufacturing and the rise of flexible production systems, and restructuring of transnational corporations and its regional impacts. TBA.

Two 75-minute periods.

### **INTL 278 - EDUCATION FOR PEACE, JUSTICE AND HUMAN RIGHTS**

1 unit(s)

(Same as EDUC 278) The aim of this course is to introduce students to the field of peace education and provide an overview of the history, central concepts, scholarship, and practices within the field. The overarching questions explored are: What does it mean to educate for peace, justice and human rights? What and where are the possibilities and the barriers? How do identity, representation and context influence the ways in which these constructs are conceptualized and defined and what are the implications of these definitions? How can we move towards an authentic culture of peace, justice, and human rights in a pluralistic world? In order to address these questions, we survey the human and social dimensions of peace education, including its philosophical foundations, the role of gender, race, religion and ethnicity in peace and human rights education, and the function and influence of both formal and non-formal schooling on a culture of peace and justice. Significant time is spent on profiling key thinkers, theories, and movements in the field, with a particular focus on case-studies of peace education in practice nationally and worldwide. We examine these case studies with a critical eye, exploring how power operates and circulates in these contexts and consider ways in which to address larger structural inequities and micro-asymmetries. Since peace education is not only about the content of education, but also the process, the course endeavors to model peace pedagogy

by promoting inquiry, collaboration and dialogue and give students the opportunity to practice these skills through presentations on the course readings and topics. Ms. Hantzopoulos.

Prerequisites: EDUC 162 or EDUC 235.

Not offered in 2015/16.

Two 75-minute periods.

### **INTL 280 - SPACES OF EXCEPTION: MIGRATION, ASYLUM-SEEKING, AND STATELESSNESS TODAY**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 280, PHIL 280, and POLI 280) The totalitarian disregard for human life and the treatment of human beings as superfluous entities began, for Hannah Arendt, in imperial projects and was extended to spaces where entire populations were rendered stateless and denied the right to have rights. In this course, we are going to start from Arendt's seminal analysis of statelessness and her concept of the right to have rights to study aspects of today's "migratory condition." This is a peculiar condition by which inclusion in the political community is possible only by mechanisms of exclusion or intensified precarity. Mapping these mechanisms of identification through exclusion, abandonment, and dispossession will reveal that, like the stateless person, the contemporary migrant is increasingly being included in the political community only under the banner of illegality and/or criminality, unreturnability, suspension, detention, and externalization. This fact pushes millions of people to exist in "islands of exception," camps and camp-cities on the shores of Malta, Cyprus, or Lampedusa in the Mediterranean, Manus/ Nauru in the Pacific, and Guantanamo in the Americas. Through a critical engagement with the migrant condition, this course examines a range of biopolitical practices, extra-territorial formations, and technologies of encampment (externalization, dispersion, biometric virtualization). The engagement with the physical and metaphysical conditions of these 'spaces of exception' where migrants land, are detained, measured, and sometimes drown, calls attention to lives at the outskirts of political legibility while interrogating the regimes of legibility through which migrant lives are apprehended. Besides Arendt, we will discuss novels and texts by Giorgio Agamben, Judith Butler, Zadie Smith, Eyal Weizman, Emmanuel Levinas, Achille Mbembe, Michel Foucault, Suvendrini Perera, V.Y. Mudimbe, Jacques Derrida, and Julia Kristeva. Ms. Borradori and Mr. Opondo.

Prerequisite: permission of the instructor.

Two 75-minute periods.

### **INTL 284 - CHILDREN'S RIGHTS**

Semester Offered: Fall

1 unit(s)

(Same as EDUC 284) This course focuses on both the theories surrounding, and practices of, children's rights. It starts from the foundational question of whether children really should be treated as rights-holders and whether this approach is more effective than alternatives for promoting well-being for children that do not treat children as rights holders and adopt a Human Rights approach. Consideration is given to the major conceptual and developmental issues embedded within the framework of rights in the Convention on the Rights of the Child (CRC). The course covers issues in both the domestic and international arenas, including but not limited to: children's rights in the criminal justice context including life without parole and the death penalty; children's rights to housing and health care; inequities in the education systems; child labor and efforts to ban it worldwide; initiatives intended to abolish the involvement of children in armed conflict; street children; the rights of migrant, refugee, homeless, and minority children; and the commodification of children. Country-based case studies are used to ensure that students come away with a solid understanding of current conditions. The course also explores issues related to the US ratification of the CRC, and offer critical

perspectives on the advocacy and education-based work of international children's rights organizations. Ms. Holland.

Two 75-minute periods.

### **INTL 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

### **INTL 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## **III. ADVANCED**

### **INTL 300 - SENIOR THESIS**

Semester Offered: Fall or Spring

1 unit(s)

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 INTL 301-INTL 302.

### **INTL 301 - SENIOR THESIS**

Semester Offered: Fall

0.5 unit(s)

A 1-unit thesis written in two semesters.

Yearlong course 301-INTL 302.

### **INTL 302 - SENIOR THESIS**

Semester Offered: Spring

0.5 unit(s)

A 1-unit thesis written in two semesters.

Yearlong course INTL 301-302.

### **INTL 305 - SENIOR SEMINAR**

Semester Offered: Fall

1 unit(s)

An examination of selected global topics in a multidisciplinary framework. Topics vary from year to year. Mr. Koechlin.

### **INTL 363 - NATIONS, GLOBALIZATION, AND POST-COLONIALITY**

1 unit(s)

(Same as ANTH 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 2015/16.

### **INTL 365 - CIVIL WARS AND REBEL MOVEMENTS**

Semester Offered: Spring

1 unit(s)

(Same as POLI 365) Since World War II, civil wars have vastly outnumbered interstate wars, and have killed, conservatively, five times as many people as interstate wars. This seminar explores contemporary civil wars from a variety of different angles and approaches drawn primarily from political science, but also other disciplines. In addition, we consider personal accounts, journalistic coverage, and fictional accounts that seek to illustrate the reality of contemporary warfare.

The course is divided into several thematic sections, each of which emphasizes the transnational nature of contemporary civil wars. Primarily, we explore literature on the organization and behavior of rebel organizations by guerrilla theorists and academics. The course also covers a selection of differing perspectives on the causes and consequences of civil conflicts. Finally, we consider an array of related subjects including female participation in political violence and the response to civil war by the international community. Mr. Mampilly.

Prerequisite: permission of the instructor.  
One 2-hour period.

### **INTL 368 - TOXIC FUTURES: FROM SOCIAL THEORY TO ENVIRONMENTAL THEORY**

Semester Offered: Fall

1 unit(s)

(Same as ENST 368 and SOCI 368) 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.

### **INTL 372 - TOPICS IN HUMAN GEOGRAPHY**

1 unit(s)

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, global migration, and reading globalization.

Not offered in 2015/16.  
One 3-hour period.

### **INTL 382 - TERRORISM**

1 unit(s)

No other issue generates as much discussion and controversy as the contemporary debate over 'terrorism.' But what is this phenomenon? And how should we respond to it? This course examines 'terrorism' with a critical eye, looking at the different ways that the subject is framed by various disciplines and authors. Drawing on political science, anthropological and historical accounts, as well as arguments made by scholars from economics, Women's studies and area studies, we discuss the ways in which terrorism has been presented, debated and analyzed. We also draw from the fictional universe through an examination of films and novels that depict the inner struggles of 'terrorists' and those affected by their actions. Mr. Mampilly.

Not offered in 2015/16.

### **INTL 383 - DISSENT AT THE END OF THE ANTHROPOCENE**

1 unit(s)

(Same as ENST 383 and SOCI 383) Thomas Jefferson famously argued, "Dissent is the highest form of patriotism." The hallmarks of globalization—financial oligarchies, resource depletion, environmental pollution, global climate change, profound inequality—have given us the most convincing evidence to date that the ideals of progress, optimism, and humanism that have grown out of the Enlightenment are not fulfilling their promise. Perhaps these concepts became corrupted, or perhaps this is because these thought-systems have not paid adequate attention to the ethical dimensions of our economic,

geopolitical, and social development, and counter cultural movements. On the other hand, movements of dissent have grown up around these ideals since at least the eighteenth century and some argue that if the Anthropocene, "the age of humankind," is to continue, we will have to fundamentally change our thinking. This course addresses the legacy of progressive "counter-Enlightenment" movements to develop an understanding of their discourse. Ms. Batur.

Not offered in 2015/16.  
One 3-hour period.

### **INTL 384 - TRANSNATIONAL QUEER: GENDERS, SEXUALITIES, IDENTITIES**

1 unit(s)

(Same as CLCS 384 and WMST 384) What does it mean to be Queer? This seminar examines, critiques, and interrogates queer identities and constructions in France and North America. In what ways do diverse cultures engage with discourses on gender and sexuality? Can or should our understanding of queerness change depending on cultural contexts? Through guest lectures and discussion seminars, the course examines a broad range of queer cultural production, from fiction to cinema and performance. Topics include such diverse issues as queer bodies, national citizenship, sexual politics, legal discourse, and aesthetic representation. All lectures, readings, and discussions are in English. Mr. Swamy.

Prerequisites: Freshman Writing Seminar and one 200-level course.

By special permission.  
Not offered in 2015/16.  
One 3-hour period.

### **INTL 385 - WOMEN, CULTURE, AND DEVELOPMENT**

1 unit(s)

(Same as LALS 385, SOCI 385, and WMST 385) This course examines the ongoing debates within development studies about how integration into the global economy is experienced by women around the world. Drawing on gender studies, cultural studies, and global political economy, we explore the multiple ways in which women struggle to secure well-being, challenge injustice, and live meaningful lives. Ms. Carruyo.

Not offered in 2015/16.

### **INTL 386 - CENTRAL ASIA AND THE CAUCASUS: NATION BUILDING AND HUMAN RIGHTS**

1 unit(s)

(Same as HIST 386) The Muslim regions between Russia and China are becoming more populated, prosperous, and connected. The Caspian Sea region is booming with new oil and gas wealth. A wave of democracy movements swept newly independent states but oligarchs and long-term autocratic presidents dominate politics and business. An Islamic revival after the fall of communism has brought a crisis of political Islam, including problems like terrorism, re-veiling campaigns, and bride-kidnappings. Chechnya and the North Caucasus became magnets for violence, while Tatarstan has seen a quiet renaissance of liberal Russian Islam. This cross-listed seminar explores nation building, human rights, and spiritual life in Central Asia and the Caucasus from a historical perspective. Topics include the legacies of Mongol and Tatar power verticals, the impact of communism on Central Asia, the war in Chechnya and its effect on human rights in the region, the history of Kazakhstan's new capital, Astana, and daily life and politics since independence in 1991. Ms. Pohl.

Not offered in 2015/16.  
One 2-hour period.

**INTL 388 - POLICING BORDERS AND  
TRANSNATIONAL SOLIDARITIES**

1 unit(s)

(Same as POLI 388) This seminar offers a range of critical-historical perspectives on contemporary bordering practices, the policing of transnational communities and movements, new regimes of immigration management, and transgressive performances of identity and difference. Among other phenomena, students analyze the development of new, national, transnational, and global regimes of “securitization” as well as proliferating, quotidian practices of border production and control in the context of the “war on terror”; the resurgence of militant, xenophobic nationalisms; the recruitment, gendered racialization, and exploitation of non-citizen workers; and the historical contexts, including imperial and colonial contexts, that continue to shape and animate these practices and developments. Through close readings of testimonies, auto-biographical and ethnographic narratives, films, and other forms of “transpolitical” representation, we seek throughout the course to understand transnational solidarities that unsettle dominant narratives and imagined communities produced and policed by new regimes of border control. Mr. Hoffman.

Prerequisite: permission of the instructor.

One 2-hour period.

**INTL 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

The program faculty.

**Irish/Gaelic Language**

See: Self-Instructional Language Program

**I. INTRODUCTORY****IRSH 105 - INTRODUCTORY IRISH/GAELIC**

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 105-IRSH 106.

**IRSH 106 - INTRODUCTORY IRISH/GAELIC**

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course IRSH 105-106.

**II. INTERMEDIATE****IRSH 210 - INTERMEDIATE IRISH/GAELIC**

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 210-IRSH 211.

**IRSH 211 - INTERMEDIATE IRISH/GAELIC**

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course IRSH 210-211.

**III. ADVANCED****IRSH 310 - ADVANCED IRISH/GAELIC**

Semester Offered: Fall

1 unit(s)

Special Permission.

**IRSH 311 - ADVANCED IRISH/GAELIC**

Semester Offered: Spring

1 unit(s)

Special Permission.

## Italian Department

**Chair:** Roberta Antognini (fall), Rodica Diaconescu Blumenfeld (spring);

**Associate Professors:** Roberta Antognini<sup>a</sup>, Rodica Diaconescu Blumenfeld<sup>b</sup>, Simona Bondavalli, Eugenio L. Giusti;

**Visiting Assistant Professor:** Laura Biagi.

**Advisers:** The department.

Courses are conducted in Italian, except for ITAL 168, ITAL 175, ITAL 177, ITAL 237, ITAL 250, and ITAL 255.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

**Requirements for concentration:** 10 units including ITAL 220, ITAL 222, or equivalent, ITAL 301. (One course, such as ANTH 150, or ITAL 250/ITAL 255, may be counted in the required 10 units.)

**Senior-Year Requirements:** ITAL 301 and 2 units of 300-level courses. Students who wish to be considered for departmental honors must also complete a Senior Project (ITAL 302-ITAL 303).

**Recommendations:** 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 College Consortium in Bologna (ECCO).

**Correlate Sequence in Italian:** Students majoring in other programs may elect a correlate sequence in Italian.

**Requirements:** 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.

### 6 units chosen from the following:

ITAL 205	Intermediate Italian I
ITAL 206	Intermediate Italian II
ITAL 217	Advanced Composition and Oral Expression
ITAL 218	Giorgio Bassani's <i>The Garden of the Finzi-Contini's</i>
ITAL 220	Thirteenth-Sixteenth Century Italian Culture
ITAL 222	Nineteenth and Twentieth Century Italian Culture
ITAL 255	Four Italian Filmmakers (in English)
ITAL 301	Senior Seminar
ITAL 338	Literary Masterpieces: Dante's <i>Divine Comedy</i>
ITAL 342	Giovanni Boccaccio's <i>Decameron: The "Novella" as a Microcosm</i>
ITAL 380	Modernity in Italy
ITAL 385	Three Contemporary Women Writers: Dacia Maraini, Rossana Campo, Laila Wadia
ITAL 389	The Impossible Task of Translating: An Introduction of Literary Translation from Italian to English

## I. INTRODUCTORY

### ITAL 105 - ELEMENTARY ITALIAN

Semester Offered: Fall

1 unit(s)

Introduction to the language and culture of contemporary Italy through short stories and plays, opera and popular music, film and popular culture. This sequence course (105-106) is designed for students who have no prior knowledge of Italian. The course objective is to develop listening, speaking, reading, writing skills through communicative and interactive in-class activities (e.g., games and role-playing) and at-home assignments. Through successful completion of the 105-106 sequence, students will be able to: 1) increase their awareness and understanding of the culture of the Italian-speaking people; 2) conduct meaningful dialogue in Italian, using appropriate vocabulary and grammatical structures; 3) read and understand text selections appropriate to their level; 4) write brief descriptions and

narratives on given topics. Students are encouraged to attend extra-curricular activities organized by the department and by the Italian Majors' Committee, such as opera evenings at the Metropolitan Opera House, the Italian Cinema Club, card nights, cooking classes, and guest lectures by invited scholars. The department.

Electronic versions of required materials are not accepted.

Yearlong course 105-ITAL 106.

Open to all classes; four 50-minute periods; one hour of drill and one hour of aural-oral practice.

### ITAL 106 - ELEMENTARY ITALIAN

Semester Offered: Spring

1 unit(s)

The department.

Electronic versions of required materials are not accepted.

Yearlong course ITAL 105-106.

Open to all classes; four 50-minute periods; one hour of drill and one hour of aural-oral practice.

### ITAL 107 - INTENSIVE ELEMENTARY ITALIAN

Semester Offered: Fall and Spring

2 unit(s)

A single-semester equivalent of ITAL 105-ITAL 106. Ms. Antognini (a), Ms. Bondavalli (b).

Prerequisite: permission of the instructor.

Open to all classes; four 75-minute periods; one hour of drill and one hour of aural-oral practice. Supplementary material from *Andiamo in Italia*, a web-based trip to Italy. Electronic versions of required materials are not accepted.

### ITAL 168 - FOOD CULTURE AND ITALIAN IDENTITY

Semester Offered: Fall

1 unit(s)

How did spaghetti and meatballs become the symbol of Italian cuisine in the United States? Is it true that pasta was not invented in Italy? How did a cookbook contribute to the creation of national identity? Could abolishing *pastasciutta* make Italians more optimistic?

Images of food and dinner tables pervade Italian art and literature, celebrating pleasures or projecting desires, passing on traditions or stirring revolutions. In this course we examine how eating and cooking habits intersect with material and cultural changes in Italy at various times, ranging from the Middle Ages to the present. We investigate how issues of personal, regional, and national identity are shaped and expressed by food habits. Fiction and non-fiction writings, recipes, documentary and fiction film, advertising, and television shows provide the basis for discussion and writing assignments. Ms. Bondavalli.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

May not be counted towards the Italian major.

Two 75-minute periods.

### ITAL 175 - THE ITALIAN RENAISSANCE IN ENGLISH TRANSLATION

Semester Offered: Fall

1 unit(s)

In this course we examine the notion of selfhood as it first appears in the writings of early humanists (XIV century), Renaissance authors (XVI century) and works of contemporary visual artists. Cultural, philosophical, aesthetic, and gender issues are investigated through the reading of literary and theatrical masterpieces and their influence on visual artists like Botticelli, Raphael, and others. We read in English translation excerpts from Petrarch (*Canzoniere and Letters*), Boccaccio (*Decameron*), poems and letters by women humanists

(Isotta Nogarola, Cassandra Fedele, Laura Cereta), Machiavelli (*The Prince*), Castiglione (*The Book of the Courtier*), Gaspara Stampa and Veronica Franco (*Poems*). In order to foster the student's self-awareness and creativity, journaling, experiential practices, and a creative project, based on the course content, are included. Mr. Giusti.

May not be counted towards the Italian major. Satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

### ITAL 177 - ITALY AND THE MODERN SELF

1 unit(s)

In this course we analyze the ways in which the experience of modernity has shaped Italian literature at the beginning of the 20th century. In particular we focus on the crisis of the self and its literary expressions: fragmentation, illness, madness, but also masquerading and performance. Frequently employed as metaphors for the alienated condition of the artist and intellectual in modern society, these ideas contribute to redefine the notion of self in a country increasingly concerned with progress and modernization while still looking to the past in search of a national identity. While the radical changes in material and social structures, gender roles, moral values challenge traditional certainties, artists and intellectuals challenge formal traditions and provide multiple definitions of the modern experience. Readings include works, in English translation, by Luigi Pirandello, Filippo Tommaso Marinetti, Eugenio Montale, Italo Svevo and others. As a Freshman Writing Seminar, the course is designed to help students develop analytical and critical skills, and to practice clear and persuasive writing. Students produce a variety of brief informal writing assignments and formal interpretive essays. Ms. Bondavalli.

May not be counted towards the Italian major.

Satisfies the college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

## II. INTERMEDIATE

### ITAL 205 - INTERMEDIATE ITALIAN I

Semester Offered: Fall and Spring

1 unit(s)

An intermediate language course designed to reinforce and build upon the communication and cultural competencies acquired at the introductory level, while improving reading comprehension, writing and conversational skills. A variety of texts from different genres, both written and audiovisual, provide the context for activities aimed at facilitating grammar review and expansion, vocabulary development, and writing practice. Short stories, essays, poems, newspaper articles, websites, pop songs, videos, and a feature film will provide material for analysis and discussion. The department.

Prerequisite: ITAL 105-ITAL 106, ITAL 107 or permission of the instructor.

Electronic versions of required materials are not accepted.

Two 75-minute periods and one hour of conversation.

### ITAL 206 - INTERMEDIATE ITALIAN II

Semester Offered: Spring

1 unit(s)

An upper-intermediate language and culture course designed to improve reading comprehension and refine oral and written expression. The reading of coming-of-age novel *Io non ho paura (I am not scared)* by Niccolò Ammaniti provides ample opportunities to discuss childhood activities, family life, regional and social differences, popular music, television, comic books, nature and landscape in 1970s Italy. Grammar review is conducted in context, while the novel's conversational style stimulates vocabulary expansion. We also analyze

the film adaptation of the novel and discuss authorial choices in both media. Writing assignments range from analytical to creative, while brief presentations allow students to explore specific aspects of the novel and develop effective oral expression. Ms. Bondavalli.

Prerequisite: ITAL 205 or permission of the instructor.

Electronic versions of required materials are not accepted.

Two 75-minute periods and one hour of conversation.

### ITAL 217 - ADVANCED COMPOSITION AND ORAL EXPRESSION

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: "*Andiamo in Italia*". *An Analysis of Geographical, Cultural and Linguistic Differences*. The course is based on the website "Ritorniamo in Italia" produced by Vassar's Film and Italian Departments. "Ritorniamo" offers extensive geographical, cultural and linguistic information about four Italian cities: Roma, Siena, Venezia, and Bologna. A thorough study of its topics will expand the student's knowledge of Italian language and culture. Excerpts from novels, essays, newspaper articles, websites, films' segments will integrate the DVD's material. During our exploration of the different regions of Italy the student will create his/her own virtual journey, keep a travel log, and regularly report its entries during class conversations. Mr. Giusti.

Prerequisite: ITAL 205, ITAL 206 or permission of the instructor.

Two 75-minute periods.

### ITAL 218 - GIORGIO BASSANI'S THE GARDEN OF THE FINZI-CONTINI'S

1 unit(s)

Giorgio Bassani (1916-2000), novelist, poet, essayist wrote this classic of modern Italian literature in 1962. Through the story of the Finzi-Continis, a wealthy Jewish family from Ferrara,

Bassani recounts an important part of Italian history: Mussolini's Fascist regime with its race laws, persecutions, and deportations. However, this is not simply a historical novel, it is also an autobiographical one, a book of memory, and a love story. The novel's sophisticated structure, its clear and fiercely crafted language, at once high and idiomatic, its evocation of

Ferrara, make this work a wonderful medium for the study of Italian language, history, literature, and culture. Particular attention will be devoted to the development of oral and written skills. Individual and group multi-media projects. Ms. Antognini.

Prerequisite: ITAL 206, ITAL 217 or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### ITAL 220 - THIRTEENTH-SIXTEENTH CENTURY ITALIAN CULTURE

Semester Offered: Spring

1 unit(s)

From the origins of the Italian language to the masterpieces of the Renaissance. The goal of this course is to introduce students to some of the major authors of the first four centuries of Italian literature, their cultural and philosophical background, and the reading of their works in the Italian vernacular. With the use of multi-media supports, and applying a wide range of strategies to experience, comprehend, interpret, and evaluate the texts, we will read brief but significant selections from each author's major works. Among others, we will read: Dante's *Vita Nuova* and *Divine Comedy*, Petrarch's *Canzoniere* (lyric poetry); Boccaccio's *Decameron* (fiction); Ariosto's *Orlando Furioso* (epic poetry); Compiuta Donzella, Stampa, and Franco on gender and literature. Mr. Giusti.

Prerequisite: ITAL 217, ITAL 218 or permission of the instructor.

Two 75-minute periods.



### ITAL 222 - NINETEENTH AND TWENTIETH CENTURY ITALIAN CULTURE

1 unit(s)

The course introduces students to the transformation of Italian society from the second half of the 20th century to the present through its cinematic representation: movements of protest in the Sixties, the political terrorism of the Seventies, the crisis of ideology in the Eighties, the fall of the First Republic and the emergence of Berlusconi in the Nineties, globalized crime and post-ideological forms of social commitment in the new millennium. While previous experience with film studies is not required, the course is designed to train students to approach film critically and become familiar with the basic terms of film analysis in Italian. The viewing and discussion of films will be accompanied by critical readings and regular writing practice. Films by Marco Bellocchio, Nanni Moretti, Matteo Garrone, and Marco Tullio Giordana, among others. The course is conducted in Italian. Films are in Italian with English subtitles. Ms. Bondavalli.

Prerequisite: ITAL 217, ITAL 218 or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### ITAL 237 - THE DIVINE COMEDY: WITH DANTE IN HEAVEN

Semester Offered: Spring

1 unit(s)

The course is an overview of Dante's *Paradise* as a spiritual journey. We read the *Paradise* in the cultural and social context of Dante's life and the city of Florence in the late Middle Ages, with special attention to theological, literary and astrological symbolism. Topics explored include: the relationship between love and knowledge; gender and salvation; spirituality and mortality; chaos and cosmos. Critical responses to the poem from the fourteenth-century to the present, as well as discussion of various art-works inspired by this masterpiece, aid us in our study. The course has a multidisciplinary approach and includes music, movement, videos, creative writing and contemplative practices. Conducted in English. Ms. Biagi.

Open to all classes.

Two 75-minute periods.

### ITAL 250 - ITALIAN CINEMA IN ENGLISH

1 unit(s)

Italian cinema is studied through interdisciplinary analyses of historical, social and political changes in Italy. From Fascism to post-war reconstruction, to neo-capitalism and the troubles of the '68 generation, and finally to the current national crisis of identity, we explore the cinematic power to symbolize as a matter of privilege. Class, gender, race, and the normative State are concepts through which we examine the paradoxes of an increasingly multi-cultural and multi-ethnic nation. Close readings of films explore the genres, ideologies, and filmic techniques of important trends and phases in Italian film: the Neorealism of the 40s, the *auteur* cinema of the 50s, 60s and 70s, the political films of the 80s, and the postmodern satires of current directors. Cinematic interpretive skills are developed through visual and linguistic exercises, group projects, and film-making. Conducted in English. Ms. Blumenfeld.

Open to sophomores, juniors, and seniors. May be counted towards the Italian major.

Not offered in 2015/16.

Two 75-minute periods.

### ITAL 255 - FOUR ITALIAN FILMMAKERS (IN ENGLISH)

1 unit(s)

(Same as FILM 255) Close analysis of the narrative and visual styles of Bernardo Bertolucci, Lina Wertmüller, Gianni Amelio and Nanni Moretti, in the context of post-war Italian cinema and

culture. Theoretical literature on these directors and on approaches to the interpretation of film-such as psychoanalytic film theory, feminist theory, deconstruction, and post-colonial analyses of dominant discourses-aid us in addressing questions of style and of political and social significance. Cinematic interpretive skills are developed through visual and linguistic exercises, group projects, and film-making. Conducted in English. Ms. Blumenfeld.

No prerequisites.

Open to sophomores, juniors, and seniors. May be counted towards the Italian major.

Not offered in 2015/16.

Two 75-minute periods and two film screenings.

### ITAL 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

### ITAL 297 - READING COURSE

0.5 unit(s)

Topic for 297.01: *Topics in Seventeenth Century*.

Topic for 297.02: *Topics in Eighteenth Century*.

Topic for 297.03: *Topics in Nineteenth Century*.

The department.

### ITAL 298 - INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## III. ADVANCED

### ITAL 301 - SENIOR SEMINAR

Semester Offered: Spring

1 unit(s)

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 2015/16b: *The Impossible Task of Translating: An Introduction of Literary Translation from Italian to English*. Whether translation between two languages is at all possible is a question as old as translating itself, but no matter how many answers have been given, the truth of the matter remains that we have always translated and we will continue to do so. Translation studies have flourished in the last few years and literary translation is more and more considered a creative undertaking rather than an unoriginal and quite tedious activity. Given the intrinsic bilingualism of the foreign literature classroom, translation is particularly intertwined with teaching and learning and becomes an integral part of the course. As a result, many students choose to complete their B.A. in Italian with a literary translation. Translating is above all a decision process- careful interpretation and intelligent notation- and as such it requires passion, accuracy, careful attention to details, together with a knowledge and understanding of both the source and the target language and culture. This course aims to give students of Italian some insight into the field -historical and theoretical-as well as a solid grasp of the tools required to be a literary translator. While analyzing different translation strategies and doing practical exercises, such as contrasting and comparing different versions of the same source text, students will devote time to studying not only Italian grammar but also English. By the end of the semester, they will produce a final original translation, accompanied by a "translation diary", a meta-textual description of the problems encountered during their work. Our theoretical background will be Umberto Eco's considerations on translating, both as a writer and as a translator. Ms. Antognini.

Prerequisite: ITAL 220, ITAL 222 or ITAL 218 with permission of the instructor.

Two 75-minute periods.

**ITAL 302 - SENIOR PROJECT**

Semester Offered: Fall

0.5 unit(s)

The course is intended to provide Italian majors, who have chosen to produce a senior project, with a collective and regular learning environment. They will receive systematic guidance from their instructor, and discuss problems they encounter in various stages of their project creation with both the instructor and their peers. The class meets three times a semester for two hours. One hour individual meetings are scheduled bi-weekly. Mr. Giusti.

Prerequisite: one 300-level course.  
Year-long course (302-ITAL 303).

**ITAL 303 - SENIOR PROJECT**

Semester Offered: Spring

0.5 unit(s)

The course is intended to provide Italian majors, who have chosen to produce a senior project, with a collective and regular learning environment. They will receive systematic guidance from their instructor, and discuss problems they encounter in various stages of their project creation with both the instructor and their peers. The class meets three times a semester for two hours. One hour individual meetings are scheduled bi-weekly. Mr. Giusti.

Prerequisite: one 300-level course.  
Year-long course (ITAL 302-303).

**ITAL 320 - THE LANGUAGE OF DESIRE AND THE MODERN SELF**

Semester Offered: Fall

1 unit(s)

The course explores ways in which early writers in the Italian vernacular developed the modern concept of selfhood and articulated it through the language of desire. We investigate intimate expressions of both spiritual and physical longing, and analyze how the affirmation of one's desire requires striking a balance with, or even bending, social norms of gender, ethics, spirituality, and class. We read texts and selections from, among others, San Francis of Assisi, Dante, Petrarca, Boccaccio, Isotta Nogarola, Castiglione, Gaspara Stampa, Veronica Franco e Michelangelo. Mr. Giusti.

Prerequisites: ITAL 220, 222, or 218 with permission of the instructor.

One 3-hour period.

**ITAL 338 - LITERARY MASTERPIECES: DANTE'S DIVINE COMEDY**

1 unit(s)

A close reading of the entire *Comedy* in its historical, philosophical, theological, and literary contexts. Designed for Italian majors in their senior year. Conducted in Italian.

Prerequisite: ITAL 220, ITAL 222 or ITAL 218 with permission of the instructor.

Not offered in 2015/16.

**ITAL 342 - GIOVANNI BOCCACCIO'S DECAMERON: THE "NOVELLA" AS A MICROCOSM**

Semester Offered: Spring

1 unit(s)

A reading of the one hundred tales with specific emphasis on social, cultural and gender issues of the later Middle Ages, as represented in the novella genre. Particular attention is devoted to the *Decameron's* frame as a connective tissue for the one hundred tales and a space for gender debate and social re-creation. Reference is made to some of the *Decameron's* subtexts (Apuleius' *The Golden Ass*, the Novellino,

the French Fabliaux, and Courtly Literature). Critical interpretations are analyzed after the reading of the entire masterpiece. Issues related to textual censorship, and contemporary re-writings through different media are addressed. Mr. Giusti.

Prerequisite: ITAL 220, ITAL 222 or ITAL 218 with permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

**ITAL 375 - FICTIONS OF YOUTH: YOUTH CULTURE IN TWENTIETH-CENTURY ITALIAN LITERATURE**

Semester Offered: Spring

1 unit(s)

The course examines the relationship between youth and literature in post-WWII Italy from a double perspective: adolescents as a literary subject, as protagonists of fiction and non-fiction, and as authors. Various associated with innocence and vitality, innovation and peril, self-creation and anti-authoritarianism, youth long embodied individual and social ideals and fears in literature. In the twentieth century, it also increasingly suggested uncertainty and incompleteness. As adolescence acquired importance in both the historical landscape and collective imagination, its symbolic connotations became progressively unstable. When young people wrote about themselves and their peers, first-hand experience mixed with inherited notions in unexpected ways. Using the *Bildungsroman* as a narrative model for the representation of youth in modern fiction, we study the different ways in which European and American coming-of-age novels influence modern Italian literature. The significance of youth in post-Fascist Italy, the construction of a generational identity through media and popular culture, and the creation of a new literary language for the expression of youth are some of the topics we address. Readings by Pasolini, Moravia, Tondelli, Brizzi, Santacroce, and others. Ms. Bondavalli.

Prerequisites: ITAL 220, 222, 218 or permission of the instructor.  
One 2-hour period.

**ITAL 380 - MODERNITY IN ITALY**

1 unit(s)

This course explores different manifestations of modernity in Italian literature and culture in the early twentieth century. We will consider both objective and subjective transformations, focusing on the impact of urban life, war, Fascism, and technological modernization on literary creation and its aesthetic and social function. How do Italian writers of the early 20th century relate to modernity and define it? How are the ideas of progress, tradition, and avant-garde defined, expressed and questioned? How does the affirmation of mass culture affect the perceived role of poets? How do artists and intellectuals redefine their role in relation to bourgeois materialism, war propaganda, censorship, or spectacular politics? These are some of the questions that will inform textual analysis, class discussion and students' writing. In studying specifically Italian modernism, we also investigate how its origins at the peripheries of the nation shape its relation to Italian history and literary tradition. The texts examined include poetry, narrative, theory, and programmatic writings by such authors as Filippo Tommaso Marinetti, Guido Gozzano, Aldo Palazzeschi, Luigi Pirandello, Italo Svevo, Eugenio Montale among others. Ms. Bondavalli.

Prerequisite: ITAL 220, ITAL 222 or ITAL 218 with permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

**ITAL 381 - GENDER EFFECTS: WOMEN IN ITALIAN CINEMA**

1 unit(s)

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 Pier Paolo Pasolini's *Mamma Roma*, Federico Fellini's *City of Women*, Lina Wertmüller's *Love and Anarchy*, Bernardo Bertolucci's *Besieged*, Pappi Corsicato's *Libera*. Readings of pertinent works from feminist film theory in English and Italian. Ms. Blumenfeld.

Prerequisite: ITAL 220, ITAL 222 or ITAL 218 with the permission of the instructor.

Not offered in 2015/16.

### ITAL 384 - FOLK CULTURE

1 unit(s)

When Italy became a kingdom in 1861, the question of a "national language" came to the forefront: What should standard Italian be? As language defines the identity of the speaker, another related question began to rise: What does it mean to be Italian? Throughout the 20th century the choice between the use of standard Italian and the various regional dialects became a socio-political choice. The aim of this class is to select specific case studies to look at: the construction of an "Italian identity;" how dialects have survived the unification of standard Italian; the use of folk tales and folk songs to maintain a people's memory, rituals, and local tradition; the artistic folk revival movements of the 1960s and the 1990s; the use of dialects in cinema, music and theatre. Ms. Biagi.

Prerequisite: Italian 220, 222, or Italian 217 and 218 with permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### ITAL 385 - THREE CONTEMPORARY WOMEN WRITERS: DACIA MARAINI, ROSSANA CAMPO, LAILA WADIA

1 unit(s)

This course explores new literary styles that reflect the new freedoms of contemporary Italian women and women writers. We study the texts of these writers from the 1970s to 1990s, from the early days of feminist activism, to recent transformations in literature and politics, asking whether postmodernism leads to the de-ideologization of feminism. Ms. Blumenfeld.

Prerequisite: ITAL 220, ITAL 222 or ITAL 218 with permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### ITAL 389 - THE IMPOSSIBLE TASK OF TRANSLATING: AN INTRODUCTION OF LITERARY TRANSLATION FROM ITALIAN TO ENGLISH

1 unit(s)

Whether translation between two languages is at all possible is a question as old as translating itself, but no matter how many answers have been given, the truth of the matter remains that we have always translated and we will continue to do so. Translation studies have flourished in the last few years and literary translation is more and more considered a creative undertaking rather than an unoriginal and quite tedious activity. Given the intrinsic bilingualism of the foreign literature classroom, translation is particularly intertwined with teaching and learning and becomes an integral part of the course. As a result, many students choose to complete their B.A. in Italian with a literary translation. Translating is above all a decision process— careful interpretation and intelligent notation— and as such it requires passion, accuracy, careful attention to details, together with a knowledge and understanding of both the source and the target language and culture. This course aims to give students of Italian some insight into the field—historical and theoretical—as well as a solid grasp of the tools

required to be a literary translator. While analyzing different translation strategies and doing practical exercises, such as contrasting and comparing different versions of the same source text, students will devote time to studying not only Italian grammar but also English. By the end of the semester, they will produce a final original translation, accompanied by a "translation diary", a metatextual description of the problems encountered during their work. Our theoretical background will be Umberto Eco's considerations on translating, both as a writer and as a translator. Ms. Antognini.

Prerequisite: ITAL 220, ITAL 222 or ITAL 218 with permission of the instructor.

Offered in 2015/16 as ITAL 301.

Two 75-minute periods.

### ITAL 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## Jewish Studies

**See:** Jewish Studies Program

**Director:** Peter Antelyes;

**Steering Committee:** Peter Antelyes (English), Andrew K. Bush (Hispanic Studies), Rachel D. Friedman (Greek and Roman Studies), Judith L. Goldstein (Anthropology), Dorothy Kim (English), Lynn R. LiDonnici (Religion), Jannay Morrow (Psychology), Jill S. Schneiderman (Earth Science and Geography), Elliott Schreiber (German Studies), Joshua Schreier (History), Agnes Veto (Religion), Debra Zeifman (Psychology);

**Participating Faculty:** Peter Antelyes (English), Andrew K. Bush (Hispanic Studies), Rachel D. Friedman (Greek and Roman Studies), Judith L. Goldstein (Anthropology), Dorothy Kim (English), Lynn R. LiDonnici (Religion), Jannay Morrow (Psychology), Jill S. Schneiderman (Earth Science and Geography), Elliott Schreiber (German Studies), Joshua Schreier (History), Agnes Veto (Religion), Debra Zeifman (Psychology).

<sup>b</sup> On leave 2015/16, second semester

Jewish Studies is a multidisciplinary approach to the diversity of Jewish experience. This approach involves studying the creation and reproduction of Jewish culture in multi-ethnic societies in the ancient, medieval, modern, and contemporary world as well as such subjects as languages and translations, texts and images, diaspora and Zionism, law and religion, and the cultural construction of Jewish identities.

**Requirements for concentration:** 12 units, including: 1) JWST 201; 2) 2 units of college-level Hebrew or Yiddish or its equivalent; 3) two additional courses at the 300-level drawn from either Jewish Studies offerings or the list of Approved Courses; 4) six remaining units drawn from Jewish Studies offerings and Approved Courses.

Students are encouraged to explore complementary courses in a variety of disciplines. After consulting with the director, students choosing a concentration are encouraged to explore language, literature, texts, religious traditions, history, society, and culture.

Jewish Studies strongly recommends that students pursue a Junior Year Abroad experience whenever possible. Many different options exist, and students are encouraged to begin discussions about this with the Program director and their professors as soon as declaration of concentration is made. No more than 3 units per semester from study away can be counted toward the concentration.

After declaring a concentration, no required courses may be elected NRO.

No more than 4 units of Hebrew, Yiddish or other study in Jewish languages may be applied toward the concentration. HEBR 305 may be counted as one of the three 300-level courses required of majors.

**Senior-Year Requirements:** The Senior Thesis or Project (JWST 300) is optional, but must be elected by students to be considered for Honors in the Program. If elected, the thesis is taken in addition to the three 300 level courses required. The thesis or project should reflect the multidisciplinary orientation of the Program. It will be graded Distinction, Satisfactory, or Unsatisfactory.

**Correlate Sequence in Jewish Studies:** 6 units, including JWST 201, one 300-level course, and four other courses, only one of which can be a field work credit (JWST 290). Students electing the correlate sequence are encouraged but not required to take two units of college-level Hebrew or Yiddish or the equivalent. HEBR 305 may be counted as one of the 300-level courses required for the correlate sequence. After consulting with the director, students should choose a correlate sequence program that complements concentration requirements. No more than 2 units from study abroad can be counted toward the correlate sequence.

## APPROVED COURSES

AMST 275	Race and Ethnicity in America
ENGL 326	Challenging Ethnicity
HEBR 105	Elementary Hebrew
HEBR 106	Elementary Hebrew
HEBR 205	Intermediate Hebrew I
HEBR 298	Independent Work
HEBR 305	Advanced Readings in Hebrew: Genres and Themes
HIST 214	The Roots of the Palestine-Israel Conflict
HIST 231	France and its "Others"
HIST 237	Germany, 1918-1990
HIST 337	The Rise and Fall of Nazi Germany
HIST 369	Social Citizenship in an Urban Age
RELI 150	Jews, Christians, and Muslims
RELI 266	Religion in America

## I. INTRODUCTORY

### JWST 101 - POLITICS, LAW, STORY

1 unit(s)

The course examines the political dimensions of Jewish thought, approaching questions of power and powerlessness through the concept of authority. Drawing on classical Jewish understandings of law and story, this multidisciplinary study takes up a wide range of texts, from Biblical narratives and classical rabbinics, to the modern novel and contemporary critical theory. Mr. Bush.

Not offered in 2015/16.

Two 75-minute periods.

### JWST 110 - LATIN AMERICAN AND SPANISH LITERACY AND CULTURAL TOPICS

Semester Offered: Spring

1 unit(s)

(Same as HISP 110) Topic for 2015/16b: *Sephardim*. This course surveys the cultures of the Sephardim, that is the Jews of the Iberian Peninsular and their heirs, across several centuries and several lands. Study begins with both the medieval Christian, and especially Muslim kingdoms of what is now Spain, continues through the long century of forced conversion culminating in the expulsion of 1492, and follows the exiles from Iberia to two centers of Sephardic culture in early modern Italy and Amsterdam. There is also an epilogue, turning further east and to more recent times, considering Sephardic Jews of the Ottoman Empire in the nineteenth and twentieth centuries. Thus, the course is organized and contextualized historically, but the primary materials, principle methodologies and theoretical constructs are drawn rather from literary and religious studies and philosophy. Mr. Bush.

Two 75-minute periods.

### JWST 120 - GOD

1 unit(s)

(Same as RELI 120) 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 metaphor, 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 about how he has been understood and misunderstood. Through analysis of primary materials (Biblical, Ugaritic, Canaanite, Mesopotamian, and Greek) we explore the origin and development of this complicated figure in Biblical literature. Ms. LiDonnici.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

**JWST 150 - JEWS, CHRISTIANS, AND MUSLIMS**

Semester Offered: Fall and Spring

1 unit(s)

(Same as RELI 150) 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 among the three religions. Mr. Epstein and Ms. LiDonnici.

Two 75-minute periods.

**II. INTERMEDIATE****JWST 201 - JEWISH TEXTUALITY: SPACE AND PLACE**

Semester Offered: Fall

1 unit(s)

This course addresses characteristic forms of Jewish texts and related theoretical issues concerning transmission and interpretation. On the one hand, canonical texts—Bible, Midrash, Talmud—will be considered, including some modern (and postmodern) reactivations of these classical modes. On the other hand, special attention will be given to modern problems of transmission in a post-canonical world. Mr. Bush.

Prerequisites: JWST 101 or by permission.

**JWST 205 - TOPICS IN SOCIAL PSYCHOLOGY**

1 unit(s)

**JWST 214 - THE ROOTS OF THE PALESTINE-ISRAEL CONFLICT**

Semester Offered: Spring

1 unit(s)

(Same as HIST 214) 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.

**JWST 216 - ISRAELI MEDIA**

Semester Offered: Fall

1 unit(s)

(Same as RELI 216) This course provides students with an in-depth understanding of current political, social and religious developments in Israel by reading and analyzing Israeli media including newspapers, web sites, blogs, TV clips and more. During the first part of the course students learn the development of the Israeli media from the birth of Israel until today as well as the connection between different newspapers to different political parties and religious sectors and the role they play in contemporary political and social debates. Through the study of historical texts and current media, students gain an understanding of Israel's complex multi-party political system, key political actors, the economic structure and the differences between the religious and political sectors in Israeli society. Mr. Yoked.

Two 75-minute periods.

**JWST 217 - FILM, FICTION AND THE CONSTRUCTION OF IDENTITY — ISRAELI AND PALESTINIAN VOICES**

1 unit(s)

(Same as HEBR 217 and RELI 217) This course explores the emergence and consolidation of collective identities in modern Israel and

Palestine. Through a close examination of Israeli and Palestinian literary texts in translation and select movies students are introduced to an array of competing and complementing narratives that Israelis and Palestinians have relied on to understand themselves and their relationship to the other. Special attention is given to issues related to class, gender, ethnicity, religion and ideology.

Not offered in 2015/16.

**JWST 220 - TEXTS AND TRADITIONS**

1 unit(s)

Not offered in 2015/16.

**JWST 221 - VOICES FROM MODERN ISRAEL**

1 unit(s)

(Same as HEBR 221 and RELI 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 Mizrahim to investigate such topics as memory, identity, alienation, community, exile. Authors may include Yizhar, Yehoshua, Oz, Grossman, Kanafani, Almog, Katzir, Liebrecht, Ravikovitch, Zeldi, Zach, Amichai, Darwish and el-Kassim.

Not offered in 2015/16.

**JWST 222 - PSYCHOLOGICAL PERSPECTIVES ON THE HOLOCAUST**

1 unit(s)

(Same as PSYC 222) 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: PSYC 105 or PSYC 106.

Not offered in 2015/16.

**JWST 240 - THE WORLD OF THE RABBIS**

1 unit(s)

(Same as RELI 240)

Prerequisites: JWST 101, JWST 201, RELI 150, or permission of the instructor.

Not offered in 2015/16.

**JWST 255 - WESTERN MYSTICAL TRADITIONS**

Semester Offered: Spring

1 unit(s)

(Same as RELI 255) 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.

Topic for 2015/16b: *Kabbalah*. A survey of the historical and phenomenological development of the theoretical/theosophical and practical/magical dimensions of the Jewish mystical tradition from its biblical origins to postmodernity. Mr. Epstein.

Two 75-minute periods.

**JWST 270 - DIASPORAS**

Semester Offered: Fall

1 unit(s)

(Same as INTL 270 and POLI 270) Topic for 2015/16a: *Borderline Jews*. Latin American postcolonial theorist Walter Mignolo tells of delivering a lecture in Tunis on colonialism, only to encounter

a fundamental misunderstanding. He thought he was talking about the fifteenth and sixteenth centuries in the Americas, but when his Tunisian colleagues heard the word “colonial,” they thought instead of nineteenth- and twentieth-century impositions and resistances in North Africa. Mignolo’s remarks both did and didn’t fit. But the step from misrecognition to lively discussion is the work of hermeneutics, which is the basis of this course, too. We take our point of departure from Mignolo’s conception of “border gnosis” or “border thinking,” but we overhear his word “border” with a Jewish difference. Jews have sometimes created geo-political borders in Mignolo’s sense, but more often have found themselves on both sides of any border (e.g., Europe and its boundaries) as internal Others within larger host communities, and also along fractures within Jewish communities themselves. This study in political theory proceeds toward an understanding of what we will call “borderline Jews” by attending carefully to stories told from, in relation to, and across those many and varied borders. Texts (all either written in English or in English translation) include theoretical and autobiographical writings, poetry, traditional tales and modern fiction. Mr. Bush and Mr. Davison.

Two 75-minute periods.

### **JWST 280 - RE-PRESENTING THE HOLOCAUST: RELIGION, MEDIA, LITERATURE, AND THE ARTS**

Semester Offered: Fall

1 unit(s)

(Same as MEDS 280 and RELI 280) This course will examine contemporary re-considerations and representations of the Holocaust. What, exactly, was it as an historical and political event? What are its moral, philosophical, theological and religious implications? How has it been represented via various religious, artistic, political and social mediations? Theoretical and philosophical approaches will comprise selections from the work of James Young, Dominick LaCapra, Marianne Hirsch and Sidra Ezrahi. We will also consider artistic representations in films, literature and graphic novels from the work of Primo Levi, Aaron Appelfeld, and Claude Lanzmann to Art Spiegelman’s *Maus* and Spielberg’s *Schindler’s List*. Some central religious and theological issues under consideration will be those of representation, authenticity, appropriateness and uniqueness, the role of memory and post-memory, the problems and limits of language, questions of trauma, and the development of post-Holocaust identities. Ms. Veto.

Two 75-minute periods.

### **JWST 282 - WALKING WITH GOD: MYSTICAL APPROACHES IN GENESIS**

Semester Offered: Fall

0.5 unit(s)

(Same as RELI 282) The biblical book of Genesis is the font and origin of so many ideas and scenarios that are intrinsic to culture, from theodicy (wondering why bad things occur in the world) to sibling rivalry, from the gender binary to the concepts of the Self and the Other. The stories are too important to be ignored, too bizarre to be taken literally, and too inconsistent to be explained with any coherent logic. Into the breach step the mystics-Jewish, Christian and Muslim-interpreting and reinterpreting these primal texts, turning and turning them until they become mirrors of the soul, of society and of the very inner life, so to speak, of Divinity. Mr. Epstein.

Second six-week course.

### **JWST 283 - QUEERING JUDAISM: CONTEMPORARY ISSUES**

Semester Offered: Fall

1 unit(s)

(Same as RELI 283) Jews in postmodernity encounter myriad challenges to traditional religious structures in the areas of sex and gender, family life, social life and political power - to name just a few. We will

explore how these challenges were dealt with by a variety of strata of contemporary Jewish society in Europe, Israel and America, charting the various negotiations between religious observances and openness to changing social values among a variety of Jewish groups. Ms. Veto.

Two 75-minute periods.

### **JWST 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

### **JWST 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## **III. ADVANCED**

### **JWST 300 - SENIOR THESIS OR PROJECT**

Semester Offered: Fall or Spring

1 unit(s)

Optional for students concentrating in the program. Must be elected for student to be considered for Honors in the program.

Permission required.

### **JWST 315 - JEWS, JEWISH IDENTITY, AND THE ARTS**

Semester Offered: Fall

1 unit(s)

This course is an exploration of the American Jewish literary imagination from historical, topical, and theoretical perspectives. Among the genres we cover are novels (such as Henry Roth’s *Call it Sleep* and Dara Horn’s *A Guide for the Perplexed*), plays (Sholem Asch’s *God of Vengeance*), stories (by Isaac Bashevis Singer, Bernard Malamud, Philip Roth, Grace Paley, Melanie Kaye-Kantrowitz, and others), poems (by Celia Dropkin, Moyshe-Leyb Halpern, Irena Klepfisz, and others), essays (Adrienne Rich’s *Split at the Root*), comics and graphic novels (*Superman*, Vanessa Davis’s *Make Me a Woman*), and films (*The Plot Against Harry*). Topics include the lineages of Talmudic hermeneutics and Midrash, the development of Yiddish American modernism, Jewish feminisms, the (anti)conventions of queer Jewish literatures and the intersections of Jewishness and queerness, the possibilities and limitations of a diaspora poetics, and contemporary representations of the Holocaust. Mr. Antelyes.

Two 75-minute periods.

### **JWST 340 - WOMEN IN THE CLASSICAL JEWISH TRADITION**

1 unit(s)

Not offered in 2015/16.

### **JWST 346 - STUDIES IN JEWISH THOUGHT AND HISTORY**

Semester Offered: Spring

1 unit(s)

Advanced study in selected aspects of Jewish thought and history.

May be taken more than once for credit when the content changes.

Topic for 2015/16b: *Jews & Art*. (Same as RELI 346) This course investigates the ways in which Jews have used visual culture to express religious ideas and address political circumstances, primarily in the premodern era. It interrogates the ideas of creation and creativity, the permissibility or impermissibility of the image in Judaism, the authorship of “Jewish” visual culture and whether/why this matters, the construction of individual and communal Jewish identity through art,

architecture, and texts, and relations-collusions as well as collisions-between Jews and non-Jews as they play out in the realm of visual and material culture. Mr. Epstein.

Prerequisite: any 100-level Religion course.  
One 2-hour period.

### **JWST 350 - CONFRONTING MODERNITY**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Archiving Einstein*. The Vassar Library holds an archive of some of the private papers of Albert Einstein, providing an excellent resource for research in Jewish social history. The course pursues three areas of study: 1) close reading of the documents in the archive; 2) historical contextualization of the German-Jewish refugee community in the U.S. in the mid-twentieth century; and 3) theoretical consideration and literary elaboration of the archive as a thought-figure and of the process of archiving. The principle disciplines engaged are history, philosophy and literature (not physics). In addition to Einstein and his correspondents in the papers in the archive, readings include texts by such authors as Hannah Arendt, Walter Benjamin, Hélène Cixous, Jacques Derrida, Michel Foucault and American Jewish poet Philip Schultz. Mr. Bush.

Two 75-minute periods.

### **JWST 366 - MEMOIRS, MODERNITIES, AND REVOLUTIONS**

1 unit(s)

(Same as ANTH 366) Autobiographical narratives of growing up have been a popular way for Jewish and non-Jewish writers of Middle Eastern origin to address central questions of identity and change. How do young adults frame and question their attachments to their families and to their countries of birth? For the authors and subjects of the memoirs, ethnographies and films we consider in this class, growing up and momentous historical events coincide, just as they did for young people during the recent revolutions in the Middle East. In this seminar, the autobiographical narratives— contextualized with historical, political, and visual material—allow us to see recent events through the eyes of people in their twenties. A major focus of the course will be post-revolutionary Iran (readings include Hakkakian, *Journey from the Land of No*; Khosravi, *Young and Defiant in Tehran*, Sofer, *The Septembers of Shiraz*, and Varzi, *Warring Souls*). Ms. Goldstein.

Prerequisite: previous coursework in Anthropology or Jewish Studies.

Not offered in 2015/16.  
One 2-hour seminar.

### **JWST 399 - ADVANCED INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 or 1 unit(s)

Prerequisite for all 300-level courses unless otherwise specified: one unit at the 200-level or permission of the instructor.

## **Jewish Studies Program Courses**

- Hebrew Language and Literature
- Jewish Studies

## Korean Language

See: Self-Instructional Language Program

### I. INTRODUCTORY

#### KORE 105 - BEGINNING KOREAN

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 105-KORE 106.

#### KORE 106 - BEGINNING KOREAN

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course KORE 105-106.

### II. INTERMEDIATE

#### KORE 210 - INTERMEDIATE KOREAN

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 210-KORE 211.

#### KORE 211 - INTERMEDIATE KOREAN

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course KORE 210-211.

### III. ADVANCED

#### KORE 310 - ADVANCED KOREAN

Semester Offered: Fall

1 unit(s)

Special Permission.

#### KORE 311 - ADVANCED KOREAN

Semester Offered: Spring

1 unit(s)

Special Permission.

## Latin American and Latino/a Studies Program

**Director:** Light Carruyo;

**Participating Faculty:** Carlos Alamo (Sociology), Michael C. Aronna (Hispanic Studies), Light Carruyo (Sociology), Colleen Ballerino Cohen<sup>b</sup> (Anthropology), Brian J. Godfrey<sup>a</sup> (Earth Science and Geography), Mihai Grünfeld (Hispanic Studies), Katherine Hite<sup>ab</sup> (Political Science), Tracey Holland (Education), Timothy Koehlin<sup>b</sup> (International Studies), Joseph Nevins<sup>b</sup> (Earth Science and Geography), Leslie Scott Offutt (History), Lizabeth Paravisini-Gebert<sup>b</sup> (Hispanic Studies), Sarah Pearlman (Economics), Hiram Perez (English), María Ximena Postigo Guzmán (Hispanic Studies), Eréndira Rueda (Sociology), David Tavárez<sup>b</sup> (Anthropology), Nicolás Valda (Hispanic Studies), Eva Woods Peiró (Hispanic Studies).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

The Latin American and Latino/a Studies Program provides a multi-disciplinary approach to the study of Latin America and the Latino/a populations of the Americas. The program allows students to explore the multiplicity of cultures and societies of Latin and Latino/a America in ways that acknowledge the permeability, or absence, of borders. The program emphasizes knowledge of global politics, economies, cultures, and nations as theorized, imagined, and practiced through Latin/Latino/a America.

**Requirements for concentration:** 12 units, including:

- No more than 2 units at the 100 level, one of which must be LALS 105
- Work above the introductory level in at least three departments
- Competency in Spanish or Portuguese through the third-year level (at least one course beyond HISP 216, or Portuguese 310-311, or the equivalent).
  - Maximum of 4 units of language instruction may count toward the concentration, not including intermediate- and advanced-level literature courses.
- At least one “methods” course requirement chosen from the following: HISP 216, ANTH 245, SOCI 254, POLI 207 or POLI 273.
- At least one course that focuses on the period prior to 1900 out of the following: ANTH 240, HISP 227, HIST 262, HIST 263.
- At least one course in Latino studies such as:
  - ENGL 230, Geography 248, LALS 249 or SOCI 253.
- At least 3 units at the 300-level, which must include the Latin American and Latino/a Studies Program senior seminar, and which may include a 1-unit graded senior thesis and a LALS-approved seminar by an instructor other than the one responsible for the LALS senior seminar.

**Senior Year Requirements:** Students may write a multidisciplinary thesis under the co-direction of two thesis advisers, one of whom must be a participating program faculty member. Students may also conduct a community-based senior project, again under the co-direction of two project advisers, one of whom must be a participating program faculty member. The senior project must go well beyond a fieldwork experience, and it will require a well-defined written component.

After the declaration of the major, no courses counting for the major may be elected NRO. Students interested in Latin American and Latino/a Studies should consult with the director or a participating faculty member as early as possible to discuss their program of study. The Latin American and Latino/a Studies Program strongly recommends a structured academic experience beyond Vassar relevant to the student's program during the junior year, either in Latin America or at an appropriate domestic institution.



**Correlate Sequence in Latin American and Latino/a Studies:**  
Requirements for the Correlate Sequence:

6 units, including:

- LALS 105 - Conceptualizing Latin and Latino/a America
- HIST 262 - Contesting Colonialism: Latin America 1450 - 1750
- or
- HIST 263 - From Colony to Nation: Latin America in the Nineteenth Century
- or
- HIST 264 - The Revolutionary Option? Latin America in the Twentieth Century
- A minimum of four other courses in at least three different departments
- One course taken in a structure study away program may be counted toward the correlate
- One year of college-level study or the equivalent in either Spanish or Portuguese must be demonstrated

**Senior Year Requirements:** At least two courses at the 300-level: one must be the Latin American and Latino/a Studies senior seminar; the other one must be taught by an instructor other than the one teaching the LALS senior seminar. These two seminars must be taken at Vassar. A maximum of 2 units of ungraded work done in a structure academic experience beyond Vassar may be counted toward the major. Students may seek a thematic (i.e., Latino/a Studies, environmental studies, migration, globalization, human rights) or regional (i.e., Caribbean Studies, Brazilian Studies) focus. One course may be "double counted" for a major and a correlate sequence.

For descriptions and timing of the courses offered, please consult the department listings in this catalogue and an updated Schedule of Classes. Additional courses may be approved for the major upon petition to program faculty.

In addition to the Program and cross-listed courses listed above, there are approved courses given in other departments and programs that can count toward a Latin American Latino/a Studies (LALS) major or correlate. Look under the respective departments for course descriptions and semester or year offered. An updated list of approved courses is available in the LALS program office and on-line on the LALS Program web site before preregistration. Students are also urged to consult the additional course offerings of LALS Program faculty members listed under their home departments. While these courses may not focus specifically on Latin America and Latino/a America, they often include case studies or materials related to the regions. In addition, LALS faculty approaches and methodologies in such courses may be beneficial to the major and therefore LALS-approved.

## APPROVED COURSES

In addition to the Program and cross-listed courses, there are approved courses given in other departments and programs that can count toward a Latin American Latino/a Studies (LALS) major or correlate. Look under the respective departments for course descriptions and semester or year offered. An updated list of approved courses is available in the LALS program office and on-line on the LALS Program web site before preregistration. Students are also urged to consult the additional course offerings of LALS Program faculty members listed under their home departments. While these courses may not focus specifically on Latin America and Latino/a America, they often include case studies or materials related to the regions. In addition, LALS faculty approaches and methodologies in such courses may be beneficial to the major and therefore LALS-approved.

- |          |   |
|----------|---|
| AFRS 105 | Issues In Africana Studies                                      |
| AFRS 206 | Social Change in the Black and Latino Communities               |
| AFRS 211 | Religions of the Oppressed and Third-World Liberation Movements |
| AFRS 234 | Creole Religions of the Caribbean                               |
| AFRS 256 | Race, Ethnicity and Nationalism                                 |
| AFRS 275 | Caribbean Discourse   |
| AMST 250 | America in the World  |

- |                    |   |
|--------------------|---|
| ANTH 241           | The Caribbean   |
| ANTH 245           | The Ethnographer's Craft  |
| ECON 248           | International Trade and the World Financial System  |
| ECON 273           | Development Economics   |
| EDUC 235           | Issues in Contemporary Education  |
| EDUC 367           | Urban Education Reform  |
| GEOG 250           | Urban Geography: Space, Place, Environment  |
| GEOG 252           | Cities of the Global South: Urbanization and Social Change in the Developing World        |
| GEOG 266           | Population, Environment, and Sustainable Development                                      |
| GEOG 272           | Geographies of Mass Violence  |
| HISP 105           | Elementary Spanish Language   |
| HISP 106           | Elementary Spanish Language   |
| HISP 109           | Basic Spanish Review  |
| HISP 205           | Intermediate Spanish  |
| HISP 206           | Reading and Writing about Hispanic Culture  |
| HISP 216           | Topics in Multidisciplinary Analysis  |
| HISP 226           | Medieval and Early Modern Spain   |
| HISP 387           | Latin American Seminar  |
| HIST 251           | A History of American Foreign Relations   |
| HIST 262           | Contesting Colonialism: Latin America 1450 - 1750   |
| HIST 263           | From Colony to Nation: Latin America in the Nineteenth Century                            |
| HIST 264           | The Revolutionary Option? Latin America in the Twentieth Century                          |
| HIST 361           | Varieties of the Latin American Indian Experience   |
| HIST 362           | The Cuban Revolutions   |
| HIST 363           | Revolution and Conflict in Twentieth-Century Latin America                                |
| INTL 222           | Urban Political Economy   |
| MUSI 136           | Introduction to World Music   |
| MUSI 218           | Advanced Topics in World Music  |
| POLI 207           | Political Analysis  |
| POLI 252           | The Politics of Modern Social Movements   |
| POLI 255           | Subaltern Politics  |
| POLI 258           | Latin American Politics   |
| POLI 259           | Settler Colonialism in a Comparative Perspective  |
| POLI 263           | Critical International Relations  |
| POLI 268           | The Politics of Globalization   |
| POLI 273           | Interpreting Politics   |
| POLI 355           | Seminar on Violence   |
| POLI 358           | Comparative Political Economy   |
| POLI 363           | Decolonizing International Relations  |
| Portuguese a and b | First, Second and Third Year of Spoken Language (Self-Instructional Language Program) (1) |
| RELI 211           | Religions of the Oppressed and Third-World Liberation Movements                           |
| SOCI 321           | Feminism, Knowledge, Praxis   |
| SOCI 254           | Research Methods  |
| SOCI 269           | Constructing School Kids and Street Kids  |
| SOCI 388           | Schooling in America: Preparing Citizens or Producing Worker                              |
| HIST 162           | Envisioning Latin America   |

## I. INTRODUCTORY

### LALS 105 - CONCEPTUALIZING LATIN AND LATINO/A AMERICA

Semester Offered: Fall

1 unit(s)

An introduction to the basic concepts, theories, and methodologies necessary for the multidisciplinary study of Latin American and Latino communities. The focus of the course varies from year to year according to the topic selected by the instructor.

Topic for 2015/16a: To be announced. Mr. Grünfeld.

Two 75-minute periods.

**LALS 106 - DYNAMIC WOMEN: FROM BACHELET TO UGLY BETTY**

Semester Offered: Fall

1 unit(s)

How do issues of inequality, social justice, representation, popular culture, migration, environmental justice and globalization look when women's voices and gender analysis are at the center? This multi-disciplinary course examines writing by and about women in Latin America, the Caribbean, and Latino/a USA. We read and write about a range of genres — from testimonio, film and fiction to social science. The goal is to develop an appreciation and understanding of the varied lives and struggles of Latinas and Caribbean women, the transnational politics of gender, key moments in the history of the hemisphere, and contemporary issues across the Americas. Ms. Carruyo.

Satisfies college requirement for a Freshman Writing Seminar.  
Two 75-minute periods.

**II. INTERMEDIATE****LALS 214 - TRANSNATIONAL PERSPECTIVES ON WOMEN AND WORK**

Semester Offered: Spring

1 unit(s)

(Same as SOCI 214 and WMST 214) This class is a theoretical and empirical exploration of women's paid and unpaid labor. We examine how women's experiences as workers — across space, place, and time — interact with larger economic structures, historical moments, and narratives about womanhood. We pay particular attention to the ways in which race, class, gender, sexuality and citizenship intersect and shape not only women's relationships to work and family, but to other women workers (at times very differently geopolitically situated). We are attentive to the construction of women workers, the work itself, and the meanings women give to production, reproduction, and the global economy. Ms. Carruyo.

Two 75-minute periods.

**LALS 227 - COLONIAL LATIN AMERICA**

Semester Offered: Spring

1 unit(s)

(Same as HISP 227) Studies in Latin American literary and cultural production from the European invasion to the crisis of the colonial system.

Topic for 2015/16b: *Screening the Past: Filmic Adaptations of Latin American Colonial Society*. This course considers how the Latin American, European and American film industries have imagined, represented, and revised crucial moments and issues from Latin America's colonial past with a special focus on the contemporary agendas of the filmmakers in their depiction of colonial society, culture, and politics. We study the many original colonial texts and sources which inspired these films and examine the cinematic techniques for the adaptation and revision of colonial perspectives, beliefs, and practices which seek to make them accessible and meaningful to contemporary audiences. Mr. Aronna.

Two 75-minute periods.

**LALS 229 - POSTCOLONIAL LATIN AMERICA**

Semester Offered: Fall

1 unit(s)

(Same as HISP 229) 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 2015/16a: *Mexican Literature, Art, and Popular Culture*. Through the study of a variety of texts produced in Mexico since

1900-literary texts, films, paintings, illustrations, and other manifestations of popular culture—this course explores ways of constructing a hybrid Mexican identity. Topics for discussion include the Mexican Revolution, the Muralist Movement, the 1968 student movement and its repression, democracy, and Zapatismo. Readings may include texts by Mariano Azuela, Rosario Castellanos, Juan Rulfo, Carlos Fuentes, Octavio Paz, Elena Poniatowska, and Laura Eiziquivel. Mr. Grünfeld.

Prerequisite: HISP 216 or HISP 219.

Two 75-minute periods.

**LALS 230 - LATINA AND LATINO LITERATURE**

Semester Offered: Fall

1 unit(s)

(Same as ENGL 230) This literature engages a history of conflict, resistance, and *mestizaje*. For some understanding of this embattled context, we examine transnational migration, exile, assimilation, bilingualism, and political and economic oppression as these variously affect the means and modes of the texts under consideration. At the same time, we emphasize the invented and hybrid nature of Latina and Latino literary and cultural traditions, and investigate the place of those inventions in the larger framework of American intellectual and literary traditions, on the one hand, and *pan-Latinidad*, on the other. Authors studied may include Americo Paredes, Piri Thomas, Cherrie Moraga, Richard Rodriguez, Michelle Serros, Cristina Garcia, Ana Castillo, and Junot Diaz. Mr. Perez.

**LALS 234 - CREOLE RELIGIONS OF THE CARIBBEAN**

1 unit(s)

(Same as AFRS 234 and RELI 234) The Africa-derived religions of the Caribbean region—Haitian Voodoo, Cuban Santería, Jamaican Obeah, Rastafarianism, and others—are foundational elements in the cultural development of the islands of the region. This course examines their histories, systems of belief, liturgical practices, and pantheons of spirits, as well as their impact on the history, literature, and music of the region. Ms. Paravisini-Gebert.

Not offered in 2015/16.

Two 75-minute periods.

**LALS 240 - CULTURAL LOCALITIES**

Semester Offered: Fall

1 unit(s)

Detailed study of the cultures of people living in a particular area of the world, including their politics, economy, worldview, 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.

Topic for 2015/16a: *Andean and Amazonian Societies*. (Same as ANTH 240) This course introduces students to the indigenous peoples of the Andean highlands and, to a lesser extent, the Western Amazon basin (also known as "Upper Amazon"). We examine the history of the politics and cultures of the Andean highlands, a goal that will require an occasional foray into the relationship between Andean and Amazonian peoples. We trace, historically, the variety of ways in which Andean peoples have been articulated with respect to more encompassing polities, economies, and cultural contexts: e.g., as ethnic groups with respect to the Inca state, as "Indians" with respect to the Spanish colonial state, as peasants with respect to modern states, and, as indigenous with respect to "pluri-national" states in contexts of globalization. For each of these historical moments, we analyze a variety of indigenous media (e.g., indigenous accounts of pre-Hispanic Inca life, colonial indigenous religious texts and painting, twentieth-century indigenous photography, etc.) that provide insights about indigenous practices of textual and aesthetic production. Mr. Smith.

**LALS 242 - BRAZIL: SOCIETY, CULTURE, AND ENVIRONMENT IN PORTUGUESE AMERICA**

1 unit(s)

(Same as AFRS 242, GEOG 242, INTL 242) Brazil, long Latin America's largest and most populous country, has become an industrial and agricultural powerhouse with increasing political-economic clout in global affairs. This course examines Brazil's contemporary evolution in light of the country's historical geography, the distinctive cultural and environmental features of Portuguese America, and the political-economic linkages with the outside world. Specific topics for study include: 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; continuing controversies surrounding the occupation of Amazonia; and long-run prospects for democracy and equitable development in Brazil. Mr. Godfrey.

Not offered in 2015/16.

Two 75-minute periods.

**LALS 243 - MESOAMERICAN WORLDS**

1 unit(s)

(Same as ANTH 243) A survey of the ethnography, history, and politics of indigenous societies with deep historical roots in regions now located in Mexico, Guatemala, Belize, and Honduras. This course explores the emergence of 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. After a consideration of urbanization, socio-religious hierarchies, and writing and calendrical systems in pre-contact Mesoamerica, we will focus 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 current issues—such as indigenous identities in the national and global spheres, the rapport among environmental policies, globalization, and local agricultural practices, and indigenous autonomy in the wake of the EZLN rebellion. Work on Vassar's Mesoamerican collection, and a final research paper and presentation is required; the use of primary sources (in Spanish or in translation) is encouraged. Mr. Tavárez

Not offered in 2015/16.

Two 75-minute periods.

**LALS 249 - LATINO/A FORMATIONS**

1 unit(s)

(Same as AFRS 249 and SOCI 249) This course focuses on the concepts, methodologies and theoretical approaches for understanding the lives of those people who (im)migrated from or who share real or imagined links with Latin America and the Spanish-Speaking Caribbean. As such this course considers the following questions: Who is a Latino/a? What is the impact of U.S. political and economic policy on immigration? What is assimilation? What does U.S. citizenship actually mean and entail? How are ideas about Blackness, or race more generally, organized and understood among Latino/as? What role do heterogeneous identities play in the construction of space and place among Latino/a and Chicano/a communities? This course introduces students to the multiple ways in which space, race, ethnicity, class and gendered identities are imagined/formed in Latin America and conversely affirmed and/or redefined in the United States. Conversely, this course examines the ways in which U.S. Latino/a populations provide both economic and cultural remittances to their countries of origin that also help to challenge and rearticulate Latin American social and economic relationships. Mr. Alamo.

Not offered in 2015/16.

**LALS 251 - DEVELOPMENT AND SOCIAL CHANGE IN LATIN AMERICA**

1 unit(s)

(Same as SOCI 251) This course examines the ways in which Latin American and Caribbean nations have defined and pursued development and struggled for social change in the post World-War II era. We use country studies and development theories (including Modernization, Dependency, World-Systems, Feminist and Post-Structuralist) to analyze the extent to which development has been shaped by the tensions between local, national, and international political and economic interests. Within this structural context we focus on people and their relationships to each other and to a variety of issues including work, land, reproductive rights, basic needs, and revolution. Integrating structural analysis with an analysis of lived practice and meaning making allows us to understand development as a process that shapes, but is also shaped by, local actors. Ms. Carruyo.

Not offered in 2015/16.

**LALS 253 - CHILDREN OF IMMIGRATION**

Semester Offered: Spring

1 unit(s)

(Same as SOCI 253) Immigration to the U.S. since the 1970s has been characterized by a marked and unprecedented increase in the diversity of new immigrants. Unlike the great migrations from Europe in the late 1800s and early 1900s, most of the immigrants who have arrived in the U.S. in the last four decades have come from Latin America, Asia, and the Caribbean. New immigration patterns have had a significant impact on the racial and ethnic composition and stratification of the American population, as well as the meaning of American identity itself. Immigrants and their families are also being transformed in the process, as they come into contact with various institutional contexts that can facilitate, block, and challenge the process of incorporation into the U.S. This course examines the impact of these new immigration patterns by focusing on the 16.4 million children in the U.S. who have at least one immigrant parent. Since 1990, children of immigrants - those born in the U.S. as well as those who are immigrants themselves - have doubled and have come to represent 23% of the population of minors in the U.S. In this course we study how children of immigrants are reshaping America, and how America is reshaping them, by examining key topics such as the impact of immigration on family structures, gender roles, language maintenance, academic achievement, and identity, as well as the impact that immigration reforms have had on access to higher education, employment, and political participation. This course provides an overview of the experiences of a population that is now a significant proportion of the U.S. population, yet one that is filled with contradictions, tensions and fissures and defies simple generalizations. Ms. Rueda.

**LALS 255 - GLOBAL POLITICAL ECONOMY**

1 unit(s)

(Same as INTL 255) This course explores competing visions of economic globalization, and uses these distinct frameworks to analyze the meaning, causes, extent, and consequences of globalization, with a particular focus on the relationships among global, national and local economic phenomena. What do we mean by globalization? What are the effects of globalization on growth, inequality, and the environment? How might international economic policy and the particular form(s) of globalization that it promotes help to explain the pace and form of urbanization? Who benefits from globalization, and who might be hurt? Why do economists and others disagree about the answers to these and related questions? This course explores some of the ways that interdisciplinary analysis might enrich our understanding of economic globalization. Mr. Koechlin.

Not offered in 2015/16.

Two 75-minute periods.

**LALS 258 - LATIN AMERICAN POLITICS**

Semester Offered: Spring

1 unit(s)

(Same as POLI 258) Drawing from political processes across several Latin American countries, this course will focus on conceptual debates regarding political representation and participation, political institutions, political culture, and political economy in the region. A major theme will be inequality. The course will examine historical-structural patterns, relationships among social, economic, and political conditions at the national, sub-national and regional levels, and important social and political actors and institutions. The course will also examine the evolution of US roles in Latin America. Ms. Hite.

Two 75-minute periods.

**LALS 269 - CONSTRUCTING SCHOOL KIDS AND STREET KIDS**

Semester Offered: Spring

1 unit(s)

(Same as EDUC 269 and SOCI 269) Students from low-income families and racial/ethnic minority backgrounds do poorly in school by comparison with their white and well-to-do peers. These students drop out of high school at higher rates, score lower on standardized tests, have lower GPAs, and are less likely to attend and complete college. In this course we examine theories and research that seek to explain patterns of differential educational achievement in U.S. schools. We study theories that focus on the characteristics of settings in which teaching and learning take place (e.g. schools, classrooms, and home), theories that focus on the characteristics of groups (e.g., racial/ethnic groups and peer groups), and theories that examine how cultural processes mediate political-economic constraints and human action. Ms. Rueda.

**LALS 275 - CARIBBEAN DISCOURSE**

1 unit(s)

(Same as AFRS 275 and ENGL 275) 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. Paravisini.

Not offered in 2015/16.

**LALS 288 - THE POLITICS OF LANGUAGE IN SCHOOLS AND SOCIETY**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 288, EDUC 288, and URBS 288) The United States is one of the most multilingual nations in the world, and, language is intimately connected to family and personal identity. This course explores how language, power, and ideology play out in public debate, state policy and educational justice movements. We examine the link between racism, language and national belonging by analyzing how Standard English, Black English (AAVE) and Spanish-English bilingualism are positioned as more or less "correct", or politicized and even policed. We then turn our eye to curriculum and education policy, examining how debates around language in the classroom. Finally we pose possibilities, and examine the politics of language in multilingual, hybrid and global contexts. What do debates about "correctness" in language obscure? How do our fears, hopes and longing for identity shape our beliefs about language in the classroom? How does the history of U.S. language politics inform our present? What does equitable language education policy look like? Why are these issues important to all citizens? Ms. Malsbary.

Prerequisite: EDUC 235 or permission of the instructor.

Two 75-minute periods.

**LALS 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

By special permission.

**LALS 297 - READING COURSE**

Semester Offered: Fall or Spring

0.5 unit(s)

Topic for 297.01: *Indigenous Mexico*.Topic for 297.02: *Chronicles of the Conquest*.

By special permission.

**LALS 298 - INDEPENDENT RESEARCH**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

By special permission.

**III. ADVANCED****LALS 300 - SENIOR THESIS**

Semester Offered: Fall

0.5 unit(s)

Yearlong course 300-LALS 301.

**LALS 301 - SENIOR THESIS**

Semester Offered: Spring

0.5 unit(s)

Yearlong course LALS 300-301.

**LALS 302 - SENIOR THESIS**

Semester Offered: Fall

1 unit(s)

**LALS 303 - SENIOR PROJECT**

Semester Offered: Fall

0.5 unit(s)

US Latino/a studies programs have their origins in the joining of university students with grassroots organizers to create multidisciplinary curricula and initiatives recognizing the contributions of Latino communities. A senior project reflects that spirit. In conjunction with two faculty members, one of whom must come from the LALS steering committee, students formulate a project topic based on continuing community-based work they have done during their Vassar years. The project might be rooted in the local Latino/a community, or from sustained work in Latin America. Students submit a proposal and bibliography, develop a work plan, and follow the same schedule as thesis writers. The senior project must go beyond a fieldwork experience, and requires a well-defined written analytical component.

Yearlong course 303-LALS 304.

**LALS 304 - SENIOR PROJECT**

Semester Offered: Spring

0.5 unit(s)

Yearlong course LALS 303-304.

**LALS 305 - SENIOR PROJECT**

1 unit(s)

US Latino/a studies programs have their origins in the joining of university students with grassroots organizers to create multidisciplinary curricula and initiatives recognizing the contributions of Latino communities. A senior project reflects that spirit. In conjunction with two faculty members, one of whom must come from the LALS steering committee, students formulate a project topic based on continuing

community-based work they have done during their Vassar years. The project might be rooted in the local Latino/a community, or from sustained work in Latin America. Students submit a proposal and bibliography, develop a work plan, and follow the same schedule as thesis writers. The senior project must go beyond a fieldwork experience, and requires a well-defined written analytical component.

This will serve as a 1-unit/1-semester option for a Latin American Studies Project. Special permission.

### **LALS 340 - ADVANCED URBAN/REGIONAL STUDIES**

1 unit(s)

Previous topics include: *Ethnic Geography and Transnationalism* and *World Cities: Globalization, Segregation, and Defensive Urbanism*.

Not offered in 2015/16.

One 3-hour period.

### **LALS 351 - LANGUAGE AND EXPRESSIVE CULTURE**

1 unit(s)

Not offered in 2015/16.

### **LALS 360 - AMERINDIAN RELIGIONS AND RESISTANCE.**

1 unit(s)

Not offered in 2015/16.

### **LALS 363 - REVOLUTION AND CONFLICT IN TWENTIETH-CENTURY LATIN AMERICA**

1 unit(s)

(Same as HIST 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 post-revolutionary societies that emerged from the struggles. Ms. Offutt.

Prerequisite: HIST 264 or permission of the instructor.

Not offered in 2015/16.

### **LALS 375 - SEMINAR IN WOMEN'S STUDIES**

1 unit(s)

Not offered in 2015/16.

### **LALS 382 - RACE AND POPULAR CULTURE**

Semester Offered: Fall

1 unit(s)

(Same as AFRS 382 and SOCI 382) This seminar explores the way in which the categories of race, ethnicity, and nation are mutually constitutive with an emphasis on understanding how different social institutions and practices produce meanings about race and racial identities. Through an examination of knowledge production as well as symbolic and expressive practices, we focus on the ways in which contemporary scholars connect cultural texts to social and historical institutions. Appreciating the relationship between cultural texts and institutional frameworks, we unravel the complex ways in which the cultural practices of different social groups reinforce or challenge social relationships and structures. Finally, this seminar considers how contemporary manifestations of globalization impact and transform the linkages between race and culture as institutional and intellectual constructs. Mr. Alamo.

One 2-hour period.

### **LALS 383 - NATION, RACE AND GENDER IN LATIN AMERICA AND THE CARIBBEAN - SENIOR SEMINAR**

1 unit(s)

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 on 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 colonization, independence, post-coloniality, and “globalization” has intersected with national economies, 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 addressed include the relationship between sociobiological 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.

Not offered in 2015/16.

### **LALS 384 - NATIVE RELIGIONS OF THE AMERICAS**

Semester Offered: Fall

1 unit(s)

(Same as ANTH 384) The conquest of the Americas was accompanied by various intellectual and sociopolitical projects devised to translate, implant, or impose Christian beliefs in Amerindian societies. This course examines modes of resistance and accommodation, among other indigenous responses, to the introduction of Christianity as part of larger colonial projects. Through a succession of case studies from North America, Mesoamerica, the Caribbean, the Andes, and Paraguay, we analyze the impact of Christian colonial and postcolonial evangelization projects on indigenous languages, religious practices, literary genres, social organization and gender roles, and examine contemporary indigenous religious practices. Mr. Tavarez.

Prerequisite: prior coursework in Anthropology or Latin American Latino/a Studies or permission of the instructor.

One 2-hour period.

### **LALS 385 - WOMEN, CULTURE AND DEVELOPMENT**

1 unit(s)

(Same as INTL 385, SOCI 385, and WMST 385) This course examines the ongoing debates within development studies about how integration into the global economy is experienced by women around the world. Drawing on gender studies, cultural studies, and global political economy, we explore the multiple ways in which women struggle to secure well-being, challenge injustice, and live meaningful lives. Ms. Carruyo.

Not offered in 2015/16.

### **LALS 386 - GHETTO SCHOOLING**

Semester Offered: Fall

1 unit(s)

(Same as EDUC 386 and SOCI 386) In twenty-first century America, the majority of students attend segregated schools. Most white students attend schools where ¾ of their peers are white, while 80% of Latino students and 74% of black students attend majority non-white schools. In this course we will examine the events that led to the U.S. Supreme Court's 1954 decision in *Brown v. Board of Education of Topeka* and the 60-year struggle to make good on the promises of that ruling. The course will be divided into three parts. In part one, we will study the *Brown* decision as an integral element in the fight against Jim Crow laws and trace the legal history of desegregation efforts. In part two, we will focus on desegregation policies and programs that

enabled the slow move toward desegregation between 1954 and the 1980s. At this point in time, integration efforts reached their peak and 44% of black students in the south attended majority-white schools. Part three of the course will focus on the dismantling of desegregation efforts that were facilitated by U.S. Supreme Court decisions beginning in the 1990s. Throughout the course we will consider the consequences of the racial isolation and concentrated poverty that characterizes segregated schooling and consider the implications of this for today's K-12 student population, which is demographically very different than it was in the 1960s, in part due to new migration streams from Latin America, Asia, and the Caribbean. Over the last 40 years, public schools have experienced a 28% decline in white enrollments, with increases in the number of black and Asian students, and a noteworthy 495% increase in Latino enrollments. Ms. Rueda.

One 2-hour period.

### LALS 387 - LATIN AMERICAN SEMINAR

Semester Offered: Fall and Spring

1 unit(s)

(Same as HISP 387) 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. Ms. Postigo-Guzmán (a); Mr. Mihai Grünfeld (b).

Topic for 2015/16a: *The Poetics of Andean Literature: Form Colonial Times to the Present*. In the Andes we can still experience the encounter between two different epistemologies, the Western and the indigenous Andean. In this sense, it is not by chance that Andean literature leads us to other cultural expressions, for instance, to dances, any form of performance, oral narratives, myths, and even historical events. We can find these expressions as being part of the structure of many literary texts in the region. This course is focused on Andean literature that contains this kind of intertextuality. In addition to the study of literary texts, we will become familiar with some fundamental tenets of Andean philosophy in order to explore more profoundly the literary works. Readings will include texts from Peru, Bolivia and Ecuador (narratives, poetry, and plays). By exploring images that either express strong emotions (such as grief, anger, hope, etc) and/or create forces to change the course of reality (such as resilience, memory, love, etc.), we will look for connections among different texts in order to study what this literature is moving, provoking or undermining in the Andes. Ms. Postigo-Guzmán.

Topic for 2015/16b: *The Poetry of Pablo Neruda*. In this seminar we examine the works of the man whom Gabriel García Márquez had once called "the greatest poet of the 20th century in any language." In addition to studying selections from most of Neruda's poetry, we read his autobiography *Confieso que he vivido*, his play *Fulgor y muerte de Joaquín Murieta*, his manifestos and essays, discuss the movie *Il postino* and study several documentaries about the poet's life. By examining the different styles of Neruda's poetry, we define the major poetic movements of twentieth century Latin America. Mr. Grünfeld.

Prerequisite: HISP 216 and one course above 216.

One 2-hour period.

### LALS 388 - LATIN AMERICAN ECONOMIC DEVELOPMENT

Semester Offered: Fall

1 unit(s)

(Same as ECON 388) This course examines why many Latin American countries started with levels of development similar to those of the U.S. and Canada but were not able to keep up. The course begins with discussions of various ways of thinking about and measuring economic development and examines the record of Latin American countries on various measures, including volatile growth rates, high income and wealth inequality, and high crime rates. We then turn to an analysis of the colonial and post-Independence period to examine the roots of the weak institutional development that could explain a low growth trajectory. Next, we examine the post WWII period,

exploring the import substitution of 1970s, the debt crises of the 1980s, and the structural adjustment of the 1990s. Finally, we look at events in the past decade, comparing and contrasting the experience of different countries with respect to growth, poverty and inequality. Ms. Pearlman.

Prerequisites: ECON 100 and ECON 209.

### LALS 389 - IDENTITIES AND HISTORICAL CONSCIOUSNESS IN LATIN AMERICA

1 unit(s)

This senior seminar explores in a highly strategic fashion the emergence and constant renovation of historical narratives that have supported various beliefs and claims about local, regional, national and transnational identities in Latin America and Latino(a) societies since the rise of the Mexica and Inca empires until the present. By means of a variety of anthropological and historical approaches, we examine indigenous forms of historical consciousness and the emergence of new identity discourses after the Spanish conquest, major changes in collective identities before and after the emergence of independent nation-states, and some crucial shifts in national, regional and ethnic identity claims that preceded and followed revolutions and social movements between the late nineteenth century and the present. Students will complete an original research project, and the use of primary sources in Spanish or Portuguese is encouraged. Mr. Tavárez.

Prerequisite: Senior Seminar. Open to juniors with permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### LALS 399 - SENIOR INDEPENDENT RESEARCH

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

By special permission.

## Mathematics Department

**Chair:** Natalie Priebe Frank;

**Professors:** John A. Feroe<sup>ab</sup>, Natalie Priebe Frank, Benjamin Lotto (and Dean of Studies), John McCleary, Charles Steinhorn;

**Associate Professors:** Ming-Wen An, Kariane Calta;

**Assistant Professors:** Jan Cameron, Adam Lowrance;

<sup>ab</sup> On leave 2015/16

**AP:** Students receiving one unit of AP credit based on either the AB or BC Mathematics AP Examination or the calculus credit examination administered by the Department of Mathematics may not be granted credit for MATH 121. Students receiving one unit of AP credit based on the Statistics AP Examination may not be granted credit for MATH 141.

**Advanced Course Placement:** The department recommends that students who have earned a 4 or 5 on the BC examination enroll in MATH 220. Students with a 5 on the AB examination or a 3 on the BC examination generally are advised to elect MATH 220 also, after conferring with the department. Students with a 4 on the AB examination ordinarily are advised to enroll in MATH 127 but should consult with the department.

**Requirements for concentration:** 9 and 0.5 units above the 100-level after completion of MATH 121/MATH 122 or its equivalent (MATH 125 or advanced placement), or MATH 126 and MATH 127. The 9 and 0.5 units must include MATH 220, MATH 221, MATH 301, MATH 321, MATH 361, and two other units at the 300-level.

MATH 361 must be completed by the end of the junior year. It is recommended that a student complete a course in which methods of proof are introduced and developed (one of MATH 231, MATH 261, MATH 263, MATH 324, or MATH 364) before enrolling in MATH 321 or MATH 361. Reading courses and other independent work may be counted among the required units only with prior approval of the chair. Work used to satisfy major requirements may not be taken NRO after declaration of the major and only one course taken NRO may count toward the major. No work at the 300-level for the major may be taken NRO.

**Recommendations:** Majors are urged to elect at least two units in fields such as the Natural Sciences, Computer Science, or Economics, where applications of mathematics play a key role, and to consider taking MATH 228, and/or MATH 241/MATH 341. 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 MATH 121, MATH 126/MATH 127, or MATH 220/MATH 221, but freshman eligible for advanced course placement should confer with the department. Election of advanced courses should be made in consultation with a departmental adviser. Prospective majors in mathematics should complete MATH 121/MATH 122, MATH 125, or MATH 126 and MATH 127 by the end of the freshman year and MATH 220 and MATH 221 by the end of the sophomore year.

**Correlate Sequence in Mathematics:** MATH 121/MATH 122 (or MATH 125 or permission of the department to enroll in MATH 220), or MATH 126 and MATH 127, and four units above the 100-level, all of which must receive a letter grade. The units must include MATH 220, MATH 221 and one unit at the 300-level.

### I. INTRODUCTORY

#### MATH 121 - SINGLE VARIABLE CALCULUS

Semester Offered: Fall

1 unit(s)

The calculus of one variable and its 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.

Prerequisite: a minimum of three years of high school mathematics, preferably including trigonometry.

Mathematics 121 is not open to students with AP credit in mathematics or students who have completed MATH 101 or its equivalent.

Yearlong course sequence 121, MATH 126/MATH 127.

#### MATH 126 - CALCULUS IIA: INTEGRATION THEORY

Semester Offered: Fall and Spring

0.5 unit(s)

In this course, we expand and build upon basic knowledge of differential and integral calculus. Various techniques and applications of integration will be studied. The calculus of transcendental functions—such as the exponential, logarithmic, and inverse trigonometric functions—will also be developed. A main theme in this course is the many ways functions can be defined, and arise naturally in problems in the mathematical sciences.

Prerequisite: MATH 121 or its equivalent.

First or second six-week course.

#### MATH 127 - CALCULUS IIB: SEQUENCES AND SERIES

Semester Offered: Fall and Spring

0.5 unit(s)

Real numbers may be represented as infinite decimals. In this course we generalize this representation by studying the convergence of sequences and of series of real numbers. These notions further generalize to the convergence of sequences and series of functions. We study these ideas and their relation to the Calculus.

Prerequisite: MATH 121 or its equivalent.

First or second six-week course.

#### MATH 131 - NUMBERS, SHAPE, CHANCE, AND CHANGE

Semester Offered: Fall

1 unit(s)

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.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 50-minute periods and one 50-minute discussion period.

#### MATH 132 - MATHEMATICS AND NARRATIVE

1 unit(s)

To most, mathematics and narrative live in opposition—narrative is ubiquitous while mathematics is perceived as inscrutably esoteric and obscure. In fact, narrative is a fundamental part of mathematics. Mathematical proofs, problems and solutions, textbooks, and journal articles tell some sort of story. Conversely, many literary works (*Arcadia*, *Proof*, and *Uncle Petros and the Goldbach Conjecture*) use mathematics as an integral part of their narrative. Movie and television narratives such as *Good Will Hunting* and *Numb3rs* are also mathematically based. Nonfiction works about mathematics and mathematical biographies like *Chaos*, *Fermat's Enigma*, and *A Beautiful Mind* provide further examples of the connection between mathematics and

narrative. We use this course to explore this connection by reading and writing a variety of mathematical narratives.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

### **MATH 141 - INTRODUCTION TO STATISTICS**

Semester Offered: Fall and Spring

1 unit(s)

(Same as BIOL 141) The purpose of this course is to develop an appreciation and understanding of the exploration and interpretation of data. Topics include display and summary of data, introductory probability, fundamental issues of study design, and inferential methods including confidence interval estimation and hypothesis testing. Applications and examples are drawn from a wide variety of disciplines. When cross-listed with biology, examples will be drawn primarily from biology.

Prerequisite: three years of high school mathematics.

Not open to students with AP credit in statistics or students who have completed ECON 209 or PSYC 200.

### **MATH 142 - STATISTICAL SLEUTHING: PERSONAL AND PUBLIC POLICY DECISION-MAKING IN A WORLD OF NUMBERS**

Semester Offered: Fall

1 unit(s)

The world inundates us with numbers and pictures intended to persuade us towards certain beliefs about our health, public policy, or even which brand of product to buy. How can we make informed decisions in this context? The goal of this course is for us to become statistical sleuths who critically read and summarize a piece of statistical evidence. We read articles from a variety of sources, while using basic statistical principles to guide us. Course format: mixture of discussion and lecture, with regular reading and writing assignments. The department.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Three 50-minute periods.

## **II. INTERMEDIATE**

Prerequisites for all intermediate courses: MATH 126 and MATH 127, or permission of the department, unless otherwise indicated.

### **MATH 220 - MULTIVARIABLE CALCULUS**

Semester Offered: Fall and Spring

1 unit(s)

This course extends differential and integral calculus to functions of several variables. Topics include: partial derivatives, gradients, extreme value problems, Lagrange multipliers, multiple integrals, line and surface integrals, the theorems of Green and Gauss.

Prerequisite: MATH 126 and MATH 127 or equivalent.

### **MATH 221 - LINEAR ALGEBRA**

Semester Offered: Fall and Spring

1 unit(s)

The theory of higher dimensional space. Topics include: geometric properties of  $n$ -space, matrices and linear equations, vector spaces, linear mappings, determinants. The department.

Prerequisite: MATH 126 and MATH 127 or equivalent, or permission of the department.

### **MATH 228 - METHODS OF APPLIED MATHEMATICS**

Semester Offered: Spring

1 unit(s)

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.

Prerequisite: MATH 126 and MATH 127, or permission of the department.

### **MATH 231 - TOPICS IN GEOMETRY**

Semester Offered: Spring

1 unit(s)

Topics to be chosen from: conic sections, transformational geometry, Euclidean geometry, affine geometry, projective geometry, inversive geometry, relativistic geometry, non-Euclidean geometry, spherical geometry, convexity, fractal geometry, solid geometry, foundations of geometry. The department. With departmental permission, course may be repeated for credit when the topic changes.

Prerequisite: MATH 126 and MATH 127, or permission of the department.

### **MATH 241 - PROBABILITY MODELS**

Semester Offered: Fall

1 unit(s)

This course in introductory probability theory covers topics including combinatorics, discrete and continuous random variables, distribution functions, joint distributions, independence, properties of expectations, and basic limit theorems. The department.

Prerequisite: MATH 126 and MATH 127, or permission of the department.

### **MATH 242 - APPLIED STATISTICAL MODELING**

Semester Offered: Fall

1 unit(s)

Applied Statistical Modeling is offered as a second course in statistics in which we present a set of case studies and introduce appropriate statistical modeling techniques for each. Topics may include: multiple linear regression, logistic regression, log-linear regression, survival analysis, an introduction to Bayesian modeling, and modeling via simulation. Other topics may be substituted for these or added as time allows. Students will be expected to conduct data analyses in R. The department.

Prerequisites: MATH 126 and MATH 127; MATH 141.

### **MATH 261 - INTRODUCTION TO NUMBER THEORY**

Semester Offered: Fall

1 unit(s)

Topics include: divisibility, congruence, modular arithmetic, diophantine equations, number-theoretic functions, distribution of the prime numbers. The department.

Prerequisite: MATH 126 and MATH 127, or permission of the department.

### **MATH 263 - DISCRETE MATHEMATICS**

Semester Offered: Spring

1 unit(s)

Mathematical induction, elements of set theory and logic, permutations and combinations, relations, topics in graph theory, generating functions, recurrence relations, Boolean algebras. The department.

Prerequisite: MATH 126 and MATH 127, or permission of the department.



**MATH 268 - PROTECTING INFORMATION:  
APPLICATIONS OF ABSTRACT ALGEBRA**

1 unit(s)

In today's information age, it is vital to secure messages against eavesdropping or corruption by noise. Our study begins by surveying some historical techniques and proceeds to examining some of the most important codes currently being used to protect information. These include various public key cryptographic schemes (RSA and its variants) that are used to safeguard sensitive internet communications, as well as linear codes, mathematically elegant and computationally practical means of correcting transmissions errors. The department.

Prerequisite: MATH 126 and MATH 127, or permission of the department.

Not offered in 2015/16.

**MATH 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

**MATH 297 - TOPICS IN MATHEMATICS**

Semester Offered: Fall

0.5 unit(s)

Reading Course

Prerequisite: MATH 221 or equivalent, and permission of the instructor.

**MATH 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Election should be made in consultation with a department adviser.

**III. ADVANCED**

Prerequisites for all advanced courses: MATH 220 and MATH 221, or permission of the department, unless otherwise indicated.

**MATH 301 - SENIOR SEMINAR**

Semester Offered: Spring

0.5 to 1 unit(s)

Areas of study and units of credit vary from year to year. The department.

Open only to seniors who have a declared major in mathematics. It is strongly recommended that MATH 361 be completed before enrolling in Mathematics 301.

**MATH 321 - REAL ANALYSIS**

Semester Offered: Fall

1 unit(s)

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.

Prerequisite for all advanced courses: MATH 220 and MATH 221, unless otherwise indicated.

**MATH 324 - COMPLEX ANALYSIS**

Semester Offered: Spring

1 unit(s)

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.

Prerequisite for all advanced courses: MATH 220 and MATH 221, unless otherwise indicated.

**MATH 327 - ADVANCED TOPICS IN  
REAL ANALYSIS**

1 unit(s)

Continuation of MATH 321. Measure theory, the Lebesgue integral, Banach spaces of measurable functions. The department.

Prerequisite: MATH 321.

Not offered in 2015/16.

**MATH 328 - THEORY OF DIFFERENTIAL  
EQUATIONS AND DYNAMICAL SYSTEMS**

Semester Offered: Spring

1 unit(s)

Existence and uniqueness theorems for ordinary differential equations; general theory and eigenvalue methods for first order linear systems. The department.

Prerequisite: MATH 321 or permission of the instructor.

**MATH 335 - DIFFERENTIAL GEOMETRY**

Semester Offered: Fall

1 unit(s)

The geometry of curves and surfaces in 3-dimensional space and an introduction to manifolds. The department.

Prerequisite: MATH 321.

**MATH 339 - TOPOLOGY**

1 unit(s)

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: MATH 321 or MATH 361.

Not offered in 2015/16.

**MATH 341 - MATHEMATICAL STATISTICS**

Semester Offered: Spring

1 unit(s)

An introduction to statistical theory through the mathematical development of topics including resampling methods, sampling distributions, likelihood, interval and point estimation, and introduction to statistical inferential methods. The department.

Prerequisites: MATH 220 and MATH 241.

**MATH 342 - APPLIED STATISTICAL MODELING**

Semester Offered: Fall

1 unit(s)

For students who have completed MATH 341. Students in this course attend the same lectures as those in MATH 242, but will be required to complete extra reading and problems. Ms. An.

Prerequisites: MATH 126 and MATH 127, MATH 341.

Three 50-minute periods.

**MATH 351 - MATHEMATICAL LOGIC**

1 unit(s)

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: MATH 321 or MATH 361.

Not offered in 2015/16.

**MATH 361 - MODERN ALGEBRA**

Semester Offered: Spring

1 unit(s)

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.

Prerequisite for all advanced courses: MATH 220 and MATH 221, unless otherwise indicated.

### MATH 364 - ADVANCED LINEAR ALGEBRA

Semester Offered: Fall

1 unit(s)

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.

Prerequisite for all advanced courses: MATH 220 and MATH 221, unless otherwise indicated.

### MATH 367 - ADVANCED TOPICS IN MODERN ALGEBRA

1 unit(s)

Continuation of MATH 361. Rings and fields, with a particular emphasis on Galois theory. The department.

Prerequisite: MATH 361.

Not offered in 2015/16.

### MATH 380 - TOPICS IN ADVANCED MATHEMATICS

1 unit(s)

Advanced study in an area of mathematics. The department.

Not offered in 2015/16.

### MATH 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Election requires the approval of a departmental adviser and of the instructor who supervises the work.

## Media Studies Program

**Director:** William Hoynes;

**Steering Committee:** Peter Antelyes (English), Lisa Brawley (Urban Studies), Heesok Chang<sup>ab</sup> (English), Colleen Ballerino Cohen<sup>b</sup> (Anthropology), Robert DeMaria<sup>ab</sup> (English), Wenwei Du (Chinese and Japanese), Thomas Ellman (Computer Science), Dara N. Greenwood (Psychology), William Hoynes (Sociology), M. Mark (English), Molly Nesbit<sup>a</sup> (Art), Ronald Patkus (Library), Thomas Porcello (Anthropology), Cindy Schwarz<sup>a</sup> (Physics and Astronomy), Shane Slattery-Quintanilla<sup>a</sup> (Film), Eva Woods Peiró (Hispanic Studies);

**Participating Faculty:** Peter Antelyes (English), David T. Bradley (Physics and Astronomy), Lisa Brawley (Urban Studies), Heesok Chang<sup>a</sup> (English), Colleen Ballerino Cohen<sup>b</sup> (Anthropology), Lisa Gail Collins (Art), Robert DeMaria<sup>ab</sup> (English), Hiromi Tsuchiya Dollase (Chinese and Japanese), Wenwei Du (Chinese and Japanese), Eve Dunbar<sup>a</sup> (English), Thomas Ellman (Computer Science), Dara N. Greenwood (Psychology), William Hoynes (Sociology), Hua Hsu<sup>a</sup> (English), Michael Joyce<sup>b</sup> (English), Dorothy Kim (English), Sarah R. Kozloff (Film), Amitava Kumar<sup>a</sup> (English), Judith Linn (Art), Brian R. Mann<sup>a</sup> (Music), M. Mark (English), Mia Mask (Film), Molly Nesbit<sup>a</sup> (Art), Leonard Nevarez (Sociology), Ronald Patkus (Library), Hiram Perez (English), Thomas Porcello (Anthropology), Peipei Qiu<sup>ab</sup> (Chinese and Japanese), Karen Robertson<sup>b</sup> (English), Harry Roseman (Art), Jeffrey Schneider (German Studies), Shane Slattery-Quintanilla<sup>a</sup> (Film), Andrew Tallon (Art), David Tavárez<sup>b</sup> (Anthropology), Adelaide Villmoare (Political Science), Silke von der Emde (German Studies), Eva Woods Peiró (Hispanic Studies).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

The Media Studies Program encourages the understanding and critical evaluation of new and old media technologies, the centrality of media in global and local culture, social life, politics and economics, and the contemporary and historical impact of media on individuals and societies. As defined by the Program, “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 Program emphasizes several interrelated approaches to the study of media: multidisciplinary perspectives derived from the arts, humanities, social and natural sciences; the historical study of various forms of communication and the representation of knowledge; theoretical and critical investigation of how media shape our understandings of reality, and the dynamic interrelationship of media industries, cultural texts, communication technologies, policies, and publics; examination of global, as well as non-Western, indigenous, and oppositional media forms and practices; and practical work in media production and the use of media technologies.

Because the Media Studies concentration incorporates courses originating within the program as well as a wide range of courses from other programs and departments, students wishing to concentrate in Media Studies should consult with the Program Director as early as possible to design their course of study in consultation with a faculty adviser who will be drawn from the Program Steering Committee. Prospective majors will submit a “focus statement” outlining their interests, objectives, the proposed course of study, and a tentative senior project. The proposed course of study should be rigorous, well-integrated, and feasible in the context of the College curriculum. Focus statements should identify specific courses and provide a narrative explaining the linkages across departments/programs and curricular levels among the proposed courses, as well as their relevance for the proposed senior project. Focus statements will be evaluated

by the Program Director, in consultation with the Program Steering Committee.

As the Steering Committee occasionally requests revisions of focus statements in consultation with the prospective major adviser and the program director, students who plan to spend one or both semesters of their Junior year studying abroad should submit their focus statement no later than the Friday following October break of their sophomore year. Students who intend to take courses at another domestic institution during their junior year should submit their focus statements no later than the Friday of the first week of classes of the spring semester of their sophomore year. All other students should submit their focus statements no later than March 1 of their sophomore year.

**Advisers:** Students will consult with the program director to select an adviser from the steering committee or participating faculty.

**Requirements for the Concentration:**

13.5 units, including:

- MEDS 160 Approaches to Media Studies
- MEDS 250 Exploratory Media Practices
- MEDS 260 Media Theory
- MEDS 300 Senior Project Preparation
- MEDS 301 Senior Project
- MEDS 310 Senior Seminar

**Additional Information:** The additional 8 courses will ordinarily be selected from courses cross-listed with Media Studies and the list of Media Studies Approved Courses, which will be made available prior to pre-registration each semester. Students wishing to apply other courses toward the Media Studies concentration should consult with their adviser before petitioning the Program. All petitions must be approved by the Program Director. The additional courses must be distributed as follows:

1. 200-level course work from a minimum of three different departments or multidisciplinary programs;
2. a minimum of two 300-level courses, from more than one department or program, and which must reflect the intellectual path set by previous coursework;
3. a minimum of one course on multicultural media practices or issues. Students should consult with their faculty advisers to identify appropriate courses from the list of Approved Courses;
4. one practice-based course. If the course is not selected from the list of Approved Courses, a JYA or Fieldwork course may satisfy the requirement upon approval of the Program Director. While students are encouraged to pursue further practice-based coursework or internships, a maximum of two such units may be applied toward the concentration.

After declaration of the concentration, no courses applied toward the concentration may be elected NRO.

**Senior-Year Requirements:** MEDS 310 - Senior Seminar; MEDS 300 and MEDS 301, a senior project under the supervision of 2 members of the program faculty, 1 of whom should be a member of the steering committee.

## I. INTRODUCTORY

### MEDS 160 - APPROACHES TO MEDIA STUDIES

Semester Offered: Fall and Spring

1 unit(s)

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, 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. Scepanski (a); Mr. Chang (b).

### MEDS 181 - AMERICAN TELEVISION COMEDY

Semester Offered: Fall

1 unit(s)

(Same as FILM 181 ) What have Americans laughed at on television? Why? To what effect? This course explores the history of American television comedy from its roots in early radio to its current multiplicity of forms with a particular emphasis on the role of humor as rhetoric and affect. Students explore the genre as an expression of multiple factors from television’s economic organization and audience conception to larger sociocultural formations. By doing so, they learn about the development of different forms of television comedy, including sitcoms, domesticoms, sketch, and variety programs. Screenings may include *I Love Lucy*, *The Honeymooners*, *Bewitched*, *I Dream of Jeannie*, *The Smothers Brothers Comedy Hour*, *All In the Family*, *The Mary Tyler Moore Show*, *Sanford and Son*, *M\*A\*S\*H*, *Saturday Night Live*, *The Cosby Show*, *The Fresh Prince of Bel Air*, *The Simpsons*, *Seinfeld*, *Sex and the City*, *Will and Grace*, *The Daily Show*, *South Park*, *Tim and Eric: Awesome Show*, and *Great Job* among others. Mr. Scepanski.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods, plus outside screenings.

### MEDS 185 - THE BIBLE BEFORE PRINT

Semester Offered: Fall

1 unit(s)

(Same as CLCS 185 and RELI 185) What is the Bible and how has its physical form changed from antiquity through Gutenberg’s first printing around 1455? Although one of the most influential texts in history, we seldom stop to think about its own history, and in particular the variety of textual, illustrative, and physical forms it has taken. Yet there were great differences in what constituted “the Bible” and how it was produced, disseminated, read, and discussed throughout antiquity and the medieval period. This course explores this history by “going to the source” and examining examples in both digital and print facsimile, largely relying on the Bible Collection in the Archives & Special Collections Library. By looking closely at the Bibles, we will examine all aspects of their makeup—scribal tendencies, binding and format, illustrations, marginalia, and other distinctive features. Through a variety of writing assignments we will make arguments about their meaning and what they might say about their producers and readers and the meaning of its physical form. Ms. Bucher.

Both first and second six-week course.

## II. INTERMEDIATE

### MEDS 217 - STUDIES IN POPULAR MUSIC

1 unit(s)

(Same as AMST 217 and MUSI 217)

Recommended: one unit in either Music, Sociology, or Anthropology.

Not offered in 2015/16.

Two 75-minute periods.

### MEDS 218 - CHINESE POPULAR CULTURE

1 unit(s)

(Same as CHIN 218) The course analyzes contemporary Chinese entertainment and popular culture. It provides both historical

coverage and grounding in various theoretical and methodological problems. Topics focus on thematic contents and forms of entertainment through television, radio, newspaper, cinema, theatre, music, print and material culture. The course also examines the relations between the heritage of traditional Chinese entertainment and the influences of Western culture. All readings and class discussions are in English. Mr. Du.

Prerequisite: one course in language, literature, culture, film, drama, or Asian Studies, or permission of the instructor.

Not offered in 2015/16.

### **MEDS 250 - EXPLORATORY MEDIA PRACTICES**

Semester Offered: Spring

1 unit(s)

This course instructs students in a varied set of practical media skills in order to interrogate and possibly transform the uses to which they are habitually put. It grounds a creative reflection on the relation between theory and practice through the critical use of production technologies. Each semester is devoted to a topic or a question to be explored through three distinct kinds of media "making." These techniques include graphic design, literary journalism, sound recording, book production, the digital still image and its sequencing, the moving image and post-production techniques, computer graphics and physical computing, user interface design. Students will compose a formally sophisticated, rhetorically inventive "essay" in three medium specific idioms. They will also be asked to determine how the three exercises go together, how they work as interlocking parts of a trans-media narrative or ensemble. Mr. Ellman.

Prerequisite: MEDS 160 or permission of the instructor.

Two 75-minute periods.

### **MEDS 258 - STUDIES IN SOUND**

1 unit(s)

(Same as AMST 258) This course familiarizes students with the emerging field of sound studies. We spend the first eight weeks exploring the different facets of sound culture: histories and ethnographies of listening; theories of sound capture and reproduction; the political economy of recording media (particularly the MP3); the experience of the modern American soundscape. We conclude with case studies of contemporary sonic experiences: "glitch"-based digital music and the aesthetics of failure; new developments in sonic weaponry; art and activism that "listens" to drones and the US-Mexico border. Mr. Hsu.

Prerequisite: 100-level course work within the multidisciplinary programs, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### **MEDS 260 - MEDIA THEORY**

Semester Offered: Spring

1 unit(s)

This course aims to ramify our understanding of "mediality"—that is, the visible and invisible, audible and silent contexts in which physical messages stake their ghostly meanings. The claims of media theory extend beyond models of communication: media do not simply transport preexisting ideas, nor do they merely shape ideas in transit. Attending to the complex network of functions that make up media ecologies (modes of inscription, transmission, storage, circulation, and retrieval) demonstrates the role media play not only in the molding of ideas and opinions, but also in the constitution of subjectivities, social spheres, and non-human circuits of exchange (images, information, capital). Texts and topics vary from year to year, but readings are drawn from a broad spectrum of classical and contemporary sources. Ms. Woods.

Prerequisite: MEDS 160 or permission of the instructor.

### **MEDS 263 - ANTHROPOLOGY GOES TO THE MOVIES: FILM, VIDEO, AND ETHNOGRAPHY**

1 unit(s)

(Same as ANTH 263) 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 Media Studies or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods, plus 3-hour preview laboratory.

### **MEDS 264 - THE NATURE OF CHANGE: THE AVANT-GARDES**

1 unit(s)

(Same as ART 264) Radical prototypes of self-organization were forged by the new groups of artists, writers, filmmakers and architects that emerged in the early twentieth century as they sought to define the future. The course studies the avant-gardes' different and often competing efforts to meet the changing conditions that industrialization was bringing to culture, societies and economies between 1889 and 1929, when works of art, design, and film entered the city, the press, the everyday lives and the wars that beset them all. Ms. Nesbit.

Prerequisite: ART 105-ART 106, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods and one weekly film screening.

### **MEDS 265 - THE NEW ORDER OF MEDIA, MESSAGE AND ART, 1929-1968**

1 unit(s)

(Same as ART 265) When the public sphere was reset during the twentieth century by a new order of mass media, the place of art and artists in the new order needed to be claimed. The course studies the negotiations between modern art and the mass media (advertising, cinema, TV), in theory and in practice, during the years between the Great Depression and the liberation movements of the late 1960s—the foundation stones of our own contemporary culture. Neither the theory nor the practice has become obsolete. Ms. Nesbit.

Prerequisite: ART 105-ART 106.

Not offered in 2015/16.

Two 75-minute periods and one weekly film screening.

### **MEDS 266 - INDIGENOUS AND OPPOSITIONAL MEDIA**

1 unit(s)

(Same as ANTH 266) As audiovisual and digital media technologies proliferate and become more accessible globally, they become important tools for indigenous peoples and activist groups in struggles for recognition and self-determination, for articulating community concerns and for furthering social and political transformations. This course explores the media practices of indigenous peoples and activist groups, and through this exploration achieves a more nuanced and intricate understanding of the relation of the local to the global. In addition to looking at the films, videos, radio and television productions, and Internet interventions of indigenous media makers and activists around the world, the course looks at oppositional practices employed in the consumption and distribution of media. Course readings are augmented by weekly screenings and demonstrations of media studied, and students explore key theoretical concepts through their own interventions, making use of audiovisual and digital technologies. Ms. Cohen.

Not offered in 2015/16.

Two 75-minute periods, plus one 3-hour preview laboratory.

**MEDS 268 - THE ACTIVATION OF ART, 1968 - NOW**

Semester Offered: Spring

1 unit(s)

(Same as ART 268) This course studies the visual arts of the last thirty years, here and abroad, together with the collective and philosophical discussions that emerged and motivated them. The traditional fine arts as well as the new media, performance, film architecture and installation are included. Still and moving images, which come with new theatres of action, experiment and intellectual quest, are studied as they interact with the historical forces still shaping our time into time zones, world pictures, narratives and futures. Weekly screenings supplement the lectures. Ms. Nesbit.

Prerequisite: ART 105-ART 106.

Two 75-minute periods and one weekly screening.

**MEDS 271 - VISUAL URBANISM**

Semester Offered: Fall

1 unit(s)

(Same as URBS 271) This course examines correspondences between the emergent metropolises and practices of urban spectatorship. We approach the modernization of vision as an aspect of capitalist urbanization, as we engage the shifting media forms that have refracted and regulated modernity's urban conditions from the mid-19th century to the present: camera obscura, magic lantern, window display, crime photography, film noir, snapshot, broadcast television, billboard, hand-held video, SimCity, Google earth, CCTV, immersive VR. Issues we investigate include: the increasing predominance of visual culture in urban everyday life; the distracted attention of the urban spectator as a mode of modern subjectivity; the role of the visual in shaping both official and vernacular understandings of the city; the use of city image and urban brand in urban development; the merging of physical and information space as urban landscapes become media-saturated environments; urban surveillance and the use of the visual as a vector of modern political power. Throughout, we approach urban visibility as a fiercely ambivalent force: both a source of spectacle and a tool to render legible the hidden powers that structure urban everyday life. Readings include works by Roland Barthes, Jonathan Beller, Walter Benjamin, Giuliano Bruno, Susan Buck-Morss, Christine Boyer, Rey Chow, Elizabeth Currid, Jonathan Crary, Guy Debord, Anne Friedberg, Eric Gordon, Tom Gunning, Miriam Greenberg, Frederic Jameson, Rem Koolhaas, Kevin Lynch, W.T.J. Mitchell, Venessa Schwartz, William White, and Raymond Williams. Ms. Brawley.

Two 75-minute periods.

**MEDS 280 - RE-PRESENTING THE HOLOCAUST: RELIGION, MEDIA, LITERATURE, AND THE ARTS**

Semester Offered: Fall

1 unit(s)

(Same as JWST 280 and RELI 280) This course will examine contemporary re-considerations and representations of the Holocaust. What, exactly, was it as an historical and political event? What are its moral, philosophical, theological and religious implications? How has it been represented via various religious, artistic, political and social mediations? Theoretical and philosophical approaches will comprise selections from the work of James Young, Dominick LaCapra, Marianne Hirsch and Sidra Ezrahi. We will also consider artistic representations in films, literature and graphic novels from the work of Primo Levi, Aaron Appelfeld, and Claude Lanzmann to Art Spiegelman's *Maus* and Spielberg's *Schindler's List*. Some central religious and theological issues under consideration will be those of representation, authenticity, appropriateness and uniqueness, the role of memory and post-memory, the problems and limits of language, questions of trauma, and the development of post-Holocaust identities. Ms. Veto.

Two 75-minute periods.

**MEDS 282 - HISTORY OF RADIO**

Semester Offered: Fall

1 unit(s)

(Same as FILM 282) This course analyzes the cultural, technological, and industrial history of American radio with a particular focus on the medium's history of narrative and storytelling. Too often ignored as an aspect of American media culture, American radio has a long, varied, and significant history from the its creation to the current state of terrestrial, satellite, and internet radio. Topics include the invention and early uses of radio, its development into a commercial mass medium; the creation of network radio; the shift in focus from narrative to music; the rise of FM; the development of college, underground, independent, and public radio; the popularity of conservative talk radio; media consolidation; and the development of both satellite and internet radio as popular alternatives. By studying these historical developments, we assess the ways in which technological, industrial, and cultural influences have been reflected in radio programming and how this programming affected culture more generally. "Listenings" may include *Amos 'n' Andy*, *The Jack Benny Show*, *War of the Worlds*, *Roy Rogers*, *Flash Gordon*, *Buck Rogers*, *The Goldbergs*, *The Guiding Light*, *London After Dark*, *A Prairie Home Companion*, *The Hitchhiker's Guide to the Galaxy*, *This American Life*, *The Black Guy Who Tips Podcast*, *Comedy Bang Bang*, and *Serial*, among others. This course is designed to feed in to 'b' semester's Film course, *Producing Audio Narratives*. Mr. Scepanski.

Prerequisite: open to sophomores and above with permission of the instructor.

Two 75-minute periods plus outside screenings.

**MEDS 283 - PRODUCING AUDIO NARRATIVES**

Semester Offered: Spring

1 unit(s)

This course focuses on the art of storytelling through sound. We survey some of the pioneering works of audio narrative in radio, film, music, and web as inspiration for the creation of our own original audio productions. We pay special attention to the contemporary podcast scene, and seek out relevant subjects for short- and long-form pieces both on campus and beyond. Students work with professional field recording equipment, and help to create a showcase event and/or platform for their final projects. Mr. Slattery-Quintanilla.

Prerequisite: permission of the instructor.

Priority is given to students who have taken MEDS 282/FILM 282 History of Radio.

One 2-hour period plus one 3-hour Friday lab.

**MEDS 284 - AMERICAN TELEVISION HISTORY**

Semester Offered: Spring

1 unit(s)

(Same as FILM 284) This course analyzes the history of American television, the most ubiquitous American mass medium of the last 70 years. It spans from its roots in radio broadcasting to the latest developments in digital television. In assessing the many changes across this span, the course will cover such topics as why the American television industry developed as a commercial medium in contrast to most other national television industries, how television programming has both reflected and influenced cultural ideologies through the decades, and how historical patterns of television consumption have shifted due to new technologies and social changes. Through studying the historical development of television programs and assessing the industrial, technological, political, aesthetic, and cultural systems out of which they emerged, the course will piece together the catalysts responsible for shaping this highly influential medium. Screenings may include *Marty*, *Dragnet*, *I Spy*, *Father Knows Best*, *Amos & Andy*, *The Beverly Hillbillies*, *The Twilight Zone*, *Twin Peaks*, *Married...With Children*, *Buffy the Vampire Slayer*, *The Steve Harvey Show*, *Survivor*, *CSI: Crime Scene Investigation*, among others. Mr. Scepanski.

Prerequisite: FILM 175 or FILM 210.

Two 75-minute periods plus outside screenings.

**MEDS 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Permission of the director required.

**MEDS 298 - INDEPENDENT STUDY**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Permission of the director required.

**III. ADVANCED****MEDS 300 - SENIOR PROJECT PREPARATION**

Semester Offered: Fall

0.5 unit(s)

The Senior Project may be a full-length thesis or a (multi)media project. During the fall semester, students carry out the following independent work under the supervision of the Program Director and Participating Faculty: formulating a project topic; identifying suitable faculty advisors; writing a project proposal and bibliography; presenting the proposal at a poster event; and developing a work plan. The program faculty.

**MEDS 301 - SENIOR PROJECT**

Semester Offered: Spring

1 unit(s)

Students carry out the Senior Project during the spring semester, under the supervision of their two project advisors. All students present their projects at a public symposium at the end of the semester. The projects become part of a permanent Media-Studies archive. The program faculty.

**MEDS 302 - ADAPTATIONS**

1 unit(s)

(Same as CLCS 302 and ENGL 302) If works of art continue each other, as Virginia Woolf suggested, then cultural history accumulates when generations of artists think and talk together across time. What happens when one of those artists switches to another language, another genre, another mode or medium? In the twenty-first century we may reframe Woolf's conversation in terms of intertextuality—art invokes and revises other art—but the questions remain more or less unchanged: What motivates and shapes adaptations? What role does technology play? Audience? What constitutes a faithful adaptation? “Faithful” to what or whom? In this course we consider the biological model, looking briefly at Darwin's ideas about the ways organisms change in order to survive, and then explore analogies across a range of media. We'll begin with Virgil's *Georgics*; move on to *Metamorphoses*, Ovid's free adaptations of classical myths; and follow Orpheus and Eurydice through two thousand years of theater (Euripides, Anouilh, Ruhl, Zimmerman); painting and sculpture (Dürer, Rubens, Poussin, Klee, Rodin); film and television (Pasolini, Cocteau, Camus, Luhrmann); dance (Graham, Balanchine, Bausch); music (Monteverdi, Gluck, Stravinsky, Birtwistle, Glass); narratives and graphic narratives (Pynchon, Delany, Gaiman, Hoban); verse (Rilke, H.D., Auden, Ashbery, Milosz, Heaney, Atwood, Mullen, Strand); and computer games (*Battle of Olympus*, *Shin Megami Tensei*). During the second half of the semester, we investigate other adaptations and their theoretical implications, looking back from time to time at what we've learned from the protean story of Eurydice and Orpheus and their countless progeny. Ms. Mark.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

**MEDS 310 - SENIOR SEMINAR**

Semester Offered: Fall

1 unit(s)

Ms. Mark.

Prerequisite: MEDS 250 or MEDS 260.

**MEDS 351 - LANGUAGE AND EXPRESSIVE CULTURE**

1 unit(s)

Not offered in 2015/16.

**MEDS 352 - THE CITY IN FRAGMENTS**

1 unit(s)

(Same as URBS 352) In this seminar, we use the concept of the fragment to explore the contemporary city, and vice versa. We draw on the work of Walter Benjamin, for whom the fragment was both a central symptom of urban modernity and a potentially radical mode of inquiry. We also use the figure of the fragment to explore and to experiment with the situationist urbanism of Guy Debord, to address the failure of modernist dreams for the city, and to reframe the question of the “global” in contemporary discussions of global urbanization. Finally, we use the fragment to destabilize notions of experience and evidence—so central to positivist understandings of the city—as we make regular visits to discover, as it were, non-monumental New York. Readings include works by Walter Benjamin, Stefano Boeri, Christine Boyer, Guy Debord, Rosalyb Deytsche, Paul Gilroy, Rem Koolhaas, Henri Lefebvre, Thomas Lacquer, Saskia Sassen, Mark Wigley, and others. Ms. Brawley, Mr. Chang.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

**MEDS 356 - CULTURE, COMMERCE, AND THE PUBLIC SPHERE**

Semester Offered: Fall

1 unit(s)

(Same as SOCI 356) 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.

**MEDS 360 - PROBLEMS IN CULTURAL ANALYSIS**

1 unit(s)

Not offered in 2015/16.

**MEDS 364 - SEMINAR IN TWENTIETH CENTURY AND CONTEMPORARY ART**

1 unit(s)

(Same as ART 364) *The Moving Image: Between Video and Experimental Curating*. Already by 1930 experimental film had tested the boundaries for the exhibition of works of art; when video built on that foundation thirty years later, the borders were again expanded. Moving image and radical exhibition formats would continue to evolve in tandem, becoming a succession of inspirations and experiments. The seminar studies these as theoretical, practical and perceptual questions posed in fact since the invention of cinema; case studies from past and present are compared; the seminar plans and executes curatorial experiments of its own. Ms. Nesbit.

Prerequisite: permission of the instructor

Not offered in 2015/16.

One 2-hour period.

**MEDS 366 - FRANCOPHONE LITERATURE AND CULTURES**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Ciné-vérité? Narratives and French & Francophone Documentary Filmmaking*. (Same as FREN 366) The Francophone world has a rich and varied documentary film tradition ranging from René Vautier's *Afrique 50* (1956), the first anticolonial film, to Alain Resnais' *Nuit et Brouillard* (1955), Marcel Ophüls' *Le Chagrin et la pitié* (1969), Nicolas Philibert's *Etre et avoir* (2002), Agnès Varda's *Les Plages d'Agnès* (2008), Moussa Sene Absa's *Yoole, le sacrifice* (2010), and Nadia El Fani's *Même Pas Mal* (2012). This seminar explores different genres of Francophone short- and feature-length documentaries including works of the historical, social and political varieties, the 'essai documentaire', the 'auto-documentaire' as well as Web and radio documentaries, and television Web-series. We use this palette of audio-visual essays as a springboard both to examine the specificities of this genre's form and the ways they interrogate the burning issues they seek to analyze, and to gauge the extent to which they frame — and perhaps even define — the French and Francophone cultures they depict. Ms. Patricia-Pia Célérier.

One 2-hour period.

**MEDS 376 - COMPUTER GAMES: DESIGN, PRODUCTION AND CRITIQUE**

Semester Offered: Fall

1 unit(s)

(Same as CMPU 376) Investigates all stages of the game development process, including conception, design, physical and digital prototyping, implementation and play-testing, among others. The course emphasizes the integration of formal, dramatic and dynamic game elements to create a specific player experience. The course also examines various criteria and approaches to game critique, including issues of engagement, embodiment, flow, and meaningful play. Course work includes a series of game development projects carried out in groups, along with analysis of published games and readings in critical game-studies literature. No previous experience in media production or computer programming is necessary. Mr. Ellman.

Prerequisite: permission of the instructor.

Two 75-minute periods.

**MEDS 379 - COMPUTER ANIMATION: ART, SCIENCE AND CRITICISM**

1 unit(s)

(Same as ART 379, CMPU 379, and FILM 379) 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 for describing the shape, motion and shading 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. Mr. Ellman, Mr. Roseman.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

Two 2-hour periods.

**MEDS 380 - SPECIAL TOPICS IN MEDIA STUDIES**

1 unit(s)

Not offered in 2015/16.

**MEDS 382 - THE ARTS OF SILENCE**

Semester Offered: Fall

1 unit(s)

Is silence the opposite of sound? Is it the space between sounds? Is sound an interruption of silence? Can silence be audible, visible, palpable, spiritual? How and what does it signify? The composer John Cage famously claimed that there is no such thing as silence. This course tests that notion by exploring the theory and practices of silence across a range of arts, including rhetoric, literature, comics, film, drama, music, and meditation. Weekly seminars and frequent practicums, including a workshop with ASL poet Peter Cook, CAAD artist-in-residence. Ms. Dunn.

Prerequisite: permission of the instructor.

Two 2-hour periods.

**MEDS 385 - MEDIA AND WAR**

1 unit(s)

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.

Prerequisite: MEDS 160 or permission of the instructor.

Not offered in 2015/16.

**MEDS 399 - SENIOR INDEPENDENT WORK**

0.5 or 1 unit(s)

## Medieval and Renaissance Studies Program

**Director:** Karen Robertson (fall);

**Steering Committee:** Mark C. Amodio (English), Roberta Antognini<sup>a</sup> (Italian), Nancy Bisaha<sup>a</sup> (History), Mita Choudhury (History), Eve D'Ambra (Art), Leslie C. Dunn (English), Don Foster (English), Eugenio L. Giusti (Italian), J. Bert Lott (Greek and Roman Studies), Zoltán Márkus (English), Karen Robertson<sup>b</sup> (English), Andrew Tallon (Art);

**Participating Faculty:** Roberta Antognini<sup>a</sup> (Italian), Robert D. Brown (Greek and Roman Studies), Robert DeMaria<sup>ab</sup> (English), Yvonne Elet (Art), Eugenio Giusti (Italian), Dorothy Kim (English), Susan Donahue Kuretsky (Art), Lynn R. LiDonnici (Religion), Brian R. Mann<sup>a</sup> (Music), Zoltán Márkus (English), Karen Robertson<sup>b</sup> (English), Andrew Tallon (Art), Denise A. Walen<sup>b</sup> (Drama).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

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 MRST 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 MRST 220 and the thesis, students should take 10 units. 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. To determine which courses satisfy concentration and correlate requirements, students must consult with the coordinator. A partial list of approved courses may be viewed here; a full list appears on the program's webpage.

**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, GRST 101/CLCS 101, ITAL 175, HIST 123, RELI 150, PHIL 101 or PHIL 102. No more than two 100-level courses may be offered toward the major.

**Correlate Sequence in Medieval and Renaissance Studies:** 6 graded units are required, including MRST 220 or HIST 215 or HIST 225; ART 220 or ART 235 or the equivalent; and an intermediate level course in English or 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.

For current offerings and a full list of courses, please visit the Medieval and Renaissance Studies webpage on the Vassar website.

## APPROVED COURSES

ART 220 Medieval Architecture  
ART 235 The Rise of the Artist, from Giotto to Leonardo da Vinci

ENGL 236 Beowulf  
ENGL 240 Shakespeare  
HIST 225 Renaissance Italy  
LALS 301 Senior Thesis  
MRST 220 Medieval and Renaissance Culture

### Courses Accepted for Credit Towards Medieval and Renaissance Studies Major and Correlate

#### Art and Music

ART 105 Introduction to the History of Art  
ART 210 Art, Myth, and Society in the Ancient Aegean  
ART 211 Rome: The Art of Empire  
ART 220 Medieval Architecture  
ART 221 The Sacred Arts of the Middle Ages  
ART 230 Art in the Age of Van Eyck, Dürer and Bruegel  
ART 231 The Golden Age of Rubens, Rembrandt and Vermeer  
ART 235 The Rise of the Artist, from Giotto to Leonardo da Vinci  
ART 236 Art in the Age of Leonardo, Raphael, and Michelangelo  
ART 242 17th c. Painting and Sculpture in Italy and France  
ART 243 Art and Ideas of the Golden Age in Spain  
ART 270 Renaissance Architecture  
ART 310 Seminar in Ancient Art  
ART 320 Seminar in Medieval Art  
ART 331 Seminar in Northern Art  
ART 332 Seminar in Italian Renaissance Art  
MUSI 246 Music and Ideas I — Medieval and Early Modern Europe: The Power of Church and Court  
MUSI 323 Intersections in Music and Literature (When Topic is Music of the Renaissance)

#### History, Philosophy, Religion

GRST 104 Greek Archaeology  
GRST 216 History of the Ancient Greeks  
GRST 217 History of the Ancient Romans  
GRST 301 Seminar in Classical Civilization  
GRST 302 The Blegen Seminar  
HIST 116 The Dark Ages  
HIST 123 Europe at the Crossroads, 1500-1789  
HIST 225 Renaissance Italy  
HIST 316 Constantinople/Istanbul: 1453  
PHIL 101 History of Western Philosophy: Ancient  
PHIL 102 History of Western Philosophy: Modern  
RELI 150 Jews, Christians, and Muslims  
RELI 215 Religion, Art and Politics  
RELI 225 The Hebrew Bible  
RELI 227 Revolution, Heresy, and Messianism: The Earliest Christians  
RELI 243 Islamic Traditions  
RELI 255 Western Mystical Traditions  
RELI 250 Across Religious Boundaries: Understanding Differences (Depending on the Topic)  
RELI 320 Studies in Sacred Texts (Depending on the Topic)  
RELI 350 Comparative Studies in Religion (Depending on the Topic)

#### Language and Literature

GRST 102 Cleopatra  
GRST 202 Myth  
GRST 201 Ancient Warfare  
GRST 145 Elementary Latin  
GRST 146 Elementary Latin  
GRST 245 Intermediate Latin I  
GRST 246 Intermediate Latin II



- GRST 341 Topics in Latin Literature  
 GRST 342 Virgil  
 GRST 343 Tacitus  
 GRST 344 Roman Lyric and Elegy  
 \*\*Other Greek and Roman Studies courses may also count for MRST credit in consultation with the program director  
 ENGL 215 Pre-modern Drama: Text and Performance before 1800 (Depending on Topic)  
 ENGL 222 Founding of English Literature  
 ENGL 223 The Founding of English Literature  
 ENGL 235 Old English  
 ENGL 236 Beowulf  
 ENGL 237 Chaucer  
 ENGL 238 Middle English Literature  
 ENGL 240 Shakespeare  
 ENGL 241 Shakespeare  
 ENGL 242 Shakespeare  
 ENGL 340 Studies in Medieval Literature  
 ENGL 341 Studies in the Renaissance  
 ENGL 342 Studies in Shakespeare  
 ENGL 345 Milton  
 FREN 230 Medieval and Early Modern Times  
 FREN 332 Literature and Society in Pre-Revolutionary France  
 HISP 226 Medieval and Early Modern Spain  
 ITAL 175 The Italian Renaissance in English Translation  
 ITAL 220 Thirteenth-Sixteenth Century Italian Culture  
 ITAL 338 Literary Masterpieces: Dante's Divine Comedy  
 ITAL 342 Giovanni Boccaccio's Decameron: The "Novella" as a Microcosm

## I. INTRODUCTORY

### MRST 116 - THE DARK AGES

Semester Offered: Spring

1 unit(s)

(Same as HIST 116) Was early medieval Europe really Dark? In reality, this was a period of tremendous vitality and ferment, witnessing the transformation of late classical society, the growth of Germanic kingdoms, the high point of Byzantium, the rise of the papacy and monasticism, and the birth of Islam. This course examines a rich variety of sources that illuminate the first centuries of Christianity, the fall of the Roman Empire, and early medieval culture showing moments of both conflict and synthesis that redefined Europe and the Mediterranean. Ms. Bisaha.

Two 75-minute periods.

## II. INTERMEDIATE

### MRST 202 - THESIS PREPARATION

Semester Offered: Fall

0.5 unit(s)

### MRST 220 - MEDIEVAL AND RENAISSANCE CULTURE

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Detectives in the Archive: Reading Medieval and Renaissance Texts*. Study of medieval manuscripts of various types. The course involves direct work with manuscripts from Vassar's collection. Mr. Epstein and Mr. Patkus.

Two 75-minute periods.

### MRST 246 - MUSIC AND IDEAS I: MEDIEVAL AND EARLY MODERN EUROPE: THE POWER OF CHURCH AND COURT

Semester Offered: Fall

1 unit(s)

(Same as MUSI 246) 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. Mr. Mann.

Includes an additional listening/discussion section.

Prerequisite: MUSI 105/MUSI 106 or permission of the instructor.

### MRST 290 - FIELD WORK

0.5 to 1 unit(s)

### MRST 298 - INDEPENDENT WORK

0.5 to 1 unit(s)

## III. ADVANCED

### MRST 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

An interdisciplinary study written over two semesters under the supervision of two advisors from two different disciplines.

Yearlong course 300-MRST 301.

### MRST 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

An interdisciplinary study written over two semesters under the supervision of two advisors from two different disciplines.

Yearlong course MRST 300-301.

### MRST 302 - SENIOR THESIS

Semester Offered: Fall or Spring

1 unit(s)

An interdisciplinary study written during one semester under the supervision of two advisors from two different disciplines.

### MRST 339 - SHAKESPEARE IN PRODUCTION

Semester Offered: Fall

1 unit(s)

(Same as DRAM 339) Students in the course study the physical circumstances of Elizabethan public and private theaters at the beginning of the semester. The remainder of the semester is spent in critical examination of the plays of Shakespeare and several of his contemporaries using original staging practices of the early modern theater. The course emphasizes the conditions under which the plays were written and performed and uses practice as an experiential tool to critically analyze the texts as performance scripts. Ms. Walen.

Enrollment limited to Juniors and Seniors.

One 3-hour period.

### MRST 380 - ENGLISH SEMINAR

1 unit(s)

### MRST 399 - SENIOR INDEPENDENT WORK

0.5 to 1 unit(s)

## Music Department

**Chair:** Michael Pisani;

**Professors:** Jonathan Chenette (and Dean of the Faculty), Todd Crow, Michael Pisani, Richard Wilson<sup>b</sup>;

**Associate Professors:** Christine Howlett, Kathryn Libin<sup>a</sup>, Brian R. Mann<sup>a</sup>;

**Senior Lecturer:** Drew Minter;

**Lecturer:** Eduardo Navega;

**Adjunct Associate Professor:** Susan Botti;

**Adjunct Assistant Professors:** Peter McCulloch, Justin Patch;

**Adjunct Artists:** Gail Archer, Paul Bellino, Cheryl P. Bishkoff, Frank Cassara, Terry Champlin, Miriam Charney, Mike DeMicco, Danielle Farina, Trey Files, Larry Guy, Ashley J. Jackson, Jinyeong Jessica Lee, Mary Nessinger, James Osborn, Robert Osborne, Louis Pappas, Anna Polonsky, Linda Quan, Peter Reit, Elisabeth Romano, Rachel Rosales, James Ruff, Thomas Sauer, Sophie Shao, John Solum, Peter Tomlinson, Ed Xiques.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

**Advisers:** The department.

**Requirements for concentration:** 13 units of graded work, including MUSI 105/MUSI 106, MUSI 205, MUSI 206/MUSI 207/MUSI 208, MUSI 246/MUSI 247/MUSI 248; one of the following: MUSI 210, MUSI 211; one of the following: MUSI 320, MUSI 321, MUSI 322, MUSI 323; 2 additional units from history and theory courses which may include not more than one of the following: MUSI 201, MUSI 202, MUSI 218, MUSI 213, MUSI 214, MUSI 231, MUSI 238; and 1.5 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 MUSI 105/MUSI 106 and MUSI 206 in the freshman year, and MUSI 246/MUSI 247/MUSI 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 ensembles sponsored by the department.

**Correlate Sequences in Music:** The music department offers four correlate sequences, each requiring 6 units of credit of which no fewer than 5 should be taken at Vassar. No more than one course counted toward the Music & Culture correlate may be taken NRO. Specific courses to be taken within each sequence are outlined below. Students interested in pursuing a correlate sequence in music should discuss it with the music department chair as well as their major advisors during their sophomore or junior year, and they will be assigned a correlate advisor from the music faculty. Correlate sequences in music must be declared by the end of the junior year.

**Correlate Sequence in Music and Culture Requirements:** MUSI 101 - Fundamentals of Music or MUSI 105 - Harmony, and MUSI 136 - Introduction to World Music or MUSI 140 - Introduction to Western Art Music/MUSI 141 - Introduction to Western Art Music; 3 units chosen from the following: MUSI 201 - Opera, MUSI 202 - Black Music, MUSI 218 - Advanced Topics in World Music, MUSI 213 - American Music, MUSI 214 - History of American Jazz, MUSI 217 - Studies in Popular Music, MUSI 231 - Women Making Music, MUSI 238 - Music in Film, MUSI 259 - Soundscapes: Anthropology of Music; and in the senior year MUSI 399 - Senior Independent Work for which a proposal should be submitted by the end of the junior year.

### Correlate Sequence in Music Composition Requirements:

MUSI 105 Harmony  
and  
MUSI 106 Harmony  
MUSI 215 Composition I  
and  
MUSI 216 Composition II  
MUSI 219 Electronic Music  
MUSI 315 Composition III

**Correlate Sequence in Music History:** MUSI 105 - Harmony/MUSI 106 - Harmony, MUSI 246/MUSI 247/MUSI 248 (Music History), and one 300-level music history seminar or MUSI 399, an Independent Study for which a proposal should be submitted by the end of the junior year.

**Correlate Sequence in Music Theory Requirements:** MUSI 105 - Harmony/MUSI 106 - Harmony, MUSI 205 - Advanced Harmony, MUSI 210 - Modal Counterpoint and MUSI 211 - Tonal Counterpoint, and MUSI 322 - Advanced Studies in Theory or MUSI 399 - Senior Independent Work for which a proposal should be submitted by the end of the junior year.

## I. INTRODUCTORY

### MUSI 101 - FUNDAMENTALS OF MUSIC

Semester Offered: Fall and Spring

1 unit(s)

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. Mr. Pisani, Mr. Mann.

Open to all classes. Previous musical training unnecessary.

### MUSI 105 - HARMONY

Semester Offered: Fall

1 unit(s)

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. Ms. Libin, Mr. Mann, Mr. Wilson.

Prerequisite: each student must demonstrate to the instructor a familiarity with treble and bass clef notation, scales, and basic rhythmic notation.

Open to all classes.

Yearlong course 105/MUSI 106.

### MUSI 106 - HARMONY

Semester Offered: Spring

1 unit(s)

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. Ms. Libin, Mr. Wilson.

Prerequisite: MUSI 105 or successful completion of departmental advanced placement exam at beginning of fall semester.

Open to all classes.

Yearlong course MUSI 105/106.

**MUSI 135 - THE INTERNATIONAL PHONETIC ALPHABET**

Semester Offered: Fall

0.5 unit(s)

An introduction to the International Phonetic Alphabet (IPA). Geared toward students of voice, choir, and choral conducting. Ms. Howlett.

First six-week course.

Alternate years.

**MUSI 136 - INTRODUCTION TO WORLD MUSIC**

Semester Offered: Fall

1 unit(s)

This course examines the development and practices of musical styles in diverse locales around the world from an ethnomusicological perspective. We study the intersection of musical communities and social identity/values, political movements (especially nationalism), spirituality, economy, and globalization. We explore these general issues through case studies from Latin America, Africa, and Asia. Mr. Patch.

This course is open to students with or without musical training.

Two 75-minute periods.

**MUSI 140 - INTRODUCTION TO WESTERN ART MUSIC**

1 unit(s)

A study of selected topics in the history of Western music.

Open to all classes. Previous musical training not required. May not be counted in the requirements for concentration. Music 140 is not required for MUSI 141, therefore these two courses may be taken in any order.

Two 75-minute periods.

**MUSI 141 - INTRODUCTION TO WESTERN ART MUSIC**

1 unit(s)

Open to all classes. Previous musical training (or ability to read music) not required. May not be counted in the requirements for concentration. MUSI 140 is not required for Music 141, therefore these two courses may be taken in any order.

Not offered in 2015/16.

Two 75-minute periods.

**MUSI 180 - HEARING POLITICS: THE SOUND OF THE 2016 CAMPAIGN**

Semester Offered: Spring

1 unit(s)

This course will examine the modern presidential primary and campaign as it unfolds during the 2016 spring semester. By using sound as a tool, we will examine campaign advertising, music, and language, and delve into recent cognitive and neurological research on the brain and politics. While aimed at a deeper understanding of the contemporary, the class will also examine past campaigns to understand larger trends in politics, the impact of media, and the changing demographics that campaigns target. Each week students will be responsible for analysis and commentary on current campaign events as well as readings on historical topics that shed light on the contemporary moment. Mr. Patch.

Open only to freshmen; satisfies college requirement for a Freshman Writing Seminar.

May not be counted in the requirements for concentration.

Two 75-minute periods.

**II. INTERMEDIATE****MUSI 201 - OPERA**

1 unit(s)

A study of the history, style, drama, and music in selected operatic masterworks from 1600 to the present. Mr. Minter.

Prerequisite: one unit in one of the following: art; drama; Italian, French, German, or English literatures; music; or permission of the instructor.

Not offered in 2015/16.

**MUSI 202 - BLACK MUSIC**

Semester Offered: Fall

1 unit(s)

(Same as AFRS 202) An analytical exploration of the music of certain African and European cultures and their adaptive influences in North America. The course examines 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. Mr. Patch.

**MUSI 205 - ADVANCED HARMONY**

Semester Offered: Spring

1 unit(s)

A continuation of MUSI 105/MUSI 106, using more complex harmonic resources and analyzing more extended works. Mr. Wilson, Mr. Mann.

Prerequisite: MUSI 105/MUSI 106 or permission of the instructor.

**MUSI 206 - MUSICIANSHIP SKILLS I**

Semester Offered: Spring

0.5 unit(s)

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. Ms. Botti.

Prerequisite: MUSI 105 or permission of the instructor.

**MUSI 207 - MUSICIANSHIP SKILLS II**

Semester Offered: Fall

0.5 unit(s)

A continuation of MUSI 206 adding chromatic melody and harmony with intermediate keyboard skills such as figured bass realization, improvised accompaniment, and score reading. Ms. Botti.

Prerequisite: MUSI 206.

**MUSI 208 - MUSICIANSHIP SKILLS III**

Semester Offered: Spring

0.5 unit(s)

A continuation of MUSI 207, developing aural, keyboard, and clef-reading skills to a higher degree of proficiency. Mr. Navega.

Prerequisite: MUSI 207.

**MUSI 210 - MODAL COUNTERPOINT**

1 unit(s)

A study, through analysis and written exercises, of contrapuntal techniques of the sixteenth century. Mr. Wilson.

Prerequisite: MUSI 105/MUSI 106 or permission of the instructor.

Alternate years.

**MUSI 211 - TONAL COUNTERPOINT**

Semester Offered: Fall

1 unit(s)

A study, through analysis and written exercises, of contrapuntal techniques of the eighteenth century. Mr. Wilson.

Prerequisite: MUSI 105/MUSI 106 or permission of the instructor.

Alternate years.

**MUSI 213 - AMERICAN MUSIC**

1 unit(s)

(Same as AMST 213) The study of folk, popular, and art musics in American life from 1600 to the present and their relationship to other facets of America's historical development and cultural growth. Mr. Mann.

Prerequisite: one unit in one of the following: music; studies in American history, art, or literature; or permission of the instructor.

Alternate years. Not offered in 2015/16.

**MUSI 214 - HISTORY OF AMERICAN JAZZ**

Semester Offered: Spring

1 unit(s)

(Same as AMST 214) 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. Mr. Mann.

Prerequisite: one unit in one of the following: music; studies in American history, art, or literature; or permission of the instructor.

Alternate years.

**MUSI 215 - COMPOSITION I**

Semester Offered: Fall

1 unit(s)

Creative work in various contemporary idioms. Analysis of selected works; study of instrumental resources. Ms. Botti.

Prerequisite: MUSI 105/MUSI 106 or permission of the instructor.

If a senior project in composition is planned, the student should elect Music 215/MUSI 216 in the sophomore year and MUSI 315 in the junior year.

Yearlong course 215/MUSI 216.

**MUSI 216 - COMPOSITION II**

Semester Offered: Fall

1 unit(s)

Creative work in various contemporary idioms. Analysis of selected works; study of instrumental resources. Ms. Botti.

Prerequisite: Permission of the instructor.

If a senior project in composition is planned, the student should elect MUSI 215/216 in the sophomore year and MUSI 315 in the junior year.

Yearlong course MUSI 215/216.

**MUSI 217 - STUDIES IN POPULAR MUSIC**

1 unit(s)

(Same as AMST 217 and MEDS 217)

Recommended: one unit in either Music, Sociology, or Anthropology.

Not offered in 2015/16.

Two 75-minute periods.

**MUSI 218 - ADVANCED TOPICS IN WORLD MUSIC**

1 unit(s)

(Same as ASIA 218 and DRAM 218)

Prerequisite: MUSI 136, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

**MUSI 219 - ELECTRONIC MUSIC**

Semester Offered: Fall

1 unit(s)

A practical exploration of electronic music, composition, and production techniques. Compositional and creative aspects are emphasized with extensive lab time provided for student projects. No prior knowledge of computer music or programming is required. Mr. McCulloch.

Prerequisite: permission of the instructor.

Yearlong course 219/MUSI 220.

**MUSI 220 - ELECTRONIC MUSIC**

Semester Offered: Spring

1 unit(s)

A practical exploration of electronic music, composition, and production techniques. Compositional and creative aspects are emphasized with extensive lab time provided for student projects. No prior knowledge of computer music or programming is required. Mr. McCulloch.

Prerequisite: permission of the instructor.

Yearlong course MUSI 219/220.

**MUSI 231 - WOMEN MAKING MUSIC**

1 unit(s)

(Same as WMST 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 music 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. Ms. Libin.

Prerequisite: one unit in music, or women's studies, or permission of the instructor.

Not offered in 2015/16.

**MUSI 238 - MUSIC IN FILM**

Semester Offered: Fall

1 unit(s)

(Same as FILM 238) A study of music in sound cinema from the 1920s to the present. The course focuses on the expressive, formal, and semiotic function 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 include Max Steiner, Bernard Herrmann, Jerry Goldsmith, Danny Elfman, and others, as well as film scores that rely upon a range of musical styles, including classical, popular, and non-Western. Specific topics to be considered this semester include music in film noir and the movie musical. Mr. Pisani.

Prerequisite: one course in music (not performance) or film.

Two 75-minute periods plus outside screenings.

**MUSI 246 - MUSIC AND IDEAS I — MEDIEVAL AND EARLY MODERN EUROPE: THE POWER OF CHURCH AND COURT**

Semester Offered: Fall

1 unit(s)

(Same as MRST 246) 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. To be announced.

Prerequisite: MUSI 105/MUSI 106 or permission of the instructor.

Includes an additional listening/discussion section.

### **MUSI 247 - MUSIC AND IDEAS II — ENLIGHTENMENT AND THE INFLUENCE OF RATIONALISM**

Semester Offered: Spring

1 unit(s)

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. Ms. Libin.

Prerequisite: MUSI 105/MUSI 106 or permission of the instructor.

Includes an additional listening/discussion section.

### **MUSI 248 - MUSIC AND IDEAS III — MODERNISM AND ITS CHALLENGES**

Semester Offered: Fall

1 unit(s)

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 the twentieth century along with major composers who have found new expression within classical traditions, and “post-moderns” who have worked to bridge genres. Mr. Pisani.

Prerequisites: MUSI 105/MUSI 106 and MUSI 247, or permission of the instructor.

### **MUSI 255 - THE VOCAL ART SONG**

0.5 unit(s)

A practical introduction and exploration of the world of the vocal art song, with emphasis on the collaborative nature of the singer/pianist duo. A survey of the repertoire will focus on performance, style, ensemble, diction and communication, covering some of the great songs of the various German, French, British, and American traditions. This course is intended to enhance performance skills and to provide a cultural and historical context for the music, while helping students develop skills in analysis and interpretation. Student presentations, classroom discussions, and exercises in critical listening will address issues of text setting, lyric diction, performance practice, and musical and dramatic interpretation. Ms. Charney.

Prerequisite: for both singers and pianists, two years of college-level study or permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### **MUSI 259 - SOUNDSCAPES: ANTHROPOLOGY OF MUSIC**

Semester Offered: Spring

1 unit(s)

This course examines the epistemology of the ear through experimental and ethnographic learning. It interrogates the wide range of sounds that we are exposed to: ambient sound, conversation, storytelling, music, and advertising, as well as historical hearing. It also is how we learn and perceive differently through hearing and how sound affects our sense of place and being, and the types of knowledge we prioritize in our everyday lives. This course requires the use of basic audio and video technology. Mr. Patch.

Prerequisites: It is recommended but not required that students have one unit of the following: music, anthropology, sociology, or media studies.

Two 75-minute periods.

### **MUSI 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

### **MUSI 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Special projects in theory, history, or performance that supplement the curriculum.

Open to qualified students with permission of department. Proposals for a project must first have the approval of a faculty advisor and then be submitted for departmental approval by the end of the previous semester.

## **III. ADVANCED**

### **MUSI 302 - SENIOR PROJECT**

Semester Offered: Fall or Spring

0.5 unit(s)

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.

### **MUSI 315 - COMPOSITION III**

Semester Offered: Fall

1 unit(s)

Further work in original composition; analysis of examples illustrating current practice. Mr. Wilson. Music 315 may be taken twice for credit.

Prerequisites: MUSI 105/MUSI 106 and MUSI 215/MUSI 216 or equivalent.

Permission of the instructor required; qualification to be determined by submission in advance of original work.

Yearlong course 315/MUSI 316.

### **MUSI 316 - COMPOSITION IV**

Semester Offered: Spring

1 unit(s)

Further work in original composition; analysis of examples illustrating current practice.

Prerequisites: MUSI 105/MUSI 106 and MUSI 215/MUSI 216 or equivalent.

Permission of the instructor required; qualification to be determined by submission in advance of original work.

Yearlong course MUSI 315/316.

### **MUSI 320 - ADVANCED STUDIES IN MUSICAL GENRES**

1 unit(s)

Prerequisites: MUSI 105/MUSI 106 and either MUSI 201 or MUSI 248; or permission of the instructor.

One 3-hour period.

**MUSI 321 - COMPOSER IN FOCUS: JOSEPH HAYDN**

Semester Offered: Spring

1 unit(s)

The most celebrated, commercially successful, and universally popular composer of the long eighteenth century was Joseph Haydn (1732-1809). A prolific and encyclopedic composer who cultivated every musical genre, Haydn also exemplified the extraordinary cultural shifts of his time, beginning as a humble employee under the old system of aristocratic patronage, and culminating as a free agent in the marketplace of musical ideas. In this course we will study Haydn's life and music—including symphonies, oratorios—and examine the developments in style that emerged over the lengthy span of his career. Ms. Libin.

Prerequisites: MUSI 105-MUSI 106 and MUSI 246-MUSI 247, or permission of the instructor.

One three-hour period.

**MUSI 322 - ADVANCED STUDIES IN THEORY**

1 unit(s)

Analysis of Modern and Contemporary Classical Music. Study of analytical approaches helpful in understanding and performing music of the 20th and 21st centuries. Topics include modal and post-tonal analysis, set theory and serialism, and innovative approaches to rhythm, meter, timbre, texture, and form. The course culminates in individual projects devoted to detailed study of a work of each student's choosing. Students enhance their abilities to express their understanding of music through essays and presentations commenting on analytical insights and their implications for performance. Mr. Chenette.

Prerequisites: MUSI 205 and MUSI 248 or permission of the instructor.

Not offered in 2015/16.

**MUSI 323 - INTERSECTIONS IN MUSIC AND LITERATURE**

1 unit(s)

Prerequisites: MUSI 105/MUSI 106; MUSI 205; MUSI 246/MUSI 247, or permission of the instructor.

Not offered in 2015/16.

**MUSI 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Special projects in theory, history, or performance that supplement the curriculum.

Open to qualified students with permission of department. Proposals for a project must first have the approval of a faculty adviser and then be submitted for departmental approval by the end of the junior year.

**ENSEMBLES**

In the following six large 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 should exceed 2 units of this 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.

**MUSI 038, 138/039, 139 - JAZZ COMBO**

Semester Offered: Fall or Spring

0 or 0.5 unit(s)

The study and performance of jazz improvisation. Mr. Osborn.

Two sections.

Open to qualified students with the permission of the instructor. Students may register for credit each semester, but no student may exceed 2 units of this credit in his or her four years at Vassar.

**MUSI 044, 144, 045, 145 - CHAMBER MUSIC**

Semester Offered: Fall or Spring

0 or 0.5 unit(s)

The study and performance of selected works from the ensemble repertoire of instrumental or vocal mediums or their combinations. Mr. Navega.

Open to qualified students with the permission of the instructor. Students may register for credit each semester, but no student may exceed 2 units of this credit in his or her four years at Vassar.

Unscheduled.

One 50-minute period.

**MUSI 048, 049, 149 - WIND ENSEMBLE**

Semester Offered: Fall or Spring

0 or 0.5 unit(s)

The fifty-member ensemble of students and community players performs works of the wind and band repertoire. Open to all woodwind, brass, and percussion players. Mr. Osborn.

Open to all students by audition.

One period per week plus sectional rehearsals.

**MUSI 050, 051, 151 - JAZZ ENSEMBLE**

Semester Offered: Fall or Spring

0 or 0.5 unit(s)

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 period per week.

**MUSI 052, 053, 153 - ORCHESTRA**

Semester Offered: Fall or Spring

0 or 0.5 unit(s)

The 60-member orchestra performs masterworks of the symphonic literature. Mr. Navega.

Open to all students by audition.

Two periods per week.

**MUSI 054, 055, 155 - WOMEN'S CHORUS**

Semester Offered: Fall or Spring

0 or 0.5 unit(s)

The Women's Chorus is an ensemble of 30-50 women that studies and performs repertoire from the medieval period to the present. The choir performs on campus and occasionally makes concert tours. Ms. Howlett.

Open to all students by audition.

Three periods per week.

**MUSI 056, 057, 157 - CHOIR**

Semester Offered: Fall or Spring

0 or 0.5 unit(s)

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.

Three periods per week.

**MUSI 058, 059, 159 - MADRIGAL SINGERS**

Semester Offered: Fall or Spring

0 or 0.5 unit(s)

The Madrigal Singers is a select mixed ensemble of between 10 and 20 voices that studies and performs literature for solo and chamber vocal ensemble. Mr. Minter.

Two periods per week.

**MUSI 254 - OPERA WORKSHOP**

Semester Offered: Spring

0.5 unit(s)

The study and performance of selected operatic repertoire. Open to qualified students by audition. Mr. Minter, Ms. Charney.

No student may exceed 2 units of this credit in his or her four years at Vassar.

**INDIVIDUAL INSTRUCTION**

The music department offers private lessons in most instruments and voice. Enrollment is limited in certain areas of instruction, especially voice. Music majors and students taking lessons for credit will be given preference. Beginners are accepted as instructors' teaching hours allow.

Some lessons - such as piano, violin, viola, and voice - require auditions at the beginning of the year. Audition sign-up sheets are posted on the bulletin board outside Skinner Room 105 the week before classes begin.

Accepted students arrange for private lessons with the instructor and include one 50-minute period per week for a total of thirteen lessons per semester. Lessons require an additional fee per semester (see Fees) although students on need-based Vassar scholarship qualify for a fee waiver.

Lessons are taught at various levels and the lesson numbers - for example, 137, 237, 337 - reflect the level of study. Lessons may also be taken for non-credit, and these registration numbers begin with zero, as in 037. All students taking lessons, whether or not for credit, must register for them. (See the individual course numbers for your instrument below.)

**Course Requirements for Lessons:** All students who take lessons for credit (see Individual Instruction below) are required to take two music courses, preferably before their senior year. The department strongly believes that music performance in a liberal arts environment should be studied in the context of some knowledge of music history or theory. Therefore, co-requisite courses in music should begin as early as possible, but no later than the third semester of credited study. Freshman and first-semester sophomores are especially encouraged to take MUSI 101, 105, 140, or 141. Among the other courses that may count toward the co-requisite are: MUSI 106, 136, 201, 202, 213, 214, 215, 217, 218, 231, 238, and 259.

Voice (MUSI 063, 163, 263, 363, 380): Ms. Howlett, Mr. Minter, Ms. Nessinger, Mr. Osborne, Ms. Rosales, Mr. Ruff.

Piano (MUSI 060, 160, 260, 360, 380): Mr. Crow, Ms. Polonsky, Mr. Sauer, Ms. Charney.

Classical Guitar (MUSI 068, 168, 268, 368, 380): Mr. Champlin.

Flute (MUSI 070, 170, 270, 370, 380): Mr. Solum.

Oboe (MUSI 071, 171, 271, 371, 380): Ms. Bishkoff.

Clarinet (MUSI 072, 172, 272, 372, 380): Mr. Guy.

Bassoon (MUSI 073, 173, 273, 373, 380): Ms. Romano.

Saxophone (MUSI 043, 143, 243, 343, 380): Mr. Xiques.

French Horn (MUSI 074, 174, 274, 374, 380): Mr. Reit.

Trumpet (MUSI 075, 175, 275, 375, 380): Mr. Osborn.

Trombone (MUSI 076, 176, 276, 376, 380): Mr. Bellino.

Tuba (MUSI 077, 177, 277, 377, 380): Mr. Bellino.

Harp (MUSI 069, 169, 269, 369, 380): Ms. Jackson.

Organ (MUSI 061, 161, 261, 361, 380): Ms. Archer.

Harpichord (MUSI 062, 162, 262, 362, 380): Ms. Archer.

Jazz Guitar (MUSI 034, 134, 234, 334, 380 ): Mr. DeMicco.

Jazz Piano (MUSI 042, 142, 242, 342, 380): Mr. Tomlinson.

Percussion (MUSI 078, 178, 278, 378, 380): Mr. Cassara, Mr. Files.

Violin (MUSI 064, 164, 264, 364, 380): Ms. Lee, Ms. Quan.

Viola (MUSI 065, 165, 265, 365, 380): Ms. Farina.

Violoncello (MUSI 066, 166, 266, 366, 380): Ms. Shao.

Double Bass (MUSI 067, 167, 267, 367, 380): Mr. Pappas.

Other Instruments (MUSI 037, 137, 237, 337, 380)

**MUSI 380 - 4TH YEAR INSTRUCTION**

Semester Offered: Fall and Spring

0.5 unit(s)

After six full semesters of study in any instrument, all students, no matter which instrument, register for Music 380. Two semesters of study at the 380 level counts as one full credit of senior-level work.

Unscheduled.

One 50-minute period.

**ITEMIZED LIST****MUSI 034 - JAZZ GUITAR**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. DeMicco.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 037 - OTHER INSTRUMENTS**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 042 - JAZZ PIANO**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Tomlinson.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 043 - SAXOPHONE**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Xiques.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 060 - PIANO**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Crow, Ms. Polonsky, Mr. Sauer, Ms. Charney.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 061 - ORGAN**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Ms. Archer.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 062 - HARPSICHORD**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Ms. Archer.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 063 - VOICE**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Minter, Ms. Nessinger, Mr. Osborne, Ms. Rosales, Mr. Ruff.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 064 - VIOLIN**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Ms. Lee, Ms. Quan.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 065 - VIOLA**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Ms. Farina.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 066 - VIOLONCELLO**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Ms. Shao.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 067 - DOUBLE BASS**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Pappas.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 068 - CLASSICAL GUITAR**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Champlin.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 069 - HARP**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Ms. Jackson.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 070 - FLUTE**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Solum.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 071 - OBOE**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Ms. Bishkoff.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 072 - CLARINET**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Guy.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 073 - BASSOON**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Ms. Romano.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 074 - FRENCH HORN**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Reit.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 075 - TRUMPET**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Osborn.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 076 - TROMBONE**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Bellino.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 077 - TUBA**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Bellino.

Open to all classes by audition.

Unscheduled.

One 50-minute period.



**MUSI 078 - PERCUSSION**

Semester Offered: Fall and Spring

0 unit(s)

Uncredited lessons. Mr. Cassara, Mr. Files.

Open to all classes by audition.

Unscheduled.

One 50-minute period.

**MUSI 134 - JAZZ GUITAR**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. DeMicco.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 137 - OTHER INSTRUMENTS**

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 142 - JAZZ PIANO**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Tomlinson.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 143 - SAXOPHONE**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Xiques.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 160 - PIANO**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Crow, Ms. Polonsky, Mr. Sauer, Ms. Charney.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 161 - ORGAN**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Archer.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 162 - HARPSICHORD**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Archer.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 163 - VOICE**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Minter, Ms. Nessinger, Mr. Osborne, Ms. Rosales, Mr. Ruff.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 164 - VIOLIN**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Lee, Ms. Quan.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 165 - VIOLA**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Farina.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 166 - VIOLONCELLO**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Shao.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 167 - DOUBLE BASS**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Pappas.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 168 - CLASSICAL GUITAR**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Champlin.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 169 - HARP**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Jackson.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 170 - FLUTE**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Solum.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 171 - OBOE**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Bishkoff.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 172 - CLARINET**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Guy.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 173 - BASSOON**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Romano.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 174 - FRENCH HORN**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Reit.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 175 - TRUMPET**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Osborn.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

**MUSI 176 - TROMBONE**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Bellino.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

### **MUSI 177 - TUBA**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Bellino.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

### **MUSI 178 - PERCUSSION**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Cassara, Mr. Files.

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

### **MUSI 234 - JAZZ GUITAR**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. DeMicco.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

### **MUSI 237 - OTHER INSTRUMENTS**

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

Corequisite: a course in music theory or history should be taken during the first year of credited lessons. MUSI 101, MUSI 105, MUSI 140, or MUSI 141 are strongly recommended.

Open to all students who have passed the audition or upon recommendation of the instructor.

Unscheduled.

One 50-minute period.

### **MUSI 242 - JAZZ PIANO**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Tomlinson.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

### **MUSI 243 - SAXOPHONE**

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

Mr. Xiques.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

### **MUSI 260 - PIANO**

Semester Offered: Fall and Spring

0.5 or 1 unit(s)

Mr. Crow, Ms. Polonsky, Mr. Sauer, Ms. Charney.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

### **MUSI 261 - ORGAN**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Archer.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

### **MUSI 262 - HARPSICHORD**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Archer.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

### **MUSI 263 - VOICE**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Minter, Ms. Nessinger, Mr. Osborne, Ms. Rosales, Mr. Ruff.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

### **MUSI 264 - VIOLIN**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Lee, Ms. Quan.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 265 - VIOLA**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Farina.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 266 - VIOLONCELLO**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Shao.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 267 - DOUBLE BASS**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Pappas.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 268 - CLASSICAL GUITAR**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Champlin.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 269 - HARP**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Jackson.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 270 - FLUTE**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Solum.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 271 - OBOE**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Bishkoff.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 272 - CLARINET**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Guy.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 273 - BASSOON**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Romano.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 274 - FRENCH HORN**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Reit.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 275 - TRUMPET**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Osborn.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 276 - TROMBONE**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Bellino.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 277 - TUBA**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Bellino.

Prerequisite: two semesters of credited study in this instrument.  
 Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 278 - PERCUSSION**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Cassara, Mr. Files.

Prerequisite: two semesters of credited study in this instrument.

Corequisite: a course in music theory or history is required unless two such courses have previously been completed.

Unscheduled.

One 50-minute period.

**MUSI 334 - JAZZ GUITAR**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. DeMicco.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 337 - OTHER INSTRUMENTS**

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 342 - JAZZ PIANO**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Tomlinson.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 343 - SAXOPHONE**

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

Mr. Xiques.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 360 - PIANO**

Semester Offered: Fall and Spring

0.5 or 1 unit(s)

Mr. Crow, Ms. Polonsky, Mr. Sauer, Ms. Charney.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 361 - ORGAN**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Archer.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 362 - HARPSICHORD**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Archer.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 363 - VOICE**

Semester Offered: Fall and Spring

0.5 or 1 unit(s)

Mr. Minter, Ms. Nessinger, Mr. Osborne, Ms. Rosales, Mr. Ruff.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 364 - VIOLIN**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Lee, Ms. Quan.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 365 - VIOLA**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Farina.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 366 - VIOLONCELLO**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Shao.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 367 - DOUBLE BASS**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Pappas.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 368 - CLASSICAL GUITAR**

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

Mr. Champlin.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 369 - HARP**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Jackson.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 370 - FLUTE**

Semester Offered: Fall and Spring

0.5 or 1 unit(s)

Mr. Solum.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 371 - OBOE**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Bishkoff.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 372 - CLARINET**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Guy.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 373 - BASSOON**

Semester Offered: Fall and Spring

0.5 unit(s)

Ms. Romano.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 374 - FRENCH HORN**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Reit.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 375 - TRUMPET**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Osborn.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 376 - TROMBONE**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Bellino.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 377 - TUBA**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Bellino.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

**MUSI 378 - PERCUSSION**

Semester Offered: Fall and Spring

0.5 unit(s)

Mr. Cassara, Mr. Files.

Prerequisite: four semesters of credited study in this instrument.

Unscheduled.

One 50-minute period.

## Neuroscience and Behavior Program

**Director:** Kevin Holloway;**Participating Faculty:** Abigail A. Baird<sup>b</sup> (Psychology), N Jay Bean (Psychology), Carol A. Christensen (Cognitive Science), John Mark Cleaveland (Psychology), Kelli A. Duncan (Biology), Janet Gray (Psychology), Kevin Holloway (Psychology), John H. Long, Jr. (Biology), Kathleen M. Susman (Biology), Susan Trumbetta (Psychology), Bojana Zupan (Psychology);<sup>b</sup> On leave 2015/16, second semester

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:

BIOL 105 Introduction to Biological Processes (1)

BIOL 106 Introduction to Biological Investigation (1)

PSYC 105 Introduction to Psychology: A Survey (1)

or

PSYC 106 Introduction to Psychology: Special Topics (1)

PSYC 200 Statistics and Experimental Design (1)

PSYC 241 Principles of Physiological Psychology (1)

or

PSYC 243 Topics in Physiological Psychology (1)

PSYC 229 Research Methods in Learning and Behavior (1)

or

PSYC 249 Research Methods in Physiological Psychology (1)

NEUR 201 Neuroscience and Behavior (1)

NEUR 301 Seminar in Neuroscience and Behavior (1)

**Additional Courses:** After consultation with the major adviser, five other courses not taken as Required Courses (see list above) should be chosen from the list of approved courses (see here). Two of these courses should be at the 200-level, one of these from the biology department and one from the psychology department. Only one of BIOL 248, BIOL 238, or BIOL 244 may count towards the major. Three of the five 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.

**Recommendations:** Students are strongly recommended to complete CHEM 108-CHEM 109 and CHEM 244-CHEM 245 and would benefit greatly from coursework in mathematics, physics, and computer science. Students are advised to take in their freshman year: BIOL 105, BIOL 106, and PSYC 105 or PSYC 106.

### APPROVED COURSES

**Intermediate**

PSYC 221 Learning and Behavior

PSYC 223 Evolutionary Psychology

PSYC 229 Research Methods in Learning and Behavior

PSYC 249 Research Methods in Physiological Psychology

PSYC 262 Principles of Clinical Psychology and Psychopathology

BIOL 218 Cellular Structure and Function

BIOL 226 Animal Structure and Diversity

BIOL 228 Animal Physiology

BIOL 232 Developmental Biology

- BIOL 238 Molecular Genetics  
 BIOL 244 Genetics and Genomics  
 BIOL 272 Biochemistry  
 BIOL 248 Evolutionary Genetics

**Advanced**

Entry into particular 300-level courses may be constrained by prerequisites: see course descriptions for the individual courses listed under Biology and Psychology.

- PSYC 321 Seminar in Animal Learning and Behavior  
 PSYC 323 Seminar in Evolutionary Psychology  
 PSYC 341 Seminar in Physiological Psychology  
 PSYC 343 Seminar on States of Consciousness  
 PSYC 362 Seminar in Clinical Psychology and Psychopathology  
 PSYC 385 Mad Dogs, Vampires and Zombie Ants: Behavior Mediating Infections (Same as BIOL 385 )  
 BIOL 316 Advanced Topics in Neurobiology  
 BIOL 323 Seminar in Cell and Molecular Biology  
 BIOL 324 Molecular Biology  
 BIOL 340 Experimental Animal Behavior  
 BIOL 353 Bioinformatics  
 BIOL 355 Ecology and Evolution of Sexual Reproduction  
 BIOL 383 Hormones and Behavior  
 BIOL 384 The Ecology of Evolution  
 BIOL 385 Mad Dogs, Vampires and Zombie Ants: Behavior Mediating Infections  
 CHEM 325 Topics in Biochemistry

**NEUR 201 - NEUROSCIENCE AND BEHAVIOR**

Semester Offered: Fall or Spring

1 unit(s)

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: BIOL 105, BIOL 106, PSYC 105 or PSYC 106, and PSYC 241 or PSYC 243.

**NEUR 229 - RESEARCH METHODS IN LEARNING AND BEHAVIOR**

Semester Offered: Fall

1 unit(s)

(Same as PSYC 229) 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. Holloway.

Prerequisites: PSYC 200 and PSYC 221 or PSYC 223.

Regular laboratory work.

Enrollment limited.

**NEUR 241 - PRINCIPLES OF PHYSIOLOGICAL PSYCHOLOGY**

Semester Offered: Fall and Spring

1 unit(s)

(Same as PSYC 241) 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, Ms. Zupan.

Prerequisite: PSYC 105 or PSYC 106.

PSYC 241 may NOT be taken if PSYC 243 has already been taken.

**NEUR 243 - TOPICS IN PHYSIOLOGICAL PSYCHOLOGY**

Semester Offered: Fall

1 unit(s)

(Same as PSYC 243) The study of the functions of particular brain structures and their relation to behavior and mental activity. In addition to basic topics in neuroscience the course focuses on such topics as: perception, attention, 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.

Prerequisite: PSYC 105 or PSYC 106.

PSYC 243 may NOT be taken if PSYC 241 has already been taken.

**NEUR 249 - RESEARCH METHODS IN PHYSIOLOGICAL PSYCHOLOGY**

Semester Offered: Fall and Spring

1 unit(s)

(Same as PSYC 249) 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, Mr. Holloway, Ms. Zupan.

Prerequisites: PSYC 200, and PSYC 241 or PSYC 243.

Regular laboratory work.

Enrollment limited.

**NEUR 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

By permission of the adviser and the instructor who supervises the work.

**NEUR 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Library, field or laboratory projects.

By permission of the Neuroscience and Behavior faculty.

**NEUR 301 - SEMINAR IN NEUROSCIENCE AND BEHAVIOR**

Semester Offered: Fall and Spring

1 unit(s)

Explorations in the primary literature of topics to be selected annually. Neuroscience and Behavior faculty.

Prerequisite: by permission of the instructor.

**NEUR 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Library, field, or laboratory projects.

By permission of the Neuroscience and Behavior faculty.

# Philosophy Department

**Chair:** Giovanna Borradori;

**Professors:** Giovanna Borradori, Jennifer Church<sup>b</sup>, Uma Narayan, Bryan Van Norden;

**Associate Professors:** Jamie Kelly, Barry Lam<sup>a</sup>, Jeffrey Seidman, Douglas Winblad;

**Assistant Professor:** Christopher C. Raymond<sup>b</sup>.

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

Philosophy as a discipline reflects both speculatively and critically on the world, our actions, and our claims to knowledge. The Department of Philosophy offers a variety of courses of study that not only introduce students to the great philosophical achievements of the past and present but also aim to teach them how to think, write, and speak philosophically themselves.

**Philosophy Major Advisors:** The Faculty

**Aesthetics and Philosophy of Art Correlate Sequence Advisers:** Ms. Borradori and Ms. Church

**Comparative Philosophy Correlate Sequence Adviser:** Mr. Van Norden

**Ethics and Social and Political Philosophy Correlate Sequence Advisers:** Ms. Narayan, Mr. Seidman and Mr. Kelly

**Continental Philosophy Correlate Sequence Advisers:** Ms. Borradori

**History of Western Philosophy Correlate Sequence Adviser:** Mr. Raymond

**Analytic Philosophy Correlate Sequence Advisers:** Ms. Church, Mr. Lam and Mr. Winblad

**Requirements for concentration:** The Philosophy major requires a total of 12 units.

## 100-level:

Majors must take two 100 level courses, one of which must be:

PHIL 101 History of Western Philosophy: Ancient

or

PHIL 102 History of Western Philosophy: Modern

## 200-level:

### Majors must take:

PHIL 230 Symbolic Logic

and also one course from each of the following:

### Cluster 1:

PHIL 220 Metaphysics

PHIL 222 Philosophy of Language

PHIL 224 Philosophy of Mind

PHIL 226 Philosophy of Science

PHIL 228 Epistemology

### Cluster 2:

PHIL 205 Nineteenth Century Philosophy

PHIL 215 Phenomenology and Existential Thought

PHIL 240 Philosophy of Art and Aesthetics

PHIL 242 The Philosophy of Music

### Cluster 3:

PHIL 210 Neo-Confucianism and Chinese Buddhism

PHIL 234 Ethics

PHIL 238 Social and Political Philosophy

PHIL 250 Feminist Theory

**300-level:** Three 300-level seminars, two of which must be differently numbered. The department will not entertain any requests to count a seminar under a number different from the one it is assigned in the curriculum.

PHIL 300 Senior Thesis

PHIL 301 Senior Thesis is optional. Majors will consult with their faculty advisor about opting to write a senior thesis. Students who choose not to do a senior thesis will take an upper-level course instead.

**NRO Policy:** After the declaration of major, no required philosophy courses may be elected NRO.

**Recommendations:** Individual programs should be designed, in consultation with a faculty advisor, 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 PHIL 101 or PHIL 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 PHIL 110, PHIL 210, or PHIL 350.

**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 PHIL 280.

Correlate sequences may be designed for other subfields in philosophy; for example, philosophy and gender, philosophy of science, and classical philosophy. However, students must obtain approval from the department for any correlate or alternative correlate sequence prior to the beginning of their senior year.

## Aesthetics and Philosophy of Art Correlate Sequence

PHIL 101 History of Western Philosophy: Ancient

or

PHIL 102 History of Western Philosophy: Modern

two from

PHIL 240 Philosophy of Art and Aesthetics

PHIL 242 The Philosophy of Music

one of

PHIL 205 Nineteenth Century Philosophy

PHIL 215 Phenomenology and Existential Thought

two appropriate 300-level seminars

## Analytic Philosophy Correlate Sequence

PHIL 230 Symbolic Logic

and either

PHIL 102 History of Western Philosophy: Modern

or

PHIL 105 Philosophical Questions

2 units from

PHIL 220 Metaphysics

PHIL 222 Philosophy of Language

PHIL 224 Philosophy of Mind

PHIL 226 Philosophy of Science

PHIL 228 Epistemology

two appropriate 300-level seminars, including

PHIL 310 Seminar in Analytic Philosophy

## Comparative Philosophy Correlate Sequence

PHIL 110 Early Chinese Philosophy

and either

PHIL 101 History of Western Philosophy: Ancient

or

PHIL 102 History of Western Philosophy: Modern

PHIL 210 Neo-Confucianism and Chinese Buddhism

PHIL 234 Ethics

two appropriate 300-level seminars, including

PHIL 350 Seminar on Modernism, Post Modernism, and Hermeneutics

## Continental Philosophy Correlate Sequence

PHIL 101 History of Western Philosophy: Ancient

or

PHIL 102 History of Western Philosophy: Modern

and

PHIL 205 Nineteenth Century Philosophy

PHIL 215 Phenomenology and Existential Thought

PHIL 240 Philosophy of Art and Aesthetics

two appropriate 300-level seminars, including

PHIL 340 Seminar in Continental Philosophy



### Ethics and Social and Political Philosophy Correlate Sequence

1 unit at the introductory level, selected from  
 PHIL 101 History of Western Philosophy: Ancient  
 PHIL 105 Philosophical Questions  
 PHIL 106 Philosophy and Contemporary Issues  
 PHIL 110 Early Chinese Philosophy  
 3 units at the intermediate level, selected from  
 PHIL 234 Ethics  
 PHIL 236 Philosophy of Law  
 PHIL 238 Social and Political Philosophy  
 PHIL 250 Feminist Theory  
 two appropriate 300-level seminars, including  
 PHIL 330 Seminar: Ethics & Theory of Value

### History of Western Philosophy Correlate Sequence

PHIL 101 History of Western Philosophy: Ancient and  
 PHIL 102 History of Western Philosophy: Modern  
 PHIL 205 Nineteenth Century Philosophy and  
 PHIL 215 Phenomenology and Existential Thought  
 two appropriate 300-level seminars, including  
 PHIL 320 Seminar in the History of Philosophy

## I. INTRODUCTORY

### PHIL 101 - HISTORY OF WESTERN PHILOSOPHY: ANCIENT

Semester Offered: Fall

1 unit(s)

101a: This course provides an introduction to Western philosophy from the pre-Socratics to the Stoics of the Roman Empire. Our focus will be the ancient conception of philosophy as an art of living, and on different views of *eudaimonia*, or happiness - the ultimate goal of a human life. Our principal texts will include Plato's Socratic dialogues, Aristotle's *Nicomachean Ethics*, the letters of Epicurus, and Marcus Aurelius' *Meditations*. Mr. Raymond.

101a: The course will concentrate on the ethical and metaphysical thought of Plato and Aristotle. We will consider their answers to two questions that both see as intimately connected: What is a good life for a human being? And: what is it for something to exist? Mr. Seidman.

101a: This course studies philosophy from its Greek origins in the Presocratics through the classical systems of thought created by Plato and Aristotle. TBA.

Two 75-minute periods.

### PHIL 102 - HISTORY OF WESTERN PHILOSOPHY: MODERN

Semester Offered: Spring

1 unit(s)

102b: Descartes inaugurated modern philosophy by turning philosophical attention away from questions about what the world is like and directing it onto the question: how is it possible for us to know what the world is like? He made this question urgent by offering arguments that suggest that we cannot know what the world is like — arguments suggesting that there is an unbridgeable gap between the mind and the material world. We will carefully examine the ways in which Descartes himself, Hume, and, finally, Kant, seek to answer these arguments and bridge the gap that Descartes' arguments open up. We will see how their various approaches to this task shape and are shaped by their conceptions of the human mind, the material world, the relation of the mind to the human body, and the nature of the 'self.' No pre-requisites. Mr. Seidman.

102b: We will study the epistemology and metaphysics of the

17th and 18th century from Descartes through Kant. Advancements in sciences during this period made many philosophers question existing preconceptions of how knowledge ought to be acquired and how the material world was intelligible to humans. The advancements also revealed deep insecurities about the role of God in the world. We will look at how some central philosophers of the period responded to these controversies, including Descartes, Locke, Leibniz, Berkeley, Hume, and Kant. Mr. Lam.

PHIL 101 is not a necessary prerequisite for the course.

Two 75-minute periods.

### PHIL 105 - PHILOSOPHICAL QUESTIONS

Semester Offered: Fall

1 unit(s)

What is the significance of the different attitudes that we adopt towards other people, towards our surroundings, and towards ourselves? Trust, resentment, forgiveness, love, sentimentality, horror, irony, and awe can shape our lives in profound ways, but their roles are often puzzling. A close consideration of these attitudes serves as an introduction to some fundamental philosophical problems concerning the nature and limits of knowledge, morality, art, and truth. Ms. Church.

Two 75-minute periods.

### PHIL 106 - PHILOSOPHY AND CONTEMPORARY ISSUES

Semester Offered: Fall and Spring

1 unit(s)

Topic for 2015/16a: *Just War Theory*. This course will explore the contemporary philosophical literature on Just War Theory. The past decade has seen an explosion of philosophical work on war, with important consequences for our thinking about both the ethics and law of armed conflict. We will examine classical formulations of the just war doctrine, as well as the challenge posed by revisionist just war theorists. Readings will include Michael Walzer's *Just and Unjust Wars* and Jeff McMahan's *Killing in War*. Mr. Kelly.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Topic for 2015/16b: This course introduces students to the philosophical study of moral issues, focusing upon topics such as war, terrorism, our food choices, abortion, and euthanasia. Emphasis throughout will be placed upon argumentative rigor, clarity, and precision. Mr. Kelly.

Topic for 2015/16b: The course covers a number of contemporary issues on which there is significant philosophical disagreement and moral debate. We will examine a range of positions on topics such as abortion, euthanasia, animal rights, affirmative action, and issues of sexual morality, free speech and distributive justice. This course aims to promote the understanding of the philosophical arguments for a variety of positions on contemporary moral issues and to illuminate the different moral concepts and types of argument at work in these readings. We will also think about the legal and public implications of various positions on these issues. Ms. Narayan.

Two 75-minute periods.

### PHIL 110 - EARLY CHINESE PHILOSOPHY

Semester Offered: Fall

1 unit(s)

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 conventions and institutions in human life. Mr. Van Norden.

Two 75-minute periods.

**PHIL 150 - THE LIMITS OF THE UNIVERSE AND THE LIMITS OF UNDERSTANDING**

1 unit(s)

(Same as PHYS 150) This course allows students to combine their interests in physics and in philosophy, recognizing common concerns and actively engaging in joint difficulties. The guiding questions of this course can be formulated as follows: In what ways, and to what extent, do recent developments in physics (e.g. the notion of space that is both infinite and bounded because curved) either solve or bypass traditional philosophical paradoxes concerning space and time, causality, and objectivity? In what ways, and to what extent, do traditional philosophical worries (e.g. worries about incoherence, worries about theories that cannot be falsified, or worries about concepts whose application cannot be imagined) cast doubt on the accuracy or the methodology of current physics? Readings are from physics and philosophy. Ms. Church, Ms. Schwarz.

May not count towards a physics concentration.

Not offered in 2015/16.

Two 75-minute periods.

**II. INTERMEDIATE****PHIL 205 - NINETEENTH CENTURY PHILOSOPHY**

Semester Offered: Fall

1 unit(s)

After a brief overview of Kant's "critical revolution" and its immediate aftermath, we will study the thought of four major European thinkers: Hegel, Marx, Schopenhauer, and Nietzsche. Themes will include the sense of alienation felt in the wake of the Enlightenment; the critique of modern morality; philosophical pessimism; and the hope that art can fill the spiritual void left by the collapse of the Christian worldview. Mr. Raymond.

Prerequisite: one 100-level course in Philosophy or permission of the instructor.

Two 75-minute periods.

**PHIL 210 - NEO-CONFUCIANISM AND CHINESE BUDDHISM**

Semester Offered: Spring

1 unit(s)

Introduction to Neo-Confucianism, one of the most influential intellectual movements in China and all of East Asia. Neo-Confucianism combines a profound metaphysics with a subtle theory of ethical cultivation. There will also be some discussion of Theravada and Mahayana Buddhism whose views of the self and ethics are the primary targets of the Neo-Confucian critique. No familiarity with Chinese culture is assumed, but a previous 100-level course in philosophy is a prerequisite because this course assumes students have the ability to tackle subtle issues in metaphysics, personal identity, and ethics. Mr. Van Norden.

Prerequisite: one 100-level course in Philosophy, Chinese-Japanese, or Religious Studies, or permission of the instructor.

**PHIL 215 - PHENOMENOLOGY AND EXISTENTIAL THOUGHT**

Semester Offered: Fall

1 unit(s)

Since the ancient Greeks, philosophy has interpreted the drama of human life in terms of knowledge rather than will, truth rather than passion. During the 20th century, phenomenology and existentialism offer the most radical critique of this "intellectualist" view of both philosophy and the self. A new cognitive value is attributed to moods, beliefs, and states of consciousness as well as to some spheres of human interaction such as authenticity, temporality, and intentionality. In this course, we shall explore the great arch of existential and

phenomenological thought as developed by Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, de Beauvoir, Merleau-Ponty, and Levinas. Ms. Borradori.

Prerequisite: one unit of Philosophy or permission of the instructor.

**PHIL 220 - METAPHYSICS**

Semester Offered: Fall

1 unit(s)

This course examines a number of interlocking metaphysical topics, among them the relationship between reality and the mind, the nature of consciousness, the apparent tension between free will and causal necessitation, personal identity, the reality of time, and the problem of why anything at all exists. Questions about the status of metaphysical inquiry itself will also be addressed. Mr. Winblad.

Prerequisite: one 100-level course in Philosophy or permission of the instructor.

Two 75-minute periods.

**PHIL 222 - PHILOSOPHY OF LANGUAGE**

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: Language is our primary means of expressing our thoughts. Language is also one of our primary means of representing the world. As a result, philosophers in the analytic tradition have attempted to gain a better understanding of standard philosophical issues through the study of how we understand and use language to express our thoughts, communicate, and represent the world. We will look at the philosophical study of meaning and truth as well as the philosophical problems that such studies purport to illuminate, solve, or dissolve. We will discuss theories of meaning that seek to identify meanings as items in the world, as abstract concepts, as psychological ideas, as social rules of interaction, and we will link these theories to metaphysical and epistemological questions. Mr. Lam.

Prerequisite: one 100-level course in Philosophy.

Two 75-minute periods.

**PHIL 224 - PHILOSOPHY OF MIND**

1 unit(s)

An exploration of competing theories of the mind: theories that regard the mind as something non-physical, theories that equate mind and brain, theories that offer functional analyses of the mind, theories that view the mind as a narrative construction, and theories that question the ultimate reality of the mind. The strengths and weaknesses of each of these theories are compared — especially with respect to their understandings of consciousness, self-knowledge, emotion, moral responsibility, and the minds of non-humans. Ms. Church.

Prerequisite: one 100-level course in Philosophy.

Not offered in 2015/16.

**PHIL 226 - PHILOSOPHY OF SCIENCE**

Semester Offered: Spring

1 unit(s)

(Same as STS 226) This course explores general questions about the nature of scientific inquiry, such as whether science is fully rational, and whether even our best scientific theories really provide us with accurate depictions of the natural order. The course also treats philosophical issues that arise in relation to specific scientific theories. These include whether life originated in a series of unlikely accidents, whether human cognition may be understood in purely computational terms, and whether we should embrace the existence of multiple universes and abandon the requirement that scientific theories be testable. Mr. Winblad.

Prerequisite: one 100-level course in Philosophy.

Two 75-minute periods.

**PHIL 228 - EPISTEMOLOGY**

1 unit(s)

Epistemology is the study of knowledge, justification, and rationality. The theories we will study in this course will be understood as responses to increasingly radical skeptical arguments. We will begin with the problem of induction, which claims that we can never justifiably infer generalizations from particular cases, infer beliefs about the future from ones about the past, and infer from observable patterns to unobservable explanations. We will uncover various paradoxes about such inferences, and attempt to respond to them. We will then look at skeptical arguments that we do not know anything on the basis of sense perception, and the various theories of knowledge and justification that are built in response to such arguments. Of particular interest will be the Gettier problem, externalism versus internalism about knowledge and justification, foundationalism versus coherentism about justification, and contextualism. Mr. Lam.

Not offered in 2015/16.

**PHIL 230 - SYMBOLIC LOGIC**

Semester Offered: Fall and Spring

1 unit(s)

Topic for 2015/16a and b: One of the traditional branches of philosophy, logic is concerned with understanding valid inference. It rests on the idea that what makes premises imply conclusions can be clarified by abstracting to some extent from their content, concentrating instead on their formal features. This course examines the modern approach to making these features more transparent, focusing on the construction and application of formal languages, interpretations, and inferential rules. Employing a metalogical perspective, it also addresses the adequacy of these methods. Mr. Winblad.

Two 75-minute periods.

**PHIL 233 - T.M. SCANLON'S WHAT WE OWE TO EACH OTHER**

Semester Offered: Fall

0.5 unit(s)

T.M. Scanlon's *What We Owe To Each Other* is a landmark contribution to contemporary moral philosophy. Scanlon's book aims to explain what we are arguing about when we debate whether an action is morally wrong. In the course of answering this question, Scanlon offers original approaches to a number of central philosophical topics, including the nature of reason and rationality, of value, and of individual wellbeing. We engage in a careful reading of this important book, as well as some philosophical responses to it. Mr. Seidman.

Prerequisite: one 100-level course in Philosophy.

Second six-week course.

Two 75-minute periods.

**PHIL 234 - ETHICS**

Semester Offered: Fall

1 unit(s)

Why be moral? What does morality ask of us? What is the relation between morality and self-interest? What is happiness? What is the relation between a happy life and a meaningful life? Are there objective answers to ethical questions? Or are whatever answers we give no more than the expressions of our subjective attitudes? These are some of the questions this course seeks to address. We proceed by reading seminal texts in the Western moral philosophical tradition alongside writings by contemporary moral philosophers. Mr. Seidman.

Prerequisite: at least one 100-level course in Philosophy.

**PHIL 235 - STEPHEN DARWALL'S THE SECOND-PERSON STANDPOINT**

Semester Offered: Spring

0.5 unit(s)

Stephen Darwall's *The Second-Person Standpoint* is a landmark contribution to contemporary moral philosophy. Darwall's book aims to explain how moral obligation is possible, by grounding it in the relations between individuals. Darwall argues that fundamental ethical concepts, including the concept of a person itself, along with the concepts of human rights and human dignity, presuppose that we have the authority to make claims on those toward whom we stand in a second-person relation. We engage in a careful reading of this important book, as well as some philosophical responses to it. Mr. Seidman.

Prerequisite: one 100-level course in Philosophy.

Second six-week course.

Two 75-minute periods.

**PHIL 236 - PHILOSOPHY OF LAW**

1 unit(s)

This course introduces students to the philosophical analysis of law and legal institutions. Topics may include natural law theories, legal positivism, formalism, and realism, as well as questions about constitutional interpretation and the obligation to obey the law. Mr. Kelly.

Prerequisite: one 100-level course in Philosophy.

Not offered in 2015/16.

**PHIL 238 - SOCIAL AND POLITICAL PHILOSOPHY**

Semester Offered: Fall

1 unit(s)

This course will introduce students to the history of and to contemporary debates within political philosophy. Our focus will be upon the relationship between justice and equality. Mr. Kelly.

Prerequisite: one 100-level course in Philosophy.

Two 75-minute periods.

**PHIL 240 - PHILOSOPHY OF ART AND AESTHETICS**

Semester Offered: Fall

1 unit(s)

The course studies the philosophical debate on art both historically and thematically. We will contrast ancient and medieval conceptions of art with our contemporary intuitions about what constitutes originality and creativity. We will discover that the roots of such intuitions are in the 18th century, when aesthetics is born as the study of the reasons that make some sensory experiences distinctly artistic, beautiful or sublime. However, the idea that art may be an autonomous field of human expression is soon called into question by thinkers such as Hegel and Schopenhauer. We shall follow the legacy of their attempt to de-aestheticize art into the 20th century, in the context of both philosophy's debate on the nature of metropolis and the modernist revolution in all the arts, but especially in architecture. In the last portion of the course, we shall explore the most radical dismantling of the aesthetic edifice in the work of artists and theorists, including Michel Foucault, Roland Barthes, Jacques Derrida, Zaha Hadid, and Peter Eisenman. Ms. Borradori.

Prerequisite: one 100-level course in Philosophy.

Two 75-minute periods.

**PHIL 242 - THE PHILOSOPHY OF MUSIC**

Semester Offered: Fall

1 unit(s)

Music is an important part of our experience — familiar and yet strange, releasing us from thinking but also revealing new ways of thinking. This course addresses philosophical themes as they appear

in music, providing a more visceral sense of alternative perspectives on the world, and expanding our appreciation what music has to offer. We will listen to many different types of music — old and new, classical and popular, with discussion focused around topics such as the difference between music and sound, the ‘space’ of music, the expression of emotion in music, the significance of repetition, historical versus ahistorical interpretations, time and timelessness. Readings will be drawn from a variety of philosophers, including Levinson, Scruton, Deleuze, Schopenhauer, Langer, Adorno, Kivy, Nussbaum and Walton. Ms. Church.

Prerequisite: one course in Philosophy or one course on music theory or music culture.

Two 75-minute periods.

### PHIL 250 - FEMINIST THEORY

Semester Offered: Fall

1 unit(s)

(Same as WMST 250) The central purpose of the course is to understand a variety of theoretical perspectives in feminism - including liberal, radical, socialist, psychoanalytic and postmodern perspectives. We explore how each of these feminist perspectives is indebted to more ‘mainstream’ theoretical frameworks (for example, to liberal political theory, Marxism, and psychoanalysis). We also examine the ways in which each version of feminist theory raises new questions and challenges for these ‘mainstream’ theories. We attempt to understand the theoretical resources that each of these perspectives provides the projects of feminism, how they highlight different aspects of women’s oppression and offer a variety of different solutions. We look at the ways in which issues of race, class and sexuality figure in various theoretical feminist perspectives and consider the divergent takes that different theoretical perspectives offer on issues such as domestic violence, pornography, housework and childcare, economic equality, and respect for cultural differences. Ms. Narayan.

Prerequisite: one unit of Philosophy or Women’s Studies.

Two 75-minute periods.

### PHIL 280 - SPACES OF EXCEPTION: MIGRATION, ASYLUM-SEEKING, AND STATELESSNESS TODAY

Semester Offered: Spring

1 unit(s)

(Same as AFRS 280, INTL 280, and POLI 280) The totalitarian disregard for human life and the treatment of human beings as superfluous entities began, for Hannah Arendt, in imperial projects and was extended to spaces where entire populations were rendered stateless and denied the right to have rights. In this course, we are going to start from Arendt’s seminal analysis of statelessness and her concept of the right to have rights to study aspects of today’s “migratory condition.” This is a peculiar condition by which inclusion in the political community is possible only by mechanisms of exclusion or intensified precarity. Mapping these mechanisms of identification through exclusion, abandonment, and dispossession will reveal that, like the stateless person, the contemporary migrant is increasingly being included in the political community only under the banner of illegality and/or criminality, unreturnability, suspension, detention, and externalization. This fact pushes millions of people to exist in “islands of exception,” camps and camp-cities on the shores of Malta, Cyprus, or Lampedusa in the Mediterranean, Manus/ Nauru in the Pacific, and Guantanamo in the Americas. Through a critical engagement with the migrant condition, this course examines a range of biopolitical practices, extra-territorial formations, and technologies of encampment (externalization, dispersion, biometric virtualization). The engagement with the physical and metaphysical conditions of these ‘spaces of exception’ where migrants land, are detained, measured, and sometimes drown, calls attention to lives at the outskirts of political legibility while interrogating the regimes of legibility through which

migrant lives are apprehended. Besides Arendt, we will discuss novels and texts by Giorgio Agamben, Judith Butler, Zadie Smith, Eyal Weizman, Emmanuel Levinas, Achille Mbembe, Michel Foucault, Suwendrini Perera, V.Y. Mudimbe, Jacques Derrida, and Julia Kristeva. Ms. Borradori and Mr. Opondo.

Prerequisite: permission of the instructor.

Two 75-minute periods.

### PHIL 281 - CONFUCIUS

Semester Offered: Fall

0.5 unit(s)

This first-six-week course is an introduction to the sayings and dialogues of Confucius and his immediate disciples as recorded in the *Analects*. We shall examine the historical context of Confucius, and his views on the virtues, human nature, ethical cultivation and his Way for living and organizing society. Requirements include faithful attendance and weekly response essays. Mr. Van Norden.

First six-week course.

Two 75-minute periods.

### PHIL 282 - TAOISM

Semester Offered: Spring

0.5 unit(s)

This first-six-week course is an introduction to the two seminal texts of ancient Taoism. We shall examine the historical context of these works, their critiques of conventional ethics, and their distinctive mystical visions. Requirements include faithful attendance and weekly reaction essays. Mr. Van Norden.

First six-week course.

Two 75-minute periods.

### PHIL 290 - FIELD WORK

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

Supervised by the department faculty.

### PHIL 298 - INDEPENDENT WORK

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

Supervised by the department faculty.

## III. ADVANCED

### PHIL 300 - SENIOR THESIS

Semester Offered: Fall

0.5 unit(s)

Yearlong development of an extended philosophical essay in consultation with a faculty adviser. Advisors: All Faculty.

Students must register for 300 for (a) term and PHIL 301 for (b) term.

Full year course.

### PHIL 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

Yearlong development of an extended philosophical essay in consultation with a faculty adviser.

Advisors: All Faculty.

Students must register for PHIL 300 for (a) term and 301 for (b) term.

Full year course.

**PHIL 302 - SENIOR THESIS**

Semester Offered: Fall or Spring

1 unit(s)

By special permission only. This one semester course may be substituted for PHIL 300-PHIL 301 after consultation with your advisor.

**PHIL 310 - SEMINAR IN ANALYTIC PHILOSOPHY**

Semester Offered: Fall and Spring

1 unit(s)

Topic for 2015/16a: *Ordinary Language Philosophy*. This seminar is an examination of ordinary language philosophy, an approach that seeks, not to solve philosophical problems on their own terms, but to call these terms themselves into question. Key works by the movement's central figures—Wittgenstein, Austin, and Strawson—will be discussed. Recent criticisms and defenses of this controversial philosophical school will also be addressed. Mr. Winblad.

Prerequisite: 200-level philosophy course or permission of the instructor.

One 2-hour period.

Topic for 2015/16b: *Advanced Philosophy of Language: Vagueness, Context-Sensitivity, Genericity*. In this course, we will study very specific kinds of constructions of natural language that pose difficult questions for theories of meaning, mind, and metaphysics. These constructions include vague words, or words that make it difficult for us to draw a line between items to which the word does or does not apply, like “bald,” “tall,” or “old.” We will also look at context-sensitive words that appear to apply to different things depending on the context, like “yesterday,” and “every bottle of beer.” Finally, we will look at generic constructions like “Ducks lay eggs,” “Vassar students like art” and “The tiger migrated from Africa to India a long time ago.” These constructions appear to make general claims that can be true or false, but it is unclear how many of a population must have the property to make the claim true or false. The seminar will be primarily geared toward students who have focused interest on the complex workings of linguistic meaning. Mr. Lam.

Prerequisite: Philosophy 222 or 230, or permission of the instructor.

One 3-hour period.

**PHIL 320 - SEMINAR IN THE HISTORY OF PHILOSOPHY**

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Kant*. In-depth reading and discussion of Kant's three great Critiques: *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgment* — dealing with epistemology, metaphysics, morality, and aesthetics. Students will gain an understanding of Kant's central arguments and some important relations between these arguments. Ms. Church.

Topic for 2015/16a: *Plato's Erotic Dialogues*. This seminar is devoted to a careful study of several Platonic dialogues—notably *Charmides*, *Symposium*, and *Phaedrus*—that make *eros* (“love” or “erotic desire”) a central theme. Our aim will be to understand how Plato inherits and transforms Greek cultural attitudes toward homosexuality and pederasty, beauty and desire, body and soul, and moral education in constructing Socrates' “erotic art” of philosophy. Since our readings include some of Plato's most impressive artistic achievements, we will want to ask how the aesthetic features of the dialogues relate to the explorations of *eros* contained within them. Mr. Raymond.

Prerequisite: upper level philosophy courses or permission of the instructor.

One 3-hour period.

**PHIL 330 - SEMINAR: ETHICS & THEORY OF VALUE**

Semester Offered: Fall and Spring

1 unit(s)

A seminar offering an in-depth exploration of a chosen topic in Ethics and Theory of Value.

Topic for 2015/16a: *Capitalism, Globalization, Economic Justice and Human Rights*. This seminar focuses on questions about capitalism, globalization, and economic justice. A central project of this course is to understand the different ways in which capitalism is conceptualized by various thinkers and philosophical perspectives. We will critically evaluate the benefits and problems attributed to capitalism as a global economic system. We address debates on private property and the division of labor, and examine the functions of states, markets, corporations, international institutions like the IMF and WTO, and development agencies in economic globalization and their roles in securing or undermining human rights. Readings will include the works by figures such as Adam Smith, Karl Marx, Karl Polanyi, Peter Singer, Thomas Pogge, Antonio Negri, Immanuel Wallerstein, and Zygmunt Bauman. Ms. Narayan.

Topic for 2015/16a: *Capital, Volume One*. This seminar conducts an in-depth study of the first volume of Karl Marx's *Capital*. Mr. Kelly.

Prerequisites: at least three courses in Philosophy.

Topic for 2015/16b: *Themes in Contemporary Ethical Theory*. We read a few outstanding recent books in contemporary normative ethics and meta-ethics. The final list is not set, but among the questions we address: how can “moral realism” - the idea that there are objective moral truths - best be defended? Does an Aristotelian “ethics of virtue” make sense if we do not accept Aristotle's pre-modern physics and metaphysics? When can we, and when can we not, hold a person responsible for her actions? Mr. Seidman.

Prerequisites: two 200-level courses in Philosophy.

One 3-hour period.

**PHIL 340 - SEMINAR IN CONTINENTAL PHILOSOPHY**

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Frames of the Invisible. Politics of Photography*. The transformation of textual into visual culture and the retooling of the cellular phone as a camera have given photography a new political role. From the self-immolation of a street vendor in Tunisia that unleashed the Arab Spring to the images of police brutality in the United States, photographs have mobilized grass root movements of political resistance against atrocity and oppression. The thesis of this seminar is that our visual culture is governed by a “regime of visibility” that regulates the background of what is represented. The snapshots and the photographs taken by ordinary people possess the unique power of eluding this “staging apparatus.” We shall discuss these images as performative statements of moral outrage and appreciate how they expose both patterns of dispossession and the uneven distribution of human suffering across world populations. This will enable us to question whether the ethics of photography, and especially of photographs of human rights abuses, should not be directed at what is shown within the photographic frame but rather at the active and unmarked delimitation that lies beyond it, which limits what we see and what we are able, and unable, to recognize. Ms. Borradori.

Texts by Walter Benjamin, Merleau-Ponty, Susan Sontag, Roland Barthes, Vilem Flusser, Giorgio Agamben, Judith Butler, Julia Kristeva, Edward Said, and Jacques Derrida, and images by Sebastiao Salgado, Gilles Peres, and Sophie Ristelhueber.

One 2-hour period.

**PHIL 350 - SEMINAR ON MODERNISM, POST MODERNISM, AND HERMENEUTICS**

Semester Offered: Spring

1 unit(s)

The Modernism/Postmodernism/Hermeneutic divide stretches across many different disciplines, including philosophy, literary theory, history, religious studies, political science, anthropology and others. Roughly, these approaches argue over whether rationality, truth, and ethics are culturally and historically universal (Modernism), incommensurable (postmodernism) or dialogical (Hermeneutics). This course explores these approaches with an emphasis on how they apply in the context of one culture trying to understand another. Requirements include regular class participation that shows familiarity with the readings and many brief essays. Mr. Van Norden.

Prerequisite: courses in Philosophy at the 200-level.

One 2-hour period.

**PHIL 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

The department.

**Physics and Astronomy Department****Chair:** Brian Daly;**Professors:** Frederick R. Chromey, Jr., Debra M. Elmegreen, Cindy Schwarz<sup>a</sup>;**Associate Professors:** David T. Bradley, Brian Daly, Jenny Magnes;**Assistant Professor:** José Perillán<sup>a</sup>;**Lecturer:** David R. Rishell;**Post Doctoral Fellow:** Feruza Amirkulova.<sup>a</sup> On leave 2015/16, first semester**Astronomy Major Advisers:** Mr. Chromey, Ms. Elmegreen.**Physics Major Advisers:** Mr. Bradley, Mr. Daly, Ms. Krusberg, Ms. Magnes, Mr. Perillán, Mr. Rishell, Ms. Schwarz.**Physics****Faculty:** See Physics and Astronomy Department

**Requirements for the Major:** 9 units above the introductory level, including the six core courses PHYS 200, PHYS 202/PHYS 203, PHYS 210, PHYS 240, PHYS 245 and PHYS 320 and 3 additional 300-level units, at least 2 of which must be chosen from PHYS 341 and PHYS 375 (may be taken more than once). The third unit can be any 300-level course, including those listed above that have a sufficient emphasis on a physics-related topic, as approved by the department (i.e., ASTR 320 or ASTR 322). Physics/Astronomy double majors may count at most two from ASTR 320, ASTR 322, and ASTR 340 towards these 3 additional 300-level units, and must choose the third unit from PHYS 341 and PHYS 375. In addition to these nine units, students must complete MATH 220, and MATH 228. Additional recommended Mathematics courses: MATH 221. PHYS 200, PHYS 202, PHYS 203, and PHYS 210 should be taken prior to the beginning of the junior year. PHYS 240 and PHYS 320 should be taken prior to the beginning of the senior year.

After the declaration of a physics major, no physics courses or courses counted towards the major 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 MATH 221 and additional 300-level Physics courses and students are encouraged to consult with the department concerning other courses in the natural sciences which may supplement the physics major.

**Physics Teaching Certification:** Physics majors who wish to obtain Secondary Certification in physics must complete, in conjunction with the program of study outlined by the education department, three additional units beyond the 6 core units. These 3 units must include one chosen from PHYS 341 and PHYS 375, one as a thesis or independent project (PHYS 300 or PHYS 301) and 0.5 unit each of lab development (PHYS 298) and lab apprenticeship (PHYS 298). Consult Ms. Schwarz.

**Correlate Sequences in Physics and Astronomy:** Students majoring in other departments or programs may elect a correlate sequence in Astronomy. The requirements for the correlate sequence consist of PHYS 113, PHYS 114 plus four units in astronomy, two of which must be chosen from the observational sequence (ASTR 240-ASTR 340) or the astrophysics sequence (ASTR 220-ASTR 320 or ASTR 220-ASTR 322). No more than one of the remaining two units may be chosen from the introductory courses (Astronomy 101, 105, 150). Note that additional physics courses (PHYS 200, PHYS 210, and PHYS 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.

**Physics Correlate Sequence:** 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 (PHYS 113/PHYS 114 or equivalent), one of which must be from PHYS 320, 341, or 375. No courses elected NRO can be counted towards the correlate sequence. All physics correlate sequences must be approved by the correlate advisor.

## I. INTRODUCTORY

### PHYS 100 - PHYSICS IN MOTION

1 unit(s)

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.

Not open to students who have taken PHYS 113, or received AP credit for PHYS 113.

Not offered in 2015/16.

### PHYS 105 - 20TH CENTURY REVOLUTIONS IN PHYSICS

1 unit(s)

(Same as STS 105) Lord Kelvin, one of the most distinguished physicists of the 19th century, is famous for his 1900 proclamation: "There is nothing new to be discovered in physics now." In the fall of that same year Max Planck provided the spark that would become the revolutionary fire from which a new physics was born. The multiple revolutions in physics that proceeded Kelvin's proclamation are the subject of this class. We examine the developments of Quantum Theory, Special and General Theories of Relativity, and Modern Cosmology studying each in its proper historical context. From both primary and secondary sources we learn the basic concepts that became the fabric of today's physics. Along the way, we are sure to unearth both the undeniable impacts these discoveries have had on society and the contingency surrounding the nature of these scientific revolutions. Mr. Perillan.

Not offered in 2015/16.

Two 75-minute periods.

### PHYS 110 - SCIENCE OF SOUND

1 unit(s)

An exploration of the basic nature of sound, including the transmission and reception of sound, pitch, quality (timbre), loudness, musical intervals, musical instruments, building acoustics, and modern research in sound and acoustics. These topics are covered through a combination of lecture, group discussion, and hands-on investigation. There are no science prerequisites for this course, except a willingness to explore physics fundamentals through the lens of acoustics. Mr. Bradley.

Not offered in 2015/16.

### PHYS 113 - FUNDAMENTALS OF PHYSICS I

Semester Offered: Fall

0 or 1 unit(s)

An introduction to the basic concepts of physics with emphasis on mechanics. Recommended for potential majors in physics and other physical sciences. The department.

Corequisite: MATH 121 or equivalent.

Three 50-minute periods or two 75-minute periods; one 3-hour laboratory.

### PHYS 114 - FUNDAMENTALS OF PHYSICS II

Semester Offered: Spring

0 to 1 unit(s)

Fundamentals of electricity, magnetism, and optics. Recommended for potential majors in physics and other physical sciences. The Department.

Prerequisite: PHYS 113, AP Physics C credit, or equivalent college level course and MATH 121 or equivalent.

Three 50-minute periods or two 75-minute periods; one 3-hour laboratory.

### PHYS 115 - TOPICS IN CLASSICAL PHYSICS

1 unit(s)

This course covers topics typically left out of the physics AP curriculum and reinforces the use of calculus in mechanics and electricity and magnetism. Part of the course will be devoted to current research and applications of physics. Topics may include, nanotechnology, lasers, materials science, particle and nuclear physics in medicine, biophysics, geophysics, environmental physics and astrophysics.

Not all topics are taught in a specific year.

Only open to freshman and sophomores with AP B credit or AP C credit for Mechanics and Electricity and Magnetism, IB credit, or special permission.

Not offered in 2015/16.

Two 75-minute periods.

### PHYS 150 - THE LIMITS OF THE UNIVERSE AND THE LIMITS OF UNDERSTANDING

1 unit(s)

(Same as PHIL 150) This course allows students to combine their interests in physics and in philosophy, recognizing common concerns and actively engaging in joint difficulties. The guiding questions of this course can be formulated as follows: In what ways, and to what extent, do recent developments in physics (e.g. the notion of space that is both infinite and bounded because curved) either solve or bypass traditional philosophical paradoxes concerning space and time, causality, and objectivity? In what ways, and to what extent, do traditional philosophical worries (e.g. worries about incoherence, worries about theories that cannot be falsified, or worries about concepts whose application cannot be imagined) cast doubt on the accuracy or the methodology of current physics? Readings are from physics and philosophy. Ms. Church, Ms. Schwarz.

May not count towards a physics concentration.

Not offered in 2015/16.

Two 75-minute periods.

### PHYS 152 - LASERS, TECHNOLOGY, TELEPORTATION

0.5 unit(s)

Underlying physics of modern technology and scientific research are explored. Modern gadgets are evaluated regarding physical mechanisms. In addition, modern research on present and future technologies is discussed. Hands-on experiences and demonstrations are incorporated. Ms. Magnes.

Not offered in 2015/16.

### PHYS 160 - RELATIVELY UNCERTAIN: A HISTORY OF PHYSICS, RELIGION AND POPULAR CULTURE

Semester Offered: Fall

1 unit(s)

(Same as RELI 160 and STS 160) This course examines the cultural history of key ideas and experiments in physics, looking in particular at how non-scientists understood key concepts such as entropy, relativity, quantum mechanics and the idea of higher or new dimensions. It begins with an assumption that's widely accepted among historians

— namely, that the sciences are a part of culture and are influenced by cultural trends, contemporary concerns and even urgent personal ethical or religious dilemmas. In this course we are attuned to the ways that physicists drew key insights from popular culture and how non-scientists, including religious or spiritual seekers, appropriated (and misappropriated) scientific insights about the origin and nature of the world, its underlying laws and energetic forces, and its ultimate meaning and purpose. Mr. Daly and Mr. White.

Two 75-minute periods.

### PHYS 168 - A TOUR OF THE SUBATOMIC ZOO

Semester Offered: Spring

0.5 unit(s)

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

### PHYS 200 - MODERN PHYSICS

Semester Offered: Fall

1 unit(s)

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. Ms. Magnes.

Prerequisites: PHYS 114 or PHYS 115, MATH 126/MATH 127, or permission of the instructor.

### PHYS 202 - INTRODUCTION TO EXPERIMENTAL PHYSICS

Semester Offered: Fall

0.5 unit(s)

An introduction to the tools and techniques of modern experimental physics. Students replicate classic historical experiments. Emphasis is placed on the use of computers for capturing and analyzing data, and on effective oral and written presentation of experimental results.

Prerequisites: PHYS 200, MATH 121, MATH 126/MATH 127, or permission of the instructor.

Must be taken in the same semester as PHYS 203.

First 6-week course.

Two 3-hour meetings.

### PHYS 203 - EXPERIMENTAL PHYSICS II

Semester Offered: Fall and Spring

0.5 unit(s)

Additional experiments in physics at the intermediate level — topics may include modern physics, nuclear physics, optics and acoustics.

Prerequisite: PHYS 202 or permission of the instructor.

Must be taken in the same semester as PHYS 202.

Second 6-week course.

Two 3-hour meetings.

### PHYS 210 - CLASSICAL MECHANICS

Semester Offered: Spring

1 unit(s)

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. Ms. Krusberg.

Prerequisite: PHYS 115 or PHYS 200, and MATH 220, or permission of the instructor.

Corequisite: MATH 228.

Freshmen must consult with the department chair prior to enrolling in this course.

### PHYS 240 - ELECTROMAGNETISM I

Semester Offered: Fall

1 unit(s)

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. Bradley.

Prerequisites: PHYS 210 and MATH 220, or permission of the instructor.

Recommended: MATH 221 and MATH 228.

### PHYS 245 - INTRODUCTION TO STATISTICAL MECHANICS AND THERMODYNAMICS

Semester Offered: Spring

1 unit(s)

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. Perillan.

Prerequisites: PHYS 200 and MATH 220.

Recommended: MATH 228.

### PHYS 260 - CONTEMPORARY OPTICS

0.5 unit(s)

This course samples topics in modern optics research and optics applications. Study of cross-disciplinary research and applications in fields like biology, chemistry, medicine etc. is an essential part of this course. Hands-on demonstrations and laboratory exercises are included. Ms. Magnes.

Prerequisites: two units of any science at Vassar, calculus or special permission.

Not offered in 2015/16.

### PHYS 290 - FIELD WORK

0.5 to 1 unit(s)

Field Work

### PHYS 298 - INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## III. ADVANCED

### PHYS 300 - INDEPENDENT PROJECT OR THESIS

Semester Offered: Fall

0.5 to 1 unit(s)

### PHYS 301 - SENIOR THESIS

Semester Offered: Spring

0.5 to 1 unit(s)



**PHYS 302 - SENIOR THESIS**

Semester Offered: Fall or Spring

1 unit(s)

Students may elect a 1-unit thesis only in exceptional circumstances. Usually, students will adopt 300-301. The department.

Prerequisite: permission of the instructor.

**PHYS 320 - QUANTUM MECHANICS I**

Semester Offered: Fall

1 unit(s)

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. Magnes.

Prerequisites: PHYS 200, PHYS 210, MATH 220, MATH 228.

Recommended: MATH 221.

**PHYS 341 - ELECTROMAGNETISM II**

Semester Offered: Spring

1 unit(s)

A study of the electromagnetic field. Starting with Maxwell's equations, topics covered include the propagation of waves, waveguides, the radiation field, and the relativistic formulation of electromagnetic theory. Ms. Magnes.

Prerequisites: PHYS 240, MATH 220 or permission of the instructor.

Recommended: MATH 228.

**PHYS 375 - ADVANCED TOPICS IN PHYSICS**

Semester Offered: Fall

1 unit(s)

Course topics vary from year to year.

May be taken more than once for different topics. Mr. Daly.

Prerequisites vary depending on the topic.

Not open to freshman.

**PHYS 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

High-level execution of an experimental, theoretical, or library study in physics. An oral presentation of results to the department is required for the course. Additional course requirements are to be arranged with an individual instructor. The department.

**Political Science Department****Chair:** Himadeep Muppidi;

**Professors:** Richard Born, Andrew Davison<sup>b</sup>, Leah Haus<sup>b</sup>, Katherine Hite<sup>ab</sup>, Himadeep Muppidi, Sidney Plotkin, Stephen R. Rock (and Associate Dean of the Faculty), Peter G. Stillman, Adelaide Villmoare;

**Associate Professors:** Luke C. Harris, Zachariah Cherian Mampilly, Fubing Su;

**Assistant Professor:** Annie Menzel, Samson Okoth Opondo;

**Visiting Assistant Professor:** Mark Noah Hoffman.

<sup>b</sup>On leave 2015/16, second semester<sup>ab</sup>On leave 2015/16**Political Science Major Advisers:** The department.

**Requirements for concentration:** 10 units, including 1 unit at the 100-level in Political Science; 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 (i.e. a course with a number in the 340s, 350s, 360s, 370s or 380s). Students are required to take 1 unit at the 100-level in political science, and are allowed to count up to 2 units in different subfields at the 100-level in political science toward the major. 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 (i.e. a course with a number in the 340s, 350s, 360s, 370s or 380s)

**Recommendation:** POLI 207 is highly recommended to all majors because it deals specifically with a basic methodology of political science.

**Sequence of Courses:** There is no requirement to specialize in one of the four fields, although specialization is permitted.

**Correlate Sequence 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:** POLI 140 - American Politics; 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 graded course in the subfield of American politics. Sequence Advisers: Mr. Born, Mr. Harris, Mr. Plotkin.

**Correlate Sequence in Comparative Politics:** POLI 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 graded course in the subfield of comparative politics. Sequence Advisers: Ms. Hite, Mr. Opondo, Mr. Su.

**Correlate Sequence in International Politics:** POLI 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 graded course in the subfield of international politics. Sequence Advisers: Ms. Haus, Mr. Mampilly, Mr. Muppidi, Mr. Rock.

**Correlate Sequence in Political Theory:** POLI 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 graded course in the subfield of political theory. Sequence Advisers: Mr. Davison, Ms. Menzel.

## I. INTRODUCTORY

The courses listed below are introductions to the discipline of political science: American Politics, Comparative Politics, International Politics, and Political Theory. One introductory course is required of majors. No more than two introductory courses in different subfields may be counted towards the major. Except where otherwise noted, enrollment of juniors and seniors for 100-level courses by permission of the instructor only.

### POLI 140 - AMERICAN POLITICS

Semester Offered: Fall or Spring

1 unit(s)

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.

*American Politics: a Multiracial and Multicultural Approach to U.S. Politics.* This course represents a multiracial and multicultural approach to the study of American Politics. It examines American social history, political ideologies, and governmental institutions. It covers a broad range of topics including the Constitution, federalism, Congress, the judiciary, and the politics of difference in the United States. The thematic core of the class engages the evolution of the ideas of “equality” and “citizenship” in American society. Mr. Harris.

*American Politics: Conflict and Power.* An analysis of US politics as an example of the uses of conflict to uphold and/or to change established relationships of power and public policy. A main focus is on alternative theories and strategies of conflict, especially as reflected in such institutions as the constitution, court, party system, interest groups, the media, and presidency. A major focus is on the conflict implications of business as a system of power, its relation to the warfare state and the US international project. Materials may be drawn from comparisons with other political systems. Mr. Born.

### POLI 150 - COMPARATIVE POLITICS

Semester Offered: Fall or Spring

1 unit(s)

An examination of political systems across the world chosen to illustrate different types of political regimes, states, and societies. 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.

*Comparative Politics: Analyzing Politics in the World.* This course introduces how comparativists analyze politics within states in the world. Topics include state formation, democracy and dictatorship, political economy, social movements, revolution, ethnicity, and political culture. The course draws from both theoretical work and country and regional case studies that may include the US, Chile, China,

India, Cuba, Great Britain, Iran, the Middle East, South Africa and East Asia. The course uses cases to analyze and compare basic concepts and patterns of the political process. Students should come away from the course with both an understanding of the diversity of the world's political systems, as well as an appreciation of the questions and concepts that inform the work of political scientists. Ms. Hite, Mr. Opondo, Mr. Su.

Two 75-minute periods.

### POLI 160 - INTERNATIONAL POLITICS

Semester Offered: Fall or Spring

1 unit(s)

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.

### POLI 170 - POLITICAL THEORY

Semester Offered: Spring

1 unit(s)

An introduction to the nature, types, and problems of political theory. The core of the readings consists of selections from what are considered classic works in the field. The course emphasizes the relevance of these ideas to current political developments and scholarship. Mr. Davison, Ms. Menzel.

### POLI 181 - FAMILIES, EDUCATION, AND CRIMINAL JUSTICE: INEQUALITIES AND POLICY ISSUES

Semester Offered: Fall

1 unit(s)

(Same as EDUC 181) This course examines selected issues in three areas of contemporary social policy in the United States: reproduction and family formation in an age of reproductive technologies; constructions of dis/ability in educational institutions; and criminal justice. In each of these areas we consider how opportunity is affected by inequalities based on economic and social class, racial and ethnic differences, sexual orientation, and gender identity. We look at some of the ways in which policies concerning families and education are important to incarceration and re-entry after prison. We consider various visions of more equitable policy in each area, and proposals for moving closer to those visions. Ms. McCloskey and Ms. Shanley.

This course is taught at the Taconic Correctional Facility for Women to a combined class of Vassar and Taconic students.

One 3-hour period.

## II. INTERMEDIATE

Prerequisite: Freshmen may take a 200-level course only with the permission of the instructor, which usually requires satisfactory completion of an introductory course. For sophomores, juniors, and seniors, an introductory course is recommended but not required.

### POLI 207 - POLITICAL ANALYSIS

1 unit(s)

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.

Two 75-minute periods.

## II. INTERMEDIATE A. AMERICAN POLITICS

### POLI 238 - POWER AND PUBLIC POLICY

1 unit(s)

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 2015/16.

Two 75-minute periods.

### POLI 240 - THE AMERICAN PRESIDENCY

1 unit(s)

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 2015/16.

Two 75-minute periods.

### POLI 241 - CONGRESS

Semester Offered: Spring

1 unit(s)

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.

### POLI 243 - CONSTITUTIONAL LAW

Semester Offered: Fall

1 unit(s)

This course will examine the art of constitutional analysis through the prism of a multifaceted exploration of the central thematic concerns of the Critical Race Theory Movement, as it has developed in the legal academy. It will engage an array of perspectives on constitutional interpretation. In so doing, we will examine, among other things, a number of Supreme Court opinions that focus on the intersection of issues of race, gender, class, and sexual orientation. Mr. Harris.

Two 75-minute periods.

### POLI 244 - POLITICAL PARTIES AND PUBLIC OPINION

1 unit(s)

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.

Not offered in 2015/16.

Two 75-minute periods.

### POLI 245 - LAW AND GENDER IN THE UNITED STATES

Semester Offered: Fall

1 unit(s)

This course focuses on the intersection of law and gender in the private and public spheres of home, family, employment and citizenship, respectively. Topics we consider include sex-role stereotyping, women in the workplace, marriage, reproductive freedom, and women's political and civic participation. We examine and analyze how the law has regulated various aspects of women's lives over time and within each context; identify gender-based issues that are ripe for legal reform; apply feminist perspectives on social justice and equality to analyze the legal system; and evaluate the effectiveness of using law as a tool for achieving gender equality. In addition to a focus on state and federal court cases, we explore the struggle among women, and to a certain extent the LGBT community, to challenge dominant sex and gender roles from the margins of society. Ms. Zuber.

Two 75-minute periods.

### POLI 246 - CIVIL RIGHTS

1 unit(s)

This survey course examines the causal and remedial relationship of law to racial discrimination. Following a brief historical overview of the law's engagement with race, the course considers the development of civil rights claims in a number of areas such as education, housing and employment. Competing visions of racial equality embedded in civil rights legislation, in case law and in legal discourse and theory will be evaluated as well as critiques of traditional models of anti-discrimination law. Throughout the class we will seek to assess how the legal system has accommodated racism and racial subordination as well as the extent to which racial progress is both enabled and delimited within the legal frame. Mr. Harris.

Not offered in 2015/16.

Two 75-minute periods.

### POLI 247 - THE POLITICS OF DIFFERENCE

Semester Offered: Fall

1 unit(s)

(Same as AFRS 247) This course relates to the meanings of various group experiences in American politics. It explicitly explores, for example, issues of race, class, gender, disability, and sexual orientation. Among other things, this course addresses the contributions of the Critical Legal Studies Movement, the Feminist Jurisprudence Movement, the Critical Race Movement, and Queer Studies to the legal academy. Mr. Harris.

Two 75-minute periods.

### POLI 249 - THE POLITICS OF CITY, SUBURB, AND NEIGHBORHOOD

1 unit(s)

(Same as URBS 249) 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 growth, racial and class politics; changes in federal urban policies; neighborhood politics and alternative forms of community organization; suburban politics and race/class. Mr. Plotkin.

Not offered in 2015/16.

Two 75-minute periods.

## II. INTERMEDIATE B. COMPARATIVE POLITICS

### POLI 251 - REORDERINGS

Semester Offered: Fall

1 unit(s)

In the mid 19th century, the Ottoman Empire undertook a series of policies, known as the Tanzimat reforms, designed in part to

harmonize Ottoman imperial structures with ideas and practices of European political modernity. Tanzimat literally means rearrangement, reorganization, or reordering. This course interprets various and selected facets of the Ottoman and Turkish experiences of political reordering, including ongoing transformations in political structure, ideology, and culture, and axes of prolonged contestation around issues such as nationalism, Europe, the relation between Islam and power, and state-society relations. Mr. Davison.

Two 75-minute periods.

### **POLI 252 - THE POLITICS OF MODERN SOCIAL MOVEMENTS**

1 unit(s)

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.

Not offered in 2015/16.

Two 75-minute periods.

### **POLI 253 - TRANSITIONS IN EUROPE**

1 unit(s)

This course addresses themes such as the collapse of authoritarianism, democratic consolidation, institution of 'rule of law', deepening of markets, and break-up of nation-states. These themes are explored in the European and Eurasian areas, where in recent decades there has been a break up (sometimes violent other times peaceful) of former countries; as well as an unprecedented deepening of the sharing of previously national power in the peculiar entity of the European Union. The course focuses on changes that have taken place in the spaces of the former Soviet Union, particularly Russia, and the European Union, and considers alternative explanations for why the changes have taken place. Subjects include the collapse of communism and authoritarianism in the former Soviet Union; the challenges of democratic consolidation, institution of a capitalist market economy, and corruption in Russia; the removal of national borders and the deepening of the Single European Market in the EU; the state of the nation-state and democracy in the EU; education and collective identity formation; migration and citizenship; and nationalist backlashes. Ms. Haus.

Not offered in 2015/16.

Two 75-minute periods.

### **POLI 254 - CHINESE POLITICS AND ECONOMY**

Semester Offered: Spring

1 unit(s)

(Same as ASIA 254) This course offers a historical and thematic survey of Chinese politics, with an emphasis on the patterns and dynamics of political development and reforms since the Communist takeover in 1949. In the historical segment, we examine major political events leading up to the reform era, including China's imperial political system, the collapse of dynasties, the civil war, the Communist Party's rise to power, the land reform, the Great Leap Forward, the Cultural Revolution, and the initiation of the reform. The thematic part deals with some general issues of governance, economic reform, democratization, globalization and China's relations with Hong Kong, Taiwan and the United States. This course is designed to help students understand China's contemporary issues from a historical perspective. For students who are interested in other regions of the world,

China offers a rich comparative case on some important topics such as modernization, democratization, social movement, economic development, reform and rule of law. Mr. Su.

Two 75-minute periods.

### **POLI 255 - SUBALTERN POLITICS**

1 unit(s)

(Same as ASIA 255) 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.

Not offered in 2015/16.

Two 75-minute periods.

### **POLI 256 - RACE, ETHNICITY AND NATIONALISM**

1 unit(s)

(Same as AFRS 256 and INTL 256) Conflicts over racial, ethnic and/or national identity continue to dominate headlines in diverse corners of the world. Whether referring to ethnic violence in Bosnia or Sri Lanka, racialized political tensions in Sudan and Fiji, the treatment of Roma (Gypsies) and Muslims in Europe, or the charged debates about immigration policy in the United States, cultural identities remain at the center of politics globally. Drawing upon multiple theoretical approaches, this course explores the related concepts of race, ethnicity and nationalism from a comparative perspective using case studies drawn from around the world and across different time periods. Mr. Mampilly.

Not offered in 2015/16.

Two 75-minute periods.

### **POLI 257 - GENRE AND THE POSTCOLONIAL CITY**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 257 and URBS 257) This course explores the physical and imaginative dimensions of selected postcolonial cities. The theoretical texts, genres of expression and cultural contexts that the course engages address the dynamics of urban governance as well as aesthetic strategies and everyday practices that continue to reframe existing senses of reality in the postcolonial city. Through an engagement with literary, cinematic, architectural among other forms of urban mediation and production, the course examines the politics of migrancy, colonialism, gender, class and race as they come to bear on political identities, urban rhythms and the built environment. Case studies include: Johannesburg, Nairobi, Algiers and migrant enclaves in London and Paris. Mr. Opondo.

Two 75-minute periods.

### **POLI 258 - LATIN AMERICAN POLITICS**

Semester Offered: Spring

1 unit(s)

(Same as LALS 258) Drawing from political processes across several Latin American countries, this course will focus on conceptual debates regarding political representation and participation, political institutions, political culture, and political economy in the region. A major theme will be inequality. The course will examine historical-structural patterns, relationships among social, economic, and political conditions at the national, sub-national and regional levels, and

important social and political actors and institutions. The course will also examine the evolution of US roles in Latin America. Ms. Hite.

Two 75-minute periods.

### **POLI 259 - SETTLER COLONIALISM IN A COMPARATIVE PERSPECTIVE**

1 unit(s)

(Same as AFRS 259) This course examines the phenomenon of settler colonialism through a comparative study of the interactions between settler and 'native' / indigenous populations in different societies. It explores the patterns of settler migration and settlement and the dynamics of violence and local displacement in the colony through the tropes of racialization of space, colonial law, production/labor, racialized knowledge, aesthetics, health, gender, domesticity and sexuality. Attentive to historical injustices and the transformation of violence in 'postcolonial' and settler societies, the course interrogates the forms of belonging, memory, desire and nostalgia that arise from the unresolved status of settler and indigenous communities and the competing claims to, or unequal access to resources like land. Case studies are drawn primarily from Africa but also include examples from other regions. Mr. Opondo.

Not offered in 2015/16.

Two 75-minute periods.

## **II. INTERMEDIATE C. INTERNATIONAL POLITICS**

### **POLI 260 - INTERNATIONAL RELATIONS OF THE THIRD WORLD: BANDUNG TO 9/11**

Semester Offered: Fall

1 unit(s)

(Same as AFRS 260 and INTL 260) Whether referred to as the "Third World," or other variants such as the "Global South," the "Developing World," the "G-77," the "Non-Aligned Movement," or the "Post-Colonial World," a certain unity has long been assumed for the multitude of countries ranging from Central and South America, across Africa to much of Asia. Is it valid to speak of a Third World? What were/are the connections between countries of the Third World? What were/are the high and low points of Third World solidarity? And what is the relationship between the First and Third Worlds? Drawing on academic and journalistic writings, personal narratives, music, and film, this course explores the concept of the Third World from economic, political and cultural perspectives. Beginning at the dawn of the 20th century with the rise of anti-colonial movements, we examine the trajectory of the Third World in global political debates through the end of the Cold War and the start of the War on Terror. Mr. Mampilly.

Two 75-minute periods.

### **POLI 261 - THEORIES OF WAR AND PEACE**

Semester Offered: Spring

1 unit(s)

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.

Two 75-minute periods.

### **POLI 262 - INDIA, CHINA AND THE STATE OF POST-COLONIALITY**

1 unit(s)

(Same as ASIA 262) As India and China integrate themselves deeply into the global economy, they raise issues of crucial importance to international politics. As nation-states that were shaped by

an historical struggle against colonialism, how do they see their re-insertion into an international system still dominated by the West? What understandings of the nation and economy, of power and purpose, of politics and sovereignty, shape their efforts to join the global order? How should we re-think the nature of the state in the context? Are there radical and significant differences between colonial states, capitalist states and postcolonial ones? What are some of the implications for international politics of these differences? Drawing on contemporary debates in the fields of international relations and postcolonial theory, this course explores some of the changes underway in India and China and the implications of these changes for our current understandings of the international system. Mr. Muppidi.

Not offered in 2015/16.

Two 75-minute periods.

### **POLI 263 - CRITICAL INTERNATIONAL RELATIONS**

1 unit(s)

(Same as ASIA 263) 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.

Not offered in 2015/16.

Two 75-minute periods.

### **POLI 264 - THE FOREIGN POLICY OF THE UNITED STATES**

1 unit(s)

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.

Not offered in 2015/16.

Two 75-minute periods.

### **POLI 265 - INTERNATIONAL POLITICAL ECONOMY**

1 unit(s)

This course addresses the relationship between power and wealth in the international arena. The interaction between politics and economics is explored in historical and contemporary subjects that may include the rise and decline of empires; economic sanctions; international institutions such as the IMF; regional integration in the European Union; globalization and its discontents; mercenaries and military corporations; education and internationalization. Ms. Haus.

Not offered in 2015/16.

Two 75-minute periods.

### **POLI 266 - DEFENSE POLICY AND ARMS CONTROL**

1 unit(s)

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 2015/16.

Two 75-minute periods.

**POLI 267 - EMPIRE AND DEMOCRACY**

Semester Offered: Fall

1 unit(s)

What happens when apparently democratic societies - in which citizens author the laws of the land and actively participate in shaping domestic and foreign policy - undertake imperial projects of expansion? Can we still consider a society democratic when its citizens tacitly or explicitly endorse the conquest, coercive expropriation, and exploitation of foreign lands and resources and the sexual and racial subordination of foreign peoples? Beginning with imperial projects of Ancient Athenian democracy, this course examines historical continuities and transformations that help explain contemporary tensions of imperial expansion and exclusion. We focus on the historical origins and development of, for example, modern projects liberal-democratic nation-building, national and global divisions of labor, increasingly restrictive domains of citizenship and political participation, and the containment of potentially political transnational communities and movements. Mr. Hoffman.

Two 75-minute periods.

**POLI 268 - THE POLITICS OF GLOBALIZATION**

1 unit(s)

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.

Not offered in 2015/16.

Two 75-minute periods.

**POLI 269 - THE POLITICS OF DEVELOPMENT**

Semester Offered: Fall

1 unit(s)

What is development? When and how did development emerge as a distinctive set of practices within the global system of nation-states? In what ways did the practices of "reconstruction and development" that emerged in the wake of the Second World War introduce truly novel practices and in what respects did they draw on older, colonial modes of political, economic, and cultural control? What kinds of political subjects do the practices of development produce and empower and what kinds of subjects do they silence and exclude? In this course, we analyze the historical origins and contemporary political significances of the competing conceptions of development that emerged in the contexts of the Cold War and the period of decolonization. Specifically, we focus on, among other models, theories, and practices, early Soviet-communist vs. American Fordist-capitalist models of internal and imperialist development; anti-colonial models of the self-sufficient and self-determined "developmental state"; post-Fordist models of neoliberal "structural adjustment"; and critical theories of the ways in which regimes of development produce familiar dependencies and modes of exploitation and exclusion. Mr. Hoffman.

Two 75-minute periods.

**POLITICAL SCIENCE: II. INTERMEDIATE  
D. POLITICAL THEORY****POLI 270 - DIASPORAS**

Semester Offered: Fall

1 unit(s)

(Same as INTL 270 and JWST 270) Topic for 2015/16a: *Borderline Jews*. Latin American postcolonial theorist Walter D. Mignolo tells of delivering a lecture in Tunis on colonialism, only to encounter a fundamental misunderstanding. He thought he was talking about the fifteenth and sixteenth centuries in the Americas, but when his

Tunisian colleagues heard the word "colonial," they thought instead of nineteenth- and twentieth-century impositions and resistances in North Africa. Mignolo's remarks both did and didn't fit. But the step from misrecognition to lively discussion is the work of hermeneutics, which is the basis of this course, too. We take our point of departure from Mignolo's conception of "border gnosis" or "border thinking," but we overhear his word "border" with a Jewish difference. Jews have sometimes created geo-political borders in Mignolo's sense, but more often have found themselves on both sides of any border (e.g., Europe and its boundaries) as internal Others within larger host communities, and also along fractures within Jewish communities themselves. This study in political theory proceeds toward an understanding of what we will call "borderline Jews" by attending carefully to stories told from, in relation to, and across those many and varied borders. Texts (all either written in English or in English translation) include theoretical and autobiographical writings, poetry, traditional tales and modern fiction. Mr. Bush and Mr. Davison.

Two 75-minute periods.

**POLI 272 - AFRICAN AMERICAN POLITICAL  
THOUGHT**

Semester Offered: Spring

1 unit(s)

The focus of this course is African American political thinkers' articulations of struggles for citizenship, humanity, and freedom under the United States' systems of racial domination from the mid-nineteenth century to the present. We will pay close attention to the variety of meanings that these thinkers give to these concepts, given the normative understandings of race, gender, sexuality, ability, and nation that define their respective historical contexts. We will also attend to the body as a site of both oppression and resistance. Moving more or less chronologically from the mid-19th century to the present, the course pairs historical texts with contemporary scholarship on the themes of enslavement and kinship; violence and resistance; feminism; genre and medium; black existentialism; and queer politics. The course will include texts by Frederick Douglass, Harriet Jacobs, W.E.B. Du Bois, Ida B. Wells-Barnett, James Baldwin, Audre Lorde, Octavia Butler, Saidiya Hartman, and Marlon Riggs, among others. Ms. Menzel.

Two 75-minute periods.

**POLI 273 - INTERPRETING POLITICS**

1 unit(s)

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.

Not offered in 2015/16.

Two 75-minute periods.

**POLI 274 - POLITICAL IDEOLOGY**

1 unit(s)

(Same as ASIA 274) This course examines the insights and limits of an ideological orientation to political life. Various understandings of ideology are discussed, selected contemporary ideologies are studied (e.g., liberalism, conservatism, Marxism, fascism, Nazism, corporatism, Islamism), and the limits of ideology are explored in relation to other forms of political expression and understanding. Selected ideologies and contexts for consideration are drawn from sites of contemporary global political significance. Mr. Davison.

Not offered in 2015/16.

Two 75-minute periods.

**POLI 276 - BIOPOLITICS**

Semester Offered: Fall

1 unit(s)

According to Michel Foucault, “biopolitics” designates modern states’ exercise of “positive power” to ensure the vitality of the population: for example, optimal birth and death rates, sanitary environments, public health, social insurance, and disease control. At the same time, he argues, biopolitics has ushered in unprecedented forms of violence, exclusion, and even death for groups and individuals who are cast generally in racialized terms—as threats to the population. Biopolitics is now theorized toward a broad range of phenomena linking politics and life: from the global market in organs to new genomic sciences, technologies, and subjectivities to immigration, refugee, and humanitarian aid policies; from reproductive coercion and commodification to the policing of racialized and gender-transgressive bodies—as well as the radical potential of forms of life excluded from biopolitical norms. Texts for this course include Foucault’s writings and lectures, plus key antecedents (Carl Schmitt, Walter Benjamin, Georges Canguilhem) and conceptual engagements (e.g., Ann Laura Stoler, Giorgio Agamben, Michael Hardt and Antonio Negri, Roberto Esposito, Ladelle McWhorter, Achille Mbembe, Nikolas Rose). Additional texts may include feminist, anti-racist, queer of color, post-colonial, disability studies, and post-Marxist analyses by Jasbir Puar, Mel Y. Chen, Margaret Lock, Elizabeth Povinelli, Susan Stryker, Alexander Weheliye, Melinda Cooper, Sara Ahmed, Fred Moten, and Dorothy Roberts, among others. Ms. Menzel.

Two 75-minute periods.

**POLI 277 - THE POLITICS OF CAPITALISM**

1 unit(s)

An examination of theories of the relationship between capitalism, politics and the state. Central concerns include tendencies toward fiscal crisis, war, and waste; the impact of capital on political power and the sabotage of democracy; ideology, class consciousness and the potential for resistance from below. Authors to be considered include, among others, Thorstein Veblen, Karl Marx, Max Weber, Franz Neumann, C. Wright Mills, and Sheldon Wolin. Mr. Plotkin.

Two 75-minute periods.

**POLI 279 - UTOPIAN POLITICAL THOUGHT**

1 unit(s)

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 that are utopian or can be analyzed through utopian principles. Central themes the role and value of utopias in understanding and criticizing the present and in imagining possibilities for the future; the use of utopias to explore important political concepts and different ways of living; and the relations among utopias, dystopias, and existing utopian experiments. Mr. Stillman.

Two 75-minute periods.

**POLI 280 - SPACES OF EXCEPTION: MIGRATION, ASYLUM-SEEKING, AND STATELESSNESS TODAY**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 280, INTL 280, and PHIL 280) The totalitarian disregard for human life and the treatment of human beings as superfluous entities began, for Hannah Arendt, in imperial projects and was extended to spaces where entire populations were rendered stateless and denied the right to have rights. In this course, we are going to start from Arendt’s seminal analysis of statelessness and her concept of the right to have rights to study aspects of today’s “migratory condition.” This is a peculiar condition by which inclusion in the political community is possible only by mechanisms of exclusion or intensified precarity. Mapping these mechanisms of identification through exclusion, abandonment, and dispossession will reveal that, like

the stateless person, the contemporary migrant is increasingly being included in the political community only under the banner of illegality and/or criminality, unreturnability, suspension, detention, and externalization. This fact pushes millions of people to exist in “islands of exception,” camps and camp-cities on the shores of Malta, Cyprus, or Lampedusa in the Mediterranean, Manus/Nauru in the Pacific, and Guantanamo in the Americas. Through a critical engagement with the migrant condition, this course examines a range of biopolitical practices, extra-territorial formations, and technologies of encampment (externalization, dispersion, biometric virtualization). The engagement with the physical and metaphysical conditions of these ‘spaces of exception’ where migrants land, are detained, measured, and sometimes drown, calls attention to lives at the outskirts of political legibility while interrogating the regimes of legibility through which migrant lives are apprehended. Besides Arendt, we will discuss novels and texts by Giorgio Agamben, Judith Butler, Zadie Smith, Eyal Weizman, Emmanuel Levinas, Achille Mbembe, Michel Foucault, Suvendrini Perera, V.Y. Mudimbe, Jacques Derrida, and Julia Kristeva. Ms. Borradori and Mr. Opondo.

Prerequisite: permission of the instructor.

Two 75-minute periods.

**II. INTERMEDIATE: E. OTHER****POLI 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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 (290) may be counted toward fulfilling the requirements of the minimum major. The department.

Special permission.

**POLI 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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 subfield distribution requirement. The department.

Special permission.

**III. ADVANCED A. OPTIONAL SENIOR THESIS**

Seminars in the 340s, 350s, 360s, and 370s are generally limited to twelve students and require permission of the instructor. Students taking seminars are expected to have taken relevant course-work at a lower level. 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. The thesis (POLI 300, POLI 301, POLI 302) and senior independent work (POLI 399) require permission of the instructor.

**POLI 300 - SENIOR THESIS**

Semester Offered: Fall

1 unit(s)

A 1-unit thesis, written in the fall semester.  
Special permission.

**POLI 301 - SENIOR THESIS**

Semester Offered: Fall

0.5 to 1 unit(s)

A 1-unit thesis written in two semesters.  
Special permission.  
Yearlong course 301-POLI 302.

**POLI 302 - SENIOR THESIS**

Semester Offered: Spring

0.5 to 1 unit(s)

A 1-unit thesis written in two semesters.  
Special permission.  
Yearlong course POLI 301-302.

**III. ADVANCED B. AMERICAN POLITICS SEMINARS****POLI 341 - SEMINAR IN CONGRESSIONAL POLITICS: U.S. HOUSE AND SENATE ELECTION**

Semester Offered: Fall

1 unit(s)

This seminar is focused on U.S. congressional elections, with some attention also devoted to interrelationships between voting for Congress and voting for the president. The ideas covered in the course are applied to the specific context of the 2010 midterms and the forthcoming 2012 elections. Among the topics studied are the following: 1) the ongoing massive redistricting of congressional districts; 2) the electoral effects of the Supreme Court's Citizens United decision of 2010; 3) the emergence of 501(c)(4) "non-profit" groups and Super-PACs as major players in campaign financing; 4) the development of ever more sophisticated campaign technology, like "microtargeting" of voters; 5) the transformation of southern House and Senate seats from Democratic to Republican control; and 6) the increasing partisan polarization of American elections. Mr. Born.

Prerequisite: permission of the instructor.  
One 2-hour period.

**POLI 343 - SEMINAR IN CONSTITUTIONAL THEORY**

Semester Offered: Spring

1 unit(s)

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 the instructor.  
One 2-hour period.

**POLI 348 - SEMINAR IN DEMOCRACY AND POWER IN AMERICA**

Semester Offered: Fall

1 unit(s)

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: permission of the instructor, normally an intermediate-level course in American Politics.  
One 2-hour period.

**POLI 386 - CARBON POLITICS: AMERICAN ENERGY POLICIES SINCE THE 1970S**

Semester Offered: Fall

1 unit(s)

Energy became a salient national public policy concern in the 1970s with the onset of the oil-based 'energy crisis.' In the decades since, political questions about U.S. reliance on fossil fuels continue to intensify. Environmental 'shocks,' from one-off events such as the Deep Water Horizon oil spill to the slowly unfolding disaster of climate change, present political leaders with opportunities to change course and lessen the dependence on hydrocarbons. However, resistance to such a change in course has been strong and continues to grow. This seminar considers the politics of the carbon problem in terms of such resistance from the 1970s to the present day, and specifically how the widespread use of fossil fuels, and the infrastructure and industrial interests accompanying such use, have helped to define the possibilities and limits of market-centered liberal-democracy in the U.S. One continuing question is to what extent is the U.S. energy future subject to popular decision, and what avenues for democratic control over energy decision making exist. Ms. Chaves.

One 2-hour period.

**POLITICAL SCIENCE: III. ADVANCED C. COMPARATIVE POLITICS SEMINARS****POLI 351 - AFRICANA STUDIES SEMINAR**

Semester Offered: Fall

1 unit(s)

(Same as AFRS 351) This seminar explores both historical and contemporary debates within the field of Africana Studies. Students examine a variety of subjects and themes encompassing different disciplinary and interdisciplinary works drawn from the humanities and social sciences. The critical perspectives that the seminar engages draw attention to the political, representational and explanatory value of a variety of genres of expression and knowledge practices. By delving into philosophical, historical, aesthetic and political analyses of Africa and African Diaspora societies, subjects and practices, students acquire a deep understanding of Africana research methods culminating in a substantive research project. The particular subject and themes explored vary with the faculty teaching the course. Mr. Opondo.

Prerequisite: AFRS 100 or permission of the instructor.  
One 2-hour period.

**POLI 352 - REDEMPTION AND DIPLOMATIC IMAGINATION IN POSTCOLONIAL AFRICA**

1 unit(s)

(Same as AFRS 352) This seminar explores the shifts and transformations in the discourse and practice of redemptive diplomacy in Africa. It introduces students to the cultural, philosophical and political dimensions of estrangement and the mediation practices that accompany the quest for recognition, meaning and material well-being in selected colonial and postcolonial societies. Through a critical treatment of the redemptive vision and diplomatic imaginaries summoned



by missionaries, anti-colonial resistance movements and colonial era Pan-Africanists, the seminar interrogates the 'idea of Africa' produced by these discourses of redemption and their implications for diplomatic thought in Africa. The insights derived from the interrogation of foundational discourses on African redemption are used to map the transformation of identities, institutional forms, and the minute texture of everyday life in postcolonial Africa. The seminar also engages modern humanitarianism, diasporic religious movements, Non-Governmental Organizations and neoliberal or millennial capitalist networks that seek to save Africans from foreign forces of oppression or 'themselves.' Mr. Opondo.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### **POLI 355 - SEMINAR ON VIOLENCE**

Semester Offered: Fall

1 unit(s)

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: permission of the instructor.

One 2-hour period.

### **POLI 358 - COMPARATIVE POLITICAL ECONOMY**

Semester Offered: Fall

1 unit(s)

This course surveys some classic writings in the study of political economy and examines a variety of choices countries have made in different time periods and in different regions of the world, including Europe, North America, Latin America, Asia, the Middle East, and Africa. The primary objective of the course is to explore how politics and economics have interacted in the real world. By the end of the course students should also have gained familiarity with some analytical tools in the field of political economy. Mr. Su.

Prerequisite: permission of the instructor.

One 2-hour period.

## **POLITICAL SCIENCE: III. ADVANCED D. INTERNATIONAL POLITICS SEMINARS**

### **POLI 360 - THE ETHICS OF WAR AND PEACE**

1 unit(s)

This course considers the moral rights and obligations of states, political and military leaders, soldiers, and ordinary citizens with respect to war and peace. Taking just war theory as our point of departure, we concentrate on three major questions: (1) When, if ever, is the use of military force permissible? (2) How may military force be used? (3) Who is responsible for ensuring that force is used only at a permissible time and in a permissible manner? Students are encouraged to develop positions on these matters and to apply them to recent and contemporary cases involving the use or potential use of force. Mr. Rock.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### **POLI 362 - SEMINAR IN INTERNATIONAL POLITICS: MIGRATION AND CITIZENSHIP**

Semester Offered: Fall

1 unit(s)

This seminar considers the causes and consequences of migration from economically developing countries such as China, Mexico, Morocco,

Algeria, Pakistan, India and Turkey, to post-industrial countries with a focus on the United States, France, and Britain. The seminar first considers different explanations for why people move across state borders, such as the role of economic forces, the legacies of colonialism, and escape from violence. The seminar then engages in a comparative analysis of the politics of 'difference' in countries such as Britain, the U.S. and France, and asks why these politics have played out quite differently in each country. Consideration is given to policies towards and experiences of immigrants & refugees, and societal reactions to immigration. So as to compare the politics of 'difference' in countries such as France, Britain, and the U.S., the seminar addresses specific subjects including education policy in regard to the (grand) children of immigrants; policies towards religious minorities; diverse views on the implications of multiculturalism and assimilation for gender inequality; perceptions on the economic consequences of immigration for other workers; and the sources and impact of anti-immigrant political movements historically and contemporarily. Ms. Haus.

Prerequisite: permission of the instructor.

One 2-hour period.

### **POLI 363 - DECOLONIZING INTERNATIONAL RELATIONS**

1 unit(s)

(Same as ASIA 363) 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: permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### **POLI 365 - CIVIL WARS AND REBEL MOVEMENTS**

Semester Offered: Spring

1 unit(s)

(Same as INTL 365) Since World War II, civil wars have vastly outnumbered interstate wars, and have killed, conservatively, five times as many people as interstate wars. This seminar explores contemporary civil wars from a variety of different angles and approaches drawn primarily from political science, but also other disciplines. In addition, we consider personal accounts, journalistic coverage, and fictional accounts that seek to illustrate the reality of contemporary warfare. The course is divided into several thematic sections, each of which emphasizes the transnational nature of contemporary civil wars. Primarily, we explore literature on the organization and behavior of rebel organizations by guerrilla theorists and academics. The course also covers a selection of differing perspectives on the causes and consequences of civil conflicts. Finally, we consider an array of related subjects including female participation in political violence and the response to civil war by the international community. Mr. Mampilly.

Prerequisite: permission of the instructor.

One 2-hour period.

### **POLI 366 - WORLDING INTERNATIONAL RELATIONS**

1 unit(s)

This seminar is a writing intensive course where we explore how prominent thinkers/scholars of international relations have engaged the task of writing alternative worlds into the field of politics. Though located in the periphery, how have various thinkers imagined, articulated and taken up the challenge of crossing multiple colonial borders? While we read various authors, our focus is primarily on the act and practice of writing itself. We closely consider how those we read write, and we write and study each other's works in order to collectively think through, critique and help ourselves imagine and write

into existence variously silenced aspects of international relations. Mr. Muppidi.

Prerequisite: permission of the instructor.  
Not offered in 2015/16.  
One 2-hour period.

### **POLI 383 - GLOBAL POLITICAL THOUGHT**

1 unit(s)

Conventional international relations theory derives its core concepts primarily from Western political thought. Political relations in most of the world, however, are based on ways of imagining and acting that are constituted through different and multiple languages of political, economic and social thought. Classics such as *The Shahnameh*, *The Ramayana*, *The Mahabharata*, *The Adventures of Amir Hamza*, *The Arthashastra*, *The Rayavacakamu* offer textured understandings of worlds shaped by imaginations of order, justice, governance, power, authority and sovereignty. This seminar introduces students to some of these ways of thinking world politics through a careful reading of classic texts such as *Popol Vuh*, *Sundiata*, *Muqaddimah*, *Ain-e-Akbari*, *The Tibetan Book of the Dead*, *The Tale of Genji*, and *Journey to the West*. The idea is to read these classics as global texts rather than as the essences of specific cultures or civilizations. The focus is therefore on analyzing how certain classic texts have traveled, been translated, understood, or appropriated across various historical groupings. Mr. Muppidi.

Prerequisite: permission of the instructor.  
One 2-hour period.

### **POLI 388 - POLICING BORDERS AND TRANSNATIONAL SOLIDARITIES**

Semester Offered: Spring

1 unit(s)

(Same as INTL 388) This seminar offers a range of critical-historical perspectives on contemporary bordering practices, the policing of transnational communities and movements, new regimes of immigration management, and transgressive performances of identity and difference. Among other phenomena, students analyze the development of new, national, transnational, and global regimes of "securitization" as well as proliferating, quotidian practices of border production and control in the context of the "war on terror"; the resurgence of militant, xenophobic nationalisms; the recruitment, gendered racialization, and exploitation of non-citizen workers; and the historical contexts, including imperial and colonial contexts, that continue to shape and animate these practices and developments. Through close readings of testimonies, auto-biographical and ethnographic narratives, films, and other forms of "transpolitical" representation, we seek throughout the course to understand transnational solidarities that unsettle dominant narratives and imagined communities produced and policed by new regimes of border control. Mr. Hoffman.

Prerequisite: permission of the instructor.  
One 2-hour period.

## **III. ADVANCED E. POLITICAL THEORY SEMINARS**

### **POLI 376 - THE POLITICS OF HUMAN REPRODUCTION**

Semester Offered: Spring

1 unit(s)

What is the relationship between human reproduction and our political worlds? This course examines 19th- through 21st-century explorations of the nexus between parent-child relationships and political subjectivities, as well as the very meaning of human reproduction itself, from socialist, existentialist, feminist, critical race, anti-colonial, post-humanist, and queer theoretical perspectives, including texts by among others, Harriet Jacobs, Friedrich Engels, Saidiya

Hartman, Alexandra Kollontai, Axel Honneth, Simone De Beauvoir, Frantz Fanon, Lee Edelman, Lauren Berlant, Mary Shanley, Iris Young, Audre Lorde, Donna Haraway, and Dorothy Roberts. We use this theoretical grounding to analyze a variety of contemporary political problems of human reproduction, including new legal restrictions on abortion, teratogenic environmental contamination, the inter-generational harms of racism, transnational and transracial adoption, transgender parenting, incarcerated parenthood, and new reproductive technologies. Ms. Menzel.

Prerequisite: permission of the instructor.  
One 2-hour period.

### **POLI 380 - HERMENEUTICS AND THE COMPARATIVE STUDY OF POLITICS**

1 unit(s)

Considered by some to be a "new philosophy of science," hermeneutics has become in recent years an increasingly established approach to social and political inquiry. This seminar seeks to explicate and critically examine hermeneutical principles in the context of the comparative study of politics. What are hermeneutical approaches to understanding institutional power relations, political practices, and the character and composition of cultures and societies? And what contributions, if any, might hermeneutics make to political explanation? This seminar focuses on these questions. Illustrative studies are drawn from the instructor's familiarity with politics in the area widely characterized as "The Middle East." Significant, original, and semester-long research projects are developed out of the empirical curiosities of the participants. Mr. Davison.

Prerequisite: permission of the instructor.  
Not offered in 2015/16.  
One 2-hour period.

### **POLI 384 - SEMINAR IN POLITICAL THEORY**

Semester Offered: Fall

1 unit(s)

An examination of selected theorists and problems in contemporary political theory. Mr. Davison.

Prerequisite: permission of the instructor.  
One 2-hour period.

## **III. ADVANCED F. OTHER**

### **POLI 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

Special permission.

## Portuguese Language

See: Self-Instructional Language Program

### I. INTRODUCTORY

#### PORT 105 - BEGINNING PORTUGUESE I

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 105-PORT 106.

#### PORT 106 - BEGINNING PORTUGUESE II

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course PORT 105-106.

### II. INTERMEDIATE

#### PORT 210 - INTERMED PORTUGUESE I

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 210-PORT 211.

#### PORT 211 - INTERMED PORTUGUESE II

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course PORT 210-211.

### III. ADVANCED

#### PORT 310 - ADVANCED PORTUGUESE I

Semester Offered: Fall

1 unit(s)

Special permission.

#### PORT 311 - ADVANCED PORTUGUESE II

Semester Offered: Spring

1 unit(s)

Special permission.

## Psychology Department

**Chair:** Debra Zeifman;

**Professors:** N. Jay Bean, Randolph R. Cornelius, Janet Gray, Kevin Holloway, Susan Trumbetta<sup>b</sup>, Debra Zeifman;

**Associate Professors:** Abigail A. Baird<sup>b</sup>, John Mark Cleaveland, Allan D. Clifton, Dara N. Greenwood, Jannay Morrow<sup>b</sup>, Carolyn F. Palmer, Michele Tugade;

**Assistant Professor:** Bojana Zupan;

**Lecturers:** Nicholas A. de Leeuw, Julie A. Riess (and Director of Wimpfheimer Nursery School).

<sup>b</sup> On leave 2015/16, second semester

**Advisers:** The department.

**Requirements for concentration:** 10 graded units in Psychology including PSYC 105 or PSYC 106, and PSYC 200; three 200-level units from the basic content areas of the discipline and at least one other 200-level Psychology unit; one research methods course to be taken by the end of the junior year; three 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 (PSYC 201, PSYC 205), learning and behavior (PSYC 221), comparative psychology (PSYC 223), developmental psychology (PSYC 231) physiological psychology (PSYC 241, PSYC 243), individual differences and personality (PSYC 253), clinical psychology and psychopathology (PSYC 262), and health psychology (PSYC 233).

A minimum of 10 graded units is required for the major. For junior transfer students, at least 6 units must be graded. Upon departmental approval, 1 unit of appropriate course work in other departments may be applied towards the required 10 units.

**NRO:** Students may not elect the NRO in any psychology course after they have declared their major. Any psychology course taken under the NRO before the major was declared may not be counted toward the 10 units required for the major although it may be used to satisfy a requirement that a specific course be taken.

**300-Level Requirement:** Three units at the 300-level taken for a letter grade, at least one of which must be a seminar. Seniors have the option of fulfilling two 300-level units by electing an empirical senior thesis project under faculty supervision (PSYC 397). PSYC 395 and PSYC 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.

### I. INTRODUCTORY

#### PSYC 105 - INTRODUCTION TO PSYCHOLOGY: A SURVEY

Semester Offered: Fall and Spring

1 unit(s)

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, developmental, and social psychology. Students are expected to participate in three hours of psychological research during the semester. The department.

Students may not take both 105 and PSYC 106.

Open to all classes.

Enrollment limited.

AP credit is not accepted as a substitute for this course in Psychology.

**PSYC 106 - INTRODUCTION TO PSYCHOLOGY:  
SPECIAL TOPICS**

Semester Offered: Fall and Spring

1 unit(s)

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. Students are expected to participate in three hours of psychological research during the semester. The department.

Students may not take both PSYC 105 and 106.

Open to all classes.

Enrollment limited.

AP credit is not accepted as a substitute for this course in Psychology.

**PSYC 184 - LIVING RHYTHMS**

Semester Offered: Fall

1 unit(s)

Human activity is rhythmic. We engage in cycles of eating, loving, working, resting, walking, talking, learning, and sleeping. We multitask, nesting and switching cycles within cycles. Our activity entrains to cycles of the sun, moon, weather, natural and cultural seasons, and human-made devices. In this course, students explore and write about the psychology of rhythmic activity by means of participation, observation, interview, and literature review. Ms. Palmer.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

**PSYC 185 - AN INTRODUCTION TO THE MIND:  
WHAT'S BRAIN GOT TO DO WITH IT**

Semester Offered: Spring

1 unit(s)

This course is an introduction to the science of psychology with an emphasis on the brain's control of behavior. For example, this connection among the brain, body and mind is particularly evidenced by what we can't do following devastating brain injuries such as repeated concussions or stroke. Case studies of phantom limbs, xenomalia, synesthesia and agnosias have greatly contributed to our understanding of the brain-body connection. Using "popular" science books, magazines, and primary and secondary literature, students explore the brain-mind-body connections within topics such as emotion and reason, learning and memory, perception, representation, neuropsychology, evolution and comparative cognition, language and consciousness. This is a Freshman Writing Seminar and focuses on developing argumentative-style writing skills and the critical evaluation of scientific texts and ideas. Ms. Zupan.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

**II. INTERMEDIATE****PSYC 200 - STATISTICS AND EXPERIMENTAL  
DESIGN**

Semester Offered: Fall and Spring

1 unit(s)

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, Mr. Clifton, Ms. Trumbetta, Ms. Zupan.

Prerequisite: PSYC 105 or PSYC 106.

**PSYC 201 - PRINCIPLES OF SOCIAL PSYCHOLOGY**

Semester Offered: Fall and Spring

1 unit(s)

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 PSYC 205 has already been taken. Mr. Cornelius, Ms. Greenwood, Ms. Morrow, Ms. Tugade.

Prerequisite: PSYC 105 or PSYC 106.

**PSYC 205 - TOPICS IN SOCIAL PSYCHOLOGY**

1 unit(s)

Not offered in 2015/16.

**PSYC 209 - RESEARCH METHODS IN SOCIAL  
PSYCHOLOGY**

Semester Offered: Fall

1 unit(s)

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. Greenwood, Ms. Morrow, Ms. Tugade.

Prerequisites: PSYC 200 and PSYC 201 or PSYC 205.

Regular laboratory work.

Enrollment limited.

**PSYC 221 - LEARNING AND BEHAVIOR**

Semester Offered: Fall and Spring

1 unit(s)

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. Holloway.

Prerequisite: PSYC 105 or PSYC 106.

**PSYC 222 - PSYCHOLOGICAL PERSPECTIVES ON  
THE HOLOCAUST**

1 unit(s)

(Same as JWST 222) 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.

Prerequisite: PSYC 105 or PSYC 106.

Not offered in 2015/16.

**PSYC 223 - EVOLUTIONARY PSYCHOLOGY**

Semester Offered: Fall

1 unit(s)

The study of evolutionary theory, with attention to how it informs the developmental, ecological, genetic, and physiological explanations of behavior. Mr. Cleaveland, Mr. Holloway.

Prerequisite: PSYC 105 or PSYC 106.

**PSYC 229 - RESEARCH METHODS IN LEARNING AND BEHAVIOR**

Semester Offered: Fall

1 unit(s)

(Same as NEUR 229) 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. Holloway.

Prerequisites: PSYC 200 and PSYC 221 or PSYC 223.

Regular laboratory work.

Enrollment limited.

**PSYC 231 - PRINCIPLES OF DEVELOPMENT**

Semester Offered: Fall and Spring

1 unit(s)

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. Baird, Mr. deLeeuw, Ms. Palmer, Ms. Zeifman.

Prerequisite: PSYC 105 or PSYC 106.

**PSYC 233 - HEALTH PSYCHOLOGY**

Semester Offered: Fall

1 unit(s)

Health Psychology is the scientific study that applies psychological theory and empirical research to examine the promotion and maintenance of health and the prevention and treatment of illness. Students taking this course will gain a firm foundation in health psychology, and learn about the various scientific approaches to understanding the mind/body connection. This course takes a biopsychosocial approach and considers research and theory related to health promotion, illness prevention, and behavior change. Students learn about psychophysiological processes relevant to health psychology (e.g., immunology) and examine health processes in diverse populations with regard to age, ethnicity, socioeconomic backgrounds and health status. Topics may include health enhancing and health damaging behaviors, pain management, stress and coping. Emphasis is placed on critically evaluating primary sources, drawing from empirical studies in psychology, public health, and behavioral medicine. Ms. Tugade.

Prerequisite: PSYC 105 or PSYC 106.

Two 75-minute periods.

**PSYC 237 - EARLY CHILDHOOD EDUCATION: THEORY AND PRACTICE**

Semester Offered: Spring

1 unit(s)

(Same as EDUC 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.

Prerequisites: PSYC 231 and permission of the instructor.

One 2-hour period; 4 hours of laboratory participation.

**PSYC 239 - RESEARCH METHODS IN DEVELOPMENTAL PSYCHOLOGY**

Semester Offered: Spring

1 unit(s)

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. Baird, Mr. deLeeuw, Ms. Palmer, Ms. Zeifman.

Prerequisites: PSYC 200 and PSYC 231.

Regular laboratory work.

Enrollment limited.

**PSYC 241 - PRINCIPLES OF PHYSIOLOGICAL PSYCHOLOGY**

Semester Offered: Fall and Spring

1 unit(s)

(Same as NEUR 241) 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, Ms. Zupan.

Recommended: Prerequisite: PSYC 105 or PSYC 106.

Psychology 241 may NOT be taken if PSYC 243 has already been taken.

**PSYC 243 - TOPICS IN PHYSIOLOGICAL PSYCHOLOGY**

Semester Offered: Fall

1 unit(s)

(Same as NEUR 243) The study of the functions of particular brain structures and their relation to behavior and mental activity. In addition to basic topics in neuroscience the course focuses on such topics as: perception, attention, 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.

Prerequisite: PSYC 105 or PSYC 106.

Psychology 243 may NOT be taken if PSYC 241 has already been taken.

**PSYC 249 - RESEARCH METHODS IN PHYSIOLOGICAL PSYCHOLOGY**

Semester Offered: Fall and Spring

1 unit(s)

(Same as NEUR 249) 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, Mr. Holloway, Ms. Zupan.

Prerequisites: PSYC 200, and PSYC 241 or PSYC 243.

Regular laboratory work.

Enrollment limited.

**PSYC 253 - INDIVIDUAL DIFFERENCES AND PERSONALITY**

Semester Offered: Fall and Spring

1 unit(s)

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 is 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. Clifton, Mr. Cornelius, Ms. Morrow, Ms. Trumbetta, Ms. Tugade.

Prerequisite: PSYC 105 or PSYC 106.

**PSYC 255 - THE PSYCHOLOGY OF SPORT**

1 unit(s)

(Same as PHED 255) This course assesses the factors that influence behaviors related to participation in sports. The relationships of individual differences, attention, arousal, anxiety, and motivation, team cohesion, leadership, and audience effects on sports performance may be addressed. Mr. Bean.

Prerequisite: PSYC 105 or PSYC 106.

Not offered in 2015/16.

**PSYC 259 - RESEARCH METHODS IN PERSONALITY AND INDIVIDUAL DIFFERENCES**

Semester Offered: Spring

1 unit(s)

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. Mr. Clifton, Ms. Morrow, Ms. Trumbetta, Ms. Tugade.

Prerequisites: PSYC 200 and PSYC 253.

Regular laboratory work.

Enrollment limited.

**PSYC 262 - PRINCIPLES OF CLINICAL PSYCHOLOGY AND PSYCHOPATHOLOGY**

Semester Offered: Fall and Spring

1 unit(s)

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. Baird, Mr. Clifton, Ms. Morrow, Ms. Trumbetta.

Prerequisite: PSYC 105 or PSYC 106.

**PSYC 269 - RESEARCH METHODS IN CLINICAL PSYCHOLOGY AND PSYCHOPATHOLOGY**

Semester Offered: Fall

1 unit(s)

The study of research methods in psychopathology and clinical psychology. Every stage of research is considered: the generation of hypotheses, operationalization of variables, data collection, analysis and evaluation, and presentation of results. The focus is on the development of skills particular to research with clinical populations including ethical considerations, structured clinical interviews, behavioral observations, reliable and valid assessment, and measurement of change over time. Mr. Clifton, Ms. Trumbetta.

Prerequisites: PSYC 200 and PSYC 262.

Two 2-hour periods.

**PSYC 290 - FIELD WORK**

Semester Offered: Fall and Spring

0.5 to 2 unit(s)

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.

**PSYC 298 - INDEPENDENT WORK**

Semester Offered: Fall and Spring

0.5 to 1 unit(s)

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 (PSYC 209, PSYC 219, PSYC 229, PSYC 239, PSYC 249, PSYC 259) is a prerequisite for these courses. Seminar seats are assigned according to a department lottery system. Please contact department office for lottery information. Non-majors and juniors should consult the instructor.

**PSYC 301 - SEMINAR IN SOCIAL PSYCHOLOGY**

Semester Offered: Fall and Spring

1 unit(s)

An intensive study of selected topics in social psychology. Emphasis is placed on current theories, issues, and research areas. Mr. Cornelius, Ms. Greenwood, Ms. Morrow, Ms. Tugade.

Prerequisite: PSYC 201 or PSYC 205.

**PSYC 321 - SEMINAR IN ANIMAL LEARNING AND BEHAVIOR**

Semester Offered: Spring

1 unit(s)

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. Holloway.

Prerequisite: PSYC 221 or PSYC 223.

**PSYC 323 - SEMINAR IN EVOLUTIONARY PSYCHOLOGY**

Semester Offered: Fall

1 unit(s)

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. Mr. Cleaveland.

Prerequisite: PSYC 221 or PSYC 223 or BIOL 340.

**PSYC 331 - SEMINAR IN DEVELOPMENTAL PSYCHOLOGY**

Semester Offered: Fall and Spring

1 unit(s)

Seminar in current issues, research, and theory in developmental psychology. Topics vary and may include laboratory work. Ms. Baird, Mr. deLeeuw, Ms. Palmer, Ms. Zeifman.

Prerequisite: PSYC 231.

### **PSYC 336 - CHILDHOOD DEVELOPMENT: OBSERVATION AND RESEARCH APPLICATION**

Semester Offered: Fall

1 unit(s)

(Same as EDUC 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.

Prerequisites: PSYC 231 and permission of the instructor. For Psychology Majors: completion of a research methods course.

One 3-hour period. and 4 hours of laboratory observation work.

### **PSYC 341 - SEMINAR IN PHYSIOLOGICAL PSYCHOLOGY**

Semester Offered: Fall

1 unit(s)

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, Ms. Zupan.

Prerequisite: PSYC 241 or PSYC 243.

### **PSYC 343 - SEMINAR ON STATES OF CONSCIOUSNESS**

Semester Offered: Spring

1 unit(s)

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.

Prerequisite: PSYC 241 or PSYC 243.

### **PSYC 353 - SEMINAR IN INDIVIDUAL DIFFERENCES AND PERSONALITY**

Semester Offered: Spring

1 unit(s)

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. Mr. Clifton, Ms. Morrow, Ms. Trumbetta, Ms. Tugade.

Prerequisite: PSYC 253.

### **PSYC 362 - SEMINAR IN CLINICAL PSYCHOLOGY AND PSYCHOPATHOLOGY**

Semester Offered: Fall

1 unit(s)

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. Mr. Clifton, Ms. Morrow, Ms. Trumbetta.

Prerequisite: PSYC 262.

### **PSYC 364 - BEHAVIOR GENETICS**

1 unit(s)

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.

Prerequisite: any Psychology laboratory course (PSYC 209, PSYC 219, PSYC 229, PSYC 239, PSYC 249, PSYC 259, PSYC 269), all of which have the PSYC 200, Statistics and Experimental Design, prerequisite.

Not offered in 2015/16.

One 2-hour period.

### **PSYC 385 - MAD DOGS, VAMPIRES AND ZOMBIE ANTS: BEHAVIOR MEDIATING INFECTIONS**

Semester Offered: Spring

1 unit(s)

(Same as BIOL 385) Viruses, bacteria and parasites use host organisms to complete their lifecycle. These infectious agents are masters of host manipulation, able to hijack host processes to replicate and transmit to the next host. While we tend to think of infections as just making us sick, they are also capable of changing our behavior. In fact, many infectious agents are able to mediate host behavior in ways that can enhance transmission of the disease. In this inquiry driven course we explore the process of host behavior mediation by infectious agents, combining aspects of multiple fields including infectious disease microbiology, neurobiology, epidemiology and animal behavior. Mathematical models and computer simulations are used to address questions that arise from class discussion. Mr. Esteban and Mr. Holloway.

Prerequisites: two 200-level biology courses, or Psychology Research Methods Course and either PSYC 241 or PSYC 243, or one 200-level biology course and either NEUR 201 or PSYC 241, or CMPU 250 and one of the previously listed courses.

One 3-hour period.

### **PSYC 390 - SENIOR RESEARCH**

Semester Offered: Spring

1 unit(s)

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: PSYC 298.

### **PSYC 395 - SENIOR INTEGRATIVE THESIS**

Semester Offered: Fall and/or Spring

0.5 to 1 unit(s)

Prerequisite: PSYC 298, PSYC 399.

Open to seniors by invitation of instructor.

### **PSYC 397 - SENIOR EMPIRICAL THESIS**

Semester Offered: Fall

1 unit(s)

This is a year-long thesis project conducted collaboratively with a participating faculty member on an empirical research project. In Psychology 397, students work to identify a conceptual question of

interest, read and integrate background literature on that topic, and formulate a novel research plan. In Psychology 398, students carry out their proposed studies by collecting data, statistically analyzing the results of the study, and interpreting how the results relate to the study's original hypothesis and existing findings in the field. Both semesters involve intensive writing, with detailed feedback from the primary faculty adviser and a second faculty reader, as well as a formal presentation of the research findings to other students and faculty. Completion of Psychology 398 is required to receive credit for Psychology 397. The department.

Prerequisites: Psychology research methods course and permission of the instructor.

One 4-hour period.

### PSYC 398 - SENIOR EMPIRICAL THESIS

Semester Offered: Spring

1 unit(s)

This is a year-long thesis project conducted collaboratively with a participating faculty member on an empirical research project. In Psychology 397, students work to identify a conceptual question of interest, read and integrate background literature on that topic, and formulate a novel research plan. In Psychology 398, students carry out their proposed studies by collecting data, statistically analyzing the results of the study, and interpreting how the results relate to the study's original hypothesis and existing findings in the field. Both semesters involve intensive writing, with detailed feedback from the primary faculty adviser and a second faculty reader, as well as a formal presentation of the research findings to other students and faculty. Completion of Psychology 398 is required to receive credit for Psychology 397. The department.

Prerequisites: Psychology research methods course and permission of the instructor.

One 4-hour period.

### PSYC 399 - A AND/OR SENIOR INDEPENDENT WORK

Semester Offered: Fall and/or Spring

0.5 to 1 unit(s)

Individual or group studies with prior approval of the adviser and of the instructor who supervises the work. The department.

May be elected during the college year or during the summer.

## Religion Department

**Chair:** Jonathon S. Kahn;

**Professors:** Marc Michael Epstein;

**Associate Professors:** E.H. Rick Jarow<sup>b</sup>, Jonathon S. Kahn, Lynn R. LiDonnici, Michael Walsh, Christopher White;

**Post Doctoral Fellow:** Rose Muravchick;

**Adjunct Instructor:** Agnes Veto.

<sup>b</sup> On leave 2015/16, first semester

**Requirements for the Concentration:** A minimum of 11 units, including RELI 200. Three seminars are required (two 300-level courses and the RELI 300 - Senior Seminar). Students are required to take RELI 200 by the end of their junior year and it is highly recommended that they take these courses in their sophomore year. Students are expected to pursue a program of study marked by both breadth and depth. Of the 11 units required for the concentration, normally no more than two may be at the 100-level. However, students may petition for an additional 100-level course to be counted toward the concentration. No more than 1 unit of fieldwork and/or independent study 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:** All Seniors are required to take RELI 300 - Senior Seminar, in the Fall semester of their senior year.

**Thesis Option:** If a senior elects to do a thesis and has departmental approval they can do so by completing RELI 301. The thesis option is a year-long undertaking and should develop the work begun in the Senior Seminar. Students who complete a thesis are eligible for departmental honors. The Senior Seminar receives a letter grade. The Senior Thesis is graded Distinction, Satisfactory, or Unsatisfactory. Petitions for exemption from these requirements, granted only in special circumstances, must be submitted to the chair in writing by the first day of classes in the A semester of the senior year.

**Correlate Sequence in Religion:** The Religion Department offers a correlate sequence in the study of religion which allows students to pursue study in an area of significant interest outside of their field of concentration. The sequence requires 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.

## I. INTRODUCTORY

### RELI 100 - INTRODUCTION TO AMERICAN STUDIES

Semester Offered: Fall

1 unit(s)

(Same as AMST 100) Topic for 2015/16a: *The American Secular: Religion and the Nation-State*. Is there a distinct realm in American politics and culture called the secular, a space or a mode of public discourse that is crucially free of and from the category of religion? This class considers the sorts of theoretical and historical moments in American life, letters, and practice that have, on the one hand, insisted the importance and necessity of such a realm, and on the other hand, resisted the very notion that religion should be kept out of the American public square. We ask whether it is possible or even desirable—in our politics, in our public institutions, in ourselves—to conceive of the secular and the religious as radically opposed. We ask if there are better ways to conceive of the secular and the religious in American life, ways that acknowledge their mutual interdependence rather than their exclusivity. Mr. Kahn.

Open to freshmen and sophomores only.

Two 75-minute periods.



**RELI 101 - AN EXAMINED LIFE: RELIGIOUS APPROACHES TO ENDURING QUESTIONS**

1 unit(s)

What is a good life? How do we understand dying and death? Does God exist? Is there evil? Why do we suffer? How do we love? What's the proper way to treat one's neighbor? This class will explore the variety of ways that religious thinkers have responded to these ancient, persistent, and troubling questions about the nature of human existence. Our focus will be on philosophical texts, however we will also consider filmic representations of these problems. Mr. Kahn.

Not offered in 2015/16.

**RELI 102 - RELIGION, MEDIA & AMERICAN POPULAR CULTURE**

Semester Offered: Fall

1 unit(s)

How does the mass media change religious values and behaviors? How might we understand the relationship between American Christians and American culture? Has sports, television or entertainment replaced religion? Is popular culture hostile to faith or is it religious in wholly new and unexpected ways? In this course we explore these questions by looking in detail at American television, film, popular literature and the internet. We also examine how specific religions and religious symbols are expressed in popular culture, what happens when traditional religions borrow pop cultural forms or ideals, and how the American media is abetting a trend towards religious eclecticism and hybridity. Mr. White.

Two 75-minute periods.

**RELI 104 - RELIGION, PRISONS, AND THE CIVIL RIGHTS MOVEMENT**

1 unit(s)

(Same as AFRS 104) African American citizenship has long been a contested and bloody battlefield. This course uses the modern Civil Rights Movement to examine the roles the religion and prisons have played in these battles over African American rights and liberties. In what ways have religious beliefs motivated Americans to uphold narrow definitions of citizenship that exclude people on the basis of race or moved them to boldly challenge those definitions? In a similar fashion, civil rights workers were incarcerated in jails and prisons as a result of their nonviolent protest activities. Their experiences in prisons, they exposed the inhumane conditions and practices existing in many prison settings. More recently, the growth of the mass incarceration of minorities has moved to the forefront of civil and human rights concerns. Is a new Civil Rights Movement needed to challenge the New Jim Crow?

Not offered in 2015/16.

**RELI 107 - INNER PATHS: RELIGION AND CONTEMPLATIVE CONSCIOUSNESS**

1 unit(s)

(Same as ASIA 107) The academic study of religion spends a lot of time examining religion as a social and cultural phenomenon. This course takes a different approach. Instead of looking at religion extrinsically (through history, philosophy, sociology, scriptural study, etc.) "Inner Paths" looks at the religious experience itself, as seen through the eyes of saints and mystics from a variety of the world's religious traditions. By listening to and reflecting upon "mystic" and contemplative narratives from adepts of Jewish, Christian, Islamic, Hindu, Daoist and other traditions we learn to appreciate the commonalities, differences, and nuances of various "inner paths." Readings include John of the Cross, Theresa of Avila, Rabbi Akiba, Rumi, Thich Nhat Hanh, Ramakrishna, and Mirabai. Mr. Jarow.

Not offered in 2015/16.

Two 75-minute periods.

**RELI 120 - GOD**

Semester Offered: Fall

1 unit(s)

(Same as JWST 120) 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 metaphor, 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 about how he has been understood and misunderstood. Through analysis of primary materials (Biblical, Ugaritic, Canaanite, Mesopotamian, and Greek) we explore the origin and development of this complicated figure in Biblical literature. Ms. LiDonnici.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

**RELI 150 - JEWS, CHRISTIANS, AND MUSLIMS**

Semester Offered: Fall and Spring

1 unit(s)

(Same as JWST 150) 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 among the three religions. Mr. Epstein and Ms. LiDonnici.

Two 75-minute periods.

**RELI 152 - RELIGIONS OF ASIA**

Semester Offered: Fall and Spring

1 unit(s)

(Same as ASIA 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. Jarow and Mr. Walsh.

Open to all students except seniors.

Two 75-minute periods.

**RELI 160 - RELATIVELY UNCERTAIN: A HISTORY OF PHYSICS, RELIGION AND POPULAR CULTURE**

Semester Offered: Fall

1 unit(s)

(Same as PHYS 160 and STS 160) This course examines the cultural history of key ideas and experiments in physics, looking in particular at how non-scientists understood key concepts such as entropy, relativity, quantum mechanics and the idea of higher or new dimensions. It begins with an assumption that's widely accepted among historians — namely, that the sciences are a part of culture and are influenced by cultural trends, contemporary concerns and even urgent personal ethical or religious dilemmas. In this course we are attuned to the ways that physicists drew key insights from popular culture and how non-scientists, including religious or spiritual seekers, appropriated (and misappropriated) scientific insights about the origin and nature of the world, its underlying laws and energetic forces, and its ultimate meaning and purpose. Mr. Daly and Mr. White.

Two 75-minute periods.

**RELI 180 - ISLAMIC TRADITIONS**

Semester Offered: Spring

1 unit(s)

This course is an introduction to the religion of Islam as a lived tradition with a rich variety of expressions from around the world. Designed as a kind of "world tour" this course explores the origins of the Islamic community in the Arabian Peninsula, and then moves across the globe to study the spread of Islam as a global phenomenon.

Topics include: revelation, prophethood, scripture, authority, leadership, pilgrimage, law, women's status, the development of Sufi movements, art and architecture. Ms. Muravchick.

Two 75-minute periods.

### RELI 185 - THE BIBLE BEFORE PRINT

Semester Offered: Fall

1 unit(s)

(Same as CLCS 185 and MEDS 185) What is the Bible and how has its physical form changed from antiquity through Gutenberg's first printing around 1455? Although one of the most influential texts in history, we seldom stop to think about its own history, and in particular the variety of textual, illustrative, and physical forms it has taken. Yet there were great differences in what constituted "the Bible" and how it was produced, disseminated, read, and discussed throughout antiquity and the medieval period. This course explores this history by "going to the source" and examining examples in both digital and print facsimile, largely relying on the Bible Collection in the Archives & Special Collections Library. By looking closely at the Bibles, we will examine all aspects of their makeup—scribal tendencies, binding and format, illustrations, marginalia, and other distinctive features. Through a variety of writing assignments we will make arguments about their meaning and what they might say about their producers and readers and the meaning of its physical form. Ms. Bucher.

Both first and second six-week course.

## II. INTERMEDIATE

### RELI 200 - REGARDING RELIGION

Semester Offered: Spring

1 unit(s)

To study religion is to study culture and society, as well as to critically engage and participate in the humanities and social sciences. In this course we compare and critique different approaches to the study of religion and think about the category of religion in relation to other topics and social concerns. Ms. LiDonnici.

Required for all majors.

Two 75-minute periods.

### RELI 204 - ISLAM IN AMERICA

1 unit(s)

(Same as AFRS 204) This course examines the historical and social development of Islam in the U.S. from enslaved African Muslims to the present. Topics include: African Muslims, rice cultivation in the South, and slave rebellions; the rise of proto-Islamic movements such as the Nation of Islam; the growth and influence of African American and immigrant Muslims; Islam and Women; Islam in Prisons; Islam and Architecture and the American war on terror.

Prerequisite: one unit in Religion or permission of the instructor.

Not offered in 2015/16.

### RELI 205 - RELIGION AND ITS CRITICS

1 unit(s)

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. Kahn.

Not offered in 2015/16.

### RELI 206 - SOCIAL CHANGE IN THE BLACK AND LATINO COMMUNITIES

1 unit(s)

(Same as AFRS 206 and SOCI 206) An examination of social issues in the Black and Latino communities: poverty and welfare, segregated

housing, drug addiction, unemployment and underemployment, immigration problems and the prison system. Social change strategies from community organization techniques and poor people's protest movements to more radical urban responses are analyzed. Attention is given to religious resources in social change.

Not offered in 2015/16.

One 2.5-hour period.

### RELI 207 - CHRISTIAN ETHICS AND MODERN SOCIETY

Semester Offered: Fall

1 unit(s)

This course is an introduction to Christian ideals of faith, conduct, character, and community, and to modern disputes over their interpretations and applications. Our emphasis is on how Christian thinkers have negotiated the emergence of modern values about authority, rights, equality, and freedom. In what ways have Christian beliefs and moral concepts been consonant with or antagonistic to democratic concerns about gender, race and pluralism? Some of the most prominent Christian ethicists claim a fundamental incompatibility with this democratic ethos. We examine these claims and devote special attention to how Christian thinkers have dealt with the ethics of war, sexuality and the environment. Mr. Kahn.

Two 75-minute periods.

### RELI 210 - SECULARISM AND ITS DISCONTENTS

1 unit(s)

Is there a distinct realm called the secular, which is free of and from the religious? As sons and daughters of the Enlightenment, we've come to think that there is. What sort of philosophical and historical moments have led to the public insistence on a non-religious space? What projects in ethics, politics, and identity have the insistence on the secular authorized? This class both analyzes and contests modern assumptions about secularism and the religious, and asks whether the ideals of secularism have materialized. Is it possible or even desirable to create realms scrubbed free of the religious, in our politics, in our public institutions, or in ourselves? Mr. Kahn.

Not offered in 2015/16.

### RELI 211 - RELIGIONS OF THE OPPRESSED AND THIRD-WORLD LIBERATION MOVEMENTS

1 unit(s)

(Same as AFRS 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), Central America, the Iranian revolution, South Africa, slave religion, and aspects of feminist theology.

Prerequisite: special permission of the instructor.

This course is taught at the Otisville Correctional Facility.

Not offered in 2015/16.

### RELI 212 - WESTERN ESOTERICISM

0.5 unit(s)

Not offered in 2015/16.

### RELI 213 - THE EXPERIENCE OF FREEDOM

0.5 unit(s)

(Same as ASIA 213) This six week course looks at the four paths of freedom that have emerged from Hindu, Buddhist, Taoist, and Confucian thought. Concepts and practices we will consider include: karma (the yoga of action), jnana, (the yoga of knowledge), bhakti, (the yoga of love) and tantra, (the yoga of imminent awareness). The focus of this course is on practice in a contemporary context. Mr. Jarow.

Prerequisite: RELI 152.

Not offered in 2015/16.

**RELI 215 - RELIGION, ART AND POLITICS**

1 unit(s)

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.

Not offered in 2015/16.

Two 75-minute periods.

**RELI 216 - ISRAELI MEDIA**

Semester Offered: Fall

1 unit(s)

(Same as JWST 216) This course provides students with an in-depth understanding of current political, social and religious developments in Israel by reading and analyzing Israeli media including newspapers, web sites, blogs, TV clips and more. During the first part of the course students learn the development of the Israeli media from the birth of Israel until today as well as the connection between different newspapers to different political parties and religious sectors and the role they play in contemporary political and social debates. Through the study of historical texts and current media, students gain an understanding of Israel's complex multi-party political system, key political actors, the economic structure and the differences between the religious and political sectors in Israeli society. Mr. Yoked.

Two 75-minute periods.

**RELI 217 - FILM, FICTION AND THE CONSTRUCTION OF IDENTITY — ISRAELI AND PALESTINIAN VOICES**

1 unit(s)

(Same as JWST 217 and HEBR 217) This course explores the emergence and consolidation of collective identities in modern Israel and Palestine. Through a close examination of Israeli and Palestinian films and literary texts in translation students are introduced to an array of competing and complementing narratives that Israelis and Palestinians have relied on to understand themselves and their relationship to the other. Special attention is given to issues related to class, gender, ethnicity, religion and ideology.

Not offered in 2015/16.

**RELI 218 - SPIRITUAL SEEKERS IN AMERICAN HISTORY & CULTURE 1880-2008**

1 unit(s)

This course examines the last 120 years of spiritual seeking in America. It looks in particular at the rise of unchurched believers, how these believers have relocated "the religious" in different parts of culture, what it means to be "spiritual but not religious" today, and the different ways that Americans borrow from or embrace religions such as Islam, Buddhism and Hinduism. We focus in particular on unexpected places of religious enchantment or "wonder" in our culture, including how science and technology are providing new metaphors for God and spirit. Mr. White.

Not offered in 2015/16.

**RELI 219 - NEW AND ALTERNATIVE RELIGIOUS MOVEMENTS IN THE UNITED STATES**

1 unit(s)

All religions, new and old, have a beginning, and all religions change over time. Even the most established and popular religions today, like Islam and Christianity, began as small, marginalized sects. In this class, we think carefully about how religions develop and change by examining closely religious movements in one of the most vibrant religious nations in world history, modern America. We study radical prophets, doomsday preachers, modern messiahs, social reformers and new spiritual gurus and we talk about how their new religious movements

developed and interacted with more mainstream religious currents in nineteenth- and twentieth-century America. This course proceeds in a roughly chronological fashion, beginning with new and alternative religions in the nineteenth century and moving on to more recent groups. Some of the questions we consider as we proceed are: Why do new religions begin? Why do people join them? How do they both challenge and conform to wider American norms and values? How should the American legal system respond to them? How do more mainstream believers respond to them? Mr. White.

Not offered in 2015/16.

**RELI 220 - TEXT AND TRADITIONS**

Semester Offered: Fall

1 unit(s)

Study of selected oral and written texts and their place in various religious traditions.

May be taken more than once for credit when content changes.

Topic for 2015/16a: *Life of Jesus: Contest and Controversy*. There may be no other figure in Western history who has consumed the minds, hearts and imaginations of so many as Jesus - fascinating believers and unbelievers alike. Christian communities have always differed greatly from each other in their theologies of Christ, but today historians attempt to side-step theology and discover the Jesus of first-century Palestine. Can history tell us what the historical Jesus was actually like? Was he an itinerant, charismatic teacher, a healer and miracle-worker, or a social revolutionary? In this course, we will examine the techniques and claims of the modern 'Quests for the Historical Jesus' and try to determine what can and can't be known about him, given the limits of the evidence that survives. Ms. LiDonnici.

Prerequisite: one course in Religion.

Open to all students.

Two 75-minute periods.

**RELI 221 - VOICES FROM MODERN ISRAEL**

1 unit(s)

(Same as JWST 221 and HEBR 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, and exile. Authors may include Yizhar, Yehoshua, Oz, Grossman, Kanafani, Almog, Katzir, Liebrecht, Ravikovitch, Zeldi, Zach, Amichai, Darish and el-Kassim.

Not offered in 2015/16.

**RELI 222 - FASHION, GENDER, AND POLITICS IN THE ISLAMIC WORLD**

Semester Offered: Fall

1 unit(s)

This course explores concepts of gender and the regulation of the female body within the historical and contemporary Islamic world through the lens of fashion and dress. We will explore how issues of dress, in particular the concept of the veil, have been framed as social, moral, religious, and political conflicts from the earliest period of the Islamic community. The readings are drawn from a wide variety of texts and sources, including: Islamic law, contemporary ethnography, anthropology, feminist critiques, orientalism, and histories. Ms. Muravchick.

Two 75-minute periods.

**RELI 231 - HINDU TRADITIONS**

Semester Offered: Fall

1 unit(s)

(Same as ASIA 231) An introduction to the history, practices, myths, ideas and core values that inform Hindu traditions. This year's course focuses on the major systems of Indian philosophy and the spiritual disciplines that accompany them. Among topics examined are yoga,

upanishadic monism and dualism, the paths of liberative action (karma), self realization (jnana), divine love (bhakti), and awakened immanence (tantra). Philosophical understandings of the worship of gods and goddesses will be discussed, along with issues of gender, caste, and ethnicity and post modern reinterpretations of the classical tradition. Mr. Jarow.

Prerequisite: 100-level course in Religion, or permission of the instructor.

Two 75-minute periods.

### RELI 233 - THE BUDDHA IN THE WORLD

Semester Offered: Fall

1 unit(s)

(Same as ASIA 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.

Two 75-minute periods.

### RELI 234 - CREOLE RELIGIONS OF THE CARIBBEAN

1 unit(s)

(Same as AFRS 234 and LALS 234) The Africa-derived religions of the Caribbean region—Haitian Voodoo, Cuban Santeria, Jamaican Obeah, Rastafarianism, and others—are foundational elements in the cultural development of the islands of the region. This course examines their histories, systems of belief, liturgical practices, and pantheons of spirits, as well as their impact on the history, literature, and music of the region. Ms. Paravisini-Gebert.

Not offered in 2015/16.

Two 75-minute periods.

### RELI 235 - RELIGION IN CHINA

1 unit(s)

(Same as ASIA 235) An exploration of Chinese religiosity within historical context. We study the seen and unseen worlds of Buddhists, Daoists, and literati, and encounter ghosts, ancestors, ancient oracle bones, gods, demons, buddhas, dragons, imperial politics, the social, and more, all entwined in what became the cultures of China. Some of the questions we will try to answer include: how was the universe imagined in traditional and modern China? What did it mean to be human in China? What is the relationship between religion and culture? What do we mean by 'Chinese religions'? How should Chinese culture be represented? Mr. Walsh.

Not offered in 2015/16.

Two 75-minute periods.

### RELI 240 - THE WORLD OF THE RABBIS

1 unit(s)

(Same as JWST 240)

Prerequisites: JWST 101, JWST 201, RELI 150, or permission of the instructor.

Not offered in 2015/16.

### RELI 243 - ISLAMIC TRADITIONS

1 unit(s)

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.

Prerequisite: RELI 150, RELI 152, or permission of the instructor.

Not offered in 2015/16.

### RELI 250 - ACROSS RELIGIOUS BOUNDARIES: UNDERSTANDING DIFFERENCES

Semester Offered: Fall

1 unit(s)

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

Topic for 2015/16a: *Interpreting Religious Fits, Trances and Visions.*

(Same as STS 250) This course is an introduction to ways of understanding and interpreting religious experiences. The course analyzes religious experiences from a variety of (mostly American) contexts, with attention to how religious people themselves describe experiences and how scholars try to account for them. It examines moments of sudden conversion, insight or inspiration, nature mysticism, and ritual practices that are performed by Muslims, Christians and others. Mr. White.

Two 75-minute periods.

### RELI 255 - WESTERN MYSTICAL TRADITIONS

Semester Offered: Spring

1 unit(s)

(Same as JWST 255) 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.

Topic for 2015/16b: *Kabbalah.* A survey of the historical and phenomenological development of the theoretical/theosophical and practical/magical dimensions of the Jewish mystical tradition from its biblical origins to postmodernity. Mr. Epstein.

Two 75-minute periods.

### RELI 266 - RELIGION IN AMERICA

1 unit(s)

What are the major cultural and intellectual forces shaping religions in America? How have religious Americans encountered people of other faiths and nationalities? Why have they seen America as both a promised land and a place of bondage, conflict or secularization? What are the main ways that religious Americans think about faith, spirituality, religious diversity and church and state? How might we understand the complexity of these and other issues in a country of so many different religious groups—Protestant, Jewish, Catholic, Buddhist, Hindu, Muslim? Mr. White.

Not offered in 2015/16.

### RELI 267 - RELIGION, CULTURE AND SOCIETY

Semester Offered: Spring

1 unit(s)

The study of the interaction among religion, culture and society.

May be taken more than once when the content changes.

Topic for 2015/16b: *Imagining China.* (Same as ASIA 267) In this class we examine from a broad comparative perspective some of the many ways China has been imagined - cosmologically, imperially, monastically, textually, mythologically, architecturally, constitutionally - taking into account voices from within and without China, past and present. As we shift from some of the earliest imaginings from from within ancient China, past and present. As we shift from some of the earliest imaginings toward more modern imaginings, colonial representations of China will become a priority as we move into modernity and the formation of the Chinese nation-state. Any imaginings of China must recognize political and cultural diversities as well as a sustained recognition of regionalisms that exist throughout Asia. One

of our class objectives will be to better understand what impact acts of imagination have on social formations. Mr. Walsh.

Prerequisite: one course in Religion or Asian Studies, or permission of the instructor.

Two 75-minute periods.

### RELI 268 - SOCIOLOGY OF BLACK RELIGION

1 unit(s)

(Same as AFRS 268 and SOCI 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. This course is taught to Vassar students and incarcerated men at the Otisville Correctional Facility. It will be taught at the Otisville Correctional Facility. To be announced.

Special permission required.

Not offered in 2015/16.

### RELI 280 - RE-PRESENTING THE HOLOCAUST: RELIGION, MEDIA, LITERATURE, AND THE ARTS

Semester Offered: Fall

1 unit(s)

(Same as JWST 280 and MEDS 280) This course will examine contemporary re-considerations and representations of the Holocaust. What, exactly, was it as an historical and political event? What are its moral, philosophical, theological and religious implications? How has it been represented via various religious, artistic, political and social mediations? Theoretical and philosophical approaches will comprise selections from the work of James Young, Dominick LaCapra, Marianne Hirsch and Sidra Ezrahi. We will also consider artistic representations in films, literature and graphic novels from the work of Primo Levi, Aaron Appelfeld, and Claude Lanzmann to Art Spiegelman's Maus and Spielberg's Schindler's List. Some central religious and theological issues under consideration will be those of representation, authenticity, appropriateness and uniqueness, the role of memory and post-memory, the problems and limits of language, questions of trauma, and the development of post-Holocaust identities. Ms. Veto.

Two 75-minute periods.

### RELI 281 - RELIGION, ART, AND POLITICS

Semester Offered: Fall

0.5 unit(s)

Nowadays, we accept the idea that religion, like so much else, is political. It makes sense, then, that visual culture, which can be used, situated, manipulated and exploited in the service of religion can serve to affirm and in some cases to subvert the political messages of religion. This class serves as an introduction to the wider field of religion and the arts, exploring examples of both the collisions and collusions of religion, art and politics. The course will concentrate on the intercultural polemics between Judaism and Christianity as exemplary of the larger issues at stake.

Second six-week course.

Two-75 minute periods.

### RELI 282 - WALKING WITH GOD: MYSTICAL APPROACHES IN GENESIS

Semester Offered: Fall

0.5 unit(s)

(Same as JWST 282) The biblical book of Genesis is the font and origin of so many ideas and scenarios that are intrinsic to culture, from theodicy (wondering why bad things occur in the world) to sibling rivalry, from the gender binary to the concepts of the Self and the Other. The stories are too important to be ignored, too bizarre to be taken literally, and too inconsistent to be explained with any

coherent logic. Into the breach step the mystics-Jewish, Christian and Muslim- interpreting and reinterpreting these primal texts, turning and turning them until they become mirrors of the soul, of society and of the very inner life, so to speak, of Divinity. Mr. Epstein.

Second six-week course.

Two 75-minute periods.

### RELI 283 - QUEERING JUDAISM: CONTEMPORARY ISSUES

Semester Offered: Fall

1 unit(s)

(Same as JWST 283) Jews in postmodernity encounter myriad challenges to traditional religious structures in the areas of sex and gender, family life, social life and political power - to name just a few. We will explore how these challenges were dealt with by a variety of strata of contemporary Jewish society in Europe, Israel and America, charting the various negotiations between religious observances and openness to changing social values among a variety of Jewish groups. Ms. Veto.

Two 75-minute periods.

### RELI 290 - FIELD WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

### RELI 298 - INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

The department.

Prerequisite: one semester of appropriate intermediate work in the field of study proposed.

Permission of instructor required.

## III. ADVANCED

### RELI 300 - SENIOR SEMINAR

Semester Offered: Fall

1 unit(s)

An exploration of critical issues in the study of religion. Mr. Kahn.

Senior Religion majors only.

One 2-hour period.

### RELI 301 - SENIOR THESIS

Semester Offered: Spring

0.5 unit(s)

Written under the supervision of a member of the department; taken in the Spring semester.

Permission required.

### RELI 310 - POLITICS AND RELIGION: TRADITION AND MODERNIZATION IN THE THIRD WORLD

1 unit(s)

(Same as AFRS 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. To be announced.

Prerequisite: AFRS 268, or two units in Religion or African Studies at the 200-level, or permission of the instructor.

Not offered in 2015/16.

**RELI 315 - RELIGION AND AMERICAN CULTURE**

1 unit(s)

Advanced study in selected aspects of the history of religions in the United States. May be taken more than once for credit when the content changes.

Not offered in 2015/16.

**RELI 320 - STUDIES IN SACRED TEXTS**

Semester Offered: Fall

1 unit(s)

Examination of selected themes and texts in sacred literature.

May be taken more than once when content changes.

Topic for 2015/16a: *Satan*. As the personification of our greatest fears, Satan can appear as the ultimate alien monster or as our kindly old neighbor. Satan is a multifaceted symbol, a counter-cultural figure that may represent rebellion against hegemonic power, our feelings about that rebellion, or even sometimes about power itself. But he also has a role in the law, a dimension with devastating consequences for individuals at many periods in history. In the seminar, we will trace the development of the figure of Satan in Western culture through biblical, early Jewish, early Christian, early modern and contemporary sources. Ms. LiDonnici.

Prerequisites: one 200-level in Religion or Jewish Studies, or permission of the instructor.

One 2-hour period.

**RELI 321 - CULT ARCHAEOLOGY, FANTASTIC FRAUDS, AND PSEUDOSCIENTIFIC BELIEFS ABOUT THE PAST**

1 unit(s)

Why do archaeology and the idea of ancient religion inspire so many theories about aliens, lost civilizations, dark conspiracies, apocalyptic predictions, and mysterious technologies? This course engages this question and the growing critical literature about cult archaeology and popular contemporary myths about ancient religions and cultures. We investigate the origins of so-called alternative archaeological theories, look at the types of 'evidence' used to create them, and examine the reasons and rationales that lead people to invent, disseminate, and believe them, and explore the effect of these theories on the general understanding of history, religion and science. Ms. LiDonnici.

Prerequisite: at least one 200-level course in Religion, or permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

**RELI 330 - RELIGION, CRITICAL THEORY AND POLITICS**

Semester Offered: Fall and Spring

1 unit(s)

Advanced study in selected aspects of religion and contemporary philosophical and political theory. May be taken more than once for credit when content changes.

Topic for 2015/16a: *States of Emergency: Religion, Empire, and Sovereignty*. (Same as ASIA 330) In this seminar we explore connections between ostensibly normative, modern, discursive, and universal categories, such as human rights, religion, and various protected freedoms, along with the language of nation-states (constitutional language, legal discourse, etc.), claims to sovereignty, territorialization and the sanctioned violence that goes along with all the above. Though this class is comparative and global in its coverage, we give special attention to China. Some questions we consider include the following: Why do so many nation-state constitutions claim to be secular but enshrine religion as an inalienable human right? Is there really a separation between church and state? Why is sovereignty

inherently so violent? Is there a connection between religion and violence? Do human rights in fact do what they claim? Mr. Walsh.

Topic for 2015/16b: *Religion, Race, and Democracy*. (Same as AFRS 330) This seminar in religious ethics examines the way certain goods and virtues potentially crucial to a just democracy - hope, reverence, other-regard, memory, community, and even love - have historically been in short supply. Of particular interest is the way that race in America is a crucial frame through which to look at this set of questions. How do democracies teach their citizens about the sorts of virtues that democratic existence may require? How do religious resources contribute to this conversation? Ultimately we consider whether democracy is capable of expressing and training its citizens in the sorts of virtues that the pluralistic conditions of democratic life - conditions centrally rooted in the conflict over the nature of racial justice - would seem to require. Mr. Kahn.

One 2-hour period.

**RELI 332 - TANTRA SEMINAR**

Semester Offered: Fall

1 unit(s)

(Same as ASIA 332) Topic for 2015/16a: *The Serpent Power: Tantric Esotericism*. This seminar offers the opportunity to study one text, the *Sat Cakra Nirupana*, translated by Arthur Avalon as *The Serpent Power*. By going through this work line by line, and by looking at critical works on Tantra as well, we closely examine esoteric Indian theories of language and the power of mantra, visualization, the relationship of mind and body, yogic anatomy and energy dynamics, and the place and purpose of imagination in spiritual practice. Mr. Jarow.

Prerequisite: one 100-level course in Asian Studies or Religion.

One 2-hour period.

**RELI 340 - WOMEN IN THE CLASSICAL JEWISH TRADITION**

1 unit(s)

Not offered in 2015/16.

**RELI 341 - THE GODDESS TRADITIONS OF INDIA, CHINA AND TIBET**

1 unit(s)

(Same as ASIA 341) Beginning with a study of the Great Mother Goddess tradition of India and its branching out into China and Tibet, this course considers the history, myths and practices associated with the various goddess traditions in Hinduism and Buddhism. The relationship of the goddess and her worship to issues of gender, caste, and ethics, and spiritual practice are also considered. Mr. Jarow.

Not offered in 2015/16.

One 2-hour period.

**RELI 345 - VIOLENT FRONTIERS: COLONIALISM AND RELIGION IN THE NINETEENTH CENTURY**

1 unit(s)

(Same as ASIA 345) What is the relationship between religion and colonialism and how has this relationship shaped the contemporary world? During the nineteenth century the category 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 undertakings. By the mid-nineteenth century, Europe's territorial energy was focused on Asia and Africa. Themes for discussion include various nineteenth-century interpretations of religion, the relationship between empire and culture, the notion of frontier religion, and the imagination and production of society. Mr. Walsh.

Not offered in 2015/16.

**RELI 346 - STUDIES IN JEWISH THOUGHT AND HISTORY**

Semester Offered: Spring

1 unit(s)

Advanced study in selected aspects of Jewish thought and history.

May be taken more than once for credit when the content changes.

Topic for 2015/16b: *Jews & Art*. (Same as JWST 346) This course investigates the ways in which Jews have used visual culture to express religious ideas and address political circumstances, primarily in the premodern era. It interrogates the ideas of creation and creativity, the permissibility or impermissibility of the image in Judaism, the authorship of "Jewish" visual culture and whether/why this matters, the construction of individual and communal Jewish identity through art, architecture, and texts, and relations-collusions as well as collisions- between Jews and non-Jews as they play out in the realm of visual and material culture. Mr. Epstein.

Prerequisite: any 100-level Religion course.

One 2-hour period.

**RELI 350 - COMPARATIVE STUDIES IN RELIGION**

Semester Offered: Spring

1 unit(s)

In this course we examine closely religious rituals and how they are used to understand or approach the divine. We focus in particular on ritual prayer, meditation, spirit possession and other practices of listening or speaking to God(s). The course examines these practices across a number of cultures and religious traditions.

Topic for 2015/16b: *Material Culture of the Crusades*. This course explores the role of material culture in the study of religion generally, and the status of portable objects during the age of crusade. Each week revolves around a specific object as a case-study, supported through the reading of primary texts in translation, secondary scholarship and depictions of the crusades in film, as well as museum gallery and exhibition designs for the display of these materials. Objects from both the Christian and Muslim communities are examined, as well as items which seem to defy easy identification with either religious tradition. This upper-level seminar is designed for students who have taken at least one course in Christianity, Islam, or Medieval Art. Ms. Muravchick.

Prerequisites: one Religion course in Christianity or Islam, or one Art History course.

Topic for 2015/16b: *Ritual, Religion, and the Supernatural*. In this course we examine closely religious rituals and how they are used to understand or approach the divine. We focus in particular on ritual prayer, meditation, spirit possession and other practices of listening or speaking to God(s). The course will examine these practices across a number of cultures and religious traditions. Mr. White.

Prerequisite: must be junior or senior or permission of the instructor.

One 2-hour period.

**RELI 355 - THE POLITICS OF SACRED SPACE**

1 unit(s)

This course examines the relationship between notions of spatial and temporal orientation and connects these to the fundamental importance of sacrality in human action and existence. Some of our questions include: what is sacred space? What is a sacred center? How are places made sacred through human action? To what extent is sacrality a matter of emplacement? What role does sacred space play in local and global environments? Mr. Walsh.

Not offered in 2015/16.

**RELI 385 - ASIAN HEALING TRADITIONS**

1 unit(s)

(Same as ASIA 385) 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. It also includes a "laboratory" in which hands-on disciplines (such as yoga and qi-gong) are practiced and understood within their traditional contexts. From a study of classical Ayur Vedic texts, Daoist alchemical manuals, shamanic processes and their diverse structural systems, the seminar explores the relationship between healing systems, religious teachings, and social realities. It looks at ways in which the value and practices of traditional medical and healing systems continue in Asia and the West. Mr. Jarow.

Prerequisite: RELI 231 or permission of the instructor.

Not offered in 2015/16.

**RELI 399 - SENIOR INDEPENDENT WORK**

0.5 to 1 unit(s)

## Russian Studies Department

**Chair:** Dan Ungurianu;

**Professor:** Dan Ungurianu;

**Associate Professor:** Nikolai Firtich;

**Visiting Assistant Professors:** Charles H. Arndt III,  
Margarita Safariants.

**Advisers:** The department.

**Requirements for concentration:** 10 units beyond introductory language; including RUSS 331/RUSS 332 or equivalent, RUSS 135/RUSS 235, RUSS 152/RUSS 252, plus 3 units in literature or culture at the 300-level.

**Senior-Year Requirements:** 2 units of advanced course work. (RUSS 300 - Senior Thesis) is required of students who are candidates for departmental honors.

**Recommendations:** Study of the language is best started in the freshman year. Study Away in Russian through the Vassar Program in St. Petersburg is strongly recommended.

**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

#### RUSS 105 - ELEMENTARY RUSSIAN

Semester Offered: Fall

1 unit(s)

The essentials of grammar with emphasis on the development of oral-aural proficiency. Mr. Arndt III.

Open to all classes.

Yearlong course 105-RUSS 106.

Four 50-minute periods plus drill and conversation periods.

#### RUSS 106 - ELEMENTARY RUSSIAN

Semester Offered: Spring

1 unit(s)

The essentials of grammar with emphasis on the development of oral-aural proficiency. Mr. Arndt III.

Open to all classes.

Yearlong course RUSS 105-106.

Four 50-minute periods plus drill and conversation periods.

#### RUSS 107 - INTENSIVE INTRODUCTORY RUSSIAN

Semester Offered: Spring

2 unit(s)

Single-semester equivalent of RUSS 105-RUSS 106. Intensive training in fundamental language skills. Designed for beginning students who wish to accelerate their learning of Russian. Mr. Arndt III.

Open to all classes.

Five 75-minute periods, plus drill and conversation periods.

#### RUSS 135 - THE RUSSIAN CLASSICS: THE GREAT REALISTS OF THE NINETEENTH CENTURY (IN ENGLISH)

Semester Offered: Fall

1 unit(s)

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. Mr. Arndt III.

Open to all classes. Readings and lectures in English. Russian majors see RUSS 235.

Two 75-minute periods.

#### RUSS 141 - TOLSTOY IN BATTLE (IN ENGLISH)

1 unit(s)

The representation of war in Tolstoy's fiction, centered on a detailed analysis of *War and Peace*, with this classic novel considered in the context of the writer's earlier and later war narratives, including *Sebastopol Tales* and "Hadji Murat." Tolstoy is also viewed as a "combatant" in the sense of one who tirelessly challenged accepted notions in aesthetics, ethics, religion, philosophy, history, and politics. Mr. Firtich.

All readings and discussions in English.

Open to all classes.

Two 75-minute periods.

#### RUSS 142 - DOSTOEVSKY AND PSYCHOLOGY (IN ENGLISH)

1 unit(s)

Fyodor Dostoevsky was an avid student of the human mind, with particular interest in aberrant and self-destructive behavior. He drew on his observations of people from all strata of society and his four-year-long prison experience to endow his characters with fascinating psychological depth. After Dostoevsky's death, his works have been cited by Freud, existentialist philosophers and others 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. This course entails detailed examinations of the texts and discussion of how Dostoevsky's works relate to current psychological issues and problems.

All readings and discussion are in English.

Not offered in 2015/16.

Two 75-minute periods.

#### RUSS 152 - THE RUSSIAN MODERNISTS (IN ENGLISH)

Semester Offered: Spring

1 unit(s)

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 RUSS 252.

Two 75-minute periods.

#### RUSS 153 - RUSSIAN SCI-FI CINEMA (IN ENGLISH)

Semester Offered: Spring

0.5 unit(s)

A survey of the rich tradition of Russian cinematic science fiction, from mainstream entertainment to the philosophical masterpieces of Andrei Tarkovsky. Subjects include futuristic fantasies of the 1920s and 1930s, scientific experiments gone astray, post-apocalyptic visions, space travel and journeys of the mind, intergalactic romance and humorous takes on the genre. Mr. Ungurianu.

Taught in English.

Second six-week course.

Two 75-minute periods, plus weekly screenings.



**RUSS 154 - THE CINEMA OF ANDREI TARKOVSKY (IN ENGLISH)**

0.5 unit(s)

The haunting impression produced by Tarkovsky's films is aptly summarized by Ingmar Bergman: "My discovery of Tarkovsky's first film was like a miracle. Suddenly, I found myself standing at the door of a room the keys of which had, until then, never been given to me. Tarkovsky is for me the greatest, the one who invented a new language, true to the nature of film, as it captures life as a reflection, life as a dream." The course examines the work of the Russian director against the background of various "new waves" in European filmmaking, concentrating on Tarkovsky's unique blend of poetic and philosophical cinema that, following the great Russian literary tradition, can be described as metaphysical realism. Mr. Ungurianu.

Taught in English.

Second six-week course.

Not offered in 2015/16.

Two 75-minute periods, plus weekly screenings.

**RUSS 155 - WW II IN RUSSIAN CINEMA (IN ENGLISH)**

0.5 unit(s)

The most massive armed conflict in history, World War II also inspired an unprecedented number of films. Many of them are inevitably imbued with patriotic propaganda, yet others strive to achieve a more comprehensive understanding of war, an event that, in Leo Tolstoy's words, is opposed to human reason and to all human nature. The course samples seminal Russian works of the genre produced from the late 1940s to our days against changing historical and ideological backgrounds. Special attention is given to cinematic masterpieces exploring war as an existential experience that probes the limits of humanity, such as *The Cranes Are Flying* (1957), *Ivan's Childhood* (1962), *The Ascent* (1976), and *Come and See* (1985). Mr. Ungurianu.

Taught in English. Second six-week course.

Two 75-minute periods, plus weekly screenings.

**RUSS 156 - THE CINEMA OF SERGEI EISENSTEIN (IN ENGLISH)**

0.5 unit(s)

Sergei Eisenstein, a brilliant pioneer and a seminal theorist of cinema as a form of art, remains one of the most famous directors in the history of film. The course examines Eisenstein's artistic trajectory from his early avant-garde creations of the 1920s (*The Strike* and *Battleship Potemkin*) to the late masterpieces produced during the period of high Stalinism (*Alexander Nevsky* and *Ivan the Terrible*). Special attention is paid to the cultural and historical contexts of Eisenstein's films. Mr. Ungurianu.

Taught in English. Second six-week course.

Not offered in 2015/16.

Two 75-minute periods, plus weekly screenings.

**RUSS 165 - ARTS AND MUSIC IN IMPERIAL RUSSIA (IN ENGLISH)**

1 unit(s)

Our main focus is on the dazzling artistic explosion that took place in the Russian Empire in the 19th and early 20th centuries. This includes the visual arts, architecture, music, and performing arts. In the introductory part we go over the highlights of Old Russian art, primarily icon painting and ecclesiastic architecture, and proceed to the imperial period paying special attention to the interaction and interpenetration of the arts in a historical context. Prominent examples include the following. Borodin's opera *Prince Igor* is viewed against its literary source, a medieval epic, and linked to historiographic debates about Russia and the East and also to orientalism in Russian and European imagination. In conjunction with Musorgsky's opera *Boris Godunov*

we read the eponymous drama by Pushkin, and discuss its historical background and related archetypal images projected on Russian history. Diaghilev's legendary Ballets Russes are presented in the epoch's drive for artistic syncretism and also a peculiar mix of Russian and cosmopolitan elements characteristic of the World of Art movement. We conclude with the radical revolutionary aesthetics of the Russian Avant-Garde that upends accepted notions of art in such spectacles as the notorious Futurist opera *Victory over the Sun*. Mr. Ungurianu.

Open to all classes. All readings and discussion in English.

Not offered in 2015/16.

Two 75-minute periods, plus occasional film screenings.

**RUSS 167 - HIPSTERS, REBELS AND ROCK STARS IN RUSSIAN LITERATURE AND CULTURE (IN ENGLISH)**

Semester Offered: Spring

1 unit(s)

The image of the dandy, the fop and the rebel has steadily resurfaced in Russian art and literature during periods of major political and cultural change. As early as the nineteenth century youth counter-cultures began to permeate and shape new currents of thought and artistic expression. This course examines the historical development of hipness in the literature, cinema, visual art and music of Russia from Golden Age Romanticism to the present day. It aims to frame the many iterations of the Russian hipster within a historical and artistic context. Special attention is given to the investigation of artistic mediums as vehicles in propagating the image of the hipster in the Russian Empire, the Soviet Union and contemporary Russia. Ms. Safariants.

Open to all classes.

All readings and discussion are in English.

Two 75-minute periods.

**RUSS 168 - VAMPIRES, MONKS, AND HOLY FOOLS: THE MYSTICAL IN RUSSIA AND EASTERN EUROPE (IN ENGLISH)**

Semester Offered: Fall

1 unit(s)

Focusing on these three phenomena of the Eastern European and Russian cultural-spiritual landscape will allow us to explore a number of subthemes. While examining Eastern European vampire legends, we will encounter regional folk beliefs and the paradoxical coexistence of pagan and Christian views concerning such things as liminal spaces, the unpredictability of evil, and the role of the undead. Comparisons will be made between early vampire stories and vampire incarnations in British and American literature and pop-culture. Our foray into Russian Orthodox monasticism will provide insight into the significance of mysticism, anchoritism, piety, and apocalypticism in Russia. Lastly, our study of the often scandalous and provocative behavior of the Holy Fool will help us understand how a seemingly carnivalesque inversion of values can serve as a spiritual beacon. The course will be a combination of short readings and films. Course materials and discussion will be in English. No prior knowledge of Russia or Eastern Europe is required. Mr. Arndt III.

Open to all classes.

Two 75-minute periods, plus occasional film screenings.

**RUSS 169 - THE GREAT UTOPIA: IDEALS AND REALITIES OF THE RUSSIAN REVOLUTION (IN ENGLISH)**

1 unit(s)

The Russian Revolution of 1917 and the ensuing "Soviet Experiment" had major implications for the global political and ideological landscape of the twentieth century. The revolutionary era also saw an explosive proliferation of bold futurist visions and utopian projects. The course explores reflections of the Revolution in literature,

theatre, film, painting and other arts against a broad historical background. Topics include apocalyptic premonitions of the fin-de-siècle, Russian Cosmism and dreams of earthly immortality, competition among revolutionary ideologies, the art of avant-garde, Agitprop and Proletkult, Constructivism, Socialist Realism, the creation of the New Man, Stalin's "Empire Style" and return of traditionalism, and a new — and final — wave of revolutionary aspirations during Khrushchev's "Thaw." The department.

Open to all classes. All readings and discussions are in English.

Not offered in 2015/16.

Two 75-minute periods, plus occasional film screenings.

### **RUSS 171 - RUSSIA AND THE SHORT STORY (IN ENGLISH)**

Semester Offered: Fall

1 unit(s)

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. Ms. Safariants.

Satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### **RUSS 172 - BEYOND THE LOOKING GLASS: NONSENSE AND ABSURD IN RUSSIAN AND EUROPEAN LITERATURE AND VISUAL ARTS (IN ENGLISH)**

Semester Offered: Fall

1 unit(s)

This course investigates anti-rational movements in 20<sup>th</sup> century literature and visual arts, including theatre and film, such as the Russian Alogism and Transrational (Beyond Mind) Language, DADA, Surrealism, Absurdist literature in Russia, and the French Theatre of the Absurd. The authors and artists include Andrei Bely, Franz Kafka, Aleksey Kruchenykh, Velimir Khlebnikov, Kazimir Malevich, Vassily Kandinsky, Marc Chagall, Daniil Kharms, Samuel Beckett, and Eugene Ionesco. We trace the connections between these developments and their 19<sup>th</sup> century antecedents in the work of such masters of English Nonsense as Edward Lear and Lewis Carroll and also give special attention to the unsurpassed Russian absurdist genius Nikolai Gogol. Mr. Firtich.

Russian majors see RUSS 272.

Two 75-minute periods.

### **RUSS 175 - EURASIA: ETHNIC CINEMA OF THE SOVIET UNION AND RUSSIA**

Semester Offered: Fall or Spring

1 unit(s)

Russia in its various historical incarnations has been a tremendously diverse multi-ethnic country and a quintessential Eurasian entity as it spans both the European and Asian parts of the continent. The course explores the rich tradition of Soviet and Russian "ethnic cinema," i.e. films that center on important aspects of national identity, culture and history of particular ethnic groups, many of which became independent nations after the dissolution of the USSR. Films in question include a variety of genres from major blockbusters to experimental productions and from historical epics to comedies. We also consider some literary texts and relevant historiosophic theories, most notably Eurasianism that emerged in the wake of the Russian revolution and continues to be a productive ideology in the post-Soviet context. Mr. Ungurianu.

Readings and discussions are in English. Open to all classes. Russian majors and International Studies majors see RUSS 275. Both first and second six-week course.

Two 75-minute periods.

### **RUSS 188 - THE RUSSIAN AVANT-GARDE (IN ENGLISH)**

Semester Offered: Fall

1 unit(s)

The course follows the trajectory of Russia's artistic avant-garde from its origins in the first decade of the 20<sup>th</sup> Century to its most advanced stages. We investigate various areas revolutionized by the Russian avant-garde, including visual arts, literature, theatre, and cinema. Such movements as Futurism, Alogism, Suprematism and Constructivism receive special attention along with case studies of the most distinguished avant-garde artists (Vassily Kandinsky, Kazimir Malevich, Marc Chagall, Velimir Khlebnikov, Sergei Eisenstein and others). We explore the significance of the Russian avant-garde in a wider context of European and American modern art, literature, and theory. Mr. Firtich.

Open to all classes. Readings and discussions are in English. Russian majors and Art History majors see RUSS 288.

Two 75-minute periods.

## **II. INTERMEDIATE**

### **RUSS 210 - INTERMEDIATE RUSSIAN**

Semester Offered: Fall

1 unit(s)

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. Ms. Safariants.

Prerequisite: RUSS 105-RUSS 106 or permission of the instructor.

Year long course 210-RUSS 211.

Four 50-minute periods plus one hour of oral practice.

### **RUSS 211 - INTERMEDIATE RUSSIAN**

Semester Offered: Spring

1 unit(s)

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. Ms. Safariants.

Prerequisite: RUSS 105-RUSS 106 or permission of the instructor.

Year long course RUSS 210-211.

Four 50-minute periods plus one hour of oral practice.

### **RUSS 235 - THE RUSSIAN CLASSICS: THE GREAT REALISTS OF THE NINETEENTH CENTURY**

Semester Offered: Fall

1 unit(s)

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 RUSS 135, but are required to do part of the work in Russian. Mr. Arndt III.

By permission of the instructor.

### **RUSS 252 - THE RUSSIAN MODERNISTS**

Semester Offered: Spring

1 unit(s)

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 RUSS 152, but are required to do part of the work in Russian. Mr. Firtich.

By permission of the instructor.

**RUSS 269 - THE GREAT UTOPIA: IDEALS AND REALITIES OF THE RUSSIAN REVOLUTION**

1 unit(s)

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 RUSS 169, but are required to do part of the work in Russian. By permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods, plus occasional film screenings.

**RUSS 272 - BEYOND THE LOOKING GLASS: NONSENSE AND ABSURD IN RUSSIAN AND EUROPEAN LITERATURE AND VISUAL ARTS**

Semester Offered: Fall

1 unit(s)

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 RUSS 172, but are required to do part of the work in Russian. Mr. Firtich.

Prerequisite: permission of the instructor.

Two 75-minute periods plus extra periods.

**RUSS 275 - EURASIA: ETHNIC CINEMA OF THE SOVIET UNION AND RUSSIA**

Semester Offered: Spring

1 unit(s)

Same as RUSS 175 with two additional tracks:

a) Individually designed for Russian majors and other students with sufficient knowledge of Russian. Students in this course attend the same lectures and discussions as those in RUSS 175, but are required to do part of the work in Russian.

b) International Studies majors attend same lectures and discussions as those in RUSS 175, but are required to submit a more extensive final project related to their field.

Prerequisite: permission of the instructor.

Two 75-minute periods plus extra periods.

**RUSS 288 - THE RUSSIAN AVANT-GARDE**

Semester Offered: Fall

1 unit(s)

Individually designed for Russian majors and other students with sufficient knowledge of Russian. Students in this course attend the same lectures and discussions as those in RUSS 188, but are required to do part of the work in Russian.

Prerequisite: permission of the instructor.

Two 75-minute periods plus extra periods.

**RUSS 290 - FIELD WORK**

0.5 to 1 unit(s)

**RUSS 298 - INDEPENDENT WORK**

0.5 to 1 unit(s)

Program to be worked out in consultation with an instructor. The department.

**III. ADVANCED****RUSS 300 - SENIOR THESIS**

1 unit(s)

**RUSS 303 - SENIOR PROJECT**

Semester Offered: Fall or Spring

1 unit(s)

A 1-unit project done in one semester. The department.

Open only to majors and correlates.

Prerequisite: permission of the instructor.

**RUSS 323 - CHEKHOV'S SHORT STORIES AND PLAYS**

Semester Offered: Fall

1 unit(s)

(Same as DRAM 323) Close reading of major plays and selected short stories by Anton Chekhov in a seminar format. Focus on the forms and themes of Chekhov's works, as well as their historical contexts in terms of dramaturgy, reception and artistic legacy. Special attention is given to the spectrum of interpretations of Chekhov's works in a transnational context. Accompanied by film screenings. Class discussions are in English but Russian Studies students are required to read part of the texts in the original. Ms. Safariants.

Prerequisites: RUSS 210 or above, or permission of the instructor.

Drama majors see DRAM 323.

One 3-hour period.

**RUSS 331 - ADVANCED RUSSIAN**

Semester Offered: Fall

1 unit(s)

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. Mr. Ungurianu.

Yearlong course 331/RUSS 332.

Two 75-minute periods, plus one hour of conversational practice.

**RUSS 332 - ADVANCED RUSSIAN**

Semester Offered: Spring

1 unit(s)

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. Mr. Ungurianu.

Yearlong course RUSS 331/332.

Two 75-minute periods, plus one hour of conversational practice.

**RUSS 371 - SEMINAR ON RUSSIAN CULTURE**

Semester Offered: Fall

1 unit(s)

Advanced seminar on Russian culture. Designed for majors and students with sufficient knowledge of Russian.

Topic for 2015/16a: *Russian Blockbusters*. Modern culture 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 a sample of Russian films of this type, including comedies, war films, spy and detective stories, musicals, and sci-fi films. Mr. Ungurianu.

Prerequisite: RUSS 331 or equivalent.

Advanced seminar conducted in Russian.

One 3-hour period.

**RUSS 373 - SEMINAR ON RUSSIAN LITERATURE**

Semester Offered: Spring

1 unit(s)

Focused analysis of an author, work, theme, genre, or literary school in the nineteenth or twentieth century.

Topic for 2015/16b: *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 became 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. Mr. Firtich.

Prerequisite: RUSS 331 or permission of the instructor.

Advanced seminar conducted in Russian.

One 3-hour period.

**RUSS 399 - SENIOR INDEPENDENT WORK**

0.5 to 1 unit(s)

Program to be worked out in consultation with an instructor. The department.

**Science, Technology and Society Program**

**Director:** Janet Gray;

**Steering Committee:** David Justin Esteban (Biology), Janet Gray (Psychology), M. Mark (English), Robert E. McAulay<sup>a</sup> (Sociology), Marque-Luisa Miringoff<sup>a</sup> (Sociology), José Perillán<sup>a</sup> (Physics and Astronomy), Nancy Jo Pokrywka (Biology), Jill S. Schneiderman (Earth Science and Geography), Christopher White (Religion);

**Participating Faculty:** Brian Daly (Physics and Astronomy), Eve Dunbar<sup>a</sup> (English), David Justin Esteban (Biology), Janet Gray (Psychology), David K. Jemiolo (Biology), Jamie Kelly (Philosophy), Jennifer Kennell (Biology), M. Mark (English), Robert E. McAulay<sup>a</sup> (Sociology), Marque-Luisa Miringoff<sup>a</sup> (Sociology), José Perillán<sup>a</sup> (Physics and Astronomy), Nancy Jo Pokrywka (Biology), Miriam Rossi (Chemistry), Paul Ruud (Economics), Jill S. Schneiderman (Earth Science and Geography), Christopher White (Religion), Douglas Winblad (Philosophy).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

The multidisciplinary program in Science, Technology, and Society is designed to enable students to pursue three objectives: a) to understand the central role of science and technology in contemporary society; b) to examine how science and technology reflect their social, political, philosophical, economic and cultural contexts; and c) to explore the human, ethical and policy implications of current and emerging technologies.

Students interested in the program are urged to plan for declaration as early as possible in their college careers. Freshmen and sophomores should talk with the director concerning courses to be taken in the freshman and sophomore years.

**Course Requirements:** 14 0.5 units including: (1) Social science requirements: 3 units including SOCI 151 - Introductory Sociology; ECON 102 - Introduction to Economics; and at least one course from departments in the Division of the Social Sciences, but outside of Economics and Sociology; (2) Natural science requirements: 4 units from at least 2 departments in the Division of the Natural Sciences, 2 of which must include laboratory work from any department. One of the non-lab science requirements may be met with ECON 209 - Probability and Statistics;

(3) STS 200 - Conceptualizing STS: Theories and Practice; (4) 5 additional units in STS, with no more than 1 at the 100-level and at least one at the 300-level. Ordinarily these are courses that originate or are cross-listed in STS. Additional courses may meet this requirement with the approval of the director; (5) STS 300 - Senior Thesis and STS 301 - Senior Seminar.

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 any department or program, but not including courses counting towards the requirement for 5 additional courses in STS (#4) above.

**I. INTRODUCTORY****STS 105 - 20TH CENTURY REVOLUTIONS IN PHYSICS**

1 unit(s)

(Same as PHYS 105) Lord Kelvin, one of the most distinguished physicists of the 19th century, is famous for his 1900 proclamation: "There is nothing new to be discovered in physics now." In the fall of that same year Max Planck provided the spark that would become the revolutionary fire from which a new physics was born. The multiple revolutions in physics that preceded Kelvin's proclamation are

the subject of this class. We examine the developments of Quantum Theory, Special and General Theories of Relativity, and Modern Cosmology studying each in its proper historical context. From both primary and secondary sources we learn the basic concepts that became the fabric of today's physics. Along the way, we are sure to unearth both the undeniable impacts these discoveries have had on society and the contingency surrounding the nature of these scientific revolutions. Mr. Perillan.

Not offered in 2015/16.  
Two 75-minute periods.

### **STS 111 - SCIENCE AND JUSTICE IN THE ANTHROPOCENE**

Semester Offered: Fall

1 unit(s)

(Same as ESCI 111 and GEOG 111) Geoscientists have proposed a new designation in the geologic time scale for our current time period, "the Anthropocene." The designation reflects the fact that human beings are acting as geological agents, transforming the Earth on a global scale. In this freshman seminar course we explore the possibilities of reconfiguring the actions of humans in the Anthropocene so as to lead to a flowering of a new Era once called 'the Ecozoic' by cultural historian Thomas Berry. Ms. Schneiderman.

Open to freshmen only; satisfies college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

### **STS 131 - GENETIC ENGINEERING: BASIC PRINCIPLES AND ETHICAL QUESTIONS**

1 unit(s)

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. Kennell.

Not offered in 2015/16.

### **STS 146 - THE CULTURE AND CHEMISTRY OF CUISINE**

Semester Offered: Spring

1 unit(s)

(Same as CHEM 146) A basic biological need of all organisms is the ability to acquire nutrients from the environment; humans accomplish this in many creative ways. Food is an important factor in societies that influences population growth, culture, migration, and conflict. Humans discovered the science and art of food preparation, topics that are explored in this course, not in a single step but rather as an evolving process that continues to this day. This course develops the basic chemistry, biochemistry and microbiology of food preparation; explores the biochemical basis of certain nutritional practices; covers social and political aspects of foods throughout world history. It covers controversies like genetically modified organisms, the production of high-fructose corn syrup, and the historic role of food commodities such as salt, rum, and cod in the world economy. Course topics are explored through lectures, student presentations, and readings from both popular and scientific literature. The course includes a few laboratories to explore the basic science behind food preparation. Ms. Rossi, Mr. Jemiolo.

### **STS 160 - RELATIVELY UNCERTAIN: A HISTORY OF PHYSICS, RELIGION AND POPULAR CULTURE**

Semester Offered: Fall

1 unit(s)

(Same as PHYS 160 and RELI 160) This course examines the cultural history of key ideas and experiments in physics, looking in particular at how non-scientists understood key concepts such as entropy, relativity, quantum mechanics and the idea of higher or new dimensions. It begins with an assumption that's widely accepted among historians — namely, that the sciences are a part of culture and are influenced by cultural trends, contemporary concerns and even urgent personal ethical or religious dilemmas. In this course we are attuned to the ways that physicists drew key insights from popular culture and how non-scientists, including religious or spiritual seekers, appropriated (and misappropriated) scientific insights about the origin and nature of the world, its underlying laws and energetic forces, and its ultimate meaning and purpose. Mr. Daly and Mr. White.

Two 75-minute periods.

### **STS 172 - MICROBIAL WARS**

1 unit(s)

(Same as BIOL 172) This course explores our relationship with microbes that cause disease. Topics including bioterrorism, vaccinology, smallpox eradication, influenza pandemics, antibiotic resistance, and emerging diseases are discussed to investigate how human populations are affected by disease, how and why we alter microorganisms intentionally or unintentionally, and how we study disease causing microbes of the past and present. The use of new technologies in microbiology that allow us to turn harmful pathogens into helpful medical or industrial tools are also discussed. Mr. Esteban.

Not offered in 2015/16.

### **STS 181 - REPRODUCTION, FAMILIES AND SOCIAL POLICY**

Semester Offered: Fall

1 unit(s)

(Same as POLI 181 and WMST 181) This course studies both social and biological dimensions surrounding family formation in the contemporary United States. Families are undergoing radical transformation as a result of rapid change in scientific knowledge, reproductive technologies and social organization. Topics may include: contraception, pre-natal testing, birthing technologies, and assigning parentage and custody. We will investigate the profound ways in which changes in such areas affect understanding of, and social supports for, families in United States society. Ms. Pokrywka and Ms. Shanley.

Prerequisite: permission of the instructor.

This course is taught at the Taconic Correctional Facility for Women to a combined class of Vassar and Taconic students.

## **II. INTERMEDIATE**

### **STS 200 - CONCEPTUALIZING STS: THEORIES AND PRACTICE**

Semester Offered: Spring

1 unit(s)

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, Robert Merton, Bruno Latour, Sandra Harding, Helen Longino, and Naomi Oreskes. Some of the issues include the concept of scientific revolution, the nature of "big science" and "high technology," the sociology of scientific knowledge, the social construction of science and technology, the ethics of

funding/owning science and technology, and feminist approaches to science and technology. Mr. Perillán.

Prerequisite or Corequisite: one other Science, Technology and Science course.

Two 75-minute periods.

### STS 202 - HISTORY OF MODERN SCIENCE AND TECHNOLOGY

1 unit(s)

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."

Prerequisite: 1 unit of natural or a social science.

Not offered in 2015/16.

Two 75-minute periods.

### STS 220 - THE POLITICAL ECONOMY OF HEALTH CARE

1 unit(s)

(Same as ECON 220) Topics include the markets for physicians and nurses, hospital services, pharmaceuticals, and health insurance, both public and private; effects of changes in medical technology; and global health problems. A comparative study of several other countries' health care systems and reforms to the U.S. system focuses on problems of financing and providing access to health care in a climate of increasing demand and rising costs.

Prerequisite: ECON 101 or ECON 102. Students who have not taken ECON 101 but have strong quantitative backgrounds may enroll with instructor's permission.

Not offered in 2015/16.

### STS 222 - BIOETHICS AND HUMAN REPRODUCTION

Semester Offered: Fall

1 unit(s)

Scientific and technological advances are revolutionizing the ways in which human beings can procreate. This has given rise to debates over the ethical use of these methods, and over whether and how law and public policy should regulate these procedures and recognize the family relationships created by their use. This course examines topics such as fertility treatments, the commodification of gametes and embryos, contraceptive development and use, genetic screening and genetic modification of embryos, genetic testing in establishing family rights and responsibilities, and human cloning. We examine issues surrounding the ethical use of these methods, and consider whether and how law and public policy should regulate these procedures and recognize the family relationships created by their use. Ms. Pokrywka.

### STS 226 - PHILOSOPHY OF SCIENCE

Semester Offered: Spring

1 unit(s)

(Same as PHIL 226) This course explores general questions about the nature of scientific inquiry, as well as philosophical issues that arise in relation to specific scientific theories and their technological applications. Is scientific inquiry paradigmatically rational, or must we choose between competing scientific "paradigms" without recourse to neutral methodological principles? Do our best scientific theories provide us with an accurate depiction of the natural order, or do they only enable us to make successful predictions? Can evolutionary theory's account of the origins of life be successfully defended against its critics? Are there grounds for maintaining that computers will soon become

conscious? Does quantum theory's predictive success justify the claim that there are parallel universes? Mr. Winblad.

Prerequisite: one 100-level course in Philosophy.

Two 75-minute periods.

### STS 231 - TOOLS AND HUMAN BEHAVIOR

1 unit(s)

Humans are obligate tools users. For the last 2 million years humans have evolved in concert with tools and all human interactions with the environment are mediated by technology. This course will examine theories of technological change, drawing upon scholarship in anthropology, the history of technology, economic history, and evolutionary theory. Also considered will be the ways in which people, individually and in groups, interact with raw materials to transform them into artifacts, use these artifacts and then redeposit them in the natural environment. Ms. Johnson.

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

Not offered in 2015/16.

Two 75-minute periods.

### STS 234 - DISABILITY AND SOCIETY

1 unit(s)

(Same as SOCI 234) 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 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. Ms. Miringoff.

Not offered in 2015/16.

Two 2-hour periods each week; one 2-hour period is devoted to lecture and discussion of reading materials, the second 2-hour period serves as a laboratory for films, speakers, and trips.

### STS 250 - ACROSS RELIGIOUS BOUNDARIES: UNDERSTANDING DIFFERENCES

Semester Offered: Fall

1 unit(s)

Topic for 2015/16a: *Interpreting Religious Fits, Trances and Visions*. (Same as RELI 250) This course is an introduction to ways of understanding and interpreting religious experiences. The course analyzes religious experiences from a variety of (mostly American) contexts, with attention to how religious people themselves describe experiences and how scholars try to account for them. It examines moments of sudden conversion, insight or inspiration, nature mysticism, and ritual practices that are performed by Muslims, Christians and others. Mr. White.

### STS 254 - BIO-POLITICS OF BREAST CANCER

1 unit(s)

(Same as WMST 254) We examine the basic scientific, clinical and epidemiological data relevant to our current understanding of the risks (including environmental, genetic, hormonal and lifestyle 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 in shaping research, treatment and policy strategies related to breast cancer. Ms. Gray.

Not offered in 2015/16.

Two 75-minute periods.

**STS 258 - BLACK HOLES, HUMAN CLONES AND NANOBOTS: THE EDGE OF SCIENCE**

1 unit(s)

Will the newest version of the CERN accelerator in Europe create a mini black hole on earth? What are the implications of our advances in genetic engineering and nanotechnology? Twentieth-century science gave us revolutions in many diverse fields, but three of the most important and pervasive innovations were relativity, quantum theory, and the mapping of the human genome. The effects of these advances on human knowledge have begun to ripple through our society but they are far from having realized their full potential. Where do we stand now and where are we headed? These are the fundamental questions we will grapple with in this course. The implications of understanding nature, and by extension learning to manipulate nature, straddle multiple disciplines. We explore topics in the conceptual understanding of modern science and its relationship to religion, politics, economics, and philosophy. No mathematical background is necessary; a sincere interest in the subject matter is the only prerequisite for this course. Readings may include works by authors such as Albert Einstein, Niels Bohr, James Watson, Justine Burley, Thomas Kuhn, Hilary Putnam, Arthur C. Clarke, Richard Dawkins, and Brian Greene among others. Mr. Perrillán.

Not offered in 2015/16.

Two 75-minute periods.

**STS 260 - HEALTH, MEDICINE, AND PUBLIC POLICY**

1 unit(s)

(Same as SOCI 260) Health care represents one of the thorniest arenas of public policy today. Current issues include the rising numbers of uninsured, concerns over privacy, protection of the public from emerging infectious diseases, the debate between health care as a right vs. a privilege, and the ways in which we conceive the relationship between health, medicine, and society. This course begins with an analysis of the 'social construction' of health, looking particularly at the issue of AIDS, national and international. We then examine policies arising from epidemic or infectious diseases, including the Black Death, the 1918 Influenza epidemic, and Typhoid Mary, as well as contemporary dilemmas over newly emergent diseases. Finally, we consider controversies over national health insurance, and assess the strengths and weaknesses of the Canadian health care system, the Massachusetts experiment, and the history of Medicare and Medicaid. Ms. Miringoff.

Not offered in 2015/16.

**STS 267 - ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

Semester Offered: Fall

1 unit(s)

(Same as ECON 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. Mr. Ruud.

Prerequisite: ECON 101 or ECON 102, or permission of the instructor. ECON 209 recommended.

**STS 270 - DRUGS, CULTURE, AND SOCIETY**

Semester Offered: Spring

1 unit(s)

(Same as SOCI 270) This course draws on a variety of Science Studies and Sociological frameworks to consider the implications of various substances that we conventionally refer to as "drugs." Topics include medical, psychiatric, instrumental, or recreational use of licit and illicit substances. Relevant conceptual frameworks are used to explore and analyze the impact of new chemical technology, debates regarding the safety and efficacy of pharmaceuticals, the consequences of globalization on patterns of use, policy and enforcement, as well as the social construction of drugs as a social problem. Heroin, Cocaine, Marijuana, Methamphetamine, MDMA, Ayahuasca, ADHD drugs, SSRIs and hormonal Steroids are all of special interest in so far as they constitute strategic sites for the study of social or technological controversy. Mr. McAulay.

Two 75-minute periods.

**STS 273 - THE NEW ECONOMY**

1 unit(s)

(Same as SOCI 273) The new economy is, in one sense, a very old concern of sociology. Since the discipline's 19th-c. origins, sociologists have asked how changes in material production and economic relations alter 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 evolving role of technology in economic globalization; the precarity of today's workplaces and labor markets; the question of the "creative class"; digital divides in technology access, education, and lifestyles; and the cutting edges of consumerism. Mr. Nevarez.

Not offered in 2015/16.

**STS 281 - GENDER AND SCIENCE**

Semester Offered: Spring

1 unit(s)

(Same as WMST 281) This multidisciplinary course critically examines the intersections between science and the categories of gender, race, class, and sexuality. The course explores the ways that science and culture construct such categories and how the constructions play out in society. We consider how these constructions and the practice of science matter in terms of health care, education, food, the environment, safety, careers, and power in society. We examine the historical and current relationships between "western" science, multicultural sciences, imperialism, and economic globalization. Throughout the course, we ask how the social institution and power of science itself is affected by gender, race, class, and sexuality. For instance, who does science and who decides which projects to pursue and what constitutes a "fact"? Finally, we investigate alternative approaches to constructing knowledge. Ms. Schneiderman.

Two 75-minute periods.

**STS 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

**STS 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

### III. ADVANCED

#### STS 300 - SENIOR THESIS

Semester Offered: Fall

1 unit(s)

#### STS 301 - SENIOR SEMINAR

Semester Offered: Spring

0.5 unit(s)

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.

#### STS 302 - HISTORY OF SCIENCE AND TECHNOLOGY SINCE WORLD WAR II

1 unit(s)

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.

Prerequisites: 1 unit of natural science and 1 unit of modern history, or permission of the instructor.

Not offered in 2015/16.

#### STS 323 - HISTORY OF GEOLOGICAL THOUGHT: 1690-1980

1 unit(s)

(Same as ESCI 323) In this course we examine the historical context and scientific ideas put forth by natural philosophers and scientists including Thomas Burnet, Nicolas Steno, James Hutton, Charles Lyell, Charles Darwin, Alfred Wegener, Marie Tharp, Bruce Heezen, Stephen Jay Gould, Niles Eldredge, James Lovelock and Walter Alvarez. Topics of study include geologic time, continental drift and plate tectonics, evolution and punctuated equilibrium, Gaia, and bolide impacts. Ms. Schneiderman.

Prerequisite: Must be a science or Science, Technology, and Society major at the junior or senior level, or by permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

#### STS 331 - TOPICS IN ARCHAEOLOGICAL THEORY AND METHOD

1 unit(s)

The theoretical underpinnings of anthropological 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.

May be repeated for credit if the topic has changed.

Not offered in 2015/16.

#### STS 340 - SCIENTIFIC DEBATE: GREAT SCIENTIFIC CONTROVERSIES IN CONTEXT

1 unit(s)

Who invented calculus? Is light a wave or a particle? Is nature deterministic or probabilistic? What were the 'Science Wars' all about? In the study of animal morphology does function dictate form or is it form that dictates function? These and other controversies have

gripped the scientific community over the past 350 years. While the debates have mostly been restricted to a healthy dialog within the scientific community, at times they have aroused passions and sparked lively and even vicious exchanges between scientists. In this seminar we explore the nature of several scientific controversies within their appropriate contexts. In order to grapple with these episodes effectively we examine primary and secondary source materials relating to the particular controversy within its historical context. Mr. Perillan.

Not offered in 2015/16.

One 2-hour period.

#### STS 353 - BIO-SOCIAL CONTROVERSY

Semester Offered: Spring

1 unit(s)

(Same as SOCI 353) Scientific controversies take place not only within scientific communities but may be joined and waged in public arenas as well. This course is about the response to the extension of evolutionary logic to all aspects of contemporary life including education, politics, gender, violence and social behavior in general. It examines "Darwin Wars" fought not only between advocates of evolution and their opponents but selected disagreements among Darwinians themselves. Scientific controversy is treated as a strategic site for analyzing the social bases of various disputes including those between evolution and religious conservatives, sociobiology and cultural anthropology, and debates over sex/gender difference. Provocative perspectives including Darwinian feminism and efforts by transgender biologists to challenge the gender binary will also be considered. The range of conceptual resources deployed to interpret these controversies includes Popperian philosophy of science, the social construction of science, Foucauldian power/knowledge as well as studies of scientific rhetoric. Mr. McAulay.

#### STS 360 - ISSUES IN BIOETHICS

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Bodies into Other Bodies*. This course studies the medical, social, and cultural dimensions surrounding tissue transfer. Advances in reproductive and transplant medicine have radically transformed how we view life and death and self and other. Topics may include: blood and organ donation, definition of death, regenerative medicine, donor-assisted reproduction, and xenotransplantation. Through a close reading of a variety of texts, including policy and theory, we will shed light on how bodies are transformed, dissected, commodified, and redefined. In the process, we will understand the ethical frameworks surrounding the transformation of our bodies. Class discussion will be built around texts from multiple genres, including bioethics, literature, and philosophy. Mr. Trump.

#### STS 367 - MIND, CULTURE, AND BIOLOGY

1 unit(s)

(Same as SOCI 367) Increasingly in recent years Darwinian approaches to the analysis of human behavior have emerged at the center of modern science-based opposition to social constructionism and postmodernist thinking. Nowhere is this challenge more pointed than in the use of evolutionary perspectives to explain patterns of human culture. This course examines the deployment of Darwinian social science to account for morality and religion; art and literature; consumerism and consumer culture; sex/gender and standards of beauty. The goal is neither to celebrate nor to dismiss evolutionary psychology and its allies but rather to play Darwinian insights and potentially questionable claims off against those of feminist, Marxist and sociological critics. Mr. McAulay.

Not offered in 2015/16.



**STS 370 - FEMINISM AND ENVIRONMENTALISM**

1 unit(s)

(Same as ENST 370 and WMST 370) In this seminar we explore some basic concepts and approaches within feminist environmental analysis paying particular attention to feminist theory and its relevance to environmental issues. We examine a range of feminist research and analysis in 'environmental studies' that is connected by the recognition that gender subordination and environmental destruction are related phenomena. That is, they are the linked outcomes of forms of interactions with nature that are shaped by hierarchy and dominance, and they have global relevance. The course helps students discover the expansive contributions of feminist analysis and action to environmental research and advocacy; it provides the chance for students to apply the contributions of a feminist perspective to their own specific environmental interests. Ms. Schneiderman.

Prerequisite: permission of the instructor; WMST 130 recommended.

Not offered in 2015/16.

One 2-hour period.

**STS 375 - GENDER, RACE, AND SCIENCE**

1 unit(s)

Not offered in 2015/16.

**STS 382 - RENEWABLE ENERGY**

1 unit(s)

This seminar is a careful examination of the renewable energy technologies currently available to replace fossil fuels. Primary attention goes to wind, solar power, hydroelectric power and biomass (including ethanol and biodiesel), with briefer consideration of other renewables such as geothermal and tidal energy. The seminar draws upon such methodologies as the social construction of technology and actor-network theory to understand the interaction of technological, economic, environmental and political factors currently shaping the field of renewable energy.

Prerequisites: STS 200, and two units of natural science; or permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

**STS 385 - TECHNOLOGY, ECOLOGY, AND SOCIETY**

1 unit(s)

(Same as ENST 385) Examines the interactions between human beings and their environment as mediated by technology, focusing on the period from the earliest evidence of toolmaking approximately up to the Industrial Revolution. Student research projects often bring the course up to the present. Includes experimentation with ancient technologies and field trips to local markets and craft workshops.

Prerequisite: previous coursework in Anthropology, Environmental Studies, or Science, Technology, and Society, or permission of the instructor.

Not offered in 2015/16.

One 2-hour period; plus 4 hour lab.

**STS 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

## Self-Instructional Language Program

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, Turkish, 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 recordings 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 recordings. 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, Turkish, 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.

### COURSES

- Irish/Gaelic
- Hindi
- Korean
- Portuguese
- Swahili
- Swedish
- Turkish
- Yiddish

## Sociology Department

**Chair:** Leonard Nevarez;

**Professors:** Pinar Batur, Diane Harriford, William Hoynes, Eileen Leonard, Marque-Luisa Miringoff<sup>a</sup>, Seungsook Moon, Leonard Nevarez;

**Associate Professors:** Carlos Alamo, Light Carruyo, Robert E. McAulay<sup>a</sup>, Eréndira Rueda;

**Adjunct Assistant Professor:** Darlene Deporto.

<sup>a</sup> On leave 2015/16, first semester

**Advisers:** The department.

**Requirements for concentration:** 10.5 units, including SOCI 151, SOCI 247, SOCI 254, two units at the 300-level, and SOCI 300-SOCI 301.

After declaration of major, no NRO work is permissible in the major.

**Senior-Year Requirements:** SOCI 300-SOCI 301 (for a total of 1 full unit of credit), a senior thesis under the supervision of a member of the department.

**Recommendations:**

- SOCI 290 - Field Work

**Correlate Sequence in Sociology:** 6 units of course work are required as follows:

SOCI 151    Introductory Sociology

one of the following:

SOCI 247    Modern Social Theory: Classical Traditions

or

SOCI 254    Research Methods

four other Sociology units, including at least one 300-level course

either

SOCI 290    Field Work

and/or

SOCI 298    Independent Work may count for no more than one of

the six units required for the correlate

one course in the Sociology correlate may overlap with a student's major requirements in a cross listed program/department

the senior thesis is not available for the correlate

### I. INTRODUCTORY

#### SOCI 110 - GENDER, SOCIAL PROBLEMS AND SOCIAL CHANGE

1 unit(s)

(Same as WMST 110) This course introduces students to a variety of social problems using insights from political science, sociology, and gender studies. We begin with an exploration of the sociological perspective, and how social problems are defined as such. We then examine the general issues of inequalities based on economic and employment status, racial and ethnic identity, and gender and sexual orientation. We apply these categories of analysis to problems facing the educational system and the criminal justice system. As we examine specific issues, we discuss political processes, social movements, and individual actions that people have used to address these problems. Ms. Leonard.

Prerequisite: permission of the instructor.

This class is taught at the Taconic Correctional Facility for Women to a combined class of Vassar and Taconic students.

Not offered in 2015/16.

One 3-hour period.

#### SOCI 151 - INTRODUCTORY SOCIOLOGY

Semester Offered: Fall or Spring

1 unit(s)

An introduction to major concepts and various approaches necessary for cultivating sociological imagination.

Although the content of each section varies; this course may not be repeated for credit.

**Topic One:** *Classical traditions for contemporary social issues.* This section explores the significance and relevance of foundational thinkers of sociology to the understanding and analysis of contemporary social issues and problems. Examples include consumerism, teenage suicide, Occupy Wall Street, and race/ethnicity in colleges; housing, education, immigration, and childhood. Lastly, this course also examines the works of marginalized social thinkers within the classical tradition and considers why they have been silenced, erased and how they can help us to better understand many contemporary social issues. Ms. Moon, Ms. Rueda, Mr. Alamo.

**Topic Two:** *Cooked! Food and Society.* The flavor of this class will come from the impact of the classical debates on the current discourse of sociology, specifically debates on social problems and interpretations of our everyday life. To examine diverse and contentious voices, we will explore theoretical works with a focus on past, present and future of theory and how it reflects the transformation of society, and ask how can we propose a critical debate for our future to realize theory's promise? Our special focus will be the challenges of food production and consumption in the 21st century. Ms. Batur.

**Topic Three:** *Just Add Water!: Water and Society.* The flow of this class will be from the impact of the classical debates on the current discourse of sociology, specifically the debate on social problems and the interpretations of our everyday life. To examine diverse and contentious voices, we will explore theoretical works with a focus on past, present and future of theory and how it reflects the transformation of society, and ask how can we propose a critical debate for our future to realize theory's promise? Our special focus will be the challenges of water consumption and distribution in the 21st century. Ms. Batur.

**Topic Four:** *Other Voices: Sociology from the Margins.* Ideas about society that we value usually come from the European, the heterosexual, the male or the fully-abled. In this course we will examine sociological ideas from those who may be overlooked, excluded, othered, minimized or dismissed. This may include Ibn Khaldun, David Walker, Maria Stewart, Elizabeth Cady Stanton, Mother Jones, Marcus Garvey, Jane Addams, Ida B. Wells, Charlotte Perkins Gilman, Horace Cayton and Malcolm X. Ms. Harriford.

**Topic Five:** *Social Inequalities.* Who are the "insiders?" Who are the "outsiders?" Who are the "haves?" the "have-nots?" What are the privileges of membership, the costs of exclusion? From women on the global assembly line to the poor and minorities in America, there have always been those who experience oppression and discrimination. This course will address contemporary and classical issues of social inequality as a lens to introduce Sociology and the sociological imagination. We will also consider efforts people have made to redress these concerns, including the Harlem Children's Zone, the Millennium Development Goals, and social protest movements. Ms. Miringoff.

**Topic Six:** *Social Analysis.* An introduction to key questions, ideas, and methods used by sociologists to make sense of human interaction and the social world. We read classic and contemporary texts to help us examine issues such as community, identity, belonging, inequality and social change. Ms. Carruyo.

**Topic Seven:** *Great Ideas, Discerning Studies.* This course centers on an array of enduring ideas associated with the classical tradition in Sociology but extended and enlivened in selected essays, empirical studies and ethnographic accounts. We will examine a variety of concepts including alienation, egoism, anomie and the "iron cage" of rationality, exploring their significance for a contemporary, "post modern" world. Specifically, we will read studies of emotional labor, youth culture, body building, hip hop, and the break up of romantic relationships, seen through the lens of the Sociological Imagination.

This class tacks between the conceptual and the empirical, between social structure (Class, Inequality) and social construction (Identity, Self Presentation), with an eye toward Sociology's (not always consistent) intellectual, personal, and political relevance. Mr. McAulay.

Topic Eight: *A Social Justice Approach*. This course aims to introduce you to a sociological perspective through an exploration of social justice. We will begin with an analysis of what a sociological perspective entails, including an understanding of the structural and cultural forces that shape our lives and those of the people around us and how, in turn, individuals make choices and influence social change. Social justice delineates and describes injustices such as economic inequality, racism, sexism, and homophobia and, by definition, addresses solutions and alternative social systems. Sociology has a long tradition of commitment to social justice issues and we will consider a wide variety of them including: issues of power, how social advantages and disadvantages are distributed, the relationship between social location and inequality, and the practice of reducing the gap between them at the local, national, and global levels. Social justice is a perspective for understanding and for action. Ms. Leonard.

Topic Nine: *Sociology of Everyday Life*. This section introduces sociology as a perspective that highlights the connections between individuals and the broader social contexts in which they live. We focus a sociological eye on the activities and routines of daily life, seeking to illuminate the social foundations of everyday behavior that we often take for granted. Reading both classical and contemporary texts, we build a sociological imagination and apply sociological theory as we focus our inquiry on issues such as the persistence of inequality, changing patterns of family life, new workplace dynamics, and the power of social networks. Mr. Hoynes, Mr. Nevarez.

Two 75-minute periods.

### **SOCI 160 - WHAT DO YOU MEAN BY GLOBALIZATION?**

1 unit(s)

Globalization is a buzz word used in many forums, including popular culture, academic disciplines, political institutions, and social movements. This course examines the multiple voices and actors that make up conversations and processes we refer to as "globalization." How can we make sense of globalization? Can globalization as a framework help us make sense of the social world? Ms. Carruyo.

Open to freshman only. Satisfies college requirement for a Freshman Writing Seminar.

Not offered in 2015/16.

Two 75-minute periods.

### **SOCI 184 - RACISM AND MARXIST STRUGGLE**

Semester Offered: Spring

1 unit(s)

W.E.B. Du Bois pointed out that the expansion of capitalism and the growth of global racism made the color line the problem of the 20th century. Racist ideologies and discriminatory practices perpetuated by capitalist institutional racism, and racial inequality, combine into all other forms of inequality globally. As racialized spaces globalized through capitalism, so too arose anti-racist struggle against the violence of racism, colonialism and post-colonialist arrangements. Even though the struggle against global racial inequality grew, the color line is now the problem of the 21st century, manifested as vicious inequalities, destruction, war and genocide. This class examines the writings of Karl Marx, W.E.B. DuBois, Franz Fanon, Kwame Nkrumah, Angela Davis, C.L.R James, Jose Carlos Mariátegui, Stuart Hall and others in order to develop critical and analytical approaches to original works on racism and the Marxist anti-racist debate. Ms. Batur.

Open only to freshmen; satisfies the college requirement for a Freshman Writing Seminar.

Two 75-minute periods.

## **II. INTERMEDIATE**

### **SOCI 205 - WHAT IS A JUST SOCIETY?**

1 unit(s)

It grows ever more important — as the world becomes more globalized and cultures and ideologies intersect — to understand what we mean by "justice". What does it mean to have a just society? In a just society does everyone have his or her basic needs met? Or, in a just society, is everyone free to get as much as they can? Will everyone be happy in a just society? Or will it be acceptable for some to suffer? How do we decide when a society is truly just? Who gets to decide? In a just society, is it simply enough to guarantee everyone constitutional and legal equality? Are notions of justice transcendent? Or do they change over time? The course will provide students with conceptual tools derived from different historical periods and intellectual traditions to highlight the array of possibilities available to imagine a just society. Ms. Harriford.

Not offered in 2015/16.

### **SOCI 206 - SOCIAL CHANGE IN THE BLACK AND LATINO COMMUNITIES**

1 unit(s)

(Same as AFRS 206 and RELI 206) An examination of social issues in the Black and Latino communities: poverty and welfare, segregated housing, drug addiction, unemployment and underemployment, immigration problems and the prison system. Social change strategies from community organization techniques and poor people's protest movements to more radical urban responses are analyzed. Attention is given to religious resources in social change.

Not offered in 2015/16.

One 2.5-hour period.

### **SOCI 207 - COMMERCIALIZED CHILDHOODS**

1 unit(s)

(Same as AMST 207) This course examines features of childhoods in the U.S. at different times and across different social contexts. The primary aims of the course are 1) to examine how we've come to the contemporary understanding of American childhood as a distinctive life phase and cultural construct, by reference to historical and cross-cultural examples, and 2) to recognize the diversity of childhoods that exist and the economic, geographical, political, and cultural factors that shape those experiences. Specific themes in the course examine the challenges of studying children; the social construction of childhood (how childhoods are constructed by a number of social forces, economic interests, technological determinants, cultural phenomena, discourses, etc.); processes of contemporary globalization and commodification of childhoods (children's roles as consumers, as producers, and debates about children's rights); as well as the intersecting dynamics of age, social class, race/ethnicity, gender, and sexuality in particular experiences of childhood. Ms. Rueda.

Not offered in 2015/16.

Two 75-minute periods.

### **SOCI 210 - DOMESTIC VIOLENCE**

Semester Offered: Fall

1 unit(s)

(Same as WMST 210) 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.

**SOCI 214 - TRANSNATIONAL PERSPECTIVES ON WOMEN AND WORK**

Semester Offered: Spring

1 unit(s)

(Same as LALS 214 and WMST 214) This class is a theoretical and empirical exploration of women's paid and unpaid labor. We examine how women's experiences as workers — across space, place, and time — interact with larger economic structures, historical moments, and narratives about womanhood. We pay particular attention to the ways in which race, class, gender, sexuality and citizenship intersect and shape not only women's relationships to work and family, but to other women workers (at times very differently geopolitically situated). We are attentive to the construction of women workers, the work itself, and the meanings women give to production, reproduction, and the global economy. Ms. Carruyo.

Two 75-minute periods.

**SOCI 215 - PERSPECTIVES ON DEVIANT SUBCULTURE**

1 unit(s)

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.

Not offered in 2015/16.

**SOCI 216 - FOOD, CULTURE, AND GLOBALIZATION**

Semester Offered: Spring

1 unit(s)

(Same as ASIA 216) This course focuses on the political economy and the cultural politics of transnational production, distribution, and consumption of food in 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.

**SOCI 229 - BLACK INTELLECTUAL HISTORY**

1 unit(s)

(Same as AFRS 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. Harriford.

Not offered in 2015/16.

**SOCI 234 - DISABILITY AND SOCIETY**

1 unit(s)

(Same as STS 234) 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 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. Ms. Miringoff.

Not offered in 2015/16.

Two 2-hour periods each week; one 2-hour period is devoted to lecture and discussion of reading materials, the second 2-hour period serves as a laboratory for films, speakers, and trips.

**SOCI 235 - QUALITY OF LIFE**

Semester Offered: Fall

1 unit(s)

(Same as URBS 235) In a world of cultural diversity, uneven development, and political conflict, enhancing quality of life is arguably the unifying principle in our ambitions for social planning and personal life. But just what does “quality of life” mean? How did it become a preeminent concern for policy-makers and the public at large? And what is at stake if we subordinate other conceptions of the common good to this most subjective and individualistic of ideas? This course takes up these questions through an examination of quality of life's conceptual dimensions and social contexts. Topics include global development policy, patient-doctor conflicts over the right to die, the pressures of work-life balance, the influence of consumer marketing, the voluntary simplicity movement, the “quality of life city,” and the cultural divides between conservative “Red States” and liberal “Blue States.” Mr. Nevarez.

**SOCI 236 - IMPRISONMENT AND THE PRISONER**

1 unit(s)

(Same as AFRS 236) What is the history of the prisoner? Who becomes a prisoner and what does the prisoner become once incarcerated? What is the relationship between crime and punishment? Focusing on the (global) prison industrial complex, this course critically interrogates the massive and increasing numbers of people imprisoned in the United States and around the world. The primary focus of this course is the prisoner and on the movement to abolish imprisonment as we know it. Topics covered in this course include: racial and gender inequality, the relationship between imprisonment and slavery, social death, the prisoner of war (POW), migrant incarceration, as well as prisoner resistance and rebellion. Students also come away from the course with a complex understanding of penal abolition and alternative models of justice. Mr. Alamo.

Not offered in 2015/16.

Two 75-minute periods.

**SOCI 237 - COMMUNITY DEVELOPMENT**

1 unit(s)

(Same as URBS 237) This course provides hands-on lessons in non-profit organizations, 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, leverage social capital, 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 includes a special weekly

lab section during which students volunteer at local organizations, conduct fieldwork, or otherwise independently gather and analyze data in support of the case study. Students are graded for both their comprehension of course materials (in essays and exams) and their participation in the community-development initiative (through fieldwork and the final report written collectively by the instructor and students). Mr. Nevarez.

Not offered in 2015/16.

Two 2-hour periods.

### **SOCI 247 - MODERN SOCIAL THEORY: CLASSICAL TRADITIONS**

Semester Offered: Fall

1 unit(s)

(Same as ANTH 247) This course examines underlying assumptions and central concepts and arguments of European and American thinkers who contributed to the making of distinctly sociological perspectives. Readings include selections from Karl Marx, Emile Durheim, Max Weber, Georg Simmel, W.E.B. Du Bois and Erving Goffman. Thematic topics will vary from year to year. Ms. Harriford.

Two 75-minute periods.

### **SOCI 249 - LATINO/A FORMATIONS**

1 unit(s)

(Same as AFRS 249 and LALS 249) This course focuses on the concepts, methodologies and theoretical approaches for understanding the lives of those people who (im)migrated from or who share real or imagined links with Latin America and the Spanish-Speaking Caribbean. As such this course considers the following questions: Who is a Latino/a? What is the impact of U.S. political and economic policy on immigration? What is assimilation? What does U.S. citizenship actually mean and entail? How are ideas about Blackness, or race more generally, organized and understood among Latino/as? What role do heterogeneous identities play in the construction of space and place among Latino/a and Chicano/a communities? This course introduces students to the multiple ways in which space, race, ethnicity, class and gendered identities are imagined/formed in Latin America and conversely affirmed and/or redefined in the United States. Conversely, this course examines the ways in which U.S. Latino/a populations provide both economic and cultural remittances to their countries of origin that also help to challenge and rearticulate Latin American social and economic relationships. Mr. Alamo.

Not offered in 2015/16.

### **SOCI 250 - SEX, GENDER, AND SOCIETY**

1 unit(s)

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 2015/16.

### **SOCI 251 - DEVELOPMENT AND SOCIAL CHANGE IN LATIN AMERICA**

1 unit(s)

(Same as LALS 251) This course examines the ways in which Latin American and Caribbean nations have defined and pursued development and struggled for social change in the post World-War II era. We use country studies and development theories (including Modernization, Dependency, World-Systems, Feminist and Post-Structuralist) to analyze the extent to which development has been shaped by the tensions between local, national, and international political and economic interests. Within this structural context we focus on people and their relationships to each other and to a variety

of issues including work, land, reproductive rights, basic needs, and revolution. Integrating structural analysis with an analysis of lived practice and meaning making allows us to understand development as a process that shapes, but is also shaped by, local actors. Ms. Carruyo.

Not offered in 2015/16.

### **SOCI 253 - CHILDREN OF IMMIGRATION**

Semester Offered: Spring

1 unit(s)

(Same as LALS 253) Immigration to the U.S. since the 1970s has been characterized by a marked and unprecedented increase in the diversity of new immigrants. Unlike the great migrations from Europe in the late 1800s and early 1900s, most of the immigrants who have arrived in the U.S. in the last four decades have come from Latin America, Asia, and the Caribbean. New immigration patterns have had a significant impact on the racial and ethnic composition and stratification of the American population, as well as the meaning of American identity itself. Immigrants and their families are also being transformed in the process, as they come into contact with various institutional contexts that can facilitate, block, and challenge the process of incorporation into the U.S. This course examines the impact of these new immigration patterns by focusing on the 16.4 million children in the U.S. who have at least one immigrant parent. Since 1990, children of immigrants - those born in the U.S. as well as those who are immigrants themselves - have doubled and have come to represent 23% of the population of minors in the U.S. In this course we study how children of immigrants are reshaping America, and how America is reshaping them, by examining key topics such as the impact of immigration on family structures, gender roles, language maintenance, academic achievement, and identity, as well as the impact that immigration reforms have had on access to higher education, employment, and political participation. This course provides an overview of the experiences of a population that is now a significant proportion of the U.S. population, yet one that is filled with contradictions, tensions and fissures and defies simple generalizations. Ms. Rueda.

### **SOCI 254 - RESEARCH METHODS**

Semester Offered: Spring

1 unit(s)

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. Ms. Miringoff.

### **SOCI 256 - MASS MEDIA AND SOCIETY**

1 unit(s)

This course explores media as a social force, an institution, and an industry. We examine what it means to be "mediated," including how media affects our culture, our choices, and our responses to our media filtered lives. We consider the economics of the media industry, media organization and professional socialization, and media's influence on the political world and the global media industry. Third, we examine how media represent the social world, i.e., the role of ideology, and how meanings are produced, stereotypes maintained, and inequalities preserved. We reflect on the roles, responsibilities, and interpretive potential of artists, media producers, and media consumers. Fourth, we investigate the nature and consequences of media technology. We end the course with a series of panel presentations in which students present their semester projects. Mr. Hoynes.

Not offered in 2015/16.

**SOCI 257 - REORIENTING AMERICA: ASIANS IN AMERICAN HISTORY AND SOCIETY**

1 unit(s)

(Same as AMST 257 and ASIA 257) Based on sociological theory of class, gender, race/ethnicity, this course examines complexities of historical, economic, political, and cultural positions of Asian Americans beyond the popular image of “model minorities.” Topics include the global economy and Asian immigration, politics of ethnicity and pan-ethnicity, educational achievement and social mobility, affirmative action, and representation in mass media. Ms. Moon.

Not offered in 2015/16.

**SOCI 258 - RACE AND ETHNICITY**

Semester Offered: Spring

1 unit(s)

The course explores the historical and contemporary constructions of race, ethnicity, national and transnational identity. Focus is on the social forces behind racial group dominance and possible responses to this dominance, including assimilation, cultural pluralism, segregation, migration and social movements. The course considers public policies such as affirmative action, immigration law, mass incarceration and gentrification. Ms. Harriford.

Two 75-minute periods.

**SOCI 259 - SOCIAL STRATIFICATION**

1 unit(s)

In this course we examine how social prestige and power are unequally distributed in societies of the past and present. We discuss how control of property and the means of production contribute to a system of inequality. We also analyze the role of commodities in a consumerist society and the relationship of consumption to stratification. We also discuss the concepts of class formation, class consciousness, and class struggle. Additionally, we examine how race and gender serve to contribute to stratification. Ms. Harriford.

Not offered in 2015/16.

**SOCI 260 - HEALTH, MEDICINE, AND PUBLIC POLICY**

1 unit(s)

(Same as STS 260) Health care represents one of the thorniest arenas of public policy today. Current issues include the rising numbers of uninsured, concerns over privacy, protection of the public from emerging infectious diseases, the debate between health care as a right vs. a privilege, and the ways in which we conceive the relationship between health, medicine, and society. This course begins with an analysis of the ‘social construction’ of health, looking particularly at the issue of AIDS, national and international. We then examine policies arising from epidemic or infectious diseases, including the Black Death, the 1918 Influenza epidemic, and Typhoid Mary, as well as contemporary dilemmas over newly emergent diseases. Finally, we consider controversies over national health insurance, and assess the strengths and weaknesses of the Canadian health care system, the Massachusetts experiment, and the history of Medicare and Medicaid. Ms. Miringoff.

Not offered in 2015/16.

**SOCI 261 - “THE NUCLEAR CAGE”:  
ENVIRONMENTAL THEORY AND NUCLEAR  
POWER**

Semester Offered: Spring

1 unit(s)

(Same as ENST 261 and INTL 261) The central aim of this course is to explore debates about the interaction between beings, including humans, animals, plants, and the earth within the context of advanced capitalism by concentrating on the production, distribution,

consumption, and disposal of nuclear power. The first question concerning the class is how does Environmental Theory approach nuclear power and its impact on the environment. The second question deals with how this construction interacts with other forms of debate regarding nuclear power, especially concentrating on the relation between science, market and the state in dealing with nature, and how citizens formulate and articulate their understanding of nuclear power through social movements. Ms. Batur.

**SOCI 263 - CRIMINOLOGY**

Semester Offered: Fall

1 unit(s)

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.

**SOCI 264 - POVERTY AND POLICY**

1 unit(s)

To understand poverty, it is not sufficient to simply know of its existence, its rates, or even its effects. We also need to understand the policies and strategies that have attempted to eliminate or ameliorate poverty, and their relative success or failure. Poverty response strategies typically emerge in two ways: “bottom-up” or “top-down.” Bottom-up strategies include the Settlement House movement of the Progressive Era, community organizing (Saul Alinsky movements), social movements, and non-profit and non-governmental organizations (NGOs). Top-down approaches are typically governmental, and in the U.S. include the social welfare policies of the Roosevelt, Kennedy, Johnson, Clinton, and Obama administrations. In this course we will look at the nature of both bottom-up and top-down strategies, as well as the philosophies and ideologies that oppose government intervention. We will explore, as well, the origins, structures, and philosophies of other nations, especially the European welfare states and the world-wide effort to target poverty through the Millennium Development Goals. We will consider, in particular, the more restrictive policies of the 1990s created by “welfare reform” which sought to “end welfare as we knew it,” and look at current policies that help or hinder working families — including family leave, sick leave, vacation time, etc. Finally, we will consider the relative success or failure of specific policies that are aimed at hunger, housing, homelessness, and the feminization of poverty. Ms. Miringoff.

Not offered in 2015/16.

**SOCI 265 - NEWS MEDIA IN AMERICA**

1 unit(s)

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 2015/16.

**SOCI 266 - RACISM, WASTE AND RESISTANCE**

Semester Offered: Fall

1 unit(s)

(Same as ENST 266) The 21st century will be defined in the dramatic consequences of the current events and movements regarding our waste: global climate change, pollution, resource depletion, contamination and extinction. One of the most striking and consistent observations is that racism plays a major role in placing waste in close proximity to those racially distinct, economically exploited

and politically oppressed. This class examines the destructive global dynamics of environmental racism and resistance, as struggles against it. Ms. Batur.

Two 75-minute periods.

### **SOCI 268 - SOCIOLOGY OF BLACK RELIGION**

1 unit(s)

(Same as AFRS 268 and RELI 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. This course is taught to Vassar students and incarcerated men at the Otisville Correctional Facility. It will be taught at the Otisville Correctional Facility. To be announced.

Not offered in 2015/16.

### **SOCI 269 - CONSTRUCTING SCHOOL KIDS AND STREET KIDS**

Semester Offered: Spring

1 unit(s)

(Same as EDUC 269 and LALS 269) Students from low-income families and racial/ethnic minority backgrounds do poorly in school by comparison with their white and well-to-do peers. These students drop out of high school at higher rates, score lower on standardized tests, have lower GPAs, and are less likely to attend and complete college. In this course we examine theories and research that seek to explain patterns of differential educational achievement in U.S. schools. We study theories that focus on the characteristics of settings in which teaching and learning take place (e.g., schools, classrooms, and home), theories that focus on the characteristics of groups (e.g. racial/ethnic groups and peer groups), and theories that examine how cultural processes mediate political-economic constraints and human action. Ms. Rueda.

### **SOCI 270 - DRUGS, CULTURE, AND SOCIETY**

Semester Offered: Spring

1 unit(s)

(Same as STS 270) This course draws on a variety of Science Studies and Sociological frameworks to consider the implications of various substances that we conventionally refer to as “drugs.” Topics include medical, psychiatric, instrumental, or recreational use of licit and illicit substances. Relevant conceptual frameworks are used to explore and analyze the impact of new chemical technology, debates regarding the safety and efficacy of pharmaceuticals, the consequences of globalization on patterns of use, policy and enforcement, as well as the social construction of drugs as a social problem. Heroin, Cocaine, Marijuana, Methamphetamine, MDMA, Ayahuasca, ADHD drugs, SSRIs and hormonal Steroids are all of special interest in so far as they constitute strategic sites for the study of social or technological controversy. Mr. McAulay.

Two 75-minute periods.

### **SOCI 273 - THE NEW ECONOMY**

1 unit(s)

(Same as STS 273) The new economy is, in one sense, a very old concern of sociology. Since the discipline’s 19th-c. origins, sociologists have asked how changes in material production and economic relations alter 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 evolving role of technology in economic globalization; the precarity of today’s workplaces and labor markets; the

question of the “creative class”; digital divides in technology access, education, and lifestyles; and the cutting edges of consumerism. Mr. Nevarez.

Not offered in 2015/16.

### **SOCI 277 - WORKING CLASS STUDIES**

Semester Offered: Fall

1 unit(s)

This course explores the emerging, multidisciplinary field of working class studies in the current context of the global restructuring of labor and capital; the massive erosion of economic security, and the persisting significance of class as a category of social analysis. We examine core themes in this field including the centrality of the working class globally, historically and in the contemporary U.S. In addition, we emphasize intersections of class, race, gender and sexuality; the history of working class movements and unionism; routinized labor; migrant farm labor; prison labor; the working class in the academy; and media representations of the working class. We continually highlight the role of activism and social movements among working class people and the potential for social change. Ms. Leonard.

Two 75-minute periods.

### **SOCI 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual project of reading or research. The department.

May be elected during the college year or during the summer.

Special permission.

Unscheduled.

### **SOCI 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual project of reading or research. The department.

May be elected during the college year or during the summer.

Special permission.

Unscheduled.

## **III. ADVANCED**

### **SOCI 300 - SENIOR THESIS**

Semester Offered: Fall

0.5 unit(s)

This seminar is intended to provide sociology seniors with a collective and regular learning environment where they can receive systematic guidance from their instructor, and discuss problems they encounter in various stages of thesis writing with both the instructor and their peers. Class will meet at the scheduled period for roughly half the weeks of the seminar, on dates to be announced in the first class. Ms. Carruyo and Ms. Moon.

Yearlong course 300-SOCI 301.

### **SOCI 301 - SENIOR THESIS**

Semester Offered: Spring

0.5 unit(s)

This seminar is intended to provide sociology seniors with a collective and regular learning environment where they can receive systematic guidance from their instructor, and discuss problems they encounter in various stages of thesis writing with both the instructor and their peers. Class will meet at the scheduled period for roughly half the weeks of the seminar, on dates to be announced in the first class. Ms. Carruyo and Ms. Moon.

Yearlong course SOCI 300-301.

**SOCI 305 - THE SOCIAL CONSTRUCTION OF RACE IN THE U.S.**

1 unit(s)

This course examines the social construction of race in the United States from the beginning of the nineteenth century to the present. The focus is on the 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, color-blindness and the post-racial society, and the emergence of the “mixed race” category. Readings may include Cooper, DuBois, hooks, Collins, Frye, Omni and Winant, and Roediger. Ms. Harriford.

Prerequisite: prior coursework in Sociology or with permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

**SOCI 306 - WOMEN’S MOVEMENTS IN ASIA**

1 unit(s)

(Same as ASIA 306 and WMST 306) 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.

Not offered in 2015/16.

One 2-hour period.

**SOCI 312 - CORPORATE POWER**

Semester Offered: Spring

1 unit(s)

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 nineteenth century concern over “big business” to the present day of global finance, 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 faultlines of financial capitalism revealed by the Occupy movement. Mr. Nevarez.

**SOCI 317 - WOMEN, CRIME, AND PUNISHMENT**

Semester Offered: Spring

1 unit(s)

(Same as WMST 317) This course begins with a comparative analysis of the involvement of men and women in crime in the United States and explanations offered for the striking variability. It proceeds by examining the exceptionally high rate of imprisonment for women in the U.S., the demographics of those who are imprisoned, the crimes they are convicted of, and the conditions under which they are confined. It deals with such issues as substance abuse problems, violence against women, medical care in prison, prison programming and efforts at rehabilitation, legal rights of inmates, and family issues, particularly the care of the children of incarcerated women. It also examines prison friendships, families, and sexualities, and post-release. The course ends with a consideration of the possibilities of a fundamental change in the current US system of crime and punishment specifically regarding women. Ms. Leonard.

**SOCI 321 - FEMINISM, KNOWLEDGE, PRAXIS**

Semester Offered: Fall

1 unit(s)

(Same as WMST 321) How do feminist politics inform how research, pedagogy, and social action are approached? Can feminist anti-racist praxis and insights into issues of race, power and knowledge, intersecting inequalities, and human agency change the way we understand and represent the social world? We discuss several qualitative approaches used by feminists to document the social world (e.g. ethnography, discourse analysis, oral history). Additionally, we explore and engage with contemplative practices such as mediation, engaged listening, and creative-visualization. Our goal is to develop an understanding of the relationship between power, knowledge and action and to collectively envision healing forms of critical social inquiry. Ms. Carruyo.

One 2-hour period.

**SOCI 322 - WALKING**

1 unit(s)

Walking is an explicit and graphic illustration of the challenges of everyday life. The act and the meaning of walking have been a conundrum for theorists and dilemma for social thinkers. From a form of exploration to an expression of protest, from issues regarding stratification to social change, “walking” is not only an act, but an expression, an inquiry, a confrontation, defiance and a demand. This course examines “walking” through a spectrum of texts by Simmel, Baudelaire, Benjamin, Harvey, Thoreau, Muir, MLK, and Malcolm X, among others. Ms. Batur.

Not offered in 2015/16.

One 3-hour period.

**SOCI 353 - BIO-SOCIAL CONTROVERSY**

Semester Offered: Spring

1 unit(s)

(Same as STS 353) Scientific controversies take place not only within scientific communities but may be joined and waged in public arenas as well. This course is about the response to the extension of evolutionary logic to all aspects of contemporary life including education, politics, gender, violence and social behavior in general. It examines “Darwin Wars” fought not only between advocates of evolution and their opponents but selected disagreements among Darwinians themselves. Scientific controversy is treated as a strategic site for analyzing the social bases of various disputes including those between evolution and religious conservatives, sociobiology and cultural anthropology, and debates over sex/gender difference. Provocative perspectives including Darwinian feminism and efforts by transgender biologists to challenge the gender binary will also be considered. The range of conceptual resources deployed to interpret these controversies includes Popperian philosophy of science, the social construction of science, Foucauldian power/knowledge as well as studies of scientific rhetoric. Mr. McAulay.

**SOCI 356 - CULTURE, COMMERCE, AND THE PUBLIC SPHERE**

Semester Offered: Fall

1 unit(s)

(Same as MEDS 356) 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.



**SOCI 365 - CLASS, CULTURE, AND POWER**

1 unit(s)

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.

Not offered in 2015/16.

**SOCI 367 - MIND, CULTURE, AND BIOLOGY**

1 unit(s)

(Same as STS 367) Increasingly in recent years Darwinian approaches to the analysis of human behavior have emerged at the center of modern science-based opposition to social constructionism and postmodernist thinking. Nowhere is this challenge more pointed than in the use of evolutionary perspectives to explain patterns of human culture. This course examines the deployment of Darwinian social science to account for morality and religion; art and literature; consumerism and consumer culture; sex/gender and standards of beauty. The goal is neither to celebrate nor to dismiss evolutionary psychology and its allies but rather to play Darwinian insights and potentially questionable claims off against those of feminist, Marxist and sociological critics. Mr. McAulay.

Not offered in 2015/16.

**SOCI 368 - TOXIC FUTURES: FROM SOCIAL THEORY TO ENVIRONMENTAL THEORY**

Semester Offered: Fall

1 unit(s)

(Same as ENST 368 and INTL 368) 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.

One 2-hour period.

**SOCI 369 - MASCULINITIES: GLOBAL PERSPECTIVES**

Semester Offered: Spring

1 unit(s)

(Same as ASIA 369) From a sociological perspective, gender is not only an individual identity, but also a social structure of inequality (or stratification) that shapes the workings of major institutions in society as well as personal experiences. This seminar examines meanings, rituals, and quotidian experiences of masculinities in various societies in order to illuminate their normative making and remaking as a binary and hierarchical category of gender and explore alternatives to this construction of gender. Drawing upon cross-cultural and comparative case studies, this course focuses on the following institutional sites critical to the politics of masculinities: marriage and the family, the military, business corporations, popular culture and sexuality, medicine and the body, and religion. Ms. Moon.

Prerequisite: previous coursework in Sociology or permission of the instructor.

One 3-hour period.

**SOCI 380 - ART, WAR, AND SOCIAL CHANGE**

Semester Offered: Spring

1 unit(s)

(Same as AMST 380) 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.

**SOCI 382 - RACE AND POPULAR CULTURE**

Semester Offered: Fall

1 unit(s)

(Same as AFRS 382 and LALS 382) This seminar explores the way in which the categories of race, ethnicity, and nation are mutually constitutive with an emphasis on understanding how different social institutions and practices produce meanings about race and racial identities. Through an examination of knowledge production as well as symbolic and expressive practices, we focus on the ways in which contemporary scholars connect cultural texts to social and historical institutions. Appreciating the relationship between cultural texts and institutional frameworks, we unravel the complex ways in which the cultural practices of different social groups reinforce or challenge social relationships and structures. Finally, this seminar considers how contemporary manifestations of globalization impact and transform the linkages between race and culture as institutional and intellectual constructs. Mr. Alamo.

One 2-hour period.

**SOCI 383 - DISSENT AT THE END OF THE ANTHROPOCENE**

1 unit(s)

(Same as ENST 383 and INTL 383) Thomas Jefferson famously argued, “Dissent is the highest form of patriotism.” The hallmarks of globalization—financial oligarchies, resource depletion, environmental pollution, global climate change, profound inequality—have given us the most convincing evidence to date that the ideals of progress, optimism, and humanism that have grown out of the Enlightenment are not fulfilling their promise. Perhaps these concepts became corrupted, or perhaps this is because these thought-systems have not paid adequate attention to the ethical dimensions of our economic, geopolitical, and social development, and counter cultural movements. On the other hand, movements of dissent have grown up around these ideals since at least the eighteenth century and some argue that if the Anthropocene, “the age of humankind,” is to continue, we will have to fundamentally change our thinking. This course addresses the legacy of progressive “counter-Enlightenment” movements to develop an understanding of their discourse. Ms. Batur.

Not offered in 2015/16.

One 3-hour period.

**SOCI 385 - WOMEN, CULTURE, AND DEVELOPMENT**

1 unit(s)

(Same as INTL 385, LALS 385, and WMST 385) This course examines the ongoing debates within development studies about how

integration into the global economy is experienced by women around the world. Drawing on gender studies, cultural studies, and global political economy, we explore the multiple ways in which women struggle to secure well-being, challenge injustice, and live meaningful lives. Ms. Carruyo.

Not offered in 2015/16.

### **SOCI 386 - GHETTO SCHOOLING**

Semester Offered: Fall

1 unit(s)

(Same as EDUC 386 and LALS 386) In twenty-first century America, the majority of students attend segregated schools. Most white students attend schools where  $\frac{3}{4}$  of their peers are white, while 80% of Latino students and 74% of black students attend majority non-white schools. In this course we will examine the events that led to the U.S. Supreme Court's 1954 decision in *Brown v. Board of Education of Topeka* and the 60-year struggle to make good on the promises of that ruling. The course will be divided into three parts. In part one, we will study the *Brown* decision as an integral element in the fight against Jim Crow laws and trace the legal history of desegregation efforts. In part two, we will focus on desegregation policies and programs that enabled the slow move toward desegregation between 1954 and the 1980s. At this point in time, integration efforts reached their peak and 44% of black students in the south attended majority-white schools. Part three of the course will focus on the dismantling of desegregation efforts that were facilitated by U.S. Supreme Court decisions beginning in the 1990s. Throughout the course we will consider the consequences of the racial isolation and concentrated poverty that characterizes segregated schooling and consider the implications of this for today's K-12 student population, which is demographically very different than it was in the 1960s, in part due to new migration streams from Latin America, Asia, and the Caribbean. Over the last 40 years, public schools have experienced a 28% decline in white enrollments, with increases in the number of black and Asian students, and a noteworthy 495% increase in Latino enrollments. Ms. Rueda.

One 2-hour period.

### **SOCI 388 - SCHOOLING IN AMERICA: PREPARING CITIZENS OR PRODUCING WORKER**

1 unit(s)

(Same as EDUC 388) We consider the role that education plays in US society in relationship to the political economy at different historical periods. In Part I, we examine democratic views of schooling (i.e. schooling functions to prepare citizens for participation in a diverse society) and technical views of schooling (i.e. schools prepare students to participate in the capitalist economy), as well as critiques and limitations of each view. In Part II, we examine current school reform efforts, such as modifications of school structure, curriculum and instruction, and the move to privatize schooling. In Part III, we discuss the future of education in our increasingly global capitalist society. Ms. Rueda.

Prerequisite: SOCI 151.

Not offered in 2015/16.

### **SOCI 399 - SENIOR INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual project of reading or research. May be elected during the college year or during the summer. The department.

Special permission.

Unscheduled.

## **Swahili Language**

See: Self-Instructional Language Program

### **I. INTRODUCTORY**

#### **SWAH 105 - BEGINNING SWAHILI I**

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 105-SWAH 106.

#### **SWAH 106 - BEGINNING SWAHILI II**

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course SWAH 105-106.

### **II. INTERMEDIATE**

#### **SWAH 210 - INTERMEDIATE SWAHILI I**

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 210-SWAH 211.

#### **SWAH 211 - INTERMEDIATE SWAHILI II**

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course SWAH 210-211.

### **III. ADVANCED**

#### **SWAH 310 - ADVANCED SWAHILI I**

Semester Offered: Fall

1 unit(s)

Special Permission.

#### **SWAH 311 - ADVANCED SWAHILI II**

Semester Offered: Spring

1 unit(s)

Special Permission.

## Swedish Language

See: Self-Instructional Language Program

### I. INTRODUCTORY

#### SWED 105 - INTRO SWEDISH I

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 105-SWED 106.

#### SWED 106 - INTRO SWEDISH II

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course SWED 105-106.

### II. INTERMEDIATE

#### SWED 210 - INTERMED SWEDISH I

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 210-SWED 211.

#### SWED 211 - INTERMED SWEDISH II

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course SWED 210-211.

### III. ADVANCED

#### SWED 310 - ADVANCED SWEDISH I

Semester Offered: Fall

1 unit(s)

Special Permission.

#### SWED 311 - ADVANCED SWEDISH II

Semester Offered: Spring

1 unit(s)

Special Permission.

## Turkish Language

See: Self-Instructional Language Program

### I. INTRODUCTORY

#### TURK 105 - INTRO TURKISH I

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 105-TURK 106.

#### TURK 106 - INTRO TURKISH II

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course TURK 105-106.

### II. INTERMEDIATE

#### TURK 210 - INTERMEDIATE TURKISH I

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 210-TURK 211.

#### TURK 211 - INTERMEDIATE TURKISH II

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course TURK 210-211.

### III. ADVANCED

#### TURK 310 - ADVANCED TURKISH

1 unit(s)

Special Permission

#### TURK 311 - ADVANCED TURKISH

1 unit(s)

Special Permission

## Urban Studies Program

**Director:** Tyrone Simpson, II;

**Steering Committee:** Tobias Armbrorst (Art), Pinar Batur (Sociology), Lisa Brawley (Urban Studies), Brian J. Godfrey<sup>a</sup> (Earth Science and Geography), Maria Hantzopoulos (Education), Timothy Koechlin<sup>b</sup> (International Studies), Erin McCloskey (Education), Lydia Murdoch<sup>ab</sup> (History), Leonard Nevarez (Sociology), Ismail O. D. Rashid (History), Tyrone Simpson, II (English);

**Participating Faculty:** Nicholas Adams<sup>b</sup> (Art), Tobias Armbrorst (Art), Pinar Batur (Sociology), Nancy Bisaha<sup>a</sup> (History), Susan Blickstein (Geography), Lisa Brawley (Urban Studies), Colette Cann (Education), Heesok Chang<sup>a</sup> (English), Miriam Cohen (History), Lisa Gail Collins (Art), Mary Ann Cunningham (Earth Science and Geography), Brian J. Godfrey<sup>a</sup> (Earth Science and Geography), Maria Hantzopoulos (Education), Tracey Holland (Education), Hua Hsu<sup>a</sup> (English), Timothy Koechlin<sup>b</sup> (International Studies), Amitava Kumar<sup>a</sup> (English), Candice M. Lowe Swift (Anthropology), Erin McCloskey (Education), Molly S. McGlennen<sup>a</sup> (English), Marque Miringoff<sup>a</sup> (Sociology), Lydia Murdoch<sup>ab</sup> (History), Leonard Nevarez (Sociology), Leslie Scott Offutt (History), Barbara A. Olsen (Greek and Roman Studies), Samson Okoth Opondo (Political Science), Hiram Perez (English), Sidney Plotkin (Political Science), Ismail O. D. Rashid (History), Tyrone Simpson, II (English), Peter G. Stillman (Political Science), Yu Zhou (Earth Science and Geography).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

After declaration of the major or correlate sequence, no NRO work will be permissible or applicable to the major.

### Requirements for concentration:

1. 14 units, including URBS 100 - Introduction to Urban Studies, URBS 200 - Urban Theory, and the seminar on URBS 303 - Advanced Debates in Urban Studies.

2. One unit of Research Methods appropriate to the student's concentration in Urban Studies, chosen from ANTH 245, ART 102-ART 103, ART 176/ART 276/ART 375, ECON 209, GEOG 220/GEOG 224/GEOG 230, MATH 141, POLI 207, PSYC 200, or SOCI 254.

3. Urban Studies Cluster. Two units at the 200-level, originating in Urban Studies or cross-listed with Urban Studies (not including fieldwork or independent study). Additional Urban Studies courses may comprise one of the 3-course (multi)disciplinary clusters below.

4. Two 3-course (multi)disciplinary clusters, comprised of two 200-level and one 300-level courses drawn from distinct fields. One cluster may focus on additional courses in Urban Studies. Other clusters might include such disciplines as Art or Architecture, Economics, Geography, History, Political Science, and Sociology, or other multi-disciplinary concentrations such as Africana Studies, Asian Studies, Environmental Studies, International Studies, Latin American and Latino/a Studies, and Women's Studies.

5. One unit of fieldwork (URBS 290).

6. Senior Thesis. A one unit, two-semester thesis must be completed 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.

**Correlate Sequence in Urban Studies:** Six units including URBS 100, which should be taken no later than the Junior year, one unit of URBS 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.

## I. INTRODUCTORY

### URBS 100 - INTRODUCTION TO URBAN STUDIES

Semester Offered: Fall and Spring

1 unit(s)

As an introduction to urban inquiry, this course focuses on the historical evolution of cities, socio-spatial conflicts, and changing cultural meanings of urbanism. We examine the formation of urban hierarchies of power and privilege, along with their attendant contradictions and social movements of contestation, in terms of the rights to the city and the prospects for inclusive, participatory governance. Instructors coordinate the course with the assistance of guest presentations by other Urban Studies faculty, thereby providing insight into the architecture, cultures, economics, geography, history, planning, and politics of the city. The course involves study of specific urban issues, their theory and methodology, in anticipation of subsequent work at more advanced levels. Mr. Koechlin, Mr. Nevarez.

Two 75-minute periods.

### URBS 170 - INTRODUCTION TO ARCHITECTURAL HISTORY

Semester Offered: Fall

1 unit(s)

(Same as ART 170) An overview of the history of western architecture from the pyramids to the present. The course is organized in modules to highlight the methods by which architects have articulated the basic problem of covering space and adapting it to human needs. Mr. Adams.

Two 75-minute periods.

## II. INTERMEDIATE

### URBS 200 - URBAN THEORY

Semester Offered: Spring

1 unit(s)

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: URBS 100 or permission of the instructor.

### URBS 207 - INTERMEDIATE CREATIVE WRITING: LITERARY NON-FICTION

Semester Offered: Spring

1 unit(s)

(Same as ENGL 207) Continued study and practice of various forms of prose and/or poetry.

Topic for 2015/16b: *Writing About the City*. The city as a liberated zone, open for the play of difference. The city as a mood. The city as style. The city as designed space, as a site of anonymity, or a meeting place for the masses. The city as a no-name development zone in

the desert. The city as history. The city as Ground Zero. The city as the place whose whole point is to leave behind the dull death through boredom that is suburbia. The idea of the city as it is imagined in the half-light of the remote town or village. The city as a disaster. The city as civilization. These and other meanings are present in what we will read in class. This is a writing course. I am interested in your writing about cities, both familiar and unfamiliar, in a way that is original and revealing.

Reading packet will have excerpts from Zadie Smith, Orhan Pamuk, Rem Koolhaas, Walter Benjamin, Susan Sontag, Vivian Gornick, Teju Cole, Edwidge Danticat, Don DeLillo, Amit Chaudhuri, David Foster Wallace, Suketu Mehta, Sukhdev Sandhu, Sean Wilsey, Andrew O'Hagan, Luc Sante, Lillian Ross, Svetlana Alexiyevich, and others. Mr. Kumar.

Open to any student who has taken ENGL 205 or ENGL 206.  
Special permission is not required.

### URBS 218 - URBAN AND REGIONAL ECONOMICS

Semester Offered: Fall

1 unit(s)

(Same as ECON 218) An exploration of the nature and development of urban areas that begins with an examination of the theory of why cities grow and how individuals and firms choose their locations before covering patterns of land use, suburbanization, transportation, education, crime, and housing and their influence the growth of cities. Mr. Frye.

Two 75-minute periods.

### URBS 222 - URBAN POLITICAL ECONOMY

1 unit(s)

(Same as INTL 222) This course employs the multidisciplinary lens of political economy to analyze economic development, social inequality, and political conflict in contemporary cities. Why do people and resources tend to concentrate in cities? How does the urban landscape promote and constrain political conflict and distribute economic and social rewards? How are local outcomes influenced by global political-economic forces? The course develops an analytical framework to make sense of a variety of urban complexities, including poverty, segregation, suburban sprawl, the provision of affordable housing, global migration, and the effects of neoliberalism on rich and poor cities throughout the world. Mr. Koechlin.

Not offered in 2015/16.

### URBS 230 - MAKING CITIES

Semester Offered: Fall

1 unit(s)

This course surveys the production of urban space, from the mid 19th century industrial city to today's post-bubble metropolis. Theories of urban planning and design, landscape architecture, infrastructure and real estate development are discussed in the context of a broad range of social, cultural, political and economic forces that have shaped urban space. Looking at American and European case studies, we ask: Who made decisions on the production of urban space? How were urban interventions actually brought about? Who were the winners and losers? Mr. Armbrorst.

Two 75-minute periods.

### URBS 232 - DESIGN AND THE CITY: CONTEMPORARY URBANISMS

Semester Offered: Spring

1 unit(s)

This course looks at the evolving theories and practices of urban design since 1960, with a focus on current projects and debates. Initially conceived as the design discipline of the public realm, urban design has been transformed and redefined in relation to the changing

modes of production of urban space. Today, in an urban environment that is largely shaped by forces and processes beyond the control of architects, planners and designers, the role of urban design is highly contingent on specific actors and projects. In addition to discussing readings from the past 50 years, we study a number of practices and projects from around the world. Mr. Armbrorst.

Two 75-minute periods.

### URBS 235 - QUALITY OF LIFE

Semester Offered: Fall

1 unit(s)

(Same as SOCI 235) In a world of cultural diversity, uneven development, and political conflict, enhancing quality of life is arguably the unifying principle in our ambitions for social planning and personal life. But just what does "quality of life" mean? How did it become a preeminent concern for policy-makers and the public at large? And what is at stake if we subordinate other conceptions of the common good to this most subjective and individualistic of ideas? This course takes up these questions through an examination of quality of life's conceptual dimensions and social contexts. Topics include global development policy, patient-doctor conflicts over the right to die, the pressures of work-life balance, the influence of consumer marketing, the voluntary simplicity movement, the "quality of life city," and the cultural divides between conservative "Red States" and liberal "Blue States." Mr. Nevarez.

Two 75-minute periods.

### URBS 237 - COMMUNITY DEVELOPMENT

1 unit(s)

(Same as SOCI 237) This course provides hands-on lessons in non-profit organizations, 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, leverage social capital, 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 includes a special weekly lab section during which students volunteer at local organizations, conduct fieldwork, or otherwise independently gather and analyze data in support of the case study. Students are graded for both their comprehension of course materials (in essays and exams) and their participation in the community-development initiative (through fieldwork and the final report written collectively by the instructor and students). Mr. Nevarez.

Not offered in 2015/16.

Two 2-hour periods.

### URBS 245 - THE ETHNOGRAPHER'S CRAFT

Semester Offered: Spring

1 unit(s)

(Same as ANTH 245) This course introduces students to the methods employed in constructing and analyzing ethnographic materials through readings, classroom lectures, and discussions with regular field exercises. Students gain experience in participant-observation, field-note-taking, interviewing, survey sampling, symbolic analysis, the use of archival documents, and the use of contemporary media. Attention is also given to current concerns with interpretation and modes of representation. Throughout the semester, students practice skills they learn in the course as they design, carry out, and write up original ethnographic projects. Ms. Lowe Swift.

Two 75-minute periods.

**URBS 249 - THE POLITICS OF CITY, SUBURB, NEIGHBORHOOD**

1 unit(s)

(Same as POLI 249) 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 growth, racial and class politics; changes in federal urban policies; neighborhood politics and alternative forms of community organization; suburban politics and race/class. Mr. Plotkin.

Not offered in 2015/16.

Two 75-minute periods.

**URBS 250 - URBAN GEOGRAPHY: SPACE, PLACE, ENVIRONMENT**

1 unit(s)

(Same as GEOG 250) Now that most of the world's population lives in urban areas, expanding city-regions pose a series of social, spatial and environmental problems. This course focuses on the making of urban spaces, places, and environments at a variety of geographical scales. We examine entrepreneurial urban branding, sense of place and place making, geographies of race and class, urbanization of nature, environmental and spatial justice, and urban risk and resilience in facing climate change. Concentrating on American urbanism, case studies include New York City, Poughkeepsie, Chicago, Los Angeles, and San Francisco. Students also research specific issues in cities of their own choice, such as land-use planning and public space, historic preservation, transit-oriented development, urban ecology and restoration, urban sustainability programs, and citizen movements for livable cities. Mr. Godfrey.

Not offered in 2015/16.

Two 75-minute periods.

**URBS 252 - CITIES OF THE GLOBAL SOUTH: URBANIZATION AND SOCIAL CHANGE IN THE DEVELOPING WORLD**

Semester Offered: Spring

1 unit(s)

(Same as GEOG 252 and INTL 252) The largest and fastest wave of urbanization in human history is now underway in the Global South—the developing countries of Africa, Asia, Latin America, and the Middle East. Most of the world's urban population already resides here, where mega-cities now reach massive proportions. Despite widespread economic dynamism, high rates of urbanization and deprivation often coincide, so many of the 21st century's greatest challenges will arise in the Global South. This course examines postcolonial urbanism, global-city and ordinary-city theories, informal settlements and slums, social and environmental justice, and urban design, planning, and governance. We study scholarly, journalistic, and film depictions of Mexico City and Rio de Janeiro in Latin America; Algiers and Lagos in Africa; Cairo and Istanbul in the Middle East; and Beijing and Mumbai in Asia. Mr. Godfrey.

Prerequisite: a previous Geography or Urban Studies course.

Two 75-minute periods.

**URBS 254 - VICTORIAN BRITAIN**

1 unit(s)

(Same as HIST 254) 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.

Not offered in 2015/16.

**URBS 255 - RACE, REPRESENTATION, AND RESISTANCE IN U.S. SCHOOLS**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 255 and EDUC 255) This course interrogates the intersections of race, racism and schooling in the US context. In this course, we examine this intersection at the site of educational policy, media and public attitudes towards schools and schooling—critically examining how representations in each shape the experiences of youth in school. Expectations, beliefs, attitudes and opportunities reflect societal investments in these representations, thus becoming both reflections and driving forces of these identities. Central to these representations is how theorists, educators and youth take them on, own them and resist them in ways that constrain possibility or create spaces for hope. Ms. Cann.

Two 75-minute periods.

**URBS 257 - GENRE AND THE POSTCOLONIAL CITY**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 257 and POLI 257) This course explores the physical and imaginative dimensions of selected postcolonial cities. The theoretical texts, genres of expression and cultural contexts that the course engages address the dynamics of urban governance as well as aesthetic strategies and everyday practices that continue to reframe existing senses of reality in the postcolonial city. Through an engagement with literary, cinematic, architectural among other forms of urban mediation and production, the course examines the politics of migrancy, colonialism, gender, class and race as they come to bear on political identities, urban rhythms and the built environment. Case studies include: Johannesburg, Nairobi, Algiers and migrant enclaves in London and Paris. Mr. Opondo.

Two 75-minute periods.

**URBS 258 - SUSTAINABLE LANDSCAPES: BRIDGING PLACE AND ENVIRONMENT IN POUGHKEEPSIE**

1 unit(s)

(Same as GEOG 258) Geographers have long understood the relationship of aesthetic landscapes and place to include concepts of identity, control, and territory. Increasingly we consider landscape aesthetics in the context of sustainability and environmental quality. How do these contrasting sets of priorities meet in the process of landscape design and land use analysis? In this course we begin by examining regional and local histories of landscape design and land use planning and their relationship to concepts of place, territory, and identity. We consider landscape ecological approaches to marrying aesthetic, land use planning, and environmental priorities in landscapes. We investigate local issues such as watershed quality, native plantings, and storm water management in the context of local land use planning in order to consider creative ways to bridge these once-contrary approaches to understanding the landscapes we occupy and construct. We focus on projects and topics related to the greater Poughkeepsie area. Ms. Blickstein.

Prerequisite: one 100-level course in Geography.

Not offered in 2015/16.

One 3-hour period.

**URBS 270 - GENDER AND SOCIAL SPACE**

Semester Offered: Fall

1 unit(s)

(Same as GEOG 270 and WMST 270) 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.

Two 75-minute periods.

### URBS 271 - VISUAL URBANISM

Semester Offered: Fall

1 unit(s)

(Same as MEDS 271) This course examines correspondences between the emergent metropolis and practices of urban spectatorship. We approach the modernization of vision as an aspect of capitalist urbanization, as we engage the shifting media forms that have refracted and regulated modernity's urban conditions from the mid-19th century to the present: camera obscura, magic lantern, window display, crime photography, film noir, snapshot, broadcast television, billboard, hand-held video, SimCity, Google earth, CCTV, immersive VR. Issues we investigate include: the increasing predominance of visual culture in urban everyday life; the distracted attention of the urban spectator as a mode of modern subjectivity; the role of the visual in shaping both official and vernacular understandings of the city; the use of city image and urban brand in urban development; the merging of physical and information space as urban landscapes become media-saturated environments; urban surveillance and the use of the visual as a vector of modern political power. Throughout, we approach urban visibility as a fiercely ambivalent force: both a source of spectacle and a tool to render legible the hidden powers that structure urban everyday life. Readings include works by Roland Barthes, Jonathan Beller, Walter Benjamin, Giuliano Bruno, Susan Buck-Morss, Christine Boyer, Rey Chow, Elizabeth Currid, Jonathan Crary, Guy Debord, Anne Friedberg, Eric Gordon, Tom Gunning, Miriam Greenberg, Frederic Jameson, Rem Koolhaas, Kevin Lynch, W.T.J. Mitchell, Venessa Schwartz, William White, and Raymond Williams. Ms. Brawley.

Two 75-minute periods.

### URBS 272 - BUILDINGS AND CITIES AFTER THE INDUSTRIAL REVOLUTION

1 unit(s)

(Same as ART 272) Architecture and urbanism were utterly changed by the forces of the industrial revolution. New materials (iron and steel), building type (train stations, skyscrapers), building practice (the rise of professional societies and large corporate firms), and newly remade cities (London, Paris, Vienna) provided a setting for modern life. The course begins with the liberation of the architectural imagination around 1750 and terminates with the rise of modernism at the beginning of the twentieth century (Gropius, Le Corbusier). Mr. Adams.

Prerequisite: ART 105-ART 106 or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### URBS 273 - MODERN ARCHITECTURE AND BEYOND

Semester Offered: Fall

1 unit(s)

(Same as ART 273) European and American architecture and city building (1920 to the present); examination of the diffusion of modernism and its reinterpretation by corporate America and Soviet Russia. Discussion of subsequent critiques of modernism (postmodernism, deconstruction, new urbanism) and their limitations. Issues in contemporary architecture. Mr. Adams.

Prerequisite: ART 105-ART 106, or ART 170, or permission of the instructor.

Two 75-minute periods.

### URBS 275 - ROME: ARCHITECTURE AND URBANISM

Semester Offered: Spring

1 unit(s)

(Same as ART 275) The Eternal City has been transformed many times since its legendary founding by Romulus and Remus. This course presents an overview of the history of the city of Rome in antiquity, the Middle Ages, the Renaissance, the Baroque period, and modern times. The course examines the ways that site, architecture, urbanism, and politics have interacted to produce one of the world's densest urban fabrics. The course focuses on Rome's major architectural and urban monuments over time (e.g., Pantheon, St. Peter's, the Capitoline hill) as well as discussions of the dynamic forms of Roman power and religion. Literature, music and film also will be included as appropriate. Mr. Adams.

Prerequisite: ART 105-ART 106, or ART 170 or permission of the instructor.

Two 75-minute periods.

### URBS 277 - THE MAKING OF THE "AMERICAN CENTURY," 1890 - 1945

Semester Offered: Fall

1 unit(s)

(Same as HIST 277) In 1941, Henry Luce, the publisher of *Time* and *Life* magazines, proclaimed the twentieth as "America's century." In comparison to the rest of the world, he noted, the United States was richer in material goods, with more opportunities for leisure. This course covers the major social, political, and cultural developments during the decades when the US emerged as the preeminent industrial power. We look closely at changes in the social and political institutions which emerged out of the crises of the 1890s, the Great Depression, and World War II. We also pay attention to the growth of mass consumption and mass leisure in this very diverse society. Among the sources we study are memoirs, government documents, political tracts, and popular films. Ms. Cohen.

### URBS 288 - THE POLITICS OF LANGUAGE IN SCHOOLS AND SOCIETY

Semester Offered: Spring

1 unit(s)

(Same as AFRS 288, EDUC 288, and LALS 288) The United States is one of the most multilingual nations in the world, and, language is intimately connected to family and personal identity. This course explores how language, power, and ideology play out in public debate, state policy and educational justice movements. We examine the link between racism, language and national belonging by analyzing how Standard English, Black English (AAVE) and Spanish-English bilingualism are positioned as more or less "correct", or politicized and even policed. We then turn our eye to curriculum and education policy, examining how debates around language in the classroom. Finally we pose possibilities, and examine the politics of language in multilingual, hybrid and global contexts. What do debates about "correctness" in language obscure? How do our fears, hopes and longing for identity shape our beliefs about language in the classroom? How does the history of U.S. language politics inform our present? What does equitable language education policy look like? Why are these issues important to all citizens? Ms. Malsbary.

Prerequisite: EDUC 235 or permission of the instructor.

Two 75-minute periods.

**URBS 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

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.

**URBS 298 - INDEPENDENT WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual project of reading or research, under supervision of one of the participating instructors.

**III. ADVANCED****URBS 300 - SENIOR THESIS**

Semester Offered: Fall

0.5 unit(s)

A thesis written in two semesters for one unit. The Program.

Yearlong course 300-URBS 301.

**URBS 301 - SENIOR THESIS**

Semester Offered: Spring

0.5 unit(s)

A thesis written in two semesters for one unit. The Program.

Yearlong course URBS 300-301.

**URBS 303 - ADVANCED DEBATES IN URBAN STUDIES**

Semester Offered: Fall and Spring

1 unit(s)

This seminar focuses on selected issues of importance in Urban Studies. Topics vary according to the instructor. The course is required of all majors and may be taken during the junior or senior years; it can be repeated for credit if the topic has changed.

Topic for 2015/16b: *The Rise and Fall and Rise of Detroit*. Mr. Simpson.

Prerequisite: URBS 100 and URBS 200 or equivalent.

Note: Enrollment by special permission.

One 3-hour period.

**URBS 316 - CONSTANTINOPLE/ISTANBUL: 1453**

Semester Offered: Spring

1 unit(s)

(Same as HIST 316) This seminar examines a turning point in history—the end of the Byzantine Empire and the rise of the Ottoman Empire. The focus is the siege of Constantinople as seen in primary accounts and modern studies. The course also looks closely at culture and society in late Byzantium and the early Ottoman Empire. Specific topics include the post-1453 Greek refugee community, the transformation of Constantinople into Istanbul, and the role of Western European powers and the papacy as allies and antagonists of both empires. Ms. Bisaha.

One 2-hour period.

**URBS 320 - MAPPING THE MIDDLE LANDSCAPE**

Semester Offered: Spring

1 unit(s)

A majority of Americans today live, work and shop in an environment that Leo Marx has termed “the middle landscape”: the suburban and exurban area between city and countryside. This reading and

research seminar investigates some of the middle landscape’s peculiar spatial products, such as master planned communities, mega-malls and ethnoburbs. The investigation will focus on the physical environment as well as the general attitudes, fears and economic forces that shaped this environment. After a series of introductory lectures and discussions, students will produce detailed case studies, using a variety of mapping techniques. Mr. Armbrorst.

One 3-hour period.

**URBS 326 - CHALLENGING ETHNICITY**

1 unit(s)

(Same as AFRS 326 and ENGL 326) An exploration of literary and artistic engagements with ethnicity. Contents and approaches vary from year to year.

Not offered in 2015/16.

**URBS 340 - ADVANCED URBAN AND REGIONAL STUDIES**

1 unit(s)

Not offered in 2015/16.

**URBS 352 - THE CITY IN FRAGMENTS**

1 unit(s)

(Same as MEDS 352) In this seminar, we use the concept of the fragment to explore the contemporary city, and vice versa. We draw on the work of Walter Benjamin, for whom the fragment was both a central symptom of urban modernity and a potentially radical mode of inquiry. We also use the figure of the fragment to explore and to experiment with the situationist urbanism of Guy Debord, to address the failure of modernist dreams for the city, and to reframe the question of the “global” in contemporary discussions of global urbanization. Finally, we use the fragment to destabilize notions of experience and evidence—so central to positivist understandings of the city—as we make regular visits to discover, as it were, non-monumental New York. Readings include works by Walter Benjamin, Stefano Boeri, Christine Boyer, Guy Debord, Rosalyb Deytsche, Paul Gilroy, Rem Koolhaas, Henri Lefebvre, Thomas Lacquer, Saskia Sassen, Mark Wigley, and others. Ms. Brawley, Mr. Chang.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

**URBS 356 - ENVIRONMENT AND LAND USE PLANNING**

Semester Offered: Fall

1 unit(s)

(Same as ENST 356 and GEOG 356) This seminar focuses on land-use issues such as open-space planning, urban design, transportation planning, and the social and environmental effects of planning and land use policies. The focus of the course this year is impacts of planning policies (such as transportation, zoning, or growth boundaries) on environmental quality, including open space preservation, farmland conservation, and environmental services. We begin with global and regional examples and then apply ideas in the context of Dutchess County’s trajectory of land use change and planning policies. Ms. Cunningham.

Prerequisite: one 200-level course in Geography, Urban Studies or Environmental Studies.

One 3-hour period.

**URBS 367 - URBAN EDUCATION REFORM**

Semester Offered: Fall

1 unit(s)

(Same as EDUC 367) This seminar 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 addressed in the course include school



governance, standards and accountability, incentive-based reform strategies, and investments in teacher quality. Ms. Hantzopoulos.

Prerequisite: EDUC 235 or permission of the instructor.

One 2-hour period.

### URBS 369 - SOCIAL CITIZENSHIP IN AN URBAN AGE

Semester Offered: Spring

1 unit(s)

(Same as HIST 369) During a 1936 campaign speech President Franklin D. Roosevelt declared that in “1776 we sought freedom from the tyranny of a political autocracy.” Since then “the age of machinery, of railroads; of steam and electricity; the telegraph and the radio; mass production and mass distribution—all of these combined to bring forward a new civilization and with it a new problem . . . For too many of us the political equality we once had won was meaningless in the face of economic inequality.” Therefore, the President concluded, government must do something to “protect the citizen’s right to work and right to live.” This course looks at how Americans during the twentieth century fought to expand the meaning of citizenship to include social rights. We study efforts on behalf of labor laws, unemployment and old age insurance, and aid to poor mothers and their children. How did these programs affect Americans of different social, racial, and ethnic backgrounds? How did gender shape the ways that people experienced these programs? Because many Americans believed that widening educational opportunities was essential for addressing the problems associated with the “new civilization” that Roosevelt described, we ask to what extent Americans came to believe that access to a good education is a right of citizenship. These issues and the struggles surrounding them are not only, as they say, “history.” To help us understand our times, we look at the backlash, in the closing decades of the twentieth century, against campaigns to enlarge the definition of citizenship. Ms. Cohen.

One 2-hour period.

### URBS 370 - SEMINAR IN ARCHITECTURAL HISTORY: ROME OF THE IMAGINATION

1 unit(s)

(Same as ART 370) No city has had a greater influence on the architectural imagination than Rome. Throughout western history the standard for architecture has been measured by Rome. In this seminar we investigate the continuing hold and varied architectural interpretations of Rome and Romanness: the built Rome, the ruined Rome, and the imagined Rome. How has Rome changed its significance for architects over time? Among the architects we consider Andrea Palladio, Giovanni Battista Piranesi, E. L. Boullée, Giuseppe Terragni, Albert Speer, Gunnar Asplund, Louis Kahn and others. We may also consider those such as John Ruskin who reject the Roman stamps. Mr. Adams.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 3-hour period.

### URBS 373 - ADOLESCENT LITERACY

Semester Offered: Spring

1 unit(s)

(Same as EDUC 373) This course combines literacy research, theory, and practice in the context of adolescent learning. We engage in case study research about the cultural, semiotic, and identity literacies our students produce in contrast to the literacies that are sanctioned and mandated in formal schooling. We define literacy broadly, and consider reading, writing, visual literacy and multimodal literacy—including new technologies. We look at how (im)migration status, race, ethnic heritage, and linguistic identity intersect with youth literacy production. Finally, we explore how literacy training is

constructed through methods and curriculum with a special emphasis on diversity. Ms. Malsbary.

One 3-hour period.

### URBS 381 - URBANISM IN THE ANCIENT MEDITERRANEAN: POMPEII, AKROTIRI AND CONSTANTINOPLE

Semester Offered: Fall

1 unit(s)

(Same as GRST 381) Daily life in the ancient Mediterranean world revolved around urbanism, as cities defined and delineated the geographic and ideological landscapes of Greece and Rome. Incorporating contemporary urban and anthropological theories of the preindustrial city, this course draws on a multidisciplinary approach using archaeology, art, historiography, and literary and documentary evidence to investigate forms and expressions of urbanism in three highly disparate cities from the ancient world: Aegean Akrotiri, Roman Pompeii, and Late Antique Constantinople. Pompeii, richly documented through documentary, epigraphic, and archaeological evidence, occupies the course’s theoretical and practical center as a type-site for exploring ancient urbanism and the mechanisms of daily life. The course then addresses two other important cities and the unique methodological challenges they pose for ancient urban studies: Akrotiri, the 2nd millennium BCE port on the island of Santorini (Thera) was preserved by a 17th century BCE volcanic eruption and is now accessible only through study of its archaeological remains, and the Late Antique (4th-7th century CE) city of Constantinople which can be recovered now primarily through literary and documentary sources. Topics include city planning, politics and social organization, public and domestic space, infrastructure, religious practices, and trade and economic production. Ms. Olsen.

Prerequisite: previous coursework in Greek and Roman Studies or another related discipline and sophomore status.

Two 75-minute periods.

### URBS 392 - MULTIDISCIPLINARY METHODS IN ADOLESCENT EDUCATION

Semester Offered: Spring

1 unit(s)

(Same as EDUC 392) This course is designed to engage prospective middle and high school educators in developing innovative, culturally relevant, and socially responsive curricula in a specific discipline, as well as in exploring ways to branch inter-disciplinarily. In particular, students will strive to develop a practice that seeks to interrupt inequities in schooling and engender a transformative experience for all students. The first part of the course explores what it means to employ social justice, multicultural, and critical pedagogies in education through self-reflections, peer exchange, and class texts. The remainder of the course specifically looks at strategies to enact such types of education, focusing on methods, curriculum design, and assessment. Students will explore of a variety of teaching approaches and develop ways to adapt them to particular subject areas and to the intellectual, social, and emotional needs of adolescent learners. There will be a particular emphasis on literacy development and meeting the needs of English Language Learners. Ms. Hantzopoulos.

Prerequisite: EDUC 235.

One 2-hour period.

### URBS 399 - SENIOR INDEPENDENT WORK

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Individual project of reading or research, under supervision of one of the participating instructors.

## Victorian Studies Program

**Director:** Susan Zlotnick;

**Participating Faculty:** Wendy Graham (English), Paul Kane (English), Brian Lukacher (Art), Lydia Murdoch<sup>ab</sup> (History), Michael Pisani (Music Department), Ronald Sharp<sup>b</sup> (English), Susan Zlotnick (English).

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

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 for a list of such courses). Study in Britain may be desirable for qualified students.

**Required Courses:** At least 4 units from the following, in two disciplines

VICT 300	Thesis
ENGL 248	The Age of Romanticism, 1789-1832 (1)
ENGL 249	Victorian Literature: Culture and Anarchy (1)
ENGL 250	Victorian Poets (1)
ENGL 255	Nineteenth-Century British Novels (1)
ENGL 351	Studies in Nineteenth-Century British Literature (1)
ENGL 352	Romantic Poets: Rebels with a Cause (1)
ENGL 353	Romantic Poets: Rebels with a Cause (1)
HIST 121	Readings in Modern European History (1)
HIST 151	British History: James I (1603) to the Great War (1)
HIST 254	Victorian Britain (1)
HIST 355	Childhood and Children in Nineteenth-Century Britain (1)

### Interdepartmental

VICT 300	Thesis (1 or 2)
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### Recommended Courses

ART 262	Art and Revolution in Europe, 1789-1848 (1)
ART 263	Painters of Modern Life: Realism, Impressionism, Symbolism (1)
ART 272	Buildings and Cities after the Industrial Revolution (1)
ART 362	Seminar in Nineteenth-Century Art (1)
ENGL 325	Studies in Genre (1)
ENGL 329	American Literary Realism (1)
HIST 255	The British Empire (1)
PHIL 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.

**Correlate Sequence in Victorian Studies:** The correlate sequence in Victorian Studies requires six graded units beyond the 100-level from at least two disciplines. HIST 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

ENGL 248	The Age of Romanticism, 1789-1832 (1)
ENGL 249	Victorian Literature: Culture and Anarchy (1)
ENGL 250	Victorian Poets (1)
ENGL 255	Nineteenth-Century British Novels (1)
ENGL 351	Studies in Nineteenth-Century British Literature (1)
ENGL 352	Romantic Poets: Rebels with a Cause (1)
ENGL 353	Romantic Poets: Rebels with a Cause (1)
HIST 121	Readings in Modern European History (1)
HIST 151	British History: James I (1603) to the Great War (1)
HIST 254	Victorian Britain (1)
HIST 355	Childhood and Children in Nineteenth-Century Britain (1)

### Recommended Courses

ART 262	Art and Revolution in Europe, 1789-1848 (1)
ART 263	Painters of Modern Life: Realism, Impressionism, Symbolism (1)
ART 272	Buildings and Cities after the Industrial Revolution (1)
ART 362	Seminar in Nineteenth-Century Art (1)
ENGL 325	Studies in Genre (1)
ENGL 329	American Literary Realism (1)
HIST 255	The British Empire (1)
PHIL 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.

## VICTORIAN STUDIES

### VICT 290 - FIELD WORK

0.5 to 1 unit(s)

### VICT 298 - INDEPENDENT WORK

0.5 to 1 unit(s)

### VICT 300 - THESIS

1 to 2 unit(s)

### VICT 399 - SENIOR INDEPENDENT WORK

0.5 to 1 unit(s)

## Women's Studies Program

**Director:** Barbara A. Olsen;

**Steering Committee:** Abigail A. Baird<sup>b</sup> (Psychology), Rodica Diaconescu Blumenfeld<sup>b</sup> (Italian), Mita Choudhury (History), Colleen Ballerino Cohen<sup>b</sup> (Anthropology), Eve Dunbar<sup>a</sup> (English), Leslie C. Dunn (English), Diane Harriford (Sociology), Kathleen Hart (French and Francophone Studies), Susan Hiner (French and Francophone Studies), Jean M. Kane (English), Lydia Murdoch<sup>ab</sup> (History), Barbara A. Olsen (Greek and Roman Studies), Hiram Perez (English), Karen Robertson<sup>b</sup> (English), Jeffrey Schneider (German Studies), Jill S. Schneiderman (Earth Science and Geography), Susan Zlotnick (English);

**Participating Faculty:** Abigail A. Baird<sup>b</sup> (Psychology), Rodica Diaconescu Blumenfeld<sup>b</sup> (Italian), Light Carruyo (Sociology), Mita Choudhury (History), Colleen Ballerino Cohen<sup>b</sup> (Anthropology), Miriam Cohen (History), Lisa Gail Collins (Art), Eve Dunbar<sup>a</sup> (English), Leslie C. Dunn (English), Janet Gray (Psychology), Maria Hantzopoulos (Education), Diane Harriford (Sociology), Kathleen Hart (French and Francophone Studies), Susan Hiner (French and Francophone Studies), Jean M. Kane (English), Eileen Leonard (Sociology), Kathryn Libin<sup>a</sup> (Music), Molly S. McGlennen<sup>a</sup> (English), Seungsook Moon (Sociology), Jannay Morrow<sup>b</sup> (Psychology), Lydia Murdoch<sup>ab</sup> (History), Uma Narayan (Philosophy), Barbara A. Olsen (Greek and Roman Studies), Lizabeth Paravisini-Gebertb (Hispanic Studies), Hiram Perez (English), Peipei Qiu<sup>ab</sup> (Chinese and Japanese), Karen Robertson<sup>b</sup> (English), Jeffrey Schneider (German Studies), Jill S. Schneiderman (Earth Science and Geography), Vinay Swamy (French and Francophone Studies), Silke von der Emde (German Studies), Denise A. Walen<sup>b</sup> (Drama), Susan Zlotnick (English).

<sup>a</sup> On leave 2015/16, first semester

<sup>b</sup> On leave 2015/16, second semester

<sup>ab</sup> On leave 2015/16

**Requirements for the Concentration:** 12 units elected from at least three disciplines, including: (1) WMST 130 - Introduction to Women's Studies; (2) 2 units selected from WMST 240, WMST 241, WMST 245, WMST 251, WMST 277; (3) 1 unit in feminist theory, chosen from WMST 250, WMST 381, or an equivalent course approved by the steering committee by petition; (4) WMST 299 - Thesis Preparation and WMST 301 - Senior Thesis or Project-WMST 302 - Senior Thesis or Project, a 1-unit essay or project in the senior year; (5) WMST 375 - Seminar in Women's Studies; (6) in addition to the thesis and WMST 375, 2 units at the 300-level selected from Women's Studies program courses or the list of Women's Studies Approved Courses (300-level courses must be taken from no fewer than two departments or programs); (7) additional Women's Studies courses selected from program courses or the list of Women's Studies Approved 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. No more than 2 units at the 100-level may count towards the Women's Studies minimum requirement of 12 units. The senior thesis is graded.

**Senior-Year Requirements:**

WMST 299 Thesis Preparation

WMST 301 Senior Thesis or Project  
and

WMST 302 Senior Thesis or Project

**Correlate Sequence in Women's Studies:** 6 graded units including: (1) WMST 130 - Introduction to Women's Studies; (2) 1 unit chosen from WMST 240, WMST 241, WMST 245, WMST 277, WMST 251; (3) 1 unit in feminist theory, chosen from WMST 250, or an equivalent course approved by the steering committee by petition; (4) 3 other courses from the list of Women's Studies 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.

In addition to the WMST program courses, the following courses are approved for credit in WMST. Students are responsible for checking with the home department or program for information about when courses will be offered and to be certain to meet the course prerequisites and/or secure appropriate permissions. If you have a question about a course not listed below, please contact the Women's Studies Program Director.

### Approved Courses

ANTH 255	Language, Gender, and Media
ART 251	Modern America: Visual Culture from the Civil War to WWII
ASIA 369	Masculinities: Global Perspectives
SOCI 369	Masculinities: Global Perspectives
BIOL 384	The Ecology of Evolution
DRAM 337	Seminar in Para-theater
EDUC 278	Education for Peace, Justice and Human Rights
EDUC 353	Pedagogies of Difference: Critical Approaches to Education
ENGL 101	The Art of Reading and Writing
ENGL 170	Approaches to Literary Studies
ENGL 177	Special Topics
ENGL 262	Postcolonial Literatures
ENGL 265	Selected Author Topic: Jane Austen (Ms. Zlotnick)
ENGL 330	American Modernism
ENGL 340	Studies in Medieval Literature Topic: Prostitutes, Virgins, Brewers, Nuns: Medieval Women Writers and Readers (Ms. Kim)
ENGL 351	Studies in Nineteenth-Century British Literature Topic: The Bronte Sisters (Ms. Zlotnick)
FILM 216	Genre: Romantic Comedy
FILM 337	Indian National Cinema
FREN 355	Cross-Currents in French Culture Women in the Margins
GEOG 242	Brazil: Society, Culture, and Environment in Portuguese America (Same as LALS 242)
HISP 228	Modern Spain Virgins, Vamps and Terrorists: Women, Gender and Modern Spain
HIST 231	France and its "Others"
HIST 254	Victorian Britain
HIST 369	Social Citizenship in an Urban Age
JWST 350	Confronting Modernity
LALS 383	Nation, Race and Gender in Latin America and the Caribbean - Senior Seminar
POLI 247	The Politics of Difference
SOCI 250	Sex, Gender, and Society
SOCI 259	Social Stratification
SOCI 317	Women, Crime, and Punishment
SOCI 369	Masculinities: Global Perspectives
URBS 254	Victorian Britain
URBS 369	Social Citizenship in an Urban Age

## I. INTRODUCTORY

### WMST 110 - GENDER, SOCIAL PROBLEMS AND SOCIAL CHANGE

1 unit(s)

(Same as SOCI 110) This course introduces students to a variety of social problems using insights from political science, sociology, and gender studies. We begin with an exploration of the sociological perspective, and how social problems are defined as such. We then examine the general issues of inequalities based on economic and employment status, racial and ethnic identity, and gender and sexual orientation. We apply these categories of analysis to problems facing the educational system and the criminal justice system. As we

examine specific issues, we discuss political processes, social movements, and individual actions that people have used to address these problems. Ms. Leonard.

Prerequisite: with permission of the instructor.

This class is taught at the Taconic Correctional Facility for Women to a combined class of Vassar and Taconic students.

Not offered in 2015/16.

One 3-hour period.

### **WMST 130 - INTRODUCTION TO WOMEN'S STUDIES**

Semester Offered: Fall and Spring

1 unit(s)

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 periods.

### **WMST 160 - ISSUES IN FEMINISM: BODIES AND TEXTS**

1 unit(s)

Not offered in 2015/16.

### **WMST 181 - REPRODUCTION, FAMILIES AND SOCIAL POLICY**

Semester Offered: Fall

1 unit(s)

(Same as POLI 181, STS 181) This course studies both social and biological dimensions surrounding family formation in the contemporary United States. Families are undergoing radical transformation as a result of rapid change in scientific knowledge, reproductive technologies and social organization. Topics may include: contraception, pre-natal testing, birthing technologies, and assigning parentage and custody. We will investigate the profound ways in which changes in such areas affect understanding of, and social supports for, families in United States society. Ms. Pokrywka and Ms. Shanley.

Prerequisite: permission of the instructor.

This course is taught at the Taconic Correctional Facility for Women to a combined class of Vassar and Taconic students.

## **II. INTERMEDIATE**

### **WMST 201 - INTRODUCTION TO QUEER STUDIES**

Semester Offered: Fall

1 unit(s)

This course offers an introduction to queer theories and methodologies as a form of inquiry that emerged out of and alongside feminism, LGBT liberation movements and AIDS activism. In addition to exploring the experiences of LBGQT individuals and communities in a global context, the course focuses on the historical emergence of a variety of sexual and gender identities as well as the political strategies they pursued. Special attention is paid to the way sexuality intersects with gender, nationality, race, class, and dis/ability. Mr. Krell and Mr. Schneider.

Prerequisites: Women's Studies 130 or permission of the instructor.

Two 75-minute periods.

### **WMST 203 - WOMEN IN GREEK AND ROMAN HISTORY AND MYTH**

Semester Offered: Fall

1 unit(s)

(Same as GRST 203) Greek and Roman literary and historical accounts abound with vividly drawn women such as Helen, Antigone, Medea, Livia, and Agrippina, the mother of Nero. But how representative were such figures of the daily lives of women throughout Greek and Roman antiquity? This course investigates the images and realities of women in the ancient Greek and Roman world, from the Greek Late Bronze Age (c. 1200 BCE) to the Roman Empire (up to the III c. CE) by juxtaposing evidence from literature, historical sources, and archaeological material. Throughout, the course examines the complex ways in which ancient women interacted with the institutions of the state, the family, religion, and the arts. Ms. Olsen.

Two 75-minute periods.

### **WMST 204 - GENDER AND SEXUALITY IN ROMAN CULTURE**

Semester Offered: Fall

1 unit(s)

(Same as GRST 204) This course examines in detail the sexual attitudes and behaviors of the ancient Romans and the gender roles that both shaped and were shaped by those attitudes. We study selections from ancient Greek and Roman literature, examine artistic remains, and read articles written by prominent scholars of ancient Rome. While the readings are in roughly chronological order, the course is principally organized by topic (e.g., a day for "Roman pederasty" or "Vestal virgins"). All readings are in English translation. Mr. Corbeill.

Two 75-minute periods.

### **WMST 210 - DOMESTIC VIOLENCE**

Semester Offered: Fall

1 unit(s)

(Same as SOCI 210) 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.

### **WMST 214 - TRANSNATIONAL PERSPECTIVES ON WOMEN AND WORK**

Semester Offered: Spring

1 unit(s)

(Same as LALS 214 and SOCI 214) This class is a theoretical and empirical exploration of women's paid and unpaid labor. We examine how women's experiences as workers — across space, place, and time — interact with larger economic structures, historical moments, and narratives about womanhood. We pay particular attention to the ways in which race, class, gender, sexuality and citizenship intersect and shape not only women's relationships to work and family, but to other women workers (at times very differently geopolitically situated). We are attentive to the construction of women workers, the work itself, and the meanings women give to production, reproduction, and the global economy. Ms. Carruyo.

Two 75-minute periods.

**WMST 215 - PRE-MODERN DRAMA: TEXT AND PERFORMANCE BEFORE 1800**

Semester Offered: Spring

1 unit(s)

Study of selected dramatic texts and their embodiment both on the page and the stage. Authors, critical and theoretical approaches, dramatic genres, historical coverage, and themes may vary from year to year.

Topic for 2015/16b: *Gender Transgression on the Early Modern Stage*. This course explores the theatre as a site for representing challenges to the gendered social order of early modern England. Our subjects include cross-dressing women (and men!), disobedient wives, scolds, witches, husband-murderers, incestuous siblings, and characters whose erotic desires cross boundaries of both gender and class. The plays are varied: some were staged in public theatres or at court, others read in private homes; some plots were drawn from history and legend, others "ripped from the headlines;" some were written by men, others by women. Our approaches to them will be various as well: we will situate them in their historical and cultural contexts, examine their structure and language, and read them through the lens of contemporary theory and criticism. Throughout the semester we'll pay special attention to the plays as plays, learning to read them as scripts for performance, watching videos, and occasionally performing scenes ourselves. Ms. Dunn.

Two 75-minute periods.

**WMST 218 - LITERATURE, GENDER, AND SEXUALITY**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 218 and ENGL 218) This course considers matters of gender and sexuality in literary texts, criticism, and theory. The focus varies from year to year, and may include study of a historical period, literary movement, or genre; constructions of masculinity and femininity; sexual identities; or representations of gender in relation to race and class.

Topic for 2015/16a: *Queer of Color Critique*. "Queer of Color Critique" is a form of cultural criticism modeled on lessons learned from woman of color feminism, poststructuralism, and materialist and other forms of analysis. As Roderick Ferguson defines it, "Queer of color analysis...interrogates social formations as the intersections of race, gender, sexuality, and class with particular interest in how those formations correspond with and diverge from nationalist ideals and practices." This course considers what interventions the construction "queer of color" makes possible for queer theory, LGBT scholarship and activism, and different models of ethnic studies. We will assess the value and limitations of queer theory's "subjectless critique" (in other words, its rejection of identity as a "fixed referent") in doing cultural and political work. What kind of complications (or contradictions) does the notion "queer of color" present for subjectless critique? How might queer of color critique inform political organizing? Particular attention will be devoted to how "queer" travels. Toward this end, students will determine what conflicts are presently shaping debates around sexuality in their own communities and consider how these debates may be linked to different regional, national or transnational politics. Throughout the semester, we evaluate what "queer" means and what kind of work it enables. Is it an identity or an anti-identity? A verb, a noun, or an adjective? A heuristic device, a counterpublic, a form of political mobilization or perhaps even a kind of literacy? Mr. Perez.

Topic for 2015/16b: *Black Feminism: From the Combahee River Collective to Beyonce as feminist figure*, this course will push you to consider the ways in which black American women have historically and contemporaneously negotiated the intersections between race, class, gender, and sexuality in order to formulate their own feminist theory and praxis. Ms. Dunbar.

Two 75-minute periods.

**WMST 219 - QUEERING THE ARCHIVE**

1 unit(s)

This course provides a review of the methodologies and theories for collecting oral histories and other forms of archiving, with attention specifically to the difficulties attending histories of queer sexualities and gender non-conformity. As a class, we learn about the practice and politics of archiving, speaking with archivists from Vassar Library's Special Collections, the Black Gay and Lesbian Archive at the Schomburg Center, and the Lesbian Herstory Archive, as well as practitioners and scholars of public and/or oral histories, both in and outside the academy and across disciplinary boundaries. We strive in this course to think expansively and creatively about what exactly constitutes archives and artifacts. As we learn and practice methodologies for oral history, we inquire also into what it might mean to queer those practices, especially if we think of "queerness" as anti-disciplinary. Mr. Perez.

Prerequisite: WMST 130 or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

**WMST 228 - MODERN SPAIN**

Semester Offered: Fall

1 unit(s)

(Same as HISP 228) Studies in Spanish literary and cultural production from the beginning of the Bourbon monarchy to the present.

Topic for 2015/16a: *Virgins, Vamps and Terrorists: Women, Gender and Modern Spain*. In this course we familiarize ourselves with the various ways of seeing the Spanish Woman from the late nineteenth century to the beginning of the twenty first century by those who have sought to define her: intellectuals, politicians, scientists, historians, doctors, priests, and nuns. By analyzing feminist responses to these prescriptions, we question how images of women have been produced and interpreted through the dichotomy of the virgin/whore. By studying literary (novel, poetry, drama) and (audio) visual texts (film, television shows, magazines, posters, comics), we trace the ways in which this dualism has been promoted or undermined in order to uphold or attack the interests of nationalisms, class hierarchies, division of labor, gender-sex construction, religion, understandings of space, and terrorism. Ms. Woods.

Two 75-minute periods.

**WMST 231 - WOMEN MAKING MUSIC**

1 unit(s)

(Same as MUSI 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 music 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. Ms. Libin.

Prerequisite: one unit in Music, or Women's Studies, or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

**WMST 234 - WOMEN IN AMERICAN MUSICAL THEATER**

Semester Offered: Spring

1 unit(s)

(Same as DRAM 234) This course focuses on the role of female characters in the American Musical Theater. The musical is both a populist and nonconventional form of drama, as such it both reflects contemporary assumptions of gendered behavior and has the potential to challenge conventional notions of normative behavior. Through an examination of librettos, music, and secondary sources covering shows from *Show Boat* to *Spring Awakening* the class will examine the

way American Musicals have constructed and represented gendered identities. The class is organized thematically and will also consider issues of race, class, and sexuality as they intersect with issues of gender. Ms. Walen.

Prerequisites: DRAM 221/DRAM 222 or WMST 130.  
Two 75-minute periods.

### **WMST 240 - GENDER IN AMERICAN POPULAR MEDIA**

Semester Offered: Fall

1 unit(s)

This course sets out to study the intersections between American popular culture and the politics of gender, race, class, and sex. Objects of study may include dolls and other toys as well as a variety of television and film genres, including classical Hollywood, documentaries, talk shows, music videos, cartoons, pornography, and independent film. Readings draw on a number of important contributions in feminist cultural analysis, cultural studies, psychoanalysis, and journalism from across the humanities and social sciences. Ms. Robertson.

Prerequisites: WMST 130 or permission of the instructor.  
Two 75-minute periods.

### **WMST 241 - TOPICS IN THE CONSTRUCTION OF GENDER**

Semester Offered: Spring

1 unit(s)

(Same as AFRS 241) This course examines the construction of gender as a social category and introduces students to various methodologies of gender studies and feminist analysis. Particular attention is given to the connections between gender, class, race, sex, and sexual identity. Topics vary from year to year and may include the study of gender in the context of a particular historical period, medicine and science, or the arts and literature. May be repeated for credit if the topic has changed.

Topic for 2015/16b: *Race, Anti/Colonialisms, and Queering Music Performance*. The course examines music performance in/as activism, with an emphasis on the constructions of race, gender, sexuality, class/caste, and national belonging, in various global contexts. The class features a practice component. Students make music, performance, and/or electronic art (with a choice as to which), with the aid of the instructor and a guest artist brought in for a two-week workshop funded by the Creative Arts Across Discipline grant. No previous performance, artistic or musical training is required. Texts are interdisciplinary, drawing from performance theory, musicology, and ethnomusicology, film, and media studies. Mr. Krell.

Prerequisite: WMST 130 or permission of the instructor.

This course is crosslisted with Music and and qualifies as a 200-level elective in the Music and Culture correlate.

Two 75-minute periods.

### **WMST 245 - MAKING WAVES: TOPICS IN FEMINIST ACTIVISM**

1 unit(s)

This course is a study of feminist activism in all its forms. Topics vary from year to year and may include the examination of first-, second-, or third-wave feminism, as well as feminist moments that offer alternatives to the "wave" model, including pre-modern and non-western challenges to the legal, social, and economic restrictions on women. May be repeated for credit if the topic has changed. Ms. Blumenfeld.

Prerequisite: WMST 130 or permission of the instructor.

Not offered in 2015/16.

Two 75-minute periods.

### **WMST 250 - FEMINIST THEORY**

Semester Offered: Fall

1 unit(s)

(Same as PHIL 250) The central purpose of the course is to understand a variety of theoretical perspectives in feminism-including liberal, radical, socialist, psychoanalytic and postmodern perspectives. We will explore how each of these feminist perspectives is indebted to more 'mainstream' theoretical frameworks (for example, to liberal political theory, Marxism, and psychoanalysis). We will also examine the ways in which each version of feminist theory raises new questions and challenges for these 'mainstream' theories. We will attempt to understand the theoretical resources that each of these perspectives provides the projects of feminism, how they highlight different aspects of women's oppression and offer a variety of different solutions. We will look at the ways in which issues of race, class and sexuality figure in various theoretical feminist perspectives and consider the divergent takes that different theoretical perspectives offer on issues such as domestic violence, pornography, housework and childcare, economic equality, and respect for cultural differences. Ms. Narayan.

Prerequisite: one unit of Philosophy or Women's Studies.  
Two 75-minute periods.

### **WMST 251 - GLOBAL FEMINISM**

Semester Offered: Fall

1 unit(s)

(Same as INTL 251) The course focuses on several different forms of work that women, mostly in Third World countries, do in order to earn their livelihood within the circuits of the contemporary global economy. The types of work we examine include factory work, home-based work, sex work, office work, care work, informal sector work and agricultural labor. We consider how these forms of work both benefit and burden women, and how women's work interacts with gender roles, reinforcing or transforming them. We also consider some of the general aspects of economic globalization and how it affects poor working women; migration within and across national borders, urbanization, the spread of a culture of consumption, and ecological devastation. Ms. Narayan

Two 75-minute periods.

### **WMST 254 - BIO-POLITICS OF BREAST CANCER**

1 unit(s)

(Same as STS 254) We examine the basic scientific, clinical and epidemiological data relevant to our current understanding of the risks (including genetic, hormonal and lifestyle 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 in shaping research, treatment and policy strategies related to breast cancer. Ms. Gray.

Not offered in 2015/16.

Two 75-minute periods.

### **WMST 259 - THE HISTORY OF THE FAMILY IN EARLY MODERN EUROPE**

Semester Offered: Spring

1 unit(s)

(Same as HIST 259) 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.

Two 75-minute periods.

### **WMST 260 - SEX & REPRODUCTION IN 19TH CENTURY UNITED STATES: BEFORE MARGARET SANGER**

Semester Offered: Fall

1 unit(s)

(Same as HIST 260) Focusing on the United States from roughly 1800 to 1900, this course explores sex and reproduction and their relationship to broader transformations in society, politics, and women's rights. Among the issues considered are birth patterns on the frontier and in the slave South; industrialization, urbanization, and falling fertility; the rise of sex radicalism; and the emergence of "heterosexual" and "homosexual" as categories of identity. The course examines public scandals, such as the infamous Beecher-Tilton adultery trial, and the controversy over education and women's health that was prompted by the opening of Vassar College. The course ends by tracing the complex impact of the Comstock law (1873) and the emergence of a modern movement for birth control. Ms. Edwards.

Two 75-minute periods.

### **WMST 261 - WOMEN IN 20TH CENTURY AMERICA**

1 unit(s)

(Same as HIST 261) How did class, race, and ethnicity combine with gender to shape women's lives in the twentieth century? Beginning in 1890 and ending at the turn of this century, this course looks at changes in female employment patterns, how women from different backgrounds combined work and family responsibilities and women's leisure lives. We also study women's activism on behalf of political rights, moral reform, racial and economic equality, and reproductive rights. Readings include memoirs, novels, government documents, and feminist political tracts. Ms. Cohen.

Not offered in 2015/16.

Two 75-minute periods.

### **WMST 262 - NATIVE AMERICAN WOMEN**

1 unit(s)

(Same as AMST 262) In an effort to subjugate indigenous nations, colonizing and Christianizing enterprises in the Americas included the implicit understanding that subduing Native American women through rape and murder maintained imperial hierarchies of gender and power; this was necessary to eradicate Native people's traditional egalitarian societies and uphold the colonial agenda. Needless to say, Native women's stories and histories have been inaccurately portrayed, often tainted with nostalgia and delivered through a lens of western patriarchy and discourses of domination. Through class readings and writing assignments, discussions and films, this course examines Native women's lives by considering the intersections of gender and race through indigenous frameworks. We expose Native women's various cultural worldviews in order to reveal and assess the importance of indigenous women's voices to national and global issues such as sexual violence, environmentalism, and health. The class also takes into consideration the shortcomings of western feminisms in relation to the realities of Native women and Native people's sovereignty in general. Areas of particular importance to this course are indigenous women's urban experience, Haudenosaunee influence on early U.S. suffragists, indigenous women in the creative arts, third-gender/two-spiritedness, and Native women's traditional and contemporary roles as cultural carriers. Ms. McGlennen.

Not offered in 2015/16.

Two 75-minute periods.

### **WMST 264 - AFRICAN AMERICAN WOMEN'S HISTORY**

1 unit(s)

(Same as AFRS 264) In this interdisciplinary course, we explore the roles of black women in the U.S. as thinkers, activists, and creators during the nineteenth, twentieth, and twenty-first 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.

Not offered in 2015/16.

Two 75-minute periods.

### **WMST 270 - GENDER AND SOCIAL SPACE**

Semester Offered: Fall

1 unit(s)

(Same as GEOG 270 and URBS 270) 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.

Two 75-minute periods.

### **WMST 277 - GENDER AND NATURE**

1 unit(s)

In this course we will think carefully about the concepts of "nature" and the "natural." What are the various American myths about nature? How are the concepts of "nature" and the "natural" used in American culture to justify social inequalities based on gender, race, and class? What are the consequences for environments, both natural and built, of American myths about nature? We will consider the relationship between these questions and their utility for addressing 21st century environmental issues. Students will gain practical experience using interdisciplinary resources and methods and will encounter time periods ranging from the colonial to contemporary. We will emphasize writing and critical thinking. Reading materials will include historical narratives, political polemics, personal stories, and theoretical analyses. Students will acquire tools to evaluate mainstream and radical environmental discourse. Ultimately students will attend to the complexly intertwined representations of nature, gender, race, class and sexuality in U.S. popular culture. Ms. Schneiderman.

Not offered in 2015/16.

Two 75-minute periods.

### **WMST 281 - GENDER AND SCIENCE**

Semester Offered: Spring

1 unit(s)

(Same as STS 281) This multidisciplinary course critically examines the intersections between science and the categories of gender, race, class, and sexuality. The course explores the ways that science and culture construct such categories and how the constructions play out in society. We consider how these constructions and the practice of science matter in terms of health care, education, food, the environment, safety, careers, and power in society. We examine the historical and current relationships between "western" science, multicultural sciences, imperialism, and economic globalization. Throughout the course, we ask how the social institution and power of science itself is affected by gender, race, class, and sexuality. For instance, who does science and who decides which projects to pursue and what constitutes a "fact"? Finally, we investigate alternative approaches to constructing knowledge. Ms. Schneiderman.

Two 75-minute periods.

**WMST 290 - FIELD WORK**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisite for fieldwork: 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.

**WMST 297 - READING COURSES**

Semester Offered: Fall and Spring

0.5 unit(s)

Topic for 297.01/51: *Queer Theory*. The program.Topic for 297.02/52: *Lesbian Sex and Politics in the United States*. The program.Topic for 297.03/53: *Constructing American Masculinities*. The program.Topic for 297.04/54: *Women and Sport*. The program.**WMST 298 - INDEPENDENT STUDY**

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisite for 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.

**WMST 299 - THESIS PREPARATION**

Semester Offered: Fall

0.5 unit(s)

A graded 0.5 unit co-requisite of the Senior Thesis, taken in the first half of the fall semester in the senior year.

1st 6-week course.

**III. ADVANCED****WMST 301 - SENIOR THESIS OR PROJECT**

Semester Offered: Fall

0.5 unit(s)

A 1-unit thesis or project written in two semesters.

Yearlong course 301-WMST 302.

**WMST 302 - SENIOR THESIS OR PROJECT**

Semester Offered: Spring

0.5 unit(s)

A 1-unit thesis or project written in two semesters.

Yearlong course WMST 301-302.

**WMST 306 - WOMEN'S MOVEMENTS IN ASIA**

1 unit(s)

(Same as ASIA 306 and SOCI 306) 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.

Not offered in 2015/16.

One 2-hour period.

**WMST 317 - WOMEN, CRIME, AND PUNISHMENT**

Semester Offered: Spring

1 unit(s)

(Same as SOCI 317) This course begins with a comparative analysis of the involvement of men and women in crime in the United States and explanations offered for the striking variability. It proceeds by examining the exceptionally high rate of imprisonment for women in the U.S., the demographics of those who are imprisoned, the crimes they are convicted of, and the conditions under which they are confined. It deals with such issues as substance abuse problems, violence against women, medical care in prison, prison programming and efforts at rehabilitation, legal rights of inmates, and family issues, particularly the care of the children of incarcerated women. It also examines prison friendships, families, and sexualities, and post-release. The course ends with a consideration of the possibilities of a fundamental change in the current US system of crime and punishment specifically regarding women. Ms. Leonard.

One 2-hour period.

**WMST 318 - LITERARY STUDIES IN GENDER AND SEXUALITY**

Semester Offered: Fall

1 unit(s)

(Same as ENGL 318) Advanced study of gender and sexuality in literary texts, theory and criticism. The focus will vary from year to year but will include a substantial theoretical or critical component that may draw from a range of approaches, such as feminist theory, queer theory, transgender studies, feminist psychoanalysis, disability studies and critical race theory.

Topic for 2015/16a: *Feminist Approaches to the Representation of Rape* The representation of rape has been central in the Western literary tradition providing a pretext for aggression and revenge since the Iliad. These stories, foundational to narratives of the making of political entities, are repeated and recycled in the literary tradition. Yet the subjectivity of the raped woman continues to confound. Her silence seems necessary. This course considers the classical figures of Lucrece, Lavinia, and Philomel and their translation into the English literary tradition in the work of Chaucer and Shakespeare. We then turn to recent feminist work on the representation of rape. Authors may include Alcoff, Higgins and Silver, Walker, and films such as *Thelma and Louise* and *The Accused*. Ms. Robertson.

Open to Juniors and Seniors with two units of 200-level work in English or by permission of the instructor.

One 2-hour period.

**WMST 321 - FEMINISM, KNOWLEDGE, PRAXIS**

Semester Offered: Fall

1 unit(s)

(Same as SOCI 321) How do feminist politics inform how research, pedagogy, and social action are approached? Can feminist anti-racist praxis and insights into issues of race, power and knowledge, intersecting inequalities, and human agency change the way we understand and represent the social world? We discuss several qualitative approaches used by feminists to document the social world (e.g. ethnography, discourse analysis, oral history). Additionally, we explore and engage with contemplative practices such as mediation, engaged listening, and creative-visualization. Our goal is to develop an understanding of the relationship between power, knowledge and action and to collectively envision healing forms of critical social inquiry. Ms. Carruyo.

One 2-hour period.

**WMST 331 - GENDER, RESOURCES, AND JUSTICE**

1 unit(s)

(Same as ESSC 331) This multidisciplinary course acquaints students with the debates and theoretical approaches involved in understanding



resource issues from a gender and justice perspective. It is intended for those in the social and natural sciences who, while familiar with their own disciplinary approaches to resource issues, are not familiar with gendered perspectives on resource issues and the activism that surrounds them. It is also appropriate for students of gender studies unfamiliar with feminist scholarship in this area. Increasing concern for the development of more sustainable production systems has led to consideration of the ways in which gender, race, and class influence human-earth interactions. The course examines conceptual issues related to gender studies, earth systems, and land-use policies. It interrogates the complex intersections of activists, agencies and institutions in the global arena through a focus on contested power relations. The readings, videos, and other materials used in the class are drawn from both the South and the North to familiarize students with the similarities and differences in gendered relationships to the earth, access to resources, and resource justice activism. Ms. Schneiderman.

Not offered in 2015/16.  
One 2-hour period.

### WMST 341 - STUDIES IN THE RENAISSANCE

Semester Offered: Fall

1 unit(s)

Intensive study of selected Renaissance texts and the questions they raise about their context and interpretation.

Topic for 2015/16a: *Sex And The City In 1600: Gender, Marriage, Family, and Sexuality In Early Modern London*. This course explores everyday life in the rapidly expanding early modern metropolis of London at the turn of the 16th and 17th centuries. We pay special attention to religious, social, legal as well as informal control mechanisms that influenced issues of gender, marriage, and sexuality in various layers of London society. We anchor our investigations in a handful of plays by Beaumont, Dekker, Jonson, Marston, Middleton, and Shakespeare, but also explore ballads, homilies, conduct books, legal and travel narratives, pamphlets, treatises, works by female authors, and other literary and non-literary texts. Mr. Márkus.

One 2-hour period.

### WMST 355 - CHILDHOOD AND CHILDREN IN NINETEENTH-CENTURY BRITAIN

1 unit(s)

(Same as HIST 355) 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.

Not offered in 2015/16.

### WMST 362 - SENIOR SEMINAR: WOMEN IN JAPANESE AND CHINESE LITERATURE

1 unit(s)

(Same as ASIA 362 and CHJA 362) 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 the instructor.

Not offered in 2015/16.

One 2-hour period.

### WMST 366 - ART AND ACTIVISM IN THE UNITED STATES

1 unit(s)

(Same as AFRS 366, AMST 366, and ART 366) *Vision and Critique in the Black Arts and Women's Art Movements in the United States*. Focusing on the relationships between visual culture and social movements in the U.S., this seminar examines the arts, institutions, and ideas of the Black Arts movement and Women's Art movement of the 1960s and 1970s. Analyzing paintings, photographs, posters, quilts, collages, murals, manifestos, mixed-media works, installations, films, performances, and various systems of creation, collaboration, and display, we explore connections between art, politics, and society. Ms. Collins.

Prerequisite: permission of the instructor.

One 2-hour period.

### WMST 367 - ARTISTS' BOOKS FROM THE WOMEN'S STUDIO WORKSHOP

1 unit(s)

(Same as AMST 367 and ART 367) In this interdisciplinary seminar, we explore the limited edition artists' books created through the Women's Studio Workshop in Rosendale, New York. Founded in 1974, the Women's Studio Workshop encourages the voice and vision of individual women artists, and women artists associated with the workshop have, since 1979, created over 180 hand-printed books using a variety of media, including hand-made paper, letterpress, silk-screen, photography, intaglio, and ceramics. Vassar College recently became an official repository for this vibrant collection which, in the words of the workshop's co-founder, documents "the artistic activities of the longest continually operating women's workspace in the country." Working directly with the artists' books, this seminar will meet in Vassar Library's Special Collections and closely investigate the range of media, subject matter, and aesthetic sensibilities of the rare books, as well as their contexts and meanings. We will also travel to the Women's Studio Workshop to experience firsthand the artistic process in an alternative space. Ms. Collins.

Prerequisite: permission of the instructor.

Not offered in 2015/16.

One 2-hour period.

### WMST 370 - FEMINIST PERSPECTIVES ON ENVIRONMENTALISM

1 unit(s)

(Same as ENST 370 and ESSC 370) In this seminar we explore some basic concepts and approaches within feminist environmental analysis paying particular attention to feminist theory and its relevance to environmental issues. We examine a range of feminist research and analysis in 'environmental studies' that is connected by the recognition that gender subordination and environmental destruction are related phenomena. That is, they are the linked outcomes of forms of interactions with nature that are shaped by hierarchy and dominance, and they have global relevance. The course helps students discover the expansive contributions of feminist analysis and action to environmental research and advocacy; it provides the chance for students to apply the contributions of a feminist perspective to their own specific environmental interests. Ms. Schneiderman.

Prerequisite: permission of the instructor; WMST 130 recommended.

Not offered in 2015/16.

One 2-hour period.

### WMST 375 - SEMINAR IN WOMEN'S STUDIES

Semester Offered: Spring

1 unit(s)

Topic for 2015/16b: *Gender and the Civil Rights Movement in the U.S.* (Same as AFRS 375 and AMST 375) In this interdisciplinary

course, we examine the modern civil rights movement in the U.S. by foregrounding the roles and experiences of women, particularly African American women. Attentive to issues of race, class, gender, and sexuality, we study the various constraints on—and possibilities for—women activists during the movement, and theorize the impact of women's activism on U.S. society. Ms. Collins.

Prerequisite: WMST 130.

May be repeated for credit if the topic has changed.

One 2-hour period.

### WMST 380 - ENGLISH SEMINAR

1 unit(s)

Not offered in 2015/16.

### WMST 381 - HOW QUEER IS THAT?

Semester Offered: Spring

1 unit(s)

This course sets out to examine what, exactly, constitutes the object of inquiry in queer studies. What is sexuality, and how does it relate to gender, race, class, or nation? Does homosexuality designate one transhistorical and transcultural phenomenon, or do we need to distinguish premodern same-sex practices from the modern identities that emerged in the 19th century? As part of investigating the terms and methodologies associated with queer studies, the course will interrogate competing narratives about the origins of homosexuality and what is at stake in any given account. Special attention will also be paid to the intellectual and political connections between queer studies and feminism, critical race studies, postcolonialism, Marxism, etc. Additional topics may include bisexuality, tensions between mainstream tactics and subcultural formations, the closet, coming out, popular culture, debates around gay marriage, and similarities and differences between lesbian and gay culture. Readings and films will draw on works by Butler, Foucault, Freud, Halberstam, Halperin, de Lauretis, Lorde, E. Newton, Rich, M. Riggs, Sedgwick, and Wilde. Mr. Perez.

Prerequisite: permission of the instructor; WMST 130 and relevant 200-level course desirable.

One 2-hour period.

### WMST 382 - MARIE-ANTOINETTE

1 unit(s)

(Same as HIST 382) More than 200 years after her death, Marie-Antoinette continues to be an object of fascination because of her supposed excesses and her death at the guillotine. For her contemporaries, Marie-Antoinette often symbolized all that was wrong in French body politic. Through the life of Marie-Antoinette, we investigate the changing political and cultural landscape of eighteenth-century France including the French Revolution. Topics include women and power, political scandal and public opinion, fashion and self-representation, motherhood and domesticity, and revolution and gender iconography. Throughout the course, we explore the changing nature of the biographical narrative. The course also considers the legacy of Marie Antoinette as martyr and fetish object in the nineteenth and twentieth centuries and her continuing relevance today. Ms. Choudhury.

Not offered in 2015/16.

### WMST 384 - TRANSNATIONAL QUEER: GENDERS, SEXUALITIES, IDENTITIES

1 unit(s)

(Same as CLCS 384 and INTL 384) What does it mean to be Queer? This seminar examines, critiques, and interrogates queer identities and constructions in France and North America. In what ways do diverse cultures engage with discourses on gender and sexuality? Can or should our understanding of queerness change depending on cultural contexts? Through guest lectures and discussion seminars, the course examines a broad range of queer cultural production, from

fiction to cinema and performance. Topics include such diverse issues as queer bodies, national citizenship, sexual politics, legal discourse, and aesthetic representation. All lectures, readings, and discussions are in English. Mr. Swamy.

Prerequisites: Freshman Writing Seminar and one 200-level course.

By special permission.

Not offered in 2015/16.

One 3-hour period.

### WMST 385 - WOMEN, CULTURE, AND DEVELOPMENT

1 unit(s)

(Same as INTL 385, LALS 385 and SOCI 385) This course examines the ongoing debates within development studies about how integration into the global economy is experienced by women around the world. Drawing on gender studies, cultural and global political economy, we explore the multiple ways in which women struggle to secure wellbeing, challenge injustice, and live meaningful lives. Ms. Carruyo.

Not offered in 2015/16.

### WMST 399 - SENIOR INDEPENDENT STUDY

Semester Offered: Fall or Spring

0.5 to 1 unit(s)

Prerequisite for 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.

# Yiddish Language

See: Self-Instructional Language Program

## I. INTRODUCTORY

### YIDD 105 - BEGINNING YIDDISH

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 105-YIDD 106.

### YIDD 106 - BEGINNING YIDDISH

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course YIDD 105-106.

## II. INTERMEDIATE

### YIDD 210 - INTERMEDIATE YIDDISH

Semester Offered: Fall

1 unit(s)

Special Permission.

Year long course 210-YIDD 211.

### YIDD 211 - INTERMEDIATE YIDDISH

Semester Offered: Spring

1 unit(s)

Special Permission.

Year long course YIDD 210-211.

## III. ADVANCED

### YIDD 310 - ADVANCED YIDDISH

Semester Offered: Fall

1 unit(s)

Special Permission.

Yearlong course 310-YIDD 311.

### YIDD 311 - ADVANCED YIDDISH

Semester Offered: Spring

1 unit(s)

Special Permission.

Yearlong course YIDD 310-311.

# College Organization

## BOARD OF TRUSTEES 2015-16

William A. Plapinger '74, P'10, Chair, A.B., J.D.; Cambridge, Massachusetts  
Catharine B. Hill, B.A., M.A., Ph.D.; ex officio; President of Vassar College; Poughkeepsie, New York  
Karen Herskovitz Ackman '88, A.B., M.L.A.; New York, New York  
John P. Arnhold P'07, B.A.; New York, New York  
Jamshed J. Bharucha '78, A.B., M.A., Ph.D.; New York, New York  
Jason Blum '91, A.B.; Los Angeles, CA  
Beth Burnam '77, P'10, A.B., M.B.A.; Topanga, California  
Mark Burstein '84, A.B., M.B.A.; Appleton, Wisconsin  
Darys Estrella '92, A.B., M.B.A.; Santo Domingo, Dominican Republic  
Linda Fairstein '69, A. B., J.D.; New York, New York  
Richard Feitler '85, A.B., M.B.A.; Chicago, Illinois  
Anthony J. Friscia '78, P'15, A.B.; New York, New York  
Jeffrey A. Goldstein '77, P'12, A.B., M.A., Ph.D., M.Phil.; New York, New York  
Lorna Bade Goodman '63, P'88, A.B., J.D.; New York, New York  
Heather Sturt Haaga '72, A.B.; La Canada, California  
Maryellen Cattani Herringer '65, A.B., J.D.; Piedmont, California  
Huang Hung '84, A.B.; Beijing, China  
Henry P. Johnson '88, A.B., M.B.A.; Short Hills, New Jersey  
Lisa Kudrow '85, A.B.; Los Angeles, California  
Geraldine Bond Laybourne '69, P'93, A.B., M.S.; Rhinecliff, New York  
Susan Zadek Mandel '78, A.B., M.B.A.; Greenwich, Connecticut  
Kenneth W. Miles '07, A.B.; New York, New York  
Carol S. Ostrow '77, P '09, P '15, A.B. M.F.A.; New York, New York  
Tamar Smith Pichette '86, A.B. J.D.; Palo Alto, CA  
Richard W. Roberts '74, A.B., M.I.A., J.D.; Washington, DC  
Karen Strain Smythe '82, A.B.; Poughkeepsie, NY  
Milbrey (Missie) Rennie Taylor '68, A.B.; New York, New York  
Debra Fagel Treyz '74, A.B., J.D.; Chappaqua, New York  
Jill Troy Werner '71, A.B., M.B.A.; Pacific Palisades, California  
Christianna A. Wood '81, A.B., M.B.A.; Golden, Colorado  
Pamela Mars Wright '82, A.B.; Alexandria, Virginia

### Observers:

John Bertrand Lott, B.A., Ph.D.; Faculty Observer  
Ramy Abbady '16, VSA President

# ADMINISTRATION 2014-15

Data from February 2015

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## President

- Catharine Hill** B.A., B.A., M.A., Ph.D.  
President of the College, Chair of the Faculty, and Professor of Economics (2006- )
- Angela E. DePaolo** B.A.  
Events Coordinator for the President (2004- )
- Colton Johnson** B.A., M.A., Ph.D.  
College Historian and Professor Emeritus of English (1965- )
- Kathy L. Knauss** B.A.  
Executive Administrator (2003- )
- Christopher J. Smart** A.B., Ph.D.  
Assistant to the President and Associate Professor of Chemistry (1993- )

## Equal Opportunity and Affirmative Action

- Julian R. Williams**  
Director of Equal Opportunity and Affirmative Action and Title IX Officer (2012- )
- Colleen Ballerino Cohen** B.A., M.A., Ph.D.  
Faculty Director of Affirmative Action and Professor of Anthropology and Women's Studies (1981- )

## Office of Institutional Research

- David L. Davis-Van Atta** A.B.  
Director of Institutional Research (2007- )

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## Dean of the Faculty

- Jonathan Chenette**, B.A., M.M., Ph.D.  
Dean of the Faculty and Professor of Music (2008- )
- Stephen R. Rock**, A.B., M.A., Ph.D.  
Associate Dean of the Faculty and Associate Professor of Political Science (1987- )
- Melissa R. Naitza** B.A.  
Coordinator of Academic Administration (2000- )
- Ariel A. Nereson**  
Interdisciplinary Arts Coordinator (2014- )

## Field Work

- Nicholas A. de Leeuw** A.B., Ph.D.  
Interim Director of Field Work (1995- )

## Registrar

- Colleen R. Mallet** A.A.S., B.S., M.A.  
Registrar (1984- )
- Kathleen T. Giblin**  
Associate Registrar (2011- )

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## Dean of the College

- Christopher Roellke** B.A., M.S., Ph.D.  
Dean of the College and Professor of Education (1998- )

## Dean of Studies

- Benjamin Lotto** B.S., Ph.D.  
Dean of Studies and Professor of Mathematics (1993- )
- Susan Zlotnick** B.A., M.A., Ph.D.  
Dean of Freshmen and Professor of English (1989- )
- Lisa Marie Kooperman** A.A., B.S., M.A.  
Assistant Dean of Studies and Director of Fellowships and Pre-Health Advising (2004- )
- Pauline B. Saavedra** A.A.S., B.A.  
Assistant Dean of Studies (2012- )

- Kathleen Susman** B.S., M.S., Ph.D.  
Class Advisor and Professor of Biology (1991- )

## Accessibility and Educational Opportunity

- MaryJo Cavanaugh** M.A.  
Director of Accessibility and Educational Opportunity and Moorhead Learning Specialist (2007- )
- Melanie T. Harasym**  
Moorhead Academic Coach (2013- )
- Ashley B. Webster-Miramant**  
Interim Academic Coach (2014- )

## Learning, Teaching, and Research Center

- Karen E. Getter** M.A.  
Academic Support and Learning Resource Specialist (1983- )
- Ja'Wanda S. Grant**  
Director of the Quantitative Reasoning Center (2011- )
- Matthew B. Schultz** B.A., M.A., Ph.D.  
Director of the Writing Center (2011- )

## Dean of Students

- David H. Brown** Ph.D.  
Dean of Students (1978- )

## Counseling Service

- Wendy Anne Freedman** B.S., Ph.D.  
Director of Counseling Service (2004- )
- Roselynn J. Garcia-Almonte**  
Psychological Counselor (2014- )
- Richard Arthur Hahn**, M.D.,  
Consulting Psychiatrist (2009- )
- Lisa Reticker** B.A., M.S.W.  
Psychological Counselor (2000- )

## Health Education

- Renee A. Pabst** B.S., M.S.  
Director of Health Education (2008- )
- Charlotte Strauss Swanson**  
SAVP Coordinator (2014- )

## Health Services

- Irena T. Balawajder** M.D.  
Director of Health Services (1994- )
- Douglas L. Kugel** B.S., M.S.  
Physician's Assistant (2015- )
- Anne C. Dadarria** B.A., M.S.N.  
Nurse Practitioner and Nursing Supervisor (1984- )
- Bridget K. Romani**  
Nursing Coordinator (2015- )

## Residential Life Office

- Luis Inoa** B.A., M.A.  
Assistant Dean of the College and Director of Residential Life (2005- )
- Diane Eshelman**  
House Advisor and Assistant Director of Residential Life (2013- )
- Anna Belle Gadsden-Jones**  
Coordinator of the Residential Operations Center (1989- )
- Kelly Grab** B.A., M.S.E.  
House Advisor and Assistant Director of Residential Life (2013- )
- Richard L. Horowitz** B.A., M.Ed., Ph.D.  
Associate Director of Residential Life (2005- )
- Dominique Waldron**  
House Advisor and Assistant Director of Campus Activities (2013- )

For a complete list of current House Advisors and their contact information, go to <http://residentiallife.vassar.edu>.

## International Services and Special Projects

**Andrew F. Meade** B.S., M., Ph.D.  
Assistant Dean of the College for Campus Life and Director of International Services and Special Projects (1999- )

## Campus Activities Office

**Teresa Quinn** B.A.  
Assistant Dean of the College for Campus Activities (1981- )

**Katherine Bush** B.S.  
Director of Summer Programs and Associate Director of Campus Activities (2007- )

**Michelle Ransom**  
Director of the College Center and Associate Director of Campus Activities (1994- )

## Career Development Office

**Stacy Lee Schneider Bingham** B.A., M.Ed.  
Director of Career Development and Pre-Law Advising (2003- )

**Aimee M. Cunningham** B.A., M.S.E.  
Assistant Director of Career Development (2013- )

**Susan Smith** B.A.  
Associate Director of Employer Relations (2006- )

**Jannette Swanson** B.A., A.B.D.  
Assistant Director of Career Development (2013- )

## Campus Life and Diversity

**Edward L. Pittman** A.A., A.B., M., Ed.D.  
Associate Dean of the College for Campus Life and Diversity (1990- )

**Judith Farmer Jarvis** B.A., Ed.M.  
Director for the Campus Life LGBTQ and Women's Centers (2012- )

**Luz Burgos-Lopez**  
Director for the Campus Life ALANA Center (2013- )

## Religious and Spiritual Life

**Samuel H. Speers** B.A., M.Div., D.Div.  
Assistant Dean of the College for Campus Life and Director of Religious and Spiritual Life (1999- )

**Adah Hetko** B.A.  
Tanenbaum Inter-Religious Fellow (2013- )

**Melissa B. Packer**  
Rachlin Advisor to Jewish Students (2014- )

## Campus Dining

**Maureen King** B.S.  
Senior Director of Campus Dining (1993- )

**Diane Dalton**  
Central Dining (2000- )

**Bruce Harms**  
Associate Food Service Director (2004- )

**Kenneth Richard Oldehoff**  
Director of Marketing and Sustainability (1980- )

**Phyllis Post**  
Location Manager, Retreat (2004- )

## Safety and Security

**Kim Squillace**  
Acting Director of Safety and Security (1996- )

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## Dean of Strategic Planning and Academic Resources

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**Marianne Begemann** A.B., Ph.D.  
Dean of Strategic Planning and Academic Resources and Associate Professor of Chemistry (1985- )

**Alistair R. Hall** B.A.  
Sustainability Coordinator (2012- )

**Dana Sweet Kleinhans** B.S., M.S.  
Assistant Dean of Strategic Planning and Academic Resources (1998- )

**Thomas Porcello** B.A., M.A., Ph.D.  
Associate Dean of Strategic Planning and Academic Resources and Professor of Anthropology (1998- )

## Dean of Admission and Financial Aid

**Art D. Rodriguez**  
Dean of Admission and Financial Aid (2014- )

## Admissions

**John C. Tesone** A.B., M.A.  
Director of Admission (1995- )

**Nisa S. Albert** B.S., M.S.  
Admissions Office Operations Manager (2008- )

**Wingyu C. Chan**  
Senior Assistant Director of Admission (2011- )

**Paola A. Gentry** B.A., B.A., M.P.A.  
Associate Director of Admission (2008- )

**Antonio J. Humphrey**  
Assistant Director of Admission (2014- )

**Sarah E. Schmidt** B.A., M.A.  
Senior Assistant Director of Admission (2011- )

**Arielle D. Sperling**  
Assistant Director of Admission (2014- )

**Emmett Ingram**  
Assistant Director of Admission (2013- )

**Victoria Lawrence**  
Assistant Director of Admission (2013- )

## Financial Aid

**Jessica L. Bernier** A.B., M.A.  
Director of Student Financial Services (2008- )

**Brianne E. Balzer** B.S., M.A.  
Assistant Director of Financial Aid/Student Employment (2011- )

**Jason R. Cookingham**  
B.A. Coordinator of Technology (2008- )

**Ann Murtagh Gitto** A.S., M.S.  
Associate Director of Financial Aid (2012- )

**Elaine L. Hughes** B.A.  
Assistant Director of Financial Aid (1999- )

## Frances Lehman Loeb Art Center

**James Mundy** A.B., M.F.A., Ph.D.  
Director of the Frances Lehman Loeb Art Center and Lecturer in Art (1991- )

**Bruce R. Bundock** B.F.A., M.A.  
Museum Preparator (1994- )

**Karen C. Hines** B.A., M.A.  
Assistant Registrar (1995- )

**Mary-Kay Lombino** B.A., M.A.  
Curator and Assistant Director for Strategic Planning (2005- )

**Elizabeth Nogrady**  
Coordinator of Academic Affairs (2014- )

**Patricia Phagan** B.A., M.A., Ph.D.  
Curator of Prints and Drawings (2000- )

**Joann M. Potter** B.A., B.A., M.A.  
Registrar/Collections Manager (1988- )

**Margaret L. Vetare**  
Coordinator of Public Education and Information (2012- )

**Eleanor R. White** B.F.A., M.F.A.  
Assistant Collections Manager (2014- )

## Athletics and Physical Education

**Kim E. Culligan** B.S., M.A.

Interim Director of Athletics and Senior Lecturer in Athletics and Physical Education (2005-)

**Michael P. Callahan**

Assistant Athletics Director Sports and Recreation (2015-)

**Jamie Chagnon**

Athletics Communications Director (2013- )

**Susan Higgins** B.A., M.A.

Director of Sports Medicine (2013- )

**Keith C. Sneddon**

Assistant Sports Information Director (2014-)

## Grants Office

**Amanda L. Thornton** B.A., A.B.D.

Director of Grants Administration (1988- )

## Libraries

**Heidy Berthoud**

Head of Acquisitions and Catalog Services (2012- )

**Debra J. Bucher** Ph.D.

Collection Development Librarian (2009- )

**Sharyn A. Cadogan** B.A.

Digital Production Manager (2006- )

**Sarah Ransom Canino**, B.M., M.A., M.L.S.

Music Librarian (1985- )

**Ann E. Churukian** A.B., M.M., M.S.

Assistant Music Librarian (1989- )

**Joanna J. DiPasquale**

Digital Initiatives Librarian (2011- )

**Shay T. Foley** A.B.

Assistant Director for Library Technology (1993- )

**Rebecca C. Hernandez**

Assistant to Director of the Libraries (2007- )

**Thomas E. Hill** M.L.S., M.Phil., P.

Art Librarian (1986- )

**Gretchen Lieb**

Reference Librarian (2000- )

**Carol Lynn Marshall** B.A., M.L.S., Ed.

Reference Librarian (2006- )

**Ronald Patkus** B.A., M.L.S., M.A., Ph.D.

Associate Director for Special Collections and Adjunct Associate Professor of History (2000- )

**Rachelle Ramer**

Research Librarian for Sciences (2013- )

**Arianna Leigh Schlegel** B.A., M.L.S.

Metadata and Systems Librarian (2014- )

**Mark G. Seidl**

Technical Services Librarian, Special Collections (2012- )

**Laura Streett** B.A., M.A., M.L.S.

Archivist (2004- )

## Wimpfheimer Nursery School

**Julie A. Riess** A.B., Ph.D.

Director Wimpfheimer Nursery School, Executive Director Infant Toddler Center, and Lecturer in Psychology and Education (1994- )

**Shawn Prater-Lee** CER, B.A., M.A.

Assistant Director of Nursery School (2005- )

## Infant Toddler Center

**Nicole M. Bonelli**

Site Director of the Infant and Toddler Center (2006- )

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## Alumnae/i Affairs and Development

**Catherine E. Baer** A.B.

Vice President for Alumnae/i Affairs and Development (1999- )

## Alumnae/i Affairs and The Vassar Fund

**Willa C. McCarthy** A.A., A.B.

Senior Director of Alumnae/i Affairs and The Vassar Fund (1992- )

## Alumnae/i Affairs

**Catherine A. Lunn** B.S.

Director of Alumnae/i Affairs (1999- )

**Susan A. Quade** A.B.

Associate Director of Alumnae/i Affairs (2010- )

**David J. Ringwood** B.A.

Associate Director of Alumnae/i Affairs (2010- )

## The Vassar Fund

**Darcie Harms Giansante** B.A.

Senior Associate Director of The Vassar Fund (2005- )

**Lisa L. Lynch**

Associate Director of The Vassar Fund (2011- )

**Ana Sophia Arroyo Morales** B.A. Assistant Director of The Vassar Fund (2014- )

**Eric Watson**

Assistant Director of The Vassar Fund (2013- )

**Melody Woolley**

Associate Director of The Vassar Fund (2005- )

## Communications

**Lance A. Ringel** A.B.

Director of Development Communications (2000- )

## Corporate, Foundation, and Government Relations

**Gary F. Hohenberger** A.B.

Director of Corporate, Foundation, and Government Relations (2008- )

**Judith A. Dollenmayer** A.B., M.S.

Associate Director of Corporate, Foundation, and Government Relations (2011- )

## Individual Giving

**Natasha Jones Brown** B.A., M.A.

Assistant Vice President for Development and Principal Gifts (2003- )

## Gift Planning

**Danielle J. Suter** Associate

Director of Gift Planning (1996- )

**Alexas Orcutt** B.F.A.

Assistant Director of Gift Planning (2007- )

## Leadership Gifts

**Catherine Conover Covert** A.B., M.A.

Associate Director of Leadership Gifts (2009- )

**Benjamin N. Krevolin** B.A.

Associate Director of Leadership Gifts (2011- )

**Susan E. Orton**

Associate Director of Leadership Gifts (2012- )

**Angela Marvin**

Assistant Director of Leadership Gifts (2013- )

## Parent Giving

**Mariana B. Mensch** A.B.

Director of Parent Relations (2007- )

## Operations

**Mary Carole Starke** B.A., M.A. Associate Vice President for Operations (1993- )

**Kara E. Montgomery** B.S.

Director of Advancement Services (1992- )

## Central Records

Mary Lou Keenan Data Records Manager (2015-)

## Donor Relations

Perry A. Liberty B.B.A., B.A., M.A.

Director of Donor Relations (2005-)

May Lee B.S., M.B.A.

Assistant Director of Donor Relations (2011-)

Cathryn S. Stevens B.A.

Assistant Director of Donor Relations (2011-)

## Information Services

Nancy A. Wanzer

Director of Information Services (1993-)

Marc A. Beaulieu B.S.

Associate Director of Information Services/Analytics (2005-)

Susan A. Brkich CER, A.B., J.D. Associate Director of Web

Services (2004-)

Tiffanie A. Duncan B.A.

Information Services Associate (2007-)

James H. Mills

Programmer/Analyst (2007-)

## Research

Natalie Liu Condon B.A.

Prospect Research Manager (2004-)

Patricia Ann Chapman B.A., M.F.A.

Research Analyst (2004-)

Sharon N. A. Parkinson M.S.

Research Analyst (2006-)

## Principal Gifts

Robert L. Pounder B.A., M.A., Ph.D.

Development Consultant to the President (1975-)

## Regional Programs

John S. Mihaly A.B.

Senior Director of Regional Programs (1992-)

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## Communications

Susan DeKrey B.A.

Vice President for Communications (1990-)

Edward Cheetham B.A.

Co-Producing Director of Powerhouse Theater and Assistant

Director of Communications (2006-)

Thomas Pacio

Co-Producing Director of Powerhouse Theater (2014-)

## Digital Imaging

Tamar Thibodeau B.F.A.

Digital Imaging Coordinator (2003-)

## Editorial

Julia L. Van Develder

Editorial Director (2010-)

Larry Hertz

Writer (2012-)

Elizabeth L. Randolph, A.B., M.

Director Alumnae/i Communications and Editor, the Vassar Quarterly (2009-)

Deborah Swartz

Assistant Editor, Digital and Social Media (2013-)

## Media Relations

Jeffrey B. Kosmacher B.A.

Director of Media Relations and Public Affairs (2003-)

Julia Fishman

Social Media Coordinator (2013-)

## Publications

George Laws B.A., M.F.A.

Director of Publications and Graphic Designer (1991-)

Janet K. Allison B.A., B.A., M.A.

Associate Director of Publications (2004-)

Charles M. Mosco B.S., M.A.

Associate Director of Publications and Graphic Designer (1997-)

## Web Development

Megan L. Brown, B.A., M.B.A.

Assistant Director of Web Development (1998-)

Jason S. Bailey

Web Designer (2014-)

Morgan C. Gange B.F.A.

Web Developer (2010-)

Samuel Jeffrey Macaluso

Web Designer (2012-)

Raymond M. Schwartz B.A.

Web Designer (2005-)

Christopher R. Silverman B.A.

Senior Web Designer (2003-)

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## Computing and Information Services

Michael Cato B.S., M.B.A.

Chief Information Officer (2013-)

## Academic Computing Services

Steven J. Taylor B.A., M.A.T., Ed.D.

Director of Academic Computing Services (1998-)

Baynard C. Bailey A.B., M.Ed.

Academic Computing Consultant (2007-)

Michelle Johnson

Academic Computing Consultant (2013-)

Amy D. Laughlin

Academic Computing Consultant (2013-)

## Administrative Information Services

Elizabeth P. Hayes B.S.

Director of Administrative Information Services (2011-)

Alicia Anne Marie Harklerode B.S.

Senior Programmer/Analyst (2007-)

Philip M. Krongelb B.A., M.S.E.

Coordinator of Technology (2005-)

Gary A. Manning A.A.S., A.S.

Associate Director of Administrative Information Services (1993-)

Laura J. McGowan A.A.S., B.S.

Senior Programmer/Analyst (1995-)

Donald F. McNeil B.S., M.A.

Programmer/Analyst (2014-)

Mark J. Romanovsky B.S.

Senior Programmer/Analyst (2001-)

Richard Versace A.S.

Database Administrator (1996-)

## Networks and Systems

Emily A. Harri, B.A.

Director of Networks and Systems (2008-)

David Blahu, B.S., M.B.A.

Assistant Director of Networks and Telecom (2006-)

Victoria Cutrone A.A.S.

Network Administrator (2008-)

Leonard M. Maceli

Telecommunications Coordinator (2014-)



**Martin B. Mortensen** B.Econ., M.B.A.  
Systems Administrator Network Systems (1999-)

**Mark O'Neal** B.S.  
Senior Systems Administrator (2007-)

**David L. Susman** B.S.  
Associate Director of Networks and Systems and Web  
Manager (1991-)

**Todd J. Swatling** B.S.  
Systems Administrator (2011-)

### User Services

**John M. Collier** B.S.  
Director of User Services (2000-)

**Gregory D. Deichler** S  
Senior User Services Consultant (2001-)

**Lee F. Dinnebeil** B.A.  
User Services Consultant (2001-)

**Tami L. Emerson**  
Assistant Director of User Services (2000-)

**Chad E. Fust** A.S., B.S.  
Technology Training Coordinator (2007-)

**Gordon J. McClelland**  
User Services Consultant (1999-)

**Keisha L. Miles**  
User Services Consultant (2002-)

**Nancy Myers**  
Associate Director of User Services (1986-)

**Jean Y. Ross** B.S.  
User Services Consultant (2001-)

**Jean Marie Tagliamonte**, B.A.  
Documentation and Communications Coordinator (2007-)

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## Finance and Administration

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**Robert Walton** B.S., M.S.  
Vice President for Finance and Administration (2013-)

### Accounting Services

**Angelique R. Zalaznick** B.A.  
Controller (2011-)

**Renee M. Behnke**  
Director of Student and Employee Accounts (1994-)

**Renee Desantis**  
Manager of Accounting Operations (1995-)

**Dana Lynn Nalbandian** B.B.A., M.B.A.  
Assistant Controller (2007-)

**Patricia A. Pritchard** B.S.  
Assistant Controller (1999-)

**Vaike Riisenberg** A.A.S., B.A.  
Staff Accountant (1998-)

**Candice J. West** A.A., B.S., M.A.  
Manager of Payroll (2008-)

### Budget and Planning

**Bryan A. Swarthout** B.S., M.B.A.  
Director of Budget and Planning (2012-)

**Pamela J. Bunce** B.S., M.P.A.  
Assistant Budget Director (2005-)

### Buildings and Grounds Services

**Thomas J. Allen** B.S.  
Executive Director of Buildings and Grounds (2007-)

**Simon Alvarez**  
Custodial Supervisor (2005-)

**David T. Babcock**  
Custodial Supervisor (2010-)

**Bryan P. Corrigan** A.A.S., B.S.  
Project Manager (2006-)

**Peter Hernandez**  
Custodial Supervisor (2008-)

**Jeffrey C. Horst** B.A.  
Director of Operations for Service Response and Custodial  
Services (1990-)

**James P. Kelly** B.S.  
Director of Environmental Health and Safety (2005-)

**Scott Mallet**  
Manager of Plumbing and Heating (2006-)

**Kevin S. Mercer**  
Grounds Manager (2013-)

**Eileen A. Nolan**  
Coordinator of Technology (2001-)

**Michael D. Quattrocchio**  
Project Manager and Manager of Building Trades (2011-)

**Cynthia V. VanTassell**  
Manager for Custodial Services (1984-)

**Henry M. Williams** B.S.  
Manager of Service Response (2008-)

**Tommy Zadrma**  
Custodial Supervisor (2001-)

### Human Resources

**Ruth E. Spencer** B.A., M.S.S.A., J.D.  
Associate Vice President for Human Resources (2006-)

**Sarah J. Bakke** B.S.  
Assistant Director of Human Resources / Employee  
Wellness (2013-)

**Kimberly T. Collier** B.S., M.S.I.L.R.  
Associate Director of Human Resources (2000-)

**Stephanie O. Moore** B.S., B.S., M.S.  
Assistant Director of Employment (2005-)

**Leslie H. Power** B.A.  
Manager, Benefits Programs (2000-)

### Investments and Capital Project Finance

**Stephen R. Dahnert** A.B., M.Ed., M.B.A.  
Associate Vice President for Financial Services and Treasurer,  
Investments (1995-)

### Purchasing

**Rosaleen Cardillo** B.B.A.  
Director of Purchasing (1991-)

**Christopher J. Cariola**  
Manager of Central Services (2015-)

**Karen Gallagher** B.A.  
Buyer (2010-)

### Vassar College Bookstore

**Paul D. Maggio**  
College Store Manager (2014-)

## ALUMNAE AND ALUMNI OF VASSAR COLLEGE

**Milbrey ("Missie") Rennie Taylor '68, A.B.**

President and Trustee of Alumnae and Alumni of Vassar College  
Board of Directors (2014-2018)

**Catherine A. Lunn, B.S.**

Director of Alumnae/i Affairs, Alumnae Affairs and  
Development (1999- )

**Martha Gouse Barry, B.A.**

Alumnae House Manager (2007- )

**Elizabeth L. Randolph, A.B., M.**

Director of Alumnae/i Communications and Editor,  
*The Vassar Quarterly* (2009- )

## FACULTY 2015-16

**Catharine Hill**, President of the College, Chair of the Faculty,  
and Professor of Economics (2006- ) B.A. Oxford University;  
B.A. Williams College; M.A Oxford University; Ph.D. Yale  
University.

### Emeriti

**John Ahern, Ph.D.**

Professor Emeritus of Italian (1982-2014)

**Betsy H. Amaru, Ph.D.**

Professor Emerita of Religion (1981-2005)

**Elisabeth C. Arlyck, Ph.D.**

Professor Emerita of French (1971-2011)

**Frank Bergon, Ph.D.**

Professor Emeritus of English (1972-2008)

**Joyce Bickerstaff, Ph.D.**

Associate Professor Emerita of Education and Africana  
Studies (1971-2013)

**Susan H. Brisman, Ph.D.**

Associate Professor Emerita of English (1973-2008)

**Frederick P. Bunnell, Ph.D.**

Professor Emeritus of Political Science (1967-1998)

**Eugene A. Carroll, Ph.D.**

Professor Emeritus of Art (1965-2000)

**James F. Challey, M.A.**

Senior Lecturer Emeritus of Physics and Science,  
Technology & Society (1973-2013)

**Yin-Lien C. Chin, M.S.**

Professor Emerita of Chinese (1967-1995)

**Elizabeth T. Collins, Ph.D.**

Lecturer Emerita of Biology (1985-2014)

**Anne P. Constantinople, Ph.D.**

Professor Emerita of Psychology (1967-2004)

**Raymond G. Cook**

Associate Professor Emeritus of Dance (1981-1996)

**Beverly Coyle, Ph.D.**

Professor Emerita of English (1977-2001)

**Jeanne Periolat Czula**

Professor Emerita of Dance (1974-2013)

**Beth Darlington, Ph.D.**

Professor Emerita of English (1967-2013)

**Joan A. Deiters, Ph.D.**

Professor Emerita of Chemistry (1978-1996)

**Barbara Durniak, M.L.S.**

Librarian Emerita (1984-2015)

**James Farganis, Ph.D.**

Professor Emeritus of Sociology (1970-1996)

**Frances D. Fergusson, Ph.D.**

President Emerita and Professor Emerita of Art (1986-2006)

**Harvey K. Flad, Ph.D.**

Professor Emeritus of Geography (1972-2004)

**Robert T. Fortna, Th.D.**

Professor Emeritus of Religion (1963-1993)

**Robert S. Fritz, Ph.D.**

Professor Emeritus of Biology (1983-2011)

**Jeane H. Geehr, Ph.D.**

Professor Emerita of Art (1947-1983)

**William W. Gifford, Ph.D.**

Professor Emeritus of English (1955-1996)

**Anne I. Gittleman, Ph.D.**

Professor Emerita of French (1954-1987)

**Eamon Grennan, Ph.D.**

Professor Emeritus of English (1974-2007)

**Christina N. Hammond, M.S.**

Lecturer Emerita in Chemistry (1960-2006)

**Christine Havelock, Ph.D.**

Professor Emerita of Art History (1953-1990)

- Richard B. Hemmes**, Ph.D.  
Associate Professor Emeritus of Biology (1972-2008)
- Lawrence A. Herbst**, Ph.D.  
Associate Professor Emeritus of Economics (1970-2002)
- Norman E. Hodges**, Ph.D.  
Professor Emeritus of History and Africana Studies (1969-1998)
- Peter G. Huenink**, Ph.D.  
Associate Professor Emeritus of Art (1975-2009)
- Holly K. Hummel**, M.A.  
Senior Lecturer Emerita in Drama (1981-2010)
- M. Glen Johnson**, Ph.D.  
Professor Emeritus of Political Science (1964-2002)
- Patricia R. Johnson**, Ph.D.  
Professor Emerita of Biology (1964-1992)
- Colton Johnson**, Ph.D.  
Professor Emeritus of English (1965-2008)
- Lucille Lewis Johnson**, Ph.D.  
Professor Emerita of Anthropology (1973-2013)
- Jeh V. Johnson**  
Senior Lecturer Emeritus in Art (1964-2001)
- Shirley Johnson-Lans**, Ph.D.  
Professor Emerita of Economics (1967-2013)
- Jesse G. Kalin**, Ph.D.  
Professor Emeritus of Philosophy (1971-2005)
- Patricia A. Kenworthy**, Ph.D.  
Professor Emerita of Hispanic Studies (1976-2005)
- M. Rachel Kitzinger**, Ph.D.  
Professor Emerita of Greek and Roman Studies (1981-2014)
- Gunter F. Klages**, Ph.D.  
Associate Professor Emeritus of German Studies (1974-2011)
- Alexis Klimoff**, Ph.D.  
Professor Emeritus of Russian Studies (1971-2012)
- Kathleen F. Kurozman**, M.S.L.S.  
Librarian Emerita (1989-2010)
- Elaine Lipschutz**, M.S.  
Lecturer Emerita in Education (1970-1992)
- Annea F. Lockwood**  
Professor Emerita of Music (1982-2004)
- Richard J. Lowry**, Ph.D.  
Professor Emeritus of Psychology (1965-2006)
- Karen Lucic**, Ph.D.  
Professor Emerita of Art (1986-2015)
- William E. Lunt**, Ph.D.  
Associate Professor Emeritus of Economics (1974-2011)
- Lawrence H. Mamiya**, Ph.D.  
Professor Emeritus of Religion and Africana Studies (1975-2014)
- Natalie J. Marshall**, Ph.D.  
Professor Emerita of Economics (1973-1994)
- Michael H. McCarthy**, Ph.D.  
Professor Emeritus of Philosophy (1968-2007)
- Thomas F. McHugh**, Ph.D.  
Professor Emeritus of Education (1974-1993)
- Leathem Mehaffey**, Ph.D.  
Associate Professor Emeritus of Biology (1973-2006)
- Robert E. Middleton**, M.A.  
Professor Emeritus of Music (1953-1985)
- Mitchell H. Miller, Jr.**, Ph.D.  
Professor Emeritus of Philosophy (1972-2013)
- William A. Miller**, M.A.  
Senior Lecturer Emeritus of Drama (1981-2009)
- Joseph F. Mucci**, Ph.D.  
Professor Emeritus of Chemistry (1957-1991)
- Michael Murray**, Ph.D.  
Professor Emeritus of Philosophy (1970-2013)
- E. Pinina Norrod**, Ph.D.  
Professor Emerita of Biology (1983-2006)
- Elizabeth J. Oktay**, M.L.S.  
Head Acquisitions Librarian Emerita (1966-2006)
- Barbara J. Page**, Ph.D.  
Professor Emerita of English (1969-2007)
- H. Daniel Peck**, Ph.D.  
Professor Emeritus of English (1980-2011)
- Joan E. Pirie**, M.L.S.  
Librarian Emerita (1990-2015)
- Robert L. Pounder**, Ph.D.  
Professor Emeritus of Classics (1972-2007)
- Jerome Regnier**, Ph.D.  
Associate Professor Emeritus of Geology (1954-1983)
- Christine M. Reno**, Ph.D.  
Professor Emerita of French and Francophone Studies (1972-2014)
- Kenneth M. Robinson**, M.F.A.  
Professor Emeritus of Film (1987-2015)
- Stephen Sadowsky**, Ph.D.  
Associate Professor Emeritus of Psychology (1968-2007)
- David L. Schalk**, Ph.D.  
Professor Emeritus of History (1968-2002)
- Mary L. Shanley**, Ph.D.  
Professor Emerita of Political Science (1973-2015)
- Dixie M. Sheridan**  
Vice-President Emerita for College Relations (1977-1998)
- Evert M. Sprinchorn**, Ph.D.  
Professor Emeritus of Drama (1956-2000)
- James B. Steerman**, D.F.A.  
Professor Emeritus of Drama and Film (1967-2011)
- Edith C. Stout**  
Senior Lecturer Emerita in Chemistry (1988-2010)
- H. Patrick Sullivan**, Ph.D.  
Professor Emeritus of Religion (1970-1991)
- Robert B. Suter**, Ph.D.  
Professor Emeritus of Biology (1977-2012)
- Morton A. Tavel**, Ph.D.  
Professor Emeritus of Physics (1967-2007)
- Alexander M. Thompson III**, Ph.D.  
Professor Emeritus of Economics (1977-2008)
- Robin W. Trainor**, Ph.D.  
Professor Emerita of Education (1975-2009)
- Blanca Uribe**  
Professor Emerita of Music (1969-2005)
- Garrett L. Vander Veer**, Ph.D.  
Professor Emeritus of Philosophy (1961-1995)
- Everett K. Weedon, Jr.**, Ph.D.  
Associate Professor Emeritus of English (1967-2011)
- Tova Weitzman**  
Senior Lecturer Emerita in Religion (1986-2014)
- Nancy Willard**, Ph.D.  
Lecturer Emerita in Education and English (1965-2013)
- Richard J. Willey**, Ph.D.  
Professor Emeritus of Political Science (1964-1996)
- Esther Williams**, M.L.S.  
Librarian Emerita (1998-2001)
- Donald B. Williams**, Ph.D.  
Professor Emeritus of Biology (1961-1995)
- Anthony S. Wohl**, Ph.D.  
Professor Emeritus of History (1963-2000)

### Teaching Members of the Faculty 2015-16

- Eric G. Aaron**, Visiting Assistant Professor of Computer Science (2013- ) A.B., Princeton University; M.S., Ph.D., Cornell University.
- Nicholas Adams**, Professor of Art on the Mary Conover Mellon Chair (1989- ) A.B., Cornell University; A.M., Ph.D., New York University.

- Tagreed Al-Haddad**, Visiting Instructor in Africana Studies (2007- ) B.S., University of Jordan; M.P.A., Marist College.
- Carlos Alamo**, Associate Professor of Sociology (2007- ) B.A., University of Colorado; M.A., Ph.D., University of California, Santa Barbara.
- Mark C. Amodio**, Professor of English (1988- ) A.B., Ph.D., University of California, Berkeley.
- Ming-Wen An**, Associate Professor of Mathematics (2008- ) B.A., Carleton College; Ph.D., Johns Hopkins Bloomberg School of Public Health.
- Janet K. Andrews**, Associate Professor of Cognitive Science (1979- ) A.B., Bard College; Ph.D., University of Pennsylvania.
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- Robert Osborne**, Adjunct Artist in Music (1997- ) B.A., Wesleyan University; M.M., M.A., Ph.D., Yale University.
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- Julie Park**, Associate Professor for Research in English (2008- ) A.B., Bryn Mawr College; M.A., Ph.D., Princeton University.
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- Sarah Pearlman**, Associate Professor of Economics (2007- ) B.A., Wellesley College; Ph.D., University of Maryland.
- Jonathan Penn**, Professor of Athletics and Physical Education (1996- ) B.A., University of California, Los Angeles; M.S., California State University.
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- Sidney Plotkin**, Professor of Political Science (1981- ) B.A., M.S., Ph.D., City University of New York.
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- Anna Polonsky**, Adjunct Artist in Music (2006- ) B.M., Curtis Institute of Music; M.M., Juilliard School.
- Thomas Porcello**, Professor of Anthropology and Associate Dean of Strategic Planning and Academic Resources (1998- ) B.A., University of Arizona; M.A., Ph.D., University of Texas.
- María Ximena Postigo Guzmán**, Visiting Assistant Professor of Hispanic Studies (2014- ) B.A., Universidad Mayor de San Andrés; B.S., Universidad Católica Boliviana; M.A., Ph.D., University of Pittsburgh.
- Lisl Prater-Lee**, Associate Professor of Athletics and Physical Education (1993- ) B.A., Oberlin College; M.A., University of Iowa.
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- Christopher C. Raymond**, Assistant Professor of Philosophy (2013- ) A.B., Brown University; Ph.D., University of Texas at Austin.
- Robert P. Rebelein**, Associate Professor of Economics (2002- ) B.S., M.A., Ph.D., University of Minnesota.
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- Richard Reitano**, Adjunct Professor of International Studies (1996- ) B.A., Merrimack College; M.A., Syracuse University; Ph.D., City University of New York.
- Julie Riess**, Lecturer in Psychology and Education, Director of Wimpfheimer Nursery School and Executive Director of Infant Toddler Center (1994- ) A.B., Vassar College; Ph.D., Brandeis University.
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- Stephen Rock**, Professor of Political Science and Associate Dean of the Faculty (1987- ) A.B., Miami University; M.A., Ph.D., Cornell University.
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- Margaret Ronsheim**, Professor of Biology (1992- ) B.A., Earlham College; Ph.D., Duke University.
- Stephen M. Rooks**, Professor of Dance (1996- ) B.A., Dartmouth College.
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- Harry Roseman**, Professor of Art on the Isabelle Hyman Chair (1981- ) B.F.A., Pratt Institute.
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- Ronald Sharp**, Professor of English (2003- ) B.A., Kalamazoo College; M.A., University of Michigan; Ph.D., University of Virginia.
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- Peter G. Stillman**, Professor of Political Science (1970- ) B.A., M.Phil., Ph.D., Yale University.
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**Christopher White**, Associate Professor of Religion and Faculty Director of Research Development (2008- ) A.B., University of California; M.T.S., Harvard Divinity School; A.M., Ph.D., Harvard University.

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## 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 Studies	0313	AB
Anthropology	2202	AB
Anthropology-Sociology	2208	AB
Art	0831	AB
Asian Studies	0302	AB
Astronomy	1911	AB
Biology	0401	AB, MA
Biochemistry	0414	AB
Chemistry	1905	AB, MA
Chinese	1107	AB
Cognitive Science	4901	AB
Computer Science	0701	AB
Drama	1007	AB
Earth Science	1914	AB
Earth Science and Society	2299	AB
Economics	2204	AB
Educational Studies	0801	AB
Environmental Studies	0420	AB
English	1501	AB
Film	1010	AB
French and Francophone Studies	1102	AB
Geography-Anthropology	2206	AB
Geography	2206	AB
German Studies	1103	AB
Greek and Roman Studies	1504	AB
Hispanic Studies	1105	AB
History	2205	AB
Independent Program	4901	AB
International Studies	2210	AB
Italian	1104	AB
Japanese	1108	AB
Jewish Studies	2299	AB
Latin American and Latino/a Studies	0308	AB
Mathematics	1701	AB
Media Studies	0605	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 s



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