

## Topics Course Descriptions

\*For Fall 2006 & later, see [Class Schedule Search](#)

Spring 2006  
Last updated 01/26/06

### **AMST 200D**

#### **American Capitalism**

**Prof. C. Barone**

Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from Political Economy, American Studies and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions, including the social relations of production and distribution, corporations and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government and dominate American institutions such as the media.

### **AMST 200F**

#### **Mass Media**

**Prof. A. Farrell**

This course will examine the connections between mass media and American culture, focusing in particular on ideological constructions, commercialism, and audience reception. We will examine the origins of U.S. mass media, emphasizing the utopian hopes that American citizens brought to the media and the competing demands of commercial interests. Then we will turn our attention to analysis of the media itself, in particular television situation comedies, television advertisements, and television news. We will explore how meanings are constructed within media, the ways that different audiences interpret these meanings in multiple and often conflicting ways, and the ways that commercial constraints shape what we see and hear on television.

### **AMST 200J**

#### **Gay in America**

**Prof. L. Malmshemer**

Through books, articles and film, Gay in America examines the historical and contemporary conditions of life in the United States for sexual minorities. The class will also study the evolving culture and politics of GLBT identity groups and the representation of gays in popular culture.

### **AMST 301AA**

#### **The Family in America**

**Prof. K. Rogers**

This course traces the history of the American family from the colonial period through the present, using an interdisciplinary approach that combines readings in demography, social history, psychology, literature, and anthropology. Topics explored include family formation and gender creation, marriage and divorce, family violence and the social impact of changing patterns of mortality and fertility.

### **AMST 301AD**

#### **Caribbean American Identities**

**Prof. J. Philogene**

This introductory course will provide an interdisciplinary perspective on the development of Caribbean American identities during the 20th century. Drawing on a wide range of materials including: art, films, videos, documentaries and novels, this course will contextualize the social, cultural and political processes that have shaped Caribbean American peoples. Geared towards students who are interested in immigration and ethnicity; race, culture and visual arts, this introductory course opens up perspectives to explore the transformative experience of immigration and the "making" of Caribbean American identities. More broadly, the course will utilize popular and visual arts, including music and carnival, as critical lenses to examine the formation of Caribbean American identities. Classes will consist of a combination of lectures and discussions. Short slide lectures and film and video excerpts will also be part of the course. Film/video screenings will be viewed outside of class time. All film/video viewings are mandatory.

### **AMST 301AE**

#### **American Lives**

**Prof. S. O'Brien**

In this course, we will explore the ways in which Americans have narrated life stories (both individual and communal). We will be encountering a variety of genres (autobiography, memoir, personal essay, documentary film, poetry, performance, and radio narrative) and a diverse range of voices. Our texts will include Benjamin Franklin's autobiography, Jane Kenyon and Donald Hall's poetry, Audre Lorde's Cancer Journals, Anna Deveare Smith's Fire in the Mirror, Gloria Anzaldua and Cheri Moraga's anthology, This Bridge Called My Back, David Sedaris' Dress Your Family in Corduroy and Denim, Lucy Grealy's Autobiography of a Face, Mark Doty's Firebird and the oral narratives from National Public Radio's This American Life. Throughout the course we will be exploring the interconnection between life stories and social and historical contexts, as well as the literary and aesthetic issues raised by the genres we are considering.

**AMST 301AF****Hollywood Renaissance****Prof. N. Mellerski**

What is the nature of the "New Wave" in Hollywood cinema of the late 60s and early 70s? Was a new vision of American society being proposed, or are these films superficially radical, yet internally conservative? In what ways did the cinema of this period translate its audience's ambivalent relationship to social and political change? We will try to answer these questions as we study how competing voices on the Left and the Right in Hollywood cinema mediated social and political change underway in the context of the Vietnam War and the Civil Rights movement. Films by Coppola, Altman, Scorsese, Eastwood and others.

**AMST 402B-01****Writing in American Studies****Prof. J. Cotten Seiler**

Topics chosen annually on the basis of student interest and scholarly concerns in the field. Such topics, explored through reading, discussion, field work, and research, include: American Lives; The Twenties; Social Criticism in America; Male and Female in America; Metaphors of American Experience; Myths, Fiction and American Life; America Through Foreign Eyes; The American Artist and Society; Photographs and American Culture. Students should refer to the class schedule for the topic being offered in any given semester.

**AMST 402B-02****Writing in American Studies****Prof. S. O'Brien**

Topics chosen annually on the basis of student interest and scholarly concerns in the field. Such topics, explored through reading, discussion, field work and research, include: American Lives; The Twenties; Social Criticism in America; Male and Female in America; Metaphors of American Experience; Myths, Fiction and American Life; America Through Foreign Eyes; The American Artist and Society; Photographs and American Culture. Students should refer to the class schedule for the topic being offered in any given semester.

**ANTHR 255****Global Eastern Africa****Prof. J. Ellison**

This course examines global connections in the intersections of culture and power that underlie contemporary issues in eastern Africa. The globally marketed indigenous cultures and exotic landscapes of eastern Africa, like current dilemmas of disease and economic development, are products of complex local and transnational processes (gendered, cultural, social, economic, and political) that developed over time. To understand ethnicity, the success or failure of development projects, the social and economic contexts of tourism, responses to the AIDS crisis, the increasing presence of multinational corporations, and other contemporary issues, we will develop an ethnographic perspective that situates cultural knowledge and practice in colonial and postcolonial contexts. While our focus is on eastern Africa, the course will offer students ways to think about research and processes in other contexts.

**ANTHR 345D****Soc/Cult Effects of Globalization****Prof. H. Merrill**

Course offered on an occasional basis that covers special topics such as African women in development, theories of civilization, anthropology and demography or anthropological genetics.

**BIOL 401C****Virology****Prof. D. Kushner**

An introduction to viruses. This course will examine the life cycle of viruses in general and their relationships with their hosts, including the processes of attachment to, entry into, genomic replication within, and exit from, cells. The specific molecular and cellular biology and biochemistry of, and pathogenesis/disease caused by, several viruses will also be studied. Related topics (such as prions, RNA interference, and public health issues) may be discussed. Weekly reading and discussion of primary literature will complement the lectures. Prerequisite: Two Biology courses numbered between 120-129 or permission of the instructor; some background in cell and/or molecular biology highly recommended.

**BIOL 401E****Genomics/Proteomics/Bioinformatics****Prof. M. Roberts**

Students will explore new approaches to the study of gene expression at the genome and proteome levels. Analyzing the expression of the entire genome and the resultant proteome has recently become possible due to the development of novel molecular techniques. These techniques generate large data sets that can only be adequately studied using sophisticated computer tools. The methods of genomics, proteomics and the use of bioinformatic tools to find meaning in the results will be the focus of this course. Special attention will be given to the application of these methods and computer tools to the practice of medicine.

**BIOL 401F****The Biology of Consciousness****Prof. T. Pires**

For nearly all of the last century, neuroscience was dominated by schools of thought that considered consciousness and self-awareness to be outside the realm of serious scientific inquiry. In the last 10-15 years that has all changed, and the biology of conscious mental experience has become a dynamic field of exploration. How could the physical processes of the brain generate our sense of experiential awareness? We will traverse this intellectual frontier with Christof Koch's highly accessible book, *The Quest for Consciousness*, supplemented by readings from the recent primary research literature.

**CHEM 490G****Materials Chemistry****Prof. B. Chan**

Topics may be drawn from areas such as heterocycles, natural products, medicinal chemistry, food and nutrition, industrial chemistry, organic synthesis, inorganic synthesis, nuclear magnetic resonance, measurement including computer applications, spectroscopy, statistical thermodynamics and catalysis.

**CMST 225****Community & Environment****Prof. J. Ellison and L. Imgrund**

This course is intended to provide students with knowledge and skills to be active participants in solving environmental problems. Students in this course will learn an array of social science fieldwork methods, an appreciation of how such methods are applied to ascertain community knowledge and needs, and the means to negotiate the interests and needs of local communities and local government to produce a positive environmental outcome. Students will examine the intersections of community lived experience, appropriate environmental practice, and the interests, abilities, and constraints of local government. In the 2005-2006 academic years the course will focus on the issue of stormwater management. If proposed again in the future, the course may address other community environmental concerns.

**COCIV 102C****Films of British RAJ in India****Prof. T. Scott Smith**

British rule in India from 1757 - 1947 and its consequences is a theme recently revisited by a number of films from India. Films from India such as 1942 *A Love Story*, the Oscar nominated *Lagaan*, and the very recent, *The Rising: Ballad of Mangal Pandey*, will be analyzed as well as classics from the west such as *Heat and Dust*, *Passage to India*, and *Gunga Din*. Notions of exercise of power in a distant foreign land will be critically explored.

**COCIV 200D****BOLLY-KOLLY-TOLLYWOOD TWICE****Prof. T. Scott Smith**

Hindi cinema is viewed nationwide in India but vibrant regional cultures produce more films in other languages. National cinema is in dialogue with regional cinemas and language borders are crossed by literary inspiration, actors, directors, and musical artists. Bollywood as influenced by Kollywood-Tamil cinema, Tollywood-Telegu cinema and Tollywood-Bengali cinema, is the theme of this course. Some knowledge of cinema studies and India or the strong willingness to fill in necessary background is presumed.

**EASIA 203C****Modern Japan Depicted in Lit****Prof. L. Winston**

This course is designed to analyze and discuss how Japan developed into a world power between the Meiji Restoration and the end of World War II, and how that is presented in literature and film. The class will not only include the well-known aspects of modern Japan which were in the shadow of its rapid and vast development.

**EASIA 205O****Chinese Cinema****Prof. P. Fu**

The course introduces students to a sampling of films made in Mainland China, Hong Kong and Taiwan, and examines the cinematic representation of greater China considering both local contexts and global connections. The course will analyze visual-aural spectacles and their aesthetic merits against a backdrop of materials that deal with political assertions, ideological underpinnings, historical conditions, social transformations and cultural practices as represented in these visual texts. By studying the international and domestic award-winning films of noted filmmakers from different regions of China such as Zhang Yimou, Chen Kaige, John Woo, etc., students will become familiar with different and shared perspectives.

**EASIA 206H****Law, Politics, Society-E. Asia****Prof. N. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the 'overlap' between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States.

**EASIA 206I****Chinese Politics****Prof. N. Diamant**

An introduction to the contours of contemporary politics as shaped by traditional and revolutionary legacies, the institutions of state socialism, China's underdevelopment and struggles over power and policy.

**EASIA 206S****Japan Since 1868****Prof. S. Kim**

This course reviews Japanese history from the fall of the Tokugawa bakufu to the recent upsurge of popular interest in Japan's security in East Asia. Topics include Japan's emergence as a major empire before 1945 and its remarkable economic revival in the wake of the Pacific War.

**EASIA 306E****US Relations with Japan****Prof. S. Kim**

This colloquium explores several contentious issues in the history of U.S.-Japan relations from Commodore Perry's arrival in Japan to the present. Emphasis is on the political and cultural backlash against America before and after the Pacific War.

**ECON 314G****Game Theory: the Microeconomics of Competition, Coordination, Cooperation and Conflict****Prof. E. McPhail**

Using the tools of modern evolutionary game theory we explore issues of strategic interaction. We examine fundamental microeconomic concepts relevant to the generic problem of coordinating social interactions among autonomous actors, with particular attention paid to conflict, competition, collective action, coordination failures, and the evolution of institutions and norms in capitalist economies. We draw from a number of fields such as evolutionary biology, sociology, political science and anthropology, as well as economics. We will read the work of such diverse authors as Jon Elster, Samuel Bowles, Herbert Gintis, Thomas Schelling, Joseph Stiglitz, Robert Boyd, Peter Richerson, Garret Hardin, Robert Sugden, John Maynard Smith, Gary Becker, and James Buchanan. Topics include: mixed strategies, credible threats and subgame perfection, repeated games, games with asymmetric information, the principal-agent model, adverse selection, signaling, and bargaining. Students must be conversant with calculus techniques and have a strong interest in reading demanding (yet rewarding!) material. Required Courses: intermediate microeconomics or managerial economics. Students who have not taken either one of these prerequisites but have a strong background in math are encouraged to contact the professor at [mcp@mail.dickinson.edu](mailto:mcp@mail.dickinson.edu).

**ECON 496D****Policy Economics****Prof. W. Bellinger**

A reading, research and conference course on a selected economics topic. Student seminar choices must be approved by the department.

**EDUC 391A****Issues in Urban Education****Prof. P. Nesselrodt**

Each semester this course is organized around several research topics, such as: literacy and numeracy, schooling in cities, the history of Western educational thought, the liberal arts curriculum, systems of schooling in European and Asian countries, graduate and professional schools, the testing industry, political education and the Supreme Court and public schooling.

**ENGL 101AT****American Classics 1925-1950****Prof. S. Perabo**

In this course we'll study classic novels from the second quarter of the 20th century. The focus will be on close reading of the works. We'll also discuss the artistic, cultural, social and political contexts that frame the novels. Authors will include Fitzgerald, Hemingway, Faulkner, Welty, and Salinger.

**ENGL 101B**  
**Post-Colonial Women Writers**  
**Prof. R. Ness**

Women writing in countries that were once part of a colonial empire sometimes bear what Buchi Emecheta in Nigeria has called a double yoke. They may suffer the burdens of both neo-colonialism and other forms of race and class prejudice and be marginalized as females by a male-dominated cultural system. How women confront these twin oppressions will be a main focus of the course. I have selected 9 writers, from India, Africa and the West Indies.

**ENGL 101BC**  
**The Beat Generation**  
**Prof. J. Kupetz**

Constantly migrating between New York, San Francisco and Furthur, the Beat Generation produced literature that continues to infuriate some, to inspire others and to incite debate. By looking at the New York and San Francisco Beats as distinct communities, by placing those communities in a historic context and by examining the religious vision(s) that wove them together, we endeavor to develop an understanding of the Beat vision. This course will examine poems, novels, essays, spoken word performances, jazz, and film to discover the "jewel-center." There will be the usual samsara of papers, projects, and exams.

**ENGL 101BG**  
**Fictions of America**  
**Prof. R. Winston**

This course will examine a variety of short stories and novels from the 19th and 20th centuries. All of these works comment, often in quite disparate ways, on American identity. We will examine these works from a variety of critical perspectives; we will concentrate on the techniques of careful, close critical reading and thoughtful critical writing. Requirements: diligent preparation, regular attendance and thoughtful participation; two 6-page essays; in-class final examination.

**ENGL 101BL**  
**American Novels Since 1990**  
**Prof. J. Kupetz**

This course will examine contemporary American fiction and poetry that "misreads," aberrantly interprets, major American cultural themes: familial relationships, gender roles, freedom, patriotism. Students will be required to complete two papers, a mid-term, and a final examination.

**ENGL 101CB**  
**All in the Family**  
**Prof. V. Sams**

Family life and its conflicts have provided playwrights provocative and rich dramatic material for centuries. From Oedipus to Christy Mahon, the patricidal "hero", for instance, figures significantly (and often provocatively) in tragedy and comedy. How have familial dramas, and their questions of inheritance and obedience and/or rebellion, related to broader social and political struggles? How might familial archetypes and their theatrical representations connect to cultural and national identity? This course will explore the twentieth-century reconstructions and transformations of the family in drama, through the work of such playwrights as Harold Pinter, Caryl Churchill, Arthur Miller, Sebastian Barry, and Tom Murphy, among others. Come prepared to read voraciously.

**ENGL 101CG**  
**Major African American Authors**  
**Prof. L. Johnson**

This course will examine the unique impact that select African-American authors have had on the development of the Black literature canon. Specifically, we will begin by asking why particular writers are deemed "major" authors within any literary tradition. Our subsequent mission will be to survey the selected authors' works in order to gauge the degree to which they were/are able to subvert the constraints of pre-existing literary models so as to articulate their distinct voices and to create a distinct body of literature in America. During our explorations, we will consider the authors' adoptions of various genres (poetry, slave narrative, short story, novel, and drama) to address such themes as slavery, racial uplift, black subjectivity, art, history, class and community. The authors whose texts we may read include: Phillis Wheatley, David Walker, Frederick Douglass, Harriet Jacobs, Charles Chesnutt, Frances Harper, W.E.B. DuBois, Booker T. Washington, Paul Laurence Dunbar, Langston Hughes, Zora Neale Hurston, August Wilson, Lorraine Hansberry, and Toni Morrison.

**ENGL 101CI**  
**Literature of AIDS**  
**Prof. S. Chilson**

Don't think gloomy. Think controversy. Think fighting. Think living. AIDS has shaped the world. It has changed how we live and love and die. It has made all of these issues political and has helped to define how we know ourselves. The literature of AIDS is full of people facing not just the obvious --death-- but life and the battle to accomplish the everyday with dignity. This course will involve readings from contemporary American literature from the early years of the epidemic including fiction, non-fiction, poetry, memoir, and drama. We may also watch several films.

**ENGL 101F**  
**Shakespeare on Film**  
**Prof. D. Kranz**

This is a course on what the context--Hollywood and the 20th-century global film industry--has done to interpret and perform some texts-- Shakespeare's 16th- and 17th-century plays, and why. Students will read eight of Bard's most famous dramas and view a film or two made of each. Movies include Romeo and Juliet with Leonardo DiCaprio and Claire Danes, Othello with Laurence Fishburne and Kenneth Branagh, and Branagh's Hamlet.

**ENGL 101N**  
**The Lyric**  
**Prof. C. Johnston**

In "The Lyric" we will read poetry from the fifteenth to the twentieth century, with emphasis upon understanding the lyric as a poetic form, as well as learning the conventions of poetry, e.g. metaphor, meter, rhyme. Our reading of poems will not follow chronologically, but will use poems from various time-periods to illustrate and build poetic principles and genres, from metaphor to nature poetry, from sonnets to odes, sestinas and villanelles. We will conclude the course reading a collection by Rita Dove, a recent American poet laureate; our readings of this collection of poems will allow us to discuss how issues of race and gender may or may not figure into a poet's understanding and use of the conventions of the lyric.

**ENGL 212A**  
**Writing About Race**  
**Prof. L. Johnson**

In this class, we will examine different ways of understanding and writing about race and representation. This course draws on history, politics, race and gender studies in order to explore the phenomenon of race in America. Ever since Americans (and observers of American culture) began to discuss and write about it, race has been the topic of some of our most controversial national debates. We will investigate the following: How do we define race? How do discussions of race shape and (in) form our writing? How do, or how can, we explore the contradictions and conflicts of our time through our writing? And will the color line remain the greatest problem of the 21st century?

**ENGL 212E**  
**Writing About Food & Culture**  
**Prof. A. Su**

Are you what you eat? Where did you get your taste for sushi, lamb korma, apple tart, and Peking duck, and what do these tastes reveal about you? In this nation of immigrants, eating habits are often telling, as each group, including the Pilgrims, has had to remake itself in a new land while trying to retain a sense of who they were. New groups are constantly arriving and undergoing similar transformations. As a result, it's nearly impossible to write about American food without having to constantly redefine American culture. The writers we will discuss are likely to include: Madison Smartt Bell, Wendell Berry, Elizabeth David, M.F.K. Fisher, Jessica Harris, Gish Jen, Mark Kurlansky, Jill McCorkle, Molly O'Neill, Ruth Reichl, and Jeffrey Steingarten. You'll write and revise four essays, one of which will be a critical review.

**ENGL 212K**  
**Writing About Music**  
**Prof. J. Kupetz**

This course will examine the craft of essay writing through the lens of rock and roll reportage, historiography, and other non-fiction modes. Readings will focus on the phenomena of fandom, "authenticity," and "gendered music." Additionally, contemporary literary theory and social criticism will be applied to musical "texts" in order to posit rock and roll as a node in the continuum of U.S. culture.

**ENGL 214A**  
**Teaching Writing**  
**Prof. J. Gill**

Instruction in rhetorical theory and the teaching of writing. Intended primarily for training student consultants in the Dickinson College Writing Program.

**ENGL 214B**  
**Writing in the Schools**  
**Prof. S. Chilson**

This class will prepare students to teach the elements of poetry to grade school children. We will first spend some time in class talking about poetry and what makes a poem. Next, we will focus on methods of teaching poetry to children. We will look at different ways to teach children the elements of poetry and will spend some time creating exercises for the classroom. Next we will spend several class periods in local schools teaching poetry in fourth and fifth grade classrooms.

**ENGL 218A-01****Creative Writing: Fiction****Prof. C. Hood**

If you have seriously contemplated writing short fiction, then this course is for you. The course will engage students in the art and craft of writing short stories. It is intended for students who have read widely among past and contemporary masters of short fiction and who are accomplished in the elements of prose composition (mechanics, syntax, and structure). Students will be expected to produce two new short stories (10 to 20 pages each) during the semester and revise them during the term. The course will lay emphasis on "work-shopping" (reading, analyzing, and discussing) students' own creative work. Class sessions will be in the form of assigned readings, written exercises, and the writer's craft. This focus will inform our discussions as we read participants' creative and critical drafts, as well as contemporary works by established writers. We will also analyze essays by established fiction writers about the craft of writing and present these analyses orally and in writing.

**ENGL 218A-02****Creative Writing: Fiction****Prof. D. Dolan**

If you have seriously contemplated writing short fiction, then this course is for you. The course will engage students in the art and craft of writing short stories. It is intended for students who have read widely among past and contemporary masters of short fiction and who are accomplished in the elements of prose composition (mechanics, syntax, and structure). Students will be expected to produce two new short stories (10 to 20 pages each) during the semester and revise them during the term. The course will lay emphasis on "work-shopping" (reading, analyzing, and discussing) students' own creative work. Class sessions will be in the form of assigned readings, written exercises, and the writer's craft. This focus will inform our discussions as we read participants' creative and critical drafts, as well as contemporary works by established writers. We will also analyze essays by established fiction writers about the craft of writing and present these analyses orally and in writing.

**ENGL 218B-01****Creative Writing: Poetry****Prof. A. Su**

(self-explanatory - no course description needed)

**ENGL 218B-02****Creative Writing: Poetry****Prof. C. Johnston**

(self-explanatory - no course description needed)

**ENGL 218D****Creative Writ: Screenwriting****Prof. M. Weinberg**

The purpose of this course is to familiarize students with the fundamentals of good screenwriting: structure, theme, conflict, character, and dialogue. Students will take part in weekly writing exercises as preparation for their final class project- creating a detailed outline of an original screenplay, and completing the first act. Topics include plot and subplot, character development, and commercial considerations such as format and genre. Students will be required to read essential books on scriptwriting, and will analyze several successful films and the screenplays on which they are based.

**ENGL 339H****English Renaissance Sonnet****Prof. D. Kranz**

Primarily, but not exclusively, through humanist, formalist, and reader-response approaches to the sonnets of such poets as Sidney, Spenser, Shakespeare, Donne, and Milton, this course will explore the genesis, growth, transformations in, and enduring appeal of the sonnet form and tradition. Early midterm, short paper, and long paper.

**ENGL 349M****Black Lit of Slavery/Freedom****Prof. L. Johnson**

This course will trace the development of the African-American literary tradition during the enslavement and Reconstruction periods. Throughout the semester, we will analyze the many dialogues concerning slavery, emancipation, cultural identity, integration, nationalism, and racial pride as conveyed in the various genres of African-American literary production (autobiography, novels, poetry, polemic, and short stories). Moreover, we will consider the influence of specific historical events which forced the evolution of and created new ideas about race, resistance, and uplift, the major themes around which the texts are framed. In addition to examining the African-American oral tradition, we will focus on the works of such authors as Lucy Terry, Phillis Wheatley, Olaudah Equiano, David Walker, Maria Stewart, Henry Highland Garnet, Harriet Jacobs, Frederick Douglass, William W. Brown, Harriet Wilson, Frances E. W. Harper, Charles W. Chestnutt, and Sutton Griggs.

**ENGL 354A**  
**Pope, Dryden, Swift**  
**Prof. R. Ness**

We will concentrate on three major 17th- and 18th- century British satirists. John Dryden, Jonathan Swift and Alexander Pope. Readings to include MacFlecknoe, Gulliver's Travels, The Rape of the Lock and other texts.

**ENGL 360B**  
**Stevenson & the Late Victorian Novel**  
**Prof. T. Reed**

Robert Louis Stevenson was a hugely prolific and popular writer whose early death in 1894 ended a career that was marked equally by strong literary convictions and restless generic range. His work includes travelogues, personal and literary essays, adventure stories, gothic tales, children's verse, historical romances, and dark studies of the human condition. This course will treat a range of his novels - most likely including Treasure Island, Jekyll and Hyde, Kidnapped, The Master of Ballantrae, and Ebb Tide - as they represented Stevenson's ongoing evolution in "conversation" with the other great British novelists of his time: Thomas Hardy, Henry James, Joseph Conrad and others. Stevenson is often remembered as a "boy's writer," but his enduring commitment to narrative action masks an equal concern with technical refinement and moral scruple of the most serious novelist. His last works evince, in fact, a Conradian realism that suggests some accommodation with the Naturalist movement he in many ways opposed.

**ENGL 370F**  
**American Lives**  
**Prof. S. O'Brien**

In this course, we will explore the ways in which Americans have narrated life stories (both individual and communal). We will be encountering a variety of genres (autobiography, memoir, personal essay, documentary film, poetry, performance, and radio narrative) and a diverse range of voices. Our texts will include Benjamin Franklin's Autobiography, Jane Kenyon and Donald Halls' poetry, Audre Lorde's Cancer Journals, Anna Deveare Smith's Fire in the Mirror, Gloria Anzaldua and Cheri Moraga's anthology This Bridge Called My Back, David Sedaris' Dress Your Family in Corduroy and Denim, Lucy Grealy's Autobiography of a Face, Mark Doty's Firebird, and the oral narratives from National Public Radio's This American Life. Throughout the course we will be exploring the interconnection between life stories and social and historical contexts as well as the literary and aesthetic issues raised by the genres we are considering.

**ENGL 387A**  
**20th C British Political Drama**  
**Prof. V. Sams**

The twentieth century coincided with more explicit engagement of political and social issues in British theater by a wide range of playwrights and theater companies. Such engagement inspired diverse forms of political drama on local, national and international subjects. We will study various approaches to both creating and analyzing political theater, from "state-of-the-nation" plays to "agitprop" and "epic" theater, with an emphasis on their intellectual, artistic, and social contexts. Readings will include works by Bernard Shaw, John Arden and Margaretta D'Arcy, Caryl Churchill, Theatre Workshop, and David Hare, as well as selected dramatic and cultural theory (largely British Cultural Studies).

**ENGL 389A**  
**Contemporary Scottish Fiction**  
**Prof. R. Winston**

Some of the most exciting and vibrant fiction produced in Great Britain today comes from Scotland and its writers. In this course we will examine a representative selection of the current crop of prose fiction in a variety of genres. We will begin with one or two examples of "traditional" fiction, to identify models with which to contrast today's writing. Requirements: conscientious preparation, regular attendance and active participation; one short essay, a critical research paper, and a final (take-home) essay or essays.

**ENGL 392C**  
**Shakespeare: Politics/Culture**  
**Prof. C. Johnston**

We will read seven plays representing Shakespeare's comedies, tragedies, romances, and histories: Much Ado About Nothing, A Midsummer Night's Dream, Measure for Measure, MacBeth, Lear, and The Tempest. We will also view and discuss films of several of these plays by such directors as Branough, Casson, Greenaway Kurosawa, and Noble. The secondary - theoretical - reading for the course will primarily draw upon New Historicist and Cultural Materialist criticism, first practiced in the US by Stephen Greenblatt in his Renaissance Self-Fashioning (1980). Where appropriate, we will also consider contextual and feminist issues. Assignments will include an in-class performance of a scene from one of the plays, a mid-term, a brief close reading essay, and a final research paper.



**FLMST 301G****Creative Writ: Screenwriting****Prof. M. Weinberg**

The purpose of this course is to familiarize students with the fundamentals of good screenwriting: structure, theme, conflict, character, and dialogue. Students will take part in weekly writing exercises as preparation for their final class project-creating a detailed outline of an original screenplay, and completing the first act. Topics include plot and subplot, character development, and commercial considerations such as format and genre. Students will be required to read essential books on scriptwriting, and will analyze several successful films and the screenplays on which they are based.

**FLMST 301L****Hollywood Renaissance****Prof. N. Mellerski**

What is the nature of the "New Wave" in Hollywood cinema of the late 60s and early 70s? Was a new vision of American society being proposed, or are these films superficially radical, yet internally conservative? In what ways did the cinema of this period translate its audience's ambivalent relationship to social and political change? We will try to answer these questions as we study how competing voices on the Left and the Right in Hollywood cinema mediated social and political change underway in the context of the Vietnam War and the Civil Rights movement. Films by Coppola, Altman, Scorsese, Eastwood and others.

**FLMST 301M****Israeli Cinema****Prof. N. Kann**

This course explores Israeli cinema in its historical and social contexts, emphasizing the themes of state-building, war, secular-religious strife, the Holocaust and Israeli identity. Israeli cinema reflects the complex interaction of diverse Jewish cultures from Middle Eastern, Western and East European societies. The course considers the evolution of Israeli cinema thematically, its self-image and its place in Israeli society. film screenings will take place during a weekly lab session.

**FLMST 301N****Chinese Cinema****Prof. P. Fu**

The course introduces students to a sampling of films made in Mainland China, Hong Kong, and Taiwan, and examines the cinematic representation of greater China considering both local contexts and global connections. The course will analyze the visual-aural spectacles and their aesthetic merits against a backdrop of materials that deal with political assertions, ideological underpinnings, historical conditions, social transformations, and cultural practices as represented in these visual texts. By studying the international and domestic award-winning films of the noted filmmakers from different regions of China, such as the films of Zhang Yimou, Chen Kaige, John Woo, etc., students will become familiar with different and shared perspectives.

**FLMST 301O****Media Theory****Prof. M. Picker**

How do the media work? What is a medium? How do we communicate? Do we? Can one READ images? Can films foster a revolution? What's the difference between a gramophone and an MP3 player, really? Does speed matter? Are humans too primitive to understand digital media?

These questions and many more have been asked - and sometimes answered in surprising ways - by those who did not only use, but think (deeply or superficially, professionally or obsessively) about the media. They did so coming from various disciplines, centuries and ideologies, but they all look at what it might mean to be human in close connection to the media, and the ways in which media change or develop. In this course, we will not only study some of the most important media theories, but also examine how our notion of history is a function of our understanding of the media. Readings will include texts by the following authors who might be considered as "media theoreticians," among others: Aristotle; Walter Benjamin; F. de Saussure; Charles Sanders Peirce; Marshall McLuhan; Neil Postman; Paul Virilio; Vilém Flusser; Jean Baudrillard; Friedrich Kittler; Samuel Weber; Roger Chartier; Sigmund Freud; Jacques Derrida.

**FRNCH 365H****World of Marguerite de Navarre****Prof. S. Davidson**

The reading of the "Hephatmeron" and of selected plays by the Queen of Navarre will allow students to examine the religious, political and social tensions of French society in the early 16th Century . The working hypothesis we will try to affirm or infirm is that these tensions found a resolution through a new set of spiritual , intellectual and aesthetic sensibilities that have shaped the French Renaissance.

**GERMN 250J****Media Theory****Prof. M. Picker**

How do the media work? What is a medium? How do we communicate? Do we? Can one READ images? Can films foster a revolution? What's the difference between a gramophone and an MP3 player, really? Does speed matter? Are humans too primitive to understand digital media?

These questions and many more have been asked - and sometimes answered in surprising ways - by those who did not only use, but think (deeply or superficially, professionally or obsessively) about the media. They did so coming from various disciplines, centuries and ideologies, but they all look at what it might mean to be human in close connection to the media, and the ways in which media change or develop. In this course, we will not only study some of the most important media theories, but also examine how our notion of history is a function of our understanding of the media. Readings will include texts by the following authors who might be considered as "media theoreticians," among others: Aristotle; Walter Benjamin; F. de Saussure; Charles Sanders Peirce; Marshall McLuhan; Neil Postman; Paul Virilio; Vilém Flusser; Jean Baudrillard; Friedrich Kittler; Samuel Weber; Roger Chartier; Sigmund Freud; Jacques Derrida.

**GERMN 400D****Contemporary Issues in German Culture****Prof. S. Alferts**

In this course, we will explore the topic of identity formation in contemporary German culture. Discussion of a variety of texts (art, film, literature, music). Taught in German. Prerequisite: German major or permission of the instructor.

**HIST 211C****History of American Feminism****Prof. A. Farrell**

This course will emphasize such topics as the 19th century women's movement, the suffrage movement, radical and liberal feminism, and African-American feminism. We will pay particular attention to the diversity of women's experiences in the United States and to women's multiple and often conflicting responses to patriarchy and other forms of oppression. Prerequisite: One course in Women's Studies or history or permission of the instructor.

**HIST 211L****19th Century Politics****Prof. M. Pinsker**

This course offers students an advanced survey of key developments in nineteenth-century US politics. Topics will include the birth of political parties and subsequent partisan realignments, the social culture of early campaigns, the rise of urban political machines, grassroots issues such as temperance and nativism and the dramatic struggles to achieve voting rights for blacks and women.

**HIST 211V****History of Film****Prof. S. Weinberger**

This course will trace the development of the film industry from the late nineteenth century up to the present. We shall consider the social, political, economic and cultural influences that helped to shape different film styles. The focus will be divided evenly between American films and those of Europe and Asia.

**HIST 213E****Med & Renaissance Women****Prof. S. Weinberger**

This course will focus on the conditions and attitudes affecting women in Western Europe beginning with Ancient Greece and continuing up through the Renaissance. It will deal with such topics as women and the Greek philosophers, women and the early church, Germanic women, women in the feudal world, women and romance, the stirrings of feminism, and the education of women.

**HIST 215J****Lat Am City: Politics/Culture****Prof. B. Bockelman**

Cities like Rio de Janeiro, Buenos Aires, and Mexico City have long towered over their countries' histories, so much so that one critic called the Latin American metropolis "a head that has outgrown its body." This course will look at the unique place of the city in Latin American history from the early colonial era to the present, with an emphasis on the twentieth century. Through a combination of history, fiction, and film, we will investigate the importance of the urban space as a site of cultural creativity and political struggle, and we will consider the broader impact of the Latin American mega-city on national and regional politics.

**HIST 215K****Japan Since 1968****Prof. S. Kim**

This course reviews Japanese history from the fall of the Tokugawa bakufu to the recent upsurge of popular interest in Japan's security in East Asia. Topics include Japan's emergence as a major empire before 1945 and its remarkable economic revival in the wake of the Pacific War.

**HIST311L****Nature, Providence, & Mission****Prof. N. Miller**

Jefferson's memorable phrase, justified American independence from England. A firm reliance on "the protection of Divine Providence," in turn, underscored Jefferson's faith in the successful outcome of the Revolution. Like many 18th-century Americans, Jefferson viewed Nature as rational and purposeful, a source of timeless scientific and moral truths traceable to a transcendent Creator. Originating in ancient Greek philosophy and early Christian theology, this understanding of Nature dominated 17th- and 18th-century natural philosophy and Anglo-American "physico-theology." It exists still in contemporary arguments for Intelligent Design. In turn, the providential belief that God has a special overriding interest in America, and that the United States is destined to fulfill a special world-historical mission, have been perennial elements of American civil religion from the Puritans' covenant theology to the present day. This course will examine Nature, Providence, and Mission in American history from the colonial and revolutionary eras, through Manifest Destiny and the Civil War, to late 19th-century debates about Darwinian theory and Gilded Age imperialism.

**HIST 311M****20th C US Foreign Policy****Prof. B. McKenzie**

This course will examine the strategic calculations behind pivotal moments in U.S. foreign policy. The focus of the course will be the diplomatic history of war and peace. What were the reasons the U.S. entered alliances or went to war in the twentieth century? When and why did the U.S. follow an isolationist course? What influences, domestic or international, determined policy? Students will consider the First World War, the Versailles settlement and its revision during the 1920s, the Second World War, the Marshall Plan and NATO, Vietnam, and some contemporary conflicts.

**HIST 313B****Society & the Sexes****Prof. R. Sweeney**

This will be a reading and discussion course which will investigate three separate but interrelated threads- the history of sexuality, the history of the body, and the construction of gender- in both pre-industrial and modern Europe. We will ask how definitions of male/female and masculine/feminine have changed over time, and how they shaped the life experiences of men and women. Readings will include medical opinions, diaries, legal texts, novels and political debates.

**HIST 313C****The Holocaust****Prof. K. Qualls**

This course on the Holocaust will seek to understand the causes, effects, and representations of the Holocaust. We will place the Holocaust in a larger context of genocides and ethnic cleansings in the twentieth century. We will focus on victims of all kinds, perpetrators, the motivation for killing, and policy decisions that led up to mass extermination. The course will conclude with a discussion of trials, restitution, and commemoration.

**HIST 315C****US Relations with Japan****Prof. S. Kim**

This colloquium explores several contentious issues in the history of U.S.-Japan relations from Commodore Perry's arrival in Japan to the present. Emphasis is on the political and cultural backlash against America before and after the Pacific War.

**HIST 404M****1960'S: Soc Movements & Lives****Prof. K. Rogers**

This course explores the social movements of the 1960s and their impact upon American society. We will examine the Civil Rights Movement, the New Left, the Women's Movement and the Vietnam War through the biographies and autobiographies of participants.

**HIST 404V****The Second World War****Prof. B. McKenzie**

Military history forms the background for a study of how societies mobilized to meet the demands of total war; how people faced foreign occupation and persecution; and how the war changed political, economic, and social institutions, inspired moral reflection and cultural expression, and altered the global balance of power."

**IB&M 300AI****Comparative Knowledge Mgmt****Prof. D. Jin**

The course is a research seminar which examines the historical origin for the rise of knowledge-based organization, economy, and society. It further explores the nature and organizing principles of knowledge management and their cross-cultural differences.

**IB&M 300AL****Marketing Communications****Prof. M. Poulton**

This course will be a WR course addressing areas that are merely introduced in Marketing 240: advertising (message development, format, structure, execution, advertising budgets, result evaluation, ethical review and cross cultural considerations); public relations (media relations and writing for printed media); crisis communication management (facing the Court of Public Opinion) and internal organization communications (the role of corporate communications offices, memo writing, policy communication). We will use some lecture, "best and worst practices" cases, team project work, outside speakers from advertising agencies, PR firms and corporation communication personnel. The course will cover communications in both for profit and not-for-profit organizations.

**IB&M 300AM****China: Emerging Superpower?****Prof. M. Fratantuono**

In this course, we will examine China's unprecedented, rapid economic growth of the past 25 years. We will ask whether China's pace of growth is sustainable and what challenges lie ahead for the country. We will relate China's recent economic performance to its broad historical and cultural context. We will look at how different segments of China's society are faring in the face of dramatic change. Additionally, we will examine how different actors in the international system, including multinational companies, workers in other countries, and foreign governments are adjusting to China's rise in prominence, power, and prestige.

**IB&M 300AO****Nonprofit Management****Prof. D. Sarcone**

The overall objective of this service learning based course is to provide students with a clearer understanding of the ways nonprofit organizations individually and collectively strive to improve and maintain a desirable social good. The major course components include: a historical review of management theory to include a discussion on the similarities and differences between for profit and nonprofit management; the governance of nonprofit organizations; nonprofit strategic management; nonprofit operational management; and the management of newly emerging models of nonprofit collaboration - the development of inter-organizational networks created to more effectively address complex and recurring community problems.

**IB&M 300AP****Game Theory: the Microeconomics of Competition, Coordination, Cooperation and Conflict****Prof. E. McPhail**

Using the tools of modern evolutionary game theory we explore issues of strategic interaction. We examine fundamental microeconomic concepts relevant to the generic problem of coordinating social interactions among autonomous actors, with particular attention paid to conflict, competition, collective action, coordination failures, and the evolution of institutions and norms in capitalist economies. We draw from a number of fields such as evolutionary biology, sociology, political science and anthropology, as well as economics. We will read the work of such diverse authors as Jon Elster, Samuel Bowles, Herbert Gintis, Thomas Schelling, Joseph Stiglitz, Robert Boyd, Peter Richerson, Garret Hardin, Robert Sugden, John Maynard Smith, Gary Becker, and James Buchanan. Topics include: mixed strategies, credible threats and subgame perfection, repeated games, games with asymmetric information, the principal-agent model, adverse selection, signaling, and bargaining. Students must be conversant with calculus techniques and have a strong interest in reading demanding (yet rewarding!) material. Required Courses: intermediate microeconomics or managerial economics. Students who have not taken either one of these prerequisites but have a strong background in math are encouraged to contact the professor at [mcp@mail.dickinson.edu](mailto:mcp@mail.dickinson.edu).

**IB&M 300AQ****Investments****Prof. V. Vijayraghavan**

This course is a basic course in investment analysis and portfolio management. We will cover the core concepts of finance theory - the capital asset pricing model, risk-return trade-offs, analysis of bond pricing, and equity valuation. In addition, we will look at the organization and functioning of capital markets, asset allocation strategies, some basic principles of options and futures markets and finally global portfolio management. This course will use problem-solving and Excel spreadsheet analysis to apply the theoretical concepts.

Prerequisite: IB&M 300Q. Corporate Finance

**IB&M 300AR****Operational and Enterprise Leadership****Prof. L. Holder**

This seminar focuses on leadership at enterprise or operational level in the public and private sectors. We will study the powers, limitations, thinking, and options of high-level leaders who are responsible for implementing the policy guidance of chief executives, strategic leaders, directing boards, or electorates. The course objective is to understand how future leaders may deal with broad responsibilities, new opportunities, and high risk in an environment of change.

**IB&M 300Y****Business to Business Mktg****Prof. W. Su**

Business-to-Business Marketing focuses on the management processes and activities that a supplier firm performs in order to satisfy the needs of its organizational customers, which include other businesses, governments, or institutions. This course is designed to provide students with an in-depth understanding of marketing theories and practices in an inter-organizational transaction context. Special emphasis is placed on the creation and delivery of value to business customers, the development and maintenance of business relationships, as well as the communication and coordination issues in managing the business network. Through seminar discussion, case analysis, research project and computer simulation, this course aims at helping students develop critical analysis and problem-solving capabilities in their preparation to meet major challenges in dynamic business markets.

**ITAL 400D****Italian Food As Culture****Prof. S. Davidson**

From the literary comedies of the Renaissance to the slapstick improvisation of the comici dell'arte, from the existential paradoxes of Pirandello to the political satire of Dario Fo, Italy can boast a long and rich comic tradition. This course examines Italian comedy from the 1500's to the present, tracing the genre's development against the background of a changing Italian society. Student research projects will focus on a single play, comic type, or motif, examined in its literary and historical context.

**INTST 401****Interdisciplinary Seminar: US Grand Strategy****Prof. D. Stuart**

This seminar is designed to give International Studies seniors an opportunity to analyze and discuss the concept of US grand strategy. We will focus upon the current National Security Strategy of the United States, but will look at this document from three points of view: International relations theory, history, and the grand strategies of other major international actors.

**JUDST 216E****Kabbalah:Fund-Jew Mysticism****Prof. A. Lieber**

Kabbalah is a rich tradition of esoteric teaching and practices that has been a vital part of Judaism since late antiquity. The underlying assumptions of Kabbalah is that the divinely-revealed text of the Torah (Hebrew Scriptures) can be read on multiple levels: literal, symbolic, allegorical and mystical. In this course, we focus on mystical traditions of interpretation. These mystical techniques of interpreting the Torah center around the notion that every Hebrew letter has a numerical equivalent, and that by calculating the numerical value of words and phrases in the bible, or by exchanging different letters of the alphabet in accordance with a set system, associations can be made between otherwise unrelated aspects of the text. Tracing the history of Jewish mysticisms, the course introduces students to major trends in Jewish mysticism, focusing special attention on meditation, mysticism and magic, reincarnation, messianism and heavenly ascent. We will also explore contemporary popular expressions of Kabbalistic numerology, including the film PI, and the recent best seller, The Bible Code.

**JUDST 216O****Amer Jewish Popular Culture****Prof. E. Merwin**

What do George Gershwin, Arthur Miller, Barbra Streisand, Dustin Hoffman, Mel Brooks and Jerry Seinfeld all have in common? The answer is that they are all Jewish. But how does their Jewishness inform their work? This course will ask what is Jewish about Jewish humor, music, film, and theater, focusing on definitions that extend beyond the boundaries of "religious" definitions. We will analyze a wide range of works in order to understand Jewish contributions to American popular culture.

**JUDST 316G****The Holocaust****Prof. K. Qualls**

This course on the Holocaust will seek to understand the causes, effects, and representations of the Holocaust. We will place the Holocaust in a larger context of genocides and ethnic cleansings in the twentieth century. We will focus on victims of all kinds, perpetrators, the motivation for killing, and policy decisions that led up to mass extermination. The course will conclude with a discussion of trials, restitution, and commemoration.

**JUDST 316H****Israeli Cinema****Prof. N. Kann**

This course explores Israeli cinema in its historical and social contexts, emphasizing the themes of state-building, war, secular-religious strife, the Holocaust and Israeli identity. Israeli cinema reflects the complex interaction of diverse Jewish cultures from Middle Eastern, Western and east European societies. The course considers the evolution of Israeli cinema thematically, its self-image and its place in Israeli society. Film screenings will take place during a weekly lab session.

**LP 290C****Law, politics, society - E. Asia****Prof. N. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the "overlap" between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States

**LP 400A****Biomedical Tech, Policy & Law****Prof. D. Edlin**

This seminar examines the legal, ethical and policy issues surrounding developments in biomedical technology, with a focus on surrogate motherhood, in vitro fertilization, stem cell research and cloning. We will study the scientific advances in these areas along with their practical applications. We will consider how the different individual and institutional perspectives of scientific, political and legal actors combine to frame the policy debate about the use and regulation of cutting-edge medical and scientific research.

**LPPM 290B****Operational and Enterprise Leadership****Prof. L. Holder**

This seminar focuses on leadership at enterprise or operational level in the public and private sectors. We will study the powers, limitations, thinking, and options of high-level leaders who are responsible for implementing the policy guidance of chief executives, strategic leaders, directing boards, or electorates. The course objective is to understand how future leaders may deal with broad responsibilities, new opportunities, and high risk in an environment of change.

**MATH 201A****Calculus of Variations****Prof. A. Mareno**

An introduction to the calculus of variations. This course presents methods for finding extrema for functionals as opposed to functions. Topics include the first variation and the Euler-Lagrange equation, isoperimetric problems, holonomic and nonholonomic constraints, problems with variable endpoints, and the second variation. Prerequisite: Math 261.

**MEMS 200D****The Medieval Song****Prof. A. Quintanar**

This course introduces the student to the study of the Middle Ages and the Early Modern periods by examining the fusion of words and music produced in Medieval and Early Modern Europe. The core of the course uses modern technology to examine manuscript images, manuscript transcriptions, translations into English, and musical renditions. The material is studied comparatively and focuses on textual context, thematic convention (literary as well as musical), as well as cultural content.

**MUSIC 113A-01****Piano Class****Prof. D. Glasgow**

Open to all students who demonstrate by audition some acquaintance with musical notation, and who should continue to study instrument or voice at the basic level.

**MUSIC 113A-03****Voice Class****Prof. L. Holding**

Open to all students who demonstrate by audition some acquaintance with musical notation, and who should continue to study instrument or voice at the basic level.

**MUSIC 121****Musical Transgressions****Prof. B. Wilson**

Explores the long and shifting dialogue between music and other disciplines, with particular focus upon significant moments of creative conflict between old and new modes of musical thought. Topics are selective and wide-ranging, and may include ancient philosophy, the Orpheus myth, rhetoric and memory, Petrarch and the madrigal, musical iconography in Renaissance painting, the invention of opera, Louis XIV and musical statecraft, biblical exegesis in Bach's music, Masonic strains in Mozart, and Beethoven during and after Napoleon. An introductory course open to those with little or no musical background.

**MUSIC 354A****Music & Politics****Prof. A. Wlodarski**

This course explores the manner in which music has influenced or interacted with the political sphere from 1800 to the present. Topics to be examined include how composers have represented political figures or events in their music, how music creates socio-political commentary, the use of music as propaganda, and the contribution of music to nationalistic movements and political identities. Some of the events covered include: The Civil War, World War I, Weimar Germany, the Vietnam War, and the current War on Terror. Special weight is given to the WWII era and the Holocaust.

**PHILO 113B****Environment, Culture & Values****Prof. S. Feldman**

A study of the effects of scientific, religious and philosophical values on man's attitudes toward his environment and how these attitudes may affect our way of life. By focusing on particular current topic, and by subjecting the behavior in regard to that topic, we are able to critique them on alternative levels of behavior.

**PHILO 261G****Film Aesthetics****Prof. C. Dwiggin**

An examination of classical and more recent theories of film art and experience, touching on the nature of film as a medium and as an art form, audience experience, and their relationship of film to other arts. Close study of film each week, with readings from classical and contemporary theories keyed to the issues posed in or by the film. Prerequisite: a previous course in philosophy or permission of the instructor.

**PHILO 391E****Sr Sem: American Pragmatism****Prof. J. Wahman**

Underlying theories of psychology are fundamental assumptions about human nature, its capacities, and its motivations. We will first take a look at some historical roots of the concept of psyche and will proceed to examine the three major "waves" of psychology for their presuppositions about human life and its nature as a scientific object.

**LPPM 290B****Operational and Enterprise Leadership****Prof. L. Holder**

This seminar focuses on leadership at enterprise or operational level in the public and private sectors. We will study the powers, limitations, thinking, and options of high-level leaders who are responsible for implementing the policy guidance of chief executives, strategic leaders, directing boards, or electorates. The course objective is to understand how future leaders may deal with broad responsibilities, new opportunities, and high risk in an environment of change.

**POLSC 290AH****Law, Politics, Society - E. Asia****Prof. N. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the "overlap" between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States.

**POLSC 290AV****The War on Terrorism****Prof. A. Williams**

This course will cover the global war on terrorism, its origins, its characteristics, and the ends, ways and means of the participants. We will begin by seeking to arrive at a working definition of terrorism. We will examine various historic case studies in an effort to identify common characteristics of terrorist activity, terrorist motivations, the origins of today's terrorist movements, and a general typology of terrorism. We will address the catastrophic events of September 11, 2001 and their impact on the national security of the United States. Finally, we will examine the current strategy of the United States in the global war on terrorism, and its implications and challenges.

**POLSC 290BI****Crime and Punishment****Prof. H. Pohlman**

This course will examine and critically evaluate the substantive principles that the criminal law uses to assess culpability. Central questions are: Why punish? Whom should we punish? How much should we punish? The focus will be on the law of homicide and a recurring issue will be the morality of capital punishment. Various defenses and justifications will be considered - insanity, diminished capacity, self-defense, duress, and necessity. The goal of the course is to use the law of homicide to explore basic questions concerning personal responsibility.

**POLSC 290BJ****Race, Media & Politics****Prof. S. Larson**

This class looks at how the four major racial minority groups in the United States (Blacks, Hispanics, Asian Americans, and Native Americans) are represented in entertainment (movies and television) and news media (television, newspapers, news magazines). Although representation is inherently political, our attention will be to system-supportive messages about race. The four major sections of the class are: movies/ entertainment media, news coverage of mass publics, news coverage of racial social movements, and news coverage of candidates and politicians of color. We will also look at how mainstream messages are challenged by alternative media controlled by racial minorities.

**POLSC 290BK****Operational and Enterprise Leadership****Prof. L. Holder**

This seminar focuses on leadership at enterprise or operational level in the public and private sectors. We will study the powers, limitations, thinking, and options of high-level leaders who are responsible for implementing the policy guidance of chief executives, strategic leaders, directing boards, or electorates. The course objective is to understand how future leaders may deal with broad responsibilities, new opportunities, and high risk in an environment of change.

**POLSC 390AA****Biomedical Tech, Policy & Law****Prof. D. Edlin**

This seminar examines the legal, ethical and policy issues surrounding developments in biomedical technology, with a focus on surrogate motherhood, in vitro fertilization, stem cell research and cloning. We will study the scientific advances in these areas along with their practical applications. We will consider how the different individual and institutional perspectives of scientific, political and legal actors combine to frame the policy debate about the use and regulation of cutting-edge medical and scientific research.

**POLSC 390H****Global Futures****Prof. R. Bova**

This seminar will focus on reading and discussion of a number of recently published, provocative books which attempt to analyze, explain, and predict the general contours of early twenty-first century world politics. Among the general issues to be discussed are trends in economic globalization, the future of war, prospects for global democracy, the impact of the rise of China, and many others.

**POLSC 390Z****Comp Political Corruption****Prof. J. Mark Ruhl**

Political corruption is the misuse of public office for private gain (embezzlement, bribery, etc.). The seminar will investigate why the level of political corruption varies so widely from country to country in the world today (from high in Russia to moderate in Italy to low in Finland or Singapore). We will study the causes and consequences of this variation as well as reform strategies for reducing corruption. Our readings will include Arnold Heidenheimer and Michael Johnson's classic book *Political Corruption: Causes and Contexts*, Chinua Achebe's novel of corruption in a new nation *No Longer at Ease*, and other texts.



**PSYCH 1800****Adolescent Psychology****Prof. A. Sauve**

This course will provide a comprehensive and up-to-date survey of theory and research findings in the various domains of adolescent psychology. Physical, cognitive and social changes will be examined in the context of the family, peer and school environments. In addition, contemporary adolescent issues will be discussed along with adolescent psychopathology.

**PSYCH 380C****Rsch Meth in Drugs & Behavior****Prof. A. Rauhut**

Investigates biological underpinnings of basic operant and classical conditioning processes. Uses animal models to explore implications for psychopathology, addiction, etc.

**PSYCH 380G****Rsch Meth in Community Psych****Prof. M. Davis**

This course teaches the major tenets of community psychology and various research methods including a focus on understanding the role of the environment in human behavior, the field's application to a range of social issues, and commitment to action.

**RELGN 241J****Amer Jewish Popular Culture****Prof. E. Merwin**

What do George Gershwin, Arthur Miller, Barbra Streisand, Dustin Hoffman, Mel Brooks and Jerry Seinfeld all have in common? The answer is that they are all Jewish. But how does their Jewishness inform their work? This course will ask what is Jewish about Jewish humor, music, film, and theater, focusing on definitions that extend beyond the boundaries of "religious" definitions. We will analyze a wide range of works in order to understand Jewish contributions to American popular culture.

**RELGN 241K****Religious Images in Western Art****Prof. J. Monighan-Schaefer**

This course sketches the conflicting and also nurturing relationship between the Fine Arts and Christianity during its 2000-year journey. The focus will be on the underlying theological developments, which brought forth new art forms. In addition, we will explore the theology of various artists with an emphasis on those during the 19th and 20th centuries. Many of the course sessions will employ slides and PowerPoint presentations of artists' works, lecture and small group discussions.

**RELGN 260B****The Way of the Shaman****Prof. D. Cozort**

The shaman, a figure in some form or another in nearly every culture past and present, is a healer of the body and soul who is the protector of the psychic integrity of the people he or she serves. Initiated by the ordeal, able to go into profound trance (and in that state, believed to have the powers to fly, to visit heaven and hell, to transform into animals), and the last resort of the desperate, the shaman is a human bridge to the supernatural. The course will use the methods of psychology and anthropology to analyze examples ranging from Siberia to Tibet to the Great Plains.

**RELGN 260G****Kabbalah:Fund-Jew Mysticism****Prof. A. Lieber**

Kabbalah is a rich tradition of esoteric teachings and practices that has been a vital part of Judaism since late antiquity. The underlying assumption of Kabbalah is that the divinely-revealed text of the Torah (Hebrew Scriptures) can be read on multiple levels: literal, symbolic, allegorical and mystical. In this course, we focus on mystical traditions of interpretation. These mystical techniques of interpreting the Torah center around the notion that every Hebrew letter has a numerical equivalent, and that by calculating the numerical value of words and phrases in the bible, or by exchanging different letters of the alphabet in accordance with a set system, associations can be made between otherwise unrelated aspects of the text. Tracing the history of Jewish mysticism, the course introduces students to major trends in Jewish mysticism, focusing special attention on meditation, mysticism and magic, reincarnation, messianism and heavenly ascent. We will also explore contemporary popular expressions of Kabbalistic numerology, including the film *PI*, and the recent best seller, *The Bible Code*.

**RELGN 260R****Religion, Reaction & Reform****Prof. J. Gilchrist**

Religion has sometimes been a conservative force, as Karl Marx alleged, but it has also been a progressive, even a revolutionary, force at times. This course will bring analytical models to bear on historical examples (e.g., slavery, segregation, the role of women, nationalism, war, wealth & poverty) to explain why even the same religious tradition can be a force for reaction and reform. Case studies from various religions and nations will provide insights into the role of religion in contemporary conflicts, both domestic and international.

**SCNCE 101FH****Exploration in Physics W/Lab****Prof. D. Jackson**

This course is an activity-based lab science course designed for non-science majors. In this course, everything you learn will be built up from direct observations that you will make in class. This kind of in-depth study will provide you with more than just knowledge about the particular concept under study. It will also give you direct experience with the scientific process. Furthermore, most students find that this is a fun way to learn about science. The topics covered in this course vary from semester to semester. In spring 2006 we will be investigating "Magnets, Charge, and Electric Motors" and "Vibrations, Sound, and Musical Tones."

**SOCIO 230AH****Conflicts/Conflict Resolut St****Prof. S. Staub**

Conflict seems to be an inescapable aspect of social life. Are we, as human beings, pre-determined to live in conflict? Yet as social beings living in mutually dependent social groups, we have developed various simple and complex strategies for managing and resolving conflicts. We will explore these mechanisms to manage or resolve conflicts of different kinds - inter-personally, in families, workplace-based, among ethnic, racial, and religious groups, and internationally. This course will examine the growing literature on conflict studies, and will draw on inter-disciplinary perspectives to examine conflict and conflict resolution processes and strategies.

**SOCIO 230AP****Law and Society****Prof. P. Grahame**

Law is the most formal expression of the morality of a society, and yet in practice law may seem amoral or even immoral. Why? This course examines law as a social institution and arena of social interaction. Our central concern will be with "law in action" rather than official and formal definitions of the justice system. Social factors such as class, gender, and race will be considered throughout.

**SOCIO 230AQ****Environmental Society****Prof. P. Grahame**

Contemporary environmental movements reflect important changes in how we understand the local and global consequences of human action. For example we may wonder whether modern societies are sustainable or doomed to catastrophic failure. Or we may be made anguished over tradeoffs between economic development and preservation of natural areas. This course explores environmental dimensions of human life in relation to topics such as sustainable development, toxic communities, technological disasters, environmental activism, green consumerism, deep ecology, ecofeminism, media portrayals of environmental issues, and ecotourism.

**SOCIO 230AR****Sociology of Education****Prof. J. Marquis**

In the United States, education is the one universal factor that purports to provide the basis for an equitable and democratic society. This course will provide you with the intellectual tools for understanding the relationship between our schools and the larger society in which they are embedded, and a methodology for decoding what the current situation is. We will accomplish this through a critical examination of the social forces influencing the issues of literacy, technology, and a race and class.

**SOCIO 230Z****Gender and Society****Prof. A. Finley**

This course is designed to give an overview of the social issues that create separate spheres for women and men in the United States. It will explore a number of different topics from the private sphere to the public sphere, emphasizing how these issues differ by race and class. The aim of the course is to develop a sociological understanding of why women and men are uniquely located in certain social contexts and their roles within them. Ultimately, present and future implications of our gendered socialization are examined, with critical discussion focusing on social policy.

**SOCIO 236****Stratification****Prof. A. Finley**

This course takes a critical look at the layers of American society that shape, construct, and inhibit the basic pursuit for equality of opportunity. Students will be asked to examine how the three most fundamental elements of social stratification – race, class, and gender – function both separately and in tandem to organize systems of inequality. The course enlists theoretical and practical applications of stratification to evaluate how social constructions of difference influence the institutions, such as education, work, family, government, and society policy that impact our daily lives. Additionally, class discussions will also consider how the forces of racism, sexism, and classism impact the attainment of basic needs, such as wages, health care, and housing.

**SOCIO 239****Work and Occupation****Prof. A. Finley**

"Never work just for money or for power. They won't save your soul or help you sleep at night" (Marian Wright Edelman). The problem is, work is all of those things: our livelihood, our mobility, and our identity. This course is a sociological examination of how we structure, fill, and define work in the United States. Course material will investigate how occupational positions have come to define American social stratification in terms of prestige, skill, and distributed rewards. Specifically, class discussions will be concerned with who occupies certain positions, how we socially construct occupational opportunities, and how this impacts life circumstances according to race, gender, and class. The goal is to understand, through the use of both theory and contemporary application, how the nature of work and occupations shapes our daily lives.

**SOCIO 313A****Women's Health****Prof. J. Winterich**

This course examines how the production of medical knowledge and the social construction of gender affect women's experiences with health and illness and medical care. The concept of health, medical research and administration of medical care are socially, economically and politically influenced with significant consequences for women. This course uses a feminist and cultural analytical framework to examine the social worlds of gender, health, medicine and science. In this course we will explore the following issues: What is the relationship between scientific knowledge, medical care, and women in the United States? How does our culture emphasis on the individual and increasing commodification of health influence how medicine defines health and illness for women? How do women experience health and illness and how do these experiences compare by race, class and sexual orientation? What are alternatives to the biomedical system and how would women benefit from a feminist, collective approach to women's health issues?

**SPAN 300****Introduction to Hispanic Linguistics****Prof. M. Overstreet**

This course serves as an introduction to the concepts of phonetics, phonology, morphology and syntax of the Spanish language. Students are introduced to the concept of descriptive linguistics and linguistic analysis. Students are introduced to linguistic development, historical linguistics and linguistic variation and change.

**SPAN 400E****The Medieval Song****Prof. A. Quintanar**

This course introduces the student to the study of the Middle Ages and the Early Modern periods by examining the fusion of words and music produced in Medieval and Early Modern Europe. The core of the course uses modern technology to examine manuscript images, manuscript transcriptions, translations into English, and musical renditions. The material is studied comparatively and focuses on textual context, thematic convention (literary as well as musical), as well as cultural content.

**SPAN 410G****Hist & Myth in Contemp Sp Am L****Prof. B. Toral**

This course will examine the dynamics of history and myth in contemporary narrative works by some leading Spanish American male and female authors. Special attention will be given to the literary strategy of memory in our exploration of issues that include gender, race, and/or ethnicity. We will also explore the narrative technique of "magical realism" and the way it questions cultural and national history from both a male and female perspective. Films will also be incorporated in the course.

**WOMST 101B****Post-Colonial Women Writers****Prof. R. Ness**

Women writing in countries that were once part of a colonial empire sometimes bear what Buchi Emecheta in Nigeria has called a double yoke. They may suffer the burdens of both neo-colonialism and other forms of race and class prejudice and be marginalized as females by a male-dominated cultural system. How women confront these twin oppressions will be a main focus of the course. I have selected 9 writers, from India, Africa and the West Indies.

**WOMST 202C****Women and Popular Culture****Prof. S. Brautbar**

Popular culture is all around us: it is the movies and television programs we watch, the news media that informs us about "reality", the songs we listen to in the car, the magazines and novels we read, the clothes we wear and much more. In Women and Popular Culture, students will analyze the everyday messages and themes expressed through popular culture. We will look at representations of women in the media, the role of women as producers of popular culture, and the role of women as consumers of popular culture. From Barbie to Sex and The City and Mary J. Blidge, we will ask difficult questions about the ways in which the world around us defines and limits women's identity and the ways in which it can be a tool for empowerment.

**WOMST 202D****Fam & Gen in a Cross-cultural Perspective****Prof. S. Rose**

In this comparative course in family systems, we will study the impact of production and politics on family life in various cultures, including Africa, Latin America, the Far East and the United States. The course uses ethnographic studies and documentaries to illuminate the impact of the political economy on family life, the life course, and gender roles and relationships. Various theories of development will place the ethnographies into socio-political and historical context.

**WOMST 300G****Society & the Sexes****Prof. R. Sweeney**

This will be a reading and discussion course which will investigate three separate but interrelated threads- the history of sexuality, the history of the body, and the construction of gender - in both pre-industrial and modern Europe. We will ask how definitions of male/female and masculine/feminine have changed over time, and how they shaped the life-experiences of men and women. Readings will include medical opinions, diaries, legal texts, novels and political debates.

**WOMST 300J****Women's Health****Prof. J. Winterich**

This course examines how the production of medical knowledge and the social construction of gender affect women's experiences with health and illness and medical care. The concept of health, medical research and administration of medical care are socially, economically and politically influenced with significant consequences for women. This course uses a feminist and cultural analytical framework to examine the social worlds of gender, health, medicine and science. In this course we will explore the following issues: What is the relationship between scientific knowledge, medical care, and women in the United States? How does our culture emphasize the individual and increasing commodification of health influence how medicine defines health and illness for women? How do women experience health and illness and how do these experiences compare by race, class and sexual orientation? What are alternatives to the biomedical system and how would women benefit from a feminist, collective approach to women's health issues?

Fall 2005

Last updated 08/25/05

**A&AH 205O****20th Century Architecture****Prof. L. Dorrill**

An intermediate-level study of selected topics in the history of art and architecture.

**A&AH 205J****Greek Art & Archeology****Prof. C. Maggidis**

A survey of the archaeology of ancient Greece from ca. 4000 to 323 B.C. Particular attention is devoted to the development of Greek civilization and culture as seen through architecture, art, pottery and town planning.

**A&AH 205H****Prehistoric Aegean Art & Arch****Prof. C. Maggidis**

A general introduction to the art and archaeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade posts and colonies in Asia Minor, Cyprus, Syro-palestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and the fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple function of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilization. Visits to archaeological collections and Museums.

**AMST 200AC****Outsiders in America****Prof. K. Rogers**

This course examines the life narratives of contemporary Americans who have been treated as "outsiders" in American culture, and who have internalized a sense of themselves as marginalized people due to their racial, class, gender, cultural, and body identities. The course explores the processes of maturation and development by writers as different as Dorothy Allison ("Bastard Out of Carolina"), Mark Doty ("Firebird"), Nancy Mairs ("Waist High in the World") and others. Students will write a number of papers and essays that will analyze the process of successive reframing of life experiences as individuals find their voices as writers and individuals.

**AMST 200AD****African Amer Since Slavery****Prof. K. Rogers**

This course covers central processes in African American history since the end of the Civil War. We will explore African-American rural life and culture in the southern states, migrations to urban centers in the North and West, artistic revolts such as the Harlem Renaissance and the Black Arts Movement, and political movements such as Black Republicanism after the Civil War, the Graveyite movement of the 1920s, the Nation of Islam, Civil Rights unionism, and the labor movement of the 1930s and 1940s, the Civil Rights/Black Liberation movements of the 1950s through the 1970s, and the Black Power/Black Panther organizations. Students will read historical studies and novels that document this experience, and will write several short papers and exams.

**AMST 200H****African Diaspora****Prof. H. Merrill**

This course examines the presence and contributions of people of African descent outside the African continent. While we generalize about the Black diasporic experience across continents, we also pause to examine the ways that stories unfold in particular places and at specific historical moments. Because most representations of Africa and her descendants have left Africans on the margins of world history, in this course we pay particular attention to alternative ways of understanding Black diaspora. We draw upon case studies from the United States, the Caribbean, Brazil and Europe during different historical periods.

**AMST 200O****Cross Borders: Sites of Memory****Prof. S. O'Brien**

The "Sites of Memory" course is the required course for all students in the Crossing Borders Program during their fall semester at Dickinson College (2005). From the Middle Passage to the Great Migration North to the building and negotiation of community in the context of contemporary America, we will explore the interactions between history and the life course. Focusing on issues of race and class in American culture, the course will enable students to see how "official" history has represented (or erased) the experiences of African-American, Native Americans, and Irish-Americans, in particular. To analyze this "top-down" history, we will be looking at museum exhibits, historical narratives, cemeteries, films, and other cultural forms. At the same time we will look at the unofficial (and, increasingly, public) "sites of memory" that allow once-silenced groups to tell their own stories through oral history, folklore, song, storytelling, memoir, documentary film, and fiction. As we explore the interplay between history and memory, we will look at issues of diaspora, immigration and migration, family, identities, and communities. We will explore the social construction of whiteness and the history of race, and see how class matters. We will also look at the ways in which complex and multiple identities can have liberatory power.

**AMST 200Z****Jews and Judaism in the U.S.****Prof. E. Merwin**

Traces the history of Jewish immigration to America and how the American experience has produced and nurtured new forms of Judaism, notably Reform and Conservative. The course concentrates on the last hundred years of American history and includes such topics as anti-Semitism, the Holocaust, and Israel. The course is cross-listed as Judaic Studies 206.

**AMST 301AC****African-American Women in the Visual Arts****Prof. J. Philogene**

This course provides an introduction to African American women artists. Students will be introduced to a variety of visual arts; critically examining the development of these art forms and of black women as artists. Drawing on a wide range of materials from the 19th century to the 20th century: slides, films, novels, music, and videos, the course opens up perspectives for discussions on aesthetics, race, gender, color, sexuality and class among other issues dealing with black women's experiences and creative expressions. In addition, the course provides a lens through which a range of perspectives on various historical, social and cultural movements can be viewed.

Equally, the course is concerned with how and to what degree black women's art was a site of resistance or subversion of the narrow confines of dominant cultural representations of black women, and to what extent their art is a site of political and racial empowerment. Working with an expansive conception of art, we explore relationships between art, politics, and society and pay close attention to the work of artists within their social, cultural, aesthetic, and historical contexts.

**ANTHR 245I****China Beyond Bamboo Screens****Prof. M. Zhou**

Included in this course will be ethnic and cultural diversities. Demystifying the general presentation of China as a nation of the Han who speak Mandarin and /or Cantonese, this course introduces China's fifty-five ethnic minorities (a population of over 90 million) with focuses on their histories, religions, literatures, performing arts, education, and family/marriage traditions. This course consists of lectures, group discussions, and multimedia presentation of cultural practices and customs.

**ANTHR 245N****Enthnography of Postcolonial Africa****Prof. J. Ellison**

This course is intended as both an introduction to the ethnography of Africa and an examination of current ethnographic problems in Africa. We will learn a great deal about the cultural, social, and economic diversity of the continent while avoiding the typological thinking that once characterized area studies. Through ethnography we will view African cultures as historically grounded and enmeshed in various fields of power, and we will consider the enduring and changing influences of pre-colonial traditions, colonialism, postcolonial states, and the global economy. ARABI 101

Elementary Arabic

Prof. L. Blosser

An introduction to Modern Standard Arabic (MSA). Introduction to speaking, listening, reading and writing skills in the standard means of communication in the Arab world.

**ARABI 211****Intermediate Arabic****Prof. I. Hassan**

Introduction to conversation and composition building on the skills developed in 101 and 102. Prerequisite: 102.

**BIOL 401B****Chemical Ecology****Prof. T. Arnold**

A course focusing on chemically-mediated interactions between terrestrial and marine organisms. Topics include plant toxins and medicinal plants, chemical 'communication' among insects, 'talking' trees, and the evolutionary arms race, among others. The course consists of three weeks of introductory material followed by a series of special topics. For each special topic, students will receive a lecture of introduction, discuss relevant scientific articles, and participate in a seminar/ discussion, often led by authors of those papers who visit the college. Students will compose a paper, in the form of a review of recent literature pertaining to some aspect of chemical ecology. Three hours classroom and three hours laboratory a week.

**CHEM 347****Concepts of Inorganic Chemistry****Prof. A. Bengali**

This course will cover fundamental concepts in inorganic chemistry to include: periodic trends, atomic and molecular structure, ionic bonding and crystal structures, solubility of ionic solids, acid-base chemistry, structure and bonding in coordination compounds, and reactions of transition metal complexes. Throughout the course the unifying theme will be the application of principles of structure and binding to predict and explain reactions involving inorganic compounds. (pending faculty approval)

**CLCIV 200B****Prehistoric Aegean Art & Arch****Prof. C. Maggidis**

A general introduction to the art and archeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean tradeposts and colonies in Asia Minor, Cyprus, Syropalestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery, sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple functions of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilizations. Visits to archaeological collections and Museums.

**COSCI 393C****Constraint Programming****Prof. T. Wahls**

An introduction to constraint programming techniques, methods for solving constraints, and applications of constraint programming in domains such as scheduling and routing. Constraint solving methods discussed include search, finite domains and domain pruning and methods for simplifying tree constraints. Programming techniques discussed include constraint logic and concurrent constraint programming.

**EASIA 203G****Contemporary Chinese Lit****Prof. P. Fu**

This course provides students with a window to view contemporary China via the prism of Chinese literary works, including classics by writers like Lu Xun, Lao She, and Cao Yu and more recent stories, plays, novels, and poems by writers like Mo Yan, Su Tong, and Yu Hua. Students will examine how literary production, historical transformation, social mores, and cultural practices in China are bound together and how the creative powers of writers and literature have contributed to the making of today's China. All the readings are in English.

**EASIA 205N****Intro to Japanese Film****Prof. L. Winston**

This class is an introduction to Japanese film, from its beginnings to the present. While exploring the history of Japanese film and its social and cultural contexts, we will examine genres, themes, techniques, and works by important directors. Particular areas of focus in this class include gender, war, memory, censorship, and narrative.

**EASIA 206G****China Beyond Bamboo Screens****Prof. M. Zhou**

Included in this course will be ethnic and cultural diversities. Demystifying the general presentation of China as a nation of the Han who speak Mandarin and /or Cantonese, this course introduces China's fifty-five ethnic minorities (a population of over 90 million) with focuses on their histories, religions, literatures, performing arts, education, and family/marriage traditions. This course consists of lectures, group discussions, and multimedia presentation of cultural practices and customs.

**EASIA 206J****Japanese Politics & Society****Prof. N. Diamant**

In this class we will focus on political, economic and cultural developments in Japan. We will examine issues ranging from political and economic development to law, bureaucracy, political parties, international relations, social protest, crime, gender relations, and popular culture. We will attempt to answer the question: Is there a distinctly Asian model of development, one that stands in contrast to Western patterns? To answer this, we will take an in-depth look at the three major periods of Japanese history (the Tokugawa, Meiji, and Showa) and examine how Japan confronted the challenges and opportunities produced by its entry into global politics and the capitalist economy.

**EASIA 206Q****Japan before the 20th Century****Prof. S. Kim**

This course reviews Japanese history from the Paleolithic age to the formation of the centralized state in Meiji Japan. Topics include the Japanese archipelago's links with the Korean peninsula, the rise of powerful families at Court, the transition to warrior rule, the pacification of the realm under the Tokugawa bakufu, and the transformation of ideas and the polity in the face of foreign threats. Most readings focus on the Tokugawa period.

**EASIA 306B****Impact of China Econ Reform****Prof. N. Diamant**

China's economic reforms, which began in earnest in 1978, unleashed dramatic changes in its society and politics, and transformed China's place in the world economy. Thanks to these reforms, the standard of living for most Chinese has risen in the last two decades, but China is also plagued with very serious social problems, such as inadequate health care in rural areas, environmental degradation, unemployment, and rising inequality. The Chinese government also faces numerous challenges to its authority in the form of protests, rioting and rising rights consciousness. Internationally, China's integration into the world economy has resulted in thousands of "Made in China" products in American stores, lower prices, the loss of American manufacturing jobs and a huge trade imbalance. Politicians, unions, economists and human rights activists have all weighed in on the benefits and costs related to China's rise in prominence. This seminar will examine the nature of China's economic reforms and the ways in which they have affected Chinese society and China's interaction with the global community.

**EASIA 306C****Korean-Japanese Relations****Prof. S. Kim**

This colloquium explores several contentious issues in the history of Korean-Japanese relations. Emphasis is on Japanese colonialism in Korea, its moral rationale, policies, and legacy for postwar Asia.

**ECON 495B****Women and Global Economy****Prof. M. Kongar**

A reading, research, and conference course on a selected economics topic. Student seminar choices must be approved by the department.

**ENGL 101AU****Contemporary American Fiction****Prof. J. Gill**

In this class, we will read, discuss, and write about American novels and short stories written in the last twenty years. Our focus will be on the family and the ways in which the authors represent family life in America in all its variety and complexity. Texts may include Allegra Goodman's *The Family Markowitz*, Michael Cunningham's *The Hours*, Jonathan Franzen's *The Corrections*, Rick Moody's *Purple America*, and Carolyn Chute's *The Bean of Egypt, Maine*.

**ENGL 101BG****Fictions of America****Prof. R. Winston**

This course will examine a variety of short stories and novels from the 19th and 20th centuries. All of these works comment, often in quite disparate ways, on American identity. We will examine these works from a variety of critical perspectives; we will concentrate on the techniques of careful, close critical reading and thoughtful critical writing. Requirements: diligent preparation, regular attendance and thoughtful participation; two 6-page essays; in-class final examination.

**ENGL 101BH****From Lit to Film: Coppola****Prof. T. Reed**

This course examines three of Francis Ford Coppola's most critically - and popularly - acclaimed films, *The Godfather* (1972), *Apocalypse Now* (1979), and *Bram Stoker's Dracula* (1992). One of our goals will be to characterize Coppola's directorial style, something that, when he's "on his game," allows him to reach and engage a unique range of audiences. We'll also consider him, however, as an adapter of established literary texts - in the process learning something about the way literary and cinematic artists develop their narrative material in both parallel and contrasting ways. "

**ENGL 101BX****Brit Grit: Drama & Film****Prof. V. Sams**

This course will focus on reinventions of realism in the post-WWII period, through the dramatic and cinematic works of such playwrights as Shelagh Delaney, John Osborne, Ayub Khan-Din and Roy Williams and such filmmakers as Ken Loach, Tony Richardson, Stephen Frears, and Michael Winterbottom. We will read these works alongside selected essays about earlier dramatic realism (Ibsen, Synge, Shaw and others) and in the context of the cultural studies movement.

**ENGL 101CA****The Dismodern Body****Prof. J. Kupetz**

Idealized and naturalized, treated metaphorically or literally, the human body has long been a favorite subject of artists. Centered in American literature and theory of the 20th Century, this course will examine the construction of "body" and its (re)presentations, specifically bodies with visible and non-visible impairments, as well as the social construction of "disability." Additionally, we will consider how contemporary thinking about the body might augur a "dismodern" sensibility that reconfigures other areas of cultural inquiry. "

**ENGL 101CF****African-American Women Writers****Prof. L. Johnson**

This course serves as an introduction to the literature written by African American women. Specifically, we will span the African-American literary tradition in order to discover the historical, political, and social forces that facilitated the evolution of Black women's voices as well as their roles inside and outside the Black community. Additionally, we will discuss such issues as self-definition, womanhood, sexuality, activism, race, class, and community. Some of the authors whose work we will read include: Phillis Wheatley, Maria Stewart, Harriet Jacobs, Anna Julia Cooper, Frances Harper, Georgia Douglass Johnson, Zora Neale Hurston, Margaret Walker, Audre Lorde, Sonia Sanchez, Toni Cade Bambara, Alice Walker, and Toni Morrison.

**ENGL 212A****Writing About Race****Prof. L. Johnson**

In this class, we will examine different ways of understanding and writing about race and representation. This course draws on history, politics, race and gender studies in order to explore the phenomenon of race in America. Ever since Americans (and observers of American culture) began to discuss and write about it, race has been the topic of some of our most controversial national debates. We will investigate the following: How do we define race? How do discussions of race shape and (in) form our writing? How do, or how can, we explore the contradictions and conflicts of our time through our writing? And will the color line remain the greatest problem of the 21st century?



**ENGL 212J****Writing About Sports****Prof. J. Gill**

In this class, students will read and analyze examples of different types of writing (newspaper columns, magazine features articles, and book-length works) about a variety of amateur and professional sports. Students will write both analytical essays about the readings and their own articles about issues and figures in the contemporary world of sports. Texts may include *The Best American Sports Writing 2003*, Jon Krakauer's *Into Thin Air*, Lance Armstrong's *It's Not About the Bike*, and H.G. Bissinger's *Friday Night Lights*.

**ENGL 212K****Writing About Music****Prof. J. Kupetz**

This course will examine the craft of essay writing through the lens of rock and roll reportage, historiography, and other non-fiction modes. Readings will focus on the phenomena of fandom, "authenticity," and "gendered music. Additionally, contemporary literary theory and social criticism will be applied to musical "texts" in order to posit rock and roll as a node in the continuum of U.S. culture.

**ENGL 212T****Person, Place, and Thing: Writing Creative Nonfiction****Prof. S. Chilson**

Ever read a piece in *Sports Illustrated* about famous ball parks? Or read an article in *The New Yorker* about a family living next to toxic waste? Chances are you were reading a piece of creative non-fiction. In this class we will explore different ways of writing creative nonfiction, and you will have the chance to write on a number of diverse topics, including sports, travel, the arts, childhood, and food. This will be a workshop based class, and during the semester we will talk about student essays in-depth in workshops with an eye toward revision.

**ENGL 218A****Creative Writing: Fiction****Prof. S. Perabo**

If you have seriously contemplated writing short fiction, then this course is for you. The course will engage students in the art and craft of writing short stories. It is intended for students who have read widely among past and contemporary masters of short fiction and who are accomplished in the elements of prose composition (mechanics, syntax, and structure). Students will be expected to produce two new short stories (10 to 20 pages each) during the semester and revise them during the term. The course will lay emphasis on "workshopping" (reading, analyzing, and discussing) students' own creative work. Class sessions will be in the form of assigned readings, written exercises, and the writer's craft. This focus will inform our discussions as we read participants' creative and critical drafts, as well as contemporary works by established writers. We will also analyze essays by established fiction writers about the craft of writing and present these analyses orally and in writing.

**ENGL 218B****Creative Writing: Poetry****Prof. A. Su OR**

Sha'an Chilson

(self-explanatory - no course description needed)

**ENGL 313****Linguistics, Sci Study/Hum Lang****Prof. R. Ness**

This course is concerned with the nature of language and communication, how it is structured and how it functions. In the first part of the course, we will deal with the structural components of language, of its sounds and words and syntax; in the second section we will discuss the properties of linguistic meaning and the ways speakers and groups of speakers differ from each other in the forms they use. Finally, we will examine how languages change over time and how languages are related.

**ENGL 318A****Adv. Creative Writing: Fiction****Prof. S. Perabo**

(self-explanatory - no course description needed)

**ENGL 318B****Adv. Creative Writing: Poetry****Prof. A. Su**

In the advanced poetry workshop, students will write poems and critique one another's work, intensively. Assignments will be less form-based than in 218. We'll read at least two full-length collections of contemporary poetry, including a book by Mark Doty, who will visit Dickinson in March. The class will give its own public reading at the end of the semester.

**ENGL 339D****Craft of Short Story****Prof. S. Perabo**

This course will closely examine the tools, materials, and specific techniques used to create successful short stories and discuss The Masters as craftsmen (and craftswomen) in their trade. We'll begin with Chekhov and end with contemporaries such as Tobias Wolfe and Lorrie Moore. On the way we'll discuss the likes of Joyce, Fitzgerald, O'Connor, Cheerer, and Carver.

**ENGL 339E****The Craft of Poetry****Prof. A. Su**

Although you need not have taken a poetry-writing workshop to take this course, this course is best described as a literature corollary to Creative Writing: Poetry (any level). We will do the examination of published work that, in an ideal world, workshop would allow us time to do. We'll take the position not of the critic, but of the apprentice poet, trying to get into the mind of the master. You'll also write poems in this course, based on assignments designed to help you get "inside" the texts, and some of them will be subjected to peer critique. There will be a research paper. The reading will come from various time periods, but the emphasis will be on modern and contemporary poetry, which give greater opportunity to look backward at what went into the poetic cauldron. Among the likely poets: W.H. Auden, Elizabeth Bishop, Emily Dickinson, John Donne, Robert Frost, Seamus Heaney, G.M. Hopkins, Sylvia Plath, Shakespeare, Derek Walcott, W.B. Yeats.

**ENGL 349O****Representations of Blackness****Prof. L. Johnson**

This course examines the changing meaning of and value given to the concept of "blackness" as expressed in the literary productions (poetry, novels, short stories & criticism) of African-American writers. We will begin by exploring the association of blackness with physical racial difference and move forward to assess the various ways that African-American authors have come to regard the concept as essential components of their "artistic strength" and their Diasporic identities. Along with discussions of black as an identity, we will treat the themes of black aesthetics, black literary criticism, inter- and intra-racial racism, black womanhood and masculinity. We will read the works of such authors as David Walker, Martin Delany, Charles Chesnut, Zora Neale Hurston, Nella Larson, Sonia Sanchez, Amiri Baraka, Anne Moody, Wallace Thurman, George Schuyler, W.E.B. Dubois and others.

**ENGL 349P****Contemporary Latino/a Lit****Prof. S. Stockton**

In this course, we will examine a range of literature written in the mid to late 20th century by Puerto Rican, Cuban-American, Dominican-American, and Mexican-American writers. We will work primarily with fiction but will also study a fair amount of film and poetry, some non-fiction prose, and a bit of visual art. We will thus be looking at a very wide spectrum, tasting bits and pieces of this and that. Nevertheless, the sampling will give a sense of literatures (and a culture and a politics) clearly not mainstream North American. The questions to think about, then, should perhaps foreground this difference, not so much to come to easy conclusions about how cultural sub-groups makes sense of life but rather to begin by acknowledging the complexity of culture, identity, and representation. We can use the occasion of this complexity to ask ourselves some more basic questions: What is literature, after all? How does one go about judging what is and what is not art? What is (should be, can be, etc.) the connection between politics and art? Culture and identity? Life and representation of life? Authors will probably include Dagoberto Gilb, Julia Alvarez, Cristina Garcia, Oscar Hijuelos, Abraham Rodriguez, and Sandra Cisneros.

**ENGL 358B****Early American Literature****Prof. R. Winston**

This course will trace the development of American literature from its Puritan roots to the early nineteenth century. Works to be considered may include: poetry by Bradstreet, Taylor, Dwight, Rameau, and Bryant; autobiographical works by Rowlandson, Franklin, and Equiano; fiction by Crèvecoeur, Rowson, Brown, and Cooper. Requirements: regular attendance and conscientious preparation for class, one short essay, one longer essay involving critical research, and a take-home final examination.

**ENGL 379E****Coming of Age: Postcol Lit****Prof. V. Sams**

Adolescence is fraught with uncertainty under any conditions, with its overwhelming questions and insecurities about one's place in a given family, peer group, and within the world at large. This course will explore the challenges faced by adolescents within the colonial and post-imperial worlds depicted by writers Salman Rushdie, George Lamming, Jamaica Kincaid, and Chinua Achebe, among others. The course will also offer an introduction to postcolonial theories of national culture and individual/collective identity.

**ENGL 403G****Modern to Postmodern****Prof. S. Stockton**

What is it that is "post" about postmodernism? This question we will take up in this seminar. We will thus be comparing and contrasting literature written during the modern (1905-1950ish) and contemporary (1950ish to the present) periods, selecting texts generally thought to be "high modern" or "post modern. We will also spend time talking about the shifting historical picture that this time span covers, considering changes in technology, science, economics, politics, etc. Readings will probably include T.S. Eliot's *The Waste Land*, Virginia Woolf's *To the Lighthouse* Thomas Pynchon's *Gravity Rainbow*, and Toni Morrison's *Beloved*.

**ENGL 403I****Remakes & Adaptations****Prof. D. Kranz**

Hollywood has produced a very large number of films based on canonical and popular literature recently, remaking works by Shakespeare, Swift, Austen, Dickens, Hawthorne, Mamet, Grisham, Ondaatje, and many others. Remakes of film favorites from the past like *Cape Fear*, and *Sabrina* also dot the celluloid landscape in the 90s. As Yogi Berra might say, it's *deja vu* all over again in Tinseltown. This seminar will focus on ways of reading films which are based on literature and older films. We'll read or see the sources and then analyze the cinematic texts. We'll also try to explore the economic, political, and cultural contexts which may be relevant to the growing number of reproductions. Moreover, we'll treat each film as an interpretation of its source, as additional critical commentary for those whose primary interest is literature, not film. The first half of the seminar will involve literary readings, viewings of contrasting films, and supplemental readings of formalist, psychological, and cultural film theory. I will make these choices. In the second half of the course, however, seminar participants will, in advance, choose readings and films to be studied and discussed, subject only to availability of printed and videotaped texts. Exercises will include brief weekly reports, a short critical paper, an annotated bibliography of the 404 paper, and essay-prospectus of the 404 paper. The cinematic focus of the seminar will not restrict your choice of topic on the prospectus and critical paper. You may write on film or literature, on filmed or unfiled texts. Finally, I hope we will utilize campus computer capabilities extensively throughout the course.

**ENGL 403O****Victorian Others: Gothic, Childhood & Empire****Prof. T. Reed**

This seminar will explore some classic fin de siecle representations of the "others" against which educated Victorians defined themselves and their values. Texts may include *Strange Case of Dr. Jekyll and Mr. Hyde*, "Olalla," *Dracula*, *The Turn of the Screw*, *A Child's Garden of Verses*, *Treasure Island*, *Peter Pan*, "The Beach of Falesa," "The man Who Would Be King," and *Heart of Darkness*.

**ENVST 310C****Estuarine Management****Prof. M. Heiman**

This field-based course will examine estuarine ecosystems and their management practices, with a focus on studies in the Chesapeake Bay and the coastal estuaries of southern Louisiana, including the Atchafalaya, Barataria, and Terrebonne Bays. Students engaged in the Luce Semester will spend three weeks in southern Louisiana and a full week in the Chesapeake Bay and Atlantic coastal regions, performing field studies and engaging in discussions with leading scientists and managers in the field. Readings will focus on the importance of these systems to humans, the threats to their future, and management strategies for protection and restoration. Topics considered will include estuarine and wetland ecology, coastal erosion, sediment and water quality degradation, including hypoxia, loss of biodiversity, fisheries management, wetland restoration ecology, and coastal zone management. Prerequisite: Enrollment in the Luce Semester.

**ENVST 311D****Sustainable Agriculture****J. Halpin**

This course will provide a global survey of conventional and sustainable agricultural practices, both in industrialized and developing regions. Following consideration of what constitutes sustainability; students will examine case studies of successful sustainable farms in the U.S. Three hours of lecture per week including use of the Student Garden supplemented by field trips and guest speakers.

**FLMST 301J****Intro to Japanese Film****Prof. L. Winston**

This class is an introduction to Japanese film, from its beginnings to the present. While exploring the history of Japanese film and its social and cultural contexts, we will examine genres, themes, techniques and works by important directors. Particular areas of focus in this class include gender, war, memory, censorship, and narrative.

## **GEOL 105**

### **Geology of Disasters**

**Prof. B. Edwards**

An Introduction to the fundamental principles and processes of geology using a variety of natural examples that are commonly referred to as "disastrous" when they affect areas inhabited by people, including volcanic eruptions, earthquakes, tsunamis, floods, mass movements (avalanches, debris flows), bolide impacts, and other weather-related phenomena (e.g. hurricanes, thunderstorms, tornadoes, long-term climate change). The course will give an overview of the physical controls on the processes as well as methods used to predict the events, assess possible hazards, and mitigate negative consequences. Lecture discussions will be augmented with labs and field trips (e.g. Johnstown, PA; Centralia, PA). (pending faculty approval)

## **GERMN 250I**

### **Seeking German/Jewish Culture**

**Prof. M. Picker**

Within the largely secularized and middle-class Jewish population in Germany and Austria, there was a significant Renaissance of "traditional" Jewish Culture in the years between 1890 and 1930. We will look at the circumstances under which mainly young, male and intellectual Jews began to question their assimilated identities. In order to understand the political, social, demographic and cultural context of this search, we will also look back to crucial 19th century developments: the late effects of the Enlightenment, the industrial revolution, and the national movements.

## **HIST 211S**

### **Outsiders in America**

**Prof. K. Rogers**

This course examines the life narratives of contemporary Americans who have been treated as "outsiders" in American culture, and who have internalized a sense of themselves as marginalized people due to their racial, class, gender, cultural, and body identities. The course explores the processes of maturation and development by writers as different as Dorothy Allison ("Bastard Out of Carolina"), Mark Doty ("Firebird"), Nancy Mairs ("Waist High in the World") and others. Students will write a number of papers and essays that will analyze the process of successive reframing of life experiences as individuals find their voices as writers and individuals.

## **HIST 211T**

### **African Amer Since Slavery**

**Prof. K. Rogers**

This course covers central processes in African American history since the end of the Civil War. We will explore African-American rural life and culture in the southern states, migrations to urban centers in the North and West, artistic revolts such as the Harlem Renaissance and the Black Arts Movement, and political movements such as Black Republicanism after the Civil War, the Graveyite movement of the 1920s, the Nation of Islam, Civil Rights unionism, and the labor movement of the 1930s and 1940s, the Civil Rights/Black Liberation movements of the 1950s through the 1970s, and the Black Power/Black Panther organizations. Students will read historical studies and novels that document this experience, and will write several short papers and exams.

## **HIST 211U**

### **Church and State in American History**

**Prof. N. Miller**

Is prayer permissible in public schools? Can school boards legally insist that "intelligent design" be taught alongside Darwinian theory? Citizens and scholars look to a few key historical documents to determine the answers to these questions. Yet there is no consensus on the meaning of the Bill of Rights "establishment clause," or of Thomas Jefferson's metaphorical "wall of separation" between church and state. This course will examine contested moments in the history of church and state in American society from the Revolutionary era to the contemporary Culture Wars. Our goal will be to critically consider conflicting interpretations of the proper relationship between church and state, to situate these interpretations in their proper social and cultural contexts, and to develop an informed historical perspective for assessing contemporary church-state debates.

## **HIST 213I**

### **European Empires**

**Prof. R. Sweeney**

This course will examine the building, celebration, and dissolution of European Empires. We will move from the 18th century through the 20th century. The readings will consider both imperialism at home and its effects in the colonies.

## **HIST 213IM**

### **20th Century Revolutions**

**Prof. B. McKenzie**

This course uses revolutions to examine the "short" twentieth century, 1917 to 1989. The twentieth century witnessed an unprecedented number of revolutions. We will begin with the Russian Revolution and end with the revolutions of Eastern Europe. From Russia, to China, Cuba, and Iran, and Europe, this course surveys the revolutions that shaped the last century. We will examine primary sources from Revolutions and analyze the causes, course, and outcomes of these revolutions.

**HIST 215E****Rise & Fall of Apartheid****Prof. J. Ball**

The peaceful transition from apartheid to democracy in South Africa in the early 1990s was widely hailed the "South African Miracle." This course asks why such a transition should be considered miraculous. In order to answer our question, we will begin with South African independence from Britain in 1910 and study the evolution of legalized segregation and the introduction in 1948 of apartheid. After reviewing opposition movements we will move to a discussion of the demise of apartheid and the negotiated political order that took its place. The course ends with an examination of the machinery and the deliberations of the Truth and Reconciliation Commission. This story, and the individual stories of thousands of South Africans, will explain why today South Africa is in the words of Irish poet Seamus Heaney "a place where hope and history rhyme."

**HIST 215F****Dirty Wars in Latin America****Prof. B. Bockelman**

How did some of the largest and most modern Latin American countries become engulfed in the intense civil-military conflicts of the 1970s and 1980s known as the "Dirty Wars"? What was it like to live in an environment of guerilla warfare and state terrorism? What were the long-term consequences of military rule in the region? This course will explore the origins, process, and aftermath of Latin America's "Dirty Wars," with special emphasis on events in Argentina, Brazil, Uruguay, and Chile. Topics to be discussed include: the role of the military in Latin American history; guerrilla warfare and counterinsurgency operations; social life under the military; torture and disappearances; and the on-going political and cultural effects of military rule.

**HIST 215G****Japan before the 20th Century****Prof. S. Kim**

This course reviews Japanese history from the Paleolithic age to the formation of the centralized state in Meiji Japan. Topics include the Japanese archipelago's links with the Korean peninsula, the rise of powerful families at Court, the transition to warrior rule, the pacification of the realm under the Tokugawa bakufu, and the transformation of ideas and the polity in the face of foreign threats. Most readings focus on the Tokugawa period.

**HIST 215I****Conquistadors and Indians****Prof. B. Bockelman**

This course will introduce students to one of the most intriguing chapters in world history: the encounter between Europeans and natives (Aztecs, Inca, Maya, and others) during the conquest of Latin America. Focusing on original texts by Columbus, Cortes, Las Casas, and other European chroniclers, as well as indigenous accounts, we will explore the process of conflict and adaptation that resulted from this collision of cultures. How well did these groups understand one another? How did the natives respond to European domination? What happened to the colonizers and the colonized over time? In addition, students will learn how historians have attempted to reconstruct the history of this period from limited and problematic sources. All readings will be in English translation.

**HIST 315M****Ecological History of Africa****Prof. J. Ball**

This course provides an introduction to the ecological history of Africa. We will focus in some detail on demography, the domestication of crops and animals, climate, the spread of New World crops (maize, cassava, cocoa) and disease environments from the earliest times to the present. Central to our study will be the idea that Africa's landscapes are the product of human action. Therefore, we will examine case studies of how people have interacted with their environments. African ecology has long been affected indirectly by decisions made at a global scale. Thus we will explore Africa's engagement with imperialism and colonization and the global economy in the twentieth century. The course ends with an examination of contemporary tensions between conservation and economic development.

**HIST 315O****Korean-Japanese Relations****Prof. S. Kim**

This colloquium explores several contentious issues in the history of Korean-Japanese relations. Emphasis is on Japanese colonialism in Korea, its moral rationale, policies, and legacy for postwar Asia.

**HIST 404H****Urban History****Prof. K. Qualls**

This course will examine the bases, dimensions, and processes of modern urban space and culture. The complex historical interactions under investigation will include: social class, gender, ethnicity and race, geographic and sociocultural space, architecture, deviance, and much more. Our individual projects will be as interdisciplinary as urban history itself.

**HIST 404U****Topics in Constitutional Hist****Prof. M. Pinsker**

This seminar will explore advanced topics in US constitutional history, including questions about original intent, freedoms of the press and religion, civil rights and liberties, criminal procedure, the separation of powers and the electoral process.

**IB&M 300A****Industrial Organization and Public Policy****Prof. S. Erfle**

A study of the relationships between market structure, conduct, and economic performance in U.S. industry. Emphasis will be on the manufacturing sector and specific industries will be examined. A brief introduction to antitrust and regulation is also covered. Debate within the main stream is examined.

**IB&M 300AB****Seminar in Organizational Psychology****Prof. D. DiClemente**

Focuses on the relationship between the individual and the organization and examines elements of the organization that affect behavior. Selected topics include leadership, group and interpersonal processes, motivation, occupational health and safety, consumer behavior, and occupational stress. Group projects, facilitation of class material, and other experiential exercises are used to clarify important concepts in the field. Prerequisites: Psychology 160, 201, 202.

**IB&M 300AE****International Marketing****Prof. W. Su**

The ultimate goal of effective marketing strategies is to create and sustain a competitive advantage by creating customer value. This course provides students with relevant analytical framework and decision tools for foreign market assessment and the implementation of marketing strategies in a global market context. This course focuses on three major aspects of international marketing. First, we will examine the critical issues involved in the formulation and execution of strategic marketing decisions on product/branding, pricing, sales promotion, communication, and channel coordination. Second, we explore the strategic implications of the similarities and differences in developing domestic and global marketing programs. Finally, we address the challenges of harmonizing marketing programs throughout different regions in the global market. A special introductory module will be offered in the first four weeks to help the non-business majors navigate the basic marketing concepts, and then move on to more detailed work, including case studies and a simulation game. Prerequisite: IB&M 240, or permission of the instructor.

**IB&M 300Q****Finance****Prof. V. Vijayraghavan**

This course will introduce the students to the fundamentals of financial analysis, valuation of companies and sources and uses of investment capital, including the development and analysis of term sheets. Problems and case studies will be emphasized. Types of issues that will be addressed are: techniques of analyzing financial performance and the financial structure of a company, alternative approaches to valuing a company, forecasting cash flow, raising capital, portfolio analysis, financing start-up companies and technology innovation and, if time permits, techniques for financial modeling of a project or company. Students in this class should have a sound background in accounting and experience in using spreadsheet programs such as Excel. Prerequisites of IB&M 210 and IB&M 220.

**IB&M 300W****Market Research****Prof. W. Su**

The course is designed to provide you with critical insights into the marketing research process and its critical role in facilitating strategic marketing decisions. Special emphasis is placed on survey design and data analysis from a user's perspective. Students will have hands-on experience of conducting and evaluating a survey study. Specifically, you will learn the following aspects of marketing research:

- how to define and clarify the problems to be investigated,
- how to identify and use relevant information sources,
- how to design the questionnaire,
- how to collect and analyze the data,
- how to interpret and present the findings, and
- how to derive actionable marketing strategies based on the findings.

Students need to have both basic statistical training and marketing background to be qualified for the enrollment in this course.

**IB&M 300Z****Small Business Management****Prof. D. Sarcone**

A study of entrepreneurs, the development of new ventures, and the management of small businesses. Emphasis is on the character of successful entrepreneurs; the research and selection of new opportunities; the start up requirements including legal, regulatory, financing and operational issues; and the challenges unique to managing a small business. Case studies are primarily employed for instruction in the class room setting and the completion of a major project with an actual business is required. This course is offered in collaboration with the Murata Business Center. The Center will be extensively relied upon as a resource for required business projects.

**JRNL 200****Newspaper Journalism****Prof. R. Lewis**

This course offers a broad overview of the practice of newspaper journalism combined with rigorous training in news writing. Students will be required to write numerous short articles and several longer pieces of reporting. Readings and discussion topics will include the history, ethics and techniques of newspaper reporting. Students must have solid writing skills and the self confidence to conduct interviews. (pending faculty approval)

**JUDST 216N****Jewish Identity in a Secular Age****Prof. A. Lieber**

The period of the "Enlightenment" in 18th century Europe, followed shortly by both the American and French Revolutions, has been heralded as one of the most dramatic turning points in Western Civilization, ushering in a wave of social and cultural change founded upon the ideals of human equality, nationalism and political liberalism. This course will survey the social, cultural, political and philosophical responses of Jews and Judaism to this era of great change, emphasizing the development of secularism and secularization, and analyzing the way these trends impacted and transformed Jewish life in Europe, Israel and the Americas. The course will conclude with a discussion of contemporary issues in Jewish secular thought, focusing on the complexity of the relationship between "religious" and "secular" and the ways in which secular thinkers have re-conceptualized the traditional understanding of God.

**JUDST 216L****Seeking German/Jewish Culture****Prof. M. Picker**

Within the largely secularized and middle-class Jewish population in Germany and Austria, there was a significant Renaissance of "traditional" Jewish Culture in the years between 1890 and 1930. We will look at the circumstances under which mainly young, male and intellectual Jews began to question their assimilated identities. In order to understand the political, social, demographic and cultural context of this search, we will also look back to crucial 19th century developments: the late effects of the Enlightenment, the industrial revolution, and the national movements.

**LATIN 233C****Roman Historians-Caesar****Prof. L. Fitts**

Readings from Roman historians such as Sallust, Caesar and Livy, with study of Roman political values.

**MUSIC 113A****Piano Class****MUSIC STAFF**

Open to all students who demonstrate by audition some acquaintance with musical notation, and who should continue to study instrument or voice at the basic level.

**MUSIC 113A****Voice Class****Prof. L. Holding**

Open to all students who demonstrate by audition some acquaintance with musical notation, and who should continue to study instrument or voice at the basic level.

**PHILO 261A****Biomedical Ethics****Prof. D. Perry**

Medicine is an ancient profession, and had always depended upon high standards of integrity, compassion and personal commitment on the part of its practitioners. In contemporary society, new and challenging ethical issues and dilemmas seem to arise nearly as frequently as advances in biological science and medical technology, continually testing the adequacy of our moral theories and confounding public consensus. Topics in this course will include: the nature and scope of principles of nonmaleficence, beneficence and justice; patient autonomy and confidentiality; human experimentation; definitions of death; dementia; active and passive euthanasia; abortion; fairness in allocating organ transplants and other scarce medical resources; reproductive technologies; cloning and stem-cell research; and genetic engineering in the shadow of eugenics.

**PHILO 261T**  
**Theories of Knowledge**  
**Prof. S. Feldman**

The Unknown  
As we know,  
There are known knowns.  
There are things we know we know.  
We also know  
There are known unknowns.  
That is to say  
We know there are some things  
We do not know.  
But there are also unknown unknowns,  
The ones we don't know  
We don't know.

-Donald Rumsfeld, Feb. 12, 2002, Department of Defense news briefing, as compiled by Hart Seely  
What do we know, what do we know we know, what do we know we don't know, what don't we know we don't know? This course tackles philosophical questions involving human knowledge: What are the requirements for knowledge? What is the relationship between sense experience and knowledge? Do men have different ways of knowing than women? Are requirements for knowledge universal or do they vary by time and culture? Do we know as much as we think we do, or as little as skeptics maintain? Readings will include works by classical as well as contemporary philosophers; assignments will include intensive class discussion and analytical papers.

**PHILO 261U**  
**Philosophy of Mind**  
**Prof. J. Wahman**

This course will focus on a fundamental question that has shaped philosophy since the beginning of the modern era: What is the nature of the conscious mind and how does it relate to physical reality, particularly that of the body? What is consciousness? Is there a mind/body duality, or is the mind equivalent to the brain? We will focus on contemporary philosophical contributions to this ongoing dialogue, augmenting our discussion with contributions from psychology and neuroscience.

**PHILO 364A**  
**From Kant to Marx**  
**Prof. P. Grier**

In this seminar we will examine the trajectory of political philosophy from Kant, through Fichte and Hegel, to Marx. Kant's political philosophy can be viewed as one of the last clear statements of Enlightenment political thought, grounded in his own version of natural rights theory. Kant's immediate successors, especially Fichte, claimed to be following in his footsteps, but in fact set in some distinctly new directions that implicitly rejected elements of Kant's thought and opened up new conceptions of the political subject. Fichte's political philosophy strongly influenced Hegel's elaborate doctrines of law, ethics and politics. Marx's political philosophy was formed largely by way of his critique of Hegel. This trajectory of four political philosophies contains most of the possibilities that have shaped subsequent history.

**POLCY 401**  
**Senior Seminar**  
**Prof. J. Hoefler**

A seminar in selected topics. Required of senior majors. For senior POLCY majors only.

**POLSC 290AN**  
**Japanese Politics & Society**  
**Prof. N. Diamant**

In this class we will focus on political, economic and cultural developments in Japan. We will examine issues ranging from political and economic development to law, bureaucracy, political parties, international relations, social protest, crime, gender relations, and popular culture. We will attempt to answer the question: "Is there a distinctly Asian model of development, one that stands in contrast to Western patterns?" To answer this, we will take an in-depth look at the three major periods of Japanese history (the Tokugawa, Meiji, and Showa) and examine how Japan confronted the challenges and opportunities produced by its entry into global politics and the capitalist economy.

**POLSC 290AV**  
**The War on Terrorism**  
**Prof. A. Williams**

This course will cover the global war on terrorism, its origins, its characteristics, and the ends, ways and means of the participants. We will begin by seeking to arrive at a working definition of terrorism. We will examine various historic case studies in an effort to identify common characteristics of terrorist activity, terrorist motivations, the origins of today's terrorist movements, and a general typology of terrorism. We will address the catastrophic events of September 11, 2001 and their impact on the national security of the United States. Finally, we will examine the current strategy of the United States in the global war on terrorism, and its implications and challenges.



**POLSC 290BE**  
**International Organizations**

**Prof. M. Aleprete**

This course examines the structure, decision making process, and historical development of IGO's (intergovernmental organizations) as well as the functions these institutions perform in the contemporary international system. Topics covered include the UN system, global economic institutions (WTO, IMF and World Bank), regional organizations (including the EU), military/security organizations and the changing relationship between transnational actors (NGO's) and international organizations. There are no pre-requisites for the course though a background in political science, international affairs or international business would be helpful.

**POLSC 390I**  
**Policy Implementation**  
**Prof. A. Rudalevige**

This seminar will examine the politics of policy implementation-what happens after a bill becomes a law? How does legislative language become a tangible program with effects on real people? We will examine the institutional players involved, from legislators to regulators to chief executives to front-line service providers. The stress is on using real-world outcomes to evaluate competing theoretical frameworks; the main example will be American education policy, focusing on the implementation of recent initiatives such as the No Child Left Behind Act. Discussion with those who shape and implement public policy will be a crucial component of the course.

**POLSC 390V**  
**Law & Terrorism**  
**Prof. H. Pohlman**

This course will explore fundamental issues of American constitutional law by focusing on the terrorism cases now being litigated in federal courts. Specific questions that might be addressed, depending on ongoing developments, include the following: 1) Do American courts have jurisdiction to decide the lawfulness of the detention of Guantanamo Bay detainees; 2) Can the President detain American citizens as unlawful enemy combatants; 3) Does the government have an obligation to provide terrorist defendants with exculpatory information that is classified on national security grounds; 4) Can the federal government indefinitely detain material witnesses; 5) Can a person be convicted based on evidence seized under a FISA warrant without probable cause?

**POLSC 390Z**  
**Comp Political Corruption**  
**Prof. M. Ruhl**

Political corruption is the illegal use of public office for private gain (theft of public funds, influence peddling, etc.). The seminar will investigate why the level of political corruption varies so widely from country to country in the world today (from high in Nigeria to moderate in Italy to low in Finland or Singapore). We will study the causes and consequences of this variation as well as reform strategies for reducing corruption. Our readings will include Arnold Heidenheimer and Michael Johnson's classic book Political Corruption: Concepts and Contexts, Chinua Achebe's novel of corruption in a new nation No Longer at East, and other texts.

**PSYCH 380F**  
**Rsch Meth: Using the Internet**  
**Prof. M. Helweg-Larsen**

The internet is increasingly used to collect data for psychological research including surveys and experimental studies. Is it better to use the internet than a paper questionnaire? Do people respond differently? Do questions and materials need to be presented differently? How are probability and convenience samples different on the web? How effective are incentives? Are there special ethical issues with research on the web? These and other questions will be explored through readings and students' own survey and experimental research on the internet.

**PSYCH 460**  
**Seminar in Organizational Psychology**  
**Prof. D. DiClemente**

Focuses on the relationship between the individual and the organization and examines elements of the organization that affect behavior. Selected topics include leadership, group and interpersonal processes, motivation, occupational health and safety, consumer behavior, and occupational stress. Group projects, facilitation of class material, and other experiential exercises are used to clarify important concepts in the field.

**PSYCH 480K**  
**Alcoholism & Drug Addiction**

**Prof. M. Davis**

This course will explore the actual and possible contributions of the ever evolving discipline of psychology to the understanding of alcoholism and drug addiction, emphasizing approaches to prevention, intervention, and treatment. We will critically examine individual, social, and environmental factors that increase individuals' vulnerability to substance abuse and factors that aid in preventing its development and in promoting successful treatment and recovery. We will evaluate challenges and progress in clinical and community psychology's approaches toward addiction, consider the impact of policy, and conjecture about future directions.

**PSYCH 480L**  
**Death and Dying**

**Prof. J. Devlen**

Advanced Topics in Psychology: Seminar on Death and Dying This course will examine death, dying and bereavement from different perspectives. Topics will include a range of issues such as biological processes of dying, psychological and cultural attitudes to death and dying, development of hospice and palliative medicine approaches to caring for the terminally ill, funerals and death rituals in different cultures, and ethical issues surrounding euthanasia and physician-assisted suicide.

**RELGN 260J**  
**New Amer Religious Diversity**

**S. Staub**

Until relatively recently, religious diversity in the U.S. meant Protestant, Catholic and Jewish. With changing immigration patterns since the latter half of the 20th century, religious diversity in the American context has to take into account other world religious traditions, such as Islam, Hinduism, Buddhism, and others. Furthermore, new immigrants from Asia, Africa and Latin America have brought their own distinctive Christian practices, whether joining existing American congregations or forming ethnically distinct congregations. This course will examine the experience of these emergent religious communities.

**RELGN 260P**  
**Revolutionary Religion**

**Prof. M. Donaldson**

This course examines alternative understandings of "revolutionary religion" like that which the world witnessed on 9/11. Each of the figures we will study, including Gandhi, Martin Luther King, Jr., Dorothy Day, and Thich Nat Hanh, advocated non-violence as a powerful and effective way to address social injustice and each had deeply held religious convictions.

**RELGN 260Q**  
**Jewish Identity in a Secular Age**

**Prof. A. Lieber**

The period of the "Enlightenment" in 18th century Europe, followed shortly by both the American and French Revolutions, has been heralded as one of the most dramatic turning points in Western Civilization, ushering in a wave of social and cultural change founded upon the ideals of human equality, nationalism and political liberalism. This course will survey the social, cultural, political and philosophical responses of Jews and Judaism to this era of great change, emphasizing the development of secularism and secularization, and analyzing the way these trends impacted and transformed Jewish life in Europe, Israel and the Americas. The course will conclude with a discussion of contemporary issues in Jewish secular thought, focusing on the complexity of the relationship between "religious" and "secular" and the ways in which secular thinkers have re-conceptualized the traditional understanding of God.

**SOCIO 230AA**  
**Global Inequality**

**Prof. P. Cullen**

Exploring the relationship between globalization and inequality, this course will examine the complex forces driving the integration of ideas, people, societies and economies worldwide. This inquiry into global disparities will consider the complexities of growth, poverty reduction, and the roles of international organizations. Among the global issues under scrutiny will be environmental degradation; debt forgiveness; land distribution; sweatshops, labor practices and standards; the new slavery in the global economy; and the vulnerability of the world's children. Under specific investigation will be the social construction and processes of marginalization, disenfranchisement and the effects of globalization that have reinforced the division between the world's rich and poor.

**SOCIO 230AM**  
**Comparative Social Policy**

**Prof. P. Cullen**

This course will look at social policy in a comparative and global perspective. Gender, race, class and colonization will inform our comparison of policies and policy systems. This course also explores the increasing internationalization of social policy and the advent of a new "global social policy," whereby international organizations play a powerful role in shaping welfare state development in the developing world and in post-communist states. Topics covered will include comparative methodology; and international variation in formulation and response to issues, such as employment, housing, domestic violence, poverty, health, and child welfare. "

**SOCIO 230AO****Seeking German/Jewish Culture****Prof. M. Picker**

Within the largely secularized and middle-class Jewish population in Germany and Austria, there was a significant Renaissance of "traditional" Jewish Culture in the years between 1890 and 1930. We will look at the circumstances under which mainly young, male and intellectual Jews began to question their assimilated identities. In order to understand the political, social, demographic and cultural context of this search, we will also look back to crucial 19th century developments: the late effects of the Enlightenment, the industrial revolution, and the national movements.

**SOCIO 230T****Cross Borders: Sites of Memory****Prof. S. O'Brien**

The "Sites of Memory" course is the required course for all students in the Crossing Borders Program during their fall semester at Dickinson College (2005). From the Middle Passage to the Great Migration North to the building and negotiation of community in the context of contemporary America, we will explore the interactions between history and the life course. Focusing on issues of race and class in American culture, the course will enable students to see how "official" history has represented (or erased) the experiences of African-Americans, Native Americans, and Irish-Americans, in particular. To analyze this "top-down" history, we will be looking at museum exhibits, historical narratives, cemeteries, films, and other cultural forms. At the same time we will look at the unofficial (and, increasingly, public) "sites of memory" that allow once-silenced groups to tell their own stories through oral history, folklore, song, storytelling, memoir, documentary film, and fiction. As we explore the interplay between history and memory, we will look at issues of diaspora, immigration and migration, family, identities, and communities. We will explore the social construction of whiteness and the history of race, and see how class matters. We will also look at the ways in which complex and multiple identities can have liberatory power.

**SOCIO 230X****New Amer Religious Diversity****S. Staub**

Until relatively recently, religious diversity in the U.S. meant Protestant, Catholic and Jewish. With changing immigration patterns since the latter half of the 20th century, religious diversity in the American context has to take into account other world religious traditions, such as Islam, Hinduism, Buddhism, and others. Furthermore new immigrants from Asia, Africa and Latin America have brought their own distinctive Christian practices, whether joining existing American congregations or forming ethnically distinct congregations. This course will examine the experience of these emergent religious communities.

**SOCIO 400F****Gender and Latin America****Prof. A. Finley**

This senior seminar will focus on the social, economic, and political processes that impact women in Latin America. Specifically, the course will concern itself with how Latin American women are placed within fundamentally gendered spheres of occupations, informal economies, family, and cultural ideologies. We will undertake critical examinations of how women are impacting the development of these countries, both within specific locales and also in reference to larger issues of globalization. The seminar will encourage students to combine both microsociological and macrosociological frameworks into both their review of the scholarly literature and into their individual analyses. "

**SOCIO 400G****Youth, Inequality & Education****Prof. S. Rose**

This senior seminar will examine the ways in which economic and social inequality affects the lives of young people. While we will focus on contemporary American children's lives within the context of family, educational, societal spheres, we will also examine comparative (cross-cultural and historical) contexts. In the *Political Life of Children*, Robert Coles (1986) argued that the national identities and political contexts, once thought to be out of the reach of children, in fact deeply permeate children's consciousness-- and their choices and life chances.

**SPAN 400J****Travel Writing on Spain****Prof. M. Aldrich**

Spain has been a source of fascination to writers, musicians, and artists for centuries. In this course we will study some of the major texts in the Anglo-American tradition that have contributed to our (miss)understanding of Spain. In addition to gaining familiarity with the historical and cultural contexts of these works, we will contrast the recurrent themes of our Anglo-American creators with some of the principal self-reflective texts of Spanish tradition. Our central goals will be to gain familiarity with a rich literary tradition and to understand how these narratives relate to questions of culture and identity, both for the Spaniard as well as the *extranjero*. Likely authors include, among others, Irving, Hemingway, Ortega y Gasset, Orwell, and Wolsey. Taught in English. FLIC option available. Prerequisites: 243 or ENGL 220.

**SPAN 410K****Reading Theatre-The Contemp Sp****Prof. J. Sagastume**

This Seminar has two components, one theoretical and the other practical. The first will focus on the semiotics of theatre, in hopes to provide students with the necessary tools to be able to read a theatrical text (a text written not to be read but performed, staged); the second will focus on reading and analyzing different contemporary dramas from selected Spanish American countries while applying a very specific reading methodology.

**T&D 210****Topics in Design and Technology for the Theatre****S. Harper-McCombs**

A course of study in dramatic production examining the collaborative relationship between designers and technicians in the major design and technical fields supporting theatre and dance production. Students will learn the work and craft of the designer as a visual artist complemented by experience with the tools and technologies which bring the designers concepts to the stage. Two topics will be selected each semester for the fields of costuming, lighting, sceneography, stage properties production, and sound production. Basic design skills in drawing, drafting, painting, rendering, and model making will be augmented with experience in the shops and with the tools, techniques, and equipment by which abstract design concepts are brought to dramatic life. (pending faculty approval)

**WOMST 101E****African-American Women Writers****Prof. L. Johnson**

This course serves as an introduction to the literature written by African American women. Specifically, we will span the African-American literary tradition in order to discover the historical, political, and social forces that facilitated the evolution of Black women's voices as well as their roles inside and outside the Black community. Additionally, we will discuss such issues as self-definition, womanhood, sexuality, activism, race, class, and community. Some of the authors whose work we will read include: Phillis Wheatley, Maria Stewart, Harriet Jacobs, Anna Julia Cooper, Frances Harper, Georgia Douglass Johnson, Zora Neale Hurston, Margaret Walker, Audre Lorde, Sonia Sanchez, Toni Cade Bambara, Alice Walker, and Toni Morrison.

**WOMST 201F****Women and Russian Literature****Prof. C. Lemelin**

This course will first examine the traditional model of Russian womanhood through the works of major figures of Russian literature including Karamzin, Pushkin, Turgenev, Tolstoy, Dostoevsky, Chekhov and Soviet writers. It will then trace the emergence and the evolution of women's voice in Russian literature as a response to this traditional model. Female authors to be studied include Karolina Pavlova, Zinaida Gippius, Anna Akhmatova, Marina Tsvetaeva, Natalya Baranskaya and Tatyana Tolstaya. Conducted in English.

**WOMST 400B****Feminist Theory and the Body****Prof. J. Winterich**

In this course, we will focus on two key issues at the heart of feminist theory on the body. First, what does a theory of embodiment mean for our social arrangements and women's daily lives? Second, is there a universal female body or only multiple bodies within an array of difference, such as race, class, sexuality, age, and mobility status? As we examine these major questions, we will attend to the contexts in which female bodies are defined as different than men's, and within each context we will ask: What purpose and whose interests do particular constructions about the female body serve? How do women's experiences vary within these contexts?

**Spring 2005****Last updated 12/10/04****A&AH 205N****Ancient Greek Painting****Prof. C. Maggidis**

A survey of ancient Greek vase-painting (Protogeometric, Geometric, Archaic, Classical, and Hellenistic periods, from 1050 BC to 31BC) with consideration of both mainland Greece and the Greek colonies, and study of ancient Greek (with special emphasis on recently discovered large-scale frescoes in Macedonian tombs), Etruscan, and Roman monumental painting (including selective mosaics). Materials, techniques, and principles; iconography, stylistic and technical developments; styles and regional trends; ancient Greek and Roman masters and their schools; consideration of ancient literary sources (including readings from Pausanias, Pliny the Elder, Cicero). Visits to archaeological collections and Museums. Offered every third year.

**A&AH 391E****The Ancient City: Athens****Prof. C. Maggidis**

This seminar focuses each time on a different ancient city, starting with Athens, Greece: Athens is the most renowned ancient city in the world, the birthplace of democracy, rhetoric, philosophy, drama and theater, classical art and architecture in the 5th century BC, and of the modern Olympic Games in AD 1896. The course aims to familiarize the students with the long history and complex archaeology of Athens, focusing mainly on classical Athens: topics include in-depth analysis of major architectural complexes and public monuments (with emphasis on the Acropolis and the Parthenon; the Athenian Agora, Areopagus and Pnyx); Athenian temple architecture and famous Attic sanctuaries (brauron, Sounion, and Eleusis); public works and buildings (fortification walls and gates, Piraeus ports and shipyards, courthouses and prisons, fountains and roads, stoas and altars, theaters and music halls, stadiums and gymnasia); domestic architecture (poleodomic planning, private houses); cemeteries and funeary architecture. Athenian sculpture, ceramics, and painting will be also examined (materials and techniques, iconography and styles, Athenian masters and their schools). Reconstruction of public and private life, function of public buildings and democratic institutions, art and politics, historical contextualization of the Athenian miracle and its golden age with special consideration of ancient literary sources (including readings from translation from Pausanias, Thucydides, Aristotle, Euripides and Aristophanes). Evaluation of the legacy of Athens. Visits to archaeological collections and Museums; documentary films, videos, and 3-D digital monument reconstruction projects.

**AMST 200D****American Capitalism****Prof. C. Barone**

Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from Political Economy, American Studies and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions such as the media.

**AMST 301AA****The Family in America****Prof. K. Rogers**

Traces the history of the American family from the colonial period through the present, using an interdisciplinary approach that combines readings in demography, social history, psychology, literature, and anthropology. Topics explored include family formation and gender creation, marriage and divorce, family violence, and the social impact of changing patterns of mortality and fertility.

**AMST 301U****Oral History: Am Lives & Hlth****Prof. K. Rogers**

This course will explore American experiences with health care, illness, aging, and end-of life issues through life-history interviews with individuals who have had experience with various health-related issues. Students should expect to develop appropriate question lists based on their areas of research, conduct two interviews, and produce transcripts and video recordings of narrators. Students should expect to interview individuals who have had health issues, and different health care providers in the area.

**ANTHR 245G****Ethnography of Jewish Exper****Prof. S. Staub**

This course uses the lens of anthropological inquiry to explore core cultural processes as themes in Jewish experience across time and space. Patterns of cultural transmission and cultural change, cultural interaction across social boundaries, and responses to adversity and crisis are among such core cultural processes. Further, we will explore how the construct "culture" itself shapes experience of time, memory, space, place, the senses, gender, and aesthetics, among other elements of human experience.

**ANTHR 245N****Postcolonial Africa****Prof. J. Ellison**

This course is intended as both an introduction to the ethnography of Africa and an examination of current ethnographic problems in Africa. We will learn a great deal about the cultural, social, and economic diversity of the continent while avoiding the typological thinking that once characterized area studies. Through ethnography we will view African cultures as historically grounded and enmeshed in various fields of power, and we will consider the enduring and changing influences of pre-colonial traditions, colonialism, postcolonial states, and global economies.

**ARABI 102****Elementary Arabic****Prof. L. Blosser**

Prerequisite: INTDS 101 (Elementary Arabic)

**ARCH 301B****Fieldwork Class Arch-Greece****Prof. C. Maggidis**

Archaeological excavation and/or survey for four to six weeks in selected locations of the ancient Greek and Roman worlds, which include Mycenae in Greece (DEPAS Project) and Scotland, Great Britain (joint Project with the University of Durham, England). The dig provides training for students in the techniques and methods of field archaeology. Admission by permission of the instructor; Archaeology 201 recommended. Offered every summer.

**ARCH 390C****The Ancient City: Athens****Prof. C. Maggidis**

This seminar focuses each time on a different ancient city, starting with Athens, Greece: Athens is the most renowned ancient city in the world, the birthplace of democracy, rhetoric, philosophy, drama and theater, classical art and architecture in the 5th century BC, and of the modern Olympic Games in AD 1896. The course aims to familiarize the students with the long history and complex archaeology of Athens, focusing mainly on classical Athens: topics include in-depth analysis of major architectural complexes and public monuments (with emphasis on the Acropolis and the Parthenon; the Athenian Agora, Areopagus and Pnyx); Athenian temple architecture and famous Attic sanctuaries (brauron, Sounion, and Eleusis); public works and buildings (fortification walls and gates, Piraeus ports and shipyards, courthouses and prisons, fountains and roads, stoas and altars, theaters and music halls, stadiums and gymnasia); domestic architecture (poleodomic planning, private houses); cemeteries and funeary architecture. Athenian sculpture, ceramics, and painting will be also examined (materials and techniques, iconography and styles, Athenian masters and their schools). Reconstruction of public and private life, function of public buildings and democratic institutions, art and politics, historical contextualization of the Athenian miracle and its golden age with special consideration of ancient literary sources (including readings from translation from Pausanias, Thucydides, Aristotle, Euripides and Aristophanes). Evaluation of the legacy of Athens. Visits to archaeological collections and Museums; documentary films, videos, and 3-D digital monument reconstruction projects.

**BIOL 401C****Virology****Prof. D. Kushner**

An introduction to viruses. This course will examine the life cycle of viruses in general and their relationships with their hosts, including the processes of attachment to, entry into, genomic replication within, and exit from, cells. The specific molecular and cellular biology and biochemistry of, and pathogenesis/disease caused by, several viruses will also be studied. Related topics (such as prions, RNA interference, and public health issues) may be discussed. Weekly reading and discussion of primary literature will complement the lectures. Prerequisite: Two Biology courses numbered between 120-129 and permission of the instructor; some background in cell and/or molecular biology highly recommended.

**CHEM 490B****Symmetry and Spectroscopy****Prof. C. Samet**

The course will be an advanced course in Physical Chemistry, designed for interest among students inclined towards organic, inorganic and/or physical chemistry. The course will deal with the relationship between Group Theory and symmetry, quantum mechanics, and Spectroscopy. There will be a special emphasis on the application of group theory to molecular orbital (MO) theory and to molecular spectroscopy. The principles learned will be applied to important organic as well as inorganic systems.

**COCIV 102A****Indian Remakes /Hollywood Film****Prof. T. Scott Smith**

Bombay's Film Industry delights in remaking American Films but with adaptations that make them acceptable in the local context. Studying this illuminates both cultures in interesting ways. Selections will be made from films such as: It Happened One Night, Seven Bridges for Seven Brothers, West Side Story, Arthur, Magnificent Seven, Fatal Attraction, Kramer vs. Kramer, Dead Poets Society, Mrs. Doubtfire, Sleeping with the Enemy, Pretty Woman, and ET the Extraterrestrial. No prerequisites, credit also for FILM STUDIES MINOR.

**EASIA 205L****Self & Society in Jpnse Film****Prof. L. Winston**

This course examines what happens when the individual goes against the grain sexually, ethnically, culturally, and politically. In so doing we explore the richness and diversity of Japanese cultures in the work of classic film directors such as Kurosawa Akira and Mizoguchi Kenji, as well as that of more contemporary filmmakers.

**EASIA 206C****State & Ethnicity-Upland Asia****Prof. A. Hill**

This course examines the borderlands shared by states in upland Southeast Asia, such as Thailand, Burma and Laos, with China. It looks at dimensions of contemporary migrations and transnationalism among populations historically marginalized, such as the Hmong, and among populations that have a strong identification with states. Linked to political economies and global markets, nationalism and other ideologies defining peoples and their cultures are explored with an eye toward understanding how ideas about race and the other take shape.

**EASIA 206I****Chinese Politics****Prof. N. Diamant**

An introduction to the contours of contemporary politics as shaped by traditional and revolutionary legacies, the institutions of state socialism, China's underdevelopment and struggles over power and policy.

**EASIA 206M****North Korea: Apocalypse Soon?****Prof. A. Scobell**

North Korea presents the international community with one of its most perplexing challenges. Widely perceived to be a repressive and dangerous dictatorship, North Korea possesses ballistic missiles, weapons of mass destruction, and the world's fifth largest armed forces. A collapsing economy has resulted in the starvation of millions of its citizens in the last decade. This course examines the politics, history and culture of contemporary North Korea from a multidisciplinary perspective in order to provide a clearer and more informed understanding of the world's most isolated society.

**EASIA 206N****Modern China-Diaspora Comm****Prof. A. Hill**

This is a comparative course that examines contemporary Chinese communities in the PRC, as well as Chinese immigrant cultures located in Southeast Asia and the U.S. The focus is on both the structure of these communities and the processes of identity formation and re-imagining the "home" country or "native place" in the midst of considerable flux. The course explicitly uses comparison to deconstruct staid truths about "the Chinese" and monolithic "Chinese culture." Offered every other year.

**EASIA 206P****Patriotism in Pol, Hist & Cult****Prof. N. Diamant**

Patriotism has been one of the defining sentiments of the modern era, yet its meaning and the way it has been put into practice by different communities and countries has varied a great deal. Just what sort of activities "count" as patriotic (and unpatriotic)? Does it depend on what we do, say or think? How is it manifested in war and everyday life? For instance, after 9/11, President Bush called on the American people to go shopping as a form of expressing patriotic sentiment. Should buying a pair of jeans count as "patriotism"? If not, should we decide that only certain types of behavior qualify as patriotic? In this course, we will take a close look both at the idea of patriotism and the ways it has been expressed in different political communities. We will look at patriotism through a number of different lenses, ranging from controversies over military conscription (draft riots, the experience of Japanese and African Americans in the military), parades, commemorative holidays (Veterans Day), law (the G.I. Bill), film (Platoon), music (Bruce Springsteen, Merle Haggard) and literature (Wm. Shakespeare, Thomas Moore, Rudyard Kipling, Walt Whitman, George Mosse, Michael Walzer). We will also examine the role of patriotism in a number of countries, such as the United States, China, Germany and Israel.

**EASIA 306A****Four Chinese Cities****Prof. D. Strand**

Urban China today is helping to power and drive the country's dramatic economic "miracle." Skyscrapers, ring roads, and bullet trains promise a massive vertical and horizontal expansion of the city. Urban China is also home to political, social, and cultural changes of all kinds. With the help of texts, film, photographs, and maps, we will explore the roots of these transformations from the nineteenth century to the present through the histories of four of China's most important and distinctive cities.

**ENGL 101BG****Fictions of America****Prof. R. Winston**

This course will examine a variety of short stories and novels from the 19th and 20th centuries. All of these works comment, often in quite disparate ways, on American identity. We will examine these works from a variety of critical perspectives; we will concentrate on the techniques of careful, close critical reading and thoughtful critical writing. Requirements: diligent preparation, regular attendance, and thoughtful participation; two 6-page essays; in-class final examination.

**ENGL 101BS****Southern Women Writers****Prof. C. Johnston**

A course in prose written by women of the American South. We will begin with diaries from the Civil War written by women, both black and white, and continue with notable writers of the twentieth and twenty-first centuries, such as Katherine Anne Porter, Flannery O'Connor, Eudora Welty, Zora Neale Hurston, Ellen Gilchrist, and Kaye Gibbons. Some critical and theoretical texts will also be required. Writing assignments will include short explications, longer essays, and an exam. Attendance and participation in class discussion are required.

**ENGL 101BV****Israeli Lit in Translation****Prof. R. Maoz**

In this course we will study the Israeli culture tracing changes in Israeli texts by prominent Israeli writers in English Translation. The course focuses on Israeli voices on local and universal existential issues, such as national identity, the Arab-Jewish conflict, Holocaust and remembrance, Zionism and Diaspora, tradition and crisis, Sephardic and Ashkenazi Jews, individual society and gender relations. Writers include: Moshe Shamir, S. Yizhar, Aharon Megged, Yehuda Amichai, Amos Oz, A. B. Yehoshua, David Grossman, Shulamit Hareven, Savyon Liebrecht, Orli Castel-Blum, Etgar Keret and others.

**ENGL 101BZ****Literature and Science****Prof. A. Nichols**

Charles Darwin was responsible for a number of the most influential ideas of the past 150 years in a wide range of fields: biology, psychology, sociology, economics, theology, and literature. This course will look at Darwin's own ideas, and the ideas that helped to shape Darwin's thinking, as they are reflected, refracted, and distorted in imaginative literature. We will answer a series of questions about the relationship between the natural world and the human beings who have defined and affected that world. Are humans a part of the natural environment studied by scientists, or are they somehow distinct from that world? Is scientific nature beautiful and benign (sunsets, daffodils, kittens) or ugly and destructive (hurricanes, AIDS, tigers)? Our guides, in addition to Darwin himself, will include poets (Blake, Shelley, Tennyson), novelists (Hardy, Fowles, Byatt), essayists (White, Weiner), and ourselves. We will examine the current importance (as well as the controversial aspects) of evolutionary ideas, and we will emphasize the role played by literature in the development of our own environmental (and literary) assumptions and values. Two papers and a final exam.

**ENGL 101CA****The Dismodern Body****Prof. J. Kupetz**

Idealized and naturalized, treated metaphorically or literally, the human body has long been a favorite subject of artists. Centered in American literature and theory of the 20th Century, this course will examine the construction of "body" and its (re)presentations, specifically bodies with visible and non-visible impairments, as well as the social construction of "disability." Additionally, we will consider how contemporary thinking about the body might augur a "dismodern" sensibility that reconfigures other areas of cultural inquiry.

**ENGL 101CB****All in the Family****Prof. V. Sams**

Family life and its conflicts have provided playwrights provocative and rich dramatic material for centuries. From Oedipus to Christy Mahon, the patricidal "hero", for instance, figures significantly (and often provocatively) in tragedy and comedy. How have familial dramas, and their questions of inheritance and obedience and/or rebellion, related to broader social and political struggles? How might familial archetypes and their theatrical representations connect to cultural and national identity? This course will explore the twentieth-century reconstructions and transformations of the family in drama, through the work of such playwrights as George Bernard Shaw, T.S. Eliot, Harold Pinter, Caryl Churchill, Sebastian Barry, and Tom Murphy, among others. Come prepared to read voraciously.

**ENGL 101G****From Novel to Film****Prof. T. Reed**

This course cultivates rigorous skills of literary and cinematic analysis. Looking at film "remakes" of novels will highlight the capabilities and limitations of the two media and the ways narratives reflect the specific values and concerns of their eras of creation. Possible "pairings": Silence of the Lambs; Mary Reilly; Remains of the Day; The English Patient; and Fight Club.



**ENGL 101X**  
**American Childhoods**  
**Prof. S. Chilson**

Tolstoy once said, "Happy families are all alike; every unhappy family is unhappy in its own way." Perhaps it is this sense of family unhappiness that has caused so many writers to write about the experience of being a child. Childhood is a unique experience, one that authors never tire of addressing. In this course we will read works of both fiction and non-fiction that look at the lives of children growing up in different areas of the country, in different time periods, and under very different circumstances. Childhood is influenced not only by our parents and families, though certainly those, but also by class, politics, race, religion, sexual identity, and cultural heritage. In this class we will look at the effect of these issues on families and the children who live and grow up in them.

**ENGL 212D**  
**Writing About the Movies**  
**Prof. D. Kranz**

In this course, students will learn the principles of good writing by exercising their minds, pens, and computers on the subject of film (and, perhaps, other popular media). We will read one introductory film text and see a number of movies, some chosen by me and some chosen by you. We will also peruse articles and reviews in newspapers and magazines as well as more serious academic explorations of the subject. Simultaneously, we will write previews, reviews, editorials, and longer articles on film and the media.

**ENGL 212K**  
**Writing About Music**  
**Prof. J. Kupetz**

This course will examine the craft of essay writing through the lens of rock and roll reportage, history, and other non-fiction modes. Additionally, contemporary literary theory and social criticism will be applied to "texts" in order to posit rock and roll as a node in the continuum of U.S. cultural history.

**ENGL 212P**  
**Writing About Theater**  
**Prof. V. Sams**

You will sharpen your writing and self-editing skills through assignments that demand you to take various approaches to writing about theater, from close textual analysis to theater reviews. The course will also enable you to explore dramatic form and technique more creatively, by engaging in dramaturgical and/or directorial projects (individually and collectively). The class will involve play reading as well as attendance at a minimum of one live performance.

**ENGL 214A**  
**Teaching Writing**  
**Prof. J. Gill**

Instruction in rhetorical theory and the teaching of writing. Intended primarily for training student consultants in the Dickinson College Writing Program.

**ENGL 214B**  
**Writing in the Schools**  
**Prof. S. Chilson**

This class will prepare students to teach the elements of poetry to grade school children. We will first spend some time in class talking about poetry and what makes a poem. Next, we will focus on methods of teaching poetry to children. We will look at different ways to teach children the elements of poetry and will spend some time creating exercises for the classroom. Next we will spend several class periods in local schools teaching poetry in fourth and fifth grade classrooms.

**ENGL 218A**  
**Creative Writing: Fiction**  
**Prof. D. Dolan or S. Perabo**

If you have seriously contemplated writing short fiction, then this course is for you. The course will engage students in the art and craft of writing short stories. It is intended for students who have read widely among past and contemporary masters of short fiction and who are accomplished in the elements of prose composition (mechanics, syntax, and structure). Students will be expected to produce two new short stories (10 to 20 pages each) during the semester and revise them during the term. The course will lay emphasis on "workshopping" (reading, analyzing, and discussing) students' own creative work. Class sessions will be in the form of assigned readings, written exercises, and the writer's craft. This focus will inform our discussions as we read participants' creative and critical drafts, as well as contemporary works by established writers. We will also analyze essays by established fiction writers about the craft of writing and present these analyses orally and in writing.

**ENGL 329D****Capitalism & the Canon****Prof. S. Stockton**

In this course we will examine the English and American canon through the lens of Marxist theory and criticism. We will read a wide range of texts in this "greatest hits" course, beginning with the English Renaissance and moving through the 20th century. We will also read some Marxist theory in order to ask the following sorts of questions: which texts have been selected as our "timeless" classics? Are they truly timeless? Are there ways of thinking about them - and the process of their selection - that involve the material realities of economic formation and development?

**ENGL 349M****African-American Literature****Prof. L. Johnson**

This course will trace the development of the African-American literary tradition during the enslavement and Reconstruction periods. Throughout the semester, we will analyze the many dialogues concerning slavery, emancipation, cultural identity, integration, nationalism, and racial pride as conveyed in the various genres of African-American literary production (autobiography, novels, poetry, polemic, and short stories). Moreover, we will consider the influence of specific historical events which forced the evolution of and created new ideas about race, resistance, and uplift, the major themes around which the texts are framed. In addition to examining the African-American oral tradition, we will focus on the works of such authors as Lucy Terry, Phillis Wheatley, Olaudah Equiano, David Walker, Maria Stewart, Henry Highland Garnet, Harriet Jacobs, Frederick Douglass, William W. Brown, Harriet Wilson, Frances E. W. Harper, Charles W. Chestnutt, and Sutton Griggs.

**ENGL 349N****The Bloomsbury Group****Prof. K. Wendy Moffat**

"The Bloomsbury Group" is the title literary critics have assigned a group of friends-writers, artists, and activists-who forged British modernism in a variety of genres at the turn of the 20th century. The name comes from an area in London, near the University of London, where they moved as young adults to live independently and communally; some of the members of the group repudiated the label, but not the concept of an artistic "circle" of friends. We will read fiction and non-fiction by Virginia Woolf, E.M. Forster, Lytton Strachey, and J.M. Keynes; and look at art by Vanessa Bell, Duncan Grant, and Roger Fry.

**ENGL 350E****Medieval Romance****Prof. T. Reed**

This course will trace the evolution of the literary romance throughout the Middle Ages. Among the works we'll likely consider are Beowulf, Marie de France's Lais, Chretien de Troyes' Arthurian romances, The Quest of the Holy Grail, Sir Gawain and the Green Knight, and various of Chaucer's Canterbury Tales. As for method, we'll aim to hit a productive balance between contextual and inter-textual approaches.

**ENGL 354A****Pope, Dryden, Swift****Prof. R. Ness**

We will concentrate on three major 17th- and 18th- century British satirists. John Dryden, Jonathan Swift and Alexander Pope. Readings to include "MacFlecknoe," Gulliver's Travels, "The Rape of the Lock and other texts.

**ENGL 359A****Historical Trans: Shax's Rome****Prof. D. Kranz**

Explorations of Shakespeare's poems and plays about classical Rome (The Rape of Lucrece, Titus Andronicus, Julius Caesar, Antony and Cleopatra, Coriolanus, and Cymbeline) in comparison to sample plays from other Shakespearean subgenres (A Midsummer Night's Dream, Richard II, and Macbeth). Formalist, feminist, philosophical, and psychological approaches will be employed. Stage performances as well as videos of the dramas produced on screen and television will help us revivify Shakespeare's analysis of Roman history.

**ENGL 360A****Romantic Women/Victorian Men****Prof. A. Nichols**

This course in nineteenth century literature will use gender as a lens through which to view this revolutionary era. How did male authors talk about female subjects in these works? How did female authors invest authority in male and female voices? What current stereotypes about gender can be traced to Romantic and Victorian literature? How do these texts resist our efforts to make simple generalizations about men and women? Do lyric poems pose particular problems for gender and biographical forms of interpretation? Is the importance of the novel in the nineteenth century related to the gender of authors or readers? Our class will address questions like these; we will stress textual issues, contextual details, and gender relations in the works under study. What authors will help us? Among others, Blake will tell us that the two sexes are actually one. Percy Shelley will write beautiful love poems, and his wife Mary will tell us that the love he describes does not exist. Dickens will offer us strong women and weak men. Christina Rossetti will claim that goblin men sell a dangerous fruit that women often buy. Hardy will call an out-of-wedlock mother a "pure woman," and his society will damn him for that description. Our class will also seek to understand contemporary critical interest in and scholarly discussion of these authors and texts from a variety of critical perspectives. Study of these works will provide a basis for independent exploration of these and other Romantic and Victorian writers.

**ENGL 370E****American Renaissance****Prof. R. Winston**

This course will examine major figures and works of one of the most intensely creative periods in American literature, the American Renaissance. We will juxtapose selected works by important Transcendentalists (Emerson, Thoreau, Fuller, and Whitman are possibilities) to works by those critical, or at least skeptical, of the movement (Hawthorne, Melville). Ultimately, we will try to determine if the last two authors to be considered in the course, Poe and Dickinson, can be considered Transcendentalists or anti-Transcendentalists. All of these authors reflect both continuity and change in American literature. They both challenged and mirrored their 19th century culture, and they remain touchstones for contemporary American literary concerns as well. While the focus of the course will be on close, careful reading and thoughtful writing students will be expected to consider -- and apply -- a variety of critical methods. Requirements: diligent preparation, regular attendance, and thoughtful participation; 6-page essays (close reading); 15-page critical research paper; 12-page take-home final examination.

**FLMST 3011****Self & Society in Jpnse Film****Prof. L. Winston**

This course examines what happens when the individual goes against the grain sexually, ethnically, culturally, and politically. In so doing we explore the richness and diversity of Japanese cultures in the work of classic film directors such as Kurosawa Akira and Mizoguchi Kenji, as well as that of more contemporary filmmakers.

**FRNCH 240B****Paris: The Epicenter****Prof. C. Beaudry**

The pre-eminence of Paris as the capital of France emerges as early as the year 1000. The French monarchs restored the ancient Roman palace on the Ile de la Cite and the fortifications on the Left Bank of the Seine, and developed the Right Bank, protecting it with the construction of the Louvre. The city has been the epicenter of French intellectual, cultural and political life since the Middle Ages. The French Revolution, said to have lasted 100 years by the historian Francois Furet, was played out in its streets. It continues to retain its political hegemony over the Hexagon. The cultural prestige of the City of Lights has made it an attraction for over 6 million visitors per annum. In this course we will follow the evolution of this Parisian predominance, across the last millennium, and, most especially, during the nineteenth century, as France finally emerges as a modern democratic state.

**FRNCH 363D****Intro to Sociolinguistics****Prof. L. Duperron**

Sociolinguistics is defined as the study of language in relation to society. This course introduces students to the theories of the field and its applications to the French social context. We will review briefly the history of the French language, analyze varieties of contemporary French, and discuss issues related to gender and language use, language legislation, and sociolinguistic variation in the French-speaking world.

**GERMN 252A****Wom Writers/Men, Might & Murder****Prof. G. Roethke**

We will read and analyze modern novels by women writers from Central Europe and the Americas. What all of these novels have in common is their critique of women's position within the patriarchal order, taking this theme to its extremes in murder and mayhem between the sexes.

**HIST 211Q**  
**American Revolution**  
**Prof. W. St. Jean**

Why did North Americans start a Revolution? And why weren't they supported by neighboring British colonists in Canada and the Caribbean? We will examine provocative re-interpretations of the founders' and ordinary people's motives for declaring independence and establishing their own government.

**HIST 211R**  
**Women in Early America**  
**Prof. W. St. Jean**

Notable individuals and groups of women have played critical roles in American society. Covering the 17th century through the Civil War, we will pay particular attention to women's part in the formation of regional societies, the development of the modern education system, reform movements, and the abolition of slavery.

**HIST 213G**  
**The History of Film**  
**Prof. S. Weinberger**

This course will trace the development of the film industry from the late nineteenth century up to the present. We shall consider the social, political, economic, and cultural influences that helped to shape different film styles. The focus will be divided evenly between American films and those of Europe and Asia.

**HIST 213L**  
**Russian Intellectual Hist**  
**Prof. V. Strelkov**

This course will introduce the essential concepts and terms used in Russian intellectual history. It will investigate the primary intellectual currents that manifested themselves over the course of Russian history, from the 11th through the 20th centuries. The course will deal with the many stages of evolution in the Russian cultural tradition, with an emphasis on the problems of Westernization and modernization as treated in Russian philosophical and political thought. It will trace the genesis of the civilizational identity of Russia, as well as the permanent tension between tradition and innovation in Russian culture. The course will provide an outline of Russia's role in the dynamic of world history, and help to fix the cultural coordinates of Russia in the contemporary world.

**HIST 305-01**  
**Oral History: Am Lives & Hlth**  
**Prof. K. Rogers**

This course will explore American experiences with health care, illness, aging, and end-of life issues through life-history interviews with individuals who have had experience with various health-related issues. Students should expect to develop appropriate question lists based on their areas of research, conduct two interviews, and produce transcripts and video recordings of narrators. Students should expect to interview individuals who have had health issues, and different health care providers in the area.

**HIST 305-02**  
**Patagonia Mosaic**  
**Profs. M. Borges, J. Osborne, & S. Rose**

It focuses on the study of trans-Atlantic migrations, labor, ethnicity, and community building in the oil company towns of Patagonia in comparative perspective. This Spring course will start in early January with a cross-cultural mosaic in Patagonia, Argentina, where a student-faculty research team will conduct oral history interviews, fieldwork, and archival research. In the follow-up course at Dickinson, we will discuss topics such as immigration, labor, ethnicity, and identity formation in multi-ethnic societies; and explore the uses of oral history interviews, visual documents, and qualitative methods in historical sociological analysis.

**HIST 311E**  
**US Military History**  
**Prof. C. Crane**

This survey of US military history will examine not only the conduct of the nation's wars, but also the evolution of American military institutions and their interaction with civilian authority and society. Readings will cover topics ranging from the experience on the battlefield to the formulation of national defense policies. To become familiar with military operations and images, students will closely examine the Battle of Antietam and MacArthur's generalship. In addition, a number of film excerpts will be used to probe the complex interaction between American public perceptions and military realities.

**HIST 313E****Nations, Consumers & Gender****Prof. R. Sweeney**

This course will examine the historical development of nationalism and consumerism in Europe moving from the 18th century into the post- World War II era. We will look for overlaps or polarities between the two movements, and we will determine how gender interacted with both of them. Our readings will include both historians' analyses and primary sources, and we will look at all sides (promoters and critics alike).

**HIST 313F****The Enlightenment****Prof. T. Lang**

The Enlightenment has usually been portrayed as one of the great movements of human liberation. Thinkers as diverse as Voltaire and Rousseau, Hume and Smith, Kant and Beccaria put forward ideas that broadened the scope of freedom, affirmed the dignity of men and women, and promoted reason over superstition, toleration over persecution. And yet the Enlightenment has had its critics, those who claim that in the name of liberation it actually enslaved. In this course we will read some of the classic Enlightenment texts and investigate how scholars have interpreted the movement, paying particular attention to its critics.

**HIST 315H****Patagonia Mosaic****Prof. M. Borges**

It focuses on the study of trans-Atlantic migrations, labor, ethnicity, and community building in the oil company towns of Patagonia in comparative perspective. This spring course will start in early January with a cross-cultural mosaic in Patagonia, Argentina, where a student-faculty research team will conduct oral history interviews, fieldwork, and archival research. In the follow-up course at Dickinson, we will discuss topics such as immigration, labor, ethnicity, and identity formation in multi-ethnic societies; and explore the uses of oral history interviews, visual documents, and qualitative methods in historical and sociological analysis, dissemination.

**HIST 315K****Modern History of the Gulf****Prof. D. Commins**

This course examines the history of the Gulf (United Arab Emirates, Saudi Arabia, Iran and Iraq) from the 18th century to the present. The course includes a two-week international academic excursion to the United Arab Emirates in January before the start of the spring semester.

**HIST 315L****Four Chinese Cities****Prof. D. Strand**

Urban China today is helping to power and drive the country's dramatic economic "miracle." Skyscrapers, ring roads, and bullet trains promise a massive vertical and horizontal expansion of the city. Urban China is also home to political, social, and cultural changes of all kinds. With the help of texts, film, photographs, and maps, we will explore the roots of these transformations from the nineteenth century to the present through the histories of four of China's most important and distinctive cities.

**HIST 404S****War & Memory in the 20th C****Prof. R. Sweeney**

This seminar will ask how the European and American wars of the 20th century have been remembered and commemorated. Our readings will look at time and place (such as anniversaries and battle-field monuments), and at oral and written testimony. The first part of the course will involve intensive reading. After that, students will develop research projects which explore our core questions.

**HIST 404T****International Migrations****Prof. M. Borges**

This course will examine the characteristics of transatlantic and transpacific migration during the nineteenth and twentieth century in comparative perspective. The main focus will be on migration to the Americas in the general context of world migrations. We will analyze national and regional cases, such as the United States, Argentina, Brazil, Canada, and the Caribbean, and their connections with the migration systems of Europe, Asia, and Africa. We will explore the experiences of migrants from diverse ethnic and national groups, focusing on such topics as coerced and free migrations, adaptation and assimilation, race and ethnicity, gender and family, militancy and labor, immigration policies and nationalism, etc.

**IB&M 300AG****Doing Business in China****Prof. M. Fratantuono**

In this course, we will first examine China's national objectives and the policies currently being implemented by China's leadership in pursuit of those objectives. We will then explore the historical, social, economic and cultural context for firms that are operating in China. Finally, we will turn to case studies of domestic and foreign firms that are currently doing business in China to understand the challenges and opportunities in that environment.

**IB&M 300AH****Fixed Incomes & Bond Markets****Prof. V. Vijayraghavan**

The purpose of this course is to examine the theory and practice of bond markets. We will examine in turn the following conceptual issues: Definition of bonds, yields and the term structure, the Treasury and corporate bond market, the different flavors of bonds and their uses, bond price volatility, duration and its uses, international bonds, fixed income derivatives, indexing and bond portfolio management strategies.

**IB&M 300AI****Comparative Knowledge Mgmt****Prof. D. Jin**

The course is a research seminar which examines the historical origin for the rise of knowledge-based organization, economy, and society. It further explores the nature and organizing principles of knowledge management and their cross-cultural differences.

**IB&M 300AJ****International Trade Relations****Prof. W. Barral**

An in-depth examination of the political economy of the multilateral trading system and international trade relations which examines the issues and controversies surrounding global trade institutions (e.g. the WTO) and practices. The course covers the origins and evolution of the GATT and WTO, the dynamics of trade policy, and the relationship of the international trading system and trade practices to labor, the environment, economic development, intellectual property rights, investment, agriculture, and services.

**IB&M 300R****Issues in Health Care Managmt.****Prof. D. Sarcone**

The primary focus of this course is the health service system in the United States. A brief historical overview of the evolution of the current system will be provided. We will discuss the structure of the current system including how resources are developed and deployed and how services are organized and managed. This segment of the course will also include a review of economic models associated with the delivery and payment of health care services. With this foundation established, the course will turn to today's challenging health management issues. These issues historically address matters of quality, access, and cost. Alternative solutions to these issues will be discussed which reflect relevant quality, access and cost models suggested or employed throughout the world. No prerequisites.

**IB&M 300Y****Business to Business Mktg****Prof. W. Su**

Business-to-Business Marketing focuses on the management processes and activities that a supplier firm performs in order to satisfy the needs of its organizational customers, which include other businesses, governments, or institutions. This course is designed to provide students with an in-depth understanding of marketing theories and practices in an inter-organizational transaction context. Special emphasis is placed on the creation and delivery of value to business customers, the development and maintenance of business relationships, as well as the communication and coordination issues in managing the business network. Through seminar discussion, case analysis, research project and computer simulation, this course aims at helping students develop critical analysis and problem-solving capabilities in their preparation to meet major challenges in dynamic business markets.

**INTST 290A****International Trade Relations****Prof. W. Barral**

An in-depth examination of the political economy of the multilateral trading system and international trade relations which examines the issues and controversies surrounding global trade institutions (e.g. the WTO) and practices. The course covers the origins and evolution of the GATT and WTO, the dynamics of trade policy, and the relationship of the international trading system and trade practices to labor, the environment, economic development, intellectual property rights, investment, agriculture, and services.

**ITAL 400C****Sen Tutorial: Mito di Roma****Prof. S. Davidson**

From the literary comedies of the Renaissance to the slapstick improvisation of the comici dell'arte, from the existential paradoxes of Pirandello to the political satire of Dario Fo, Italy can boast a long and rich comic tradition. This course examines Italian comedy from the 1500's to the present, tracing the genre's development against the background of a changing Italian society. Student research projects will focus on a single play, comic type, or motif, examined in its literary and historical context.

**JUDST 216D****Ethnography of Jewish Exper****Prof. S. Staub**

This course uses the lens of anthropological inquiry to explore core cultural processes as themes in Jewish experience across time and space. Patterns of cultural transmission and cultural change, cultural interaction across social boundaries, and responses to adversity and crisis are among such core cultural processes. Further, we will explore how the construct "culture" itself shapes experience of time, memory, space, place, the senses, gender, and aesthetics, among other elements of human experience.

**JUDST 216F****Women, Gender in Judaism****Prof. S. Brautbar**

In this course students will learn about the construction of women's identity within Jewish culture and religion in the modern era in Europe, the United States and Israel. We will begin by examining the gendered terrain of "shtetl" life and the rise of non-traditional movements in Eastern Europe such as the Haskalah and Zionism. The attempt of Jews to "assimilate" into American and European society in the turn of the century and beyond and the gender dimensions of that struggle will also be explored. Lastly we will examine the participation of women in the pioneer movement in Israel and the construction of new gender roles in the emerging state of Israel. The purpose of this course is to educate students about history and empower them to think critically about what it means to be a woman or a man and how that has been constructed through Judaism and Jewish cultures in different regions and times.

**JUDST 216J****Israeli Lit in Translation****Prof. R. Maoz**

In this course we will study the Israeli culture tracing changes in Israeli society from 1948 to the present through a wide range of modern and postmodern literary texts by prominent Israeli writers in English translation. The course focuses on Israeli voices on local and universal existential issues, such as national identity, the Arab-Jewish conflict, Holocaust and remembrance, Zionism and Diaspora, tradition and crisis, Sephardic and Ashkenazi Jews, individual society and gender relations. Writers include: Moshe Shamir, S. Yizhar, Aharon Megged, Yehuda Amichai, Amos Oz, A. B. Yehoshua, David Gossman, Shulamit Hareven, Savyon Liebrecht, Orli Castel-Blum, Etgar Keret and others. "

**JUDST 216K****Jewish Masculinities****Prof. E. Merwin**

From Samson to Seinfeld, how has Jewish masculinity been constructed? This course surveys Biblical, rabbinic, early modern, modern and postmodern sources to examine the manifold forms that Jewish masculinity has assumed throughout history. In the latter part of the course, we will analyze representations of Jewish men in film and television, with particular attention to the influence of the feminist movement, the effects of acculturation, and the differences between American and Israeli male stereotypes.

**LP 290A****Comparative Law****Prof. D. Edlin**

This course explores most of the major legal traditions of the world. We will begin by considering the concepts, functions and methods of comparative legal study. We will examine the historical and institutional development of legal cultures by considering the systems of Jewish, Islamic and Hindu law. We will also consider broad and specific distinctions between the common law and civil law traditions, with special emphasis on two common law systems (the United States and the United Kingdom) and two civil law systems (France and Germany). We conclude by considering the EU legal system. Some of the questions we will try to answer are: Why did certain societies develop certain legal cultures? Are certain legal systems best suited to certain social arrangements? What is the relationship between religious law and municipal law? How do different legal traditions attempt to achieve the sometimes competing social, legal and governmental goals for order and justice? What is the role of constitutions and courts for maintaining the rule of law?

**MEMS 200B****Feudal Europe****Prof. S. Weinberger**

Feudal Europe: Spanning the period from the late Roman Empire to the French Revolution, this course will analyze the rise, achievements, and eventual decline of feudalism, with particular emphasis on the feudal nobility. Literature from this period will serve as the primary readings for the course. Guest lectures by contributing MEMS faculty will also be an essential component.

**PHILO 391D****Seminar: Kant, 1st Critique****Prof. S. Feldman**

In the Critique of Pure Reason, Kant sets himself the task of showing how human knowledge of the world around us is possible. This seminar delves into Kant's Critique of Pure Reason, treating it both as a treasure trove of philosophical arguments of a distinctive kind, characterized as "transcendental", put forward in response to the arguments of philosophers who preceded him, as well as a rich resource for philosophical work which follows. Through close reading of the text, supplemented by secondary sources, as well as through student discussions and presentations, we will establish both the details of Kant's views as well as the larger picture of his critical philosophy.

**PM 290B****Managing Death****Prof. J. Hoefler**

This course will investigate policy issues associated with various ongoing debates in America with regard to the right to die. Physician assisted suicide and euthanasia, clinical and ethical issues associated with end-of-life decision making, constitutional law, and the culture of death and dying are some of the subjects we will cover as we take an interdisciplinary approach to the management of death in America today.

**POLSC 290AR****Patriotism in Pol, Hist & Cult****Prof. N. Diamant**

Patriotism has been one of the defining sentiments of the modern era, yet its meaning and the way it has been put into practice by different communities and countries has varied a great deal. Just what sort of activities "count" as patriotic (and unpatriotic)? Does it depend on what we do, say or think? How is it manifested in war and everyday life? For instance, after 9/11, President Bush called on the American people to go shopping as a form of expressing patriotic sentiment. Should buying a pair of jeans count as "patriotism"? If not, should we decide that only certain types of behavior qualify as patriotic? In this course, we will take a close look both at the idea of patriotism and the ways it has been expressed in different political communities. We will look at patriotism through a number of different lenses, ranging from controversies over military conscription (draft riots, the experience of Japanese and African Americans in the military), parades, commemorative holidays (Veterans Day), law (the G.I. Bill), film (Platoon), music (Bruce Springsteen, Merle Haggard) and literature (Wm. Shakespeare, Thomas Moore, Rudyard Kipling, Walt Whitman, George Mosse, Michael Walzer). We will also examine the role of patriotism in a number of countries, such as the United States, China, Germany and Israel.

**POLSC 290AZ****North Korea: Apocalypse Soon?****Prof. A. Scobell**

North Korea presents the international community with one of its most perplexing challenges. Widely perceived to be a repressive and dangerous dictatorship, North Korea possesses ballistic missiles, weapons of mass destruction, and the world's fifth largest armed forces. A collapsing economy has resulted in the starvation of millions of its citizens in the last decade. This course examines the politics, history and culture of contemporary North Korea from a multidisciplinary perspective in order to provide a clearer and more informed understanding of the world's most isolated society.

**POLSC 290BA****Comparative Law****Prof. D. Edlin**

This course explores most of the major legal traditions of the world. We will begin by considering the concepts, functions and methods of comparative legal study. We will examine the historical and institutional development of legal cultures by considering the systems of Jewish, Islamic and Hindu law. We will also consider broad and specific distinctions between the common law and civil law traditions, with special emphasis on two common law systems (the United States and the United Kingdom) and two civil law systems (France and Germany). We conclude by considering the EU legal system. Some of the questions we will try to answer are: Why did certain societies develop certain legal cultures? Are certain legal systems best suited to certain social arrangements? What is the relationship between religious law and municipal law? How do different legal traditions attempt to achieve the sometimes competing social, legal and governmental goals for order and justice? What is the role of constitutions and courts for maintaining the rule of law?

**POLSC 290BC****International Trade Relations****Prof. W. Barral**

An in-depth examination of the political economy of the multilateral trading system and international trade relations which examines the issues and controversies surrounding global trade institutions (e.g. the WTO) and practices. The course covers the origins and evolution of the GATT and WTO, the dynamics of trade policy, and the relationship of the international trading system and trade practices to labor, the environment, economic development, intellectual property rights, investment, agriculture, and services.



**POLSC 290V**  
**Managing Death**  
**Prof. J. Hoefler**

This course will investigate policy issues associated with various ongoing debates in America with regard to the right to die. Physician assisted suicide and euthanasia, clinical and ethical issues associated with end-of-life decision making, constitutional law, and the culture of death and dying are some of the subjects we will cover as we take an interdisciplinary approach to the management of death in America today.

**POLSC 390P**  
**Dilemmas of Leadership**  
**Prof. D. Strand**

For a nation to prosper in today's world a strong military and healthy domestic institutions are both essential. Sound institutions require strong families, neighborhoods, towns, and cities. In the United States, these institutions and communities function within the governmental framework provided by federalism and the resulting, complex set of relationships among the national government, states, and localities. Making decisions on issues that range from matters of war and peace in the international realm to providing a decent quality of life in neighborhoods always involves tradeoffs and the balancing of contradictory, sometimes opposing forces and interests. Finding the "right" course of action through these complexities is the common challenge faced by leaders at all levels of government and society. With the help of classic texts like the play "Antigone" by Sophocles, the "book of Nehemiah" in The Old Testament, and Billy Budd by Melville, and contemporary case studies of issues like racial and gender discrimination, First Amendment rights, public housing, and drug policy we will seek an appreciation of the tough problems faced by leaders and the ways individuals are inspired to get involved in the task of finding solutions. The class fulfills the seminar requirement for the political science major and is also open to juniors and seniors in other majors.

**POLSC 390X**  
**Contemporary Free Speech**  
**Prof. S. Lichtman**

This class will examine how groups and individuals in America use the media and how the media treats them in their pursuit of political influence. While attention will be paid to groups in specific historical periods who have tried to influence policy from the margins (such as the anti-war movement of the 1960's), much of our time will be spent looking at the media's treatment of racial minorities and its political consequences. Students will be asked to write and present case studies which will involve original research.

**POLSC 390Y**  
**Democracy & Internat Conflict**  
**Prof. M. Aleprete**

This class will examine how groups and individuals in America use the media and how the media treats them in their pursuit of political influence. While attention will be paid to groups in specific historical periods who have tried to influence policy from the margins (such as the anti-war movement of the 1960's), much of our time will be spent looking at the media's treatment of racial minorities and its political consequences. Students will be asked to write and present case studies which will involve original research.

**PSYCH 180K**  
**Intro to Health Psychology**  
**Prof. J. Devlen**

Health Psychology applies psychological research and methods to examine such issues as the identification of psychological factors contributing to the etiology of physical illness, the promotion and maintenance of health, and the prevention and management of disease. In this introduction we shall explore what is known about such questions as: How is stress linked to heart disease? What factors influence condom use? And how do people adapt to illness? Suitable for all students regardless of prior background in psychology.

**PSYCH 180L**  
**Consumer Psychology**  
**Prof. B. Ehigie**

The course entails the application of psychology theories and principles in explaining consumers' behaviors. Topics include, psychographics; consumer markets, decision process, attitudes and motivation, product design, development and management; personal selling, pricing, advertising.

**PSYCH 180M**  
**Food & Psychology of Eating**  
**Prof. J. Devlen**

This course will examine health education and nutrition, food and culture, psychological and social and influences of hunger and food preferences, taste aversions, eating disorders and their treatment, psychosocial consequences of food allergies, and the food industry. Suitable for all students regardless of prior background in psychology.

**RELGN 241B****Care of the Soul****Prof. M. Donaldson**

This course explores several aspects of the contemporary synthesis of religion and psychology, described metaphorically as "care of the soul." We will concentrate on the importance of myth and storytelling in the works of Thomas Moore and Joseph Campbell, then concentrate on the depth psychology of C.G.Jung. The final sections of the course examine more recent examples that take gender and other religious traditions as sources for healing and mythmaking.

**RELGN 241I****Israeli Lit in Translation****Prof. R. Maoz**

In this course we will study Israeli culture tracing changes in Israeli society from 1948 to the present through a wide range of modern and postmodern literary texts by prominent Israeli writers in English translation. The course focuses on Israeli voices on local and universal existential issues, such as national identity, the Arab-Jewish conflict, Holocaust and remembrance, Zionism and Diaspora, tradition and crisis, Sephardic and Ashkenazi Jews, individual and society and gender relations. Writers include: Moshe Shamir, S. Yizhar, Aharon Megged, Yehuda Amichai, Amos Oz, A. B. Yehoshua, David Grossman, Shulamit Hareven, Savyon Liebrecht, Orli Castel-Blum, Etger Keret and others.

**RELGN 250A****Women, Gender in Judaism****Prof. S. Brautbar**

In this course students will learn about the construction of women's identity within Jewish culture and religion in the modern era in Europe, the United States and Israel. We will begin by examining the gendered terrain of "shtetl" life and the rise of non-traditional movements in Eastern Europe such as the Haskalah and Zionism. The attempt of Jews to "assimilate" into American and European society in the turn of the century and beyond and the gender dimensions of that struggle will also be explored. Lastly we will examine the participation of women in the pioneer movement in Israel and the construction of new gender roles in the emerging state of Israel. The purpose of this course is to educate students about history and empower them to think critically about what it means to be a woman or a man and how that has been constructed through Judaism and Jewish cultures in different regions and times.

**RELGN 260M****Ethnography of Jewish Exper****Prof. S. Staub**

This course uses the lens of anthropological inquiry to explore core cultural processes as themes in Jewish experience across time and space. Patterns of cultural transmission and cultural change, cultural interaction across social boundaries, and responses to adversity and crisis are among such core cultural processes. Further, we will explore how the construct "culture" itself shapes experience of time, memory, space, place, the senses, gender, and aesthetics, among other elements of human experience.

**RELGN 260N****Jewish Masculinities****Prof. E. Merwin**

From Samson to Seinfeld, how has Jewish masculinity been constructed? This course surveys Biblical, rabbinic, early modern, modern and postmodern sources to examine the manifold forms that Jewish masculinity has assumed throughout history. In the latter part of the course, we will analyze representations of Jewish men in film and television, with particular attention to the influence of the feminist movement, the effects of acculturation, and the differences between American and Israeli male stereotypes.

**RELGN 314B****Ethics: Christian/Islamic Pers****Prof. B. Perabo**

A general introduction to the ethical teachings of Christianity and Islam. After an overview of both traditions and their approaches to ethics, the course will focus on contemporary discussions of two widely-debated topics: family life and war. The course will examine the similarities and differences between Christian and Islamic treatments of these issues, as well as the diversity of positions within each tradition.

**RELGN 318F****Relig & Challenges of Science****Prof. J. Gilchrist**

Newton, Galileo, Darwin, Marx, and Freud are just a few of the natural and social scientists whose ideas have challenged traditional religious beliefs. Today some people assume that science and religion are incompatible, that the growth of science implies the end of religion. Others see no conflict at all, maintaining a commitment to science and religion. This course will examine the challenges to religion posed by natural and social sciences, and a variety of religious responses. Students need no particular expertise in science or religion to take the course, just an interest in one of the great debates of the modern era.

**RELGN 318I****Virgin, Witch and Whore****Prof. M. Donaldson**

This course examines three of the ways women have been depicted in religion: as virgins, witches, and whores. We will consider the implications of these images for contemporary discussions of the roles of women in religion.

**SCNCE 186****Science & Gender****Prof. W. Morgan**

Science, the effort to understand our world and our universe, is an activity that is open to all, regardless of gender, ethnicity, or anything else. The view of a scientist in the United States traditionally has not been one of a woman or an ethnic minority. However, in the last few years, the relation of women to science, and vice versa, has changed. We will see how science and scientists have been shaped and changed by this change.

**SOCIO 230AB****Women's Health****Prof. J. Winterich**

This course examines how the production of medical knowledge and the social construction of gender affect women's experiences with health and illness and medical care. The concept of health, medical research and administration of medical care are socially, economically and politically influenced with significant consequences for women. This course uses a feminist and cultural analytical framework to examine the social worlds of gender, health, medicine and science. In this course we will explore the following issues: What is the relationship between scientific knowledge, medical care, and women in the United States? How does our culture emphasis on the individual and increasing commodification of health influence how medicine defines health and illness for women? How do women experience health and illness and how do these experiences compare by race, class and sexual orientation? What are alternatives to the biomedical system and how would women benefit from a feminist, collective approach to women's health issues?

**SOCIO 230AG****Soc Mvmts, Protest & Conflict****Prof. P. Cullen**

The study of protest politics and social movements is the study of collective agency, as social movements arise when people act together to promote or resist social change. Movements represent not only grievances on a particular set of issues, but also frustration with more established political forms of making claims in societies. In this course, we will engage with some of the large theoretical debates in the study of social movements, reading both empirical treatments of particular movements and theoretical treatments of key issues. The featured case studies will include civil rights, feminism, ecology, the antinuclear movement, the New Right and the alternative globalization movement. We will be particularly concerned with the social and political context of protest, focusing on basic questions, such as: under what circumstances do social movements emerge? How do dissidents choose political tactics and strategies; and, how do movements affect social and political change?

**SOCIO 230AH****Conflicts/Conflict Resolut St****Prof. S. Staub**

Conflict seems to be an inescapable aspect of social life. Are we, as human beings, pre-determined to live in conflict? Yet as social beings living in mutually dependent social groups, we have developed various simple and complex strategies for managing and resolving conflicts. We will explore these mechanisms to manage or resolve conflicts of different kinds - inter-personally, in families, workplace-based, among ethnic, racial, and religious groups, and internationally. This course will examine the growing literature on conflict studies, and will draw on inter-disciplinary perspectives to examine conflict and conflict resolution processes and strategies.

**SOCIO 230AL****Jewish Masculinities****Prof. E. Merwin**

From Samson to Seinfeld, how has Jewish masculinity been constructed? This course surveys Biblical, rabbinic, early modern, modern and postmodern sources to examine the manifold forms that Jewish masculinity has assumed throughout history. In the latter part of the course, we will analyze representations of Jewish men in film and television, with particular attention to the influence of the feminist movement, the effects of acculturation, and the differences between American and Israeli male stereotypes.

**SOCIO 230K****Medical Sociology****Prof. P. Cullen**

In this course we will examine theories and practices which contribute to the development of a sociological understanding of medicine, health and illness. Health care access and delivery, social epidemiology, and the patient-practitioner relationship are among the issues to be developed.

**SOCIO 400D****Sociology of Violence****Prof. S. Rose**

While dealing with broad conceptualizations of violence, this course will focus on gender conflict and sexual violence in the context of domestic and international disputes. Pre-requisite: permission of instructor.

**SPAN 410J****The (Mis)Fortunes of Love****Prof. A. Quintanar**

This course examines the topic of love gone wrong in texts of the Middle Ages. Though the emphasis is on texts from the Iberian Peninsula, we also examine related texts from other Western European countries. We establish what was understood by love, how the understanding of the body conditioned the perception of love, and how those concepts manifest themselves in the distinct cultural contexts that produced the texts. The texts we read will be student editions for the non-native speaker, texts in contemporary Spanish, or will be translated to English.

**T&D 302D****Movement & Text****Prof. K. Lordi**

This course will explore the intersection of movement and text and is geared towards students intersected in both dance or theater. We will look at the history of dance and theater and in particular the intersection of these forms of dramatic expression. This studio course will include improvisations, acting and movement explorations culminating in the creation of a piece that uses both movement and text in unique and experimental ways. This is not a dance technique or acting class, rather an exploration of the creative process through movement and voice.

**WOMST 201C****Women in Early America****Prof. W. St. Jean**

Notable individuals and groups of women have played critical roles in American society. Covering the 17th century through the Civil War, we will pay particular attention to women's part in the formation of regional societies, the development of the modern education system, reform movements, and the abolition of slavery.

**WOMST 201D****Wom Writers/Men, Might & Murder****Prof. G. Roethke**

We will read and analyze modern novels by women writers from Central Europe and the Americas. What all of these novels have in common is their critique of women's position within the patriarchal order, taking this theme to its extremes in murder and mayhem between the sexes.

**WOMST 300J****Women's Health****Prof. J. Winterich**

This course examines how the production of medical knowledge and the social construction of gender affect women's experiences with health and illness and medical care. The concept of health, medical research and administration of medical care are socially, economically and politically influenced with significant consequences for women. This course uses a feminist and cultural analytical framework to examine the social worlds of gender, health, medicine and science. In this course we will explore the following issues: What is the relationship between scientific knowledge, medical care, and women in the United States? How does our culture emphasize on the individual and increasing commodification of health influence how medicine defines health and illness for women? How do women experience health and illness and how do these experiences compare by race, class and sexual orientation? What are alternatives to the biomedical system and how would women benefit from a feminist, collective approach to women's health issues?

**WOMST 300M****Nations, Consumers, & Gender****Prof. R. Sweeney**

This course will examine the historical development of nationalism and consumerism in Europe moving from the 18th century into the post- World War II era. We will look for overlaps or polarities between the two movements, and we will determine how gender interacted with both of them. Our readings will include both historians' analyses and primary sources, and we will look at all sides (promoters and critics alike).

Fall 2004  
Last updated 8/17/04

**A&AH 160J**  
**Digital Image Workshop**  
**Prof. R. Cavenagh**

A course for those with some prior experience using a digital camera and a program like Adobe Photoshop. This course provides a vehicle for student artists to develop their own image projects in a supportive setting. Class sessions will include demonstrations of techniques and concepts. Each student will work with the instructor to plan and execute a body of work, culminating in an exhibition. The course will emphasize the creation and development of images rather than the technology of digital photography. Images of all sorts can be undertaken, including black & white and color, representational images, abstractions, compound images, and images from non-camera sources. Students will need to own or have routine access to a digital camera of at least 2 megapixel image size.

**A&AH 315A**  
**Art & Arch Since 1960**  
**Prof. L. Dorrill**

A survey of art and architecture from 1960 to the present. Artistic approaches and movements to be addressed in this course include, among others: pop art, minimalism, feminism, conceptual art, neo-expressionism, graffiti, video, performance, and installation art. Major movements in architecture to be addressed include post-modernism, late-modernism, and deconstructivism. Critical and theoretical writings of the period will also be addressed. Prerequisite: A&AH 102

**AMST 301V**  
**Women and Difference**  
**Prof. S. O'Brien**

In this course we explore differences among women as well as commonalities, taking into account not only race, class, and ethnicity, but also sexualities, illness and disabilities, the body, weight, age, religion and spirituality. We focus on diverse femininities within the U.S. but take a comparative, global perspective as well. We'll particularly be concerned with the ways in which women resist oppression, become activists and gain voices. Reading will include works by Audre Lorde, Adrienne Rich, and Alice Walker; films will range from mass media productions like *Thelma and Louise* to feminist documentaries. Prerequisite: AMST 201

**AMST 301Z**  
**Hollywood on Hollywood**  
**Prof. N. Mellerski**

This course will explore the notion of Hollywood as a construct, a world that is both literal and figurative, whose individual films map its contours. Through a selection of films and novels that narrate Hollywood's mythology, we will investigate the cultural meaning of the stories Hollywood tells about itself--the stars, the studios, the screenwriters--and the paradoxes that arise when self-referential cinema strips away the illusions that normally characterize classical Hollywood style. Our goal will be to understand the role of the movies in American culture as it is articulated within mainstream Hollywood cinema. Prerequisite: previous course in AMST or FLMST

**ANTHR 245P**  
**Global Eastern Africa**  
**Prof. STAFF**

This course examines global connections in the intersections of culture and power that underlie contemporary issues in eastern Africa. The globally marketed indigenous cultures and exotic landscapes of eastern Africa, like current dilemmas of disease and economic development, are products of complex local and transnational processes (cultural, social, economic, political, and gendered) that developed over time. To understand ethnicity, the success or failure of development projects, responses to the AIDS crisis, the increasing presence of multinational corporations, and other contemporary issues, we will develop an ethnographic perspective that situates cultural knowledge and practice in colonial and postcolonial contexts. While our focus is on eastern Africa, the course will offer students ways to think about research and processes in other contexts.

**ANTHR 245Q**  
**Linguistic Anthropology**  
**Prof. M. Zhou**

This course introduces linguistic anthropology as an interdisciplinary field that studies language as a cultural resource and speaking as a cultural practice. The theories and methods of linguistic anthropology are introduced through a discussion of linguistic diversity, grammar in use, the role of speaking in social interaction, the organization and meaning of conversational structures, and the notion of participation as a unit of analysis. This course also covers the origin of language and languages, the descriptive study of language, language acquisition, and the impact of variables such as history, culture, gender, and ethnicity on language. Previous coursework in anthropology and linguistics will help but is not required.

**BIOL 129****Changing Ocean Ecosystem W/Lab****Prof. T. Arnold**

An introduction to the biology of marine communities, including salt marshes and mangroves, intertidal zones, reefs, and deep-sea vents, among others. For each community, the physical characteristics of the environment as well as the physiological adaptations of the resident species will be examined. We will also focus on how marine communities are changing in response to anthropogenic stresses in light of concepts such as diversity indexes, keystone species, and disturbance theory. Selected readings from the primary literature and the popular press are required. Laboratory projects will emphasize experimental design and hypothesis testing. Three hours classroom and three hours laboratory a week.

**BIOL 401B****Chemical Ecology****Prof. T. Arnold**

A course focusing on chemically-mediated interactions between terrestrial and marine organisms. Topics include plant toxins and medicinal plants, chemical 'communication' among insects, talking' trees, and the evolutionary arms race, among others. The course consists of three weeks of introductory material followed by a series of special topics. For each special topic, students will receive a lecture of introduction, discuss relevant scientific articles, and participate in a seminar/ discussion, often led by authors of those papers who visit the college. Students will compose a paper, in the form of a review of recent literature pertaining to some aspect of chemical ecology. Three hours classroom and three hours laboratory a week. Prerequisite: two Biology courses numbered between 120 and 128 and permission of the instructor

**BIOL 412****Seminar (Modulation of Synaptic Physiology)****Prof. S. Gardner**

This course will investigate synaptic physiology both in physiological and pathological states. We will explore the ways in which the synaptic connections between neurons function and can be modulated. The goal of this course is to develop critical reading skills, understand current methodology, and explore hypothesis-driven inquiry. Student-led discussions of seminal readings from primary literature in addition to recent research papers will be supplemented with periodic background lectures. As a final project the students will outline experiments in the form of a short research proposal to follow up on a topic of interest. Three hours of classroom a week.

**EASIA 206A****Japanese Culture****Prof. H. Krebs**

A general introduction to Japanese cultures from the beginnings to the present day and covering topics ranging from the social sciences through the humanities. The approach taken will be comparative and will use traditional Chinese civilization and contemporary America as the chief points of reference. Readings will be taken from both primary and secondary sources; the format will be a combination of lecture and discussions.

**EASIA 206H****Law, Politics, Society-E.Asia****Prof. N. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the 'overlap' between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States

**EASIA 206J****Japanese Politics****Prof. N. Diamant**

In this class we will focus on political, economic and cultural developments in Japan. We will examine issues ranging from political and economic development to law, bureaucracy, political parties, international relations, social protest, crime, gender relations, and popular culture. We will attempt to answer the question: Is there a distinctly Asian model of development, one that stands in contrast to Western patterns? To answer this, we will take an in-depth look at the three major periods of Japanese history (the Tokugawa, Meiji, and Showa) and examine how Japan confronted the challenges and opportunities produced by its entry into global politics and the capitalist economy.

**EASIA 206K****Linguistic Anthropology****Prof. M. Zhou**

This course introduces linguistic anthropology as an interdisciplinary field that studies language as a cultural resource and speaking as a cultural practice. The theories and methods of linguistic anthropology are introduced through a discussion of linguistic diversity, grammar in use, the role of speaking in social interaction, the organization and meaning of conversational structures, and the notion of participation as a unit of analysis. This course also covers the origin of language and languages, the descriptive study of language, language acquisition, and the impact of variables such as history, culture, gender, and ethnicity on language. Previous coursework in anthropology and linguistics will help but is not required.

**ECON 228****Economic Analysis of Policy****Prof. W. Bellinger**

There are two general goals for this course. The first goal is to learn the basic techniques found in the economic approach to policy analysis, and to apply these techniques to a variety of social problems and policies. The second goal is to engage in an actively supervised real world group policy analysis project. The primary project for this semester will be a study of the economic impact of Dickinson College on Carlisle PA and Cumberland County. The professor will actively participate in this project, as well as guide and grade its results. Depending on class size and individual interest, another project may also be undertaken. Prerequisite: ECON 111 & 112 or ECON 100

**ECON 314B****Comparative Economics Systems****Prof. S. Koont**

This course considers in detail economics systems that are different in significant ways from the economy of the United States. Some of the economies we will study are socialist by self-definition: the historical example of the USSR, as well current Third World societies such as Cuba and China. We will also consider the case of Japan, another advanced capitalist economy with different features than the United States, as well as some examples from Europe, such as Germany and Sweden. In addition, we will address methodological, theoretical and empirical issues that arise in the attempt to study these economies comparatively.

**ENGL 101BC****The Beat Generation****Staff**

Constantly migrating between New York, San Francisco, and Furthur, the Beat Generation produced literature that continues to infuriate some, to inspire others, and to incite debate. By looking at the New York and San Francisco Beats as distinct communities, by placing those communities in a historic context, and by examining the religious vision(s) that wove them together, we endeavor to develop an understanding of the Beat vision. This course will examine poems, novels, essays, spoken word performances, jazz, and film to discover the jewel-center. There will be the usual samsara of papers, projects, and exams.

**ENGL 101BI****Cont Irish & British Fiction****Prof. D. Dolan**

(Contemporary Irish and British Fiction: Hearts of Darkness?) Dublin is the bustling capital of a vibrant and increasingly prosperous country. London is once again a cultural Mecca and capital of a modern European nation. Yet many contemporary writers present the reader with what appear to be darker visions of these cities and lands. From the narrator of *The Grotto* who spits out his story from the prison of his paralyzed body to the demented narrator of *The Butcher Boy*, we will look at works that appear to take a morbid pleasure in depicting physical, emotional, and spiritual disfigurement. Authors may include Patrick McCabe, Flann O'Brien, Ian McEwan, Zadie Smith, Roddy Doyle, Irvine Welsh, Patrick McGrath. We will read approximately eight novels over the semester. Come prepared to read.

**ENGL 101BO****Native American Lit****Prof. A. Singley**

This course is an introduction to Native American literature. We will study literature from an array of genres, geographic locations, and time periods. With each text we study, we will do our best to increase our understanding of the specific historical and cultural contexts out of which the text arises. When we read *The School Days of an Indian Girl* by Zitkala-Sa, for example, we will discuss the practice of removing Indian children from their homes in order to educate them, and we will pay particular attention to the Carlisle Indian School. In addition, we will supplement our close readings of the primary texts with a film or two, audio recordings, and selected material about Native American literature, history and culture available on the World Wide Web. In the context of our study of Native American literature from the earliest recorded oral literature to the most contemporary of novels by Native American writers, this course will cover a wide range of issues and themes, including Native American identity, Native American mythology, Native American encounters with white people, and the definition (if there is one) of Native American Literature.

**ENGL 101BW**  
**Knight, Lady, and Priest**  
**Prof. T. Reed**

This course will treat a range of medieval literature written over a 600-year period. Every effort will be made to understand the works within their historical and sociological contexts. Among our consistent concerns will be the impact of Christianity on what was essentially a warrior culture--not least in terms of assumptions about women and their social and cosmic roles. Likely primary texts (selections from): Beowulf, Ecclesiastical History of the English Nation, History of the Kings of Britain, Yvain, Lais, Chronicles, The Canterbury Tales, Sir Gawain and the Green Knight.

**ENGL 101BX**  
**Brit Grit: Drama & Film**  
**Prof. V. Sams**

This course will focus on the post-war dramatic and cinematic works of such playwrights as Shelagh Delaney, Ann Jellicoe, John Arden, John Osborne, Ayub Khan-Din, Jez Butterworth, and such filmmakers as Ken Loach, Tony Richardson, and Karel Reisz. We will read these works alongside selected works of earlier dramatic realism (Shaw and others) and in the context of the cultural studies movement.

**ENGL 101BY**  
**Gender & Postmodernism**  
**Prof. S. Stockton**

The purpose of this course is to explore the ways gender has been and continues to be constructed and reconstructed within literary texts over the last couple of decades. We will use a variety of theoretical lenses to view contemporary literature, so a crucial part of this course is the introduction of the major theories and methods currently practiced in gender studies and related interdisciplines, such as ethnic, cultural, women's and queer studies. Texts we will cover will probably include Vladimir Nabokov's *Lolita*, Jeanette Winterson's *Sexing the Cherry*, Toni Morrison's *Beloved*, and David Foster Wallace's *Brief Interviews with Hideous Men*.

**ENGL 101V**  
**19th C British Literature**  
**Prof. K. Wendy Moffat**

We will study British society in the Romantic and Victorian eras through literature, historical accounts, and visual materials, including paintings and film. Substantial volume of reading; two papers and a final exam.

**ENGL 212J**  
**Writing About Sports**  
**Prof. J. Gill**

In this class, students will read and analyze examples of different types of writing (newspaper columns, magazine features articles, and book-length works) about a variety of amateur and professional sports. Students will write both analytical essays about the readings and their own articles about issues and figures in the contemporary world of sports. Texts may include *The Best American Sports Writing 2003*, Jon Krakauer's *Into Thin Air*, Lance Armstrong's *It's Not About the Bike*, and H.G. Bissinger's *Friday Night Lights*.

**ENGL 212U**  
**Writing About Lit & Film**  
**Prof. T. Reed**

The texts on which students will write as collaborative peers will likely include three films by Francis Ford Coppola (*The Godfather*, *Apocalypse Now*, and *Bram Stoker's Dracula*).

**ENGL 212V**  
**Writ About Cultural Myths**  
**Prof. A. Quintanar**

The most basic definition of myth is anything someone believes that someone else can question. Cultural myths range from how or if one uses a knife and fork, to the way our clothing defines who we are, to our attitudes about the earth or life itself. In this student-centered course, you will have a voice in selecting the cultural myths on which the class will focus, in designing writing assignments, and in choosing readings. The class will use a workshop approach to writing, in which you will receive feedback on your papers from your professor and fellow students to help you improve your strategies for writing and revising.



**ENGL 218A****Creative Writing: Fiction****Prof. D. Dolan & Prof. S. Perabo**

If you have seriously contemplated writing short fiction, then this course is for you. The course will engage students in the art and craft of writing short stories. It is intended for students who have read widely among past and contemporary masters of short fiction and who are accomplished in the elements of prose composition (mechanics, syntax, and structure). Students will be expected to produce two new short stories (10 to 20 pages each) during the semester and revise them during the term. The course will lay emphasis on workshopping (reading, analyzing, and discussing) students' own creative work. Class sessions will be in the form of assigned readings, written exercises, and the writer's craft. This focus will inform our discussions as we read participants' creative and critical drafts, as well as contemporary works by established writers. We will also analyze essays by established fiction writers about the craft of writing and present these analyses orally and in writing.

**ENGL 339D****Craft of Short Story****Prof. S. Perabo**

This course will closely examine the tools, materials, and specific techniques used to create successful short stories and discuss The Masters as craftsmen (and craftswomen) in their trade. We'll begin with Chekhov and end with contemporaries such as Tobias Wolfe and Lorrie Moore. On the way we'll discuss the likes of Joyce, Fitzgerald, O'Connor, Cheever, and Carver.

Prerequisite: ENGL 220

**ENGL 349D****Caribbean Writing****Prof. R. Ness**

Some of the finest writers in English are from the Caribbean, like V.S. Naipaul, who regards his native Trinidad as one of the empire's dark places, or Derek Walcott, who applauds the diverse cultural legacy that a connection with empire has brought. Other writers likely to be included in this discussion about the incredible melting pot that is the Caribbean are Jean Rhys, Jamaica Kincaid, George Lamming, Earl Lovelace, Edwidge Danticat and Zadie Smith. Prerequisite: ENGL 220

**ENGL 350A****Marie de France****Prof. T. Reed**

Marie de France is one of the sole women whom we know wrote poetry for a courtly audience in the High Middle Ages. We shall read all three of her surviving works: the romantic Lais, the didactic Fables, and the doctrinal thriller, St. Patick's Purgatory. Emphasis will be on setting Marie's works in their cultural contexts, and on exploring their significance in conversation with other critics, published and unpublished. Prerequisite: ENGL 220

**ENGL 352A****Renaissance Poetry****Prof. C. Johnston**

In this course we will read William Shakespeare's Sonnets (1609), John Donne's Songs and Sonets (1633), and George Herbert's The Temple (1633), the three great books of lyric poetry in the English Language. Anyone passionate about literature in general and poetry in particular has a wonderful experience waiting within these works; the language is rich, surprising, and inspiring, and the subjects range from fervent religion to fervent sex, with the poets rebelling against traditional assumptions about both. Because they are so magnificent and germane, these books serve as the foundation for much of what has been written (and is being written) since: they are the Ur texts of lyric poetry in English. We will, therefore, read the texts luxuriously laughing, crying, cringing, gasping, blushing as we simultaneously study the fundamentals of reading poetry, skills that are both learnable and infinitely rewarding. Because these three poets flourished in proximity to one another, we will also explore their milieu, asking such questions as: Why and how did such great art appear in this particular place at this particular time? Was there something in the water? Perhaps, but we shall deepen our thinking by interrogating the culture and politics of this brief time period, attempting to see the bigger picture: How does culture enable great art? Prerequisite: ENGL 220

**ENGL 366A****The Quarrel With History****Prof. V. Sams**

This course will explore questions of state/imperial authority and justice, language and cultural identity, and the politics of sex and race through close readings of plays which will include: Medea (Euripedes)/Pecong (Steve Carter); Antigone (Sophocles)/The Riot Act (Tom Paulin); The Tempest (Shakespeare)/A Tempest (Aimé Césaire); among other appropriations of canonical dramatic texts. Plays will be read alongside selected readings of post-colonial theorists and critics on such subjects as colonial education, identity politics in the colonial and post-imperial periods, and on national culture. Prerequisite: ENGL 220

**ENGL 370D****Women and Difference****Prof. S. O'Brien**

In this course we explore differences among women as well as commonalities, taking into account not only race, class, and ethnicity, but also sexualities, illness and disabilities, the body, weight, age, religion and spirituality. We focus on diverse femininities within the U.S. but take a comparative, global perspective as well. We'll particularly be concerned with the ways in which women resist oppression, become activists and gain voices. Reading will include works by Audre Lorde, Adrienne Rich, and Alice Walker; films will range from mass media productions like *Thelma and Louise* to feminist documentaries. Prerequisite: ENGL 220 or AMST 202 (for AMST majors only)

**ENGL 392A****Shakespeare on Love****Prof. D. Kranz**

We'll read a number of Shakespeare's sonnets and a play or two from every period and genre in the Shakespearean canon in order to discover what the Bard had to say about romantic and other kinds of love. In addition, among the diversity of Shakespeare's representations of love, we'll hope to find whatever strange constancies seem to consistently reappear. A number of approaches, including historical, psychoanalytic, and feminist modes of interpretation, will be sampled. Theatrical and cinematic performances will supplement our reading of Shakespearean texts. At the end, I hope we'll love that still... whose name is Will. Prerequisite: ENGL 220

**ENGL 399A****Jane Austen in Her Time****Prof. W. Moffat**

We will read all six of Austen's major novels, biographical material, and selected social history with the aim of understanding the cultural conditions described by the novels. Students will lead one class discussion, write one research paper, and present an accomplishment befitting Austen's milieu: eg. performing a musical composition, completing a piece of needlework, learning a card game and teaching it to the class, composing a verbal charade, and the like. IN addition, each week, each student will be expected to write and mail one letter (not e-mail) to a correspondent of his/her choosing. (The letters may remain private.) Prerequisite: ENGL 220

**ENGL 403M****Moby Dick and Its Contexts****Prof. R. Winston**

We will examine *Moby-Dick* in the context of 19th century American novels of the sea (like Cooper's *The Pilot*, Poe's *The Narrative of Arthur Gordon Pym*, and Dana's *Two Years Before the Mast*); recent revisions of the form (like Andrea Barrett's *The Voyage of the Narwhal* and Kneale's *English Passengers*); accounts of the sinking of the whaleship *Essex* (especially those by Owen Chase and Thomas Nickerson); other fiction by Melville (like *Typee*, *Benito Cereno*, *Billy Budd*); and a variety of recent critical approaches to our central text, Melville's masterpiece. Requirements: conscientious preparation, regular attendance, active participation; students will be asked to present some combination (yet to be determined) of short essay, longer critical research essay, oral report and annotated bibliography. Prerequisite: normally at least four courses at the advanced literature level (320-399)

**ENGL 403T****Construct of Self in 17C Poet****Prof. C. Johnston**

English lyric poets of the 17th century are generally recognized among the greatest writers in the language. These poets (William Shakespeare, John Donne, George Herbert, Thomas Traherne, and John Milton) are also at the center of Post-structuralist discussions about self-awareness and political power. A lyric poet writes brief poems based upon emotions and events in his life, but New Historicist critics argue that all artists lack control over their lives, and consequently, their art. Artists are in the world and thus can't escape the restricting aspects of society; therefore, all art, and all versions of the self in art, are ideological, contained by social power in both obvious (torture, jail) and subtle (mind control) ways. Paradoxically, poetry that seems intimate, private (and at times saucy), is considered by New Historicists to be shaped by public power. This raises important questions, such as: Are poets cloaking politics in their personal poems, or can they simply not keep politics out of their (even most intimate) poetry? Prerequisite: normally at least four courses at the advanced literature level (320-399)

**ENGL 403U****Naipaul and Rushdie****Prof. R. Ness**

This course is designed for us to explore two of the most important modern writers in English, the Trinidadian born novelist V. S. Naipaul, and the Indian born Salman Rushdie. Both of these writers, in most ways very different in style and theme, share an abiding concern with the conflicts of post-colonial identity; i.e., they deal with issues of mimicry and authenticity and assimilation that face migrants caught at the world's cultural borders. Prerequisite: normally at least four courses at the advanced literature level (320-399)

**ENGL 403V****Read Race in Post-WWII****Prof. B. Victoria Sams**

This course will explore the dynamics of racial identity in contemporary Britain, with an emphasis on post-WWII Black British cultural production. We will read plays and novels by Colin MacInnes, Sam Selvon, Hanif Kureishi, Zadie Smith, Bryony Lavery, and others, alongside readings in cultural theory and theater history. Prerequisite: normally at least four courses at the advanced literature level (320-399)

**FLMST 301H****Hollywood on Hollywood****Prof. N. Mellerski**

This course will explore the notion of Hollywood as construct, a world that is both literal and figurative, whose individual films map its contours. Through a selection of films and novels that narrate Hollywood's mythology, we will investigate the cultural meaning of the stories Hollywood tells about itself--the stars, the studios, the screenwriters--and the paradoxes that arise when self-referential cinema strips away the illusions that normally characterize classical Hollywood style. Our goal will be to understand the role of the movies in American culture as it is articulated within mainstream Hollywood cinema. Prerequisite: previous course in AMST or FLMST

**FRNCH 365F****Seminar: Remembering Vichy****Prof. N. Mellerski**

Since the end of the Second World War, the Occupation continues to occupy an important place in the French collective memory, and manifests itself constantly in the various products of French culture, in documents and in fiction, on television and in the cinema, in public commemorations, in history textbooks, in political and in juridical discourse. The Vichy syndrome is not limited, as one might expect, to the memories of those who lived through the era, but has infected the imaginations of generations born after the war. This seminar will look at the Vichy period in French history from a political, social and cultural perspective, as we consider how the Occupation has been mediated through films and literature since the Liberation. Prerequisite: 255 or 256

**FRNCH 365G****Seminar: Succes de scandale****Prof. M. Kline**

The French have put the expression succes de scandale into worldwide circulation. It refers to a work or an event that gains popularity or notoriety because of its scandalous nature. This seminar will trace the history of literary, artistic and political succes de scandale in an effort to define what makes things scandalous within the historically differentiated moments of a culture. The seminar will work on several examples together. Participants will carry on independent research resulting in scholarly writing and a presentation at the end of the seminar on a scandal of their choosing. Prerequisite: 255 or 256

**GERMN 250G****Memories of War****Prof. S. Alfors**

German Artists, Filmmakers, and Writers Remember the Great War - In this course, we will explore how German artists, filmmakers, and writers have remembered and continue to remember World War I, World War II, and the Holocaust. We will study a variety of texts (art, architecture, film, literature, and music) and examine how the artistic representations have contributed to the shaping of individual and collective memories of these events in Germany.

**HIST 211E****Environmental History****Prof. W. St. Jean**

We will analyze how nature, the climate, weather, and disease shaped European colonization of North America and how Indians and settlers in turn shaped the physical landscape of the New World from the 1600's through the 1960's. We will examine certain colonial practices (farming/plantation crops, livestock-raising, hunting, tree clearance, and the introduction of non-native species of flora and fauna) that made European settlers' co-existence with Indians untenable and then, in turn, jeopardized the welfare of American farmers. In class we will discuss the authors' findings, methods, and sources and generate potential research topics.

**HIST 211F****U.S. Presidential Campaigns****Prof. M. Pinsker**

This course explores changing practices and issues at stake in U.S. presidential campaigns from the early republic to the present day. Students will examine major themes in American presidential campaigns such as the rise of popular parties, the evolution of fundraising rules, the shifting role of the media, recurring policy debates and the dynamic nature of the electorate.

**HIST 211P****Hist of American Slavery****Prof. M. Pinsker**

This course examines the rise and fall of slavery in the Americas with a particular focus on race-based chattel slavery in the U.S. Students will explore the slave trade and the growth of slavery. They will read about the antebellum plantation system and the establishment of a pro-slavery political culture in the southern United States. And finally, the class will cover both the destruction and the legacy of slavery.

**HIST 213H****Mod European Women's History****Prof. R. Sweeney**

This course explores European Women's lives, voices, and images since 1789. In the first half, we examine 19th century women at work, home and in politics. In the second half, we study the rise of the modern woman and the effects to World War I and World War II on women.

**HIST 311K****Pirates/Merchants in Col Amer****Prof. W. St. Jean**

We will look at the role of privateers in exploring and colonizing the New World, American traders' collusion with buccaneers, and the rise and fall of piracy in relation to the growth and development of the mainland British colonies. Our examination of colonial merchants' heavy engagement in smuggling may redefine students' notion of the "pirate."

**HIST 404M****1960'S: Soc Movements & Lives****Prof. K. Rogers**

This course explores the social movements of the 1960s and their impact upon American society. We will examine the Civil Rights Movement, the New Left, the Women's Movement and the Vietnam War through the biographies and autobiographies of participants. Prerequisite: 204, 304, 305 or equivalent, and permission of the instructor

**HIST 404R****Presenting History****Prof. J. Osborne**

This course is an exploration of the ways that historians have presented their findings across the ages from the oral stories of Homer to the econometrics one may find on a university web site. The seminar will focus especially on how changing styles of presentation have transformed the way we research, present, and ultimately know. (A working knowledge of new technologies would help significantly but is not essential.) Prerequisite: 204, 304, 305 or equivalent, and permission of the instructor

**IB&M 300K****Comparative Business Ethics****Prof. M. Poulton**

A course for IB&M majors dealing with the ethical interface of business and its international stakeholders in a variety of cultural environments. The course will focus on the contemporary realities of business people who must work in culturally diverse arenas when resolving personal and social ethical questions. As future employees and managers, students must be aware of the possible results of their actions and understand the sometimes fine ethical balance needed in reconciling the needs of the enterprise, the demands of foreign business practice, and their own principles. The course will be conducted primarily through case work as well as discussion and mock courts of public opinion. Prerequisite: IB&M 100 & IB&M 230

**IB&M 300Q****Finance****Staff**

This course will introduce the students to the fundamentals of financial analysis, valuation of companies and sources and uses of investment capital, including the development and analysis of term sheets. Problems and case studies will be emphasized. Types of issues that will be addressed are: techniques of analyzing financial performance and the financial structure of a company, alternative approaches to valuing a company, forecasting cash flow, raising capital, portfolio analysis, financing start-up companies and technology innovation and, if time permits, techniques for financial modeling of a project or company. Students in this class should have a sound background in accounting and experience in using spreadsheet programs such as Excel.

Prerequisite: IB&M 210 & IB&M 220

**IB&M 300W****Market Research****Prof. W. Su**

The course is designed to provide you with critical insights into the marketing research process and its critical role in facilitating strategic marketing decisions. Special emphasis is placed on survey design and data analysis from a user's perspective. Students will have hands-on experience of conducting and evaluating a survey study. Specifically, you will learn the following aspects of marketing research: -how to define and clarify the problems to be investigated, -how to identify and use relevant information sources, -how to design the questionnaire, -how to collect and analyze the data, -how to interpret and present the findings, and -how to derive actionable marketing strategies based on the findings. Students need to have both basic statistical training and marketing background to be qualified for the enrollment in this course. Prerequisite: IB&M 220 and IB&M 240, or equivalent

**IB&M 300Z****Small Business Management****Prof. D. Sarcone**

A study of entrepreneurs, the development of new ventures, and the management of small businesses. Emphasis is on the character of successful entrepreneurs; the research and selection of new opportunities; the start up requirements including legal, regulatory, financing and operational issues; and the challenges unique to managing a small business. Case studies are primarily employed for instruction in the class room setting and the completion of a major project with an actual business is required. This course is offered in collaboration with the Murata Business Center. The Center will be extensively relied upon as a resource for required business projects.

**INTDS 101****Elementary Arabic****Prof. L. Blosser**

An introduction to Modern Standard Arabic (MSA). Introduction to speaking, listening, reading and writing skills in the standard means of communication in the Arab World.

This course is being offered fall 2004. If there is student demand to continue the sequence in the spring semester, the college is prepared to do so. However, at this time there is no guarantee that the college can offer the sequence through the intermediate level.

Students who complete this course will be given priority in evaluating applications for participants in the January 2005 two-week program in the United Arab Emirates.

**LP 230****Negotiation and Advocacy****Prof. E. Guido**

This course will focus on the role of the advocate in the law and policy-making process. It will consider various types of advocacy (public debate, litigation, public relations, etc.) and various methods of negotiation as well as compare and contrast the advocate's role in different forums (legislatures, courts, administrative agencies, the press, etc.). Because of similar course content, students who have successfully completed POLSC 290AG or POLSC 290AP may not register for this course. Prerequisite: removed for 04/FA

**LP 250****Juvenile Justice****Prof. J. Cherry**

This course will examine the nature and character of the American juvenile justice system, including its history, changing emphasis, and current trends. The system will be viewed from the point of entry into the system until final disposition. Various treatment alternatives, including rehabilitation, will also be examined. Prerequisite: removed for 04/FA

**LPPM 300****Policy & Leadership****Prof. J. Hoefler**

This course will examine the various means by which public, private, and not-for-profit sector policy entrepreneurs get their way. The full range of approaches to leadership will be covered, including grass roots advocacy and examples of shared leadership along side the more traditional (hierarchical) models. The opportunities and constraints that color the environment within which potential leaders must operate will be given special consideration.

**MATH 225****Probability & Statistics I****Prof. R. Forrester**

An introduction to the core ideas of probability and statistics. Topics include discrete and continuous random variables, joint and conditional distributions, expectation, variance, random sampling from populations, hypothesis tests, confidence intervals, and a brief introduction to simple linear regression. Prerequisite: MATH 162

**PHILO 261S****Ideas of Democracy****Prof. J. Wahman**

In this course we will reflect on many of the deeper philosophical assumptions underlying our concept of democracy, such as liberty, rights, and the nature of participation in the political process. Connected to this, we will examine underlying assumptions about the social self, considering in this context what it means to be a democratic citizen. Prerequisite: previous course in PHILO

**PHILO 391C****Philosophy of Mind****Prof. J. Wahman**

This seminar will focus on a fundamental question that has shaped philosophy since the beginning of the modern era: What is the nature of the conscious mind and how does it relate to physical reality, particularly that of the body? What is consciousness? Is there a mind/body duality, or is the mind equivalent to the brain? And how do I get from my awareness of my own thinking to knowledge of the world and of other minds? We will focus on contemporary philosophical contributions to this ongoing dialogue, augmenting our discussion with contributions from psychology and neuroscience. Prerequisite: two prior courses in philosophy

**PM 290A****Following the Leaders****Prof. R. Atkinson**

A seminar that examines both the traits of successful leaders and how we view leadership through the prisms of history, journalism, film, and drama. With readings and viewings that range from David Maraniss's biography of Vince Lombardi (When Pride Still Mattered) and the seminar instructor's most recent books to Saving Private Ryan and dispatches by war correspondent Ernie Pyle. The final class will be a writing workshop, and two classes will be merged with a parallel seminar at the U.S. Army War College, including a planned field trip to Washington for sessions with senior editors and reporters at the Washington Post.

**POLCY 350F****Policy & Leadership****Prof. J. Hoefler**

This course will examine the various means by which public, private, and not-for-profit sector policy entrepreneurs get their way. The full range of approaches to leadership will be covered, including grass roots advocacy and examples of shared leadership along side the more traditional (hierarchical) models. The opportunities and constraints that color the environment within which potential leaders must operate will be given special consideration.

**POLSC 258****Human Rights****Prof. D. Strand**

The 1948 Universal Declaration of Human Rights embodies a global consensus on the fundamental importance of human rights as a political value. But the idea and its practical applications have provoked intense controversy around the world on issues such as freedom of expression, capital punishment and torture, gender and sexuality, religious freedom, social and economic justice, and cultural and minority rights. Prerequisite: one social science course

**POLSC 290AH****Law, Politics, Society - E.Asia****Prof. N. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the overlap between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States

**POLSC 290AN****Japanese Politics****Prof. N. Diamant**

In this class we will focus on political, economic and cultural developments in Japan. We will examine issues ranging from political and economic development to law, bureaucracy, political parties, international relations, social protest, crime, gender relations, and popular culture. We will attempt to answer the question: Is there a distinctly Asian model of development, one that stands in contrast to Western patterns? To answer this, we will take an in-depth look at the three major periods of Japanese history (the Tokugawa, Meiji, and Showa) and examine how Japan confronted the challenges and opportunities produced by its entry into global politics and the capitalist economy.

**POLSC 290AW**  
**Biomed Tech, Policy & Law**  
**Prof. D. Edlin**

This course examines the legal, ethical and policy issues surrounding developments in biomedical technology, with a focus on surrogate motherhood, in vitro fertilization, stem cell research and cloning. We will study the scientific advances in these areas along with their practical applications. We will consider how the different individual and institutional perspectives of scientific, political and legal actors combine to frame the policy debate about the use and regulation of cutting-edge medical and scientific research.

**POLSC 290AX**  
**Following the Leaders**  
**Prof. R. Atkinson**

A seminar that examines both the traits of successful leaders and how we view leadership through the prisms of history, journalism, film, and drama. With readings and viewings that range from David Maraniss's biography of Vince Lombardi (When Pride Still Mattered) and the seminar instructor's most recent books to Saving Private Ryan and dispatches by war correspondent Ernie Pyle. The final class will be a writing workshop, and two classes will be merged with a parallel seminar at the U.S. Army War College, including a planned field trip to Washington for sessions with senior editors and reporters at the Washington Post.

**POLSC 390F**  
**Pres Elections & Mass Media**  
**Prof. S. Larson**

This seminar will focus on the choices made by candidates and voters in modern presidential elections and the role that the mass media plays in these choices. Although the 2004 presidential election will be discussed as an example in progress, the course will primarily focus on political communications literature that uses data from past presidential elections (post-1952). Students will gain an understanding of how news coverage and advertising looks, why it looks that way, and what impact it has had on campaigns. Students will conduct original research systematically analyzing news coverage, television advertising, and audience reactions to debates.

**POLSC 390G**  
**Democratization in Central Am**  
**Prof. J. Mark Ruhl**

Central America has had a long authoritarian history and recently experienced extreme political violence from the late 1970s through the early 1990s. However, during the last several years, the region has become more politically stable and democratic than ever before. Elections have become institutionalized, and the power of the once dominant military institutions has declined. Nevertheless, many serious socioeconomic and political problems remain (poverty, inequality, corruption, rising crime). Some countries in the area have been much more successful than others in consolidating democracy. This seminar will explore the troubled political history of Central America, analyze its process of democratization, and seek to explain current differences among its six principal political systems (Guatemala, Nicaragua, El Salvador, Costa Rica, Honduras, and Panama).

**POLSC 390V**  
**Law & Terrorism**  
**Prof. H. Pohlman**

This course will explore fundamental issues of American constitutional law by focusing on the terrorism cases now being litigated in federal courts. Specific questions that might be addressed, depending on ongoing developments, include the following: 1) Do American courts have jurisdiction to decide the lawfulness of the detention of Guantanamo Bay detainees; 2) Can the President detain American citizens as unlawful enemy combatants; 3) Does the government have an obligation to provide terrorist defendants with exculpatory information that is classified on national security grounds; 4) Can the federal government indefinitely detain material witnesses; 5) Can a person be convicted based on evidence seized under a FISA warrant without probable cause?

**PSYCH 180K**  
**Intro to Health Psychology**  
**Prof. J. Devlen**

Health Psychology applies psychological research and methods to examine such issues as the identification of psychological factors contributing to the etiology of physical illness, the promotion and maintenance of health, and the prevention and management of disease. In this introduction we shall explore what is known about such questions as: How is stress linked to heart disease? What factors influence condom use? And how do people adapt to illness? Suitable for all students regardless of prior background in psychology.

**PSYCH 380B****Rsch Meth in Observat Studies****Prof. T. Barber**

Psychology as a field of study is extremely broad, with research areas that range from amnesia to racism to virtual reality. Even with that kind of breadth, there is a common core of research designs used to discover new information. The goal of this course is to introduce you to one type of research design, observation. Many of the fields within psychology, including animal and human research, rely on observational studies to make inferences about behavior. We will conduct several studies, at least one using animal subjects. This course provides you with the skills to start you toward the goal of performing research on your own.

**PSYCH 380D****Resch Meth in Health Psych****Prof. J. Devlen**

Health psychology applies psychological research and methods to a range of questions examining the relationship between psychological factors and physical illness. This course will include a comprehensive coverage of the variety of methods employed by health psychologists, including interviewing and observational techniques, basic questionnaire development and analysis. Students will gain experience by participating in exercises designing and conducting a research study and writing research reports in an area relevant to health psychology. Three hours lecture and three hours lab per week. Prerequisite: PSYCH 202

**PSYCH 480E****Thinking About Illness****Prof. J. Skelton**

Introduces the study of illness cognition, which is concerned with how people define and react to health problems. Topics include the content, structure, and function of mental models of illness, people's attitudes toward the sick, how people judge health risks, and practical implications of illness models for policy decisions and treatment. Prerequisites: 201, 202 and permission of the instructor

**RELGN 260L****Religion & Culture in India****Prof. J. Brackett**

This course aims to introduce students to a wide range of religious traditions (for example: Hinduism, Buddhism, Jainism, Islam, Sikhism, Zoroastrianism, Christianity, and Judaism) as they are practiced in India today. Each religion will be discussed in relation to its historical origins, subsequent development and contemporary significance. At the end of the course, students will be able to articulate the distinctiveness, as well as the common features, of these various religions.

**RELGN 312C****Christian Spirituality****Prof. T. Pulcini**

This course will focus on the widely varying styles of spiritual practice that have emerged in Christianity from its earliest days down to the present. Even though emphasis will be given to analysis of texts composed by key figures in the history of Christian spirituality, we shall also consider how Christian spiritualities have found expression in ritual, communal movements, art, music, cinema, and social activism.

**RELGN 318G****Relig in American Politics****Prof. J. Gilchrist**

Passions run strong over religion and politics - especially in a presidential election year. Does the separation of church and state mean that religion should play no part in shaping the public agenda? This seminar will explore current controversies in light of the Constitution, American traditions, and the increasing complexity and diversity of American religion.

**RELGN 318H****Real to Reel: Sacred in Film****Prof. M. Donaldson**

This course examines the religious dimensions of contemporary films such as Whale Rider, Crouching Tiger, Hidden Dragon, The Matrix and Lord of the Rings. We will also pay attention to the technical aspects of film such as lighting, camera angles and special effects.



**SOCIO 400C****Comparative Welfare States****Prof. P. Cullen**

This course will look at welfare states and social policy in global perspective. It begins by introducing students to the social, political and cultural aspects of welfare state development at the end of the 19th century, the dramatic growth of welfare states during the 20th century, and the new politics of retrenchment. This course also explores the increasing internationalization of social policy and the advent of a new global social policy, whereby international organizations play a powerful role in shaping welfare state development in the developing world and in post-communist states. Topics covered will include comparative methodology; and international variation in formulation and response to issues, such as education, employment, urbanization, housing, criminal justice policy, population change, poverty, health, and child welfare.

**SPAN 410F****Cervantes' Don Quixote****Prof. A. Rodriguez**

An in-depth study of Cervantes' masterpiece. We will pay close attention to the narrative technique, the many innovations introduced throughout the novel, and the significance of Cervantes' creation for later developments in literature. The whole novel will be read in Spanish. Prerequisite: 243 and major or minor standing in Spanish

**SPAN 410I****Metaphors: Cont Latam Short St****Prof. J. Sagastume**

This course focuses on the study of the Latin American short story, covering the major writers of Latin America during the 20th century. The particular emphasis of this seminar will be the in-depth study of Metaphors and how the short story is established as a metaphor for a certain cultural, socio-economic, political, and philosophical reality during the twentieth century in selected countries of Latin America. Special attention will be given to writers such as Ruben Dario, Octavio Paz, Julio Cortazar, and Jorge Luis Borges. Prerequisite: 243 and major or minor standing in Spanish

**WOMST 201B****On Women and War****Prof. Roethke**

In this course, we will read and analyze a variety of texts by women from central Europe who experienced WWI, WWII, or the civil war in the former Yugoslavia. Texts will include memoirs, films, novels, and historical/theoretical readings from authors including Anna Seghers, Christa Wolf, Helke Sander, Helma Sanders-Brahms, and Barbara Frischmuth.

**WOMST 400C****Feminist Activism & the Body****Prof. A. Farrell**

This course will serve as the culminating academic experience for Women's Studies majors. We will read significant works by feminist scholars that theorize the body and that address various forms of activism focused on bodily oppression. Throughout our readings on sex work, body image, sexuality, and disability issues we will pay particular attention to differences among women and between men and women based on race, ethnicity, nationality, class, and time period. Course work will include active participation in weekly seminars, critical responses to readings, and, finally, a research project focused on some issue relating to feminist activism and the body.

Spring 2004

Last updated 1/19/04

**A&AH 160G****Artist in Residence Ceramic Workshop****Prof. J. Li**

Chinese visiting artist Jackson Li will lead a workshop based studio course examining figurative and abstract subject matter in clay. Session is from Jan 26-Apr 9. Class is 1/2 credit.

**A&AH 160H****Figure Drawing/Painting****Prof. C. Adelman**

Devoted to working from the human form, the students will be expected to develop a sense of two-dimensional line and three-dimensional illusionistic form through drawing. There will be an emphasis on building an awareness of plane through drawing that is carried through into color using the medium of oil paint.

**A&AH 205E****African, Oceanic, Native American Art****Prof. A. Frohne**

This course introduces students to African, Oceanic, and Native American arts and also explores the impact of colonialism on the art. We consider arts through ethnic identity as well as cultural, performative, ceremonial, historical, and political contexts.

**A&AH 205H****Prehistoric Aegean Art & Arch****Prof. C. Maggidis**

A general introduction to the art and archaeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade posts and colonies in Asia Minor, Cyprus, Syro-Palestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and the fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple function of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilization. Visits to archaeological collections and Museums.

**A&AH 360C****Adv Figure Drawing/Painting****Prof. C. Adelman**

Devoted to working from the human form, the students will be expected to develop a sense of two-dimensional line and three-dimensional illusionistic form through drawing. There will be an emphasis on building an awareness of plane through drawing that is carried through into color using the medium of oil paint.

**A&AH 391B****Masters of Baroque Art****Prof. E. Calvillo**

This course examines the work of a select group of 17th century (Baroque) painters, sculptors, and architects and considers the effect that biography has had on their historiography and reception. Discussions will include an evaluation of the benefits and dangers of this form of historical writing. Because many of the artists covered, such as Caravaggio, Artemisia Gentileschi or Vermeer, have been the subjects of novels, films, and international exhibitions, the class will also consider how contemporary conceptions of violence, sexuality and religion enhance and/or compromise our understanding of their lives and work.

**AMST 200D****American Capitalism****Prof. C. Barone**

Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from Political Economy, American Studies and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions such as the media.

**AMST 200J****Aspects of American Culture****Prof. L. Malmsheimer**

Through books, articles and film, *Gay In America* examines the historical and contemporary conditions of life in the United States for sexual minorities. The class will also study the evolving culture and politics of GLBT identity groups and the representation of gays in popular culture.

**AMST 200X****Jews and Hollywood Film****Prof. E. Merwin**

This course will examine the changing images of Jews in American film. We will move chronologically from early twentieth century silent films set in the Lower East Side to Yiddish talkies to films made by the famous Jewish movie moguls. We will then look at how Hollywood treated such events as the Holocaust and the founding of the State of Israel, before moving on to post-war and contemporary Jewish films. Among the directors whose work we will study are Edward Sloman, Elia Kazan, Woody Allen, Steven Spielberg, Barry Levinson, David Mamet and Mel Brooks. Screening will be outside of class.

**AMST 301G****Native Peoples of Eastern North America****Prof. W. Woodward**

A survey of major development among Native Americans east of the Mississippi River from approximately A.D. 1500 to the present, using the interdisciplinary methodologies of ethnohistory. Topics to be addressed include 16th and 17th century demographic, economic, and social consequences of contact with European peoples, 18th century strategies of resistance and accommodation, 19th century government removal and cultural assimilation policies, and 20th century cultural and political developments among the regions surviving Indian communities.

**AMST 301P****New Directions in American Cinema****Prof. N. Mellerski**

What is the New Wave in Hollywood cinema of the late 1960s and 70s? Was a new vision of American society being proposed, or are these films superficially radical, yet internally conservative? In what ways did the cinema of this period translate its audience's ambivalent relationship to social and political change? We will try and answer these questions as we study how competing voices on the Left and the Right in Hollywood cinema mediated the social and political change underway in the context of the Vietnam War and the Civil Rights movement. Films will include Nichol's *The Graduate*, Penn's *Bonnie and Clyde*, Polanski's *Chinatown*, and Cimino's *The Deer Hunter*, among others.

**AMST 301Y****Women's Health****Prof. J. Winterich**

This course examines how the production of medical knowledge and the social construction of gender affect women's experiences with health and illness and medical care. The concept of health, medical research and administration of medical care are socially, economically and politically influenced with significant consequences for women. This course uses a feminist and cultural analytical framework to examine the social worlds of gender, health, medicine and science. In this course we will explore the following issues: What is the relationship between scientific knowledge, medical care, and women in the United States? How does our culture emphasis on the individual and increasing commodification of health influence how medicine defines health and illness for women? How do women experience health and illness and how do these experiences compare by race, class and sexual orientation? What are alternatives to the biomedical system and how would women benefit from a feminist, collective approach to women's health issues?

**ANTHR 245M****Cultures & Societies of Middle East****Prof. M. Tabishat**

This course is an introduction to Middle Eastern societies, their histories and cultures. It aims at exploring the anthropological contribution to the study of the region. Through critically engaging with a number of ethnographic, literary and visual materials, the course aims at illustrating the diverse and changing character of the social institutions and cultural forms in countries located between the Iran in the east and Morocco in the west. Topics discussed include: histories of the present political structures, Islam, changing modes of life, colonialism, the nation state, modernization and the consequences of globalization.

**ANTHR 245N****Ethnography Postcolonial Africa****Prof. J. Ellison**

This course is intended as both an introduction to the ethnography of Africa and an examination of current ethnographic problems in Africa. We will learn a great deal about the cultural, social, and economic diversity of the continent while avoiding the typological thinking that once characterized area studies. Through ethnography we will view African cultures as historically grounded and enmeshed in various fields of power, and we will consider the enduring and changing influences of pre-colonial traditions, colonialism, postcolonial states, and global economies.

**BIOL 418****Developmental Genomics****Prof. K. Guss**

In this course we will utilize genomic information to investigate the genetic basis of development. Course topics include regulation of gene expression during development, comparative genomics, molecular evolution, and recombinant DNA techniques. Laboratory studies will utilize both molecular and bioinformatics approaches to investigate the roles of genes during development in several model organisms. Six hours classroom a week.

**CHEM 490B****Symmetry and Spectroscopy****Prof. I. Burak**

The course will be an advanced course in Physical Chemistry, designed for interest among students inclined towards organic, inorganic and/or physical chemistry. The course will deal with the relationship between Group Theory and symmetry, quantum mechanics, and Spectroscopy. There will be a special emphasis on the application of group theory to molecular orbital (MO) theory and to molecular spectroscopy. The principles learned will be applied to important organic as well as inorganic systems.

**CHEM 490F**  
**Bioanalytical Chemistry**

**Prof. A. Witter**

The interface between analytical chemistry and biology has long been an active area of research. Analytical chemistry has made significant contributions to biology through the development of methods that provide qualitative and quantitative chemical information. Current trends in biology present new challenges for analytical chemists, and have driven the development of new analytical techniques to answer questions of biological interest. The sequencing of the human genome (genomics), the identification of proteins encoded by these genes (proteomics), and the study of metabolism and cell signaling (metabolomics), allow chemists to monitor chemical changes in biological systems in real-time. This seminar will examine the continuously changing technologies used in bimolecular analysis. The topics will not be limited to the quantification of biomolecules, rather we will examine how chemists try and connect an analytical measurement with its biological endpoint in areas such as cellular behavior, disease, drug treatment, forensics, and biotechnology. The basis of measurement for techniques such as biological mass spectrometry, bioimaging, nuclear magnetic resonance spectroscopy, electrochemistry, and microarrays will be discussed.

**CLCIV 200B**  
**Prehistoric Aegean Art & Archeology**

**Prof. C. Maggidis**

A general introduction to the art and archeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade posts and colonies in Asia Minor, Cyprus, Syro-palestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery, sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple functions of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilizations. Visits to archaeological collections and Museums.

**CLCIV 200E**  
**The Olympic Games**

**Prof. C. Maggidis**

A survey of the origins, birth, and historical development of the Olympic Games in antiquity. This course examines the principles and organization of the games, the types of games and their rules, their natural and architectural setting in Olympia, and their religious context through an interdisciplinary and comparative study of archaeological, historical, and iconographical evidence: famous athletes, interaction with the spectators, prizes and honors to Olympic victors, Olympic incidents. The bonding role of the panhellenic Olympic games for the Greeks as a people and the contribution of the Games in the emergence of ancient democracy. Comparisons will be made with the modern Olympics and an assessment of the lasting impact of the Olympic Games upon our modern world.

**EASIA 205J**  
**Japanese Popular Culture**

**Prof. M. Suzuki**

This course examines Japanese popular culture from the seventeenth century to the present time. While exploring various forms and sites of popular culture in Japan (theater, music, fiction, film, etc) we will also engage with theories within cultural studies that attempt to define the meaning and politics of popular culture. Areas of investigation will range from classic forms of popular culture, such as Kabuki and Bunraku, to more recent manifestations, such as enka, pop fiction, samurai films, and Takarazuka revue.

**EASIA 206H**  
**Law, Politics, Society - East Asia**

**Prof. N. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the 'overlap' between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States

**ENGL 101BI****Contemporary Irish & British Fiction: Hearts of Darkness?****Prof. D. Dolan**

Dublin is the bustling capital of a vibrant and increasingly prosperous country. London is once again a cultural Mecca and capital of a modern European nation. Yet many contemporary writers present the reader with what appear to be darker visions of these cities and lands. From the narrator of *The Grotesque* who spits out his story from the prison of his paralyzed body to the demented narrator of *The Butcher Boy*, we will look at works that appear to take a morbid pleasure in depicting Patrick McCabe, Flannery O'Brien, Ian McEwan, Zadie Smith, Roddy Doyle, Irvine Welsh, and Patrick McGrath. We will read approximately eight novels over the semester. Come prepared to read.

**ENGL 101BL****Misreading America****Prof. J. Kupetz**

This course will examine contemporary American fiction and poetry that "misreads," aberrantly interprets, major American cultural themes: familial relationships, gender roles, freedom, patriotism. Students will be required to complete two papers, a mid-term, and a final examination.

**ENGL 101BO****Native American Lit****Prof. A. Singley**

This course is an introduction to Native American literature. We will study literature from an array of genres, geographic locations, and time periods. With each text we study, we will do our best to increase our understanding of the specific historical and cultural contexts out of which the text arises. When we read *The School Days of an Indian Girl* by Zitkala-Sa, for example, we will discuss the practice of removing Indian children from their homes in order to "educate" them, and we will pay particular attention to the Carlisle Indian School. In addition, we will supplement our close readings of the primary texts with a film or two, audio recordings, and selected material about Native American literature, history, and culture available on the World Wide Web. In the context of our study of Native American literature from the earliest recorded oral literature to the most contemporary of novels by Native American writers, this course will cover a wide range of issues and themes, including Native American identity, Native American mythology, Native American encounters with white people, and the definition (if there is one) of Native American literature.

**ENGL 101BQ****Introduction to African Literature & Ideas****Prof. B. Mutia**

This introductory course in African literature is intended to introduce students to the existing relationship between the ideas that have shaped the political history of sub-Saharan Africa and African literature itself. The course will attempt to establish the link between African socio-political culture and the emergence/ creation of African literature. We will concentrate on the notions of pre-colonial Africa, the African colonial encounter, apartheid, independence, and the post-colonial experience in the continent. We will examine the works of Chinua Achebe (Nigeria), Ferdinand Oyono (Cameroon), Meja Mwangi (Kenya), and Alex La Guma (South Africa). Be prepared to look at so-called reality from a different point-of-view. Come, read, and enjoy.

**ENGL 101BR****The American Novel****Prof. R. Winston**

This course will examine a selection of American novels from the nineteenth and twentieth centuries. We will undertake to analyze formally (do a close reading of) each of the novels as well as interpret them in the contexts (cultural, historical, biographical, economic, political), which shaped them. Ultimately, we will look at these works as examples of a literary tradition and tackle the question of what makes these novels distinctively American. Students will write two or three 6-page essays and a final exam.

**ENGL 101BS****Southern Women Writers****Prof. C. Johnston**

A course in prose written by women of the American South. We will begin with diaries from the Civil War written by women, both black and white, and continue with notable writers of the twentieth and twenty-first centuries, such as Katherine Anne Porter, Flannery O'Connor, Eudora Welty, Zora Neale Hurston, Ellen Gilchrist, Kaye Gibbons. Some critical and theoretical texts will also be required. Writing assignments will include short explications, longer essays, and an exam. Attendance and participation in class discussion are required.

**ENGL 101BT****African-American Women's Poetry****Prof. R. Mutia**

This course will focus on a close reading of selected poems of some female African-American poets with emphasis on the themes of race, gender, and identity. The course will also examine the stylistic techniques that these poets use to enhance their themes. This will be done against the backdrop of critical theories like Black Feminist literary criticism. The course will also cover a bio-critical survey of African-American women poets from the 18th to the 20th century. However, the main poets to be studied will include contemporary poets like Gwendolyn Brooks, Rita Dove, Sonia Sanchez, Audre Lorde, and Lucille Clifton. The course will answer questions like: Does the Double Yoke on African-American women produce a burden or an instinct for survival? Are African-American women poets Shakespeare's sisters or half-sisters? What overriding visions and theories inform and shape the African- American female poetic landscape?

**ENGL 101BT****Caribbean Literature****Prof. A. Singley**

Unfortunately, we will not be traveling to the Caribbean as part of this course, but we will be taking a literary trip there---one that hopefully will be interesting, fun, and exciting. In this course we will study a selection of literature by Caribbean writers. In addition to exploring the literary aspects of the works we read, we will learn about the cultures and the histories of the countries in which the texts take place, and we will increase our understanding of colonialism, postcolonialism, and neocolonialism. In the course of our literary journey, we will go beyond the popular perception of the Caribbean, one that often is defined by palm trees swaying in a stunning sunset, Jimmy Buffet, and enticing resorts; instead, we will learn about the Caribbean that isn't widely represented in United States culture and with which you may not be familiar.

**ENGL 101Q****Sexual Politics on Film****Prof. D. Kranz**

An examination of relations between the sexes as represented in films produced from the 1930s to the present (Blonde Venus to Boys Don't Cry). The course has three goals: to learn how to read the film medium, both its narrative form and its cinematic techniques; to examine the ways that sexist ideology, both patriarchal and politically correct varieties, operate in films and in our lives; and to discover how films reinforce and challenge social and cultural constructions of sexual politics.

**ENGL 212K****Writing About Music****Prof. J. Kupetz**

This course will examine the craft of essay writing through the lens of rock and roll reportage, history, and other non-fiction modes. Additionally, contemporary literary theory and social criticism will be applied to texts in order to posit rock and roll as a node in the continuum of U.S. cultural history.

**ENGL 212P****Writing About Theater****Prof. V. Sams**

You will sharpen your writing and self-editing skills through assignments that demand you to take various approaches to writing about theater, from close textual analysis to theater reviews. The course will also enable you to explore dramatic form and technique more creatively, by engaging in dramaturgical and/or directorial projects (individually and collectively). The class will involve play reading as well as attendance at a minimum of one live performance.

**ENGL 212Q****Writing About the US****Prof. R. Winston**

In this course we will read and discuss selected essays on various aspects of life in the United States. These, along with current news stories, will be the foundation of discussions designed to stimulate your thinking about possible essay topics. You will write five papers, each of which will go through a drafting, feedback, and revision process. Active participation, both oral and written, is an absolute necessity in the drafting and revision process and will be evaluated as part of the final grade.

**ENGL 212R****Memoir and Personal Essay****Prof. S. O'Brien**

In this course we will both be reading and writing memoir and personal essay, paying particular attention to the ways in which issues of gender, race, class, ethnicity, and culture shape our experiences and the stories we tell. We will be reading such writers as Toni Morrison, Maya Angelou, Maxine Hong Kingston, Tobias Wolff, James McBride, Eavan Boland, and Mary Gordon. Through a series of in-class writings and short assignments, students will work toward 20-25 polished pages of memoir or essay. We will also work toward a reading of our work and possible on-campus publication.

**ENGL 212S****Prof. S. Bhatt****Autobiography in Poetry**

Autobiography in Poetry can be rephrased as Writing about the Self in Poems and it can also be interpreted as memoir in poetry. We will explore the idea or concept of the self: the public self, the private self, as well as their interactions within poems. How do memory and experience mingle with the imagination? How is memory altered by time and history? What does it mean to have an authentic voice? Here are some questions for us to contemplate as we respond to the written texts. Why write autobiographically? Do experience and truth lend a certain infallible authority to the writer or is the fully imagined and purely invented non autobiographical text equally resonant?

As a reader, how can one know whether the speaker in a poem is the poet? We will also listen to recordings of some of the poets reading from their work and consider how the oral presentation enhances or diminishes the written text.

In this course we will be writing 10-15 pages of poems and/or prose poems and 10 pages of essays. In addition, we will be reading poems and essays by a great variety of poets, ranging from Akhmatova to Zagajewski. Of course, we will focus more on those from the English speaking world. There will be in-class writing assignments, intensive discussions (I hope) as well as careful, attentive critiquing of each other's work.

**ENGL 212T****Writing: Creative Nonfiction****Prof. Chilson**

Ever read a piece in Sports Illustrated about famous ballparks? Or read an article in The New Yorker about a family living next to toxic waste? Chances are you were reading a piece of creative non-fiction... an essay. In this class we will explore different ways of writing creative nonfiction, and we will write on a number of diverse topics, possibly including sports, travel, the arts, childhood, and food. The first half of the class will be discussion of contemporary essays and selections on writing with a focus on what it is that makes quality essays. We will also do writing exercises that focus on specific aspects of crafting strong essays. However, this will be a workshop based class, and during the semester we will talk about student essays in-depth in workshops with an eye toward revision.

**ENGL 214A****Teaching Writing****Prof. S. Stockton**

Instruction in rhetorical theory and the teaching of writing. Intended primarily for training student consultants in the Dickinson College Writing Program.

**ENGL 214B****Writing in the Schools****Prof. S. Chilson**

The objective of this class will be to prepare students to teach the elements of poetry to grade school children. We will first spend time studying contemporary American poetry and learning for ourselves, what makes a poem. Next, we will focus on methods of teaching poetry and poetic elements that are specifically designed for grade school students. Finally, teams from our class will go into local schools and lead workshops with grade school students. This course will require that you commit some outside time participating in workshops in local grade schools.

**ENGL 218A****Creative Writing: Fiction****Prof. S. Perabo or Prof. B. Mutia**

If you have seriously contemplated writing short fiction, then this course is for you. The course will engage students in the art and craft of writing short stories. It is intended for students who have read widely among past and contemporary masters of short fiction and who are accomplished in the elements of prose composition (mechanics, syntax, and structure). Students will be expected to produce two new short stories (10 to 20 pages each) during the semester and revise them during the term. The course will lay emphasis on workshopping (reading, analyzing, and discussing) students' own creative work. Class sessions will be in the form of assigned readings, written exercises, and the writer's craft. This focus will inform our discussions as we read participants' creative and critical drafts, as well as contemporary works by established writers. We will also analyze essays by established fiction writers about the craft of writing and present these analyses orally and in writing.

**ENGL 218D****Creative Writing: Screenwriting****Prof. M. Weinberg**

The purpose of this course is to familiarize students with the fundamentals of good screenwriting: structure, theme, conflict, character, and dialogue. Students will take part in weekly writing exercises as preparation for their final class project- creating a detailed outline of an original screenplay, and completing the first act. Topics include plot and subplot, character development, and commercial considerations such as format and genre. Students will be required to read essential books on scriptwriting, and will analyze several successful films and the screenplays on which they are based.

**ENGL 318B****Advanced Creative Writing: Poetry****Prof. A. Su**

In the advanced poetry workshop, students will write poems and critique one another's work, intensively. Assignments will be less form-based than in 218. We'll read at least two full-length collections of contemporary poetry, including a book by Mark Doty, who will visit Dickinson in March. The class will give its own public reading at the end of the semester.

**ENGL 358B****Early American Literature****Prof. R. Winston**

This course will trace the development of American literature from its Puritan roots to the early nineteenth century. Works to be considered may include: poetry by Bradstreet, Taylor, Dwight, Freneau, and Bryant; autobiographical works by Rowlandson, Franklin, and Equiano; fiction by Crèvecoeur, Rowson, Brown, and Cooper. Requirements: regular attendance and conscientious preparation for class, one short essay, one longer essay involving critical research, and a take-home final examination.

**ENGL 359B****Med & Renaissance Romance****Prof. D. Kranz & Prof. T. Reed**

This course will trace the evolution of the literary romance from the high Middle Ages through the Renaissance. Among the works we'll likely consider are Marie de France's *Lays*, Chretien de Troyes' Arthurian romances, *The Quest of the Holy Grail*, *Sir Gawain and the Green Knight*, various of Chaucer's *Canterbury Tales*, Spenser's *Faerie Queen*, Sydney's *Arcadia*, several plays by Shakespeare, and perhaps portions of Cervantes' *Don Quixote* or Voltaire's *Candide*. As for method, we'll aim to hit a productive balance between contextual and inter-textual approaches.

**ENGL 360A****Romantic Women/Victorian Men****Prof. B. A. Nichols**

This course in nineteenth century literature will use gender as a lens through which to view this revolutionary era. How did male authors talk about female subjects in these works? How did female authors invest authority in male and female voices? What current stereotypes about gender can be traced to Romantic and Victorian literature? How do these texts resist our efforts to make simple generalizations about men and women? Do lyric poems pose particular problems for gender and biographical forms of interpretation? Is the importance of the novel in the nineteenth century related to the gender of authors or readers? Our class will address questions like these; we will stress textual issues, contextual details, and gender relations in the works under study. What authors will help us? Among others, Blake will tell us that the two sexes are actually one. Percy Shelley will write beautiful love poems, and his wife Mary will tell us that the love he describes does not exist. Dickens will offer us strong women and weak men. Christina Rossetti will claim that goblin men sell a dangerous fruit that women often buy. Hardy will call an out-of-wedlock mother a pure woman, and his society will damn him for that description. Our class will also seek to understand contemporary critical interest in- and scholarly discussion of- these authors and texts from a variety of critical perspectives. Study of these works will provide a basis for independent exploration of these and other Romantic and Victorian writers.

**ENGL 364A****Ulysses****Prof. K. W. Moffat**

Now you can tell your grandchildren that you have read, finished, and (partially) understood the Great Modern Novel almost every serious reader has picked up and attempted. The text of *Ulysses* (1922) is the linchpin for intertextual explorations; we will read *Ulysses* slowly, throughout the whole term. In addition, we will read around the novel, considering alternative contexts for understanding this complex, yet wonderful work. Other readings will include versions of Joyce's autobiography (*A Portrait of the Artist as a Young Man*, *Stephen Hero*), biography (Richard Ellman and Edna O'Brien on Joyce and Brenda Maddox on Nora Barnacle, Joyce's lover and wife), Joyce's fiction (*The Dubliners*), the mythic context (*The Odyssey*, *The Bible*, Celtic myth), and some Irish social history. Frequent short (2-3) page papers will encourage students to explore *Ulysses* from a variety of critical perspectives; an annotated bibliography and research paper (15-20 pages) allows you to engage a particular question deeply. No exams.

**ENGL 366A****The Quarrel With History****Prof. V. Sams**

This course will explore questions of state/imperial authority and justice, language and cultural identity, and the politics of sex and race through close readings of plays which will include: *Medea* (Euripedes)/*Pecong* (Steve Carter); *Antigone* (Sophocles)/*The Riot Act* (Tom Paulin); *The Tempest* (Shakespeare)/ *A Tempest* (Aim Cesaire); among other appropriations of canonical dramatic texts. Plays will be read alongside selected readings of postcolonial theorists and critics on such subjects as colonial education, identity politics in the colonial and post-imperial periods, and on national culture.



**ENGL 389B****Beat Fict: Burroughs/Kerouac****Prof. J. Kupetz**

This course will examine novels by William S. Burroughs and Jack Kerouac, as well as selections of theory contemporary to the Beat Generation. Ultimately, we will consider how Beat fiction can be positioned as a conscious artistic movement that links the Modern and the Post-Modern.

**ENGL 403I****Remakes & Adaptations****Prof. D. Kranz**

Hollywood has produced a very large number of films based on canonical and popular literature recently, remaking works by Shakespeare, Swift, Austen, Dickens, Hawthorne, Mamet, Grisham, Ondatje, and many others. Remakes of film favorites from the past like Cape Fear, and Sabrina also dot the celluloid landscape in the 90s. As Yogi Berra might say, it's *deja vu* all over again in Tinseltown. This seminar will focus on ways of reading films, which are based on literature, and older films. We'll read or see the sources and then analyze the cinematic texts. We'll also try to explore the economic, political, and cultural contexts, which may be relevant to the growing number of reproductions. Moreover, we'll treat each film as an interpretation of its source, as additional critical commentary for those whose primary interest is literature, not film. The first half of the seminar will involve literary readings, viewings of contrasting films, and supplemental readings of formalist, psychological, and cultural film theory. I will make these choices. In the second half of the course, however, seminar participants will, in advance, choose readings and films to be studied and discussed, subject only to availability of printed and videotaped texts. Exercises will include brief weekly reports, a short critical paper, an annotated bibliography of the 404 paper, and essay-prospectus of the 404 paper. The cinematic focus of the seminar will not restrict your choice of topic on the prospectus and critical paper. You may write on film or literature, on filmed or unfiled texts. Finally, I hope we will utilize campus computer capabilities extensively throughout the course.

**ENVST 311D****Sustainable Agriculture****Prof. J. Halpin**

This course will provide a global survey of conventional and sustainable agricultural practices, both in industrialized and developing regions. Following consideration of what constitutes sustainability, students will examine case studies of successful sustainable farms in the U.S. Three hours of lecture per week including use of the Student Garden supplemented by field trips and guest speakers.

**FLMST 301B****New Directions American Cinema****Prof. N. Mellerski**

What is the nature of the New Wave in Hollywood cinema of the late 60s and early 70s? Was a new vision of American society being proposed, or are these films superficially radical, yet internally conservative? In what ways did the cinema of this period translate its audience's ambivalent relationship to social and political change? We will try to answer these questions as we study how competing voices on the Left and the Right in Hollywood cinema mediated social and political change underway in the context of the Vietnam War and the Civil Rights movement. Films will include Nichols's *The Graduate*, Penn's *Bonnie and Clyde*, Polanski's *Chinatown*, and Cimino's *The Deer Hunter*, among others.

**FLMST 301F****Anarchy of Laughter****Prof. M. Picker**

Roberto Benigni's *Life is Beautiful* and a few other recent films have raised the question whether there could possibly be such a thing as Concentration Camp Comedy. The question is clearly one of ethics, but it points toward a characteristic of laughter, and the desire to laugh: both are hardly controlled by ethical reasoning. In this course, we will take a closer look at the relationship of laughter to pain and destruction from two different angles: the joyful celebration of destruction so common in comedic devices such as slapstick and, as the other side of the same coin, laughter as a way of reacting to the (politically, existentially) horrible, which is here exemplified by the atrocities of WWII. The viewing list includes recent comedies like Beyer's *Jacob the Liar*, Mihaileanu's *Train of Life*, and the classics such as Lubitsch's *To Be Or Not To Be*, and Chaplin's *The Dictator*. We will also read texts by Freud, Kant, Baudelaire and Bergson (in translation). This course is taught in English

**FLMST 301G****Creative Writ: Screenwriting****Prof. M. Weinberg**

The purpose of this course is to familiarize students with the fundamentals of good screenwriting: structure, theme, conflict, character, and dialogue. Students will take part in weekly writing exercises as preparation for their final class project- creating a detailed outline of an original screenplay, and completing the first act. Topics include plot and subplot, character development, and commercial considerations such as format and genre. Students will be required to read essential books on scriptwriting, and will analyze several successful films and the screenplays on which they are based.

**FRNCH 240B****Paris: The Epicenter****Prof. C. Beaudry**

The pre-eminence of Paris as the capital of France emerges as early as the year 1000. The French monarchs restored the ancient Roman palace on the Ile de la Cite and the fortifications on the Left Bank of the Seine, and developed the Right Bank, protecting it with the construction of the Louvre. The city has been the epicenter of French intellectual, cultural and political life since the Middle Ages. The French Revolution, said to have lasted 100 years by the historian Francois Furet, was played out in its streets. It continues to retain its political hegemony over the Hexagon. The cultural prestige of the City of Lights has made it an attraction for over 6 million visitors per annum. In this course we will follow the evolution of this Parisian predominance, across the last millennium, and, most especially, during the nineteenth century, as France finally emerges as a modern democratic state.

**FRNCH 363D****Intro to Sociolinguistics****Prof. L. Duperron**

Sociolinguistics is defined as the study of language in relation to society. This course introduces students to the theories of the field and its applications to the French social context. We will review briefly the history of the French language, analyze varieties of contemporary French, and discuss issues related to gender and language use, language legislation, and sociolinguistic variation in the French-speaking world.

**GEOL 311D****Quaternary Geology****Prof. N. Potter**

The Quaternary Period covers the last 3 million years of earth history and encompasses the Great Ice Age. About half the course will be devoted to a discussion of modern glaciers and landforms, and of Ice Age glacial deposits. Significant cold region phenomena beyond the glacial borders include permafrost, and we shall discuss human problems associated with living in those areas. We shall discuss evidence for climatic change during the Quaternary from such diverse sources as ocean sediments, plant and animal distribution, and historic records. The causes of climatic change will be examined.

**GERMN 250F****The Anarchy of Laughter****Prof. M. Picker**

Roberto Benigni's *Life is Beautiful* and a few other recent films have raised the question whether there could possibly be such a thing as Concentration Camp Comedy. The question is clearly one of ethics, but it points toward a characteristic of laughter, and the desire to laugh: both are hardly controlled by ethical reasoning. In this course, we will take a closer look at the relationship of laughter to pain and destruction from two different angles: the joyful celebration of destruction so common in comedic devices such as slapstick and, as the other side of the same coin, laughter as a way of reacting to the (politically, existentially) horrible, which is here exemplified by the atrocities of WWII. The viewing list includes recent comedies like Beyer's *Jacob the Liar*, Mihaileau's *Train of Life*, and classics such as Lubitsch's *To be or not to be*, and Chaplain's *The Dictator*. We will also read texts by Freud, Kant, Baudelaire and Bergson (in translation). This course is taught in English.

**GERMN 400B****Senior Seminar: On German Unification****Prof. G. Roethke**

This course will analyze literature and films about issues of the German unification process since 1990. Among the authors discussed may be Erich Loest, Christ Wolf, Thomas Brussig, Brigitte Burmeister, Ingo Schulze, and Uwe Timm.

**HEBRW 200-01****Advanced Modern Hebrew****Prof. R. Maoz**

Expansion of language proficiency through intensified study of cultural and literary texts, including poetry, prose, essays, newspapers, films, and songs. Extensive discussion of issues related to contemporary Israel. Emphasis on the development of reading, writing, and conversation skills. Prerequisite: HEBRW 116.

**HIST 211K****True Stories: Outsiders in America****Prof. K. Rogers**

This course examines the life narratives of contemporary Americans who have been treated as outsiders in American culture, and who have internalized a sense of themselves as marginalized people due to their racial, class, gender, cultural, and body identities. The course explores the processes of maturation and development by writers as different as Dorothy Allison (*Bastard Out of Carolina*), Mark Doty (*Firebird*), Nancy Mairs (*Waist-High in the World*) and others. Students will write a number of papers and essays that will analyze the process of successive reframing of life experiences as individuals find their voices as writers and individuals.

**HIST 211L**  
**19th Century Politics**

**Prof. M. Pinsker**

This course offers students an advanced survey of key developments in nineteenth-century US politics. Topics will include the birth of political parties and subsequent partisan realignments, the social culture of early campaigns, the rise of urban political machines, grassroots issues such as temperance and nativism, and the dramatic struggles to achieve voting rights for blacks and women.

**HIST 211M**  
**Home Sweet Home**

**Prof. A. Krulikowski**

The United States is the only country in the world that regularly measures its economic and social well being by the number of new housing starts. How did residential construction come to be such a significant economic indicator and how did the ideology of detached single family home come to dominate American culture and society? To answer these questions, the class will examine domestic life over the country's history, comparing the reality and variety of domestic circumstances with popular representations of home and home life. We will examine residential architecture and floorplans, the impact of technology, politics and public policy, feminism, immigration, western migration, reform movements, and the historic preservation movement on the American home. Students will read a variety of primary and secondary books and documents. The course grade will include three tests, class participation, and one research paper.

**HIST 211N**  
**Germany and the US, 1939-45**

**Prof. C. Keller**

In this course we will comparatively examine Germany and the United States during the pivotal years of World War II. After an introduction to the rise of the Nazi Party in Germany and the last years of the Depression in the U.S., we will progress to a study of the war itself, analyzing it from German and American perspectives. Through a heavy weekly reading load and vigorous class discussions, students will learn the differences and surprising number of similarities between the German and American ways of waging modern war. Generalship, the life of the common soldier, the home fronts, and the interaction between government and military will be primary themes.

**HIST 211O**  
**America in the 1920s**

**Prof. A. Krulikowski**

Drinking gin in speakeasies; jazz in Harlem nightclubs; mobsters fighting for control of Detroit; college students adopting new standards of morality- these are some of the pictures conjured up by the phrase America in the 1920s. The decade, however, was even more complex. As one historian recently suggested, Americans created their own modernity as they grappled with the many social tensions of the era: Between two economic crises Americans experienced a Red Scare, debated immigration restriction, clashed over Fundamentalism, anxiously discussed the New Negro, dealt with the first significant generation gap, and purchased and consumed many new technological goods. The class readings and discussions will focus on a variety of primary and secondary sources; discussions will focus on a variety of primary and secondary sources; discussion participation, three tests, and one research paper will make up the course grade.

**HIST 213E**  
**Medieval & Renaissance Women**

**Prof. S. Weinberger**

This course will focus on the conditions and attitudes affecting women in Western Europe beginning with Ancient Greece and continuing up through the Renaissance. It will deal with such topics as women and the Greek philosophers, women and the early church, Germanic women, women in the feudal world, women and romance, the stirrings of feminism, and the education of women

**HIST 213G**  
**The History of Film**

**Prof. S. Weinberger**

This course will trace the development of the film industry from the late nineteenth century up to the present. We shall consider the social, political, economic, and cultural influences that helped to shape different film styles. The focus will be divided evenly between American films and those of Europe and Asia.

**HIST 213I**  
**European Empires**

**Prof. R. Sweeney**

This course will examine the building, celebration, and dissolution of European Empires. We will move from the 18th century through the 20th century. The readings will consider both imperialism at home and its effects in the colonies.

**HIST 311E****US Military History****Prof. C. Keller**

This course will be an intensive overview of American military history from the colonial period to the First Gulf War. Through a heavy weekly reading load and both short response papers and a longer research paper (involving original, primary source research), students will learn not only a chronological history of the U.S. armed forces but also hone their analytical and writing skills. The Revolutionary War, War of 1812, Civil War, and World Wars I and II will be the topics of particular emphasis. A primary theme we will examine is how the military has interacted with and been influenced by American politics, society, and diplomacy over the last 250 years.

**HIST 313B****Society & Sexes****Prof. R. Sweeney**

This will be a reading and discussion course, which will investigate three, separate but interrelated threads- the history of sexuality, the history of the body, and the construction of gender- in both pre-industrial and modern Europe. We will ask how definitions of male/female and masculine/feminine have changed over time, and how they shaped the life experiences of men and women. Readings will include medical opinions, diaries, legal texts, novels and political debates.

**HIST 404C****US-Middle East Relations****Prof. D. Commins**

The seminar will examine episodes in US-Middle East relations from the Barbary Wars to Desert Storm in a framework of historical hostility between Christendom and Islamdom. In addition to the diplomatic aspect, topics will include American missionary activity, petroleum, and immigration from the Middle East to the United States

**HIST 404Q****The Age of Jefferson****Prof. C. Keller**

This course will allow students to delve deeply into the fascinating world of the Early American Republic (1783-1836). We will examine not only Thomas Jefferson himself, reading works such as Ellis' AMERICAN SPHINX, but will also analyze the age in which he lived from social, political, diplomatic, economic, and military angles. How the young United States coped with its new Constitution and government, expanded both physically and economically, survived conflict with the Indians and the British, and created a uniquely American culture in the years before Jackson's presidency will be primary themes.

**IB&M 300AA****Investment Management****Prof. C. Mattoli**

This course is about investment theory and practice. We examine the concept of markets as a means of providing two-sided liquidity for investors and for the companies that provide investment opportunities, and we examine market efficiency. We begin the analytical side of the course by studying basic valuation of common investment vehicles, like stocks and bonds. Then, we move on to study derivative instruments and transactions, like stock options and arbitrage. Our ultimate purpose is to show that everything is an investment and how to value it, as such. Having established that as one of the cornerstones of investing, we explore the other: risk management and its handmaiden, diversification.

You will leave the course, not only knowing many minute factual details about investments, markets, and the investment business, but also understanding much of the theory and practice behind investing and its proper management. You will, also, develop a better general appreciation of the application of simple mathematics to real-world problems and of how math and psychology interact in the investment arena.

As we shall be exploring investment valuation in a number of particular venues, some arithmetic and math will be involved. A facility with basic algebra is assumed, and we shall also review and introduce, in class, basic algebra, the simple concept of a derivative in calculus, and basic probability and statistics. Also, a basic familiarity with accounting concepts will be useful.

**IB&M 300AB****Law of Business Organization****Prof. I. Otto**

Law of Business Organizations will provide the student with (1) an introduction to the nature of legal problems and the process of legal reasoning, (2) a basic knowledge of the legal principles governing business organizations, (3) exposure to the legal rules relating to the organization of the business enterprises and (4) an awareness of public policy issues relating to the law of business organizations.

**IB&M 300K****Comparative Business Ethics****Prof. M. Poulton**

A course for IB&M majors dealing with the ethical interface of business and its international stakeholders in a variety of cultural environments. The course will focus on the contemporary realities of business people who must work in culturally diverse arenas when resolving personal and social ethical questions. As future employees and managers, students must be aware of the possible results of their actions and understand the sometimes fine ethical balance needed in reconciling the needs of the enterprise, the demands of foreign business practice, and their own principles. The course will be conducted primarily through casework as well as discussion and mock courts of public opinion. Prerequisites: IB&M 100 and 230.

**IB&M 300Q****Finance****Prof. D. Sarcone**

This course will introduce the students to the fundamentals of financial analysis, valuation of companies and sources and uses of investment capital, including the development and analysis of term sheets. Problems and case studies will be emphasized. Types of issues that will be addressed are: techniques of analyzing financial performance and the financial structure of a company, alternative approaches to valuing a company, forecasting cash flow, raising capital, portfolio analysis, financing start-up companies and technology innovation and, if time permits, techniques for financial modeling of a project or company. Students in this class should have a sound background in accounting and experience in using spreadsheet programs such as Excel. Prerequisites of IB&M 210 and IB&M 220.

**IB&M 300Y****Business to Business Marketing****Prof. W. Su**

Business-to-Business Marketing focuses on the management processes and activities that a supplier firm performs in order to satisfy the needs of its organizational customers, which include other businesses, governments, or institutions. This course is designed to provide students with an in-depth understanding of marketing theories and practices in an inter-organizational transaction context. Special emphasis is placed on the creation and delivery of value to business customers, the development and maintenance of business relationships, as well as the communication and coordination issues in managing the business network. Through seminar discussion, case analysis, research project and computer simulation, this course aims at helping students develop critical analysis and problem-solving capabilities in their preparation to meet major challenges in dynamic business markets.

**IB&M 300Z****Small Business Management****Prof. D. Sarcone**

A study of entrepreneurs, the development of new ventures, and the management of small businesses. Emphasis is on the character of successful entrepreneurs; the research and selection of new opportunities; the start up requirements including legal, regulatory, financing and operational issues; and the challenges unique to managing a small business. Case studies are primarily employed for instruction in the classroom setting and the completion of a major project with actual business is required. This course is offered in collaboration with the Murata Business Center. The Center will be extensively relied upon as a resource for required business projects.

**INTST 390A****Issues in International Security****Prof. J. McCausland**

According to Yale University's Grand Strategy Project, a grand strategy is a plan of action, based on the calculated relation of means to large ends. This advanced seminar is designed to give students an opportunity to discuss several questions relating to U.S. grand strategy, including: Does the United States have one at present? Does it need one? How is U.S. grand strategy formulated and managed? The class will analyze the key institutions involved in U.S. foreign and defense affairs. We will look at previous U.S. grand strategies, consider reasons for success and failure, and then use these insights to guide our discussion of the current situation. This course will involve some evening activities in collaboration with students and faculty from the U.S. Army War College.

**JUDST 216E****Kabbalah: Fund-Jew Mysticism****Prof. A. Lieber**

Kabbalah is a rich tradition of esoteric teaching and practices that has been a vital part of Judaism since late antiquity. The underlying assumptions of Kabbalah are that the divinely-revealed text of the Torah (Hebrew Scriptures) can be read on multiple levels: literal, symbolic, allegorical and mystical. In this course, we focus on mystical traditions of interpretation. These mystical techniques of interpreting the Torah center around the notion that every Hebrew letter has a numerical equivalent, and that by calculating the numerical value of words and phrases in the bible, or by exchanging different letters of the alphabet in accordance with a set system, associations can be made between otherwise unrelated aspects of the text. Tracing the history of Jewish mysticism, the course introduces students to major trends in Jewish mysticism, focusing special attention on meditation, mysticism and magic, reincarnation, messianism and heavenly ascent. We will also explore contemporary popular expressions of Kabbalistic numerology, including the film *PI*, and the recent best seller, *The Bible Code*.

**JUDST 216H****Jews and Hollywood Film****Prof. E. Merwin**

This course will examine the changing image of Jews in American film. We will move chronologically from early twentieth century silent films set on the Lower East Side to Yiddish talkies to films made by the famous Jewish movie moguls. We will then look at how Hollywood treated such events as the Holocaust and the founding of the State of Israel, before moving on to post-war and contemporary Jewish films. Among the directors whose work we will study are Edward Sloman, Elia Kazan, Woody Allen, Steven Spielberg, Barry Levinson, David Mamet & Mel Brooks. Screening will be outside of class.

**JUDST 216J****Voices from Modern Israel: Literature in Translation****Prof. R. Maoz**

In this course we will study the Israeli culture tracing changes in Israeli society from 1948 to the present through a wide range of modern and postmodern literary texts by prominent Israeli writers in English translation. The course focuses on Israeli voices on local and universal existential issues, such as national identity, the Arab-Jewish conflict, Holocaust and remembrance, Zionism and Diaspora, tradition and crisis, Sephardi and Ashkenazi Jews, individual society and gender relations. Writers include: Moshe Shamir, S. Yizhar, Aharon Megged, Yehuda Amichai, Amos Oz, A. B. Yehoshua, David Gossman, Shulamit Hareven, Savyon Liebrecht, Orli Castel-Blum, Etgar Keret and others.

**LATIN 393B****Roman Emperors****Prof. C. Francese**

This course examines the formation of a distinctively Roman imperial ideology in the early principate through contemporary texts of the first century AD: Augustus' Res Gestae, the advice of Seneca to the young Nero in De Clementia, and Seneca's reflections on the dangers of absolute power in his tragic drama, Thyestes. Later Roman historical texts such as Suetonius' Caesares also help to reveal what the Romans wanted in a good Emperor and what they abhorred in a bad one - expectations which shaped Roman history in this period.

**LPS 401D****Senior Seminar: US Presidential Elections****Prof. A. Rudalevige**

This course explores the dynamics of American presidential elections from 1788 to the upcoming race in 2004, with a focus on the electoral laws and institutions that shape candidate strategy and voter behavior. Topics of note include the electoral college, primary elections and nominations, campaign finance law, voter registration and turnout, the components of voting decisions, and the role of political parties and the media in contemporary elections.

**MATH 224****Biostatistics****Prof. R. Forrester**

This course develops and illustrates basic ideas in statistics with examples and applications in the biologic and health sciences. It focuses on data presentation and statistical reasoning based upon the analysis of data sets. It includes the study of data distributions, probability concepts, statistical inference, estimation, hypothesis testing, comparison of populations, correlation, regression analysis, and nonparametric analysis.

**MEMS 200E****Med & Renaissance Romance****Prof. D. Kranz & Prof. T. Reed**

This course will trace the evolution of the literary romance from the high Middle Ages through the Renaissance. Among the works we'll likely consider are Marie de France's Lais, Chrétien de Troyes' Arthurian romances, The Quest of the Holy Grail, Sir Gawain and the Green Knight, various of Chaucer's Canterbury Tales, Spenser's Faerie Queene, Sydney's Arcadia, several plays by Shakespeare, and perhaps portions of Cervantes' Don Quixote or Voltaire's Candide. As for method, we'll aim to hit a productive balance between contextual and inter-textual approaches.

**PHILO 113B****Environment, Culture & Values****Prof. S. Feldman**

A study of the effects of scientific, religious and philosophical values on man's attitudes toward his environment and how these attitudes may affect our way of life. By focusing on particular current topic, and by subjecting the behavior in regard to that topic, we are able to critique them on alternative levels of behavior.

**PHILO 113C****Philosophy in Film****Prof. C. Dwiggins**

Ways of approaching the philosophical content and the implications of film work generally; exploration of philosophical issues raised in or by specific fictional narrative films such as the Star Wars series, Babette's Feast (1987), The Lady Eve (1941), The Big Sleep (1946), The Philadelphia Story (1940), and others. Three brief papers (50%), a final examination (25%), and prepared participation in the work of the course (25%).

**PHILO 261G****Film Aesthetics****Prof. C. Dwiggins**

An examination of classical and more recent theories of film art and experience, touching on the nature of film as a medium and as an artform, audience experience, and their relationship of film to other arts. Close study of film each week, with readings from classical and contemporary theories keyed to the issues posed in or by the film. Prerequisite: a previous course in philosophy or permission of the instructor.

**PHILO 261R****Bio-Ethics****Prof. D. Perry**

Medicine and nursing are ancient professions, and have always depended upon high standards of integrity, compassion and personal commitment on the part of their practitioners. In contemporary society, new and challenging ethical issues and dilemmas seem to arise nearly as frequently as advances in medical science and technology, continually testing the adequacy of our moral theories and confounding public consensus. In biomedical professions as in other arenas of life, it is important for us to nurture moral wisdom and moral courage: wisdom to recognize when an ethical problem arises, as well as to make sound decisions in situations of moral conflict; and courage to do what we know is right even when there are strong pressures or incentives to do otherwise. Hence, the primary objectives of this course are: 1) to increase your awareness of a wide range of ethical challenges that can arise in medicine and related fields; 2) to enable you to test the strengths and weaknesses of various moral beliefs and ethical arguments relevant to biomedical practices; and 3) to reinforce your personal sense of compassion and fairness in the context of your current or future professional roles.

**PHILO 391B****Knowing the Unknowable God****Prof. C. Dwiggins**

In the Middle Ages Ibn-Sina, Maimonides, and Aquinas each argued that God could be known though the three ways of affirmation, denial, and transcendence. But in 1991 Jean-Luc Marion insisted in God Without Being that no category of human experience or conception could name God, not even the notion of existence. We will explore this re-opened debate. Prerequisite: two previous courses in philosophy, or major standing in Religion, or permission of the instructor.

**POLSC 290AA****Criminal Procedure****Prof. J. Cherry**

This course will examine the constitutional rights that suspects and defendants have in the criminal justice system. Special attention will be given to the right against unreasonable searches and seizures, the right against self-incrimination, and the right to an attorney.

**POLSC 290AB****European Origins of US Political Thought****Prof. J. Ransom**

America's founders were deeply influenced by intellectual trends in Europe. European ideas (such as government based on consent) were easier to implement in the United States than in Europe itself, and so America often appeared to be the realization of European ideals. We will read a mix of European and American authors, focusing primarily on the early period of the Republic.

**POLSC 290AH****Law, Politics, Society - E. Asia****Prof. N. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the overlap between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States

**POLSC 290AL****The New Imperial Presidency****Prof. A. Rudalevige**

In the wake of the Vietnam War and the Watergate scandal, many claimed that the American presidency had become too powerful, even imperial. As a result Congress (and sometimes the judiciary) reshaped the statutory relationship between the executive and legislative branches in areas ranging from budgetary policy to foreign affairs. Campaign finance reform, intelligence- gathering and war powers oversight, the Independent Counsel Act, limits on secrecy and executive privilege -- all these were manifestations of post-Watergate/Vietnam politics. Some worried the presidency was not imperial but rather imperiled. But by the 1990s, many of these reforms were in disarray, unenforced or abandoned -- and the events of September 11 only amplified the trend towards enhanced presidential power. This class will ask: Is there a new imperial presidency in the 21st century? More broadly, what is the appropriate balance of institutional power in the American democracy?

**POLSC 290AO****US Campaigns & Elections****Prof. S. Lichtman**

This course is a study of American elections at several levels: presidential, congressional, as well as state and local. It will examine the techniques of campaigning as they have evolved over time, with special emphasis on how present day techniques (such as fundraising and television advertising) have impacted the electoral process in particular and the political system in general. We will also be looking closely about how the 2000 presidential election was conducted and resolved, with an eye on the upcoming presidential contest as well.

**POLSC 290AP****Legal Ethics****Prof. E. Guido**

We will examine the moral responsibilities and ethical duties of the lawyer as a professional. While the focus will be on the rules governing professional conduct, we will look at all areas of the law governing the conduct of lawyers. Because of similar course content, students who have successfully completed POLSC 290AG may not register for this course.

**POLSC 290AQ****Soldier, State, and Society****Prof. A. Scobell**

Militaries are supposed to remain above politics but they often find themselves in the center of political maelstroms. In the post-Cold War era militaries around the world have found themselves in turmoil: faced with growing demands and rising expectations regarding their functions and missions, while at the same time being subjected to significant downsizing, budget shortfalls, and extensive reorganizations. This course examines what is typically known as 'civil-military relations' namely, the roles of the armed forces in a political system

**POLSC 390Q****US Presidential Elections****Prof. A. Rudalevige**

This course explores the dynamics of American presidential elections from 1788 to the upcoming race in 2004, with a focus on the electoral laws and institutions that shape candidate strategy and voter behavior. Topics of note include the electoral college, primary elections and nominations, campaign finance law, voter registration and turnout, the components of voting decisions, and the role of political parties and the media in contemporary elections.

**POLSC 390S****US Grand Strategy****Prof. D. Stuart**

According to Yale University's Grand Strategy Project, a grand strategy is a plan of action, based on the calculated relation of means to large ends. This advanced seminar is designed to give students an opportunity to discuss several questions relating to US grand strategy, including: Does the United States have one at present? Does it need one? How is U.S. grand strategy formulated and managed? The class will analyze the key institutions involved in U.S. foreign and defense affairs. We will look at previous U.S. grand strategies, consider reasons for success and failure, and then use these insights to guide our discussion of the current situation. This course will involve some evening activities in collaboration with students and faculty from the US Army War College.

**POLSC 390T****Gender & International Relations****Prof. S. Anderson**

Do traditional IR theories such as realism and idealism take women into account? Are these theories the product of a male-dominated world? Does the role of women in society need to be taken into account to have a full understanding of how states relate? Would and do women rule differently from men? Through the use of theoretical readings and case studies, this course explores and evaluates the role of gender in international relations.



**POLSC 390U****Fundamentals of American Law****Prof. M. Sweet**

Law, like politics, is a product of individuals and institutions made in a particular historical context. This course seeks to understand various aspects of the American legal system as a historical product. Subjects of study will include constitutional law, corporate law, jurisprudence, and torts. We will assess the origin, purposes, and development of these, and other facets of American law. Students will be expected to produce a substantial research paper at the end of the semester.

**PORT 115****Port for Speakers of Spanish****Prof. R. Marquis**

This course is designed for students of Spanish or native Spanish speakers who would like to develop speaking, reading, writing and listening skills in Portuguese. The Portuguese taught will follow similar grammatical structures and linguistic concepts found in Romance language classes. Although the class will use Spanish for purposes of comparison, students who have studied a Romance language at the 200-level are welcome to join the class. Prerequisite: SPAN 231

**PSYCH 180K****Intro to Health Psychology****Prof. J. Devlen**

Health Psychology applies psychological research and methods to examine such issues as the identification of psychological factors contributing to the etiology of physical illness, the promotion and maintenance of health, and the prevention and management of disease. In this introduction we shall explore what is known about such questions as: How is stress linked to heart disease? What factors influence condom use? And how do people adapt to illness? Suitable for all students regardless of prior background in psychology.

**PSYCH 380E****Research Methods With Existing Data****Prof. J. Skelton**

Data archives and published articles are rich but underused psychological research sources. We'll learn to use archival analysis and meta-analysis techniques to answer research questions about human development, learning, health, personality, and social behavior.

**PSYCH 480J****Sem in Health Psychology****Prof. J. Devlen**

This course is an in-depth look at the ubiquitous, but often poorly defined, concept of 'quality of life'. We shall critically examine the concept from psychological, sociological, philosophical, medical, and economic perspectives.

**RELGN 241I****Voices from Modern Israel: Literature in Translation****Prof. R. Maoz**

In this course we will study Israeli culture tracing changes in Israeli society from 1948 to the present through a wide range of modern and postmodern literary texts by prominent Israeli writers in English translation. The course focuses on Israeli voices on local and universal existential issues, such as national identity, the Arab-Jewish conflict, Holocaust and remembrance, Zionism and Diaspora, tradition and crisis, Sephardi and Ashkenazi Jews, individual and society and gender relations. Writers include: Moshe Shamir, S. Yizhar, Aharon Megged, Yehuda Amichai, Amos Oz, A. B. Yehoshua, David Grossman, Shulamit Hareven, Savyon Liebrecht, Orli Castel-Blum, Etger Keret and others.

**RELGN 260G****Kabbalah: Fundamentals of Jewish Mysticism****Prof. A. Lieber**

Kabbalah is a rich tradition of esoteric teachings and practices that has been a vital part of Judaism since late antiquity. The underlying assumption of Kabbalah is that the divinely-revealed text of the Torah (Hebrew Scriptures) could be read on multiple levels: literal, symbolic, allegorical and mystical. In this course, we focus on mystical traditions of interpretation. These mystical techniques of interpreting the Torah center around the notion that every Hebrew letter has a numerical equivalent, and that by calculating the numerical value of words and phrases in the bible, or by exchanging different letters of the alphabet in accordance with a set system, associations can be made between otherwise unrelated aspects of the text. Tracing the history of Jewish mysticism, the course introduces students to major trends in Jewish mysticism, focusing special attention on meditation, mysticism and magic, reincarnation, messianism and heavenly ascent. We will also explore contemporary popular expressions of Kabbalistic numerology, including the film *PI*, and the recent best seller, *The Bible Code*.

**RELGN 260H****Contemporary Conflicting-Religious Beliefs****Prof. S. Staub**

A common characteristic across many religious systems is the belief in a Supreme Truth, specifically as revealed by a particular religion. Furthermore, many religious belief systems do not accept a division between church and state, meaning that religious belief is not separated from action in the social, political arena. Conflicts result, infused with religious belief-based justification. This course will examine a variety of case studies- the contemporary Islamist movement in relation to the West, varying religious positions on abortion, religious belief in the neo-Nazi movement, and others. Through this course, we will examine the ethnography of belief and a theory of social process focusing on defining Self in relation to Other.

**RELGN 260L****Religion & Culture in India****Prof. J. Brackett**

This course aims to introduce students to a wide range of religious traditions (for example: Hinduism, Buddhism, Jainism, Islam, Sikhism, Zoroastrianism, Christianity, and Judaism) as they are practiced in India today. Each religion will be discussed in relation to its historical origins, subsequent development and contemporary significance. At the end of the course, students will be able to articulate the distinctiveness, as well as the common features, of these various religions.

**RELGN 318G****Religion in American Politics****Prof. J. Gilchrist**

Passions run strong over religion and politics - especially in a presidential election year. Does the separation of church and state mean that religion should play no part in shaping the public agenda? This seminar will explore current controversies in light of the Constitution, American traditions, and the increasing complexity and diversity of American religion.

**RELGN 320A****Varieties of Hinduism****Prof. J. Brackett**

This course aims to examine the diversity and underlying unity that comprises Hinduism, a convenient (though problematic) term that refers to vastly diverse phenomena. We do this by introducing some of the most important and characteristic Hindu traditions of a single region, Maharashtra, which is located in western India. By taking this region-oriented approach, we will see the relationships between local Hindu traditions and Maharashtrian perspectives regarding that area's sense of history, language, literature, ecological setting, gods and goddesses, festivals, pilgrimages, temples, and holy persons. Moreover, our attention to a single area allows us to see more clearly the unifying themes that link local expressions of Hinduism to an all-India Hinduism.

**RUSSN 260B****Painting and Literature****Prof. K. Miller**

This course will investigate a vibrant tradition of interaction between visual and verbal art in Russian culture. In a series of case studies, drawn largely from the early twentieth-century, we will explore examples of various manifestations of verbal and visual confluence in Russian culture, evidenced either in individual works of art or in the lives and oeuvres of particular Russian painters and writers or poet/painters. The following topics will be addressed: the tradition of the icon-painter in Russian culture and its impact on Russia's modern conception of the artist; the fluid boundaries of painting and writing in Russian culture and its consequences on genre taught in English and all readings will be in English. No previous knowledge of the Russian language or culture is necessary.

**RUSSN 360E****Peasants & Prophets****Prof. C. Lemelin**

A thorough investigation of a significant figure or major development in Russian literature, or an extensive examination of selected aspects of the Russian language, with emphasis on seminar reports and discussions.

**SCNCE 258B****Writing Science News****Prof. J. Wright**

Science majors will study how science research news has reached the public through print and broadcast media. Goals and pitfalls of interpreting science news for lay audiences will be considered. Emphasis will be on practical skills for writing about science research including background investigation, interviewing scientist, and writing and issuing news releases. Final project for each student will be a news release based on science research news at Dickinson. This course fulfills the W requirement.

**SOCIO 230AA**  
**Global Inequality**  
**Prof. P. Cullen**

Exploring the relationship between globalization and inequality, this course will examine the complex forces driving the integration of ideas, people, societies and economies worldwide. This inquiry into global disparities will consider the complexities of growth, poverty reduction, and the roles of international organizations. Among the global issues under scrutiny will be environmental degradation; debt forgiveness; land distribution; sweatshops, labor practices and standards; the new slavery in the global economy; and the vulnerability of the world's children. Under specific investigation will be the social construction and processes of marginalization, disenfranchisement and the effects of globalization that have reinforced the division between the world's rich and poor.

**SOCIO 230AB**  
**Women's Health**  
**Prof. J. Winterich**

This course examines how the production of medical knowledge and the social construction of gender affect women's experiences with health and illness and medical care. The concept of health, medical research and administration of medical care are socially, economically and politically influenced with significant consequences for women. This course uses a feminist and cultural analytical framework to examine the social worlds of gender, health, medicine and science. In this course we will explore the following issues: What is the relationship between scientific knowledge, medical care, and women in the United States? How does our culture emphasis on the individual and increasing commodification of health influence how medicine defines health and illness for women? How do women experience health and illness and how do these experiences compare by race, class and sexual orientation? What are alternatives to the biomedical system and how would women benefit from a feminist, collective approach to women's health issues?

**SOCIO 230Q**  
**Sex, Gender & Religion**  
**Prof. S. Rose**

How are sexuality and gender perceived by various religious traditions? How does religion influence social policy within the United States and globally? What difference does it make to the lives of individuals, families, and societies? The course will focus on contemporary concerns, while offering a comparative (historical and cross-cultural) introduction to these issues across several religious traditions, with a focus on fundamentalisms within the three major monotheistic religions: Christianity, Islam and Judaism.

**SOCIO 230Z**  
**Gender and Society**  
**Prof. A. Finley**

This course is designed to give an overview of the social issues that create separate spheres for women and men in the United States. It will explore a number of different topics from the private sphere to the public sphere, emphasizing how these issues differ by race and class. The aim of the course is to develop a sociological understanding of why women and men are uniquely located in certain social contexts and their roles within them. Ultimately, present and future implications of our gendered socialization are examined, with critical discussion focusing on social policy.

**SOCIO 400A**  
**Social Movements & Change**  
**Prof. P. Cullen**

The aim of this course is to explore how social movements contribute towards achieving progressive and transformative social change. We will consider the major theoretical approaches used to explain the nature of social movements; how social movements mobilize popular support; how we account for their rise and decline. We will adopt a comparative approach to understand forms of popular protest in western and non-western societies with special emphasis on the development and nature of the global justice movement and the struggles around globalization.

**SOCIO 400B**  
**Advanced Research Colloq**  
**Prof. S. Rose**

This course is designed for students who have already done primary research and are at the end of the data collection phase of their research studies. In order to enroll in the class, students must present a 10-15 page research proposal that discusses the focus of their study, orienting questions, methodology, preliminary bibliography, and what they want to accomplish during the course of the spring semester. The course will be run as a research colloquium where students present and peer-review each other's work. A number of workshops will focus on the production and use of research for various audiences.

**SPAN 360****Intro to Translation Studies****Prof. M. Aldrich**

An introduction to translation as a professional discipline. Emphasis will be on the practice of translation (principally Spanish to English) using a variety of kinds of texts. Attention will also be given to some of the major theoretical issues that have vexed translators historically. Prerequisite: SPAN 243

**SPAN 400I****The (Mis)Fortunes of Love****Prof. A. Quintanar**

This course examines the topic of love gone wrong in texts of the Middle Ages. Though the emphasis is on texts from the Iberian Peninsula, we also examine related texts from other Western European countries. We establish what was understood by love, how the understanding of the body conditioned the perception of love, and how those concepts manifest themselves in the distinct cultural contexts that produced the texts. [taught in Spanish]

**SPAN 410G****History & Myth in Contemporary Spanish American Literature****Prof. B. Toral**

This course will examine the dynamics of history and myth in contemporary narrative works by some leading Spanish American male and female authors. Special attention will be given to the literary strategy of memory in our exploration of issues that include gender, race, and/or ethnicity. We will also explore the narrative technique of magical realism and the way it questions cultural and national history from both a male and female perspective. Films will also be incorporated in the course.

**SPAN 410H****Gender & Sexuality - Lat Am Lit****Prof. R. Marquis**

This class will examine the literary production of subjectivity and identity by focusing on representations of gender and sexuality in Latin American novels and plays. We will look closely at how authors question Socialized definitions of gender and explore alternative forms of sexuality. We will examine how Latin American politics and history intersect with themes such as the representation of the body, transvestitism, transgenderism, homosexuality, and machismo.

**T&D 302C****Movement Exploration: Contemp Tech****Prof. T. Davis**

Grounded in the study of movement fundamentals, including body awareness, strengthening and stretching techniques, and basic anatomical information, the course will focus on principles and skills of improvisation to foster development of spontaneity and the creative impulse as expressed in movement.

**WOMST 300G****Society & the Sexes****Prof. R. Sweeney**

This will be a reading and discussion course which will investigate three separate but interrelated threads- the history of sexuality, the history of the body, and the construction of gender- in both pre-industrial and modern Europe. We will ask how definitions of male/female and masculine/feminine have changed over time, and how they shaped the life- experiences of men and women. Readings will include medical opinions, diaries, legal texts, novels and political debates.

**WOMST 300J****Women's Health****Prof. J. Winterich**

This course examines how the production of medical knowledge and the social construction of gender affect women's experiences with health and illness and medical care. The concept of health, medical research and administration of medical care are socially, economically and politically influenced with significant consequences for women. This course uses a feminist and cultural analytical framework to examine the social worlds of gender, health, medicine and science. In this course we will explore the following issues: What is the relationship between scientific knowledge, medical care, and women in the United States? How does our culture emphasize on the individual and increasing commodification of health influence how medicine defines health and illness for women? How do women experience health and illness and how do these experiences compare by race, class and sexual orientation? What are alternatives to the biomedical system and how would women benefit from a feminist, collective approach to women's health issues?

Fall 2003

Last updated 8/11/03

**A&AH 205J - ARCH 120 - CLCIV 221**

**Greek Art & Archaeology**

**Prof. Maggidis**

A survey of the archaeology of ancient Greece from ca. 4000 to 323 B.C. Particular attention is devoted to the development of Greek civilization and culture as seen through architecture, art, pottery and town planning.

**A&AH 205L**

**Renaiss Illuminated Manuscript**

**Prof. Calvillo**

Beginning with a general history of manuscript illumination from antiquity to the fifteenth century, this course focuses on the art of the book after the invention of the printing press. The types of manuscripts produced during this period will be considered in terms of different patterns of patronage and collecting, the development and transfer of private and semi-private libraries, humanist interests, religious and liturgical reform and the changing status of the Renaissance artist and workshop.

**A&AH 205M**

**Contemp Issues in African Art**

**Prof. Frohne**

Part of this course will consider contemporary arts of Africa, and part of the course will engage contemporary debates concerning the discipline of African art history. Various contexts to be explored include politics, culture, aesthetics, patronage, and the impact of colonialism, post-colonialism, and globalization on African art.

**A&AH 210 (see EASIA 205I)**

**AMOS 202B**

**American Mosaic Semester**

**Prof. Borges**

The American Mosaic Semester is an intensive three course immersion in contemporary American cultural diversity that will involve classroom experience and onsite field work studying migrant farm labor Adams County, Pennsylvania and visits to the migrant home community in Michoacan, Mexico. Students will receive distribution/major credits in American Studies, Anthropology, IB&M, Sociology, Spanish, and Women's Studies, as well as the Latin American Studies certificate program. Students will be required to register for an additional 4th credit of independent study/research or an internship directed by the Mosaic faculty at the beginning of the fall semester. Students will be working with farm workers from Latin America, so knowledge of Spanish is helpful, but not required. Since the Mosaic Semester is the equivalent of an immersion program, normally students may not register for a 5th course. Hours are TBA, but students should expect 20-25 contact hours per week (including classroom work, guest speakers, field trips, internships, and field work). Not open to first semester freshmen.

**AMST 200H - ANTHR 234 - SOCIO 230M**

**African Diaspora**

**Prof. Merrill**

This course examines the presence and contributions of people of African descent outside the African continent. While we generalize about the Black diasporic experience across continents, we also pause to examine the ways that stories unfold in particular places and at specific historical moments. Because most representations of Africa and her descendants have left Africans on the margins of world history, in this course we pay particular attention to alternative ways of understanding Black diaspora. We draw upon case studies from the United States, the Caribbean, Brazil and Europe during different historical periods.

**AMST 200P - ANTHR 245L - SOCIO 230U**

**Diasporic America: Rethink Div**

**Prof. Goldschmidt**

The United States has always been a "nation of immigrants" -- populated, in large part, by people whose "roots" lie elsewhere. But how are we to understand the complex relationships between transnational migrants, their places of origin, and their adapted homes? It is often assumed that immigrant communities cut most ties to their sending countries -- and often enough they do. But increasing numbers of immigrants maintain enduring links to their places of origin, while also participating fully in American society. These diasporic peoples live in two, or more, worlds -- and thus transgress the conceptual and political boundaries of the nation-state. This course will examine the complex fabric of diasporic community life. How, we will ask, might we reimagine America as a nexus of overlapping diasporas? Students will read theoretical literatures on transnationalism and diaspora, as well as ethnographic case-studies of American immigrant communities (including Hasidic Jews, Afro-Caribbean peoples, Mexicans, and others). Along with other assignments, students may conduct original field research in a local immigrant community.

**AMST 301V - ENGL 370D****Women and Difference****Prof. O'Brien**

In this course we explore differences among women as well as commonalities, taking into account not only race, class, and ethnicity, but also sexualities, illness and disabilities, the body, weight, age, religion and spirituality. We focus on diverse femininities within the U.S. but take a comparative, global perspective as well. We'll particularly be concerned with the ways in which women resist oppression, become activists and gain voices. Reading will include works by Audre Lorde, Adrienne Rich, and Alice Walker; films will range from mass media productions like "Thelma and Louise" to feminist documentaries.

**AMST 301W - ENGL 358A - HIST 311J****Witchcraft at Salem****Profs. Winston & Woodward**

This course will include an examination of the social and intellectual context of New England Puritanism, Salem's place in the comparative study of witchcraft, and the episode's legacy in literature and historical writing.

**ANTHR 234 (see AMST 200H or SOCIO 230M)****ANTHR 245L - AMST 200P - SOCIO 230U****Diasporic America: Rethink Div****Prof. Goldschmidt**

The United States has always been a "nation of immigrants" -- populated, in large part, by people whose "roots" lie elsewhere. But how are we to understand the complex relationships between transnational migrants, their places of origin, and their adapted homes? It is often assumed that immigrant communities cut most ties to their sending countries -- and often enough they do. But increasing numbers of immigrants maintain enduring links to their places of origin, while also participating fully in American society. These diasporic peoples live in two, or more, worlds -- and thus transgress the conceptual and political boundaries of the nation-state. This course will examine the complex fabric of diasporic community life. How, we will ask, might we reimagine America as a nexus of overlapping diasporas? Students will read theoretical literatures on transnationalism and diaspora, as well as ethnographic case-studies of American immigrant communities (including Hasidic Jews, Afro-Caribbean peoples, Mexicans, and others). Along with other assignments, students may conduct original field research in a local immigrant community.

**ANTHR 334 (see WOMST 300K)****ANTHR 345B****Ethnography & Globalization****Prof. Goldschmidt**

In recent years, cultural anthropologists have struggled to come to terms with the globalization of contemporary social life with the increasing interconnection of diverse societies and cultures throughout the world. Classical anthropological theory posited a world of self-contained, clearly bounded "cultures," which anthropologists could explore through intensive fieldwork in "local" communities. But contemporary anthropologists face a world of cross-cutting cultural borderlands, in which local communities are inextricably bound to global social networks. This course will explore anthropological responses to globalization by examining recent developments in ethnographic practice and writing. How, we will ask, do anthropologists conduct fieldwork when the "natives" live in a "global village"? We will answer this question, in large part, through careful readings of classical and contemporary ethnographies.

**ARCH 120 (see A&AH 205J)****BIOL 418****Developmental Genomics****Prof. Guss**

In this course we will utilize genomic information to investigate the genetic basis of development. Course topics include regulation of gene expression during development, comparative genomics, molecular evolution, and recombinant DNA techniques. Laboratory studies will utilize both molecular and bioinformatics approaches to investigate the roles of genes during development in several model organisms. Six hours classroom a week. Pre-requisites: two Biology courses numbered between 120 and 128, Genetics (BIOL 317), or permission of the instructor.

**CHEM 490D****Organometallic Chemistry****Prof. Holden**

Organometallic chemistry, the chemistry of compounds containing metal-carbon bonds, is one of the most interesting and rapidly growing areas of chemical research. In this course we will begin by focusing on the fundamentals of structure and bonding in organometallic complexes. We will then explore the reaction chemistry of these molecules and their applications in organic synthesis. Finally, we will study the uses of these compounds in homogenous catalytic processes, an application that is of tremendous importance in the chemical industry.

**CLCIV 221 (see A&AH 205J)**

**COClV 102A**

**Indian Remakes/Hollywood Film**

**Prof. T. S. Smith**

Bombay's Film Industry delights in remaking American Films but with adaptations that make them acceptable in the local context. Studying this illuminates both cultures in interesting ways. Selections will be made from films such as: It Happened One Night, Seven Bridges for Seven Brothers, West Side Story, Arthur, Magnificent Seven, Fatal Attraction, Kramer vs. Kramer, Dead Poets Society, Mrs. Doubtfire and Sleeping with the Enemy.

**COSCI 393C**

**Constraint Programming**

**Prof. Wahls**

An introduction to constraint programming techniques, methods for solving constraints, and applications of constraint programming in domains such as scheduling and routing. Constraint solving methods discussed include search, finite domains and domain pruning, and methods for simplifying tree constraints. Programming techniques discussed include constraint logic and concurrent constraint programming. Prerequisite: 232 and Math 211.

**EASIA 205E**

**Japanese Thought**

**Prof. Krebs**

This course will be an introduction to the intellectual contributions of the Japanese from the sixth to the twenty-first century. We will look first at the historically significant thinkers who gave shape to their ideas in the context of both indigenous Japanese and imported Chinese thought up to the seventeenth century. We will then shift our attention to the roughly two hundred and fifty years of isolation of the Tokugawa period during which there was an immensely variegated revival, development, and reconstruction of these ideas. Finally we will look closely at some of the many diverse intellectual contributions of the individuals and schools that have emerged in the years between the Meiji Restoration of 1868 and the present day.

**EASIA 205I**

**Chinese Art**

**Prof. Krebs**

This course is an introduction to the history and aesthetic of Chinese art. The art is studied as a primary part of the larger culture. Other elements of the culture are introduced as they are relevant to seeing the civilization as a whole. The subject matter is those arts most typical of the major dynasties, but painting is the primary overall focus.

**EASIA 206A**

**Japanese Culture**

**Prof. Krebs**

A general introduction to Japanese cultures from the beginnings to the present day and covering topics ranging from the social sciences through the humanities. The approach taken will be comparative and will use traditional Chinese civilization and contemporary America as the chief points of reference. Readings will be taken from both primary and secondary sources; the format will be a combination of lecture and discussions.

**EASIA 206H - POLSC 290AH**

**Law, Politics, Society-E. Asia**

**Prof. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the 'overlap' between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States.

**EASIA 206I - POLSC 255**

**Chinese Politics**

**Prof. Diamant**

An introduction to the contours of contemporary politics as shaped by traditional and revolutionary legacies, the institutions of state socialism, China's underdevelopment and struggles over power and policy.

**ECON 351 (see IB&M 300J)**

**ENGL 101AD****Romantic Natural History****Prof. Nichols**

What does English Romantic literature have to do with American nature writing? What does poetry have to do with careful observation of the natural world? This course will survey poetry and prose by English Romantic writers: Blake, Wordsworth, Coleridge, Percy Shelley, Keats, Clare and scientific writings of the same period. We will set literary works in dialogue with nature writers of the past two centuries: Gilbert White, Erasmus Darwin, Thoreau, Charles Darwin, Aldo Leopold, Annie Dillard. The course will be study of metaphor, of poetic and prose style, and of the link between literary and naturalistic observation. We will seek to answer a series of questions about the relationship between the natural world and the human beings who have defined and affected that world. Are we part of the natural environment? Do we see ourselves as distinct from it? Is nature beautiful and benign (sunsets, daffodils, fish) or ugly and destructive (hurricanes, AIDS, sea snakes)? Our guides will include poets, novelists, essayists, and ourselves. We will also emphasize the role played by literary works in the development of our current environmental assumptions and values. Two papers, final exam.

**ENGL 101AU****Contemporary American Fiction****Prof. Gill**

In this class, we will read, discuss, and write about American novels and short stories written in the last twenty years. Our focus will be on the family and the ways in which the authors represent family life in America in all its variety and complexity. Texts may include Allegra Goodman's *The Family Markowitz*, Michael Cunningham's *The Hours*, Jonathan Franzen's *The Corrections*, Rick Moody's *Purple America*, and Carolyn Chute's *The Bean of Egypt, Maine*.

**ENGL 101BC****The Beat Generation****Prof. Kupetz**

Constantly migrating between New York, San Francisco, and further, The Beat Generation produced literature that continues to infuriate some, to inspire others, and to incite debate. By looking at the New York and San Francisco Beats as distinct communities, by placing those communities in a historic context, and by examining the religious vision(s) that wove them together, we endeavor to develop an understanding of the Beat vision. This course will examine poems, novels, essays, spoken word performances, jazz, and film to discover the "jewel-center." There will be the usual samsara of papers, projects, and exams.

**ENGL 101BG****Coping in America****Prof. Winston**

Come to the New World! Start over! Leave the past! Forget history! These were at least some of the "promises" which drew immigrants to the Americas. Were they true? Sex. Death. Melancholy. Religion. Madness. Gender relations. Nature. The city. What do selected works of the 19th- and 20th-century American literature tell us about "Coping in America?" Authors to be read will include: Hawthorne, Poe, Melville, Chopin, Cather, Jewett, Wharton, and Cheever. Requirements will include conscientious preparation, regular attendance, active classroom participation, and three critical essays.

**ENGL 101BP****Modern Realist Drama****Prof. Sams**

This course explores how realism has taken dramatic shape throughout the late 19th and 20th centuries, with an emphasis on the particular cultural and social contexts of realism's most vital "moments", from Synge's *Playboy of the Western World* and Chekhov's *Moscow Art Theater* productions to the British "new wave" and the more contemporary spin given realism by Martin McDonagh and *Tamasha Theater Company*.

**ENGL 101BQ****Intro to African Lit & Ideas****Prof. Mutia**

This introductory course in African literature is intended to introduce students to the existing relationship between the ideas that have shaped the political history of sub-Saharan Africa and African literature itself. The course will attempt to establish the link between African socio-political culture and the emergence/creation of African literature. We will concentrate on the notions of pre-colonial Africa, the African colonial encounter, apartheid, independence, and the post-colonial experience in the continent. We will examine the works of Chinua Achebe (Nigeria), Ferdinand Oyono (Cameroon), Meja Mwangi (Kenya), and Alex La Guma (South Africa). Be prepared to look at so-called "reality" from a different point-of-view. Come, read, and enjoy.

**ENGL 101V****19th C British Literature****Prof. Moffat**

We will study British society in the Romantic and Victorian eras through literature, historical accounts, and visual materials, including paintings and film. Substantial volume of reading; two papers and a final exam.



**ENGL 212E****Writing about Food and Culture****Prof. Su**

Are you what you eat? Where did you get your taste for sushi, lamb korma, apple tart, and Peking duck, and what do these tastes reveal about you? In this nation of immigrants, eating habits are often telling, as each group, including the Pilgrims, has had to remake itself in a new land while trying to retain a sense of who they were. New groups are constantly arriving and undergoing similar transformations. As a result, it's nearly impossible to write about American food without having to constantly redefine American culture. The writers we will discuss are likely to include: Madison Smartt Bell, Wendell Berry, Elizabeth David, M.F.K. Fisher, Jessica Harris, Gish Jen, Mark Kurlansky, Jill McCorkle, Molly O'Neill, Ruth Reichl, and Jeffrey Steingarten. You'll write and revise four essays, one of which will be a critical review.

**ENGL 212J****Writing About Sports****Prof. Gill**

In this class, students will read and analyze examples of different types of writing (newspaper columns, magazine features articles, and book-length works) about a variety of amateur and professional sports. Students will write both analytical essays about the readings and their own articles about issues and figures in the contemporary world of sports. Texts may include *The Best American Sports Writing 2002*, A. Barlett Giamatti's *A Great and Glorious Game*, Lance Armstrong's *It's Not About the Bike*, and H. G. Bissinger's *Friday Night Lights*.

**ENGL 212P****Writing About Theater****Prof. Sams**

You will sharpen your writing and self-editing skills through assignments that demand you to take various approaches to writing about theater, from close textual analysis to theater reviews. The course will also enable you to explore dramatic form and technique more creatively, by engaging in dramaturgical and/or directorial projects (individually and collectively). The class will involve play reading as well as attendance at a minimum of one live performance.

**ENGL 349J****Women in African Lit****Prof. Mutia**

This course will examine female gender issues prevailing in African literature with the view of exploring and analyzing the perception and portrayal of women in African fiction, particularly in fiction that is authored by African women. The marginal position of the African woman that has limited her to the periphery of African life and her struggle to find a voice and space that will push her to the center of life in restrictive patriarchal societies will constitute the central focus in this course. We will examine the notion of African feminism as a critical ideological tool that will inform our discussions of the texts in question. We will also take into consideration that African feminism is diametrically opposed to Western feminist critical thought. The difference between these two notions of feminist critical theory will be examined in the course. Readings will include, but will not be limited to the short fiction of Zaynab Alkali, Catherine Acholonu, Ifeoma Okoye, and Makuchi. They will also comprise the works of Buchi Emecheta and Yvonne Vera.

**ENGL 352A****Renaissance Poetry****Professor Johnston**

In this course we will read William Shakespeare's *Sonnets* (1609), John Donne's *Songs and Sonnets* (1633), and George Herbert's *The Temple* (1633), the three great books of lyric poetry in the English Language. Anyone passionate about literature in general and poetry in particular has a wonderful experience waiting within these works; the language is rich, surprising, and inspiring, and the subjects range from fervent religion to fervent sex, with the poets rebelling against traditional assumptions about both. Because they are so magnificent and germane, these books serve as the foundation for much of what has been written (and is being written) since: they are the Ur texts of lyric poetry in English. We will, therefore, read the texts luxuriously laughing, crying, cringing, gasping, blushing as we simultaneously study the fundamentals of reading poetry, skills that are both learnable and infinitely rewarding. Because these three poets flourished in proximity to one another, we will also explore their milieu, asking such questions as: "Why and how did such great art appear in this particular place at this particular time? Was there something in the water?" Perhaps, but we shall deepen our thinking by interrogating the culture and politics of this brief time period, attempting to see the bigger picture: "How does culture enable great art?"

**ENGL 358A - AMST 301W - HIST 311J****Witchcraft at Salem****Profs. Winston & Woodward**

This course will include an examination of the social and intellectual context of New England Puritanism, Salem's place in the comparative study of witchcraft, and the episode's legacy in literature and historical writing.

**ENGL 370D - AMST 301V****Women and Difference****Prof. O'Brien**

In this course we explore differences among women as well as commonalities, taking into account not only race, class, and ethnicity, but also sexualities, illness and disabilities, the body, weight, age, religion and spirituality. We focus on diverse femininities within the U.S. but take a comparative, global perspective as well. We'll particularly be concerned with the ways in which women resist oppression, become activists and gain voices. Reading will include works by Audre Lorde, Adrienne Rich, and Alice Walker; films will range from mass media productions like "Thelma and Louise" to feminist documentaries.

**ENGL 379E****Coming of Age: Postcol Lit****Prof. Sams**

Adolescence is fraught with uncertainty under any conditions, with its overwhelming questions and insecurities about one's place in a given family, peer group, and within the world at large. This course will explore the challenges faced by adolescents within the colonial and post-imperial worlds depicted by writers Salman Rushdie, George Lamming, Jamaica Kincaid, and Chinua Achebe, among others. The course will also offer an introduction to postcolonial theories of national culture and individual/collective identity.

**ENGL 403D****Sexuality and Modernism****Prof. Moffat**

In her essay "Modern Fiction," Virginia Woolf argued that "the proper stuff of fiction is a little other than custom would have us believe." Modern fiction engaged the subject of sexuality with vigor and variety. We will begin by exploring the social origins of new attitudes towards women's sexuality and gay identity, reading from social history as well as literary texts. Authors may include Wilde, Woolf, Forster, Lawrence, and Hemingway. The last third of the term I'll open to students' own suggestions about where to take the themes and examples of these writers: into the work less canonical writers, gay or straight, to discussions of lesbianism and androgyny, or examinations of social history: famous sex trials in England, cross-dressing, suffrage, popular culture and sex roles in the modern period, and so on. Theoretical readings on sexuality will be at the heart of the discussion. Students will write several short (2-3 page) research papers, an annotated bibliography, and a final paper of 10-12 pages.

**ENGL 403R****Jekylls & Hydes****Prof. Reed**

A look at some classic narratives of human duality, beginning with Robert Louis Stevenson's famous novella but moving on to contemporary texts by writers like Conrad, James, Hardy, or Wilde. Freud, Bakhtin, and the odd Scriptural text will afford some ideological perspective on the theme, while a look at some 20th-century novels and films will explore the on-going vitality and usefulness of Stevenson's hallmark cultural myth.

**ENGL 403S****Revolutionary Romanticism****Prof. Nichols**

This course will explore the revolutionary aspects of English Romanticism. We will consider Romanticism not only as a literary movement but as the cultural expression of an entire age. We will read poets (Blake, Wordsworth, Coleridge, Shelley, Byron, Keats), novelists (Mary Shelley, Emily Brontë), and social theorists (Edmund Burke, Thomas Paine, William Godwin, Mary Wollstonecraft). We will also look at earth shaking images by Delacroix, J. M. W. Turner, C. D. Friedrich, and Goya. We will examine the numerous revolutions--political, social, artistic, psychological--that began in Europe in the late 18th century and which continue to influence our thinking today. Students will write a short essay and a long research paper.

**FLMST 301E - ITAL 320C****Ital Cinema, Fascism-Present****Prof. Pagano**

This course examines the works of several of the most influential Italian filmmakers, from Rossellini and De Sica to Fellini and beyond. Lectures and required readings are in English and all movies will have English subtitles. Students seeking credit counting toward their Italian Studies major must do some readings and write their final paper in Italian.

**FRNCH 240B****Paris: The Epicenter****Prof. Beaudry**

The pre-eminence of Paris as the capital of France emerges as early as the year 1000. The French monarchs restored the ancient Roman palace on the Ile de la Cite and the fortifications on the Left Bank of the Seine, and developed the Right Bank, protecting it with the construction of the Louvre. The city has been the epicenter of French intellectual, cultural and political life since the Middle Ages. The French Revolution, said to have lasted 100 years by the historian Francois Furet, was played out in its streets. It continues to retain its political hegemony over the Hexagon. The cultural prestige of the City of Lights has made it an attraction for over 6 million visitors per annum. In this course we will follow the evolution of this Parisian predominance, across the last millennium, and, most especially, during the nineteenth century, as France finally emerges as a modern democratic state.

**GERMN 252B - WOMST 201B****On Women and War****Prof. Roethke**

In this course, we will read and analyze a variety of texts by women from central Europe who experienced WWI, WWII, or the civil war in the former Yugoslavia. Texts will include memoirs, films, novels, and historical/theoretical readings from authors including Anna Seghers, Christa Wolf, Helke Sander, Helma Sanders-Brahms, and Barbara Frischmuth. Taught in English.

**HIST 211C - WOMST 220****History of American Feminism****Prof. Farrell**

This course will emphasize such topics as the 19th century women's movement, the suffrage movement, radical and liberal feminism, and African-American feminism. We will pay particular attention to the diversity of women's experiences in the United States and to women's multiple and often conflicting responses to patriarchy and other forms of oppression. Prerequisite: One course in Women's Studies or history or permission of the instructor.

**HIST 211J****The American City****Prof. Krulikowski**

Long before Jefferson and Hamilton articulated opposing visions of the role of the city in the new United States, the urban environment had become a significant nexus of economic, cultural, and social pursuits. By 1920, more than half of all Americans lived in cities. Despite this, American society has always harbored both Jeffersonian distrust of and Hamiltonian love for the city, an antithesis that has affected the growth of American cities, spurred on the development of suburbs, and influenced the goals of urban planners. This course will examine the complex evolution of the American city as both a human-made physical creation and a socio-cultural landscape.

**HIST 215C****War & Society: Western Exper****Prof. Weddle**

This course examines the evolution of warfare and the impact of war on society from the Ancient World to the nuclear age. We will explore the development and practice of modern war, with emphasis on the evolution of military organizations, theory, and strategy. Particular attention is devoted to the interaction of military institutions with society, how organizations and structures reflect their societies, and the impact of technology on warfare. We will also examine the assertion by some historians that there is a distinctive Western Way of War and, indeed, an American Way of War.

**HIST 311G****The Cold War in America****Prof. Crane**

"Cold War America" traces the American experience from the origins of the Cold War in World War II through the end of the Cold War and the election of Bill Clinton in 1992. The focus is on internal American affairs and the relation between those affairs and the Cold War. Against a backdrop of increasing Soviet-American confrontation during the Truman and Eisenhower Administrations, we will analyze the postwar economic boom, the increasing role of the federal government in the economy, McCarthyism, and the ensuing consensus/conformity in American Cold War society and politics. The Kennedy and Johnson years marked the zenith of post-WWII liberalism in America. The 1960s witnessed the potential for dramatic social and political reform, reform that might well have transformed America more than it did. The reform movement had limited results for a variety of reasons, which we will examine. We will give special attention in this block to the domestic significance of the Vietnam War, the New Left, and 1968 as a historical watershed. During the 1970s Americans realized there were limits: government could not solve all of society's ills; presidential power had to be curtailed; America could not impose its will around the world as it did immediately after World War II; energy was not inexhaustible. The course will close by examining how the United States adapted to these limits and the actions it took as the Cold War came to an end.

**HIST 311J - AMST 301W - ENGL 358A****Witchcraft in Salem****Profs. Winston & Woodward**

This course will include an examination of the social and intellectual context of New England Puritanism, Salem's place in the comparative study of witchcraft, and the episode's legacy in literature and historical writing.

**HIST 315D****War in E Asia & Alternatives****Prof. Harrell**

This course examines Japan's attempt to construct a strategic partnership with China, first, within the context of the international legal order, then through predominantly bilateral arrangements meant to bind China to Japan's regional empire. The objectives of the course are to assess the effectiveness of law and diplomacy in managing Chinese-Japanese relations and to explore Japan's ultimate decision to adopt a go-it-alone Asia policy. Special attention will be paid to such issues as the Sino-Japanese (1895) and Russo-Japanese Wars as "just" wars Japanese and League of Nations positions on Manchuria, the race-equality principle as debated at Versailles, Japan's concept of a regional order in Asia, and Japanese war crimes and the judgments of history.

**HIST 315I****Modern South Asia****Prof. Jackle**

This course traces the historical development of South Asia with an emphasis on India from the mid-nineteenth century to the late 1990's. The effects of imperialism, religion, politics, and economics will be discussed in a developmental framework employing a regional approach. An analysis of the regional security crisis of the early 21st century will be included in the course. Texts and a wide variety of selected readings will be employed.

**HIST 404O****History of Civil Liberties****Prof. Pinsker**

This seminar explores topics in the history of American civil liberties from the creation of the Bill of Rights to the current war on terrorism. Students will examine concerns such as the evolution of free speech doctrine, voting rights, religious liberty, suspensions of habeas corpus, government surveillance and a host of privacy issues.

**HIST 404P****Modern War & Mass Culture****Prof. Sweeney**

This senior seminar will ask what modern war in the 19th and 20th centuries meant to its participants, soldiers and civilians, men and women, as well as those from different nations. Ranging from the Napoleonic Wars to WWII, we will study how developments in mass culture, such as universal literacy, newspaper reporting, photography, radio, and film making, changed how wars were experienced and represented. The course will begin with both primary and secondary readings. Then students will develop research projects focusing on one of the major conflicts.

**IB&M 300J - ECON 351****Econ & Politics of Regulation****Prof. Erfle**

This course examines the political and economic underpinnings of regulation in the American economy and the economic effects of those regulations. Topics covered include the political economy of regulation, direct regulation of monopoly market, and public policy towards non-monopoly sources of allocative inefficiency. Pre-requisites: ECON 278 or IB&M 220.

**IB&M 300O****Leadership & Management****Prof. Curley**

The purpose of this course is to acquaint students with the principles and practices of leadership and management in business and the public sector. The emphasis will be on business. The course will consist of reading material on the subject. We'll also discuss examples in the news. Occasionally, video will be shown. There will be two major papers and one oral presentation, accompanied by a one-to-two page summary of your main points. The oral presentation will be done in groups of three. There will be one essay quiz of 40 minutes. You will be able to use your notes from class. There will be no final.

**IB&M 300R****Issues in Health Care Managmt.****Prof. Sarcone**

The primary focus of this course is the health service system in the United States. A brief historical overview of the evolution of the current system will be provided. We will discuss the structure of the current system including how resources are developed and deployed and how services are organized and managed. This segment of the course will also include a review of economic models associated with the delivery and payment of health care services. With this foundation established, the course will turn to today's challenging health management issues. These issues historically address matters of quality, access, and cost. Alternative solutions to these issues will be discussed which reflect relevant quality, access and cost models suggested or employed throughout the world. No prerequisites.

**IB&M 300W****Market Research****Staff**

The course is designed to provide you with critical insights into the marketing research process and its critical role in facilitating strategic marketing decisions. Special emphasis is placed on survey design and data analysis from a user's perspective. Students will have hands-on experience of conducting and evaluating a survey study. Specifically, you will learn the following aspects of marketing research:

- how to define and clarify the problems to be investigated,
- how to identify and use relevant information sources,
- how to design the questionnaire,
- how to collect and analyze the data,
- how to interpret and present the findings, and
- how to derive actionable marketing strategies based on the findings. Students need to have both basic statistical training and marketing background to be qualified for the enrollment in this course. Prerequisites: IB&M 220 and IB&M 240, or equivalent.

**IB&M 300X**  
**Family Owned Business**  
**Staff**

This course will explore the three major "systems" associated with family owned business: the "family system," which is concerned with family dynamics and the transfer of business from generation to generation; the "business system," which concentrates on management issues associated with startup, expansion and formalization, and maturation of the company; and the "ownership system," which involves issues surrounding majority ownership, sibling partnership, consortiums, or other arrangements. The course will combine theoretical frameworks with a good deal of case analysis. Prerequisite: IB&M 100 and either IB&M 210 or IB&M 230 or IB&M 240; or permission of the instructor.

**ITAL 320C - FLMST 301E**  
**Ital Cinema, Fascism-Present**  
**Prof. Pagano**

This course examines the works of several of the most influential Italian filmmakers, from Rossellini and De Sica to Fellini and beyond. Lectures and required readings are in English and all movies will have English subtitles. Students seeking credit counting toward their Italian Studies major must do some readings and write their final paper in Italian.

**MATH 301B**  
**Chaotic Dynamical Systems**  
**Prof. Koss**

An introduction to discrete dynamical systems. Topics covered include iteration, bifurcations, symbolic dynamics, chaos, fractals, and Julia sets. Prerequisites: Math 211 and Math 261.

**MUSIC 109**  
**World Music**  
**Prof. Rischar**

This course explores the historical and contemporary music of selected world cultures. The genres and practices of art, folk and popular music are examined in diverse regional contexts that may include China, India, Japan, sub-Saharan Africa, the Middle East, Europe, and the Americas. An introductory course open to those with little or no musical background. This course satisfies the Comparative Civilizations distribution requirement.

**PHILO 261P**  
**Merleau-Ponty**  
**Prof. Dwigins**

This course will examine Maurice Merleau-Ponty's brilliant analysis of embodied existence and its impact on our understanding of cultural phenomena such as art, literature, and science, in selections from his *Phenomenology of Perception* (1945) and the posthumously published "Eye and Mind" and *The Visible and the Invisible*. Merleau-Ponty rejected the mind-body dualism which had dominated the western tradition since Plato, especially since its influential reformation by Descartes, insisting that human consciousness is always embodied consciousness, and that the lived body is itself the perceiving, thinking subject.

**PHILO 261Q**  
**Phil of Hist: Russian Case**  
**Prof. Grier**

In this course we will use texts from the history of Russian philosophy as a means of investigating a number of issues that lie within the territory of philosophy of history. In this way we will familiarize ourselves with much of the content of Russian philosophy and simultaneously explore the idea of a philosophy of history. We will read Collingwood, *The Idea of History*, as well as a variety of Russian philosophical texts, both historical and contemporary.

**POLSC 255 (see EASIA 206I)**

**POLSC 290AG**  
**Legal Advocacy and Ethics**  
**Prof. Guido**

This course will focus on the role of the advocate in the law- and policy-making process. We will consider various types of advocacy (public debate, negotiation, litigation, public relations, etc.) as well as compare and contrast the advocate's role in different forums (legislatures, courts, administrative agencies, the press, etc.) The ethical rules governing advocacy and several in-depth studies of landmark transitions in American law and/or public policy will be included in the course.

**POLSC 290AH - EASIA 206H****Law, Politics, Society-E. Asia****Prof. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the "overlap" between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States.

**POLSC 290AK****Courts & Public Policy****Prof. Sweet**

This course explores the powers and limitations of courts as creators of public policy. The primary focus of the course is on the American legal experience, using: affirmative action, school desegregation, pay equity, and prison reform as examples of the impact of the court decisions. Ultimately, we will be addressing the question -- why do courts matter?

**POLSC 290AL****The New Imperial Presidency****Prof. Rudalevige**

In the wake of the Vietnam War and the Watergate scandal, many claimed that the American presidency had become too powerful, even "imperial." As a result Congress (and sometimes the judiciary) reshaped the statutory relationship between the executive and legislative branches in areas ranging from budgetary policy to foreign affairs. Campaign finance reform, intelligence- gathering and war powers oversight, the Independent Counsel Act, limits on secrecy and "executive privilege" -- all these were manifestations of post-Watergate/Vietnam politics. Some worried the presidency was not "imperial" but rather "imperiled." But by the 1990s, many of these reforms were in disarray, unenforced or abandoned -- and the events of September 11 only amplified the trend towards enhanced presidential power. This class will ask: Is there a "new imperial presidency" in the 21st century? More broadly, what is the appropriate balance of institutional power in the American democracy?

**POLSC 390G****Democratization in Central Am****Prof. Ruhl**

Central America has had a long authoritarian history and recently experienced extreme political violence from the late 1970s through the early 1990s. However, during the last several years, the region has become more politically stable and democratic than ever before. Elections have become institutionalized, and the power of the once dominant military institutions has declined. Nevertheless, many serious socioeconomic and political problems remain (poverty, inequality, corruption, rising crime). Some countries in the area have been much more successful than others in consolidating democracy. This seminar will explore the troubled political history of Central America, analyze its process of democratization, and seek to explain current differences among its six principal political systems (Guatemala, Nicaragua, El Salvador, Costa Rica, Honduras, and Panama).

**POLSC 390H****Global Futures****Prof. Bova**

Is the 21st century ushering in a new world order or a new world disorder? Is globalization creating a unified global culture, or will we witness a new clash of civilizations? Are democracy and markets the wave of the future, or will authoritarianism and statism reemerge as dominant forces? Is war becoming obsolete, or will it become more frequent and more deadly? Through close reading and discussion of a series of provocative books, we will address these and other debates about the future of world politics.

**POLSC 390O****Politics of Subjectivity****Prof. Ransom**

One of the key insights of modern thought is that individuals are "made, not born." Since individuality is constructed by various forces, it is brought into the realm of conflict and thus of politics. In this seminar we will look at some of the primary theories of the construction of subjectivity made in the past hundred years or so. Readings will include Marx, Nietzsche, Freud, Simmel, Adorno, Lacan, and Foucault. They will help us ask and answer questions such as: who benefits from the creation of certain "types" of individuals? What are the unrecognized forces that determine our personalities and our preferences? Can individuals intervene in their own construction, or are we fated to be puppets?

**POLSC 390P****Dilemmas of Leadership****Profs. Schmoke & Strand**

For a nation to prosper in today's world a strong military and healthy domestic institutions are both essential. Sound institutions require strong families, neighborhoods, towns, and cities. In the United States, these institutions and communities function within the governmental framework provided by federalism and the resulting, complex set of relationships among the national government, states, and localities. Making decisions on issues that range from matters of war and peace in the international realm to providing a decent quality of life in neighborhoods always involves tradeoffs and the balancing of contradictory, sometimes opposing forces and interests. Finding the "right" course of action through these complexities is the common challenge faced by leaders at all levels of government and society. With the help of classic texts like the play "Antigone" by Sophocles, the "book of Nehemiah" in The Old Testament, and Billy Budd by Melville, and contemporary case studies of issues like racial and gender discrimination, First Amendment rights, public housing, and drug policy we will seek an appreciation of the tough problems faced by leaders and the ways individuals are inspired to get involved in the task of finding solutions. The seminar will meet every Friday from 10:00 a.m. until noon and also several Thursday evenings (TBA) for special programs and guest speakers. The class fulfills the seminar requirement for the political science major and is also open to juniors and seniors in other majors. Kurt Schmoke is the 2003 General of the Army Omar Bradley Chair in Strategic Leadership. Professor Schmoke, currently Dean of the Howard University School of Law, is a graduate of Yale University and Harvard Law School. He has been a Rhodes Scholar at Oxford, the three-term Mayor of Baltimore, and a partner with the international law firm of Wilmer, Cutler and Pickering.

**PSYCH 180K****Intro to Health Psychology****Prof. Devlen**

Health Psychology applies psychological research and methods to examine such issues as the identification of psychological factors contributing to the etiology of physical illness, the promotion and maintenance of health and the prevention and management of disease. In this introduction we shall explore what is known about such questions as: How is stress linked to heart disease? What factors influence condom use? And how do people adapt to illness? Suitable for all students regardless of prior background in psychology.

**PSYCH 380C****Resch Meth in Drugs & Behavior****Prof. Rauhut**

Investigates biological underpinnings of basic operant and classical conditioning processes. Uses animal models to explore implications for psychopathology, addiction, etc.

**PSYCH 380D****Resch Meth in Health Psych****Prof. Devlen**

Health psychology applies psychological research and methods to a range of questions examining the relationship between psychological factors and physical illness. This course will include a comprehensive coverage of the variety of methods employed by health psychologists, including interviewing and observational techniques, basic questionnaire development and analysis. Students will gain experience by participating in exercises, designing and conducting a research study and writing research reports in an area relevant to health psychology. Three hours lecture and three hours lab per week. Prerequisites: 201, 202

**PSYCH 480I****Ancient Madness/Amer Madness****Prof. Abrams**

A comparative study of madness in ancient Greece and contemporary America, intended primarily to shed light on contemporary American views by contrasting them with a much earlier perspective. We'll first read two ancient Greek madness tragedies (probably Ajax and Heracles) and related critical texts. We'll then turn to two twentieth-century novels about madness (possibly *The Bell Jar* and *Girl, Interrupted*). Other possible texts include *The Myth of Mental Illness* by Thomas Szasz, and Richard Castillo's *Culture and Mental Illness*. Open to psychology majors and non-majors; Classical Studies majors and minors should note that this seminar counts as a course in classical civilization. Prerequisite: permission of the instructor.

**RELGN 260D****Revolutionary Religion****Prof. Donaldson**

This course examines alternative understandings of "revolutionary religion" like that which the world witnessed on 9/11. Each of the figures we will study, including Gandhi, Martin Luther King, Jr., Dorothy Day, and Thich Nat Hanh, advocated non-violence as a powerful and effective way to address social injustice and each had deeply held religious convictions.

**RELGN 260J - SOCIO 230X**  
**New Amer Religious Diversity**  
**Prof. Staub**

Until relatively recently, religious diversity in the U.S. meant Protestant, Catholic and Jewish. With changing immigration patterns since the latter half of the 20th century, religious diversity in the American context has to take into account other world religious traditions, such as Islam, Hinduism, Buddhism, and others. Furthermore, new immigrants from Asia, Africa and Latin America have brought their own distinctive Christian practices, whether joining existing American congregations or forming ethnically distinct congregations. This course will examine the experience of these emergent religious communities.

**RELGN 312A**  
**Eastern Orthodoxy**  
**Prof. Pulcini**

Even though it is the second largest denomination in world Christianity, Eastern Orthodoxy is a religious tradition virtually unknown in the West. In this course, we shall explore Eastern Orthodoxy as a historical, conceptual, and experiential system. That is, we shall trace the development of the Orthodox Church from its inception until the present decade; we shall examine a number of writings representative of its theological perspective; and we shall consider how its spirituality and liturgical life foster a distinctive type of religious experience among its adherents.

**RELGN 314A**  
**Religion and Social Ethics**  
**Prof. Gilchrist**

Explores the relationship between religious values and ethical decision-making in the public arena. Topics will include issues of life and death (abortion, euthanasia, cloning, capital punishment), questions of economic justice (wealth and poverty), and the use of military force. Students will be encouraged to pursue their own areas of interest in greater detail.

**SOCIO 230E**  
**Compar Ethnicity: Ital & Jews**  
**Prof. Israel**

This course will help you to evaluate the popular images of Italian-Americans as portrayed in fiction, film, and on television. It will give you a deeper understanding of what in the traditions and society of the old country has given rise to the behaviors which have then been stereotyped by the mass media. You will be introduced to the theoretical controversy regarding the concept of "ethnicity" in the field of sociology and how ethnicity is related to personal identity. Where relevant or helpful, parallels and contrasts may be made to other ethnic groups. A feature film or occasionally a documentary film will be shown each week and discussed in class. These will be films as well-known as *The Godfather* and *Moonstruck* along with lesser-known films like *True Love* and *Spike of Bensonhurst*.

**SOCIO 230K**  
**Medical Sociology**  
**Prof. Liu**

In this course we will examine theories and practices which contribute to the development of a sociological understanding of medicine, health and illness. Health care access and delivery, social epidemiology, and the patient-practitioner relationship are among the issues to be developed.

**SOCIO 230M - AMST 200H - ANTHR 234**  
**African Diaspora**  
**Prof. Merrill**

This course examines the presence and contributions of people of African descent outside the African continent. While we generalize about the Black diasporic experience across continents, we also pause to examine the ways that stories unfold in particular places and at specific historical moments. Because most representations of Africa and her descendants have left Africans on the margins of world history, in this course we pay particular attention to alternative ways of understanding Black diaspora. We draw upon case studies from the United States, the Caribbean, Brazil and Europe during different historical periods.

**SOCIO 230U - AMST 200P - ANTHR 245L**  
**Diasporic America: Rethink Div**  
**Prof. Goldschmidt**

The United States has always been a "nation of immigrants" -- populated, in large part, by people whose "roots" lie elsewhere. But how are we to understand the complex relationships between transnational migrants, their places of origin, and their adapted homes? It is often assumed that immigrant communities cut most ties to their sending countries -- and often enough they do. But increasing numbers of immigrants maintain enduring links to their places of origin, while also participating fully in American society. These diasporic peoples live in two, or more, worlds -- and thus transgress the conceptual and political boundaries of the nation-state. This course will examine the complex fabric of diasporic community life. How, we will ask, might we reimagine America as a nexus of overlapping diasporas? Students will read theoretical literatures on transnationalism and diaspora, as well as ethnographic case-studies of American immigrant communities (including Hasidic Jews, Afro-Caribbean peoples, Mexicans, and others). Along with other assignments, students may conduct original field research in a local immigrant community.



**SOCIO 230X - RELGN 260J**  
**New Amer Religious Diversity**  
**Prof. Staub**

Until relatively recently, religious diversity in the U.S. meant Protestant, Catholic and Jewish. With changing immigration patterns since the latter half of the 20th century, religious diversity in the American context has to take into account other world religious traditions, such as Islam, Hinduism, Buddhism, and others. Furthermore, new immigrants from Asia, Africa and Latin America have brought their own distinctive Christian practices, whether joining existing American congregations or forming ethnically distinct congregations. This course will examine the experience of these emergent religious communities.

**SPAN 400G**  
**Growing Up Theme in Hisp Lit**  
**Prof. A. Rodriguez**

We will study the cultural, political and social implications of growing up male or female in Hispanic societies. We will read various novels written by Spanish, Latin American and Latino authors who treat this topic with originality and depth. The course will present a comparative approach to the various experiences.

**SPAN 400H**  
**Contemp Lat Amer Wom Wr**  
**Prof. Marquis**

This class will examine how women's fictional life writing uncovers shifting perspectives of race, class and gender in contemporary Latin America. The course will look at questions of how these novels employ narrative innovations to explore women's roles in society and the production of history. The readings will include novels from Spanish America as well as Brazilian novels in translation. Taught in Spanish.

**SPAN 410A**  
**Contemporary Spanish Poetry**  
**Prof. Aldrich**

This seminar will engage in an in-depth exploration of contemporary Spanish poetry. We will read both older, well established poets and young poets whose work is just starting to receive attention. We will begin the semester with a brief overview of major 20th century movements and trends, then move on to a more detailed investigation of different generations of poets writing today. Students will undertake significant research on the work of a single poet of their choice.

**WOMST 201B - GERMN 252B**  
**On Women and War**  
**Prof. Roethke**

In this course, we will read and analyze a variety of texts by women from central Europe who experienced WWI, WWII, or the civil war in the former Yugoslavia. Texts will include memoirs, films, novels, and historical/theoretical readings from authors including Anna Seghers, Christa Wolf, Helke Sander, Helma Sanders-Brahms, and Barbara Frischmuth. Taught in English.

**WOMST 220 (see HIST 211C)**

**WOMST 300J**  
**Women's Health**  
**Prof. Winterich**

This course examines how the production of medical knowledge and the social construction of gender affect women's experiences with health and illness and medical care. The concept of health, medical research and administration of medical care are socially, economically and politically influenced with significant consequences for women. This course uses a feminist and cultural analytical framework to examine the social worlds of gender, health, medicine and science. In this course we will explore the following issues: What is the relationship between scientific knowledge, medical care, and women in the United States? How does our culture's emphasis on the individual and increasing commodification of health influence how medicine defines health and illness for women? How do women experience health and illness and how do these experiences compare by race, class and sexual orientation? What are alternatives to the biomedical system and how would women benefit from a feminist, collective approach to women's health issues?

**WOMST 300K - ANTHR 334**  
**Gender, Race & Globalization**  
**Prof. Merrill**

This course examines some of the social and cultural effects of economic and political restructuring, otherwise known as "globalization," that have been occurring around the world since at least the 1970s and have accelerated during the past decade. We will focus on the increasing participation of women in the international division of labor, expanding migrations, growing economic and political polarization within and between countries, the racialization of certain populations, commodification and the spread of consumerism, the relationship between the "local" and the "global," and various forms of social resistance. Our explorations will include examination of the historical and theoretical discussions of globalization, gender, and race, and ethnographic examples from various parts of the world, including but not limited to parts of Europe, Thailand, Malaysia, Mexico, the United States and parts of Africa.

**WOMST 400B****Feminist Theory & the Body****Prof. Winterich**

Feminists and feminist theorists acknowledge the role of the body, but disagree, both historically and currently, about the relative importance of the body. In general, feminist theorists view the body as either something to reject to gain intellectual and economic equality with men or as something to be reclaimed and celebrated as essentially female. In this course, we will focus on two key issues at the heart of feminist theory on the body: What does a theory of embodiment mean for our societal arrangements, ideas about gender, and women's daily lives? Is there a universal female body or only multiple bodies within an array of difference, such as race, class, sexuality, age, and mobility status? As we examine these major questions, we will attend to the contexts in which female bodies are defined as different than men, and within each context we will ask: What purpose and whose interests do particular constructions about the female body serve? How do women's experiences vary within these contexts? Another point to consider is that if the meanings and associations of multiple female bodies are constructed, then these meanings are open to transformation. How can a feminist theory of embodiment empower women and transform meanings about the female body while attending to differences among female bodies? And, at the personal level, how do different women respond and/or resist to the meanings associated with their bodies? During this semester, we will explore and discuss these questions to evaluate the role of the body within feminist theory and for women's daily lives.

Spring 2003

Last updated 11/21/02

**A&AH 205G****Ancient Greek Sculpture****Prof. Maggidis**

A thorough survey of ancient Greek sculpture from 1050 BC to 31 BC, with consideration of both mainland Greece and the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily). Daedalic, Archaic, Classical and Hellenistic periods; sculpture in the round and architectural sculpture, monumental and small-scale sculpture. Materials, techniques, and principles; subject matter and iconography, stylistic and technical developments; styles and regional trends; ancient Greek masters and their schools, legendary contests; consideration of ancient literary sources (including readings from Pausanias and Pliny the Elder) and Roman copies of Greek originals. Visits to archaeological collections and Museums; hands-on examination of selected important sculptures (prospective on-campus cast collection).

**A&AH 205K****Roman Archaeology****Prof. Fitts**

A survey of the archaeology of ancient Italy ca. 800 B.C. to A.D. 400. Particular attention is devoted to the study of the development of civilization and culture at Rome, Pompeii, Herculaneum, Ostia and Britain. Offered every other spring.

**A&AH 206****Museum Studies****Prof. Earenfight**

Introduces students to the history, nature, and administration of public museums, particularly those dealing with the visual arts. It examines the emergence and development of museums and the political, social, and ethical issues that they face. Case studies may include: government funding of the arts, the lure and trap of the blockbuster, T-Rex "Sue", the Nazi Entartete Kunst exhibition, the Enola Gay Exhibition, the Vietnam and other war memorials, the Holocaust Museum, public sculpture, art conservation, museum architecture, auction houses, and the repatriation of cultural property. This course is open to all students and would be especially interesting to those studying the fine arts, public policy, history, and American studies.

**AMST 200D****American Capitalism****Prof. Barone**

Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from Political Economy, American Studies and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions such as the media.

**AMST 200S****Contemporary Am Jewish Drama****Prof. Merwin**

This course examines the treatment of issues of Jewish identity, Holocaust memory, intermarriage and assimilation in the works of writers like Tony Kushner, David Mamet, Wendy Wasserstein, Donald Margulies, Jon Robin Baitz, Richard Greenberg and Herb Gardner. A field trip to a current production will be a feature of this course.

**AMST 200T****Jews & Race in the US****Prof. Goldschmidt**

This course will explore the shifting racial identities of Jews in the United States, and the complex roles Jews have played in American racial politics. On the basis of this history, the course will draw broader insights into the process of racialization, and the very idea of "race." The course will treat American Jewish identities as windows into the social forces that have shaped American understandings of difference and identity. As such, the course will speak to all students interested in race, ethnicity and religion in the United States, as well as students with a specific interest in American Jews and Judaism. Major topics will include: contemporary theories of race and identity; the tension between race and genealogy in the Jewish Diaspora; images of Jews as racialized others in the nineteenth and early twentieth centuries; the gradual development of Jewish Whiteness in the twentieth century; the identities of Black Jews and Hebrew Israelites; the sometimes fraught political relationships between African-Americans and American Jews; and the complex contours of Black-Jewish difference in the Brooklyn neighborhood of Crown Heights.

**AMST 301D****Harlem Renaissance****Prof. Seldon**

"But who is going to write the intimate...tale of the new Negro, the years of plenty? The golden legend of the amazing young crowd who gathered in Harlem and almost succeeded in doing for New York what the pre-Raphaelites did for London." Arna Bontemps, 1935. This course will examine the literary undertakings and material culture produced during the Harlem Renaissance (also defined as the New Negro Movement). We will explore the following: What exactly is a New Negro? What did it mean to be a creative artist during this time? What impact did the artists of the Harlem Renaissance have on future generations of artists and activities? In order to answer these questions, we will examine the literature of Ann Petry, Countee Cullen, W.E.B. Du Bois, Paul Laurence Dunbar, and Zora Neale Hurston; the artwork of Aaron Douglass; and the musical influences of Duke Ellington and Fletcher Henderson. Pre-requisite: AMST 201

**ANTHR 400A****Postcolonial Ethnographies****Prof. Merrill**

This course will examine the emergence of postcolonial studies as a field of scholarly inquiry. Beginning with a discussion of the changing global social context in which postcolonial theory emerged, we will explore the meaning of the term and its related dimensions of subalternity, and cultural resistance or cultural politics. Discussing recent ethnographies, we will examine the methodological and theoretical implications of postcolonial studies for cultural anthropologists. Pre-requisite: ANTHR 240, 241 or 244

**ARCH 130****Roman Archaeology****Prof. Fitts**

A survey of the archaeology of ancient Italy ca. 800 B.C. to A.D. 400. Particular attention is devoted to the study of the development of civilization and culture at Rome, Pompeii, Herculaneum, Ostia and Britain. Offered every other spring.

**ARCH 222****Ancient Greek Sculpture****Prof. Maggidis**

A thorough survey of ancient Greek sculpture from 1050 BC to 31 BC, with consideration of both mainland Greece and the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily). Daedalic, Archaic, Classical and Hellenistic periods; sculpture in the round and architectural sculpture, monumental and small-scale sculpture. Materials, techniques, and principles; subject matter and iconography, stylistic and technical developments; styles and regional trends; ancient Greek masters and their schools, legendary contests; consideration of ancient literary sources (including readings from Pausanias and Pliny the Elder) and Roman copies of Greek originals. Visits to archaeological collections and Museums; hands-on examination of selected important sculptures (prospective on-campus cast collection).

**CLCIV 200C****Ancient Greek Sculpture****Prof. Maggidis**

A thorough survey of ancient Greek sculpture from 1050 BC to 31 BC, with consideration of both mainland Greece and the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily). Daedalic, Archaic, Classical and Hellenistic periods; sculpture in the round and architectural sculpture, monumental and small-scale sculpture. Materials, techniques, and principles; subject matter and iconography, stylistic and technical developments; styles and regional trends; ancient Greek masters and their schools, legendary contests; consideration of ancient literary sources (including readings from Pausanias and Pliny the Elder) and Roman copies of Greek originals. Visits to archaeological collections and Museums; hands-on examination of selected important sculptures (prospective on-campus cast collection). Pre-requisite: one other CLCIV course

**CLCIV 224****Roman Archaeology****Prof. Fitts**

A survey of the archaeology of ancient Italy ca. 800 B.C. to A.D. 400. Particular attention is devoted to the study of the development of civilization and culture at Rome, Pompeii, Herculaneum, Ostia and Britain. Offered every other spring.

**COClV 200C****Classic Films of India****Prof. Smith**

This course will cover the period from Indian Independence (1947) through the end of the twentieth century, introducing the vast cinema of India, the world's largest producer of feature films. Examples of various genres ranging from art to mainstream cinema will be analyzed with more examples of the latter to focus on films shown in India rather than films made for western eyes and western film festivals. Directors represented will include Satyajit Ray, the Vittorio De Sica of India and Raj Kapoor, the Charlie Chaplin/Frank Capra of India. Other directors will include Manmohan Desai, Prakash Mehra, Subhash Ghai, Yash Chopra and Mani Ratnam. Films will be chosen to display not only changing film styles, but also the societal changes with which they share a symbiotic relation. Films may include western themes and/or western films adapted for an Indian audience.

Students should have some background in either film studies or India or be willing to do extra work to fully appreciate the films.

This course will be VERY DIFFERENT FROM THE CONTENT IN CONTEMPORARY FILMS OF INDIA, so that although the course number is similar, students from Contemporary Films of India (200A) may take this course also.

**EASIA 203D****Mod Jap Wom Writers in Trans****Prof. Suzuki**

(Modern Japanese Women Writers in Translation) This course examines fiction (in translation) by Japanese female writers from 1895-1990s. By focusing on works that engage with ideas of the "home" and the "woman's place," we will explore texts within the historical and cultural contexts.

**ECON 214A****Economic Analysis of Policy****Prof. Bellinger**

There are two general goals for this course. The first goal is to learn the basic techniques found in the economic approach to policy analysis, and to apply these techniques to a variety of social problems and policies. The second goal is to engage in an actively supervised "real world" group policy analysis project. The primary project for this semester will be a study of the economic impact of Dickinson College on Carlisle PA and Cumberland County. The professor will actively participate in this project, as well as guide and grade its results. Depending on class size and individual interest, another project may also be undertaken. Pre-requisite: ECON 100, 111 or 112

**ECON 214C****Network Industries****Prof. Tynan**

Did the arrival of Napster change the music industry? Why was the AOL-Time Warner merger controversial? How does electricity regulation differ between California and Pennsylvania? All these questions are about network industries. Providers of network goods face problems of large-scale production and coordination. This course will discuss difficult policy issues that arise in various network industries, including: telecom, banking, and advertising. Pre-requisite: one other ECON course

**ECON 223****American Capitalism****Prof. Barone**

Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from Political Economy, American Studies and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions such as the media.

**ECON 350****Indust Org & Public Policy****Prof. Erfle**

A study of the relationships between market structure, conduct, and economic performance in U.S. industry. Emphasis will be on the manufacturing sector and specific industries will be examined. A brief introduction to antitrust and regulation will also be covered. Debate within the main stream will be examined.

**ENGL 101BA****The Victorian Novel****Prof. Homberger**

This course is designed to introduce students to the study of narrative fiction and to major works of fiction published in Britain in the nineteenth century. During the semester we will examine a range of topics, themes and debates. These will include narrative form and structure, the novel and the literary marketplace, gender, writing and reading, realism and science, and the industrial novel. Writers will include Jane Austen, Mary Shelley, Charlotte and Emily Bronte, George Eliot, Charles Dickens, Elizabeth Gaskell and others.

**ENGL 101BG****Coping in America****Prof. Winston**

Come to the New World! Start over! Leave the past! Forget History! These were at least some of the "promises" which drew immigrants to the Americas. Were they true? Sex. Death. Melancholy. Religion. Madness. Gender relations. Nature. The city. What do selected works of the 19th- and 20th- century American literature tell us about "Coping in America?" Authors to be read will include: Hawthorne, Poe, Melville, Chopin, Cather, Jewett, Wharton, and Cheever. Requirements will include conscientious preparation, regular attendance, active classroom participation, and three critical essays.

**ENGL 101BH****Francis Ford Coppola:Nov/Film****Prof. Reed**

An intensive examination of three films by the celebrated American film director (The Godfather, Apocalypse Now, and Bram Stoker's Dracula) and the novels on which they are based. We may also look at other adaptations of Conrad's Heart of Darkness and Stoker's horror classic, for comparative purposes, and at Eleanor Coppola's Hearts of Darkness and Coppola's Apocalypse Now Redux.

**ENGL 101BI****Cont Irish & British Fiction****Prof. Dolan**

(Contemporary Irish and British Fiction: Hearts of Darkness?) Dublin is the bustling capital of a vibrant and increasingly prosperous country. London is once again a cultural Mecca and capital of a modern European nation. Yet many contemporary writers present the reader with what appear to be darker visions of these cities and lands. From the narrator of "The Grotesque" who spits out his story from the prison of his paralyzed body to the demented narrator of "The Butcher Boy," we will look at works that appear to take a morbid pleasure in depicting Patrick McCabe, Flann O'Brien, Ian McEwan, Zadie Smith, Roddy Doyle, Irvine Welsh, Patrick McGrath. We will read approximately eight novels over the semester. Come prepared to read.

**ENGL 101BJ****20th Century War Novel****Prof. Perabo**

In this class we'll look at how war has shaped the literature of the 20th century, and how that literature has in turn shaped our perceptions of war. We'll be reading novels representing several conflicts and nationalities. Possible authors include Remarque, Hemingway, Barker, Vonnegut, Ondaatje, and O'Brien.

**ENGL 101BK****Chicano/a Literature****Prof. Stockton**

We will examine a range of literature written in the mid to late 20th century by Mexican-American writers. We will look primarily with fiction but will also study a fair amount of film and poetry, a small amount of theater, and some visual art.

**ENGL 101BL****Misreading America****Prof. Kupetz**

This course will explore prose and poetry that reshapes our understanding of the collection of myths we call "America." Fiction and poetry for this course may include Whitman, Alger, Lowell, Ginsberg, Kerouac, Fitzgerald, Nabokov, McCarthy, Johnson, DeLillo, etc. Theory and criticism for this course may include Baudrillard, Derrida, Ulmer, etc.

**ENGL 101F****Shakespeare on Film****Prof. Kranz**

This is a course on what the context--Hollywood and the 20th-century global film industry--has done to interpret and perform some texts-- Shakespeare's 16th- and 17th-century plays, and why. Students will read eight of Bard's most famous dramas and view a film or two made of each. Movies include Romeo and Juliet with Leonardo DiCaprio and Claire Danes, Othello with Laurence Fishburne and Kenneth Branagh, and Branagh's Hamlet.

**ENGL 212K**  
**Writing About Music**  
**Prof. Kupetz**

This course will examine the craft of essay writing through the lens of rock and roll reportage, history, and other non-fiction modes. Additionally, contemporary literary theory and social criticism will be applied to "texts" in order to posit rock and roll as a node in the continuum of U.S. cultural history.

**ENGL 212M**  
**Writing About Galapagos**  
**Prof. Nichols**

This class will begin with a 10-12 day field experience during January 2003 in the Galapagos Islands in the Pacific Ocean off the coast of Ecuador. While in the archipelago, students will read a variety of articles and handouts related to Charles Darwin's explorations of the islands in the 1830s and to current Galapagos research. Students will keep a daily naturalist's journal while traveling. In the spring semester, students will then use their field journals as the basis for numerous writing exercises and essays designed to improve their skills as expository writers. The class will also read extracts from Darwin's Galapagos Journals and Origin of Species, as well as Jonathan Weiner's The Beak of the Finch. (NOTE: Students engaged in this field work will also be required to enroll in Geology 311C: Geology and Evolution. Please contact the Global Education Office to apply for the field experience).

**ENGL 212N**  
**Writing About Nature**  
**Prof. Nichols**

This course is designed to improve your skills as a writer of expository prose by emphasizing the genre of nature writing. We will concentrate on a variety of writing problems and techniques, emphasizing specific skills necessary to a wide range of writing tasks: description, summary, narration, argumentation, analysis, and interpretation. In all cases, our focus will be on the natural world and human connections to that world. Discussions of essay reading assignments will be supplemented by workshop sessions and individual tutorials. Students will have the opportunity to critique work by their classmates and to compare their own essays to works by nature writers of the past two centuries. The course aims to concentrate your attention on the precise stylistic details that lead to effective writing.

**ENGL 214A**  
**Teaching Writing**  
**Prof. Gill**

Instruction in rhetorical theory and the teaching of writing. Intended primarily for training student consultants in the Dickinson College Writing Program.

**ENGL 214B**  
**Writing in the Schools**  
**Prof. Chilson**

The objective of this class will be to prepare students to teach the elements of poetry to grade school children. We will first spend time studying contemporary American poetry and learning for ourselves, what makes a poem. Next, we will focus on methods of teaching poetry and poetic elements that are specifically designed for grade school students. Finally, teams from our class will go into local schools and lead workshops with grade school students. This course will require that you commit some outside time participating in workshops in local grade schools.

**ENGL 318B**  
**Adv. Creative Writing: Poetry**  
**Prof. Su**

In the advanced poetry workshop, students will write poems and critique one another's work, intensively. Assignments will be less form-based than in 218. We'll read at least two full-length collections of contemporary poetry, including a book by Mark Doty, who will visit Dickinson in March. The class will give its own public reading at the end of the semester. Pre-requisite: ENGL 218

**ENGL 329C**  
**Gender Theory & Pop Culture**  
**Prof. Stockton**

In this class we will be studying a variety of gender theories, many of which overlap to some extent, whether large or small, with Marxist, feminist, ethnic, psychoanalytic, and/or queer theory. We will apply those theories to a range of popular forms and examples, including film (possibly Terminator, Alien, and/or something from Disney), popular fiction (possibly examples from detective fiction and/or romance fiction), popular music and music videos, and commercial television. Our goal will be to think about the complicated ways gender is constructed in these media. Work for the class will include a substantial research component and oral and written presentations. Pre-requisite: ENGL 220

**ENGL 349B****Harlem Renaissance****Prof. Seldon**

"But who is going to write the intimate...tale of the new Negro, the years of plenty? The golden legend of the amazing young crowd who gathered in Harlem and almost succeeded in doing for New York what the pre-Raphaelites did for London." Arna Bontemps, 1935. This course will examine the literary undertakings and material culture produced during the Harlem Renaissance (also defined as the New Negro Movement). We will explore the following: What exactly is a New Negro? What did it mean to be a creative artist during this time? What impact did the artists of the Harlem Renaissance have on future generations of artists and activities? In order to answer these questions, we will examine the literature of Ann Petry, Countee Cullen, W.E.B. Du Bois, Paul Laurence Dunbar, and Zora Neale Hurston; the artwork of Aaron Douglass; and the musical influences of Duke Ellington and Fletcher Henderson. Pre-requisite: ENGL 220 or AMST 202

**ENGL 349L****Contemporary Am Jewish Drama****Prof. Merwin**

This course examines the treatment of issues of Jewish identity, Holocaust memory, intermarriage and assimilation in the works of writers like Tony Kushner, David Mamet, Wendy Wasserstein, Donald Margulies, Jon Robin Baitz, Richard Greenberg and Herb Gardner. A field trip to a current production will be a feature of this course. Pre-requisite: ENGL 220

**ENGL 370B****Emerson/Poe/Whitman****Prof. Winston**

"We have listened too long to the courtly muses of Europe," said Ralph Waldo Emerson in 1837 as he called for the emergence of an American Scholar and a vigorous American culture. When Walt Whitman heard Emerson's assertion that "American is a poem in our eyes," he responded by sounding his "barbaric yawp" in a collection of poems unlike any that had been seen, claiming quite openly to be "The Poet" invoked in another of Emerson's essays. But all was not as harmonious as this pairing might suggest. Edgar Allan Poe attacked the poetic projects of writers like Emerson and Whitman, arguing against the "heresy of the Didactic" and calling for a poetry that was that "rhythmical creation of Beauty," even as he was penning tales of madness and horror that were anathema to the optimism of his literary contemporaries. By putting the works of these three authors in conversation with one another, we will examine one of the most important nineteenth-century American literary traditions as well as one of its most trenchant critiques. Requirements will include conscientious preparation, regular attendance, active classroom participation, a short critical essay, a major critical research paper, and a final essay/take-home final exam. Pre-requisite: ENGL 220

**ENGL 379D****Industry and Empire****Prof. Homberger**

This course will examine the history of Britain from 1689 to the present day, paying particular attention to both the fact and "idea" of industry and empire. In our examination of British history, social relations, and culture, we will be using a wide range of primary sources. These "cultural artifacts" will include parliamentary reports, essays, speeches, novels, paintings, and newspapers and journals. This course includes both lectures and seminars. It is cross listed with History 313D-02. Pre-requisite: ENGL 220

**ENGL 403G****Modern to Postmodern****Prof. Stockton**

What is it that is "post" about postmodernism? This question we will take up in this seminar. We will thus be comparing and contrasting literature written during the modern (1905-1950ish) and contemporary (1950ish to the present) periods, selecting texts generally thought to be "high modern" or "post modern." We will also spend time talking about the shifting historical picture that this time span covers, considering changes in technology, science, economics, politics, etc. Readings will probably include T.S. Eliot's *The Waste Land*, Virginia Woolf's *To the Lighthouse*, Thomas Pynchon's *Gravity Rainbow*, and Toni Morrison's *Beloved*. Pre-requisite: 4 300-level ENGL courses

**ENVST 310A****Geographical Info. Systems****Prof. Closs**

In this course you will learn how to arrange, display, and analyze digitized spatial information with the help of computer-driven software (e.g. ArcView). Much more than mere mapping, GIS is used by environmental planners, foresters, field biologists, geographers, geologists, facilities managers, real estate brokers, in brief any professional who has to work in the "real world" with information that is spatially referenced. Three hours of classroom and three hours of laboratory per week.

**ENVST 310B****Freshwater Ecology****Prof. Wilderman**

This course will examine freshwater aquatic ecosystems, including wetlands, streams, and lakes. Interactions between the physical, chemical and biological components of the systems will be examined, with a focus on field and laboratory assessments of healthy and perturbed systems. Issues of environmental contamination, ecosystem restoration, biological indicators, loss of biodiversity, aquatic toxicology, and resource management will be discussed. This course will build on fundamental concepts covered in ES 335, "Analysis and Management of the Aquatic Environment."

**ENVST 311C****Politics-Sustainable Developmt****Prof. Tysiachniouk**

Modern development practices destroy the environment, diminish our quality of life and rob the legacy that we leave to future generations. This course addresses the need for alternative paradigms that will allow us to reshape our communities so that they are sustainable: ecologically, socially, and economically. This course will integrate the perspectives of diverse field and span boundaries between political science, environmental science, international relations, policy studies and comparative politics. The course will draw upon successful models of sustainable technologies and community initiatives and the outcomes of the global discussion over how to achieve sustainable habitats. The course will include field research in an eco-village.

**FLMST 201****The History of Film****Prof. Weinberger**

This course will trace the development of the film industry from the late nineteenth century up to the present. We shall consider the social, political, economic, and cultural influences that helped to shape different film styles. The focus will be divided evenly between American films and those of Europe and Asia. Pre-requisite: one other FLMST course

**GERMN 250C****Treasures of German Literature****Prof. Muller**

This course will introduce you to some of the finest examples of German literature in English translation. We will read novels, novellas, and short stories by 19th and 20th century authors such as Theodor Fontane, Herman Hesse, Franz Kafka, Thomas Mann, Gunter Grass, and Bernhard Schlink. Through the method of close reading and historical analysis, we will arrive at interpretations of these texts, which will focus on their aesthetic qualities, individual literary figures' dilemmas, and the times that the texts were written in.

**GERMN 251A****Viking Life****Prof. Eddy**

This course will examine all aspects of Viking life, including (but not limited to) -- Viking Art, boats, weapons, and houses, Viking death rituals, humor, explorations, raids, poetry, mythology, and bloodfeuds. No pre-requisites; the course will be offered in English.

**HIST 211H****Underground Railroad****Prof. Pinsker**

This course explores the history of the "underground railroad" metaphor, which has long been used as a vehicle for understanding how runaway slaves and their network of supporters helped destroy American slavery. The heart of the course lies in a study of the free black communities that emerged in northern states like Pennsylvania in the years prior to the Civil War. But the class also covers a wide range of related topics: from the institution of slavery to abolitionism, from fugitive slave laws to Civil War contrabands, and from post-war recollections of the anti-slavery effort to modern-day preservation efforts.

**HIST 211I****The Antebellum South****Prof. Keller**

This course explores the political, social, and economic history of the American South from colonization to the Civil War. We will take an in-depth look at the lives of planters, slaves, yeomen, and immigrants in the formation and maintenance antebellum southern society and the role of each group in the coming of the sectional crisis. The economics and social ramifications of slavery system will be a primary theme, as well as the growth of southern nationalism. We will also examine how the South interacted with the North and the international community from the 1600s to secession.



**HIST 213E****Med & Renaissance Women****Prof. Weinberger**

This course will focus on the conditions and attitudes affecting women in Western Europe beginning with Ancient Greece and continuing up through the Renaissance. It will deal with such topics as women and the Greek philosophers, women and the early church, Germanic women, women in the feudal world, women and romance, the stirrings of feminism, and the education of women.

**HIST 213G****The History of Film****Prof. Weinberger**

This course will trace the development of the film industry from the late nineteenth century up to the present. We shall consider the social, political, economic, and cultural influences that helped to shape different film styles. The focus will be divided evenly between American films and those of Europe and Asia.

**HIST 215B****Modern Japan****Prof. Harrell**

This course will survey Japanese history from 1800 to 2000 with emphasis on the factors, internal and external, that led to Japan's emergence as a nation state, industrial society, and dominant power in Asia. Main themes include Japan in the international context, the special relationship with China, patterns of economic growth and political/social development, and continuities and changes in intellectual and cultural life.

**HIST 313C****The Holocaust****Prof. Qualls**

This course on the Holocaust will seek to understand the causes, effects, and representations of the Holocaust. We will place the Holocaust in a larger context of genocides and ethnic cleansings in the twentieth century. We will focus on victims of all kinds, perpetrators, the motivation for killing, and policy decisions that led up to mass extermination. The course will conclude with a discussion of trials, restitution, and commemoration.

**HIST 313D****Industry and Empire****Prof. Homberger**

This course will examine the history of Britain from 1689 to the present day, paying particular attention to both the fact and "ideas" of industry and empire. In our examination of British history, social relations, and culture, we will be using a wide range of primary sources. These "cultural artifacts" will include parliamentary reports, essays, speeches, novels, paintings, and newspapers and journals.

**HIST 315H****Patagonia Mosaic****Prof. Borges**

It focuses on the study of trans-Atlantic migrations, labor, ethnicity, and community building in the oil company towns of Patagonia in comparative perspective. This Spring course will start in early January with a cross-cultural mosaic in Patagonia, Argentina, where a student-faculty research team will conduct oral history interviews, fieldwork, and archival research. In the follow-up course in Dickinson, we will discuss topics such as immigration, labor, ethnicity, and identity formation in multi-ethnic societies; explore the uses of oral history and visual documents in historical analysis; and apply new technologies for historical preservation, presentation, and dissemination.

**HIST 404M****1960'S: Soc Movements & Lives****Prof. Rogers**

This course explores the social movements of the 1960s and their impact upon American society. We will examine the Civil Rights Movement, the New Left, the Women's Movement and the Vietnam War through the biographies and autobiographies of participants.

**HIST 404N****Nat'lsm, Consumers & Gender****Prof. Sweeney**

This senior seminar will examine the development of nationalism and consumerism in Modern Europe beginning in the 18th century. We will look for overlaps or polarities between the two movements, and we will determine what, if anything, gender had to do with them. The first part of the course will concentrate on both primary and secondary reading. Then students will develop research projects which explore our core questions.

**IB&M 300A**  
**Indust Org & Public Policy**  
**Prof. Erfle**

A study of the relationships between market structure, conduct, and economic performance in U.S. industry. Emphasis will be on the manufacturing sector and specific industries will be examined. A brief introduction to antitrust and regulation will also be covered. Debate within the main stream will be examined. Pre-requisite: ECON 278 or IB&M 220

**IB&M 300K**  
**Comparative Business Ethics**  
**Prof. Poulton**

A course for IB&M majors dealing with the ethical interface of business and its international stakeholders in a variety of cultural environments. The course will focus on the contemporary realities of business people who must work in culturally diverse arenas when resolving personal and social ethical questions. As future employees and managers, students must be aware of the possible results of their actions and understand the sometimes fine ethical balance needed in reconciling the needs of the enterprise, the demands of foreign business practice, and their own principles. The course will be conducted primarily through case work as well as discussion and mock courts of public opinion. Pre-requisite: IB&M 100 and IB&M 230

**IB&M 300O**  
**Leadership & Management**  
**Prof. Curley**

The purpose of this course is to acquaint students with the principles and practices of leadership and management in business and the public sector. The emphasis will be on business. The course will consist of reading material on the subject. We'll also discuss examples in the news. Occasionally, video will be shown. There will be two major papers and one oral presentation, accompanied by one-to-two page summary of your main points. The oral presentation will be done in groups of three. There will be one essay quiz of 40 minutes. You will be able to use your notes from class. There will be no final. Pre-requisite: one other IB&M course

**IB&M 300Q**  
**Finance**  
**Prof. Sarcone**

This course will introduce the students to the fundamentals of financial analysis, valuation of companies and sources and uses of investment capital, including the development and analysis of term sheets. Problems and case studies will be emphasized. Types of issues that will be addressed are: techniques of analyzing financial performance and the financial structure of a company, alternative approaches to valuing a company, forecasting cash flow, raising capital, portfolio analysis, financing start-up companies and technology innovation and, if time permits, techniques for financial modeling of a project or company. Students in this class should have a sound background in accounting and experience in using spreadsheet programs such as Excel. Prerequisites of IB&M 210 and IB&M 220. Pre-requisite: IB&M 210 and IB&M 220

**IB&M 300S**  
**Network Industries**  
**Prof. Tynan**

Did the arrival of Napster change the music industry? Why was the AOL-Time Warner merger controversial? How does electricity regulation differ between California and Pennsylvania? All these questions are about network industries. Providers of network goods face problems of large-scale production and coordination. This course will discuss difficult policy issues that arise in various network industries, including: telecom, banking, and advertising. Pre-requisite: ECON 100 or ECON 111

**IB&M 300U**  
**Doing Business in Asia**  
**Prof. Fratantuono**

We will survey political, economic, cultural, and institutional conditions in selected Asian countries - e.g. China, South Korea, Japan - using the Country Analysis Framework employed at the Harvard Business School to shape our analysis. Additionally, we will examine case studies of companies which have attempted to penetrate those markets. Pre-requisites: IB&M 100 and IB&M 200 or by permission of the instructor. Pre-requisite: IB&M 100 and IB&M 200

**IB&M 300V**  
**Law of Business Transactions**  
**Prof. Otto**

This course will provide the student with an introduction to the nature of legal problems and the process of legal reasoning; basic knowledge of contract law and the legal principles governing business transactions; exposure to the legal rules specifically relating to the sales of goods and services, product liability, secured transactions, commercial paper and real estate transactions; and an awareness of public policy issues relating to the law of business transactions and an opportunity for critical discussion about these issues. Pre-requisite: one other IB&M course

**JUDST 216B****Jews/Judaism in Medieval World****Prof. Lieber**

For Jews living under the domination of Muslim and Christian rule, the medieval period was paradoxically a time of both tremendous persecution and pain, and also unprecedented cultural and intellectual creativity. In this course, we will survey some of the important Jewish literary achievements of the period, from biblical commentary to philosophy, poetry and mysticism, focusing specifically on the accomplishments of the Sephardic, or Spanish Diaspora.

**JUDST 216G****Jews & Race in the US****Prof. Goldschmidt**

This course will explore the shifting racial identities of Jews in the United States, and the complex roles Jews have played in American racial politics. On the basis of this history, the course will draw broader insights into the process of racialization, and the very idea of "race." The course will treat American Jewish identities as windows into the social forces that have shaped American understandings of difference and identity. As such, the course will speak to all students interested in race, ethnicity and religion in the United States, as well as students with a specific interest in American Jews and Judaism. Major topics will include: contemporary theories of race and identity; the tension between race and genealogy in the Jewish Diaspora; images of Jews as racialized others in the nineteenth and early twentieth centuries; the gradual development of Jewish Whiteness in the twentieth century; the identities of Black Jews and Hebrew Israelites; the sometimes fraught political relationships between African-Americans and American Jews; and the complex contours of Black-Jewish difference in the Brooklyn neighborhood of Crown Heights.

**JUDST 316F****Contemporary Am Jewish Drama****Prof. Merwin**

This course examines the treatment of issues of Jewish identity, Holocaust memory, intermarriage and assimilation in the works of writers like Tony Kushner, David Mamet, Wendy Wasserstein, Donald Margulies, Jon Robin Baitz, Richard Greenberg and Herb Gardner. A field trip to a current production will be a feature of this course.

**JUDST 316G****The Holocaust****Prof. Qualls**

This course on the Holocaust will seek to understand the causes, effects, and representations of the Holocaust. We will place the Holocaust in a larger context of genocides and ethnic cleansings in the twentieth century. We will focus on victims of all kinds, perpetrators, the motivation for killing, and policy decisions that led up to mass extermination. The course will conclude with a discussion of trials, restitution, and commemoration.

**LPS 401B****Crime and Punishment****Prof. Pohlman**

This seminar will examine the nature of crime and punishment, focusing primarily on the crime of first degree murder and the death penalty. We will be examining various theories of punishment and will be using different types of literature: Supreme court decisions, biographies, non-fictional accounts, and novels. Pre-requisite: LPS 301

**LPS 401C****Lawmaking Inside and Out****Prof. Rudalevige**

As its title implies, this seminar will examine the process of lawmaking from various vantage points - both inside and outside the legislative chamber. We will study how actors ranging across the branches of government, as well as interested parties such as lobbyists and interest groups, have input into the formulation, passage, and implementations of a given law. And where does the general public fit into all this? The policy focus will be on education reform at both the state and national levels. Pre-requisite: LPS 301

**MEMS 200D****The Medieval Song****Prof. Quintanar**

This course introduces the student to the study of the Middle Ages and the Early Modern periods by examining the fusion of words and music produced in Medieval and Early Modern Europe. The core of the course uses modern technology to examine manuscript images, manuscript transcriptions, translations into English, and musical renditions. The material is studied comparatively and focuses on textual context, thematic convention (literary as well as musical), as well as cultural content.

**PHILO 113C**  
**Philosophy in Film**  
**Prof. Dwiggin**

Ways of approaching the philosophical content and the implications of film work generally; exploration of philosophical issues raised in or by specific fictional narrative films such as the Star Wars series, Babette's Feast (1987), The Lady Eve (1941), The Big Sleep (1946), The Philadelphia Story (1940), and others. Three brief papers (50%), a final examination (25%), and prepared participation in the work of the course (25%).

**PHILO 261O**  
**Artificial Life**  
**Prof. Grier**

Artificial Life is a new field of research involving many disciplines. Work in this area raises a number of interesting philosophical issues which are currently being debated. These include concepts of life, natural and artificial; evolution, natural and artificial; autonomous agents; mind and evolution; self-organizing and self-replicating systems; complex adaptive systems; and emergence v. reductionism. We will look at all of these issues, using some computer programs as well as a variety of texts. Pre-requisite: one other PHILO course or major standing in relevant field

**PHILO 391A**  
**Hegel's Phenomenology**  
**Prof. Grier**

Hegel's Phenomenology is one of the masterworks of contemporary philosophy. Since its publication in the beginning of the 19th century it has influenced philosophers in every generation and, in significant measure, shaped the course of subsequent European philosophy. We will undertake a close reading of the text, seeking to understand its place in the development of modern and contemporary philosophy. Pre-requisite: 2 other PHILO courses

**POLSC 290AA**  
**Criminal Procedure**  
**Prof. Cherry**

This course will examine the constitutional rights that suspects and defendants have in the criminal justice system. Special attention will be given to the right against unreasonable searches and seizures, the right against self-incrimination, and the right to an attorney.

**POLSC 290AC**  
**America & Terrorism**  
**Prof. Embrey**

This course seeks to understand America's approach to terrorism. It will focus on who the terrorists are, why they engage in terrorism, the differences between international and national terrorism, and the various responses available to the United States to combat this national threat.

**POLSC 290AI**  
**Political Sociology**  
**Prof. Ransom**

In the late nineteenth and early part of the twentieth centuries, a number of classic thinkers wrote important works on how societies grow, prosper, and decline. As part of this effort, they also contributed greatly to our understanding of how individuals and groups function in those societies. Are individuals being "crushed" by the societies they live in? Do societies "progress" from primitive to evolved states? Understanding the work of these central thinkers is crucial to evaluating the world we live in. We will read and discuss Marx, Comte, Weber, Durkheim, Simmel and Adam Smith, among others.

**POLSC 390C**  
**Pol Outsiders & the Media**  
**Prof. Larson**

This class will examine how groups and individuals in America use the media and how the media treats them in their pursuit of political influence. While attention will be paid to groups in specific historical periods who have tried to influence policy from the margins [such as the anti-war movement of the 1960s], much of our time will be spent looking at the media's treatment of racial minorities and women, and its political consequences. Students will be asked to write and present case studies which will involve original research.

**POLSC 390D**  
**Crime & Punishment**  
**Prof. Pohlman**

This seminar will examine the nature of crime and punishment, focusing primarily on the crime of first degree murder and the death penalty. We will be examining various theories of punishment and will be using different types of literature: Supreme Court decisions, biographies, non-fictional accounts and novels.

**POLSC 390M****Lawmaking Inside & Out****Prof. Rudalevige**

As its title implies, this seminar will examine the process of lawmaking from various vantage points - both inside and outside the legislative chamber. We will study how actors ranging across the branches of government, as well as interested parties such as lobbyists and interest groups, have input into the formulation, passage, and implementations of a given law. And where does the general public fit into all this? The policy focus will be on education reform at both the state and national levels.

**POLSC 390N****US China Relations****Prof. Diamant**

This course takes a close look at some of the most contentious political, legal, and ethical issues in Sino-American relations, ranging from Tibet to China's birth control policy, crime, and infringement of intellectual property rights. Drawing on translated primary and secondary sources, we will try to understand the historical, political, and cultural forces that have often driven a wedge between the United States and China, but which also provide many opportunities for cooperation, particularly after 9/11.

**PSYCH 180J****Unconscious Thought****Prof. Abrams**

Can thoughts occur that don't enter consciousness? Is it possible to think without knowing that you're thinking, or is that an impossible paradox? And if unconscious thought does occur, how complex or "intelligent" is it: can we, for example, learn a foreign language unconsciously by listening to a subliminal tape while we sleep? In this course we'll look, first, at some of the cultural phenomena that involve the belief that complex unconscious thinking does occur (e.g., subliminal advertising, subliminal lyrics in rock songs). We'll then look at recent scientific evidence for and against unconscious thought, and at theories that have sought to explain how unconscious thinking may influence our behavior.

**PSYCH 480H****The Pathological Brain****Prof. Rauhut**

In this course, we will study the behavioral and biological foundations underlying neuropsychopathological disorders (e.g. addiction, depression, schizophrenia, etc). Case studies, animal models and clinical populations will be reviewed to help gain an understanding of the etiology, diagnosis and treatment of these disorders. Students from other departments can enroll in the course with permission from the instructor. Pre-requisite: PSYCH 201, PSYCH 202 and permission of instructor

**RELGN 260I****Hindu Pilgrimage, Myth, Image****Prof. Brackett**

This course is an exploration of the gods/goddesses and the myths of Hindu India, the images through which the gods/goddesses are envisioned and embodied, and the temples and pilgrimage places where they are worshipped. We will read a range of India's mythic and epic literature, stories of the gods and heroes that permeate virtually every level of Hindu civilization. We will become familiar with the images and iconography of the major Hindu gods. And we will track the relationship of these gods to the pilgrimage landscape of India where myth "takes place." Anyone attempting to understand Hindu religious traditions or the multi-religious civilization of India will encounter the web of meaning and reference that this myth-image-pilgrimage complex continues to create. Being able to "read" the meanings of myth, image, and pilgrimage is critical to understanding classical and contemporary Indian culture.

**RELGN 260J****New Amer Religious Diversity****Prof. Staub**

Until relatively recently, religious diversity in the U.S. meant Protestant, Catholic and Jewish. With changing immigration patterns since the latter half of the 20th century, religious diversity in the American context has to take into account Muslims, Hindus, Sikhs, Baha'is, Buddhists, and other religious groups. This course will examine the experience of these emergent religious minorities, the historical context and precedent for religious diversity, and "American" responses. Ethnographic perspectives will illuminate issues of change, such as acculturation and syncretism. Students will be expected to participate in field trips to religious institutions in the area.

**RELGN 316E****Contemporary Am Jewish Drama****Prof. Merwin**

This course examines the treatment of issues of Jewish identity, Holocaust memory, intermarriage and assimilation in the works of writers like Tony Kushner, David Mamet, Wendy Wasserstein, Donald Margulies, Jon Robin Baitz, Richard Greenberg and Herb Gardner. A field trip to a current production will be a feature of this course.

**RELGN 318C****Myth of Passion****Prof. Cozort**

Some of us believe in God, and some of us don't, but we all believe in love. Some say that the belief in romantic love is the most important belief in culture, a myth that assigns to passion the highest value and ennobles suffering and even death in its name. This course will examine the meanings of romantic love. Some understand it religiously, as a misguided quest for transcendence of the ordinary world in order to unite with the divine. Some understand it as a spiritual quest to integrate the disparate elements of the human psyche. Others see it as an attempt to heal wounds of childhood and recover the original sense of "relaxed joyfulness" with which we began life. From these bases we will examine the meaning of other forms of love, including the mature passionless love that all cultures say is the highest form of love but which the myth of passion calls a living death.

**RELGN 318F****Relig & Challenges of Science****Prof. Gilchrist**

Newton, Galileo, Darwin, Marx, and Freud are just a few of the natural and social scientists whose ideas have challenged traditional religious beliefs. Today some people assume that science and religion are incompatible, that the growth of science implies the end of religion. Others see no conflict at all, maintaining a commitment to science and religion. This course will examine the challenges to religion posed by natural and social sciences, and a variety of religious responses. Students need no particular expertise in science or religion to take the course just an interest in one of the great debates of the modern era.

**RELGN 320A****Varieties of Hinduism****Prof. Brackett**

"Hinduism" is a term that conventionally refers to vastly diverse phenomena. This course aims to assess both the diversity and underlying unity that comprises Hinduism. We do this by introducing some of the most important and characteristic Hindu traditions of a single region of India. By taking this approach, we will be able to see the relationships between local Hindu traditions and one area's sense of history, language, literature, ecological setting, gods and goddesses, festivals, pilgrimages, temples, and holy persons. Moreover, our attention to a single area allows us to see more clearly the unifying themes that link local expressions of Hinduism to an "all-India Hinduism."

**SCNCE 258B****Writing Science News****Prof. Wright**

Writing Science News: Science majors will study how science research news has reached the public through print and broadcast media. Goals and pitfalls of interpreting science news for lay audiences will be considered. Emphasis will be on practical skills for writing about science research including background investigation, interviewing scientist, and writing and issuing news releases. Final project for each student will be a news release based on science research news at Dickinson. This course fulfills the "W" requirement.

**SOCIO 230J****Consumer Culture****Prof. Schubert**

The sociology of consumerism is a major specialty in European sociology, and is only recently receiving attention by American sociologists. In this class we will examine the increasing importance of consumerism in daily life and the degree to which culture has become commercialized. We will discuss the sign value of commodities, as well as the shift from a stratification system based on the relationship to the means of production to one based on styles and patterns of consumption. We will also concern ourselves with the relationships between consumption and more traditional sociological concerns such as gender, race, and social class.

**SOCIO 230K****Sociology of Health & Illness****Prof. Schubert**

An examination of the theories and practices which contribute to the development of a sociological understanding of medicine, health and illness. Social epidemiology, health care systems, stigma, medication, suffering, and death, are some of the phenomena considered.

**SOCIO 230V****Political Sociology****Prof. Ransom**

In the late nineteenth and early part of the twentieth centuries, a number of classic thinkers wrote important works on how societies grow, prosper, and decline. As part of this effort, they also contributed greatly to our understanding of how individuals and groups function in those societies. Are individuals being "crushed" by the societies they live in? Do societies "progress" from primitive to evolved states? Understanding the work of these central thinkers is crucial to evaluating the world we live in. We will read and discuss Marx, Comte, Weber, Durkheim, Simmel and Adam Smith, among others.

**SOCIO 390B****Sociology of Violence****Prof. Rose**

While dealing with broad conceptualizations of violence, this course will focus on gender conflict and sexual violence in the context of domestic and international disputes. Pre-requisite: permission of instructor

**SOCIO 390F****Soc Persp on the Body****Prof. Israel**

Analysis from a social/cultural point of view of body-linked phenomena such as fatness, anorexia and bulimia, discriminating dining vs. junk foods, weight-lifting and running. Pre-requisite: permission of instructor

**SPAN 400E****The Medieval Song****Prof. Quintanar**

This course introduces the student to the study of the Middle Ages and the Early Modern periods by examining the fusion of words and music produced in Medieval and Early Modern Europe. The core of the course uses modern technology to examine manuscript images, manuscript transcriptions, translations into English, and musical renditions. The material is studied comparatively and focuses on textual context, thematic convention (literary as well as musical), as well as cultural content.

**SPAN 400F****Politics-Listening Puerto Rico****Prof. Luna**

This class will consider different linguistic politics in Puerto Rican literature and culture. We will focus on issues such as orality and literacy, bilingualism, the mother tongue, linguistic utopias, national polemics on language, and the relation between high and popular cultures. Reading selections include texts by Llorens Torres, Pales Matos, Pedro Salinas, Luis Rafael Sanchez and Servando Echeandia.

**SPAN 410F****Cervantes' Don Quixote****Prof. Rodriguez**

An in-depth study of Cervantes' masterpiece. We will pay close attention to the narrative technique, the many innovations introduced throughout the novel, and the significance of Cervantes' creation for later developments in literature. The whole novel will be read in Spanish. Pre-requisite: SPAN 243 and major/minor in Spanish

**WOMST 201A****Mod Jap Wom Writers in Trans****Prof. Suzuki**

(Modern Japanese Women Writers in Translation) This course examines fiction (in translation) by Japanese female writers from 1895-1990s. By focusing on works that engage with ideas of the "home" and the "woman's place," we will explore texts within the historical and cultural contexts.

Fall 2002

Last updated 8/19/02

**A&AH 205H****Prehistoric Aegean Art & Arch****Prof. Maggidis**

A general introduction to the art and archaeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade posts and colonies in Asia Minor, Cyprus, Syropalestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery, sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple functions of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilizations. Visits to archaeological collections and Museums.

**A&AH 205J****Greek Art & Archaeology****Prof. Maggidis**

A general introduction to the art and archaeology of ancient Greece from Prehistoric to Hellenistic times: Bronze Age civilizations (Cycladic, NE Aegean and Trojan, Minoan, Helladic/Mycenaean); Protogeometric, Geometric, Archaic, Classical, and Hellenistic Greece. A survey of architecture (temple, secular, funerary), sculpture, vase-painting, monumental painting, metalwork, and minor arts of these periods, both on mainland Greece and in the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily); comparative study of typological, iconographical, stylistic, and technical aspects and developments; styles and schools, regional trends. Historical contextualization of ancient Greek art and brief consideration of socio-economic patterns, political organization, religion, and writing. Evaluation of the ancient Greek artistic legacy and contribution to civilization. Field trips to archaeological collections and Museums.

**AMST 200L****American Music and Cultural Politics****Prof. Seiler**

This course will consider popular music as both an expression of, and a transformative force within, American Culture. Beginning with the nineteenth century and the emergence of recorded music, we will look at (and listen to) the ways in which popular music has participated in continuing, often volatile, dialogues about race, gender, class, sexuality, and nation up to our moment in history. Rather than be structured chronologically, the format of the class will be modular, with each module lasting approximately two weeks. The first three modules on theory and aesthetics, popular music and identity, and the music industry will provide us with the analytical tools for thinking and writing about the genres we will discuss more specifically in the course's second half blues, "race" music, hillbilly/country, ragtime, swing, bebop, rhythm & blues, rock and roll, folk, rap/hip-hop, funk, punk, metal, and "alternative."

**AMST 200M****Popular Culture in American Art****Prof. Lee**

This course considers "the popular" in American art in several different ways. We will focus on how artists have represented popular experience, including tourism, sports, mass entertainment such as the movies, amusement parks and shopping. Special interests will be taken in Andy Warhol and the 1960s Pop art movement, which forever blurred the boundaries between "high" and "low" art. (A field trip to the Warhol Museum in Pittsburgh will be part of the course.) We will also look at "popular" painters, including Grandma Moses and Norma Rockwell, to consider how their images do and do not differ from their contemporaries in the "high" art world. Relatedly, the course will address how "high" art painters have been treated in mass media forms, including film and the popular press.

**AMST 200O****Crossing Borders: Sites of Memory****Profs. O'Brien & Rose**

Crossing Borders is a program that brings together students from Spelman, Xavier, and Dickinson for inter-cultural explorations in Cameroon; the Sea Islands of South Carolina and Georgia; Central Pennsylvania, Atlanta, and New Orleans. For more information on the program, contact Kari McGriff in Global Education ([mcgriffk@dickinson.edu](mailto:mcgriffk@dickinson.edu)), Prof. O'Brien ([obrien@dickinson.edu](mailto:obrien@dickinson.edu)), or Prof. Rose ([rose@dickinson.edu](mailto:rose@dickinson.edu)).

Course Description: In the Crossing Borders course: "Sites of Memory," taught by O'Brien and Rose, we will explore African American history and community building through official and unofficial sites of memory. Our sources will include: interviews, oral histories, memoirs, music, museums, cemeteries, public monuments, and documentaries. We will be reading works by W. B. DuBois, Gloria Naylor, Zora Neale Hurston, Alice Walker, Michel Rolph-Trouillot, Kirk Savage, Fabre and O'Meally. The course will begin a week early with a field trip to the Sea Islands where the Gullah culture, which originated in West Africa, still endures.

**AMST 200P****Diasporic America: Rethink Div****Prof. Goldschmidt**

The United States has always been a "nation of immigrants" -- populated, in large part, by people whose "roots" lie elsewhere. But how are we to understand the complex relationships between transnational migrants, their places of origin, and their adapted homes? It is often assumed that immigrant communities cut most ties to their sending countries -- and often enough they do. But increasing numbers of immigrants maintain enduring links to their places of origin, while also participating fully in American society. These diasporic peoples live in two, or more, worlds -- and thus transgress the conceptual and political boundaries of the nation-state. This course will examine the complex fabric of diasporic community life. How, we will ask, might we reimagine America as a nexus of overlapping diasporas? Students will read theoretical literatures on transnationalism and diaspora, as well as ethnographic case-studies of American immigrant communities (including Hasidic Jews, Afro-Caribbean peoples, Mexicans, and others). Along with other assignments, students may conduct original field research in a local immigrant community.



**ANTHR 101****Anthropology for the 21st Century****Profs. Enge & Hill**

This course is team-taught by anthropology faculty. Its primary focus is on cultural anthropology, or the comparative study of human diversity across cultures. Guest lecturers will also contribute perspectives from other subfields within anthropology, namely archaeology, biological anthropology and linguistic anthropology. The goal is to demonstrate how anthropological perspectives enlighten our understanding of contemporary social phenomena and problems, highlighting the relevance of the anthropology to everyday lives and especially to issues of human diversity. Open to freshmen and sophomores only. Offered every semester.

**ANTHR 245K****Racial & Ethnic ID in East Asia****Prof. Zhou**

Racial and ethnic identities have had a crucial and deep impact on the modernization and nation-building processes in East Asia (China, Japan, and Korea). This course surveys the development of racial identities in East Asia, analyzes the concept(s) of these identities, and examines the influences of these identities on relations within East Asian countries and on East Asia's relationship with the rest of the world. The course will also survey issues in ethnic identities in East Asia and examine how such identities have shaped ethnic relations in East Asian countries, particularly in China. Teaching materials include scholarly books, journal articles, and audio/visual materials. Course objectives will be achieved through lectures, readings, discussions, group activities, research papers, class presentations, quizzes, and a final take-home examination.

**ANTHR 245L****Diasporic America: Rethink Div****Prof. Goldschmidt**

The United States has always been a "nation of immigrants" -- populated, in large part, by people whose "roots" lie elsewhere. But how are we to understand the complex relationships between transnational migrants, their places of origin, and their adapted homes? It is often assumed that immigrant communities cut most ties to their sending countries -- and often enough they do. But increasing numbers of immigrants maintain enduring links to their places of origin, while also participating fully in American society. These diasporic peoples live in two, or more, worlds -- and thus transgress the conceptual and political boundaries of the nation-state. This course will examine the complex fabric of diasporic community life. How, we will ask, might we reimagine America as a nexus of overlapping diasporas? Students will read theoretical literatures on transnationalism and diaspora, as well as ethnographic case-studies of American immigrant communities (including Hasidic Jews, Afro-Caribbean peoples, Mexicans, and others). Along with other assignments, students may conduct original field research in a local immigrant community.

**ARCH 120****Greek Art & Archaeology****Prof. Maggidis**

A general introduction to the art and archaeology of ancient Greece from Prehistoric to Hellenistic times: Bronze Age civilizations (Cycladic, NE Aegean and Trojan, Minoan, Helladic/Mycenaean); Protogeometric, Geometric, Archaic, Classical, and Hellenistic Greece. A survey of architecture (temple, secular, funerary), sculpture, vase-painting, monumental painting, metalwork, and minor arts of these periods, both on mainland Greece and in the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily); comparative study of typological, iconographical, stylistic, and technical aspects and developments; styles and schools, regional trends. Historical contextualization of ancient Greek art and brief consideration of socio-economic patterns, political organization, religion, and writing. Evaluation of the ancient Greek artistic legacy and contribution to civilization. Field trips to archaeological collections and Museums. Cross-listed as CLCIV 221.

**ARCH 210****Prehistoric Aegean Art & Arch****Prof. Maggidis**

A general introduction to the art and archaeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade posts and colonies in Asia Minor, Cyprus, Syro-palestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery, sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple functions of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilizations. Visits to archaeological collections and Museums.

**CHEM 490D****Organometallic Chemistry****Prof. Bengali**

Organometallic chemistry, the chemistry of compounds containing metal-carbon bonds, is one of the most interesting and rapidly growing areas of chemical research. In this course we will begin by focusing on the fundamentals of structure and bonding in organometallic complexes. We will then explore the reaction chemistry of these molecules and their applications in organic synthesis. Finally, we will study the uses of these compounds in homogenous catalytic processes, an application that is of tremendous importance in the chemical industry.

**CLCIV 200B****Prehistoric Aegean Art & Arch****Prof. Maggidis**

A general introduction to the art and archaeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade posts and colonies in Asia Minor, Cyprus, Syro-palestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery, sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple functions of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilizations. Visits to archaeological collections and Museums.

**CLCIV 221****Greek Art & Archaeology****Prof. Maggidis**

A general introduction to the art and archaeology of ancient Greece from Prehistoric to Hellenistic times: Bronze Age civilizations (Cycladic, NE Aegean and Trojan, Minoan, Helladic/Mycenaean); Proto-geometric, Geometric, Archaic, Classical, and Hellenistic Greece. A survey of architecture (temple, secular, funerary), sculpture, vase-painting, monumental painting, metalwork, and minor arts of these periods, both on mainland Greece and in the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily); comparative study of typological, iconographical, stylistic, and technical aspects and developments; styles and schools, regional trends. Historical contextualization of ancient Greek art and brief consideration of socio-economic patterns, political organization, religion, and writing. Evaluation of the ancient Greek artistic legacy and contribution to civilization. Field trips to archaeological collections and Museums. Cross-listed as ARCH 120.

**EASIA 205G****Racial & Ethnic ID in East Asia****Prof. Zhou**

Racial and ethnic identities have had a crucial and deep impact on the modernization and nation-building processes in East Asia (China, Japan, and Korea). This course surveys the development of racial identities in East Asia, analyzes the concept(s) of these identities, and examines the influences of these identities on relations within East Asian countries and on East Asia's relationship with the rest of the world. The course will also survey issues in ethnic identities in East Asia and examine how such identities have shaped ethnic relations in East Asian countries, particularly in China. Teaching materials include scholarly books, journal articles, and audio/visual materials. Course objectives will be achieved through lectures, readings, discussions, group activities, research papers, class presentations, quizzes, and a final take-home examination. This course will fulfill the Division II requirement only.

**EASIA 206H****Law, Politics, and Society in East Asia****Prof. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the "overlap" between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States.

**ECON 314B****Comparative Economics Systems****Prof. Koont**

This course considers in detail economics systems that are different in significant ways from the economy of the United States. Some of the economies we will study are "socialist" by self-definition: the historical example of the USSR, as well as current "Third World" societies such as Cuba and China. We will also consider the case of Japan, another "advanced" capitalist economy with different features than the United States, as well as some examples from Europe, such as Germany and Sweden. In addition, we will address methodological, theoretical and empirical issues that arise in the attempt to study these economies comparatively.

**ENGL 101AQ****Continuities and Discontinuities in American Literature****Prof. Winston**

This course will look at three groups of American authors in order to trace similarities and differences in American literature from the early 19th century (probably in Poe, Hawthorne, and Melville) through the later 19th century (probably in Chopin, Jewett, Crane, and Wharton) to the later 20th century (probably in Cheever, Pynchon, and Mason). We will emphasize close, careful reading and thoughtful critical writing.

**ENGL 101AW****The Anxious Empire****Prof. Homberger**

This course will examine the themes, motifs and defining issues of Empire as they were imaginatively conceived by writers of fiction during the Victorian period. The expansion of the British Empire was as much a textual conquest as a consolidation of military power, and the 'imperial archive' of fictions we will read during the semester all position the British Empire as an idea which was sharply contested. Characterized by mastery and confidence and by marked by apprehension, bewilderment and anxiety, the empire posed many problems for Victorian writers and readers. The novels and short stories we will look at during the semester explore different races, environments and cultures, both challenging and reinforcing established ideas about 'home', 'moral superiority' and 'race'. We will consider the influence of the literature of Empire on a shifting and unstable British cultural identity and the impact of Empire on British culture and values.

**ENGL 101BC****The Beat Generation****Prof. Kupetz**

Constantly migrating between New York, San Francisco, and Furthur, the Beat Generation produced literature that continues to infuriate some, to inspire other, and to incite debate. By looking at the New York and San Francisco Beats as distinct communities, by placing those communities in a historic context, and by examining the religious vision(s) that wove them together, we endeavor to develop an understanding of the Beat vision. This course will examine poems, novels, essays, spoken word performances, jazz, and film to discover the "jewel-center." There will be the usual samsara of papers, projects, and exams.

**ENGL 101BD****Word, Line, Stanza: Intro to Poetic Form****Prof. Kupetz**

Poetry is an organism, a living thing. Its forms and structures mutate, evolve, become the "hundreds of things coming together at the right moment." Using prosody as a lens, students will critically read and write about a wide range of poets and texts, as they begin to uncover the many ways in which poetry can make meaning, can coax the "soul out of the tree."

**ENGL 101BG****Fiction of the Suburbs****Prof. Gill**

In this course, we'll read, discuss, and write about works of fiction set in the American suburbs. We'll examine the ways in which suburbia-its inhabitants, culture, values-is represented by writers such as Evan Connell, Jr., John Cheever, Richard Yates, John Updike, Philip Roth, Rick Moody, Jeffrey Eugenides, and A. M. Homes.

**ENGL 101C****African-American Literature****Prof. Seldon**

Our classroom readings will introduce you to the imaginative writings of African Americans. We will explore the repetitions, tropes, and intertextuality that help to define the African-American literary tradition. Starting in the nineteenth-century and ending with contemporary America, we will read texts by Charles Chestnutt, Toni Morrison, Richard Wright, Maya Angelou, James Baldwin and Zora Neale Hurston.

**ENGL 101G****From Novel to Film****Prof. Reed**

This course cultivates rigorous skills of literary and filmic analysis. Looking at film "remakes" of novels will highlight the capabilities and limitations of the two media and the ways narratives reflect the specific values and concerns of their eras of creation. Possible "pairings": Silence of the Lambs; Black Robe; Dracula; Mary Reilly; Remains of the Day; and The English Patient.

**ENGL 101P****All Stories Are True****Prof. Chilson**

We often divide literature by genre - fiction or nonfiction - and equate truth with one more than the other. In this class we will explore the boundaries of truth - what does it mean to be a "true" story? What if the story is based on true events? What are the differences? Books we will read may include Into Thin Air; In Cold Blood; Girl, Interrupted; and The Things They Carried.

**ENGL 212E****Writing About Food and Culture****Prof. Su**

Are you what you eat? Where did you get your taste for sushi, lamb korma, apple tart, and Peking duck (not all at the same time), and what do these tastes reveal about you? In this nation of immigrants, eating habits are often telling, as each group, including the Pilgrims, has had to remake itself in a new land while trying to retain a sense of who they were. New groups are constantly arriving and undergoing similar transformations. As a result, it's nearly impossible to write about American food without having to constantly redefine American culture. The writers we will discuss are likely to be: Madison Smartt Bell, Wendell Berry, John T. Edge, Jeffrey Eugenides, Jessica Harris, Gish Jen, Patrick Kuh, Mark Kurlansky, Jill McCorkle, Molly O'Neill, Ruth Reichl, and Jeffrey Steingarten. You'll write and revise four essays, one of which may be a critical review.

**ENGL 212G****Writing About Society****Prof. Homberger**

In this course we will examine the body of texts which formatively shaped the way that Victorians perceived 'darkest' and 'outcast' society: the writings of urban and social investigators. Considering the intentions, interpretations and outcomes of polemical writing (paying specific attention to narrative and stylistic devices and strategies, the issues posed by the readership of their accounts and the value? judgments and biases of the writers themselves), we will become ourselves social investigators. Throughout the course, you will develop the skills necessary to recognize the techniques, issues and problems posed by observing and writing about society in Carlisle and further afield. We will explore different writing techniques, looking at how they work and how they don't work: description, summary, narration, argumentation, analysis, and interpretation. The aim of the course is to enable students to investigate, think and write about society in new and more powerful ways.

**ENGL 350A****Marie de France****Prof. Reed**

Marie de France is one of the sole women whom we know wrote poetry for a courtly audience in the High Middle Ages. We shall read all three of her surviving works: the romantic Lais, the didactic Fables, and the doctrinal thriller, St. Patrick's Purgatory. Emphasis will be on setting Marie's works in their cultural contexts, and on exploring their significance "in conversation with" other critics, published and unpublished.

**ENGL 389A****Contemporary Scottish Fiction****Prof. Winston**

Some of the most exciting and vibrant fiction produced in Great Britain today comes from Scotland and its writers. In this course we will examine a representative selection of the current crop of prose fiction in a variety of genres. We will begin with one or two examples of "traditional" fiction, to identify models with which to contrast today's writing. Requirements: conscientious preparation, regular attendance and active participation; one short essay, a critical research paper, and a final (take-home) essay or essays.

**ENGL 392B****Shakespeare: The Psychology of the Tragic Hero****Prof. Kranz**

The brilliant literary polymath Harold Bloom, reader of dense novels at a single sitting, memorizer of half their pages simultaneously, a MacArthur Fellow and former professor at Harvard and Yale, states without qualification that "Shakespeare is the Western Canon." What makes Shakespeare distinctively number one is his "power of representation of human character and personality." Without Shakespeare, Bloom contends, there would be no Freud.

This course will begin with the assumption that Bloom is right. We'll look at Shakespeare's deepest probes into the souls of humanity: the tragic heroes. From Julius Caesar to Cleopatra, from King John to King Lear, we'll explore the psyches of the Bard's heroes, using later psychological theorists (e.g., Freud, Lacan, Winnicott, Chodorow, et al.) and/or criticism based on their theories. Simultaneously, however, we'll test Bloom's contention that psychology is the source of Shakespeare's greatness. Opposing theories of dramatic character, contending perspectives suggesting both formal and cultural limits to Shakespeare's originality, different views of the essence of Bardolatrous primacy, and a contrasting non-Shakespearean text will be considered alongside the psychological paradigm. In addition, to make the plays come alive, cinematic versions will be shown and a field trip to see a Shakespearean production is possible. Two papers, final exam.

**ENGL 403L****Bloomsbury & the Idea of the Literary Circle****Prof. Moffat**

"The Bloomsbury Group" is the title literary critics have assigned a group of friends??writers, artists, and activists??Who lived with and loved one another, and forged British modernism in a variety of genres at the turn of the 20th century. The name comes from an area in London, near the University of London, where they moved as young adults after the deaths of their parents; some of the members of the group repudiated the tag, but not the concept of an artistic "circle" of friends. We will read fiction and non-fiction by Virginia Woolf, E.M. Forster, J.M. Keynes, Clive Bell; and look at paintings and sculpture by Vanessa Bell, Duncan Grant, Roger Fry, and Henry Gaudier/Brezka. These artists wanted to know: what is true friendship? How can art reflect consciousness? is sexuality a fixed category? Can we make the world a better place? The readings will invite students to contemplate other artistic "circles" and write about collaboration and cultural synergy. Short paper, annotated bibliography, oral report, research paper; collaborative work will be encouraged.

**ENGL 403M****Moby-Dick and Its Contexts****Prof. Winston**

We will examine Moby Dick in the context of 19th-century American novels of the sea (like Cooper's *The Pilot*, Poe's *The Narrative of Arthur Gordon Pym*, and Dana's *Two Years Before the Mast*); recent revisions of the form (like Andrea Barrett's *The Voyage of the Narwhal* and Kneale's *English Passengers*); accounts of the sinking of the whaleship *Essex* (especially those by Owen Chase and Thomas Nickerson); other fiction by Melville (like *Typee*, "Benito Cereno," *Billy Budd*); and a variety of recent critical approaches to our central text, Melville's masterpiece. Requirements: conscientious preparation, regular attendance, active participation; students will be asked to present some combination (yet to be determined) of short essay, longer critical research essay, oral report, and annotated bibliography.

**FRNCH 240B****Paris: The Epicenter****Prof. Beaudry**

The pre-eminence of Paris as the capital of France emerges as early as the year 1000. The French monarchs restored the ancient Roman palace on the Ile de la Cite and the fortifications on the Left Bank of the Seine, and developed the Right Bank, protecting it with the construction of the Louvre. The city has been the epicenter of French intellectual, cultural and political life since the Middle Ages. The French Revolution, said to have lasted 100 years by the historian Francois Furet, was played out in its streets. It continues to retain its political hegemony over the Hexagon. The cultural prestige of the City of Lights has made it an attraction for over 6 million visitors per annum. In this course we will follow the evolution of this Parisian predominance, across the last millennium, and, most especially, during the nineteenth century, as France finally emerges as a modern democratic state.

**FRNCH 362D****Love & Marriage in 17th & 18th Century Literature****Prof. Beaudry**

We will examine the concept and conventions of love and the institution of marriage in France during the reigns of Louis XIV, XV, and XVI. We will read Mother's *Don Juan*, Madame de Lafayette's *La Nouvelle Heloise*, Beaumarchais's *Le Mariage de Figaro*, and certain letters from Laclos's *Les Liaisons dangereuses*.

**GERMN 250E****Confronting the Nazi Past****Prof. Rollfinke**

This course will examine to what degree German writers have honestly acknowledged the Nazi mentality and its impact on historical events. We will begin with the earliest depictions of World War II and the Holocaust by such writers as the Nobel laureates Heinrich Böll and Günter Grass and will end with some of the most recent portrayals by such authors as Bernhard Schlink and Elisabeth Reichart. The course will be taught in English.

**HIST 211G**  
**History of Ethnic America**  
**Prof. Keller**

This course will examine the specific histories of American Ethnic groups from the first colonial settlements to the present day. Major groups of interest will be the Germans, Irish, and Scandinavians of the "old immigration" and the Italians, Jews, Slavs, and Asians of the "new immigration." Primary themes to be discussed include nativism, Americanization, the role of religion, the plight of minorities in wartime, and inter-ethnic relations.

**HIST 213B**  
**The Crusades**  
**Prof. Weinberger**

This course will focus on the crusade movement in Western Europe from the late 11th through the 13th century. It will deal with such issues as the theoretical foundations, origins, goals and achievements, and failures of the crusades. We will read primary sources drawn from the four cultural/ethnic groups involved in the crusades: Western Christians, Jews, Byzantine Greeks, and Moslems. We shall also attempt to understand how each of the four cultures regarded the crusades.

**HIST 213H**  
**Modern European Women's History**  
**Prof. Sweeney**

This course explores European women's lives, voices, and images since 1789. In the first half, we examine 19th century women at work, in the home and in politics. In the second half, we study the rise of the "modern woman" and the effects of World War I and World War II on women.

**HIST 404G**  
**Comparative History**  
**Prof. Borges**

This senior seminar will focus on the characteristics and possibilities of the comparative method for the study of history. During the first part of the course, we will discuss the methodological aspects of this analytical approach and its historiography. During the second part, students will apply this approach to a particular topic. Topics could be chosen from a variety of periods and geographic areas, according to students' interests and availability of resources.

**HIST 404L**  
**Topics Europe History, 1945-2000**  
**Prof. Rhyne**

More than half a century has passed since the end of World War II. These are years of dramatic changes in Europe and the world beyond. It seems appropriate here at the beginning of a new century to try to assess the last half of the 20th Century, in part as preparation for living in the next one. This seminar will deal with a number of major issues, including the Cold War, decolonization, the process of European unification, globalization, and Europe's changing geopolitical role.

**IB&M 300M**  
**International Financial Architecture**  
**Prof. Fratantuono**

From 1997-1999, several countries of the world were engulfed in a series of crises that ultimately threatened the viability of the international financial system. In the aftermath, analysts proposed revisions to the international financial architecture, the institutions and policies designed to prevent and respond to future crises. In this interdisciplinary course, we will use the perspectives of history, political science economics, and business to examine and evaluate the evolution of the international monetary and financial system over the past 130 years, the events surrounding the crises, and the proposals for fixing the architecture.

**IB&M 300T**  
**Concepts/Issues in Leadership**  
**Prof. Ulmer**

This course is an interdisciplinary overview of the concepts and issues useful for understanding leaders and the leadership process. It is, essentially, "What a liberal arts college graduate should find helpful in order to participate effectively in contemporary discussions about leaders - their styles, effectiveness, and responsibilities." Ethical issues involved in leading, self-development for leadership, and leader roles as exemplar and coach will be explored. Students will formulate their personal philosophies of leadership, and have the opportunity to compare theirs with those of students at the Army War College in three joint sessions. Student teams will also develop criteria for "model leaders" in the 21st Century. (Includes 2-3 late afternoon or evening sessions with Army War College students.)

**ITAL 320B****Umberto Eco: Theory & Fiction****Prof. Pagano**

Umberto Eco is the most prominent intellectual in Italy today. His essays on Semiotics and cultural criticism have been very influential, and his historical novels, despite their complexity, have become global bestsellers. In this course, we will read his most representative theoretical works, which began to be published in the sixties. We are also going to examine his two major novels, *The Name of the Rose* and *Foucault's Pendulum*, and try to understand them in the context of postmodern theory. Texts for this class will be available both in English and Italian. Lectures will be in English, with separate discussion groups in Italian for Italian Studies majors and other interested students.

**PHILO 261N****Existentialism****Prof. Wahman**

Existentialism is a 20th Century philosophical movement that deals with such problems as alienation, freedom, individuality, and self creation. In this course, we will consider the paradoxical problems faced by free, contingent, and isolated individuals in creating a meaningful and purposeful life.

**POLCY 350E****Concepts/Issues in Leadership****Prof. Ulmer**

This course is an interdisciplinary overview of the concepts and issues useful for understanding leaders and the leadership process. It is, essentially, "What a liberal arts college graduate should find helpful in order to participate effectively in contemporary discussions about leaders - their styles, effectiveness, and responsibilities." Ethical issues involved in leading, self-development for leadership, and leader roles as exemplar and coach will be explored. Students will formulate their personal philosophies of leadership, and have the opportunity to compare theirs with those of students at the Army War College in three joint sessions. Student teams will also develop criteria for "model leaders" in the 21st Century. (Includes 2-3 late afternoon or evening sessions with Army War College students.)

**POLSC 290AE****Juvenile Justice****Prof. Cherry**

This course will examine the Juvenile Justice System including its history, changing emphasis and current trends. The system will be viewed from the point of entry into the system until final disposition. Various treatment alternatives, including rehabilitation, will also be examined.

**POLSC 290AF****Concepts/Issues in Leadership****Prof. Ulmer**

This course is an interdisciplinary overview of the concepts and issues useful for understanding leaders and the leadership process. It is, essentially, "What a liberal arts college graduate should find helpful in order to participate effectively in contemporary discussions about leaders - their styles, effectiveness, and responsibilities." Ethical issues involved in leading, self-development for leadership, and leader roles as exemplar and coach will be explored. Students will formulate their personal philosophies of leadership, and have the opportunity to compare theirs with those of students at the Army War College in three joint sessions. Student's teams will also develop criteria for "model leaders" in the 21st Century. (Includes 2-3 late afternoon or evening sessions with Army War College students.)

**POLSC 290AG****Public Advocacy & Negotiation****Prof. Guido**

This course will focus on the role of the advocate in the law- and policy-making process. We will consider various types of advocacy (public debate, negotiation, litigation, public relations, etc.) as well as compare and contrast the advocate's role in different forums (legislatures, courts, administrative agencies, the press, etc.) The ethical rules governing advocacy and several in-depth studies of landmark transitions in American law and/or public policy will be included in the course.

**POLSC 290AH****Law, Politics, and Society in East Asia****Prof. Diamant**

This course examines how people in East Asia use institutions to obtain justice and how these efforts help illustrate the "overlap" between law, politics, and society in countries like China and Japan. Instead of assuming a single conception of how law works and what law means, we will focus on the wide variation found among Asian countries, social classes, and urban and rural areas as people seek to remedy what they regard as travesties of justice. Unlike the West where such remedial action is usually pursued through courts, in Asia we must also focus on the ways certain social relationships, like landlord and peasant, and certain institutions like village mediation committees and roles like mediator, serve as a framework for seeking or thwarting justice. Such considerations are crucial in determining where Asian judicial systems converge with and diverge from Western models like that of the United States.

**POLSC 290X**  
**State & Local Politics**  
**Prof. Masland**

The standard assumption that all political power resides in Washington, D.C. is incorrect. As citizens, we are in fact impacted more frequently, and often more significantly, by the unassuming politicians who occupy our town halls and state capitals than by our national politicians. This course will present the facts about these power brokers and explain why it is that "all politics is local."

**POLSC 290Z**  
**Chinese Foreign Policy**  
**Prof. Scobell**

This course provides an overview of the foreign relations of the People's Republic of China (PRC) with attention to key bilateral relationships, including those with the United States and the Russian Federation. The course also explores important functional areas such as security, human rights, and economics. The sources of PRC foreign policy, including historical legacies, cultural traditions, and domestic political dynamics will be examined. The course will also assess the external challenges currently facing the PRC and explore the impact of the international system on China. The main focus is on the PRC. However, foreign relations in dynastic China (pre-1911), the Republican era (1911-1949), as well as what has become known as "Greater China" (Taiwan, Hong Kong, Macao, and the Chinese diaspora) are also examined.

**POLSC 390H**  
**Global Futures**  
**Prof. Bova**

Is the 21st century ushering in a new world order or a new world disorder? Is globalization creating a unified global culture, or will we witness a new clash of civilizations? Are democracy and markets the wave of the future, or will authoritarianism and statism reemerge as dominant forces? Is war becoming obsolete, or will it become more frequent and more deadly? Through close reading and discussion of a series of provocative books, we will address these and other debates about the future of world politics.

**POLSC 390L**  
**Revolution**  
**Prof. Ransom**

The purpose of the course is to come to an understanding of the peculiar role that revolutions have played in the modern era. What is a revolution and what has motivated groups to have them? What has this particular political device meant for those who used it? What, if anything, might replace the Revolution as it begins to fade in world history?

**PSYCH 380B**  
**Research Methods in Observational Studies**  
**Prof. Barber**

Each culture is unique in its understanding and beliefs regarding human nature. These differences can lead to varied perceptions of self, in-group and out-group members, time, politics, social distance and social expectations. This course is designed to support student investigation into these cultural and subcultural differences as students generate, conduct, analyze and prepare written reports of observational, survey, correlational or experimental study designs on various topics in cross-cultural psychology, stereotypes and intercultural conflict.

**PSYCH 380C**  
**Resch Meth in Drugs & Learning**  
**Prof. Rauhut**

Investigates biological underpinnings of basic operant and classical conditioning processes. Uses animal models to explore implications for psychopathology, addiction, etc.

**PSYCH 480G**  
**Dreams & Their Interpreters**  
**Prof. Abrams**

Dreams have a peculiar status in psychology: everyone dreams and nearly everyone remembers and talks about his or her dreams (to no end, sometimes), and they're a basic feature of our mental life, and yet, compared with other basic features of mental life like, say, language comprehension, very little is understood about them. There have been many theories of why we dream, but no single theory has gained any kind of wide acceptance among contemporary academic psychologists. So, rather than narrowly study any one not-very-widely-accepted theory or collection of theories, we'll instead review the fascinating history of theorizing about dreams by briefly inspecting each of the major theories (with a little extra time on the especially major ones). This historical approach should be interesting in its own right, and will, I hope, give us a broad perspective on the Western philosophical and psychological tradition of interpreting dreams and explaining their function.



**RELGN 241A****Art of Enlightenment****Staff**

An introduction to Buddhism, especially Tibetan Buddhism, by way of its "visual scriptures." The course will focus on iconography (the meaning of symbols), that is, how painting, sculpture, architecture, and other media communicate the essentials and subtleties of Buddhism, and on how these artifacts are incorporated into Buddhist practices.

**RELGN 260H****Competing Truths: Contemporary Conflicts and Religious Belief Systems****Prof. Staub**

A common characteristic across many religious systems is the belief in a "supreme Truth," specifically as revealed by a particular religion. Furthermore, many religious belief systems do not accept a division between "church and state," meaning that religious belief is not separated from action in the social, political arena. Conflicts result, infused with religious belief-based justification. This course will examine a variety of case studies--the contemporary Islamist movement in relation to the West, varying religious positions on abortion, religious belief in the neo-Nazi movement, and others. Through this course, we will examine the ethnography of belief and a theory of social process focusing on defining "Self" in relation to "Other."

**RELGN 312E****Reformation and Modernity****Prof. Gilchrist**

This seminar will examine the impact of the Protestant Reformation on modern and "postmodern" life. Beginning with Luther, Calvin, and the Radical Reformation, the course will consider the Counter-Reformation, liberal Protestantism, evangelicalism, and fundamentalism as they have helped to shape Western, and especially American, society. Students will research areas of particular interest to them, and present their findings in the context of the larger discussion.

**RELGN 314A****Religion and Social Ethics****Prof. Gilchrist**

Explores the relationship between religious values and ethical decision-making in the public arena. Topics will include issues of life and death (abortion, euthanasia, cloning, capital punishment), questions of economic justice (wealth and poverty), and the use of military force. Students will be encouraged to pursue their own areas of interest in greater detail.

**SOCIO 230E****Italian American Ethnicity****Prof. Israel**

This course will help you to evaluate the popular images of Italian-Americans as portrayed in fiction, film, and on television. It will give you a deeper understanding of what in the traditions and society of the old country has given rise to the behaviors which have then been stereotyped by the mass media. You will be introduced to the theoretical controversy regarding the concept of "ethnicity" in the field of sociology and how ethnicity is related to personal identity. Where relevant or helpful, parallels and contrasts may be made to other ethnic groups. A feature film or occasionally a documentary film will be shown each week and discussed in class. These will be films as well-known as *The Godfather* and *Moonstruck* along with lesser-known films like *True Love* and *Spike of Bensonhurst*.

**SOCIO 230T****Crossing Borders: Sites of Memory****Profs. O'Brien & Rose**

Crossing Borders is a program that brings together students from Spelman, Xavier, and Dickinson for inter-cultural explorations in Cameroon; the Sea Islands of South Carolina and Georgia; Central Pennsylvania, Atlanta, and New Orleans. For more information on the program, contact Kari McGriff in Global Education ([mcgriffk@dickinson.edu](mailto:mcgriffk@dickinson.edu)), Prof. O'Brien ([obrien@dickinson.edu](mailto:obrien@dickinson.edu)), or Prof. Rose ([rose@dickinson.edu](mailto:rose@dickinson.edu)).

Course Description: In the Crossing Borders course: "Sites of Memory," taught by O'Brien and Rose, we will explore African American history and community building through official and unofficial sites of memory. Our sources will include: interviews, oral histories, memoirs, music, museums, cemeteries, public monuments, and documentaries. We will be reading works by W. B. DuBois, Gloria Naylor, Zora Neale Hurston, Alice Walker, Michel Rolph-Trouillot, Kirk Savage, Fabre and O'Meally. The course will begin a week early with a field trip to the Sea Islands where the Gullah culture, which originated in West Africa, still endures.

## **SOCIO 230U**

### **Diasporic America: Rethink Div**

**Prof. Goldschmidt**

The United States has always been a "nation of immigrants" -- populated, in large part, by people whose "roots" lie elsewhere. But how are we to understand the complex relationships between transnational migrants, their places of origin, and their adapted homes? It is often assumed that immigrant communities cut most ties to their sending countries -- and often enough they do. But increasing numbers of immigrants maintain enduring links to their places of origin, while also participating fully in American society. These diasporic peoples live in two, or more, worlds -- and thus transgress the conceptual and political boundaries of the nation-state. This course will examine the complex fabric of diasporic community life. How, we will ask, might we reimagine America as a nexus of overlapping diasporas? Students will read theoretical literatures on transnationalism and diaspora, as well as ethnographic case-studies of American immigrant communities (including Hasidic Jews, Afro-Caribbean peoples, Mexicans, and others). Along with other assignments, students may conduct original field research in a local immigrant community.

## **SPAN 330**

### **Studies in 18th and 19th Century Spanish Texts**

**Prof. Liso**

This course will study representative authors from the 18th and 19th centuries in Spain. The main genres will be covered. The cultural, political and social context that produce the literary works will be an important ingredient of the course.

## **SPAN 331**

### **Studies on Latin American "Modernismo" and "Vanguardias"**

**Prof. Luna**

This course will analyze major literary and cultural trends in Latin America from 1880 to 1940. Emphasis will be given to writers such as Rubén Darío, José Martí, Delmira Agustini, César Vallejo and Luis Palés Matos; or to specific cultural phenomena such as the relations between modern society and literature.

## **SPAN 400D**

### **FEMININE SUBJECTIVITY AND NATIONAL IDENTITY IN THE WOMEN'S CINEMA IN MEXICO (1988-2001)**

**Prof. Robles-Cereceres**

This course analyzes selected narrative feature films, directed in Mexico during the last two decades by prominent women directors that have created a women's cinema/un cine de mujeres: María Novaro, Busi Cortés, Maryse Sistach, Dana Rotberg, Guita Schyfter, Isabelle Tardan, and Sabina Berman. This class focuses on how these women directors reconceptualize and retextualize women's position in the Mexican society, propose multidimensional feminine characters, and articulate a new female/national identity. Their films build an alternative feminine subjectivity as opposed to the traditional and unidimensional representation of woman related to the hegemonic patriarchal discourse of the Mexican state. These women directors are important members of the "new Mexican cinema", which was "the leading artistic cinema in Latin America" in the 90s (David Maciel and Joanne Hershfield, Mexico's Cinema 249). Some selected articles and a book about women filmmakers in Mexico will be discussed in class. Class will be taught in Spanish.

## **SPAN 410D**

### **The Libro de buen amor: Paradigm or Parody of Courtly Love?**

**Prof. Quintanar**

This course will study what has become known as today as romantic love as treated in the Medieval Spanish masterpiece the Libro de buen amor, by situating this concept in the cultural context of 13th century Spain. We will see how the multi-genre nature of the Libro de buen amor reflects the literary conventions of the time, and how these conventions reflect how love in its different manifestations, sexual through platonic, was understood. Woman as a feminine entity will be studied as the central force that drives the cultural phenomenon known as courtly love.

## **SPAN 410E**

### **Female Voices in Colonial Literature**

**Prof. Toral**

This course examines selected works by nuns in the colonial period and the way they have significantly contributed to a feminine tradition in Spanish American Literature. We will approach this female religious discourse as one which ultimately claims female authority and authorship through the process of writing. An important focus of attention will include the myths and stereotypes created by male authors in the colonial period. The texts will include "crónicas", poems, essays as well as forms of autobiographical writing.

**WOMST 300C**  
**Geography of Gender**  
**Prof. Merrill**

Feminist geographers play a prominent role in the development of new methods and theories for the study of human beings in physical and social space. This course charts the various contributions of feminists to a rethinking of the relationship between gender and social-space, place, and identity. Under this arch, the course will follow three themes. First, we will consider the restoration of women, colonized and otherwise marginalized subjects to the center of analysis. We will also consider the intersection between gender and other axes of differences and power. Second, we will explore the centrality of space to both domination, and feminist resistance. Third, the course will offer an opportunity to become acquainted with North American, Western European, African, diasporic and transnational situations in which gendered practices and representations are contested, negotiated, and transformed under conditions at multiple (local and global) geographical scales.

**WOMST 300E**  
**Modern European Women's History**  
**Prof. Sweeney**

This course explores European women's lives, voices, and images since 1789. In the first half, we examine 19th century women at work, in the home and in politics. In the second half, we study the rise of the "modern woman" and the effects of World War I and World War II on women.

Spring 2002  
Last updated 11/6/01

**A&AH 205E-01**  
**Afr, Oceanic, Native Amer Art**  
**Prof. Magee**

This class will survey the traditional and contemporary arts of African, Oceania, and Native America. It will employ cross-cultural comparisons of visual culture to investigate people's relationships with the natural world and spiritual realms, the role of arts in establishing and maintaining social order and status, and issues of cultural and individual identity.

**A&AH 315D-01**  
**Body in Contemporary Am Art**  
**Prof. Lee**

This class examines the arts of Africa from the 1960s through the present. It explores issues of tradition, colonialism and post-colonialism, globalization and internationalism, gender, sexuality and identity in the visual culture of Africans living on the continent and abroad.

**A&AH 391-01**  
**Africa in the Am Imagination**  
**Prof. Magee**

This course will explore the way the United States comes into contact with, reacts to and uses African imagery and motifs in its own cultural products. The class begins with examinations of the three primary contexts in which most Americans encounter African cultures: National Geographic, museum exhibitions and tourism. From there the class will look extensively at American popular culture. Among the items we will look at are Barbie, films (The Air Up There, Who Am I? and others) and advertising. Important ideas about race, nation, and economics underlie each context. The course examines the ways such ideas are reflected in cultural products as well as the ways these products help to create and shape these notions. It also analyzes the ways that ideas about and representations of African cultures are at the same time negotiations of Americans' understandings of themselves.

**AMST 200D-01**  
**American Capitalism**  
**Prof. Barone**

Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from Political Economy, American Studies, and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions such as the media.

**AMST 301P-01****New Directions in Amer Film****Prof. Mellerski**

What is the nature of the "New Wave" in Hollywood cinema of the late 60s and early 70s? Was a new vision of American society being proposed, or are these films superficially radical, yet internally conservative? In what ways did the cinema of this period translate its audience's ambivalent relationship to social and political change? In other words, did American audiences recognize themselves in Hollywood's cultural representations? To what extent did the films of the "New Wave" reinterpret classic genres? We will try to answer these questions as we study how competing voices on the Left and the Right in Hollywood cinema mediated the social and political change underway in the context of the Vietnam War and the Civil Rights movement.

**AMST 301R-01****Africa in the Am Imagination****Prof. Magee**

This course will explore the way the United States comes into contact with, reacts to and uses African imagery and motifs in its own cultural products. The class begins with examinations of the three primary contexts in which most Americans encounter African cultures: National Geographic, museum exhibitions and tourism. From there the class will look extensively at American popular culture. Among the items we will look at are Barbie, films (The Air Up There, Who Am I? and others) and advertising. Important ideas about race, nation, and economics underlie each context. The course examines the ways such ideas are reflected in cultural products as well as the ways these products help to create and shape these notions. It also analyzes the ways that ideas about and representations of African cultures are at the same time negotiations of Americans' understandings of themselves.

**AMST 301S-01****Body in Contemporary Am Art****Prof. Lee**

This class examines the arts of Africa from the 1960s through the present. It explores issues of tradition, colonialism and post-colonialism, globalization and internationalism, gender, sexuality and identity in the visual culture of Africans living on the continent and abroad.

**AMST 301T-01****Memory & Public History****Prof. Hirsh**

This course examines how Americans remember and memorialize historical places, people, and events through presentations in museums, historical sites, public sculpture, and film. Students will do original research and prepare proposals for historic markers and local history programs.

**AMST 302A-01****Workshop: Oral History****Prof. Rogers**

This course will consist of theory, practices and uses of oral history and life-history research and will include substantial experiences in fieldwork. Students will learn the art and craft of interviewing, archival and legal concerns, and interpretive problems.

**ANTHR 245J-01****Sociolinguistics****Prof. Zhou**

Sociolinguistics is the branch of linguistics which studies language as social and cultural phenomena. Language is inseparably associated with members of a society where it is spoken, and thus social factors are inevitably reflected in those members' speech. This course surveys topics on language and social class, language and ethnicity, language and gender, language and context, language and social interactions, language and nation, and language and geography. These topics show how language unites speakers as much as it divides speakers within a society and/or across societies. The topics are approached through lectures, class discussions, readings, and probably social surveys as well.

**ANTHR 345A-01****Gender and Colonialism****Prof. Hill**

In the colonial context, ideas about gender, race and "other" were all reshaped as new configurations of economic and political relation emerged. While classic colonial societies were those created by European expansionism, the course also considers communities of minority populations marginalized in the process of the creation of the modern nation-state.

**BIOL 412-01****Seminar****Prof. Bergsten**

Regulation of protein production is critical to the development and function of all living things. This course will emphasize primary literature and experimental techniques as we learn about how cells control the processes of transcription and translation in time and space.

**CLCIV 100-01****Greek & Roman Mythology****Prof. Francese**

A general introduction to the texts and narratives of the chief myths of Greece and Rome and their impact of Western civilization with special reference to music, sculpture, painting, and literature. MEMS majors will participate in additional lecture/classes by MEMS faculty throughout the semester, and will undertake a more specific research component for MEMS 200 credit.

**CLCIV 200B-01****Prehistoric Aegean Art & Arch****Prof. Maggidis**

A general introduction to the art and archeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade posts and colonies in Asia Minor, Cyprus, Syro-palestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery, sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple functions of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilizations. Visits to archaeological collections and Museums.

**CLCIV 200C-01****Greek Sculpture****Prof. Maggidis**

A thorough survey of ancient Greek sculpture from 1050 BC to 31 BC, with consideration of both mainland Greece and the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily). Daedalic, Archaic, Classical and Hellenistic periods; sculpture in the round and architectural sculpture, monumental and small-scale sculpture. Materials, techniques, and principles; subject matter and iconography, stylistic and technical developments; styles and regional trends; ancient Greek masters and their schools, legendary contests; consideration of ancient literary sources (including readings from Pausanias and Pliny the Elder) and Roman copies of Greek originals. Visits to archaeological collections and Museums; hands-on examination of selected important sculptures (prospective on-campus cast collection).

**CLCIV 200D-01****Trojan War: Myth, Hist, Arch****Prof. Maggidis**

An interdisciplinary study into the historicity, context, reasons, dimensions, results, and chronology of the famous Trojan War, involving comparative examination, reconciliation and synthesis of the latest archaeological evidence from the Mycenaean palaces and Troy, iconographical evidence on Mycenaean frescoes and vase paintings, and literary evidence, both contemporary (Mycenaean Linear B, Hittite, Syrian, and Egyptian documents) and later (Homeric epic, Greek literary tradition and mythology). Mycenaean military power and expansionism, political geography, international dynamics and contacts in eastern Mediterranean; chronological phases and cultural developments, expansions of fortification and destruction horizons in Troy and the Mycenaean citadels/palaces and settlements; assessment of the diverse theories on the decline and fall of the Mycenaean world, and the subsequent decentralization and colonization wave (civil wars, earthquakes and natural disasters, foreign invasions, economic collapse); theoretical reconstruction of a tentative historical framework, and problems of interpretation.

**CO CIV 200B-01****Intro Francophone African Lit****Prof. Pape**

This is an introductory course to one of the major artistic/intellectual and socio-political movements of the twentieth century. The Negritude movement is truly a transatlantic intellectual, socio-political and artistic collaboration of Pan-African peoples. Its impact is still felt in contemporary Pan-African studies as most post-colonial intellectuals of Francophone African descent classify themselves either in Negritude tradition or against the tradition (in a post-Negritude ideology). This course will begin with the historical background of the movement and then proceed to explore some classical authors and representative literary works of the Negritude movement. Works from emblematic fixtures of the Harlem Renaissance such as W.E.B. DuBois and of Pan-African legends such as Aime Cesaire and Senghor will be explored. We will then proceed with the post-Negritude critic and finally conclude with an assessment of the impact of the movement on post-colonial Pan-African studies. Materials for the course will be drawn from literature. But films, documentaries and other media sources will also be used to supplement/illustrate the text based materials.

**EASIA 203C-01****Modern Japan Depicted in Lit****Prof. Tasaka**

This course is designed to analyze and discuss how Japan developed into a world power between the Meiji Restoration and the end of World War II, and how that is presented in literature and film. The class will not only include the well-known aspects of modern Japan which were in the shadow of its rapid and vast development.

**ECON 214A-01**  
**Economic Analysis of Policy**  
**Prof. Bellinger**

There are two general goals for this course. The first goal is to learn the basic techniques found in the economic approach to policy analysis, and to apply these techniques to a variety of social problems and policies. The second goal is to engage in an actively supervised "real world" group policy analysis project. The primary project for this semester will be a study of the economic impact of Dickinson College on Carlisle PA and Cumberland County. The professor will actively participate in this project, as well as guide and grade its results. Depending on class size and individual interest, another project may also be undertaken.

**ECON 214C-01**  
**Network Industries**  
**Prof. Tynan**

Did the arrival of Napster change the music industry? Why was the AOL-Time Warner merger controversial? How does electricity regulation differ between California and Pennsylvania? All these questions are about network industries. Providers of network goods face problems of large-scale production and coordination. This course will discuss difficult policy issues that arise in various network industries, including: telecom, banking, and advertising.

**ECON 223-01**  
**American Capitalism**  
**Prof. Barone**

Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from Political Economy, American Studies, and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions such as the media.

**ENGL 101AC-01**  
**Civil War Literature**  
**Prof. Seldon**

This course will examine American literature written prior to, during, and after the Civil War (hence, we will cover texts written between 1850 and 1870). We will examine the personal letters, diary entries, journal articles, short stories and novels written by America's leading literary/political figures including Nathaniel Hawthorne, Harriet Beecher Stowe, Frederick Douglass, Ralph Waldo Emerson and Lydia Maria Child.

**ENGL 101AK-01**  
**Darwin's Plots: Lit. & Evolut.**  
**Prof. B. Nichols**

Charles Darwin is responsible for a number of the most influential ideas of the past 150 years in a range of fields: biology, psychology, sociology, economics, theology. This course will look at Darwin's own writings and his ideas as they are reflected, refracted, and distorted in literary and natural history texts. We will work to answer a series of questions about relationships between the natural world and human beings who have defined and affected that world. Are humans just a part of nature? Do they see themselves as distinct from the natural environment? Is nature beautiful and benign (sunsets, daffodils, puffins) or ugly and destructive (hurricanes, AIDS, death)? We will try to understand how literary texts reflect the context of the times in which they were produced and also the times in which they have been received by readers. Our guides, in addition to Darwin, will include poets (Tennyson), novelists (Hardy, A.S. Byatt, John Fowles), essayists, and ourselves. We will examine the current importance--as well as the controversial aspects--of evolutionary ideas, and we will emphasize the role played by literature in the development of our own assumptions and values.

**ENGL 101AL-01**  
**Asian American Literature**  
**Prof. Su**

While reading fiction and poetry by Asian Americans, we'll discuss questions such as these: What are the specific problems of hyphenated-American writers? What are the strengths and pitfalls in the recurring American literary theme of identity? How can Asian-American writers write what they know' without being clumped together (and set apart from other American writers) as an ethnic category? Authors may include Maxine Hong Kingston, Gish Jen, Chang-Rae Lee, Chitra Divakaruni, Garrett Hongo, and others.

**ENGL 101AX-01****Detective Story: Poe-Doyle****Prof. Homberger**

Using short stories, novels, and newspaper and journal articles, this course will explore the origins of detective fiction in the nineteenth century. Through the lens of contemporary social, political and cultural debates about crime and its detection (for example, the changing understanding of deviancy, the rise and reputation of police forces, photography and prisons), we will examine the complex interface between the representation of crime and sleuths in literature and responses to criminal activity in Victorian Britain. Topics will include the way that narrative frames crime and its detection, the literary construction of the woman detective, the criminal, crime and the Victorian city, concerns about the 'influence' of the 1860's genre of 'sensation fiction' on the reading public, and the extraordinary popularity of the 'amateur' sleuth.

**ENGL 101AZ-01****Drama and the American Dream****Prof. Chilson**

In this course we will attempt to come to an understanding of the American Dream by looking at the lives of characters that inhabit many of the plays of the 20th century. What is it that they strive for? What drives them, sometimes to outrageous lengths, to achieve their goals? Why do so many of them seem unhappy? We will also discuss the craft of the playwright as he or she creates the characters, unfolds the story, and brings the play to its conclusion. We may watch some adaptations of plays to film and discuss the special problems that arise when you remove a play from the confines of the stage and open it up for film. We will also focus on our own writing and the process of writing, including drafts, workshops, and rewrites.

**ENGL 101BA-01****The Victorian Novel****Prof. Homberger**

This course is designed to introduce students to the study of narrative fiction and to major works of fiction published in Britain in the nineteenth century. During the semester we will examine a range of topics, themes and debates. These will include narrative form and structure, the novel and the literary marketplace, gender, writing and reading, realism and science, and the industrial novel. Writers will include Jane Austen, Mary Shelley, Charlotte and Emily Bronte, George Eliot, Charles Dickens, Elizabeth Gaskell and others.

**ENGL 101BB-01****Modern & Contemporary Drama****Prof. Merwin**

This course surveys drama from the late nineteenth century to the present. We will read major works by Ibsen, Chekhov, Shaw, Brecht, Pirandello, Beckett, Miller, Stoppard, and Pinter. We will study various movements in dramatic history, including realism, naturalism, anti-realism, and expressionism. What is the relationship between self and society in drama? How does art mirror life? What do we share as human beings, and how does the theater connect us to each other? We will also act out scenes in class, discuss some contemporary stagings, and watch film versions (or clips) of some of the dramas. If practical, we may also have a field trip to an off-Broadway production of one of the plays.

**ENGL 101Q-01****Sexual Politics on Film****Prof. Kranz**

An examination of relations between the sexes as represented in films produced from the 1930s to the present (Blonde Venus to Shakespeare in Love). The course has three goals: to learn how to "read" the film medium, both its narrative form and its cinematic techniques; to examine the ways that sexist ideology, both patriarchal and politically correct varieties, operate in films and in our lives; and to discover how films reinforce and challenge social and cultural constructions of sexual politics.

**ENGL 101W-01****Irish Literature****Prof. Dolan**

This course will focus on the early 20th century literature component of a larger social project-the rediscovery of a national pride that led, in 1922, to independence for the southern counties of Ireland. We will place that literature with its two primary contexts: the rich and diverse legacy of a folk culture that survived centuries of oppression; and the perhaps more immediate political, geographic, economic, and religious conditions as they existed during the first decades of this century.

**ENGL 212A-01****Writing About Race****Prof. Seldon**

In this class, we will examine different ways of understanding and writing about race and representation. This course draws on history, politics, race and gender studies in order to explore the phenomenon of race in America. Ever since Americans (and observers of American culture) began to discuss and write about it, race has been the topic of some of our most controversial national debates. We will investigate the following: How do we define race? How do discussions of race shape and (in) form our writing? How do, or how can, we explore the contradictions and conflicts of our time through our writing? And will the color line remain the greatest problem of the 21st century?

**ENGL 212D-01****Writing About the Movies****Prof. Kranz**

In this course, students will learn the principles of good writing by exercising their minds, pens, and computers on the subject of film (and, perhaps, other popular media). We will read one introductory film text and see a number of movies—some chosen by me and some chosen by you. We will also peruse articles and reviews in newspapers and magazines as well as more serious academic explorations of the subject. Simultaneously, we will write previews, reviews, personal features, editorials, and longer articles on film and the media.

**ENGL 214B-01****Writing in the Schools****Prof. Chilson**

The objective of this class will be to prepare students to teach the elements of poetry to grade school children. We will first spend time studying contemporary American poetry and learning for ourselves, what makes a poem. Next, we will focus on methods of teaching poetry and poetic elements that are specifically designed for grade school students. Finally, teams from our class will go into local schools and lead workshops with grade school students. This course will require that you commit some outside time participating in workshops in local grade schools.

**ENGL 349I-01****Southern Women Writers****Prof. Johnston**

A course in prose written by women of the American South. We will begin with diaries from the Civil War written by black and white women, and proceed through such writers as Katherine Anne Porter, Flannery O'Connor, Eudora Welty, Zora Neale Hurston, Ellen Gilchrist, Kate Gibbons. Some critical and theoretical texts will also be required. Writing assignments will include short explications, a research paper, and an exam. Attendance and participation in class discussion are required.

**ENGL 354A-01****Pope, Dryden, Swift****Prof. Ness**

We will concentrate on three major 17th- and 18th-century British satirists, John Dryden, Jonathan Swift and Alexander Pope. Readings to include "MacFlecknoe," Gulliver's Travels, "The Rape of the Lock" and other texts.

**ENGL 359A-01****Historical Trans: Shax's Rome****Prof. Kranz**

Explorations of Shakespeare's poems and plays about classical Rome (The Rape of Lucrece, Titus Andronicus, Julius Caesar, Antony and Cleopatra, Coriolanus, and Cymbeline) in comparison to sample plays from other Shakespearean subgenres (A Midsummer Night's Dream, Richard II, and Macbeth). Formalist, feminist, philosophical, and psychological approaches will be employed. Stage performances as well as videos of the dramas produced on screen and television will help us revivify Shakespeare's analysis of Roman history.

**ENGL 364C-01****Modern British Novel****Prof. Moffat**

A study of the major writers in the Anglo-Irish tradition, with an emphasis on the dialogue and disagreements between the writers' views of modernism. Works by Joseph Conrad, Ford Maddox Ford, E.M. Forster, Virginia Woolf, D.H. Lawrence, and others. We will strive for depth, not breadth, by reading at least two works by each writer. An oral report and a short (5-7 pp.) paper comprise work in progress toward a comprehensive research paper placing one or two modernist writers in a cultural context, due at the end of the term. Original, interdisciplinary work is encouraged. Heavy reading load; wonderful reading; no exams.

**ENGL 370A-01****19th C American Poetry****Prof. Winston**

This course will survey major developments in American poetry throughout the nineteenth century. We will begin with the emergence of Romanticism, consider the place of the "Fireside Poets," and work our way through various literary movements like Naturalism. We will pay special attention to the works of the two most significant poets of the period: Walt Whitman and Emily Dickinson. Requirements: Conscientious preparation, regular attendance and active participation; one short essay; one critical research essay; one take-home examination.



**ENGL 403H-01****Frankenstein & Other Rom Monst****Prof. B. Nichols**

This course is designed to explore the Frankenstein myth in relation to the idea of "monstrosity." What is a monster? Do monsters exist? Why are we scared of monsters? What can monsters teach us? Is the problem that we all think of ourselves as monsters? We will read Mary Shelly's masterpiece in two versions. We will then explore other texts in the recesses of Mary Shelly's imagination, from the terrifying pursuit narrative penned by her father (William Godwin) to the terrifying --for her era-- feminism advocated by her mother (Mary Wollstonecraft). We will examine Mary's relationship to her devoted and destructive lover and husband, Percy Shelly, and to Samuel Taylor Coleridge, the creative source of a "monstrous" sort of energy (and lethargy) that the century came to identify as "romantic." We will then examine an unlikely group of Romantic "monsters"-- Jane Eyre, Rochester, and Bertha Rochester -- as we consider Romantic monstrosity in light of subsequent monsters: Dracula, Mick Jagger, Blade Runner, Osama bin Laden. We will also look at films including James Whales' masterpiece and Kenneth Branagh's monstrosity, which gets less monstrous with age. These texts will provide the basis for our own exploration of these and other romantic monsters.

**FLMST 201-01****The History of Film****Prof. Weinberger**

This course will trace the development of the film industry from the late nineteenth century up to the present. We shall consider the social, political, economic, and cultural influences that helped to shape different film styles. The focus will be divided evenly between American films and those of Europe and Asia.

**FLMST 301B-01****New Directions in Amer Film****Prof. Mellerski**

What is the nature of the "New Wave" in Hollywood cinema of the late 60s and early 70s? Was a new vision of American society being proposed, or are these films superficially radical, yet internally conservative? In what ways did the cinema of this period translate its audience's ambivalent relationship to social and political change? In other words, did American audiences recognize themselves in Hollywood's cultural representations? To what extent did the films of the "New Wave" reinterpret classic genres? We will try to answer these questions as we study how competing voices on the Left and the Right in Hollywood cinema mediated the social and political change underway in the context of the Vietnam War and the Civil Rights movement.

**FLMST 301C-01****Scandinavian Film****Prof. Eddy**

From the silent films of Carl Dreyer and Mauritz Stiller to today's directorial stars Lars von Trier and Billie August, Scandinavia has enjoyed a long history of innovative and sometimes controversial film-making. In this course we will study the various directions that these and other Scandinavian film makers have taken us. IN ENGLISH; FLIC option in German.

**FRNCH 240-01****French Identity****Prof. Ippolito**

The first part of the course will examine the multicultural interplay of minorities in today's France, be they linguistic, sexual, ethnic, regional, political, postcolonial or other. The focus will be on multicultural productions, including music, film and literature. The second part will focus on French-speaking minorities around the world from Canada to the Middle East. It will be centered on the notions of bilingualism and Francophone, and will analyze current French foreign policy. Materials will be drawn from the internet, journal articles, and excerpts of recent works.

**FRNCH 363-01****Topics French/Francophone****Prof. Ippolito**

The concept of idleness (*oisivete*), first established as *skole* or *otium* in Greece and Rome, will be studied in the capitalistic context of 19th and 20th century French society and art. What is the value of free time, leisure or idleness? Beyond images of dandies, shoppers, and others, examples will be drawn from youth culture, sexuality, urbanism, media and other social practices and habits such as the newly generalized 35-hour work week. Material will include journal articles, works of art, films and excerpts from Baudelaire, Zola, Proust, Perec, Houellebecq and others.

**FRNCH 365-01****Sem French & Francophone Civ****Prof. Laurent**

This seminar is a panorama of French society from 1919 to 1939. The course will explore the main aspects of French political, social, economic, intellectual and artistic life throughout the 1920's and 1930's, a period of major upheavals in France and abroad. In particular, we will focus on how French intellectuals responded to the growing influence of both Communism and Fascism. We will read four novels that reflect the interplay between literature and politics: "Cette grande lueur a l'Est" by Jules Romains; "Retour de l'U.R.S.S." by Andr  Gide, "Les Sept Couleurs" by Robert Brasillach, and "L'Espoir" by Andr  Malraux. In addition, the course will examine a large selection of documents on video and on the Web.

**GERMN 370A-01**  
**Scandinavian Film**  
**Prof. Eddy**

From the silent films of Carl Dreyer and Mauritz Stiller to today's directorial stars Lars von Trier and Billie August, Scandinavia has enjoyed a long history of innovative and sometimes controversial film-making. In this course we will study the various directions that these and other Scandinavian film makers have taken us. IN ENGLISH; FLIC option in German.

**HIST 213G-01**  
**History of Film**  
**Prof. Weinberger**

This course will trace the development of the film industry from the late nineteenth century up to the present. We shall consider the social, political, economic, and cultural influences that helped to shape different film styles. The focus will be divided evenly between American films and those of Europe and Asia.

**HIST 213I-01**  
**European Empires**  
**Prof. Sweeney**

This course will examine the building, celebration, and dissolution of European Empires. We will move from the 18th century through the 20th century. The readings will consider both imperialism at home and its effects in the colonies.

**HIST 305-01**  
**Research Practicum**  
**Prof. Hirsh**

This course examines how Americans remember and memorialize historical places, people, and events through presentations in museums, historical sites, public sculpture, and film. Students will do original research and prepare proposals for historic markers and local history programs.

**HIST 311A-01**  
**Oral History**  
**Prof. Rogers**

This course will consist of theory, practices and uses of oral history and life-history research and will include substantial experiences in fieldwork. Students will learn the art and craft of interviewing, archival and legal concerns, and interpretive problems.

**HIST 311I-01**  
**The Cold War At Home & Abroad**  
**Prof. Taffet**

An examination of the effects of the Cold War on American society and an exploration of the way United States relations with the rest of the world changed as a result. Emphasis will be placed on how Americans understood the Cold War, how those perceptions shaped postwar society, and how they led to new approaches to global change.

**HIST 313B-01**  
**Society & the Sexes**  
**Prof. Sweeney**

This will be a reading and discussion course which will investigate three separate but interrelated threads- the history of sexuality, the history of the body, and the construction of gender- in both pre-industrial and modern Europe. We will ask how definitions of male/female and masculine/feminine have changed over time, and how they shaped the life- experiences of men and women. Readings will include medical opinions, diaries, legal texts, novels and political debates.

**HIST 315A-01**  
**Film & Hist in Latin America**  
**Prof. Borges**

This course explores the ways in which the Latin American past has been rendered on film by focusing on selected periods, events, and historical figures. Its two main objectives are to achieve a great understanding of the history of Latin America, and to analyze the relationship between history and historical representation. We will focus on topics such as colonization, slavery revolutions, race, gender U.S. influence, etc. We will analyze mostly feature films along with some documentary work.

**HIST 404J-01**  
**Medieval and Renais. Heroes**  
**Prof. Weinberger**

Although this course will cover a vast period of time (ca. 300-1300), it will focus on a rather narrow subject- the hero. How did one become a hero? Was it instinctive or could one learn to be a hero? How did the characteristics of the heroic lifestyle change over time? Was there any real difference between male and female heroes? What role did heroes play in society? Was it a beneficial one? By reading literature, biographies, and other sources from the period, we shall attempt to answer these and other questions.

**HIST 404K-01****The Age of Lincoln****Prof. Jarvis**

A reading and research course which concentrates on 19th Century America from the 1830's to the end of Reconstruction and examines the events, forces, and personalities that shaped the generation in which Abraham and Mary (Todd) Lincoln were notable representatives.

**IB&M 300K-01****Comparative Business Ethics****Prof. Poulton**

A course for IB&M majors dealing with the ethical interface of business and its international stakeholders in a variety of cultural environments. The course will focus on the contemporary realities of business people who must work in culturally diverse arenas when resolving personal and social ethical questions. As future employees and managers, students must be aware of the possible results of their actions and understand the sometimes fine ethical balance needed in reconciling the needs of the enterprise, the demands of foreign business practice, and their own principles. The course will be conducted primarily through case work as well as discussion and mock "courts of public opinion."

**IB&M 300P-01****Business Law****Staff**

Business Law (Transactions & Organizations) will provide the student with (1) an introduction to the nature of legal problems and the process of legal reasoning, (2) a basic knowledge of contract law and the legal principles governing business organizations, (3) exposure to the legal rules governing the organization of the business enterprises, as well as sales, secured transactions, and commercial paper and (4) an awareness of public policy issues relating to the law of business organizations and transactions.

**IB&M 300Q-01****Finance****Prof. Harrell**

This course will introduce the students to the fundamentals of financial analysis, valuation of companies and sources and uses of investment capital, including the development and analysis of term sheets. Problems and case studies will be emphasized. Types of issues that will be addressed are: techniques of analyzing financial performance and the financial structure of a company, alternative approaches to valuing a company, forecasting cash flow, raising capital, portfolio analysis, financing start-up companies and technology innovation and, if time permits, techniques for financial modeling of a project or company. Students in this class should have a sound background in accounting and experience in using spreadsheet programs such as Excel.

**IB&M 300R-01****Issues in Health Care Managmt****Prof. Sarcone**

The primary focus of this course is the health service system in the United States. A brief historical overview of the evolution of the current system will be provided. We will discuss the structure of the current system including how resources are developed and deployed and how economic models associated with the delivery and payment of health care services. With this foundation established, the course will turn to today's challenging health management issues. These issues historically address matters of quality, access and cost. Alternative solutions to these issues will be discussed which reflect relevant quality, access, and cost models suggested or employed throughout the world.

**IB&M 300S-01****Network Industries****Prof. Tynan**

Did the arrival of Napster change the music industry? Why was the AOL-Time Warner merger controversial? How does electricity regulation differ between California and Pennsylvania? All these questions are about network industries. Providers of network goods face problems of large-scale production and coordination. This course will discuss difficult policy issues that arise in various network industries, including: telecom, banking, and advertising.

**INTDS 110-01****Persuading with Data****Prof. Chromiak**

Few meetings end without a presentation and most presenters include graphs and tables to inform and persuade. Unfortunately, they often fail to do either. Information technology makes it easy to create eye-catching presentations. But, as Edward Tufte complains, many presentations provide visual flash rather than clear analysis or useful information. As the future producers and "consumers" of presentations, it is important that college students to be able to marshal data effectively in making an argument. Students will learn how to present an effective argument with data using cases from different disciplines. Each case will include the following (1) It will be based on "real data." (2) Students will analyze data summaries and construct displays to highlight what the data show. (3) They will examine the literature of the cases in order to prepare an argument. (4) They will prepare both honest and misleading displays to support their arguments, and discuss their ethical responsibility of presenting the data accurately.

**INTST 270-01**  
**European Union**  
**Prof. Anderson**

This course will introduce the student to the governments, politics and major current issues that concern the people of the European Union. Part I will cover the theory and history of European integration; part II will examine the EU's unusual institutional structure, and part III will focus on different policy areas such as monetary union, environmental policy and foreign and security policy.

**ITAL 400-01**  
**Senior Tutorial in Italian St**  
**Prof. Emery**

From the literary comedies of the Renaissance to the slapstick improvisation of the comici dell'arte, from the existential paradoxes of Pirandello to the political satire of Dario Fo, Italy can boast a long and rich comic tradition. This course examines Italian comedy from the 1500's to the present, tracing the genre's development against the background of a changing Italian society. Student research projects will focus on a single play, comic type, or motif, examined in its literary and historical context.

**JUDST 216E-01**  
**Kabbalah: Fund-Jew Mysticism**  
**Prof. Lieber**

Kabbalah is a rich and varied tradition of esoteric teachings and practices that has been a vital part of Judaism since antiquity. Tracing the history of Jewish mysticism from ancient times through the present, the course will explore the basic tenets of this tradition. We will pay special attention to the mystical dimensions of Jewish prayer, meditation in Judaism and the importance of Torah in Jewish mystical practice.

**JUDST 316E-01**  
**Rabbinic Literature**  
**Prof. Lieber**

This seminar, designed for Judaic studies and Religion majors, introduces students to the three main genres of rabbinic literature: midrash, mishna and gemarrah. Understanding the basic structure of these texts, how they engage in dialogue with biblical sources and how they function within the broader system of Jewish Law (halakah) will be our primary focus. While all primary texts will be read in English translation, basic familiarity with Hebrew or Aramaic is suggested preparation for this course.

**LPS 401A-01**  
**Politics & Policy Outcomes**  
**Prof. Rudalevige**

This seminar will examine the politics of policy implementation-what happens after a bill becomes a law? We will examine the institutional players involved and the political environment. The stress is on using real-world outcomes in policy arenas such as education and welfare to evaluate competing theoretical frameworks; thus, field work will be an essential component of the course.

**LPS 401B-01**  
**Crime and Punishment**  
**Prof. Pohlman**

This seminar will examine the nature of crime and punishment, focusing primarily on the crime of first degree murder and the death penalty. We will be examining various theories of punishment and will be using different types of literature: Supreme Court decisions, biographies, non-fictional accounts, and novels.

**MEMS 200C-01**  
**Greek & Roman Mythology**  
**Prof. Francese**

A general introduction to the texts and narratives of the chief myths of Greece and Rome and their impact of Western civilization with special reference to music, sculpture, painting, and literature. MEMS majors will participate in additional lecture/classes by MEMS faculty throughout the semester, and will undertake a more specific research component for MEMS 200 credit.

**PHILO 261M-01**  
**Philosophy of Education**  
**Prof. Wahman**

This course will take a three-tiered approach to a critical analysis of education by considering the nature of learning, the role of values in education, and the relationship between education and the institutions that serve and shape it. The various readings for this course will both enable us to examine how different thinkers have approached these issues and also present an opportunity to examine what we ourselves believe education to be, and what we hope it to provide.

**PHILO 391-01****Phil. Foundations-Psychology****Prof. Wahman**

Underlying theories of psychology are fundamental assumptions about human nature, its capacities, and its motivations. We will first take a look at some historical roots of the concept of psyche and will proceed to examine the three major "waves" of psychology for their presuppositions about human life and its nature as a scientific object.

**POLSC 270-01****European Union****Prof. Anderson**

This course will introduce the student to the governments, politics and major current issues that concern the people of the European Union. Part I will cover the theory and history of European integration; part II will examine the EU's unusual institutional structure, and part III will focus on different policy areas such as monetary union, environmental policy and foreign and security policy.

**POLSC 290AC-01****American and Terrorism****Prof. Turregano**

This course seeks to understand America's approach to terrorism. It will focus on who the terrorists are, why they engage in terrorism, the differences between international and national terrorism, and the various responses available to the United States to combat this national threat.

**POLSC 390D-01****Crime and Punishment****Prof. Pohlman**

This seminar will examine the nature of crime and punishment, focusing primarily on the crime of first degree murder and the death penalty. We will be examining various theories of punishment and will be using different types of literature: Supreme Court decisions, biographies, non-fictional accounts, and novels.

**POLSC 390G-01****Democratization in Central Am****Prof. Ruhl**

Central America includes the countries of Guatemala, El Salvador, Nicaragua, Honduras, Costa Rica, and Panama. Although this region has a long authoritarian history and experienced extreme political violence during the 1980's, it has become much more politically stable and democratic in the last decade. Unfortunately, many political problems remain, and some countries in the region have been more successful than others in consolidating democracy. This seminar will analyze the process of democratization in contemporary Central America and will seek to explain current differences among its six political systems.

**POLSC 390I-01****Politics & Policy Outcomes****Prof. Rudalevige**

This seminar will examine the politics of policy implementation-what happens after a bill becomes a law? We will examine the institutional players involved and the political environment. The stress is on using real-world outcomes in policy arenas such as education and welfare to evaluate competing theoretical frameworks; thus, field work will be an essential component of the course.

**PSYCH 180H-01 & 02****Evolutionary Psychology****Prof. Cohen**

Although people typically think about evolution as having shaped only our physical characteristics (such as the size of our noses), evolutionary psychology examines how our psychological traits have been molded by evolution. This course will examine how evolution works and how it has affected our psychological makeup. Special attention will be paid to mating preferences and to aggression. Course participants will carry out a small research project.

**PSYCH 480F-01****Morality****Prof. Cohen**

As a science, psychology does not have a position on what is moral or immoral. But psychologists have long been interested in many aspects of morality including how moral reasoning develops, gender and cultural differences in morality, the emotional basis of morality, and the effect of religion on moral judgment, and the moral study of thoughts. This seminar will explore such topics.

**RELGN 260G-01****Kabbalah: Fund-Jew Mysticism****Prof. Lieber**

Kabbalah is a rich and varied tradition of esoteric teachings and practices that has been a vital part of Judaism since antiquity. Tracing the history of Jewish mysticism from ancient times through the present, the course will explore the basic tenets of this tradition. We will pay special attention to the mystical dimensions of Jewish prayer, meditation in Judaism and the importance of Torah in Jewish mystical practice.

**RELGN 316D-01****Rabbinic Literature****Prof. Lieber**

This seminar, designed for Judaic studies and Religion majors, introduces students to the three main genres of rabbinic literature: midrash, mishna and gemarrah. Understanding the basic structure of these texts, how they engage in dialogue with biblical sources and how they function within the broader system of Jewish Law (halakah) will be our primary focus. While all primary texts will be read in English translation, basic familiarity with Hebrew or Aramaic is suggested preparation for this course.

**SCNCE 258B-01****Writing Science News****Prof. Wright**

Writing Science News: Science majors will study how science research news has reached the public through print and broadcast media. Goals and pitfalls of interpreting science news for lay audiences will be considered. Emphasis will be on practical skills for writing about science research including background investigation, interviewing scientist, and writing and issuing news releases. Final project for each student will be a news release based on science research news at Dickinson. This course fulfills the "W" requirement.

**SOCIO 230J-01****Consumer Culture****Prof. Schubert**

The sociology of consumerism is a major specialty in European sociology, and is only recently receiving attention by American sociologists. In this class we will examine the increasing importance of consumerism in daily life and the degree to which culture has become commercialized. We will discuss the sign value of commodities, as well as the shift from a stratification system based on the relationship to the means of production to one based on styles and patterns of consumption. We will also concern ourselves with the relationships between consumption and more traditional sociological concerns such as gender, race, and social class.

**SOCIO 230P-01****Gender and Health****Prof. Winterich**

Health and medicine are influenced by social factors and have significant social consequences, especially for women. We will discuss how the social construction of gender influences the scientific study of women's health as well as how it affects the role of women in science. We will examine a range of topics concerning women's health including reproduction, technology, sexuality, violence, eating disorders, and mental health.

**SOCIO 230Q-01****Sex, Gender & Religion****Prof. Rose**

How are sexuality and gender perceived by various religious traditions? How does "religion" influence social policy within the United States and globally? What difference does it make to the lives of individuals, families, and societies? The course will focus on contemporary concerns, while offering a comparative (historical and cross-cultural) introduction to these issues across several religious traditions, with a focus on fundamentalisms within the three major monotheistic religions: Christianity, Islam and Judaism.

**SOCIO 390A-01****Eating, Exercise, and Health****Prof. Israel**

This course is a sociological, psychological, and philosophical examination of issues centering around overweight, underweight, and eating practices in general; mind-body health-related problems; and exercise relating to both beauty and fitness. It is not a technically or therapeutically oriented course; rather it is governed by an interest in contrasting ways to think of the areas covered. Some of the specific topics which may be dealt with are obesity, anorexia, and bulimia; exercise addiction; various dietary regimens, including different cuisines, fat farms; plastic surgery; and the role of the mind in disease and health.

**SOCIO 390B-01****Sociology of Violence****Prof. Rose**

While dealing with broad conceptualizations of violence, this course will focus on gender conflict and sexual conflict in the context of domestic and international disputes.

**SPAN 320-01****St in Span Golden Age Texts****Prof. Rodriguez**

This course will present the diversity of Spanish literature during its moment of greatest achievement. The evolution of various genres will be studied, and various works by writers such as Cervantes, Lope de Vega, Calderon, Gongora, Quevedo and others will be read. The purpose is to acquaint the student with works that have had a significant impact on Spanish culture and literature.

**SPAN 321-01****St Late Colonial & 19th C Txt****Prof. Robles-Cereceres**

This course will involve the study of the major essays, poems and novels produced during the period of Latin American Independence. Emphasis will be on how these genres imagined national and hemispheric identity projects as well as the importance of creating a "culture" apart from its European other.

**SPAN 400C-01****Many Faces of Medieval Woman****Prof. Quintanar**

This course examines how the Medieval woman portrays herself as well as how she is portrayed by her male counterpart in Western Medieval Europe by studying texts translated into contemporary English, with the possible exception of some late Middle English texts. Though the preponderance of the literature studied is from the Iberian Peninsula, the course will draw from literature of other Western Medieval European traditions which exemplify period literary currents.

**SPAN 410B-01****Politics-Gender & Natl Identity****Prof. Toral**

We will focus on the dynamics of national/cultural identity as it is explored in representative cultural and literary discourses by both male and female Latin American writers. Since we will situate the texts in the context of Nation-(re)building, we will also examine and question issues of "race" and feminism. The practices of memory in the dialectics of both history and myth will be another objective of the course. Materials studied include contemporary novels, short stories and films. A few U.S Latino texts will also be incorporated.

**SPAN 410C-01****Theatre of Spanish Enlight****Prof. Liso**

In this course we will study plays written in the 18th century, when the European movement known as Enlightenment affected Spanish political, literary and intellectual life. During the 18th century, Spain drifted from being the center of an empire over which the sun never set, to subsisting on the margins of Europe with the wolf of bankruptcy at the door. Spanish culture, once flamed by Faith, was now to be chilled by doubt if not Reason. In the following century, a new kind of fire would arise to rekindle Spanish culture and attempt a synthesis between the Northern ideals and the persistent Spanish traditionalism. We shall read plays by Ramon de la Cruz (1731-1794), Gaspar Melchor de Jovellanos (1744-1811), Nicolas Fernandez de Moratin (1737-1780), and Leandro Fernandez de Moratin (1760-1828).

**WOMST 300F-01****Gender and Colonialism****Prof. Hill**

In the colonial context, ideas about gender, race and "other" were all reshaped as new configurations of economic and political relation emerged. While classic colonial societies were those created by European expansionism, the course also considers communities of minority populations marginalized in the process of the creation of the modern nation-state.

**WOMST 300G-01****Society & the Sexes****Prof. Sweeney**

This will be a reading and discussion course which will investigate three separate but interrelated threads- the history of sexuality, the history of the body, and the construction of gender- in both pre-industrial and modern Europe. We will ask how definitions of male/female and masculine/feminine have changed over time, and how they shaped the life- experiences of men and women. Readings will include medical opinions, diaries, legal texts, novels and political debates.

Fall 2001

Last updated 9/4/01

**ANTHR 245I-01**

**China Beyond Bamboo Screens**

**Professor Zhou**

Included in this course will be ethnic and cultural diversities. Demystifying the general presentation of China as a nation of the Han who speak Mandarin and /or Cantonese, this course introduces China's fifty-five ethnic minorities (a population of over 90 million) with focuses on their histories, religions, literatures, performing arts, education, and family/marriage traditions. This course consists of lectures, group discussions, and multimedia presentation of cultural practices and customs. BIOL 121-01

Alien Worlds w/lab

Professor Wright

The possibility of life elsewhere in the universe is now widely accepted, but what kind of life can we expect it to be? This course considers what we know, and don't know, about the nature of life and the way it has evolved on Earth, to make a best guess about 'alien' life. Our strategy will be to investigate how biologists use theory and data to answer questions. Challenging introductory texts, news media, and scientific journals will be our major resources for discussion and laboratory studies. On finishing this course you should approach any biological news or issue with a more analytical eye, but ideally with increased fascination as well.

**BIOL 123-01**

**Animals, Plants & Fungi w/lab**

**Professor Loeffler**

Plants, animals and fungi have vastly different strategies for obtaining food, reproducing, and finding places to live. Many of the most important adaptations in each of these three groups involve fending off, partnering with, or exploiting members of the other two groups. This course considers the ways in which the three groups interact and the many consequences of these interactions for our ecosystems and for humans. In laboratory/greenhouse/field studies, lecture, and discussion we will develop an understanding of how biologists approach questions and design experiments concerning interactions, how their findings should or should not be interpreted, and how the findings are disseminated to general and scientific audiences.

**BIOL 124-01**

**Biology of Behavior w/lab**

**Professor Pires**

This course explores the biological basis of animal behavior. We will use an evolutionary framework to consider why behaviors arise within animal species (including humans), and ask how neural systems shape, constrain and execute the types of behaviors that we observe in nature. Topics will include animal navigation, communication, mating systems and sociality.

**BIOL 126-01**

**Infection v. Immunity w/lab**

**Professor Kule**

Given the variety and virulence of the hundreds of pathogens we are exposed to every day, it seems miraculous that any of us survives into adulthood. This course will consider the biology of pathogens and the immunological defense systems which help counteract them. Both a human-based and comparative approach will be employed. Lecture, discussion and lab segments will emphasize the application of knowledge, the interpretation of scientific and popular information, and the demystification of disease and immunity. Students finishing this course should have a new found appreciation of the molecular, genetic and cellular mechanisms underlying disease and defense.

**BIOL 318-01**

**Animal Development w/lab**

**Staff**

Material deals with descriptive embryology and the mechanisms of development including the genetic and biochemical levels. Laboratory includes observation of selected examples of invertebrate and vertebrate development and experimental investigations of developmental processes.



**CLCIV 200A-01****Archaeology of Ancient Greek Religion and Magic****Professor Maggidis**

A study of the origins, history and evolution of ancient Greek religion and sanctuaries from Mycenaean to Hellenistic times. A comparative study of the history and development, organization and lay-out, architecture, portable finds and dedications of the most prominent Mycenaean and ancient Greek sanctuaries (Cult Center at Mycenae, Tiryns shrines, the Aghia Irene temple, Olympia, Delphi, Eleusis, Delos, Nemea, Dodone, Kos, Samos, Priene, Pergamon), involving a synthesis of archaeological and iconographical evidence, Linear B documents and epigraphical evidence, and ancient literary sources.

**EASIA 206G-01****China Beyond Bamboo Screens****Professor Zhou**

Included in this course will be ethnic and cultural diversities. Demystifying the general presentation of China as a nation of the Han who speak Mandarin and /or Cantonese, this course introduces China's fifty-five ethnic minorities (a population of over 90 million) with focuses on their histories, religions, literatures, performing arts, education, and family/marriage traditions. This course consists of lectures, group discussions, and multimedia presentation of cultural practices and customs.

**ENGL 101AQ-01****Continuities and Discontinuities in American Literature****Professor Winston**

This course will look at three groups of American authors in order to trace the similarities and differences in American literature from the early 19th century (probably in Poe, Hawthorne, and Melville) through the later 19th century (probably in Chopin, Jewett, Crane, and Wharton) to the later 20th century (probably in Cheever, Pynchon, and Mason). We will emphasize close, careful reading and thoughtful critical writing.

**ENGL 101AR-01****20th Century Irish Literature****Professor Dolan**

This course will focus on the early 20th-century literary component of a larger social project--the rediscovery of a national pride that led, in 1922, to independence for the southern counties of Ireland. We will place that literature within its two primary contexts: the rich and diverse legacy of a folk culture that survived centuries of oppression; and the perhaps more immediate political, geographic, economic, and religious conditions as they existed during the first decades of this century.

**ENGL 101AS-01****Romantics and Victorians****Professor Nichols**

We often think of Romantics and Victorians as old-fashioned, 19th-century, dreamy-eyed, escapists. This course will counter that view by focusing on the hard-edged aspects of the literary period from 1790 to 1901. We will read visionary poets, political radicals, and challenging novelists, all of whom help to redefine social, scientific, and gender barriers. In addition, the course will use the literature of Blake and Byron, Bronte and Browning (along with numerous other authors) to explore the origins of our own 21st-century ideas: ecological concerns, feminism, globalism, postmodernism. Two essays and a final exam.

**ENGL 101AT-01****American Classics, 1925-1950****Professor Perabo**

In this course we'll read some of The Great American Novels that we--as educated citizens--are expected to read before we die. The list will include works by Hemingway, Fitzgerald, Faulkner, Steinbeck, and a few other big shots. Do these guys really deserve the attention and adoration they've received? We'll decide.

**ENGL 101AW-01****Anxious Empires: Victorian Lit/Society****Professor Homburger**

This course will examine the themes, motifs and defining issues of Empire as they were imaginatively conceived by writers of fiction during the Victorian period. The expansion of the British Empire was as much a textual conquest as a consolidation of military power, and the 'imperial archive' of fictions we will read during the semester all position the British Empire as an idea which was sharply contested. Characterized by mastery and confidence and marked by apprehension, bewilderment and anxiety, the empire posed many problems for Victorian writers and readers. The novels and short stories we will look at during the semester explore different races, environments and cultures, both challenging and reinforcing established ideas about 'home', 'moral superiority' and 'race'. We will consider the influence of the literature of Empire on a shifting and unstable British cultural identity and the impact of Empire on British culture and values.

**ENGL 101AX-01****Detective Story: Poe-Doyle****Professor Homberger**

Using short stories, novels, and newspaper and journal articles, this course will explore the origins of detective fiction in the nineteenth century. Through the lens of contemporary social, political and cultural debates about crime and its detection (for example, the changing understanding of deviancy, the rise and reputation of police forces, photography and prisons), we will examine the complex interface between the representation of crime and sleuths in literature and responses to criminal activity in Victorian Britain. Topics will include the way that narrative frames crime and its detection, the literary construction of the woman detective, the criminal, crime and the Victorian city, concerns about the 'influence' of the 1860's genre of 'sensational fiction' on the reading public, and the extraordinary popularity of the 'amateur' sleuth.

**ENGL 101B-01****Post-colonial Women****Professor Ness**

Women writing in countries that were once part of a colonial empire sometimes bear what Buchi Emecheta if Nigeria has called a double yoke. They may suffer the burdens of both neo-colonialism and other forms of race and class prejudice and be marginalized as females by a male-dominated cultural system. How women confront these twin oppressions will be a main focus of the course. I have selected 9 writers, from India, Africa and the West Indies.

**ENGL 101AU-01****Contemporary American Fiction****Professor Gill**

In this course, we will read, discuss, and write about novels and short stories by contemporary American authors such as Lorrie Moore, Michael Cunningham, George Saunders, Anne Tyler, Rick Moody, Don DeLillo, and A.M. Homes. Students will write and revise three critical papers.

**ENGL 101AV-0/JUDST 216C-01****Jewish Women Writers****Professor Merwin**

This course will examine how American Jewish women have expressed both their ethnic and gender identities through poetry, fiction and drama. As the place of both women and Jews have shifted over the last century, the voices of American Jewish women have both increased and changed. Among the writers we will study selections from are Mary Antin, Anzia Yezierska, Fannie Hurst, Lillian Hellman, Grace Paley, Adrienne Rich, Wendy Wasserstein and Myla Goldberg.

**ENGL 212D-01****Writing About the Movies****Professor Kranz**

In this course, students will learn the principles of good writing by exercising their minds, pens, and computers on the subject of film (and, perhaps, other popular media). We will read one introductory film text and see a number of movies-some chosen by me and some chosen by you. We will also peruse articles and reviews in newspapers and magazines as well as more serious academic explorations of the subject. Simultaneously, we will write previews, reviews, personal features, editorials, and longer articles on film and the media.

**ENGL 212E-01****Writing about Food and Culture****Professor Su**

Are you what you eat? Where did you get your taste for Twinkies, or sushi, or goat curry, or all of the above, and what do those tastes reveal about you? In this nation of immigrants, eating habits are often telling, as each group (including the Pilgrims) has had to remake itself in a new land while trying to retain a sense of who they were. As a result, it's nearly impossible to write about food in America without writing about culture. Many writers also use food as a point of entry to examine history, ecology, economics, and their own lives. We will read works by M.F.K. Fisher, Wendell Berry, Laurie Colwin, John McPhee, Calvin Trillin, and others. Essay-writing assignments will include the persuasive, the satiric, and the meditative.

**ENGL 212G-01****Writing About Society****Professor Homberger**

In this course we will examine the body of texts which formatively shaped the way that Victorians perceived 'darkest' and 'outcast' society; the writings of urban and social investigators. Considering the intentions, interpretations and outcomes of polemical writing (paying specific attention to narrative and stylistic devices and strategies, the issues posed by the readership of their accounts and the value-judgments and biases of the writers themselves), we will become ourselves social investigators. Throughout the course, you will develop the skills necessary to recognize the techniques, issues and problems posed by observing and writing about society in Carlisle and further afield. We will explore different specific writing techniques, looking at how they work and how they don't work: description, summary, narration, argumentation, analysis, and interpretation. The aim of the course is to enable students to investigate, think and write about society in new and more powerful ways.

**ENVST 311C-01****Politics-Sustainable Development****Professor Tysiachniouk**

Modern development practices destroy the environment, diminish our quality of life and rob the legacy that we leave to future generations. This course addresses the need for alternative paradigms that will allow us to reshape our communities so that they are sustainable: ecologically, socially and economically. This course will integrate the perspectives of diverse fields and span boundaries between political science, environmental science international relations, policy studies and comparative politics. The course will draw upon successful models of sustainable technologies and community initiatives and the outcomes of the global discussion over how to achieve sustainable habitats. The course will include field research in an eco-village.

**FLMST 301A-01****Psychology and Cinema****Professor Brooks**

This course explores the intersection of films and psychological theory, both of which attempt to examine, explain, and illustrate human thoughts, behavior, emotions, and motivation. We will apply different psychological perspectives to films, explore the ways in which films cue emotional responses from the viewer, and examine the viewer's identification with film characters and plot.

**FNART 204-01****American Art****Professor Lee**

This course surveys American art from colonial times to the early twentieth century. It will incorporate architecture and sculpture, though the primary focus is painting. While it proceeds chronologically, the course takes special interest in the way that art relates to issues of race, class, gender and national identity.

**FRNCH 358-01****Lectures in English; discussions in French and English****Contemporary Fiction & Film****Professor Mellerski**

This bi-lingual course looks at fictional and cinematic texts in an attempt to define the notions of masculine and feminine desire. We consider particularly the ways in which feminist novels and films question, attack and subvert their masculine predecessors in each genre, and the difficulties involved in imag(in)ing a female subject. Lectures in English; discussion in French and English. Prerequisite: FLMST 101, WOMST 200, FRNCH 256 or permission of the instructor.

**FRNCH 362C-01****Liberty and Love in Renaissance France****Professor Y. Smith**

The controversial interplay of the two transgressive forces, liberty and love, within the increasingly repressive social strictures of Renaissance France generated a variety of issues to be considered: censorship; the gender, class, age, and race of agency; strategies of nation-building, and the history of tolerance.

**GERMN 250B-01****Tales from the Trenches****Professor Rollfinke**

Using the example of the two world wars, this course will examine how various German authors and film directors have depicted the impact of war on the common soldier as well as the civilian population. Literary works to be discussed will include several plays, as well as *All Quiet on the Western Front* by Erich Maria Remarque and works by the two most recent German Nobel laureates, Heinrich Boll and Gunter Grass. In addition, we will view and analyze such films as *Das Boot*, *the Tin Drum* and *Stalingrad*. The course will be taught entirely in English.

**HIST 404H-01****Urban History****Professor Qualls**

This course will examine the bases, dimensions, and processes of modern urban space and culture. The complex historical interactions under investigation will include: social class, gender, ethnicity and race, geographic and sociocultural space, architecture, deviance, and much more. Our individual projects will be as interdisciplinary as urban history itself.

**INTDS 200-01****Intro to Newspaper Journalism****Professor R. Lewis**

This course offers a broad overview of the practice of newspaper journalism combined with rigorous training in news writing. The course is partly intended for students interested in contributing to the college newspaper, *The Dickinsonian*, and requires students to produce for publication numerous short articles and several longer pieces of reporting. Readings and discussion topics will include the history, ethics and techniques of newspaper reporting. Students must have solid writing skills and the self-confidence to conduct interviews with other students.

**IB&M 100****Fundamentals of Business****Professor Poulton**

This course will feature an introductory focus on a wide range of business subjects including the following: business in a global environment; forms of business ownership including small businesses, partnerships, multinational and domestic corporations, joint ventures, and franchises; management decision making; marketing; accounting; management information systems; human resources; finance; business law; taxation; uses of the internet in business; and how all of the above are integrated into running a successful business. You will learn how a company gets ideas, develops products, raises money, makes its products, sells them and accounts for the money earned and spent.

**IB&M 220-01****Managerial Economics****Professor Erfle**

Applies the principles and methods of economics to analyze problems faced by managers in a business or other type of organization. This course emphasizes how managers can (and should) use economic tools to further the objectives of the organization. Emphasis is on application of theory to actual business decisions. Many applications will require students to build economic models using spreadsheets, just as they will be required to do in a business setting.

**IB&M 300M-01****International Financial Architecture****Professor Fratantuono**

From 1997-1999, several countries of the world were engulfed in a series of crises that ultimately threatened the viability of the international financial system. In the aftermath, analysts proposed revisions to the international financial architecture, the institutions and policies designed to prevent and respond to future rises. In this interdisciplinary course, we will use the perspectives of history, political science economics, and business to examine and evaluate the evolution of the international monetary and financial system over the past 130 years, the events surrounding the crises, and the proposals for fixing the architecture.

**IB&M 300O-01/POLCY 350D-01/POLSC 290W-01****Leadership and Management****Professor Curley**

The purpose of this advanced course is to acquaint students with the principles and practices in leadership and management, primarily in business, but also in the public sector.

**JUDST 216C-01/ENGL 101AV-01****Jewish Women Writers****Professor Merwin**

This course will examine how American Jewish women have expressed both their ethnic and gender identities through poetry, fiction and drama. As the place of both women and Jews have shifted over the last century, the voices of American Jewish women have both increased and changed. Among the writers we will study selections from are Mary Antin, Anzia Yezierska, Fannie Hurst, Lillian Hellman, Grace Paley, Adrienne Rich, Wendy Wasserstein and Myla Goldberg.

**JUDST 216D-01****Folklore/Ethnography-Jewish Experience****Professor Staub**

From Biblical times to the present, Jewish culture has developed in interaction with a great variety of other local cultures: in the Middle East, North Africa, Europe, and most recently in the Americas. In their languages and customs, among many other areas of expression, the practices of Jewish communities have grown virtually unrecognizable to one another. What is the relationship between all of these Jewish cultures? What, in fact, is "Jewish" about Jewish culture in a particular place and time? Drawing on perspectives based in the anthropological study of culture, this course will explore the unity and diversity of Jewish experience as well as the relationship of Jewish and Gentile local culture through case studies of specific Jewish communities, both historical and contemporary. Basic cultural processes-such as patterns of continuity and change, defining oneself as a member of a community, and cultural interaction across social boundaries-will be developed as themes running throughout Jewish experience.

**JUDST 316D-01/RELGN 316C-01****Images-Family in Biblical Narrative****Professor Meyerowitz**

A study of the structure and function of the biblical family as represented in the Matriarchal/ Patriarchal stories. Special attention will be played to the internal psychological experience of the characters and how this is utilized by the narrative. Psychodrama and other interactive methods will be used in this class.

**PHILO 113A-01**  
**Ethics and Business**  
**Professor Dwiggin**

We will explore various approaches to understanding and resolving ethical problems encountered in the course of doing or being in business, and apply these approaches to a number actual cases. We will also develop a view of business issues in terms of the larger question of the role business ought to play in a just society. PHILO 261L-01

Race and Justice

Professor Feldman

This course examines the development of the concept of race in science and philosophy as well as the social issues connected with race in contemporary society. We will examine issues such as affirmative action, racial integration and racial separatism, police discretion, race and IQ, using philosophical tools of careful analysis and logical scrutiny of presuppositions.

**POLCY 350C-01/POLSC 290V –01**

**Managing Death**

**Professor Hoefler**

This course will investigate policy issues associated with various ongoing debates in America with regard to the right to die. Physician assisted suicide and euthanasia, clinical and ethical issues associated with end-of-life decision making, constitutional law, and the culture of death and dying are some of the subjects we will cover as we take an interdisciplinary approach to the management of death in America today.

**POLCY 350D-01/POLSC 290W-01/IB&M 300O-01**

**Leadership and Management**

**Professor Curley**

The purpose of this advanced course is to acquaint students with the principles and practices in leadership and management, primarily in business, but also in the public sector.

**POLSC 290G-01**

**Ethics & World Politics**

**Professor Bova**

An examination of the role which ethical considerations both do and should play in the conduct of international relations and world politics. Topics covered include: war, terrorism, human rights, humanitarian intervention, economic sanctions, nuclear weapons, and economic globalization. The course will be conducted "seminar style" with a heavy emphasis on group discussion of course readings.

**POLSC 290V –01/POLCY 350C-01**

**Managing Death**

**Professor Hoefler**

This course will investigate policy issues associated with various ongoing debates in America with regard to the right to die. Physician assisted suicide and euthanasia, clinical and ethical issues associated with end-of-life decision making, constitutional law, and the culture of death and dying are some of the subjects we will cover as we take an interdisciplinary approach to the management of death in America today.

**POLSC 290W-01/IB&M 300O-01/POLCY 350D-01**

**Leadership and Management**

**Professor Curley**

The purpose of this advanced course is to acquaint students with the principles and practices in leadership and management, primarily in business, but also in the public sector.

**POLSC 290X-01**

**State & Local Politics**

**Professor Masland**

The standard assumption that all political power resides in Washington, D.C. is incorrect. As citizens, we are in fact impacted more frequently, and often more significantly, by the unassuming politicians who occupy our town halls and state capitals than by our national politicians. This course will present the facts about these power brokers and explain why it is that "all politics is local."

**POLSC 290Z-01**

**Chinese Foreign Policy**

**Professor Scobell**

This course provides an overview of the foreign relations of the People's Republic of China (PRC) with attention to key bilateral relationships, including those with the United States and the Russian Federation. The course will also explore important functional areas, such as security and economics, and examine the sources of PRC foreign policy, including historical legacies, cultural traditions, and domestic political dynamics. The course will also assess the external challenges currently facing the PRC and explore the impact of the international system on China.

**POLSC 390J –01**  
**Political Leadership**  
**Professor Strand**

In a modern world of parliaments, committees, mass movements and other collective enterprises, one might expect a lessened need for individual leadership. A man or woman on horseback come to save the day or seize the time could be construed an anachronism. But plainly the demand for leaders and the willingness of individuals to step forward to play this role has continued unabated. We will consider classical and contemporary theories about how leaders lead as well as case studies of leadership in action.

**POLSC 390K-01**  
**Contemporary American Political Thought**  
**Professor Ransom**

Contemporary American political thought will be looked at from two angles: (a) recent writers who comment directly on the political scene. These include "left" and "right" wing thinkers such as Michael Walzer and Alan Bloom. (b) writers who interpret and reinterpret the American revolution and the debate over the constitution to promote their own view of what America can or should be like, including J.G.A. Pocock, Bernard Bailyn, and Gordon S. Wood. These two angles will allow us to discuss and debate the enduring principles of the American polity: Is it a constitutional government designed to protect property and individual rights, or a radical democratic, and egalitarian experiment?

**PORT 400A-01**  
**Brazilian Literature in Translation**  
**Professor Anderson**

Although long overshadowed or overlooked, Brazilian literature has much to offer to the contemporary reader. This course picks up the study of Brazilian literature at the end of the 19th century when it first achieves its own distinctiveness. We will focus on those writers who best represent the periods during which they wrote, and who have also made major contributions to the development of style. Authors who may be read in this class include Machado de Assis, Euclides da Cunha, Jorge Amado, Clarice Lispector and Lygia Fagundes Telles, among others.

**PSYCH 150-01**  
**Cross-Cultural Psychology**  
**Professor Sykes**

This course takes the position that human behavior can best be understood only in the cultural context in which it occurs. Discussions focus on the impact of culture on human behavior including the nature of culture; political and religious elements of culture; perceptions, stereotypes and the realities of cultural differences; how nationalism and animosity between cultures grow; and sources of prejudice and cultural conflict and how they may be reduced.

**PSYCH 160-01**  
**Industrial/Organizational Psychology**  
**Professor DiClemente**

Examines the psychology of the workplace. Emphasizes the theoretical developments in psychology that relate to the study of people in organizations and industry in areas such as interpersonal relations, management, leadership, personnel, and applied psychology. Theories, experiments, and problem solving efforts of behavioral scientists in industrial settings are covered.

**PSYCH 180G-01/02**  
**Psychology and Religion**  
**Professor Cohen**

Are psychology and religion compatible? The goal of this course is to create a constructive dialog between these two sometimes seemingly warring fields and to examine the ways in which they can contribute to each other. We will read and discuss classic works in psychology (and other fields) related to religion and also research articles in the field of psychology and religion.

**PSYCH 180H-01**  
**Evolutionary Psychology**  
**Professor Cohen**

Although people typically think about evolution as having shaped only our physical characteristics (such as the size of our noses), evolutionary psychology examines how our psychological traits have been molded by evolution. This course will examine how evolution works and how it has affected our psychological makeup. Special attention will be paid to mating preferences and to aggression. Course participants will carry out a small research project.

**PSYCH 330-01**  
**Research Methods in Cognitive Psychology**  
**Professor Chromiak**

Students devise, conduct, analyze and prepare written reports of experiments on topics such as autobiographical memory, time management, techniques for improving learning, and decision-making.

**PSYCH 350-01****Research Methods in Cross-Cultural Psychology****Professor Sykes**

Each culture is unique in its understanding and beliefs regarding human nature. These differences can lead to varied perceptions of self, in-group and out-group members, time, politics, social distance and social expectations. This course is designed to support student investigation into these cultural and subcultural differences as students generate, conduct, analyze and prepare written reports of observational, survey, correlational or experimental study designs on various topics in cross-cultural psychology, stereotypes and intercultural conflict.

**PSYCH 480D-01****Broken Brains/Broken Minds****Professor Barber**

This seminar course will examine the relationship between brain and behavior through case study approach. We will read about the structure of the brain and the lives of individuals with brain damage with a goal towards identifying areas of the brain that control human behavior.

**PSYCH 480E-01****Thinking About Illness****Professor Skelton**

Introduces the study of illness cognition, which is concerned with how people define and react to health problems. Topics include the content, structure, and function of mental models of illness, people's attitudes toward the sick, how people judge health risks, and practical implications of illness models for policy decisions and treatment.

**RELGN 241F-01****Religion & Film****Professor Donaldson**

This course introduces students to religious themes in contemporary film. We will examine films that reflect themes of redemption, suffering and the sacred in western and non-western cultures. Special attention will be given to the interaction between how the film communicates its message and the themes it presents.

**RELGN 312D-01****Martyrs, Matrons, Mystics and Missionaries: Living Holy Lives in Europe and the Colonial Americas, 1500-1700****Professor Diefenderfer**

What is holiness and what did it mean to live a Christian holy life in Europe and the colonial Americas? This course will approach these questions through a select group of primary and secondary sources and through student research papers on an individual or community of believers.

**RELGN 318C-01****Myth of Passion****Professor Cozort**

Some of us believe in God, and some of us don't, but we all believe in love. Some say that the belief in romantic love is the most important belief in culture, a myth that assigns to passion the highest value and ennobles suffering and even death in its name. This course will examine the meanings of romantic love. Some understand it religiously, as a misguided quest for transcendence of the ordinary world in order to unite with the divine. Some understand it as a spiritual quest to integrate the disparate elements of the human psyche. Others see it as an attempt to heal wounds of childhood and recover the original sense of "relaxed joyfulness" with which we began life. From these bases we will examine the meaning of other forms of love, including the mature passionless love that all cultures say is the highest form of love but which the myth of passion calls a living death.

**RUSSN 360C-01****Russian Utopias****Professor Duzs**

In this course we will trace the development of social, literary and artistic utopias in Russia, from their origins found in Orthodox tradition, to the communism inspired constructivism of 20's and 30's. The materials will include literary texts (from Chernyshevsky, Bogdanov, Zamyatin and others), philosophical and historical writings (Fedorov, Fedotov, Lenin), as well as artistic manifestoes and criticism. Reading assignments will combine original and translated texts, while the discussions will be held exclusively in Russian. Students will be asked to work on individual projects which will be presented at the end of the course.

**SOCIO 230A-01****Jewish Ethnicity****Professor Israel**

What is a Jew? Is it only a religion, and, if so, which religion--orthodox, ultra-orthodox, hassidic, conservative, reform, reconstructionist--or is it both a religion and an ethnicity? If it is an ethnicity, what is Jewish humor, Jewish food, Jewish sex? How can Judaism survive in America, given the rate of intermarriage? We will read materials--sociological analyses to fiction--bearing on these questions. There will be weekly films ranging from the Yiddish version of Fiddler on the Roof to Woody Allen that will be examined for Jewish characteristics and stereotypes. This course satisfies the Judaic Studies concentration.

**SPAN 231-04****Conversation and Composition****Professor Hernandez**

This course has a business application and is designed to improve oral fluency, as well as reading and writing skills, while helping students to acquire general business vocabulary. Students will study the lexicon and language protocols appropriate to the basic functions of business, integrating language, culture and business skills.

**SPAN 240-01****Advanced Grammar II****Professor Rodriguez**

This course will present a review of problematic grammatical structures. Students will practice some important skills like reading, speaking and composition. Vocabulary enrichment is another important aspect of the course. The overall goal is to equip students with the Spanish language strategies necessary for taking courses in Hispanic literature and culture.

**SPAN 310-01****Studies in Medieval Texts****Staff**

This course examines major developments in Spanish literature and culture from the Muslim conquest (711) to the culmination of the Reconquest in the fifteenth century. While emphasis will be given to the literary works (in modern versions), selected supporting texts will also be considered, paying particular attention to Spain's pluralistic society of Christians, Muslims and Jews.

**SPAN 410A-01****Contemporary Spanish Poetry****Professor Aldrich**

This seminar will engage in an in-depth exploration of contemporary Spanish poetry. We will read both older, well established poets and young poets whose work is just starting to receive attention. We will begin the semester with a brief overview of major 20th century movements and trends, then move on to a more detailed investigation of different generations of poets writing today. Students will undertake significant research on the work of a single poet of their choice.