

Division of Humanities

| Course Title and Description | Term | Day | Time | Room |
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Art History

Nineteenth Century Painting

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| Hassold CAP 107 | Full Term | Tu, Th | 10:30-11:50 | |
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This course concentrates primarily on French art from the end of the 18th century (Rococo) to the end of the 19th century (Decadents, Symbolists, Art Nouveau etc.). Also, it will include some English and German art (the Pre-Raphaelites, Turner, and the German Friedrich). The French artists to be covered include the Neo-Classicalists (David, Ingres and their followers), the Romantics (Gericault and Delacroix), the Realists (Courbet and Manet), the Impressionists (Degas, Morisot, Cassatt, Renoir and Monet), and the Symbolists (Redon and Moreau). If time permits, other movements of the end of the century will be included. Open to beginning students. This course provides excellent background for two nineteenth century seminars: *Fin de siècle* (Interdisciplinary study of Art History, Social History, Gender Studies, and Literature) and *Paris of the Impressionists* (Social History of Art).

The course not only surveys the art of the period, but in doing so, foregrounds definitions of style. Style is seen as a complex issue that depends on a number of variables (formal and expressive qualities, choice of subject matter, attitude toward the world, etc.). These issues are explicated in several of the course texts: Robert Rosenblum's *Transformations of Late Eighteenth Century Art*, Hugh Honor's *Neo-classicism*, and Linda Nochlin's *Realism*.

Seminar: Modernism And Madness

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| Hassold CAP 107 | Full Term | Tu, F | 12:30-1:50 | |
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This seminar is one of four courses in a series of experimental explorations of Modernist topics: "Images of Women in the Twentieth Century", "The Fantastic in Art, Film and Literature", and "Film Noir: Masculinity in the Post-War Period". We will explore a number of seminal texts that look at madness in relation to culture in general, as well as other disciplines (i.e. literature and feminism) as well as some literary texts that make madness a central theme. Texts to be read and discussed include Euripides' *Bacchae*, Michel Foucault's *Madness and Civilization* (1961), Shoshana Felman's *Writing and Madness: Literature, Philosophy, Psychoanalysis* (1985), and portions of Sandra Gilbert and Susan Gubar's *The Madwoman in the Attic* (1979). A series of films that may provide texts for study will be run in conjunction with this course during the first seven weeks of the term. (*The Cabinet of Dr. Caligari*, Herzog's film *Woyzeck*, and Peter Weiss's film *Marat/Sade*). Other texts of madness such as Freud's case history *Dora*, and Cixous's play *Portrait of Dora* may be included. Students may work on problems connected with the portrayal of madness in the visual arts, literature or film.

This course is designed with advanced students who have some background in feminism/gender studies, philosophy, Modernism, etc. Students who wish to be considered for this seminar will need to submit in writing the nature of their preparation and background. Preference will be given to those who have an appropriate topic that they wish to work on.

Classics

Advanced Greek

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| Moore | Full Term | TBA | TBA | TBA |
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Readings in Greek poetry and prose will be chosen to meet the needs of the students.

Elementary Greek I

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| Moore | Full Term | M, W, F | 11:00-11:50 | PME 219 |
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An intensive introduction to the ancient Greek Language. Focus will be on understanding grammar, acquiring vocabulary, translating brief passages from ancient authors. The aim of the course is to prepare to read Plato and Homer in the next year; but the study of Greek is also valuable in itself as an introduction to Greek civilization and as an exploration of historical linguistics.

Intermediate Greek I

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|-------|-----------|-----|-----|-----|
| Moore | Full Term | TBA | TBA | TBA |
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An introductory reading course. Materials will include selections from Greek prose and from the dialogues of Plato.

Elementary Latin I

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| Rohrbacher | Full Term | M, W, F | 10:00-10:50 | PME 219 |
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Knowledge of Latin is essential for reading the literature of classical, medieval, and early Modern Europe. Latin may

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also be useful for historians, art historians, archaeologists, philosophers, and students of religion or theater. Immersion in the elegance and simplicity of Latin encourages the development of the student's English prose style and general clarity of thought. This course rapidly covers the first half of *Wheelock's Latin Grammar* and is a prerequisite for Elementary Latin II. Elementary Latin I has no prerequisites and is intended for beginners or those with high school Latin preparation inadequate for advanced work. Please see instructor if you are uncertain about placement.

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Advanced Latin: Suetonius, *Life of Nero*

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| Rohrbacher | Full Term | Tu, F | 12:30-1:50 | PME 223 |
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The Roman emperor Nero (54—68 A.D.) was the last of the Julio-Claudian dynasty. Was he truly as bad as legend has it? In a word: yes. Suetonius' biography provides the gory details: his addiction to the stage, his debauching of boys, married women, and Vestal Virgins, his murder of his mother, and his melodramatic, botched suicide as armies surrounded the capital. In addition to the Latin text, we will explore other evidence for Nero's reign, particularly Tacitus' *Annales*, and we will examine Neronian culture in the works of Lucan, Seneca, Petronius, and Persius. Prerequisite: Elementary Latin I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.

Greek Civilization

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|------------|-----------|-------|------------|---------|
| Rohrbacher | Full Term | M, Th | 12:30-1:50 | PME 219 |
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A survey of the ancient Greeks from Homer to the early Byzantine period, with an emphasis on Athens in the fifth century. We will study Greek debates over literature, government, philosophy, religion, society, humor, and love, mostly through the close reading of primary sources in English translation. Texts to be read include Homer's *Iliad*, Hesiod's *Works and Days*, selections of lyric poetry, Aeschylus' *Agamemnon*, Euripides' *Hippolytus*, Plato's *Euthyphro* and *Symposium*, Aristophanes' *Clouds*, Thucydides' *History of the Peloponnesian War*, Lucian's *Alexander*, Celsus' *On the True Doctrine*, Marcus Aurelius' *Meditations*, and Procopius' *Secret History*. No prerequisites, no class size limit. Two papers, midterm, final.

Languages

Elementary German I

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|--------|-----------|---------|-------------|-------|
| Chaich | Full Term | M, W, F | 10:00-10:50 | HCL 3 |
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This is the first of two sequential German language courses designed for the adult novice learner. Students will be introduced to the language according to a proficiency-based approach with emphasis on communication in a wide range of contexts. The course objectives focus on building lexical, grammatical, pragmatic, and sociolinguistic competence through speaking, listening, reading and writing practice. The materials for the course are Moeller/Liedloff's *Deutsch heute, Seventh Edition*, the accompanying workbook and audiotope program. German will be the primary language used in the classroom. Regular use of the language laboratory, computer lab, and participation in supplementary review sessions with the teaching assistant to reinforce communication skills are required. During Term I, the Introduction and first six chapters of *Deutsch heute* will be covered. Assessment will include simple writing tasks, web-based activities, online tutorials, chapter tests, comprehensive midterm and final examinations and a collaborative group video project.

Intermediate German I

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|--------|-----------|---------|-------------|-------|
| Chaich | Full Term | M, W, F | 11:00-11:50 | HCL 3 |
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This course is designed to increase communicative proficiency in German in all four Modalities and provide the intermediate language learner with an intensive review of German grammar. Teichert and Hahn's *Allerlei zum Besprechen* and Schaum's *Outline of German Grammar* are the main texts. Students will be presented with opportunities for self-expression and creativity while exploring authentic texts, culture, and social and political problems in readings, projects and class discussions. There will be a written midterm and final exam, as well as a final project.

Elementary Spanish I

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|--------------------|-----------|---------|-----------|---------|
| Labrador-Rodríguez | Full Term | M, W, F | 9:00-9:50 | LBR 156 |
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This first-semester course is designed for students with little or no background in Spanish. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative, introduction to the Subjunctive), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, frequent quizzes, take-home grammar exercises, short reading/writing assignments, three major exams. Three 50-minute classes and additional 2 hours of language laboratory per week. Attendance and active participation in class exercises are required. Students are expected to prepare all assignments carefully. Quality and timeliness of completed work, significant progress in language skills, and evidence of mastery of basic Spanish grammar will be the basis for the evaluation of a student's performance. For students with no previous experience with Spanish or with less than two years of high-school Spanish. Students interested must contact Professor Portugal as soon as possible for assessment. Number of students limited.

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| Lecturas Hispánicas: Caribbean Culture (In Spanish) | | | | |
| Labrador-Rodríguez | Full Term | M, W, F | 11:00-11:50 | LBR 152 |
| <p>This course will discuss key problems in approaching the complexity of what makes the Spanish Caribbean a different area from continental Spanish-America. The class will study examples of cultural manifestations such as literature, visual arts, music and films organized by the following topics: slavery as a common ground, importance of the geopolitics, social role of music and religion, racial and gender conflicts, and the migration experience, among other. Students will be asked to read and actively participate in the class discussion, they will write weekly short essays and will make an oral presentation about an aspect of the cultural manifestation. The topic will be chosen in consultation with the instructor. All class discussion, presentation, and written work should be done on time. Students should be available to watch several movies outside the class time. This course is designed for students who have satisfactorily completed Spanish Composition and Conversation or its equivalent.</p> | | | | |
| The Theatre of Bertolt Brecht | | | | |
| Cuomo 214 | Full Term | Tu, F | 2:00-3:20 | CHL |
| <p><i>See description under Literature.</i></p> | | | | |
| The Representation of the Indian and the Indian World (In English) | | | | |
| Portugal | Full Term | M, Th | 12:30-1:50 | LBR 152 |
| <p><i>See description under Literature. 30 Students.</i></p> | | | | |
| Intermediate Spanish | | | | |
| Portugal | Full Term | M, W, F | 10:00-10:50 | LBR 152 |
| <p>This course is designed to clarify grammatical concepts, increase vocabulary and improve oral expression and reading skills. Oral/Aural work will be stressed more heavily than written work. The texts will provide grammar exercises as well as readings intended to increase vocabulary and stimulate discussions. The class will be conducted in Spanish only and students will be expected to participate actively in discussions and prepare all assignments carefully. Attendance to the Language Laboratory will be required [2 to 3 hours per week, approx.]. Significant progress in the accuracy of communication will be the basis for the evaluation of a student's performance.</p> | | | | |
| <p><i>Prerequisite: Either [a] satisfactory completion of Elementary Spanish II at New College; Or [b] students with the equivalent of one year college-level work done in another institution, or two years of high-school Spanish. Students not coming from Elementary Spanish will need to contact the instructor early during the previous semester [Spring 2001] for assessment of proficiency. No student will be admitted without fulfillment of this requirement. The number of students in the class will be limited.</i></p> | | | | |
| Beginning Russian I | | | | |
| Schatz | Full Term | M, W, F | 10:00-10:50 | PME 213 |
| <p>This course is intended for students with a confirmed interest in learning the essentials of Russian grammar and syntax. Students should be prepared to attend class sessions conscientiously and to devote at least two hours of preparation for each hour in the classroom. No prior work in Russian is expected, but students who have had some previous experience with the language may wish to enroll in this course for review and continuation of study. The basic text for the course will be Samuel D. Cioran, <i>RussianAlive!</i> Since mastery of Russian grammar normally requires four semesters of study, this course should be viewed as the first component of a four-semester sequence. This semester we will begin with the ABV's!</p> | | | | |
| Twentieth-Century Russian Prose Fiction | | | | |
| Schatz | Full Term | Tu, F | 2:00-3:20 | PME 219 |
| <p><i>See description under Literature.</i></p> | | | | |

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Students who have studied French before and who are interested in continuing here at New College need to take the French placement test which will be offered during orientation (time and place to be announced).

Beginning French I

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| Van Tuyl | Full Term | Lecture: | M, W, F | 10:00-10:50 | LBR 156 |
| | | Lab: | M | 6:00-7:30pm | TBA |

This first-semester course is designed for students with little or no background in French. Using the multimedia *French in Action* program, this immersion course focuses on the use of grammatically and idiomatically correct French in conversation and writing. Required work for the course includes weekly quizzes, frequent dialogues, and a comprehensive final exam. Attendance, active participation, and individual study in the Language Lab are required. Three 50-minute classes per week plus one 90-minute lab session. Class is conducted entirely in French.

Enrollment limited to 20.

Advanced French

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| Van Tuyl | Full Term | M, W, F | 11:00-11:50 | LBR 156 |
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This course in composition and conversation is intended for students with two years of college French or the equivalent. A comprehensive grammar review plus reading and writing assignments of increasing difficulty will prepare students to study French literature and culture in the original. Readings include a wide variety of French and Francophone literary works as well as a selection of nonfiction texts. Required work for the course includes daily grammar exercises plus intensive individual grammar review, frequent writing assignments, self-correction of all written work with the French writing assistant software *Antidote*, and a comprehensive midterm and final exam. Attendance and active participation are required. Class is conducted entirely in French.

Prerequisite: Successful completion of Intermediate French II or permission of instructor. Enrollment limited to 15.

Intermediate French I

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| Reid | Full Term | Lecture | M, W, F | 10:00-10:50 | LBR 252 |
| | | Lab | T | 3:30-4:50 | LBR 252 |

For students continuing from Beginning French II or who studied French for 2-3 years in high school. This class focuses on the use of grammatical and idiomatically correct French in conversation and written work. The grammar lessons are supplemented with a selection of cultural texts. Weekly assignments include compositions, oral exercises and presentations, and tests covering grammar and vocabulary. There is a final exam held during exam week. Attendance and active participation are required. The class is conducted entirely in French. Class meets for three 50-minute sessions plus one 90-minute lab per week.

Prerequisite: Completion of Beginning French II or permission of instructor. Enrollment may be limited.

Literary Movements of Nineteenth-Century France/ Ecoles littéraires du dix-neuvième siècle: a literature survey conducted in French and English.

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| Reid | Full Term | M, Th | 2:00-3:20 | CHL 224 |
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See description under Literature.

Literature

Voices, Visions, and Emulations of Poetry

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| A. M. Miller | Full Term | W | 12:30-3:20 | HCL 8 |
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Designed for students new as well as tattered, this presumably large (unlimited enrollment) combination of lectures, audio-visual presentations, and spin-off smaller hands-on workshops of students' experiments in verse will—to quote Dylan Thomas—"begin at the beginning." We will steep in accentual-syllabic metrics (Emily Dickinson), quasi-biblical "grammatics" (Walt Whitman), syllabic meters (Marianne Moore) and move to free verse (Sylvia Plath), and close with poets (like Robert Lowell) who have made the leap from "closed form" to "open form" in their careers. Throughout, we'll attempt to match the American writers (above) with certain precedents among British poets.

The general format for fourteen weeks will be one session of lecture, capped by a one-hour video from the excellent "Voices and Visions" televised series, then a second session (ideally, in smaller groups) in which students show they've gotten their hands dirty grappling, in their own expressive writing, with the major poets' techniques. For students not interested in writing "creatively," an optional short essay could be substituted.

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| <i>Readings and writings³/₄as well as multiple short-essays and dreaded pop-quizzes on the creative and critical vocabulary of verse³/₄will be intensive. No prerequisites.</i> | | | | |

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Major British Romantic Poets

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| A. M. Miller | Full Term | Tu, F | 2:00-3:20 | CAP 107 |
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Designed for advanced students with an inexplicable passion for the early British nineteenth century, this small (fifteen-person maximum) seminar is not quite well styled as "five dead white males," for we will work with the notebooks of Dorothy Wordsworth, and dwell with varied critical stances as we explore the biographical, thematic, and artistic aspects of Mary Shelley's *Frankenstein*. Mostly, however, we will engage in close examination of (and, in passing, critique various criticisms of) selected works by William Wordsworth, Samuel T. Coleridge, John Keats, Percy Bysshe Shelley, and George Gordon, Lord Byron. Although we will nod to recent critical stances (e.g. reader-response criticism), our approach will be cheerfully old-fashioned: the poems themselves are on the front burner. "M.B.R.P." chronologically would lead to, although not be a prerequisite for, a thematic seminar (or perhaps an Independent Reading Project) in Victorian Poetry and selected expressive and discursive prose in Term Two. For that course, as for this one, the primary text is Volume Two of *The Norton Anthology of English Literature*.

Prerequisites: prior college-level work in poetry (say, the short form of "Voices & Visions" of I, 99-00, or "Intermediate Poetics" of I, 00-01), at least a passing interest in Literature or British-and-American literature as an Area of Concentration, and a lust to knock the top off the Graduate Record Exam (GRE) in this area. Enrollment by signed permission of the instructor only.

Introduction to Acting

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| Staff, FSU/Asolo | Module 1 & 2 | M | 7:00-10:00 PM | Asolo |
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Through a series of concentrated exercises, improvisations and monologue work, this introductory acting course will develop a foundation for acting work using the following definitions: Acting is "living truthfully under imaginary circumstances"; Acting is the "reality of doing." The course is taught by the graduate faculty of the Asolo Conservatory. Enrollment will be limited. Preference will be given to students previously excluded from an Asolo-taught course; however, all interested students should attend the first meeting, since if you are excluded this time you will be given preference the next time the course is taught.

Interested students must attend the first meeting of the course on Monday evening the first week of classes. The course will most likely be held Monday evenings 7:00-10:00 p.m. Go to the Stage Door entrance on the Route 41 side of the Asolo Conservatory building (just south of our library). Identify yourself as a New College student to the security personnel; they will direct you to the acting studio where the course will meet.

The Theatre of Bertolt Brecht

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| Cuomo | Full Term | Tu, F | 2:00-3:20 | CHL 214 |
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This survey of modern German, Austrian, and Swiss theater will trace the origins of Bertolt Brecht's concept of the non-Aristotelian or "Epic Theater" with the help of Gerhart Hauptmann's naturalist dramas *Before Daybreak* and *The Weavers* and examples of expressionism by Reinhard Sorge, Hanns Johst, and others. Our examination of Brecht's development will cover *Baal*, *The Threepenny Opera* (both the Brecht/Weill "opera" and G.W. Pabst and Wolfgang Staudte's film versions), *The Mother*, *Mother Courage and Her Children*, and *The Good Person of Szechwan*, in addition to some of his poetry, short didactic plays (*Lehrstücke*), and theoretical writings. We will examine Brecht's posthumous contribution to Western drama with respect to Friedrich Dürrenmatt's *The Visit*, early works by Peter Handke, Peter Weiss's *Marat/Sade*, and possibly R. W. Fassbinder's drama and film adaptation *The Bitter Tears of Petra von Kant*. Special attention will be given to Brecht's legacy in the former GDR and Heiner Müller's *The Correction*, *Hamletmachine*, and other texts. Some of these works will only be available on reserve at the library, and supplementary materials will be on the instructor's web site <http://ncf.edu/cuomo>). Students will be expected to contribute regularly to a webboard conference as preparation for our discussion meetings and maintain a response journal with entries on all of the dramas. They will write two sets of essays and give an in-class presentation, which can take the form of performance of scenes from the works under consideration. There will be some evening sessions to view films of dramas and other performance-related activities. No knowledge of German is necessary.

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Faulkner And Intertextuality

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| Dimino | Full Term | Tu, F | 2:00-3:20 | CHL 215 |
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William Faulkner is widely considered the greatest twentieth-century American novelist, and our course reading will be selected from his best works: *The Sound and the Fury*, *As I Lay Dying*, *Sanctuary*, *Light in August*, *Absalom, Absalom!*, *The Hamlet*, and *Go Down, Moses*. Building on our discussion of these novels, we will explore the concept of intertextuality both by considering Faulkner's own body of work as an "intertext" and by putting Faulkner side by side with other writers: Toni Morrison, Russell Banks, and Gabriel García Márquez. We will discuss such issues as narrative experimentation, the depiction of race and gender, and the importance of cultural boundaries and cultural conflict.

In our close reading of Faulkner's novels, we will examine a number of other key topics: his depiction of southern history; his comic imagination, alternately mellow, wild, and grotesque; the psychology of his troubled or troubling characters; and his distinctive, varied style, which can reach outrageous rhetorical heights. Each student will write two eight-to-ten-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in discussions. This course is open to students who have taken at least one intensive college course on American literature or on fiction; for other students, permission of the instructor is required. Enrollment may be limited.

Introduction To American Literature

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| Dimino | Full Term | M, Th | 2:00-3:20 | CFA 211 |
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In this course we will examine American cultural identity and cultural change by constructing a "map" of America, with works of literature ranging from the voyages of discovery to the present. Each section of the course will trace a particular region of the country over a period of history. Our survey of New England, for example, will begin with John Winthrop's model of a Christian community in his famous sermon of 1630: "we shall be as a city upon a hill. The eyes of all people are upon us. . . ." Thoreau's *Walden* probes the links between the cycle of nature at a Massachusetts pond and the workings of the human spirit; Mary Wilkins Freeman's turn-of-the-century regional realist stories portray, with humor and with empathy, the struggles of ordinary New Englanders, most of whom are older women. The section will conclude with Frost's poetry.

Other reading will include works by Douglass, Chesnutt, Faulkner, and Welty (the South); Dreiser, Brooks, and Erdich (the Midwest); Whitman, Langston Hughes, and Malamud (New York); Native American oral poetry, Steinbeck, and Momaday (the West); and Zora Neale Hurston and Russell Banks (Florida). Students will write two eight-to-ten-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in class discussions. The course is open to all students; enrollment will be limited.

Imagining and Reimagining Early England: Medieval Texts and Modern Adaptations

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| Myhill | Full Term | Tu, Th | 10:30-11:50 | LBR 154 |
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An enthusiastic reviewer of T.H. White's *The Once and Future King*, a twentieth-century adaptation of Thomas Malory's fifteenth-century *Morte D'Arthur*, described it as "A glorious dream of the Middle Ages as they never were but should have been." What "should" the middle ages have been, in the dreams of its writers and the writers (and filmmakers) of subsequent ages? How was medieval England imagined and reimagined? What do Modern versions of medieval texts tell us about the ages that produced them? This course will introduce a selection of English literature written before 1500 (to be read in Modern English translations) and then examine nineteenth and twentieth-century adaptations of this material. Texts and issues fall into three basic units: exclusion and community in *Beowulf*, John Gardner's *Grendel*, which retells the story from the monster's point of view, and the recent film version, *The Thirteenth Warrior*; building knights and nations in narratives of King Arthur and Camelot--the medieval texts include Geoffrey of Monmouth, Thomas Mallory, maybe some Chaucer, and several anonymous writers including the author of *Sir Gawain and the Green Knight*. and Modern adaptations may include Tennyson (*Idylls of the King*), Twain (*A Connecticut Yankee in King Arthur's Court*), Lerner and Lowe (*Camelot*), and Monty Python (*and the Holy Grail*). The course will conclude with an introduction to medieval drama (*Everyman* and one of the Herod plays), and the uses of allegory and psychomachia in twentieth-century drama (probably Priestley's *J.B.* and Eliot's *Murder in the Cathedral*). Students are expected to write several short papers and participate actively in class discussion. This course is open to beginning students of literature and non-majors, but enrollment may be limited.

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Transvestite Theater: Costume and Identity in Early Modern Drama

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| Myhill | Full Term | M, Th | 12:30-1:50 | CFA 211 |
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The fact that all characters, regardless of gender, were played by male actors on the English stage until 1660 has long been regarded as a convention that audiences of the time would have accepted without question. That all characters, regardless of rank were played by men whose highest social position was citizen is so taken for granted that it is not even discussed today. But in a culture in which many people accepted that costume was "set down [from God] as a sign distinctive between the sexes" and which produced laws regulating by rank who could wear what fabrics, the potentially transformative nature of costume was the subject of serious attention. This course will examine the place of the theater in constructions of class and gender in the period. Readings include plays by Lyly, Shakespeare, Jonson, Ford, Middleton and Dekker, and Brome, an exciting and contentious variety of early Modern writings on the theater, costume, class, race, and gender, and a significant amount of feminist and new historicist secondary criticism. Students are responsible for one class presentation, weekly written responses to the readings, one 15-20 page paper, and consistent participation in class discussion. This course is designed for students who have previously taken courses in literature and/or gender studies. Enrollment may be limited.

Twentieth-Century Russian Prose Fiction

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| Schatz | Full Term | Tu, F | 2:00-3:20 | PME 219 |
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This lecture/discussion course will begin with an examination of two radically different realizations of the social and political crises of 1905—Maksim Gorky's *Mother* and Andrey Bely's *Petersburg*—and conclude with the recent fiction of Vladimir Makanin and Tatyana Tolstaya. Although we will discuss in some detail the tenets of Socialist Realism, the course will not include texts produced under Stalin. Other works which will be considered, many of them written during the 1920's, include short fiction by Yury Olesha and Isaak Babel, Evgeny Zamyatin's *We*, and Mikhail Bulgakov's *Master and Margarita*. We will end the semester with some speculation about the future of Russian literature, especially in view of the absence since 1992 of censorship and of the proliferation since then of various forms of escapist fiction. Open to all interested students.

The Representation of the Indian and the Indian World (In English)

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| Portugal | Full Term | M, Th | 12:30-1:50 | LBR 152 |
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The Indian and the Indian world have been a central problem in the configuration of the artistic and intellectual discourse in and about Latin America. In this course we will examine this process through one key aspect: the role of the representation of the Indian and their world in the production of major narratives. We will work with novels by non-Indian writers from Mexico, Guatemala, Ecuador, Peru, and Brazil, written between the 1880s and the 1980s. This course will demand very intense reading: in addition to the novels (9 to 10) the class will require a significant amount of work with secondary sources (literary criticism, history, and social sciences). A strong in-class participation is expected, and will be an essential factor in the final evaluation. Weekly position papers (1.5 to 2 pages) before class meetings, and two essays (mid-term and final, 8 to 10 pages each).

Literary Movements of Nineteenth-Century France/ Ecoles littéraires du dix-neuvième siècle: a literature survey conducted in French and English.

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| Reid 224 | Full Term | M, Th | 2:00-3:20 | CHL |
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This course explores the development of and conversation between literary schools over the course of the 19th Century. How did Romanticism set itself off against Classicism and the Enlightenment? How did Realism incorporate an understanding of the romantic plot into its representations of the world? How did Naturalism express the rapid changes taking place in the City (Paris)? In what ways is the Decadent emphasis on the Senses a reaction to the Naturalist emphasis on Truth? Readings for this course will be primarily fiction (short stories and novels), although we will read poetry and essays as well. We will read works by authors such as Balzac, George Sand, Hugo, Lamartine, Desbordes-Valmore, Flaubert, Baudelaire, Zola, Maupassant, Huysmans, Rimbaud, Verlaine & Rachilde. A premium will be placed on class participation; each student will either give a 10-15 minute presentation or lead discussion at least once. The course is open to beginning and advanced students in literature, to students with an advanced level of French (by permission of the instructor) and to those with no knowledge of French. The class will meet once a week as a whole, for discussion in English, with separate meetings on Thursday or Friday for students working in French and English (time TBA). Readings will be available in both French and English. This course is cross-listed in Gender Studies.

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Introduction to Literary Modernism: Creative Offensives and Social Retreats

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| Mezey | Full Term | M,Th | 3:30-4:50 | LBR 152 |
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This course is an introduction to the modernist canon and its development within a time of vast intellectual and geopolitical change. The period between the two world wars saw the establishment of psychoanalysis and quantum mechanics as the dominant paradigms of human behavior and physics, but along with these scientific movements came more uncertainty about the relation of the individual to family, culture, the physical world, and even to the workings of the mind. The end of World War One also brought about a fundamental change in the understanding of empire and nationhood, as the balance of power and national borders shifted in Europe and the colonies. Like the rest of the world, the modernist authors had only to sit and watch these dramatic changes unfolding.

The most common accusation leveled at the modernist movement was that its artistic expression was born from the horror of confronting the changes of the age; retreating into the mind, and the bourgeois mind at that, modernist authors produced a body of work that managed to be as literarily suspect as it was socially irrelevant. This course questions and moves beyond this assumption by analyzing the supposed “retreats” of these authors into cultural alienation and formal experimentation in the context of their increasingly recognized engagement with politics, history, nationality, and colonialism. Throughout the term, students will be encouraged to consider the issues of sexuality and canonicity that are often excluded from modernist surveys. Although we will be focused on the modernist mainstream, there will be ample opportunity to look beyond canonical borders for texts that may still be under-represented. Course requirements include several short reading responses, two medium-length essays, and active, enthusiastic participation. Our readings will be drawn from the following list. Novels: Mulk Raj Anand, *Untouchable*; E.M. Forster, *A Passage to India*; James Joyce, *A Portrait of the Artist as a Young Man*; Franz Kafka, *Metamorphosis*; and Virginia Woolf, *Mrs. Dalloway*. Poetry: Gertrude Stein, *Tender Buttons*; selected poems by T.S. Eliot, William Butler Yeats, Ezra Pound, and H.D. Nonfiction: Sigmund Freud, *Dora*; selections from Eliot (*After Strange Gods*), H.D. (*Tribute to Freud*), and Woolf (*Three Guineas*). This course is open to all interested students, but enrollment will be limited to 25.

Postcolonial Literature and Theory: Africa, the Caribbean, and India

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| Mezey | Full Term | W | 12:30-3:20 | LBR 152 |
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This course is designed to offer students an introduction to the vast and politically charged field of postcolonial studies. The result of the Western academy’s encounter with its own participation in imperial discourse and the canon wars of 1980s, postcolonial studies has inspired debates, attacks, and apologetics, from its failure to question its status within the modern-day empires of multinational capitalism to the meaning and spelling of the word “postcolonial” itself. At present, postcolonial studies is best described as an all-purpose term that contains a widely varied body of literature and theory. These works share in common a relentlessly history-minded approach to their times and a deep suspicion of the legacies of empire. Our progress through this course will participate in the ongoing conversation between the literature that has been classified as postcolonial and the theoretical work that has developed alongside it.

To narrow down our scope of inquiry, we will focus upon three regions that were colonized by the British Empire: Africa, India, and the Caribbean. Literary readings will be drawn from the following list: *Chinua Achebe, Things Fall Apart and Tsitsi Dangarembga, Nervous Conditions* (Nigeria/Zimbabwe); Michelle Cliff, *No Telephone to Heaven* and George Lamming, *In the Castle of My Skin* (Jamaica/Trinidad); and Mahasweta Devi, *Mother of 1084* and Salman Rushdie, *Shame* (India/Pakistan). Films may include Ousmane Sembene’s *Xala* (Senegal), Mani Rathnam’s *Dil Se* (India), and Perry Henzell’s *The Harder They Come* (Jamaica). We will also read criticism by Homi K. Bhabha, Frantz Fanon, Anne McClintock, Ngugi wa Thiong’o, and Gayatri Spivak, among others. Because of its heavy theoretical component, this course is only open to those students who have taken at least one college literature course. Requirements will include a group presentation on a historical topic, one 4-5 page paper, one 10-15 page research essay, and active, enthusiastic participation. Enrollment will be limited.

Music

New College Sarasota Opera Chorus

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| Mechavich | Meets Full Term for Mod 2 Credit | Tu, Th | 8-10:00pm | Music Room-CHL |
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The New College Sarasota Opera Chorus, new this term, will provide students with an opportunity to sing in an ensemble under the leadership of Joseph Mechavich, Assistant Conductor of the Sarasota Opera. Repertory to be studied will be determined at a later date. No prerequisites. Students who participate throughout the semester may earn a module of credit (M2).

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Electronic Music I

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| Constable | Full Term | W | 12:30-3:20 | CFA 212 |
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This course is divided into two units, which run parallel to one another. One unit is a comprehensive instruction in audio recording and production techniques. Subjects will include digital sound representation, microphone techniques, multi-tracking, mixing and mastering, in a course design to take the student through all phases of audio production. A solid foundation of acoustics and electronic audio theory will accompany the practical instruction. The final project will be a recording that the student has recorded, mixed and mastered. Hands on training and experience in the new Slavin Electronic Studio provide students the exciting opportunity to produce professional quality masters. This unit includes individual lab instruction in addition to the classroom instruction, and access to the studio to work on projects. The other unit is a historical overview of electronic and electronic related music literature since its invention. All the various types of and uses for electronics will be covered as well as the aesthetics that inspired (or were inspired by) them. The social implications of this technology in both classical and popular music will be discussed, and also the implications to the composer and the performer.

Music Theory I

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| Miles | Full Term | M, W, F | 11:00-11:50 | CFA 212 |
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Music is the most immediately-affecting of the arts—and the most systematic, the most rational. Composers create within systems whether they know it or not, and the composer who best understands the possibilities of musical systems will produce the richest music. This course (the first of a two-course sequence) is designed to introduce students to the vast array of systems that can be utilized in composition and analysis. Topics to be covered include: acoustics, systems of tuning and temperament, notational systems, rhythmic systems (isometric and multimetric), and pitch systems (Modality and diatonic tonality). In addition to attending lecture sessions, students will be required to participate in two aural skills sessions each week.

Schoenberg, Stravinsky, and Modernism

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| Miles | Full Term | M, Th | 2:00-3:20 | CFA 212 |
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Arnold Schoenberg and Igor Stravinsky were the most influential composers of the first half of the twentieth century and are widely considered exponents of Modernism. Like most labels, however, this one fits uneasily. Schoenberg is the composer not only of the freely atonal *Pierrot Lunaire* but also the neoclassical *Third String Quartet*. Stravinsky's *The Rite of Spring* may seem to reject tradition though its innovations in harmony and rhythm, yet it is full of Russian folk tunes. While this course will focus on Schoenberg and Stravinsky, the key influences on both composers will also be considered: Wagner and Brahms for Schoenberg, Debussy and Russian nationalist composers for Stravinsky. Music by Schoenberg's pupils Alban Berg and Anton Webern will be studied, as well as music by composers who responded to the challenges of Modernism in distinctive ways: Bela Bartók, Kurt Weill, and Charles Ives.

Philosophy

Theory Of Knowledge

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| Edidin | Full Term | M, Th | 12:30-1:50 | CHL 221 |
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'What is knowledge' is one of the traditional Big Questions of Philosophy. We'll be concerned with the conditions which must be satisfied in order to know something, with potential sources of knowledge (most notably sense perception and pure thought) and with the nature of evidence and reasons for belief. We'll also examine skeptical arguments purporting to show that nobody can know anything at all.

Environmental Ethics

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| Edidin | Full Term | Tu, F | 12:30-1:50 | CHL 221 |
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Human treatment of nonhumans (animals, plants, ecosystems, the Earth as a whole) has become the object of intense normative scrutiny. We'll look critically at a variety of broad theoretical approaches to these issues, from views which expand traditional moral theories to define a moral status for nonhuman animals to positions that locate the moral value of human good only in the context of broader ecological communities.

Classical Philosophy

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| Berggren | Full Term | Tu, F | 3:30-4:50 | HCL 4 |
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The ancient Greeks invented philosophy, which in turn invented the Western World. This seminar will explore the basic contrast between the Apollonian and the Dionysian that the presocratics, the Greek dramatists, Socrates, Plato, and Aristotle all inherited from Greek mythology. An attempt will be made to determine not only how this contrast has shaped our understanding of being, knowing, and doing, but also why it is currently being called into question.

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| Hegel and Nietzsche: Two Versions of Modernity. Flakne | Full Term | W | 12:30-3:20 | CHL 215 |

Hegel and Nietzsche offer two radical, and radically divergent, developments of the Kantian revolution in epistemology and ethics. What is the role of human beings given the gap between freedom and nature and our dual citizenship in these heterogeneous spheres? Is a reconciliation possible? Desirable? The seminar will proceed through close readings of *The Phenomenology of Spirit*, *Thus Spoke Zarathustra*, *The Gay Science*, and *The Will to Power*. Participation will be limited to fourteen, and requires instructor approval.

Language and Politics.

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| Flakne | Full Term | Tu, Th | 10:30-11:50 | HCL 4 |
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Does language, as a reflection of reason, provide a neutral space to negotiate interests and coordinate action? Or is language, as constructing selves and subjectivity, an original and determining site of domination and/or distortion? This course will examine the ways in which ideas about the substance and operation of language have influenced recent political philosophy. Readings will include such authors as Mill, Marx, Althusser, Arendt, Habermas, Rawls, Foucault, Butler, and Benhabib.

Religion

Introduction to the New Testament

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| Michalson | Full Term | M, Th | 12:30-1:50 | LBR 156 |
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This survey course will provide an introduction to the writings of the New Testament, viewed within the context of the Greco-Roman world. As the literature of the primitive "Jesus movement," the New Testament illustrates numerous issues connected with the efforts of a religious sect to attain distinctiveness as well as adherents. Specific issues to be addressed will include: forms of Modern biblical criticism; the relations among the four Gospels; the career of Paul; the problem of the "historical Jesus;" and historical questions raised by the spread of early Christianity. This course is introductory in nature and is intended especially for first and second-year students. Course format will include both lectures and discussions. Exams and short papers. Enrollment may be limited.

Theology and History

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| Michalson | Full Term | M, Th | 3:30-4:50 | CFA 212 |
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This discussion-based course will focus on two thorny problems emerging out of the relationship between traditional Christian theology and Modern historical consciousness: the odd linkage between historical claims and religious truths; and the precarious dependence of religious faith on historical knowledge. Issues for our consideration will include the problem of miracles, the question of the meaning of history "as a whole," the emergence of the category of "myth" in Modern biblical studies, and the growing importance of "hermeneutics" as a theological discipline. Authors to be read or discussed will include Hume, Lessing, Kant, Hegel, Kierkegaard, Troeltsch, Bultmann, and Pannenberg. While there is no prerequisite, the course is intended for students with some background in Religion. Short papers plus class presentations. Limited to 25.

Buddhism

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| Newman HCL 7 | Full Term | Tu, Th | 10:30-11:50 | |
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Buddhism began as a small ascetic movement in India, but it eventually became the dominant religion of Southeast Asia, China, Japan, and Tibet. This course will examine how and why this occurred. Our main goal will be a broad understanding of the fundamental philosophies, beliefs, and practices of Buddhism within the context of Asian history and culture.

Orientalism

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| Newman PME 213 | Module 2 | Tu, F | 2:00-3:20 | |
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Beginning in classical antiquity "the West" has defined itself in part in opposition to "the East," but today ever-increasing economic, political, and cultural interdependence force a reconsideration of the relationships between Asia and the West. This seminar will focus on Western perceptions and representations of Asians, and the effects these have on cross-cultural communication. The first part of the seminar will critique Edward Said's thesis in *Orientalism* and apply it to several case studies; the remainder of the Module will be devoted to student presentations of research projects.

The Art and Science of Happiness – A First-Year Seminar

Division of Humanities

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| Newman / Harley 214 | Module 1 | W | 12:30-3:20 | CHL |

Happiness is the ultimate goal for many people, but its nature often goes unconsidered. In this Modular seminar, we will consider happiness from two different perspectives: the Buddhist tradition and current-day psychology. We will compare and contrast the methods used by these two approaches as well as their conclusions. Limited to 12 first-year students.

Students in this course will improve their skills in the areas of critical reading and thinking, library research, writing (including use of the writing center), and giving oral presentations.

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Visual Arts

Introductory Sculpture

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| Fry | Full Term | Tu | 12:30-3:20 | CFA 111 |
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Sculpture is the most wide-open discipline in contemporary art, employing any or all of the five senses and ranging from traditional object-making to performance, video, or installation. Keeping these different paths in mind, this course concentrates on how to physically create sculpture-as-objects using different materials (plaster, wood, metal) and methods (modeling, carving, construction) to explore volume, mass, and space. Demonstrations, slide talks, and group discussions take place during each project, and work-time outside of class is expected.

Lab fee for materials required. No prerequisite, enrollment of 15.

Public Art (Intermediate Level)

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| Fry | Full Term | Th | 12:30-3:20 | CFA 111 |
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This seminar/studio course will explore many issues concerning contemporary public art: how do we define art, the public, the artist, the community; who should make the decisions; how does the meaning of art change when it is out of the private realm and into the public?

Through readings, slide talks, and field trips, these and other questions will be discussed. Each student will complete two thoroughly researched and well-developed public art proposals for sites in Sarasota that will include drawings, models, samples, and a written statement with budget. The first proposal will be for any site in Sarasota with an unlimited budget. The second proposal will be "for real:" a specific site with a specific budget for actual production. These last proposals will be given to an outside selection committee. If a student's project is selected, that student can then choose to realize and construct their project as an ISP or tutorial, individually, or as part of a group. Reading, research, and studio work outside of class time is expected—the class meeting once a week focuses on discussion.

Introductory Sculpture is required. Students buy their materials. Limited enrollment.

Advanced Painting

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| Mead | Full Term | M | 12:30-3:20 | CFA 509 |
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An activity designed to offer to the serious Visual Art student an opportunity to develop exhibitiv paintings using their individual content/imagery in their preferred media/technique/style. Enrollment by permission of instructor.

Foundations of 2D Visual Arts: Composition/Design/Symbolism

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| Mead | Full Term | W | 12:30-3:20 | CFA 509 |
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This course is designed to present to the serious visual arts student the basic to advanced elements of 2-dimensional art: space division, figure/ground relationship, balance, emphasis, line quality, texture/pattern, linear and aerial perspective. Collage and drawing will be explored, and photography and computer responses are also appropriate. Content and symbolic imagery will also be investigated.

Prerequisite: Drawing and Painting courses. Enrollment by permission of instructor.

Division of Social Science

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Anthropology

Method and Theory in Archaeology

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| Andrews Anthro Lab | Full Term | Tu, F | 3:30-4:50 | |
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This seminar surveys the field and analytical methods of archaeology, and examines the theoretical premises of the discipline. The course will focus on the structure and history of the discipline, field and laboratory methods, and temporal and behavioral frameworks, and theoretical principles.

Prerequisites: an introductory course in archeology, or permission of the instructor.

Origins of Mesoamerican Civilization

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| Andrews Anthro Lab | Full Term | Tu,F | 12:30-1:50 | |
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A seminar/survey of Mesoamerican prehistory from Paleo-Indian times to the arrival of the Spanish. Special emphasis will be placed on the processes that led to the development of formative cultures, the rise and fall of Classic period states, and the emergence of Postclassic empires. Limited to 15, with background in archaeology, or permission of the instructor.

Gender in Cross-Cultural Perspective

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| White | Full Term | W | 12:30-3:20 | Anthro Lab |
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Lecture discussion course (with some movies), examining biological sex differences of humans and related species; sexism, bias and postmodernism in science; debates about sex roles among monkeys, apes, and the earliest humans; the prehistoric and historic archaeological record of gender; male and female roles in different living or recent non-Western cultures around the world; and the existence of third and fourth genders in some cultures. Students read general texts and some case studies. The last two weeks are spent looking at possible futures and reading anthropological science fiction in which gender roles are important. Suggested prerequisite: an Anthropology course. Limited to 15 students, with permission of the instructor.

Introduction to Cultural Anthropology

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| Vesperi 221 | Full Term | Tu, F | 10:30-11:50 | CHL |
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This course is designed to provide a cross-cultural approach to core issues in the contemporary world. Topics will include anthropological approaches to social structure, social stratification, language, non-verbal communication, religion and concepts of self in both Western and non-Western societies. Class discussion will focus also on the philosophical foundations of the anthropological paradigm, the impact of anthropological ideas on learning theory as it originated in the late 18th and early 19th centuries, and culture change in colonial West Africa, Australia and the Amazon Basin. Finally, students will evaluate the potential of the anthropological perspective for illuminating contemporary problems and issues.

No Prerequisite, enrollment limited to 30.

Anthropology and Literature

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| Vesperi | Full Term | W | 6:00-9:00 pm | Anthro Lab / SUD |
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The decades since Clifford Geertz urged anthropologists to practice "thick description" in the construction of ethnographic texts have been marked by increased concern with narrative voice. At the same time, techniques of structural and symbolic analysis used by philosophers and social scientists have profoundly influenced the field of literary criticism. Drawing from a wide range of essays, ethnographic texts and fiction, this course will explore how relationships between literature and culture are identified, or in some cases, misconstrued.

Prerequisite: permission of instructor required. Enrollment limited to 20

Museology Internships: South Florida Museum, Bradenton

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| Andrews/Vesperi/Baram | Full Term | | | |
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Jointly supervised by the Museum Curator, these internships provide an opportunity for students to work with museum collections, which include archaeological artifacts, historical artifacts and documents, paleontological fossils, and zoological specimens. Student projects are expected to combine curatorial work with the research and analysis of particular collections. *The objectives and requirements of each project will be determined through consultation with the faculty supervisor and the curator of the museum. Offered as an ISP or Tutorial and in Summer.*

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Economics

Introduction to Economic Analysis

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| Coe | Full Term | M, Th | 3:30-4:50 | HCL 7 |
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The course is designed to introduce the student to the way economists analyze social behavior and evaluate public policies. We examine the principles underlying how a market-oriented economy allocates its scarce resources among competing uses so as to answer the three basic economic questions – what to produce, how to produce it, and who gets it. We also develop an analytical framework to answer the question of whether a market-based allocation of resources is “good” for society. Considerable attention is devoted to understanding the basic market model of supply and demand. We will use that model to examine the pros and cons of selected policies, including rent controls, the minimum wage, and protectionist trade measures. The goal is to develop the student’s ability to undertake relatively sophisticated policy evaluation using the basic tools of economic analysis. We also analyze the role of government in a market-oriented economy with a discussion of such topics as income distribution and pollution control.

No prior knowledge of economics is assumed. No math beyond basic arithmetic is needed, although heavy reliance is placed on graphical analysis. The course serves as the basic building block for further study in economics and is a prerequisite for additional course work in the field. Enrollment limited to 40.

Intermediate Microeconomic Theory

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| Elliott | Full Term | Tu, Th | 10:30-11:50 | LBR 152 |
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In this course, the fundamental microeconomic decision-making agents -- the consumer, the business firm, and the resource owner -- are studied in depth. The course alternatively could be titled "Price Theory" or the study of how opportunity costs (true prices) and constraints (scarce resources) affect choices. The primary purpose is to develop proficiency in microeconomic methods to the point where students can apply them on their own in a wide variety of situations and to diverse problem areas. Thus, emphasis is on the analytical tools which form the basis of all microeconomic analysis, including economics of law, the environment, the public sector, international trade, and strategic choices, and game theory. (Offered every Fall Term.)

Prerequisites: Introduction to Economic Analysis and a solid command of algebra. [While not required, basic differential calculus could be helpful.] Interested students are strongly advised to attend the mini class.

Seminar in Political Economy

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| Strobel | Full Term | M, Th | 2:00-3:20 | PME 219 |
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While the overall level of economic activity of an economy is largely determined by the country’s human, physical and educational endowments, major modifications in the production and distribution of goods and services can be greatly influenced by political forces. This course will focus on the modern American economy in light of its major changes in direction during the twentieth and current century. The political economy of European economic integration will also be examined. Particular emphasis will be on the economic results of political influences such as prevailing and/or shifting economic dogma, political parties, the business community, the role of government, the media, the globalization, organized labor, race, gender, and other social movements and declining middle class size and influence. Such phenomena will be examined and viewed as to the prospects for continued economic, political, and class harmony.

Prerequisite: Introductory Macroeconomics or Introduction to Economics Analysis.

Money, Banking and Financial Markets

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| Strobel 224 | Full Term | Tu,F | 3:30-4:50 | CHL |
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The relationship of money and other financial variables to economic activity is a key element in the understanding of the functioning of the American economic system. This course will take a three-pronged approach toward providing the student with that understanding. First, the institutions of banking and other bank, related financial services will be examined, including the historical development of the American banking system, regulation and deregulation, the thrift industry, non-bank financial intermediaries, financial markets, and their relationship to the Federal Reserve System. Second, the practical tools of money, banking and finance will be explored. Among them will be present value analysis, interest rate swaps, hedging with futures and options, arbitrage and money and deposit multipliers. Finally, the theoretical relationships of money and economic activity will be framed in the development of a general equilibrium model of the economy which will integrate money demand and supply with real sector economic activity such as investment, inflation, employment and other variables. The model will also help explain how monetary policy is

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conducted and evaluate often conflicting monetary theories such as Keynesian, Monetarist and Rational Expectations.

Prerequisite: Introduction to Economic Analysis and Introductory Macroeconomics.

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Seminar: Issues & Developments in The Fields of Economics

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|---------|-----------|---|------------|---------|
| Elliott | Full Term | W | 12:30-3:20 | VKC 110 |
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This seminar will "investigate and expose the current state of economic research and thinking" (*AER Editors' Introduction*, May volume). Thus, we will seek answers to the often asked questions: What is the scope of economics? What do economists do? What are economists doing now? The *Papers and Proceedings of the Hundred and thirteenth Annual Meeting of the American Economic Association* (held January 2001 in New Orleans, LA) will provide the source of readings for the seminar -- but the actual readings will be chosen at the first seminar meeting by the participants according to our interests. Since the *Papers and Proceedings* of the 113th meeting will not be published until May 2001, the areas and topics chosen by the volume editors are as yet unknown. However, some idea of the broad range of issues and developments that are addressed each year is given by the volumes of the previous two years, which included papers on emerging market economies, the New Institutional Economics, ineffectiveness of economic sanctions, soft budget constraints, child welfare, abuse, and neglect, prospects for the long-term reform of Medicare, trends in worker pay, economic equity and redefining poverty in the United States, income distribution in China, generational accounting around the world, reliability of aggregate statistics, forecasting Japan's future, banking crises and macroeconomic uncertainty, evolution of the geographic concentration of industry, the "natural" rate of unemployment; information technology and growth, population and economic growth, immigration policy, gender and economic transactions, the state of economic education, economics of gun control, economics of leisure, and economics of giving.

Prerequisites: The six core course requirements for an economics concentration or permission of instructor.

History

American History, 1492-1877: Recent Interpretations, Part I

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| Doenecke | Full Term | M, Th | 2:00-3:20 | LBR 156 |
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Coverage of major political events in American history, though there is some social history. Stress upon debates among historians over time and exposure to various interpretations. The course begins with the age of exploration and ends with Reconstruction. *Advanced placement students particularly welcome though there is certainly no prerequisite. Primarily lecture. Midterm and final examination in class. Term paper.*

Cold War: Russia, America, Areas of International Conflict

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| Doenecke 224 | Full Term | Tu, Th | 10:30-11:50 | CHL |
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This course, unlike most courses on the Cold War, begins with American response to the Bolshevik Revolution of 1917. It traces relations between the Soviet Union and United States in the 1920s and 1930s and delves into the tensions developing during World War II. Postwar crises include Korea, Berlin, Cuba, and Vietnam. Primarily lecture. Midterm, final, and term paper required. No prerequisites.

Medieval France and Spain

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| Snyder 214 | Full Term | Th | 12:30-3:20 | CHL |
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The rise, climax, and decline of Medieval European Civilization seen from the perspective of France, Spain, and the Church, beginning with the Germanic Invasions of the Roman Empire in the Fifth Century, emphasizing the rise of Feudal monarchy and the Papacy from the 11th to the 13th Centuries, and closing with the crises of the 14th Century. By comparing and contrasting France, a core area, with Spain, a frontier area, we will be able to see a greater richness and diversity in Medieval life and to understand the underlying causes of major changes and different patterns of development. A good place to start the study of European History.

Renaissance Humanist Reformers

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|---------------|-----------|-------|-----------|-----|
| Snyder 214 | Full Term | M, Th | 3:30-4:50 | CHL |
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A discussion-oriented seminar based on the reading of a series of major Renaissance authors, mostly of the 16th Century. Authors may include Erasmus, More, Machiavelli, Castiglione, Marguerite of Navarre, Montaigne, Rabelais, and Cervantes. There will be student reports and a major seminar paper on an author of the student's choice.

Modern German History

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|--------|-----------|--------|-------------|-------|
| Harvey | Full Term | Tu, Th | 10:30-11:50 | HCL 2 |
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This course will examine the history of Germany (including territories outside the current Federal Republic which once

Division of Social Science

| Course Title and Description | Term | Day | Time | Room |
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belonged to the Second Reich, but excluding Austria and Switzerland) in the nineteenth and twentieth centuries. Topics covered will include the Napoleonic conquest of Germany and the subsequent rise of German nationalism, the *Vormarx* and the Revolution of 1848, the formation of the Second Reich, the *Kulturkampf*, industrialization and the rise of socialism and the welfare state, Wilhelmine society, the First World War and the November 1918 revolutionary movement, the Weimar Republic, the rise, development, and defeat of Nazism, the Cold War division of Germany, and the consequences of reunification after the fall of the Berlin Wall. Students will be expected to complete take-home examinations, make class presentations based on course readings, and write a term paper, due on the last day of class.

Modern European History I

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|--------|-----------|--------|------------|-------|
| Harvey | Full Term | Tu, Th | 12:30-1:50 | HCL 2 |
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This course, intended primarily for first and second year students, is the first half of a year-long survey of modern European history, and will cover the period 1648 to 1870. Topics to be examined include the English Civil War and Glorious Revolution, the Age of Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution and the Napoleonic Wars, the Industrial Revolution, the Age of Liberalism, nationalism and national unification movements in Central Europe, the Revolution of 1848, and the wars of German unification. Students will be expected to complete take-home examinations, make class presentations and participate in class discussions, and write three short book reviews.

Political Science

Survey of Classical Political Thought

| | | | | |
|--------------|-----------|--------|-------------|-----|
| Lewis 214 | Full Term | Tu, Th | 10:30-11:50 | CHL |
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An introductory survey open to all students. It begins with Plato's Republic and Aristotle's Politics, jumps to More's Utopia, Machiavelli's Prince then onto Hobbes' Leviathan and quick run through Locke, Hume and Rousseau and concludes with some of J.S. Mill's big hits including On Liberty, The Subjection of Women and Chapters on Socialism.

Formal Organization and State Power

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|--------------|-----------|---|------------|-----|
| Lewis 221 | Full Term | W | 12:30-3:20 | CHL |
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Upper level interdisciplinary seminar that deals with the ubiquity and power of formal organization in social and political life. A graduate level sociological text introduces some of the major theoretical schools of thought. It is followed by some critical and empirical literature and student presentations of cases. Not for the faint of heart.

Introduction to American Government

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| McGee | | TBA | TBA | TBA |
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This is a course for all New College students who are interested in politics or political science. It will introduce students to the basic components of American politics such as Congress, the Supreme Court, the executive branch, and the bureaucracy. It will examine the role of non-governmental organizations such as the media, interest groups, social movements and political parties. And we will discuss key issues such as civil rights and environmental protection using current events as a lens through which to understand the American political system. This course serves as a foundation for future political science courses and is strongly recommended for all students planning to major in political science.

Prerequisites: none

Politics of Congress

| | | | | |
|-------|--|-----|-----|-----|
| McGee | | TBA | TBA | TBA |
|-------|--|-----|-----|-----|

This upper-level seminar introduces students to the intricacies of Congressional policy making and to the ways in which political scientists study Congress. We will examine the historical development of Congress as an institution chronicling changes that, for better or worse, have wrought an organization in which members are relatively autonomous vis-a-vis political parties, yet seemingly beholden to special interest groups. We will also explore how political scientists have sought to make sense of Congress, its members, and its capacity for responsible lawmaking. Prerequisites: Introduction to American Government/Thinking Politics or permission of instructor. Must attend first day of class. Course limited to 15.

Psychology

Introductory Psychology

Division of Social Science

| Course Title and Description | Term | Day | Time | Room |
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| Barton/Bauer/Callahan/Harley/Ryan HCL 8 | Full Term | | M, Th | 12:30-1:50 |

This course provides a survey of modern psychology looking at biological foundations, experimental approaches, cognitive, perceptual, developmental, social and clinical psychology. Weekly lab meetings required. It is a prerequisite to other courses in psychology.

No prior psychology courses are required.

Developmental Psychology Laboratory

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| Barton | Full Term | W | 12:30-3:20 | BON |
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This course is designed to familiarize students with the variety of questions and methods used in developmental psychology. Methods used with infants, preschoolers, and school-age children will be the primary focus. Current research will be used as examples for discussion and critique. Students will get to try out various aspects of the developmental research process, from data collection, to coding and analysis. Students will collaborate on several group projects and design a small final project of their own.

Prerequisite: Research Methods in Psychology AND Developmental Psychology, or permission of the instructor.

Class size limited to 10.

Cross-Cultural Perspectives in Child Development

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|--------|----------|-------|-----------|-----|
| Barton | Module 1 | Tu, F | 2:00-3:20 | BON |
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This seminar will explore the issue of how culture impacts theories of development psychology. Most developmental theory has been based on research with Euro-American samples, yet to what extent are these principles appropriately applied to other cultural groups? The goal of the class will be to examine how our perspectives and theories of development are shaped by culture, and to what extent those theories are limited to the cultural samples studied. We will discuss research on parental and cultural values as they bear on child rearing practices. In particular, we will look at understanding minority child development in terms of its cross-cultural roots as a means of examining these issues.

Prerequisite: Developmental Psychology. Class size limited to 15.

Introduction to Statistics

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|-------|-----------|---------|-------------|-----|
| Bauer | Full Term | M, W, F | 11:00-11:50 | BON |
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This course will introduce students to applied statistics in behavioral sciences. Topics will include frequency distributions, percentiles, central tendency, variability, probability, hypothesis testing, confidence intervals, inference about means, correlation/regression, statistical power, and chi-square. A computer lab that emphasizes the commonly used computer statistical package, SAS, will accompany the course.

Prerequisite: Introduction to Psychology. Enrollment will be limited to those students intending an area of concentration in psychology.

Introduction to Statistics

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|--------|-----------|-----|-----|-----|
| Pracht | Full Term | TBA | TBA | TBA |
|--------|-----------|-----|-----|-----|

This course will introduce students to applied statistics in the social sciences. Statistical topics will include frequency distributions, percentiles, central tendency, variability, probability, hypothesis testing, inferences about means, analysis of variance, correlation/regression, statistical power, and chisquare analysis. Students will be introduced to a commonly used computer statistical package, SAS. This section of the class is for non-psychology majors.

Cognitive Psychology

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|--------|-----------|--------|-------------|-----|
| Harley | Full Term | Tu, Th | 10:30-11:50 | BON |
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Neisser (1967) defined cognitive psychology as the study of the processes by which sensory input is transformed, reduced, elaborated, stored, recovered, and used. This course will focus on the models and experiments that address these cognitive processes. A major goal of the course is to help students develop their abilities to read and understand cognitive experiments and to use experimental data to support hypotheses.

Prerequisite: Introductory Psychology.

The Social Psychology of Conflict Resolution

Division of Social Science

| Course Title and Description | Term | Day | Time | Room |
|------------------------------|----------|-----|-------|------------|
| Callahan BON | Module 1 | | M, Th | 12:30-1:50 |

Why can't we all get along? In all areas of social life – close relationships, families, schools, the law, business, politics, the environment, international affairs – conflicts often remain unresolved even when all parties claim to be interested in achieving fair settlements. The social and psychological processes involved in negotiation and conflict resolution have been explored across a wide range of disciplines and perspectives. This first-module course will focus on social psychological theory and research related to conflict resolution. Toward the end of the module we will examine several case studies based on recent environmental conflicts. Enrollment limited: permission of instructor required.

The Art and Science of Happiness – A First-Year Seminar

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| Newman / Harley CHL 214 | Module 1 | | W | 12:30-3:20 |
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See description under Religion.

The Question of Animal Consciousness

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|-------|----------|-------|------------|-----|
| Bauer | Module 2 | M, Th | 12:30-1:50 | BON |
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There is a long tradition in psychology and biology of ignoring or denying conscious experience in animals. In recent decades this stance has been challenged. We will explore the arguments for and against animal consciousness. This is an advanced course for students in psychology, biology, or philosophy.
Enrollment will be limited.

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| Course Title and Description | Term | Day | Time | Room |
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Personality

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| Callahan | Full Term | W | 12:30-3:20 | LBR 156 |
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In addition to reviewing the “classic” theoretical approaches to personality, this course will explore related areas of recent research and debate. These areas include psychometrics, individual differences, neurophysiology, psychopathology, and behavioral genetics. The course material presumes a background in psychology (including statistics and research methods) and is offered primarily for advanced psychology majors. Permission of instructor required.

Psychology Senior Seminar

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| Barton/Bauer/Callahan/Harley/Ryan BON | Full Term | M, Th | 3:30-4:50 | |
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All students who plan to graduate with an area of concentration in psychology must enroll in the Psychology Senior Seminar. The group will meet weekly to discuss various aspects of the thesis process, including the literature review, hypothesis generation, research design, and data analysis. We will also meet in small groups to focus on specific problems and topics. Students will be required to complete weekly written assignments and will formally present their thesis prospectus in the final weeks of the semester.

Sociology

Introduction to Sociology

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| Hernandez | Full Term | Tu, Th | 10:30-11:50 | HCL 3 |
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In this course we will explore basic percepts and theories in sociology. There are four general goals for this course: 1) To gain an understanding of what is the sociological way of thinking and the ability to apply this way of thinking in our observations and study of society; 2) To learn core sociological terminology and concepts, such as roles, institutions, social reproduction, hierarchy, and stratification; 3) To acquire a general understanding of the difference between Functionalist and conflict paradigms, and to be able to apply these paradigms in the explanation of social phenomena; and 4) To understand why and in which way race, class, and gender are central variables in the analysis of social stratification.

Work Organization and Its Alternatives

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| Hernandez | Full Term | M, Th | 2:00-3:20 | LBR 152 |
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During the first half of this course we will explore sociological studies surrounding the way work is organized in privately owned corporations. During the second half we will explore the different forms of organization that have developed in an attempt to overcome the alienating experience of factory work and the inequities embedded in the capitalist and socialist economic systems. We will study participatory plans in privately owned corporations, employee stock ownership plans, and cooperatives, looking at the building principles which led to their development, the benefits they have brought to workers, their effect on productivity, and their role in the different economies.

Qualitative Methods

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| Rosel | Module 1 | M, W | 8:30-10:00 | LBR 152 |
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The purpose of this module course is to introduce students to several methods of social research and data analysis. The work for the course will include weekly exercises that require students to “get their hands dirty” in the real world. Topics will include such things as scales and indices, sample selection, variables and operational, unobtrusive observation, participant observation, self-observation, problems of validity, reliability, and ethics.

Social Dislocation

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|-------|----------|------|------------|---------|
| Rosel | Module 2 | M, W | 8:30-10:00 | LBR 152 |
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The purpose of this module is to introduce students to theory and research bearing on the process of social dislocation or displacement. In particular, displacement from one’s home and displacement from one’s community will be examined. While background in the social sciences is advised, there are no prerequisites.

Microsociology I

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| Rosel | Module 1 | Tu, Th | 9:00-10:20 | LBR 152 |
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This course should serve as an introduction to social psychology via ethnographic research done by Sociologists such as Hochschild, Fine, Erikson and Anderson. A selection of microsociological concepts will be included, and the critical reading of exemplary research will be emphasized. There are no prerequisites for this course.

Division of Social Science

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Microsociology II

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| Rosel | Module 2 | Tu, Th | 9:00-10:30 | LBR 152 |
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This course should serve as an introduction to social psychology via theoretical work done by such sociologists as Merton, Goffman and Schatz (who is actually a social philosopher). While the critical reading of exemplary theoretical work will be emphasized (hence this will be a more advanced course), there are no prerequisites for taking it.

Division of Natural Science

| Course Title and Description | Term | Day | Time | Room |
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Biology

General Biology: The Vertebrates

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| Beulig | Module1 | Tu,F | 12:30-1:50 | LBR 154 |
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An introduction to the form and function of vertebrate organ systems. A survey of vertebrate solutions to the basic problems of life will be conducted. Characteristic adaptations to the demands of aquatic, terrestrial, and aerial environments will be studied and representatives of the vertebrate classes will be selected for discussion. Enrollment limited to 30 Students.

Organismic Biology Lecture

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| Beulig | Full Term | M,Th | 12:30-1:50 | LBR 154 |
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An advanced course considering the biology of chordates. The origin and evolution of the protochordate phyla will be discussed as well as the phylogeny of the vertebrates. Principles of systematics will be applied to the study of the evolution of each vertebrate class. The anatomy, physiology, development, ecology and behavioral adaptations representing the diversity within each will be analyzed. *Enrollment limited to 30 Students.*

Organismic Biology Laboratory

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| Beulig | Full Term | M,Th | 2:00-5:00 | HNS 119 |
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The morphological and functional analysis of chordate adaptations. Protochordate feeding ecology will be experimentally analyzed. Variations on the basic vertebrate plan will be studied as represented in select members of each class of vertebrates. Character states will be determined by means of dissection and histological techniques. Functional properties of selected organ systems will be analyzed with electro physiological techniques. *Laboratory fee required. Limited to 16 students.*

Neurobiology and Behavior of Marine Animals Lecture

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|--------|-----------|------|-----------|---------|
| Demski | Full Term | M,Th | 1:00-2:20 | MBR 111 |
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This course will survey neural and hormonal systems that mediate behavior in a variety of marine animals. The evolution of control systems for adaptive behaviors will be stressed. Phylogenetic as well as levels of organization approaches to understanding brain-behavior systems will be considered. Topics include: integration in nerve nets of jellyfish and hydroids; primitive bilateral control in flatworms; ganglionic integration and central control of behavior in arthropods and mollusks; neuroendocrine pathways in higher invertebrates; radial control in echinoderms; origins of vertebrate nervous pathways in the protochordates; evolution of sensorimotor integration and behavioral plasticity (learning and related phenomena) in fishes. Survey of cetacean brain-behavior systems. *The course assumes some prior knowledge of basic neuro-biology and/or physiological psychology or zoology of marine organisms. Students lacking this prerequisite should obtain the instructors permission to enroll.*

Neurobiology and Behavior of Marine Animals Laboratory

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|--------|-----------|------|-----------|---------|
| Demski | Full Term | M,Th | 2:30-5:30 | MBR LAB |
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Hands on exercises to complement the lectures and discussions in the Neurobiology and Behavior of Marine Animals Lecture. Nervous and sensory systems in a variety of invertebrates and cold-blooded vertebrates will be studied by dissection and study of special microscope preparations. Working in small groups students will also explore the effects of neural lesions and electrical stimulation on the behavior of selected invertebrates and fishes. Students will be expected to provide documentation of the results of the lab studies. *Prerequisite: Completion or concurrent enrollment in Neurobiology and Behavior of Marine Animals Lecture or consent of the instructor. Enrollment limited to 12. Laboratory fee required.*

Cell Biology Lecture

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| Clare | Full Term | M, W, F | 10:00-10:50 | PMC 223 |
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This course will focus on the structure and function of eukaryotic cells. Topics will include bioenergetics, the structure and function of membranes, organelles and the cytoskeleton, macromolecular transport and cellular organization, the cell cycle, cell signaling, and the extracellular matrix. The cellular bases of human and plant diseases and of extracellular signal perception will be emphasized. Student presentations will be required. Prerequisites: College level introductory biology or equivalent Enrollment will be capped at 20 students.

Division of Natural Science

| Course Title and Description | Term | Day | Time | Room |
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Topics in Plant Development

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| Clore PME 213 | Full term | W | 12:30-3:20 | |
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In this upper level seminar course, we will explore the development of plant embryos, tissues and organs. Assigned readings from both a textbook and the primary literature will provide the background for discussions on such topics as embryogenesis, endosperm development, meristem organization and function, leaf formation, and floral initiation and development. A variety of experimental approaches will be discussed including anatomical analyses, surgical treatments, tissue culture, clonal analysis, and molecular genetics.

Prerequisites: Introduction to Genetics or Biochemistry and Introduction to Botany OR permission of the instructor

Introduction to Botany

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|--------|-----------|------------------------------------|--------------------------|--------------------|
| McCord | Full Term | Lecture: Tu, Th Lab(s): M or Th | 10:30-11:50 1:00-4:00 | LBR 248 HNS 123 |
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*This is an **introductory** course for students with little or no previous science exposure.* Plant cell, cell structure, reproduction, diversity and ecology will be explored. We will discuss the chemistry of photosynthesis, respiration and cell division. These subjects will naturally lead to discussions of current hormone uses and the biotechnology of gene duplication, splicing and insertion. Plants provide beauty, shelter, food and chemicals to enhance our lives. They form relationships with other plants, insects, birds, mammals, fungi, bacteria and other organisms. We will explore these through readings and film. Students are expected to successfully complete quizzes, a mid-term, a final and submit a research paper on a relevant pre-approved botanical subject. The lecture can be taken without the laboratory course, but the co-requisite for the laboratory is the lecture course. Limit 40 students.

Field Botany (Laboratory)

Laboratory evaluation will include, but is not limited to, the successful identification of 50 plant genera and 20 plant species for inclusion in an herbarium, either pressed or photographed. Laboratory lecture will cover plant taxonomic vocabulary, morphology, dichotomous keys, plant pressings and herbarium displays. Local field trips will supplement classroom and laboratory identification skills. Field trips will also focus on plant interactions with plants, insects, and vertebrates with special attention to plants in sensitive areas. Guest speakers and local experts in plant communities, wetlands, and/or threatened eco-systems will guest lecture some trips. Evaluations will consist of a plant identification mid-term and a final herbarium where presentation, plant diversity and correct identifications will be the focus. Limit 12 students. Laboratory fee is required.

Chemistry

Organic I, Structure & Reactivity

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| Scudder | Full Term | M,Tu,W,Th,F | 9:00-9:50 | LBR 252 |
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This is the first course in a three-semester sequence combining General and Organic Chemistry, designed for all science students interested in chemistry-related fields. Students are expected to complete *Structure & Reactivity 1 and 2*, *Chemical Principles*, and their respective labs to satisfy the two years of chemistry required by many graduate and medical school programs. This course covers the core of how chemical structure of organic compounds relates to chemical reactivity.

In the first half of the course, we review fundamental chemistry concepts and then use basic principles to predict the reactivity of organic compounds. Our purpose is to understand how and why reactions occur rather than memorizing a large vocabulary of reactions. We will emphasize recognition of structural similarities and grouping by like processes so that the student achieves a coherent understanding of the basis of chemical reactivity.

The second half of the course covers substitution and elimination processes and begins discussion of carbonyl compounds. Meets daily. *Entrance by placement exam.*

Chemistry Inquiry Laboratory

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| Scudder/Wagoner/Sherman/Walstrom/Johal | Full Term | Lecture | Th or F | 2:00-2:50 |
| | | | | HNS 108 |
| | | Laboratory | Th or F | 3:00-4:50 |
| | | | | HNS 230 |

This laboratory focuses on purification of organic compounds and the determination of chemical structure by spectroscopic methods. The lab emphasizes group work and collaboration. Often, students must first determine who

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else in the lab has the same material as they do, then form a group to determine the compound=s structure. Meets once a week. *Corequisite: Organic 1, Structure & Reactivity. Lab fee required.*

Division of Natural Science

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| Inorganic Laboratory | | | | |
| Sherman | Full Term | Lecture Tu Laboratory Tu | 1:00-1:50 2:00-4:50 | HNS 108 HNS 230 |
| This laboratory course will provide experience and training in aspects of inorganic synthesis, reactivity, and spectroscopic characterization, especially of transition metal complexes. All students will have direct access to most research instrumentation. Required for a concentration in chemistry. <i>Prerequisites: Inorganic Chemistry and Chemical Principles Laboratory or consent of the instructor. Laboratory fee required.</i> | | | | |
| Chemical Principles Laboratory | | | | |
| Walstrom | Full Term | M | 2:00-4:50 | HNS 230 |
| A rigorous laboratory course to complement <i>Chemical Principles</i> . Development of laboratory technique, problem-solving skills, and quantitative data analysis will be stressed. Experimental work will include calorimetry, chemical equilibrium, acid-base titrations, spectrophotometry, and kinetics. <i>Prerequisite: Organic Chemistry Laboratory. Co-requisite: Chemical Principles. Laboratory fee required.</i> | | | | |
| Biochemistry II, Metabolism and Advanced Topics | | | | |
| Walstrom | Full Term | Tu, Th | 10:30-11:50 | PMA 213 |
| This course will be a continuation of Biochemistry I. We will cover advanced topics including sugar, amino acid, lipid, and nucleotide metabolism as well as eukaryotic mechanisms for transcription regulation. The last three weeks of the course will include advanced topics chosen by the students themselves. <i>Prerequisite: Biochemistry I</i> | | | | |
| Physical Chemistry I | | | | |
| Johal | Full Term | M, W, F | 11:00-11:50 | HNS 108 |
| This course will provide an in-depth look at atomic and molecular structure. The course will begin with the fundamentals of quantum mechanics with applications to chemical bonding and molecular spectroscopy. The course will also cover energy distributions in molecular assemblies and conclude with an introduction to statistical mechanics and kinetic gas theory. <i>Prerequisites: Chemical Principles and Lab, Physics I and II and Labs, Calculus I and II and either Differential Equations or Multivariable Calculus.</i> | | | | |
| Instrumental Methods | | | | |
| Johal | Full Term | Lecture Tu Laboratory F | 12:30-1:50 1:00 - 4:50 | LBR 152 HNS 211 |
| A study of major instrumental methods, using instruments available in our laboratories. (UV-VIS, FTIR, MS-GC, and others). <i>Prerequisites: Chemical Principles and Laboratory.</i> | | | | |
| Environmental Chemistry | | | | |
| Stephens | Full Term | Tu, Th | 9:00-10:20 | HNS 108 |
| Chemical principles and processes in the natural environment - the atmosphere, hydrosphere, lithosphere and biosphere - as well as changes due to human activities, will be considered. Biogeochemical cycles of elements such as nitrogen and sulfur will be used to trace the movement of these elements through the environment and to show how human activities have altered the cycles. Aspects of water chemistry will include the properties of water, chemistry at underwater hydrothermal vents, pollution with oxygen-consuming wastes, and sources and treatment of drinking water. Use of energy and its effects on global warming, pollution with mercury and other metals, and smog formation will be considered. Some analytical methods used in environmental science will be included, with demonstration of instruments used. <i>Prerequisite: Chemistry and Society or Organic Chemistry I, Structure and Reactivity, or consent of instructor.</i> | | | | |
| Chemical Principles | | | | |
| Staff | Full Term | TBA | TBA | TBA |
| This course serves as an introduction and preparation for more advanced topics in physical and inorganic chemistry. It is a good choice for biology or premedical students who desire three or four terms of chemistry, as well as chemistry majors. For students who took Organic 1 & 2 as their first year of chemistry, this course should be taken in the second year. We will emphasize quantitative problem solving. Topics include the basic principles of chemical thermodynamics (1 st & 2 nd laws), kinetics, acids and bases, solubility and properties of solutions, and electrochemistry. | | | | |

Division of Natural Science

| <u>Course Title and Description</u> | <u>Term</u> | <u>Day</u> | <u>Time</u> | <u>Room</u> |
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Required for a concentration in chemistry. Chemistry majors should take the *Chemical Principles Lab*, as it is prerequisite to *Physical Chemistry* and *Instrumental Methods*.

Division of Natural Science

| Course Title and Description | Term | Day | Time | Room |
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Computer Science

Introduction to Programming and AI

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| Henckell | Full Term | M,Th | 2:00-3:20 | PMA 213 |
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The full title of this course might be Introduction to Programming and Problem Solving in Pascal, and Introduction to Artificial Intelligence (AI). This course runs on two parallel tracks: in Track 1 we will cover all the basic constructs of Pascal, a programming language designed as a teaching language, emphasizing good programming habits and methods of attacking and documenting computing problems that reduce complexity and make programs easy to read, debug, maintain, and upgrade. In Track 2 we will discuss some of the history, philosophy, and major approaches to artificial intelligence (AI). There will be regular weekly programming assignments culminating in an AI programming project.

This is an introductory course, and no prior experience with computers will be assumed. Students must be willing to think hard and slow, and should have an interest in programming and problem solving as enjoyable activities. Advanced students should contact the instructor prior to class for possible placement in advanced programming teams.

Mathematics

Calculus I

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| Larmour | Full Term | M, W, F | 10:00-10:50 | LBR 250 |
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Calculus is a means for calculating the rate of change of a quantity which varies with time, and the total accumulation of the quantity whose rate of change varies with time. Although calculus is only about three centuries old, calculus ideas are the basis for most modern applications of mathematics, especially those underlying our technology. The development of the calculus is one of the great intellectual achievements of Western civilization. A balance will be struck between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, we will motivate the ideas as ways of answering questions about real world problems.

Orderings on Fields

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| Larmour | Full Term | TBA | TBA | TBA |
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The notion of ordering is quite natural: everyone knows the difference between a positive integer and a negative integer. What about other algebraic structures; e.g., can a complex number be positive or negative? In this course we will study the concept of orderings. We will realize that in this forum several mathematical notions become intertwined. Some of these are quadratic forms, valuations, and topology. A main goal in this course will be to understand how these notions can be used to characterize fields with certain types of orderings. *Prerequisite: familiarity with proofs and proof techniques.*

Calculus I With Theory

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| Henckell | Full Term | M, W, F | 10:00-10:50 | LBR 248 |
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This course is the first in a two-semester sequence designed as a rigorous introduction to the calculus. The course will cover considerably more material in greater detail than the usual calculus course offering. In particular, we will develop the notion of proof and we will prove the major theorems of both differential and integral calculus. We will use the understanding garnered in this investigation to revisit many of the applications that the calculus was developed to address. These applications include an introduction to the differential equations which govern the behavior of many interesting physical systems. This course is intended for students with a strong interest in mathematics. *Prerequisite: Permission of Instructor.*

Real Analysis

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| Mullins | Full Term | M, W, F | 11:00-11:50 | PMA 213 |
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Real Analysis is a core course of the mathematics curriculum. The material for the course centers on the fundamental notions of the calculus \mathbb{R} complete with proofs. Topics include an axiomatic development of the real numbers, sequences of real numbers, topology of the real line, continuous functions, differentiable functions, a construction of the Riemann integral, a proof of the fundamental theorem of calculus, Euclidean spaces and metric spaces and various additional topics. *Prerequisite: A year of calculus and exposure to the notion of proof.*

Division of Natural Science

| Course Title and Description | Term | Day | Time | Room |
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Topology

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| Mullins | Full Term | Tu,F | 2:00-3:20 | PMA 213 |
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Topology is the study of geometric objects such as manifolds, spaces that locally look like Euclidean space. The roots of topology are diverse, and lie in such fields as complex analysis (Riemann), mechanics, (Poincare3), groups (Dehn), and differential equations (Euler). This course will take an algebraic approach, relating geometric objects to algebraic objects such as fundamental groups and homology groups. We will start by classifying surfaces then move on to more general objects. *Prerequisite: Linear Algebra and permission of instructor. (Recommended: at least one semester of Algebra).*

Topics in Algebra*

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| Poimenidou | Full Term | | | *(Will be offered as a tutorial only) |
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The course is a continuation of the Abstract Algebra sequence and is recommended for students with strong interest in mathematics. The topics that we intend to cover include Character Theory of finite groups with applications and an introduction to Algebraic Combinatorics. Students will have the opportunity to pursue research problems in these areas and will be introduced to research methods in Group Theory using GAP (Group Algorithms Programming). *Prerequisites: Linear Algebra and Abstract Algebra I and II. *Please arrange meeting times with instructor.*

Gems of Mathematics

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| Poimenidou | Full Term | M, Th | 12:30-1:50 | HNS 106 |
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In this course we examine mathematics, its beauty, spirit, philosophy, frustration and conquest through history "on the shoulders of giants" Pythagoras, Eudoxus, Euclid, Diophantus, Archimedes, Fermat, Descartes, Pascal, Leibnitz, Newton, Bernoulli, Euler, Gauss, Dirichlet, Liouville, Lindemann, Cantor to name a few. The course is an attempt to cultivate assiduously the aesthetic appreciation of mathematics. It is open to serious liberal arts and mathematics students who cannot be intimidated by the burden of hard mental concentration. Require math geometry and inquisitive curiosity.

Linear Algebra

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| Poimenidou | Full Term | M,W,F | 10:00-10:50 | LBR 154 |
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Linear Algebra plays a central role in the undergraduate mathematics curriculum and a thorough understanding of the topic is essential for all future course work in mathematics. Topics which will be covered during this semester long course include: systems of linear equations and matrices, determinants, vectors in Euclidean space and their associated geometry, eigenvalues and eigenvectors. The course will include many applications of the topics referenced above, as well as an introduction to proof technique.

Prerequisite: One year of Calculus.

Mathematics Seminar Term I

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| Mathematics Faculty | Full Term | Th | 7:30-9:00 p.m. | HNS 106 |
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Math Seminar has been a traditional forum for students interested in mathematics. The purpose of this seminar is to cover many interesting or advanced topics in mathematics that cannot be titled under one subject. Students enrolled in this seminar are expected to present several lectures prepared under supervision of the math faculty. Lectures are open to anyone. Offered once a week in evening.

Physics

Classical Mechanics

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| Colladay | Full Term | Tu, Th | 10:30-11:50 | |
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LBR 156

This course begins by covering many of the subjects introduced in *Physics I* at a greater level of mathematical sophistication. First, we will study Newton's equations of motion for a variety of systems and their solution using several types of coordinate systems. Following this, we will investigate the more powerful lagrangian and hamiltonian formulations of classical mechanics using calculus of variations. This more general approach allows equations of motion to be formulated in terms of generalized coordinates and provides the most direct connection to quantum mechanics and modern fundamental theories of physics. Evaluation is based on exams, weekly homework assignments, attendance, and class participation. *Prerequisite: Physics I*

Division of Natural Science

| Course Title and Description | Term | Day | Time | Room |
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| Physics Laboratory I Colladay Physics I Laboratory will focus on experiments involving fundamental principles and key applications of classical mechanics. It is intended to cover many of the topics introduced in <i>Physics I</i> . The lab will provide hands on exposure to many physical systems involving basic mechanics. For example, we will conduct experiments measuring position, velocity, and acceleration of moving objects as well as rotational inertia and other properties of rotating systems. Many of the experiments will use state of the art computer interfacing and automated data acquisition systems in the new dedicated introductory physics laboratory in the Heiser Natural Sciences Complex. The course meets one afternoon per week and is evaluated using a combination of exams and weekly lab reports. <i>Corequisite: Enrollment in Physics 1</i> | Full Term (Two Sections) | M or Tu | 1:00-4:50 | HNS 203 |

Division of Natural Science

| Course Title and Description | Term | Day | Time | Room |
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Selected Physics Topics for the Life Sciences

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| Sendova | Full Term | M, W, F | 11:00-11:50 | |
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LBR 154

The course will attempt to make the relevance of Physics to Biology and Medicine more obvious. The recent advances in physics and their wide applications to other fields mean that today biologist, doctors and biomedical scientists work with highly sophisticated apparatus and are compelled to be familiar with quite advanced physical concepts. Various topics like the physics of the human circulatory system, currents in the nervous system, the mechanism of hearing, fluid properties and life on earth, microscopes and their uses, fiber optics in medical diagnosis, surgery, and medical applications of radiation will be discussed. Criteria for evaluation will depend on class size; if small, a paper and class presentation, and if large, then exams. *Prerequisites: Physics I and II.*

Solid State Physics

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| Sendova | Full Term | M, W, F | 10:00-10:50 | |
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HNS 108

Solid State Physics is in the center of the modern day expansion of microelectronics. This course will cover topics which reflect the immensely wide scope of current research in Solid State Physics. The interrelationship between the disparate parts will be underlined and the coherence and the unity of the subject will be brought into perspective. A lot of practical applications of the basic principles will be discussed as well. Topics like crystal structure and interatomic forces; X-ray, neutron, and electron diffraction in crystals; thermal, acoustic and optical properties; free-electron models for metals; energy bands in solids; theory of semiconductors and semiconductor devices; superconductivity will be covered. Criteria for evaluation: weekly homework and exams, including a final exam. *Pre-requisite: Physics I and II*

Mathematical Methods for Physicists

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| Ruppeiner | Full Term | Tu, Th | 9:00-10:20 | LBR 154 |
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This course is intended to provide a brief introduction to some mathematical concepts which appear repeatedly in physics, but at a level less than that in a full mathematics course on any of these topics. These topics include vector manipulation, the basic theory of coordinate systems, basic vector calculus, the series representation of functions, perhaps basic linear algebra and differential equations, and complex numbers. Used as an essential part of the course is the computer language *Mathematica*, which will be introduced. The course will use the new computer lab in the Heiser Building. Criteria for evaluation: weekly homework assignments, class attendance and participation, and exams including a final exam. *Prerequisites: Introductory Physics and Calculus.*

Physics I

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| Ruppeiner | Full Term | M,W,F | 11:00-11:50 | LBR 248 |
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This is the first semester of the introductory calculus-based physics sequence. The main target audience is physics majors, chemistry and biology majors, and premeds. However, anyone else interested in introductory physics is welcome to join. Topics covered include kinematics in one and two dimensions, Newton's laws of motion, work and energy, systems of particles and the center of mass, momentum conservation, gravitation, oscillations, rotational motion, and fluid mechanics. Criteria for evaluation, weekly homework and exams, including a final exam, and class attendance and participation. *Co-requisite: You must have had or be taking Introductory Calculus.*

Environmental Studies Program

| Course Title and Description | Term | Day | Time | Room |
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Environmental Studies Research Seminar

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| Brain/Morris | Module 1 | Tu | 10:30-11:50 | Caples |
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This seminar develops skills needed to complete and environmental studies senior thesis or senior project and assists students in the preparation of research grant proposals, required for an environmental studies area of concentration. Seminar topics include placing research in the context of relevant literature, focusing a proposal, budgeting, time management, and gathering and organizing information.

Environmental studies area of concentration students planning to graduate in the spring of 2002 need to participate unless they have made other arrangements with the Environmental Studies Steering Committee. The seminar meets weekly throughout the semester, but is granted one module of credit. ESRS will meet at Caples Carriage House. Meeting time will be negotiated, contact Julie Morris if you are interested.

Green Campus Seminar

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| Henckell/ J.Miller | Full Term | M, Th | 3:30-4:50 | |
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First class meets on Hamilton Center steps
 The Green Campus Seminar asks if the campus is simply a substrate for learning or actually has lessons of its own to teach. The basic format involves biweekly "walkabouts", which feature guest lecturers who will enable us to see the campus through their eyes. Architects, historians, dendrochronologists, soil scientists, recreational trail planners and many others will offer their perspectives regarding what is (and what could be) going on around our campus.

In addition to readings and assignments, two projects are required; the first (descriptive) documenting some aspect of the campus and the second (prescriptive) calls upon students to offer reasoned solutions to campus needs. Students will select projects from a list of needs identified by campus managers. Five weekend field trips will explore off-campus connections. Class size is limited to 20 with participation by permission of the instructors. Priority will be given to new students.

Land use and Environmental Law

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| David Smolker | Full Term | Tu | 6:00-8:50 | TBA |
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This course will begin with a discussion of the legal tension between property rights and police power expressed in federalism and limitations on police power. Next, the early "black letter law" that affects environmental cases will be explained, including nuisance cases, zoning cases, takings cases, land and water regulations, and sovereign submerged lands cases. Third, the bundle of federal and Florida environmental laws developed in the 1970's will be reviewed, covering everything from pollution to endangered species. Finally, the current framework of land use and environmental law will be investigated using Florida examples. Lectures will be combined with guest speakers from the community. The instructor is an alumnus practicing land use and environmental law in the Tampa Bay region. Requirements include attendance and weekly assignments, individual papers, participation in a team project, and a final exam.

Environmental Ethics

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| Edidin 221 | Full Term | Tu, F | 12:30-1:50 | CHL |
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See description under philosophy

Environmental Chemistry

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| Stephens | Full Term | Tu, Th | 9:00-10:20 | HNS 108 |
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See description under chemistry

Gender Studies

| Course Title and Description | Term | Day | Time | Room |
|---|-----------|-------|------------|---------|
| Literary Movements of Nineteenth-Century France/ Ecoles littéraires du dix-neuvième siècle: <i>a literature survey conducted in French and English.</i> | | | | |
| Reid 224 <i>See description under Literature.</i> | Full Term | M, Th | 2:00-3:20 | CHL |
| Seminar: Modernism And Madness | | | | |
| Hassold <i>See description under Art History.</i> | Full Term | Tu, F | 12:30-1:50 | CAP 107 |
| Transvestite Theater: Costume and Identity in Early Modern Drama | | | | |
| Myhill <i>See description under Literature.</i> | Full Term | M, Th | 12:30-1:50 | CFA 211 |

Interdisciplinary

| <u>Course Title and Description</u> | <u>Term</u> | <u>Day</u> | <u>Time</u> | <u>Room</u> |
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The Art and Science of Happiness – A First-Year Seminar

Newman / Harley

See description under Religion.