

**AFAM 398. African and African American Studies Capstone** What relationships can you draw among your varied coursework and papers in African and African American Studies? How does interdisciplinarity affect your thinking about the study of the African continent and its numerous diasporas? In this two-credit course students will create a portfolio of their work in African and African American studies and write a 5-10 page reflective essay tying these papers together. Guided by a faculty member, this course gives students an opportunity to reflect seriously about the courses they have taken and the work they have produced within the major or concentration, and to draw connections among them. Prerequisite: African/African American Studies Senior major or concentrator. *2 credits, S/CR/NC, NE, Winter—P. Feldman-Savelsberg/Staff*

**AMST 115. Immigration and American Culture** This course is an introduction to the field of American Studies--its pleasures, challenges, and central questions--through the lens of immigration and migration. Using interdisciplinary readings and assignments, we will explore the richness and complexity of American culture by placing immigration and migration at the center of our investigations. Throughout the term, our study of diverse topics (Borders and Boundaries, World War II, and Sound) will model different ways of making connections and analyzing relationships between immigration, identity, and culture in the United States. *6 credits, HI, WR2, IDS, Fall—N. Cho*

**AMST 228. Mean Girls: the Movie, the Phenomenon** This course uses the movie *Mean Girls* (2004) as a hub to analyze and consider the cultural, linguistic, and representational impact of teen movies. We will work to understand why and how *Mean Girls* operates as a 'cult' film: what social conditions is it engaging and what historical trends does it name? We will consider the nature of teen movies in general and how race and gender and class are constructed through the text. We will assess the role of social media in generating gifs, quotes, and images that perpetuate a cultural discourse around Mean Girls. *6 credits, HI, WR2, IDS, Offered in alternate years, Spring—A. Estill*

**AMST 247 We've Never Not Been Here: Indigenous Peoples and Places** "Everything you know about Indians is wrong." Paul Chaat Smith (Comanche author) This interdisciplinary course offers an introduction to important topics in the field of Native American Studies. We will examine history, literature, art, politics, and current events to explore the complex relationship between historical and contemporary issues that indigenous peoples face in the United States. We will pay particular attention to the creative ways that indigenous communities have remained vibrant in the face of ongoing colonial struggle. Topics include histories of Indian-settler relations, American Indian sovereignties, Indigenous ecological knowledge practices, American Indian philosophical and literary traditions, and American Indian activism. *6 credits, HI, IDS, Winter--A. Smith*

**AMST 396 Place, Memory, and National Narrative in American Studies** How does a place become part of our cultural memory and national heritage, even if we've never been there? In this course we will draw on the interdisciplinary strengths of American Studies to explore how certain places and histories come to be important to an American national imaginary. We will critically examine specific sites of national memory such as Plymouth Rock, Mt. Rushmore, and the Alamo and consider the processes through which narratives of nationalism are created from contested histories and places, paying particular attention to Native American perspectives. *6 credits, HI, Spring--A. Smith*

**ARBC 310. Advanced Media Arabic** Readings of excerpts from the Arabic press and listening to news editions, commentaries and other radio and TV programs from across the Arab world. Emphasis is on vocabulary expansion, text comprehension strategies, and further development of reading and listening comprehension. Class includes oral discussions and regular written assignments in Arabic. Prerequisite: Arabic 206. *6 credits, LA, IS, Offered in alternate years, Winter—Z. Haidar*

**ARTH 155. Islamic Art and Architecture** This course surveys the art and architecture of societies where Muslims were dominant or where they formed significant minorities from the seventh through the nineteenth centuries. It examines the form and function of architecture and works of art as well as the social, historical and cultural contexts, patterns of use, and evolving meanings attributed to art by the users. The course follows a chronological order, where selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; cultural interconnections along trade and pilgrimage routes; and westernization. *6 credits, LA, IS, Offered in alternate years, Spring—J. Keating*

**ARTH 225. Religion, Royalty & Romantics: The Gothic and Gothic Revival** This course examines Gothic art and architecture, both religious and secular, during the late Middle Ages and then again, with the Gothic Revival, after the Industrial Revolution. The course investigates how the concept of the Gothic evolved, explores how the Gothic style became invested with various cultural connotations, and traces its various deployments in popular culture. In the medieval period, this course focuses on works of art from France, England, Germany and Italy from the twelfth through fourteenth centuries. Discussions of the Gothic Revival from the nineteenth century onward focus more broadly upon Europe and the United

States. Approximately half of the class sessions will be held at St. Olaf. *6 credits, LA, IS, Fall—B. Jarman and N. Thompson*

**ARTH 278. The Art of the Exhibition: Celebrating Carleton's 150-years** Exhibitions can reveal, question, provoke, argue, and inspire. Combining objects, images, texts, space, and appealing to all five senses, the exhibition creates meaning through experience. How are successful exhibitions created? How do curators move from an initial idea to a fully realized exhibition? In this practicum, Gary Vikan '67, former director of the Walters Art Gallery in Baltimore, will collaborate with students to develop a 2016 fall term exhibition dedicated to Carleton's 150 Anniversary. Various college collections will provide material culture markers of the institution and its aspirations. *6 credits, HI, IDS, Spring—G. Vikan*

**ARTH 323. Idolatry** Idolatry is an issue that has often determined how human beings interact with and conceive of the world around them. Focusing on the Judeo-Christian formulations of idolatry this course draws on a range of media, from the Hebrew Bible to the bones of saints and popular prints, as we analyze verbal and visual representations of the sacred and the profane. The driving questions will be: how have idols and idolaters been recognized in the past, and how have these various textual and visual formulations of idolatry shaped works of art from the ancient, medieval, and early modern worlds? Prerequisite: Any 200-level Art History course, or by permission of instructor. *6 credits, LA, WR2, IS, Winter—J. Keating*

**ARTH 400. Integrative Exercise** The integrative exercise for the art history major involves an independent research project, on a topic chosen by the student and approved by faculty members, resulting in a substantial essay due late in the winter term. One credit is awarded, usually in the spring term, for a formal presentation that contextualizes the project and summarizes the argument of the essay. The other five credits may be distributed in any fashion over the fall and winter terms. Art History 400 is a continuing course; no grade will be awarded until all six credits are completed. *6 credits, S/CR/NC, NE, Fall—R. Elfline, B. Jarman, J. Keating, K. Ryor*

**ARTS 120. Art, Interactivity, and Robotics** In this hands-on studio centered course, we'll explore and create interactive three dimensional art. Using basic construction techniques, microprocessors, and programming, this class brings together the fundamentals of computer science, sculpture, engineering, and aesthetic design. Students will engage the nuts-and-bolts of fabrication, learn to program computers, and study how robots think. Collaborative labs and individual projects will culminate in a campus wide exhibition. No prior building or programming experience is required. Prerequisite: Students who have taken Studio Art 122, Computer Science 111, IDSC 120, or any higher numbered Computer Science course are NOT eligible to enroll. *6 credits, ARP, Offered in alternate years, Winter—D. Musicant, S. Mohring*

**ARTS 213 Elaborating on Perception: Drawing** Drawing has always been characterized by two dominant narratives: one of appearance, the other of conception. In both cases, drawing can be defined as an engagement with the hand, the drawing material and the surface, with consideration given to a visual and/or conceptual subject. In this course we will develop both our perceptual and reflective skills through a series of projects that will challenge the student to explore and refine both traditional and unconventional drawing strategies. This course is part of the OCS winter break New York Program, involving two linked courses in fall and winter terms. This course is the first in the sequence. Prerequisite: ARTS 110 or 113. *6 credits, ARP, Fall, D. Bruggeman*

**ARTS 214 Elaborating on Perception: Drawing (Part 2, Field Investigation and Portfolio Development)**. This course is the second part of a two-term course sequence beginning with ARTS 213. The course begins with a two-week visit in December to New York City. Field-work will include daily drawing requirements and visits to the studios of working artists, museums, galleries and art performances. In regular weekly meetings during the winter term on campus, our experiences will be synthesized into a series of drawing projects that will be presented in an exhibit in The Weitz Center. Prerequisite: ARTS 11 or 113, ARTS 213 Fall 2014. *6 credits, ARP, Winter, D. Bruggeman*

**ASTR 113. Observational and Laboratory Astronomy** Theory and practice of basic techniques in observational and laboratory astronomy. Certain problems involve the use of the 16-inch and 8-inch telescopes. Prerequisite: Astronomy 100, 110, 127, 232, 233, Physics 131, 132, 141, 142, 151, 152, 153, 228, 232, 233 or permission of instructor. *3 credits, S/CR/NC, LS, QRE, Spring—J. Weisberg, C. Blaha or Staff*

**BIOL 126. Energy Flow in Biological Systems** Follow the pathways through which energy and matter are acquired, stored, and utilized within cells, organisms, and ecosystems. The focus moves among the different levels of organization from protein function to nutrient movement through ecosystems. Prerequisite: Chemistry 123 or 128; or AP Chemistry score of 4 or 5; or IB score of 5, 6 or 7. *6 credits, LS, QRE, Winter—D. Hernandez, M. Rand, R. Mitra*

**BIOL 210 Global Change Biology** Environmental problems are caused by a complex mix of physical, biological, social, economic, political, and technological factors. This course explores how these environmental problems affect life on Earth by examining the biological processes underlying natural ecological systems and the effects of global environmental changes such as resources consumption and overharvesting, land-use change, climate warming, pollution, extinction and biodiversity loss, and invasive species. Prerequisite: One introductory science lab course (Biology 125, 126, Chemistry 123, 128, Geology

100, 110, 115 or 120). 6 credits, NE, QRE, Winter, D. Hernandez

**BIOL 212. Australia Program: Ecological Field Research** Designed to complement and extend Biology 307. This course emphasizes field research methodology, with emphasis on comparison on ecological characteristics among terrestrial habitats in Australia and New Zealand. Major topics will include design and analysis of experiments, as well as use of primary literature to inform research questions. Prerequisite: Biology 125 and 126, or equivalent, and at least one upper-level Biology course related to ecology, evolution, or organismal biology. *6 credits, NE, QRE, Winter—M. McKone, N. Braker*

**BIOL 250. Australia Program: Marine Ecology** This course will explore the population, community, and evolutionary ecology of marine organisms, with a focus on the Great Barrier Reef. Major topics will include coral reef structure and function, diversity of fauna and flora, as well as impacts of climate change and fisheries on reef ecology. Prerequisite: Biology 125 and 126, or equivalent, and at least one upper-level Biology course related to ecology, evolution, or organismal biology. *6 credits, NE, QRE, Winter—G. Wagenbach*

**BIOL 307 Biology in Australia and New Zealand: Evolutionary Ecology of Australia and New Zealand** The evolutionary histories of Australia and New Zealand are unique because of their relative isolation from other continental land masses. This course will explore the biogeography of these areas, with emphasis on the evolutionary diversification of endemic lineages of organisms including mammals (such as marsupials), birds (such as moas), plants, and insects. Class research projects on site will examine how ecological interactions have evolved among these unique species, and how these interactions are being affected by the large number of introduced species now present. Prerequisite: Biology 125 and 126, and one additional course in ecology, evolution, or physiology. *6 credits, NE, QRE, Winter, M. McKone*

**BIOL 321 Ecosystem Ecology** Ecosystem ecology involves the study of energy and material flow through systems, including both the biotic (animals, plants, microbes) and abiotic (soil, water, atmosphere) components. Topics include the major elemental cycles (carbon, nitrogen, phosphorous), patterns of energy flow, and the controls of these fluxes for different ecosystems. Current environmental issues are emphasized as case studies, including climate change, land use change, human alterations of nutrient cycles, and biodiversity effects on ecosystems. Not open to students who have taken BIOL 221. Prerequisite: Concurrent registration in Biology 322 required. Biology 126 and a 200-level science course, including any 200-level course in Biology, Geology 230, 232, 258, 285, or Environmental Studies 244, 247, 254, 260, 264, 265, 272, 275, 297, 288. *6 credits, NE, QRE, Fall, D. Hernandez*

**BIOL 386. Neurobiology** An analysis of the biology of neurons and the nervous system. Topics include the molecular basis of electrical excitability in neurons, synaptic transmission and plasticity, motor control, mechanisms of sensation, and construction and modification of neural circuits. Prerequisite: Biology 125 and 126. *6 credits, NE, QRE, Spring—B. Jacques-Fricke*

**CAMS 242. Sound and Music in New Media** This course covers the theory and production of sound and music in radio, electronic soundscapes, electroacoustic music, and film and video. The course will focus on the aesthetics, theory and practice of sound in these media. Students will create sound artworks in a laboratory component, using LogicPro and other sound engineering software. Students will produce several audio projects, including a podcast of a radio show, an electronic musique concrete or sound art piece, and a musical accompaniment to a short film or video using pre-existing music. Prerequisite: Music reading and/or knowledge of musical recording software helpful but not required. *6 credits, ARP, Offered in alternate years, Fall—R. Rodman*

**CAMS 245. The Essay Film** This course explores a hybrid cinematic genre whose critical and creative energies spring from the collision of traditionally separated spheres: documentary and fiction, text and image, private and public, reason and intuition. We focus on the intersection where creative practice and intellectual inquiry meet through theoretical readings, film screenings, and the fulfillment of various production exercises aimed at the production of original film work. Screenings include works by Carmen Castillo, Chris Marker, Ignacio Agüero, Jem Cohen, Agnés Varda, Harun Farocki, Jonas Mekas, and other filmmakers who have explored this hybrid form. Prerequisite: Cinema and Media Studies 111. *6 credits, ARP, Offered in alternate years, Spring—C. Cornejo*

**CAMS 370. Advanced Production Workshop** Working in a variety of genres and technical formats, students design, test, and execute an in-depth, individual media project during the course of the term. Students are expected to work at advanced technical and conceptual levels to expand specific skills and aesthetics. Weekly class critiques will help students develop formal approaches, audio and visual language, and work flows specific to their projects. As students enter the production and post-production phases, further critiques will help them shape their material for the greatest, most precise expression. Students may enroll in this course multiple times. Prior to registering for the course, students must submit a project proposal to the instructor. Please contact instructor for further information. Final enrollment is based on the quality of the proposal. Prerequisite: Cinema and Media Studies 111, at least one 200-level production course, and permission of

instructor prior to registration. *6 credits, ARP, Spring—L. Jimsen*

**CCST 100. Cross Cultural Perspectives on Israeli and Palestinian Identity** How have Jewish and Palestinian citizens of Israel shaped their senses of personal and collective identity since the early twentieth century? We will explore mental pictures of the land, one's self, and others in a selection of Israeli Jewish and Palestinian short stories, novels, and films. Select fiction and memoirs from Britain's mandate rule in Palestine (1918-1948) will add historical context. Through similar writing we will explore some of the humanistic roots of U.S. involvement in Israeli-Palestinian relations today. Students will research and enrich our class focus by introducing us to perspectives on Israel/Palestine in their home countries or elsewhere. *6 credits, AI, WR1, IS, Fall—S. Beckwith*

**CGSC 130. The Musical Mind: An Introduction to Cognitive Science** An interdisciplinary examination of issues concerning the mind and mental phenomena involved in the uniquely human activity of making and understanding music. The course will draw on psychology, neuroscience, linguistics, computer science, biology, and philosophy. Topics to be discussed include: the embodied cognition of rhythm; linguistic syntax and musical structure; mental representations of musical sound and action; musical learning and development; tone and beat deafness; and perfect pitch and neural plasticity. *6 credits, SI, WR2, Offered in alternate years, Fall—J. London*

**CGSC 236. Thinking, Reasoning, and Decision Making** An examination of the way people think and reason, both when given formal laboratory tasks and when facing problems and decisions in everyday life. Students consider their own reasoning and decision making through course exercises. Topics include models of formal reasoning, decision making, heuristics and biases in thinking and problem-solving, moral reasoning, improving skills of higher order cognition. Prerequisite: Psychology 110 or Cognitive Science 100 or 130. *6 credits, FSR, WR2, Not Offered 2015-16—K. Galotti*

**CHEM 330. Instrumental Chemical Analysis** This course covers the basic principles of quantitative instrumental chemical analysis. Course topics include chromatography, electroanalytical chemistry, analytical spectroscopy, and mass spectrometry. The background needed to understand the theory and application of these instrumental techniques will be covered. In addition, students will have the opportunity to explore current research in the field of analytical chemistry through the reading and presentation of articles from the primary literature. Prerequisite: Chemistry 301. *6 credits, NE, QRE, Winter—S. Drew, D. Gross*

**CHEM 331. Instrumental Chemical Analysis Laboratory** This laboratory provides students with experience in using instrumental methods for quantitative chemical analysis. Laboratory work consists of several assigned experiments that use instrumental techniques such as liquid and gas chromatography, UV spectrophotometry and fluorometry, mass spectrometry, and voltammetry. This laboratory concludes with an instrumental analysis project that is researched and designed by student groups. Prerequisite: Concurrent enrollment in Chemistry 330. *2 credits, NE, QRE, Winter—S. Drew, D. Gross*

**CHEM 362. Chemistry at the Nanoscale** This discussion-based seminar involves critical examination of research literature authored by prominent investigators in the interdisciplinary field of nanochemistry. Learning will draw upon the multiple disciplines of chemistry (physical, analytical, inorganic, and organic), physics, and biology. Includes a focus on the integrative themes of design, size, shape, surface, self-assembly, and defects. Novel and emerging applications in technology, biology, and medicine will be explored. Prerequisite: Chemistry 343 or 344, and one other 300-level course (including labs) in Chemistry. Any of these can be co-requisites. *6 credits, NE, Spring—T. Ferrett*

**CHEM 394. Student-Faculty Research** Projects related to faculty research programs, supervised by faculty in all areas of chemistry. Activities include: original inquiry, laboratory and/or theoretical work, literature reading, formal writing related to research results, and preparing talks or posters for research conferences. Weekly meetings with a faculty advisor and/or research group are expected. Students conducting research that is not directly tied to ongoing faculty research programs should enroll in Chemistry 391/2. 08/16. Prerequisite: Permission of the instructor. *1-6 credits, NE, Fall, Winter, Spring—Staff*

**CHIN 101. Elementary Chinese** Introduction to Chinese sentence structure and writing system, together with the development of basic aural/oral skills, with attention to the cultural context. Students who have learned spoken Mandarin Chinese at home or in another context, but who are unable to read or write, are encouraged to register for Chinese 280. *6 credits, NE, Fall—S. Guo*

**CHIN 205. Intermediate Chinese** Continuation of Chinese 204. Completion of this course with a C- or better fulfills the language requirement. Prerequisite: Chinese 204, 280, or placement. *6 credits, NE, Winter—Staff*

**CHIN 240. Chinese Cinema in Translation** This course introduces to students the drastic transformation of Chinese society, culture, and politics over the past three decades through the camera lens. We will examine representative films from Mainland China, Hong Kong, and Taiwan. Particular attention will be paid to the entangled relationship between art, commerce, and politics, as well as the role digital technologies and international communities play in reshaping the

contemporary cultural landscape in China. This class requires no prior knowledge of Chinese language, literature, or culture. 6 credits, LA, Offered in alternate years, Spring—**S. Guo**

**CHIN 355. Contemporary Chinese Short Stories** This advanced Chinese language course focuses on contemporary short stories. The course is designed to help students enhance reading skills, expand students' mastery of advanced vocabulary, and prepare students to analyze authentic materials. The historical, cultural, and literary forces that shape these cultural works also will be examined. Prerequisite: Chinese 206 or equivalent. 6 credits, LA, Winter—**S. Guo**

**CLAS 123. Greek Archaeology and Art** This course explores the archaeology and art of the Ancient Greek world. Beginning with prehistory, we will track the development of the material culture of Ancient Greece through the Classical and Hellenistic periods, and conclude by discussing aspects of the Roman, Byzantine, and Ottoman empires that followed. We will focus throughout on aspects of archaeological practice, material culture and text, art and society, long-term social change, and the role of the past in the present. Students who have taken Classics 121 are not eligible to take this course. 6 credits, HI, Winter—**A. Knodell**

**CS 328. Computational Models of Cognition** How are machine learning and human learning similar? What sorts of things can people learn, and how can we apply computer science ideas to characterize cognition? This interdisciplinary course will take a computational modeling approach, exploring how models can help us to better understand cognition and observing similarities between machine learning methods and cognitive tasks. Through in-class activities and readings of both classic and contemporary research papers on computational cognitive modeling, we'll build up an understanding of how different modeling choices lead to different predictions about human behavior and investigate potential practical uses of cognitive models. Final collaborative research projects will allow you to apply your modeling skills to a cognitive phenomenon that you're interested in. Prerequisite: Computer Science 201 or permission of instructor. Computer Science 202 strongly recommended. 6 credits, FSR, QRE, Offered in alternate years, Spring—**A. Rafferty**

**CS 362. Computational Biology** Recent advances in high-throughput experimental techniques have revolutionized how biologists measure DNA, RNA and protein. The size and complexity of the resulting datasets have led to a new era where computational methods are essential to answering important biological questions. This course focuses on the process of transforming biological problems into well formed computational questions and the algorithms to solve them. Topics include approaches to sequence comparison and alignment; molecular evolution and phylogenetics; DNA/RNA sequencing and assembly; and specific disease applications including cancer genomics. Prerequisite: Computer Science 201 and either Computer Science 202 or Mathematics 236; or permission of instructor. 6 credits, FSR, Offered in alternate years, Winter—**L. Oesper**

**ECON 241. Growth and Development** Why are some countries rich and others poor? What causes countries to grow? This course develops a general framework of economic growth and development to analyze these questions. We will document the empirical differences in growth and development across countries and study some of the theories developed to explain these differences. This course complements Economics 240. Prerequisite: Economics 110 and 111. 6 credits, SI, Winter—**S. Fried**

**ECON 269. Economics of Climate Change** This course studies economic models of climate change and their implications for policy design. Covered topics include: the relationship between climate change and the macroeconomy, the performance of different climate policy instruments such as carbon taxes and cap and trade systems, the potential effects of innovation, and the economics surrounding the use of different types of energy. Prerequisite: Economics 110 and 111. 6 credits, SI, Spring—**S. Fried**

**ECON 283. Corporate Finance** This course investigates decision-making by firms and their managers. Specific topics include project valuation, estimating the cost of capital under debt and equity financing, and the firm's optimal capital structure. Prerequisite: Economics 110 and 111. 6 credits, SI, QRE, Fall—**B. Keefer**

**ECON 284. Inequality in an Interconnected World** The rise in inequality and economic insecurity worldwide starting in the latter part of the previous century has taken center stage in public discourse and academic work. This course applies economic analysis to investigate the causes and implications of inequality and economic insecurity in an increasingly interconnected world. Topics include income inequality, gender inequality, access to healthcare and health outcomes, and the role of technical change. Prerequisite: Economics 110 and 111. 6 credits, SI, IS, QRE, Offered in alternate years, Spring—**P. Seneviratne**

**ECON 395. Advanced Topics in Labor Economics** Labor economics is the study of work and play. It encompasses a wide variety of topics, including the nature of the labor contract, human capital investment, fringe benefits, search and hiring, turnover, working conditions, discrimination, union activities, income and wealth distribution, and government policies. The seminar considers labor market activities within the larger context of general household decision-making about

family formation, the timing of marriage and childbirth, and the allocation of unpaid household work among family members. Prerequisite: Prerequisite: Economics 329 (or concurrent enrollment in Economics 329), 330, and 331. *6 credits, SI, WR2, IDS, QRE, Fall—J. Bourne*

**ECON 395. Advanced Topics in Macroeconomics** This course focuses on the econometric analysis of macroeconomic and financial time series. Covered topics will include: Stationarity, Granger causality, vector autoregression, co-integration, vector error correction. Examples will primarily focus on the U.S. variables but can be easily extended to other countries. Prerequisite: Economics 330, 331 and 332 or concurrent enrollment in 332. *6 credits, SI, QRE, Fall—B. Keefer*

**ECON 395. Advanced Topics in Economics of Sports** In this topics-based seminar, we explore the economics and business of professional sports, mostly (but by no means necessarily entirely) in the United States. We will examine a variety of topics, including the institutions that govern pro sports and its main interested parties, especially owners, professional athletes, fans, media, and local municipalities. To better understand these institutions, we apply models from various traditional fields in economics including industrial organization, labor economics, public finance, and behavioral economics. The ultimate objective is to achieve an advanced understanding of the sports industry, and to understand how economists use economic models to develop hypotheses testable with sports data. Prerequisite: Economics 329 (or concurrent enrollment in 329), 330, and 331. *6 credits, FSR, WR2, QRE, Fall—M. Kanazawa*

**EDUC 340 Race, Immigration and Schools** This course explores the important role that public schools have played in the American national imagination as the way to socialize students about what it means to be American and to prepare them to participate as citizens in a democracy. Focusing on two periods of high rates of immigration into the United States (1890-1920 and 1965-present), the course examines how public schools have attempted to Americanize newly arrived immigrant children as well as to socialize racial minority children into the American mainstream. While most of the readings will focus on urban schools, the course will also consider the growing immigrant populations in rural schools through readings and applied ACE projects. Prerequisite: 100 or 200 level Educational Studies course or permission of the instructor. *6 credits, SI, IDS, Fall—A. Chikkatur*

**ENGL 112. Introduction to the Novel** This course will explore the history and form of the British novel, tracing its development from the eighteenth century to the present. Among the questions that we will consider: What are our expectations for novels, and what makes them such a popular form of entertainment? How did a genre once considered a source of moral corruption become a legitimate, even dominant, literary form? Authors will likely include: Daniel Defoe, Jane Austen, Charlotte Bronte, Charles Dickens, Virginia Woolf, and Jean Rhys. *6 credits, LA, WR2, Offered in alternate years, Winter—J. Leiman*

**ENGL 115. The Art of Storytelling** Jorge Luis Borges is quoted as saying that "unlike the novel, a short story may be, for all purposes, essential." This course focuses attention primarily on the short story as an enduring form. We will read short stories drawn from different literary traditions and from various parts of the world. Stories to be read include those by Aksenov, Atwood, Beckett, Borges, Camus, Cheever, Cisneros, Farah, Fuentes, Gordimer, Ishiguro, Kundera, Mahfouz, Marquez, Moravia, Nabokov, Narayan, Pritchett, Rushdie, Trevor, Welty, and Xue. *6 credits, LA, WR2, Spring—K. Owusu*

**ENGL 277 London Program: London Studies Project** In consultation with the director, students will work in pairs or groups of three to design an independent research project that demonstrates their knowledge of London. The projects will focus on particular London sites chosen by students—a street, a tube station, a city square, a store, a public artwork—the possibilities are vast. Student groups will design a presentation format (e.g., digital slideshow, poster board, artistic collage, etc.) and present their projects at the end of term. *3 credits, S/Cr/NC, NE, Spring, N. Cho*

**ENGL 279 London Program: Urban Field Studies** A combination of background readings, guided site visits, and personal exploration will give students tools for seeing London itself as a multilayered text under constant expansion and revision. Starting from the city's pre-urban geology and the still visible structures of its Roman past, students will gain a sense of London's rich history, its esthetic inspiration for writers and artists, and its complex status as a global metropolis. *3 credits, S/Cr/NC, NE, Spring, N. Cho*

**ENGL 281, London Program: Imagining London: Literature and the Metropolis** How have modern writers depicted the city of London? Considering London in diverse ways—as marketplace, bohemian enclave, war-torn city, and transnational metropolis—this course examines the portrayal of London in selected works of 20th and 21st century literature. As we explore how writers confront the freedoms and pitfalls of modern urban life—e.g., speed, consumption, experimentation, redevelopment, and class and race conflict—we will relate the London around us to the London of our texts. Readings include E.M. Forster, G.B. Shaw, Virginia Woolf, Graham Greene, Colin MacInnes, Sam Selvon, and Zadie Smith, as well as visual and theoretical works. *6 credits, LA, WR2, IS, Spring, N. Cho*

**ENGL 282 London Program: London Theater** Students will attend productions (at least two per week) of classic and

contemporary plays in a range of London venues both on and off the West End, and will do related reading. We will also travel to Stratford-upon-Avon for a 3-day theater trip. Class discussions will focus on dramatic genres and themes, dramaturgy, acting styles, and design. Guest speakers may include actors, critics, and directors. Students will keep a theater journal and write several full reviews of plays. *6 credits, LA, WR2, Spring, N. Cho*

**ENGL 286. Eat the Story** What happens when kids stop playing with their food? We write about it, Instagram it, Tweet it. Our obsession has also inspired a bumper crop of new food prose: call it desk-to-table. "Eat the Story" will be a writing workshop, with a focus on foodways, heirloom crops, and community/urban ag. Our reading menu will draw on contemporary post-Pollan food journalism. (Depending on our appetite, we may visit with local food producers.) These samples will serve as fodder for our main course: practical field reporting and writing projects, from blog posts to longer features. Prerequisite: One English course. *6 credits, ARP, WR2, Winter—M. Tortorello*

**ENGL 287. Storytelling in a Changing Media Landscape** There have never been more platforms available to journalists—from Twitter to full-length films and everything in between. But each of these platforms has its own strengths and weaknesses as a way to communicate, and simply porting older forms like newspaper and magazine writing to new platforms is doomed to be unsatisfying to both storyteller and audience. We'll look at the tools and technologies available to today's journalists, identify how they might be most effectively deployed, and do case studies on some of the best work happening at the frontier of the media business. Prerequisite: One English course or Cinema and Media Studies Digital Foundations course. *2 credits, S/CR/NC, ARP, Fall—M. McClusky*

**ENGL 328. Victorian Poetry** Victorian poets are prolific, challenging, inventive, and deeply engaged with the intersection of words and visual images in poetry, painting, and photography. We will read the competing aesthetic theories that frame their art, and study works by Alfred Tennyson, Robert Browning, Oscar Wilde, Matthew Arnold, Dante Rossetti, Christina Rossetti, Charles Dodgson (Lewis Carroll), Gerard Manley Hopkins, and others. Prerequisite: One Foundations course plus one other 6-credit English course. *6 credits, LA, WR2, Offered in alternate years, Spring—S. Jaret McKinstry*

**ENGL 395. Henry James & Edith Wharton** Two of the most prolific, internationally acclaimed, and lasting novelists of the late 19th and early twentieth century were literary friends and rivals, Henry James and Edith Wharton. Born into traditional, privileged families, both became masterful prose stylists (in different ways) and addressed a wide range of issues involving money, class, the arts, and sexual and social norms. The course will focus on their major fiction, but will also include some biography to illuminate their lives and literary friendship, as well as criticism to analyze the ways they use American and international materials to explore human relationships, gender and national identities, the intersections of economic and social structures, and the nature of human consciousness. Prerequisite: ENGL 295 and one 300-level English course. *6 credits, LA, WR2, Offered in alternate years, Fall—E. McKinsey*

**ENGL 395 Narrative Necessity** "Does the world really present itself to perception in the form of well-made stories?" asks metahistorian Hayden White. To try to answer that question is to explore the nature of representation, and confront literature's distinctive blend of fiction and nonfiction. We will read classic and contemporary narrative theory to understand how narrative works in a range of literary genres and forms, including their adaptation into films, graphic novels, and images. Prerequisite: ENGL 295 and one 300-level English course. *6 credits, LA, WR2, Winter S. Jaret McKinstry*

**ENGL 395. Whose Freud?: Debates in Psychoanalytic Criticism** For more than a century, assessments of Freudian psychoanalysis and the value of psychoanalytic approaches to literature have risen and fallen, zigged as well as zagged. We will interrogate this situation for ourselves, examining Freud's major theories, the checkered history of their application to literary study, the privileged position Freud granted to literature in his work, the roles of narrative and interpretation in his case histories and conception of "the talking cure." Reading Freud and his followers alongside works of twentieth-century literature, criticism, and critical theory, we will debate whether (or to what extent) psychoanalytic approaches put an end to fruitful inquiries or inspire and enable them. Prerequisite: English 295 and one 300-level English course. *6 credits, LA, WR2, Offered in alternate years, Fall—P. Balaam*

**ENTS 238 Urbanization and Conservation** This course will examine biodiversity conservation in an urban context. It will focus on the link between biodiversity and human wellbeing, look closely at mechanisms for conserving biodiversity, and examine how context and scale matter when thinking about the different approaches to conservation. Students will explore these issues in Addis Ababa and Arusha. Through readings, discussions with local experts, and independent research they will develop a better understanding of the opportunities and obstacles towards creating livable cities. *6 credits, SI, QRE, IS, Winter, T. Nega*

**ENTS 239 Urban Agriculture** In this course students learn about the role of urban agriculture in meeting the demand of urban population as well as explore the role of urban agriculture in the community building process. Case studies and conversations with figures from various components of the city agriculture structure make up the core of the course. Through

readings, conversations, and brainstorming sessions with visits to farm sites, and independent research, students learn about aspects of urban agriculture and community building. Students learn how to effectively use their vast networks and community to gain perspectives of their role in the world. *6 credits, SI, IS, Winter, T. Nega*

**ENTS 260. Topics: Wealth Gap** As the world human population continues to expand, while at the same time the arable land base and fossil fuel supply shrink, the need for a sustainable food system is imperative. This course explores factors influencing food production and distribution at both local and national levels, with an eye towards how these factors affect choices made by the ultimate stewards of the land—the farmers. While the course focuses on the scientific aspects of agroecosystem sustainability, comparisons will be made among various production models both in the U.S. and China, bringing in social, economic and policy issues. This course is part of the OCS winter break China program, involving two linked courses in fall and winter terms, this class is the first class in the sequence. Prerequisite: Biology 125 or 126 or Chemistry 123 or 128 or Geology 110 or 120 and permission of the instructor. *6 credits, NE, Offered in alternate years, Fall—D. Houggen-Eitzman*

**FREN 225. Francophone Literature of Africa and the Caribbean** Reading and discussion of literary works, with analysis of social, historical and political issues. Conducted in English. *6 credits, LA, IS, Winter—C. Keita*

**FREN 238. French Classics Reimagined** What if Little Red Riding Hood wore a red burqa? And if Eurydice willingly relocated to the Underworld to join her cancan-crazed lover Pluto? In this course, we will explore bold and inventive acts of rewriting the French classics in a wide assortment of contexts. To do so, we will immerse ourselves in the often irreverent world of literary, musical, comic strip, and film retellings, adaptations, sequels, and spin-offs. Works by Perrault, Molière, Baudelaire, Offenbach, Camus, Ben Jelloun, Daoud, Prévert, Truffaut, and more. Songs from the cabaret era to raï. Special emphasis on developing analytical and communicative skills. In French. Prerequisite: French 204 or the equivalent. *6 credits, LA, IS, Fall—É. Pósfay*

**FREN 239. Banned Books** Recent events in France have highlighted the issues of free speech and religious intolerance, among other cultural questions. Some of the most fascinating and now canonized works in French and Francophone literature were once banned because they called into question the political, religious, or moral sensibilities of the day. Even now, books deemed to be subversive are routinely censored in certain Francophone cultures. Through readings of such writers as Rabelais, Voltaire, Sade, Camus, Franz Fanon, Assia Djebar, and Hergé (Tintin), as well as contemporary articles from Charlie Hebdo, we will explore the crucial role of forbidden works in their cultural contexts. Prerequisite: French 204 or the equivalent. *6 credits, LA, IS, Winter—C. Yandell*

**FREN 244. Contemporary France and Humor** This class is an overview of France's social, cultural, and political history from 1939 onwards. The core units of this class (WWII, decolonization, May 1968, the Women's liberation movement, the rise of the National Front, globalization, and immigration) will be studied through their comic representations. Sources for this class will include historical, political, literary and journalistic texts as well as photographs, paintings, videos, blogs, and music. The contrast between comical and non-comical texts and objects will highlight the uses and functions of humor in communicating about history, and illustrate the impact of comic discourses in everyday culture. In French. Prerequisite: French 204 or the equivalent. *6 credits, LA, IS, Spring—S. Rousseau*

**FREN 360. The Algerian War of Liberation and Its Representations** Over fifty years after Algeria's independence from France, discourses and representations about the cause, the violence, and the political and social consequences of that conflict still animate public life in both France and Algeria. This class aims at presenting the Algerian war through its various representations. Starting with discussions about the origins of French colonialism in North Africa, it will develop into an analysis of the war of liberation and the ways it has been recorded in history books, pop culture, and canonical texts. We will reflect on the conflict and on its meanings in the 21st century, and analyze how different media become memorial artifacts. Prerequisite: French 230 or beyond, or permission of the instructor. *6 credits, LA, IS, Winter—S. Rousseau*

**FREN 395. French Exoticism** What is nature of exoticism, and how can it be construed as a precursor to colonialism or as an extension of it? Exoticism is often seductive in its promise of "otherness" and freedom from stricture, as well as in its plays on affect, nostalgia and the imagination. However, our attempts to provide correctives to exotic visions do not always prove to be accurate -- a potential pitfall that the course will also address. What new forms of exoticism have we created in the twenty-first century? Authors/artists/composers/filmmakers may include Montaigne, Montesquieu, Baudelaire, Delacroix, Franz Fanon, Pierre Loti, Gauguin, Maryse Condé, Amélie Nothomb and Daniel Auteuil. Prerequisite: 230-level French course or beyond, or permission of instructor. *6 credits, LA, IS, Fall—C. Yandell*

**GEOL 285 Geology in New Zealand: North Island** In this course, participants will study modern and ancient geologic systems in the North Island with a view to understanding the tectonic, volcanic, and sedimentary history of New Zealand. The course will include projects in a wide range of geological settings. 6 credits, NE, Winter, Cowan

**GEOL 286 Geology in New Zealand: Topics in North Island Geology** This course is tied to the North Island half of the program. Readings and discussion will cover a broad range of topics appropriate to North Island geology 2 credits, S/CR/NC, NE, Winter, **Cowan**

**GEOL 287 Geology in New Zealand: South Island** In this course, students will study the tectonic evolution of the South Island. Participants will work in small teams to hone their field observation skills, make structural measurements, and develop their mapping skills in several field sites across the South Island. Visits to additional field sites such as glaciers, fjords, and the Alpine fault are possible. 6 credits, NE, Winter C. Davidson

**GEOL 288 Geology in New Zealand: Topics in South Island Geology** This course is tied to the South Island half of the program. Readings and discussions will cover a broad range of topics appropriate to South Island geology. 2 credits, S/CR/NC, NE, Winter, **C. Davidson**

**GEOL 289 Geology in New Zealand: Basic Field Drawing** Formal and informal instruction and opportunity to improve field drawing skills. This course will include an independent field drawing assignment during midterm break in New Zealand. 2 credits, S/Cr/NC NE, **Staff**

**GERM 105. Beginning German in Berlin** This course is designed for participants in Carleton's OCS Berlin program with little or no prior knowledge of German. Students will develop a basic foundation in the five skills of reading, writing, listening, speaking, and intercultural communication, with the goal of accomplishing a variety of basic everyday needs in Berlin. Topics will include communication with hosts, travel and transportation, shopping, and meals. Although students will be introduced to some fundamental grammar points, the emphasis is on the development of conversational abilities. 6 credits, NE, Fall—**Local Staff**

**GERM 175 Berlin Program: Berlin Field Studies in English** Individually or in small groups, students will work on a major project that incorporates research done on-site in Berlin and during our travels. The main objective of the course is to interact with Berlin and Berliners (and Europe and Europeans). Possible topics include music, visual arts, immigration, media, politics, personal history topics, or Germany's role within Europe. Conducted in English. 6 credits, NE, IS, Fall, **L. Butt**

**GERM 204. Intermediate German** In this course, students build on basic communication skills to engage in more in-depth spoken and written discussions of German-speaking culture. By analyzing longer and more challenging texts, films and cultural media, continuing grammar review, and writing compositions, students acquire greater facility and confidence in all four language skills (writing, speaking, listening, and reading). Prerequisite: German 103 or appropriate placement score. 6 credits, NE, Fall—**J. Lyon**

**GERM 205 Berlin Program: Intermediate Composition and Conversation** This course is designed for students with intermediate proficiency in German, who wish to extend their knowledge of German language and culture through reading, discussions, and writing. Students will work on developing the ability to articulate opinions, exchange substantive information and to argue points of view; honing analytic and interpretive writing skills; and expanding their linguistic toolkit. The class format features discussions with grammar exercises interspersed as needed. Prerequisite: German 103 or appropriate placement score. 6 credits, NE, Fall, **L. Butt**

**GERM 247. Indo-European Folktales** Since its publication in 1812, the Grimm Brothers' Children's and Household Tales found a readership that spanned countries, languages, and generations. Its universal appeal can be traced to its origins: it reflects not only the influence of early Nineteenth Century Germany, but also oral folklore traditions that go back thousands of years and range from as far away as Iceland, the Middle-East, and India. This course introduces students to a wide selection of these and other folktales from the Indo-European tradition as well as to numerous perspectives for understanding these folktales. We will examine the aesthetic, social, historical, and psychological values that these tales reflect, and will also discuss significant theoretical and methodological paradigms within folklore studies, including structural, socio-historical, psychoanalytic, and feminist perspectives. Finally, we will discuss the continuing influence of this folk tradition on popular and elite culture of our time. All readings, discussion, and coursework will be in English. 6 credits, LA, IS, Offered in alternate years, Spring—**J. Lyon**

**GERM 254 Berlin Program: The World's a Stage: Theater in Berlin** This course is structured around the theater productions of the fall season in Berlin. Our group will attend six to eight performances of German language plays, ranging

from the Enlightenment to the post-war period. In preparation for each outing, students will read and discuss the original play, and study its historical and literary context. In the course of the term, we will hone our skills as theater spectators and learn how to describe and critique different performance styles and directorial choices. Prerequisite: German 103 or equivalent. *6 credits, LA, IS, Fall, L. Butt*

**GERM 275 Berlin Program: Berlin Field Studies in German** Individually or in small groups, students will work on a major project in German that incorporates research done on-site in Berlin and during our travels. The main objective of the course is to interact with Berlin and Berliners (and Europe and Europeans). Possible topics include music, visual arts, immigration, media, politics, personal history topics, or Germany's role within Europe. *6 credits, NE, IS, Fall, L. Butt and D. Tompkins*

**GERM 305 Berlin Program: Advanced Composition and Conversation** This course is designed for students with advanced proficiency in German, who wish to extend their knowledge of German language and culture through reading, discussions, and writing. Students will work on developing the ability to articulate opinions, exchange substantive information and to argue points of view; honing analytic and interpretive writing skills; and expanding their linguistic toolkit. The class format features discussions with grammar exercises interspersed as needed. *6 credits, NE, Fall, Staff*

**GRK 281. Introduction to Byzantine Greek** In this course, students learn about Byzantine Greek through initial work on prose selections from different authors, genres, and periods, followed by sustained engagement with a single author. For 2015, we will focus on a historian of the last years of Byzantium who writes a history of a failed Ottoman siege of Constantinople in 1422. Students will also gain some experience with later Greek paleography through readings and hands on work with photographs and facsimiles. Prerequisite: Greek 204 or instructor permission. Enrollment in History 233 encouraged but not required. *2 credits, LA, IS, Offered in alternate years, Fall—W. North*

**HEBR 204. Intermediate Modern Hebrew** In this course students will strengthen their command of modern conversational, literary and newspaper Hebrew. As in the elementary sequence, we will continually integrate listening, speaking, reading, and writing in Hebrew. Popular Israeli music, broadcasts, internet sources, and films will complement the course's goals. Class projects include a term long research paper on a topic related to Israel, the Middle East, or Judaic Studies. Students will create a poster in Hebrew to illustrate their research. They will discuss this with other Hebrew speakers on campus at a class poster session toward the end of the course. Prerequisite: Hebrew 103 or the equivalent. *6 credits, NE, Offered in alternate years, Winter—S. Beckwith*

**HIST 130. The History of Political Thought, 300-1600: Power, Authority, and Imagination** The period between 300-1600 witnessed extensive and dynamic experimentation in political thought. The nascent and fluid polities and institutions of the period created a laboratory in which thinkers grappled with fundamental political issues: the nature and function of sovereignty and consensual rule; proper social order; and the nature and rule of law. Thinkers also debated the relative importance of reason, religion, tradition, and experience as sources of legitimate power and authority. Through a series of rich case studies, this course will explore the principles and preoccupations that shaped the political and institutional orders on the eve of the modern State. *6 credits, HI, WR2, IS, Offered in alternate years, Spring—W. North*

**HIST 162. Politics and Public Culture in Modern South Asia** This course examines the intersection of politics and culture in the public sphere in South Asia. We will look at the impact of British colonial rule, social hierarchies and caste, gender and the public sphere, race, religion and secularism. We'll also examine movements for independence, including Gandhian nationalism, left- and right-wing movements, and religious nationalism. Lastly, we will look at contemporary issues of popular culture, identity, gender, social justice, and militarism in the age of globalization. In addition to scholarly books and articles, course material includes music, poetry, journalism, popular Bollywood cinema and 'art films.' *6 credits, HI, IS, Fall—B. Larocque*

**HIST 215. Carleton in the Archives: Studies in Institutional Memory and Culture** Ours is a world of institutions--schools, corporations, non-profits, government agencies--that shape the way we act, think, and remember. The memory [and amnesia] of institutions themselves, the records they keep and throw away, and the way these repositories are organized and used are crucial elements in their function and survival. How do institutions remember? What is the relationship between "official" and "individual" memory in the making of an institutional world? How do past and present connect? We will explore this and related questions through readings, discussion, and a hands-on project based upon material in Carleton's own archives. *6 credits, HI, IDS, Spring—W. North*

**HIST 216. History Beyond the Walls** This course will examine the world of history outside the walls of academia. Looking at secondary-school education, museums, and public policy, we will explore the ways in which both general and specialized publics learn and think about history. A central component of the course will be a civic engagement project mentoring sixth grade students at the Northfield Middle School as they research and produce projects for Minnesota History

Day. Prerequisite: One history class; first-year students require permission of the instructor. *6 credits, HI, WR2, IDS, Spring—S. Zabin*

**HIST 235 Bringing the English Past to (virtual) Life** This course will explore the history of England from the time of the Tudors through the Industrial Revolution, with a particular focus on the history of poverty and social welfare. We will use new technologies to develop innovative ways to teach and learn about the past. Using a specially designed digital archive, students will construct life stories of paupers, politicians and intellectuals. One day per week, the class will work in a computer lab constructing 3-Dimensional, virtual institutions and designing computer game scenarios that utilize their research to recreate the lived experience of the poor. *6 credits, HI, IS, Winter, A. Mason and S. Ottaway*

**HIST 240 Tsars and Serfs, Cossacks and Revolutionaries: The Empire that was Russia** Nicholas II, the last Tsar-Emperor of Russia, ruled over an empire that stretched from the Baltic to the Pacific. Territorial expansion over three-and-a-half centuries had brought under Russian rule a vast empire of immense diversity. The empire's subjects spoke a myriad languages, belonged to numerous religious communities, and related to the state in a wide variety of ways. Its artists produced some of the greatest literature and music of the nineteenth century and it offered fertile ground for ideologies of both conservative imperialism and radical revolution. This course surveys the panorama of this empire from its inception in the sixteenth century to its demise in the flames of World War I. Among the key analytical questions addressed are the following: How did the Russian Empire manage its diversity? How does Russia compare with other colonial empires? What understandings of political order legitimized it and how were they challenged? *6 credits, HI, IS, Fall—Adeeb Khalid*

**HIST 246. The Material World of the Anglo-Saxons** This course explores the world of Anglo-Saxon England from Rome's decline through the Norman Conquest (c.400-1066) through the lens of material culture. These six centuries witnessed dramatic transformations, including changing environmental conditions, ethnic migrations, the coming of Christianity, waning Roman influence, the rise of kingdoms, and the emergence of new agricultural and economic regimes. We will look beyond the kings and priests at the top of society by analyzing objects people made and used, buildings they built, and human remains they buried alongside primary and secondary written sources. Students will gain experience in how to write history from "things." *6 credits, HI, IS, Winter—A. Mason*

**HIST 248 Berlin Program: A German Crucible of European and Global Culture** Berlin is the center of a transnational space that is German, European and global. This course will examine Berlin's complicated history and culture through its monuments, museums, and other sites of commemoration. Using Berlin as our text, we will gain insights into the significant historical events that shaped the society and culture of Germany's capital city. On visits to nearby cities, such as Prague and Warsaw, we will also discuss developments in Germany and Europe more generally. *6 credits, HI, IS, Fall. D. Tompkins*

**HIST 261 Nations, Islams, and Modernities: The Transformation of the Ottoman Empire and the Making of the Middle East** An overview of the period since 1774 to the present through an analysis of the interplay of various currents of Islam, nationhood, and modernity. We will have the advantage of studying this material in Istanbul, where many of these changes transpired, and we will make full use of the opportunities afforded by our location and incorporate visits to historical sites and museums into the structure of the class. We will focus on the multiple and contested meanings of "nation," "Islam," and "modernity," and trace how political space itself was redefined in the transition from empire to national statehood. *6 credits, HI, IS, Spring, A. Khalid*

**HIST 263. Plagues of Empire** The globalization of disease is often seen as a recent phenomenon aided by high-speed communication and travel. This course examines the history of the spread of infectious diseases by exploring the connection between disease, medicine and European imperial expansion. We consider the ways in which European expansion from 1500 onwards changed the disease landscape of the world and how pre-existing diseases in the tropics shaped and thwarted imperial ambitions. We will also question how far Western medicine can be seen as a benefit by examining its role in facilitating colonial expansion and constructing racial and gender difference. *6 credits, HI, IS, Spring—A. Khalid*

**HIST 264 The Politics of Gender in the Modern Middle East** This course will analyze the multiple intersections of gender with nation, Islam, and modernity in the Muslim world, with Turkey as the key example. The focus will be on the multiplicity of the intersections, so that different political situations produce markedly different configurations. The structure of the course will be historical but with a strong theoretical component. *6 credits, HI, IS, Spring, A. Khalid*

**HIST 266. History of Islam in South Asia** While Islam is often associated primarily with the Arab world, 80% of the world's Muslim population resides elsewhere. The countries of South Asia -- particularly India, Pakistan and Bangladesh -- are collectively home to the largest number of Muslims. We will explore the expansion of Islam into South Asia, and look at specifically Indian forms of Islam. Our topics will include Muslim relations with non-Muslim communities, the Mughal Empire, colonial rule, gender and Islam, non-violent Islamic movements, Islamic art and architecture, jihad in history, Sufism, and

Islamic notions of justice. Our class materials will include scholarly writings, poetry, music, slides, and film. *6 credits, HI, Fall—B. Larocque*

**HIST 267. Muslims and Modernity** Through readings in primary sources in translation, we will discuss the major intellectual and cultural movements that have influenced Muslim thinkers from the nineteenth century on. Topics include modernism, nationalism, socialism, and fundamentalism. *6 credits, HI, WR2, IS, Offered in alternate years, Spring—A. Khalid*

**HIST 269 Istanbul: Imperial Past, Global Present** Byzantium, Constantinople, Istanbul—The City was the cosmopolitan capital of major world empires for sixteen centuries until 1923, when it became a provincial city in a national republic. Since 1980, however, Istanbul has risen as a global megalopolis. Today's Istanbul is the crossroads of Europe and the Middle East, of the Mediterranean and Central Asia, the hub of one of the world's great airlines. Its expansion has led to great innovations in urban planning and design as well as to intense debate over their course. This course will try to convey a sense of the place—of the past of the city and its vibrant present. Students will visit the great historical sites of the city, go on walking tours of its different neighborhoods, and meet with community groups representing different constituencies to get a sense of current debates about the future of the city. *3 credits, HI, IS, Spring, A. Khalid*

**HIST 274. Drugs, Violence & Rebellion in Mexico: From the Dirty War to the Drug War** Since 2006, some 100,000 lives have been lost as a result of the Mexican government's decision to unleash its army against the powerful cartels supplying the United States with marijuana, cocaine, heroin, and crystal methamphetamine. This course situates the bloodshed within a broader historical and transnational context. It traces the conflict's roots to a longer struggle against Mexico's authoritarian political culture and the state's repression of dissent, including a little known 'dirty war' that raged during the 1960s-1970s. It also examines evolving attitudes toward drugs, the emergence of a *narco* culture in Mexico, and grassroots movements against the violence. *6 credits, HI, WR2, IS, Offered in alternate years, Spring—A. Fisher*

**IDSC 236. Public Health in Practice** This course is the second part of a two-term sequence beginning with Perspectives in Public Health. Over the winter break, students will spend two weeks exploring a variety of public health organizations both locally (Minneapolis/St. Paul) and nationally. During the winter term, students will complete their final public health-related civic engagement project in collaboration with a community partner, set their individual project back into the wider context of public health, and prepare to present their experience to a broader audience. Prerequisite: Interdisciplinary Studies 235. *6 credits, ARP, IDS, Offered in alternate years, Winter—D. Walsler-Kuntz*

**IDSC 280. Learning from Internships** Carleton does not grant credit for internships, but valuable off-campus learning experiences can be integrated into the academic program. Although the specific nature of internship experiences will vary, internships are opportunities to apply and extend one's academic skills and interests into work in non-academic settings. This course will involve carefully monitored work experiences in which a student has intentional learning goals. Achieving these goals will be measured through reflective writing assignments, as well as written work in connection with assigned readings. Prerequisite: Prerequisite: An internship and learning contract approved by Director of Internships in Career Center. The internship must be a minimum of 6 weeks and 180 hours and approved in advance by the instructor and the internship Program Director in the Career C. *1 credits, S/CR/NC, NE, Fall—L. Newman*

**IDSC 398. Interconnected Comps Seminar** The Interconnected Comps Seminar is for students accepted into team-based interconnected comps projects (organized by Global Engagement in collaboration with participating departments). All members of each interdepartmental comps team must be enrolled at the same time. Students will work with their team toward a customized final project that is closely integrated with their departmentally based comps. Normally students will enroll each term during the senior year, for a total of 3 credits. (For more information on Interconnected Comps, see the GEI website, at <https://apps.carleton.edu/collab/gei/>.) Prerequisite: Approval by major department and course instructor. *1 credit, S/CR/NC, NE, Fall—S. Carpenter, S. Beckwith*

**JAPN 244. The World of Anime in Translation** This course examines the extraordinary achievement of anime (Japanese animation), from the modern classics by Hayao Miyazaki, Isao Takahata, and Mamoru Oshii, to more recent anime directors. The anime will be studied for their aesthetic, cultural, and auteur contexts. Particular attention will be paid to the relationship of the anime to traditional arts, culture and society. This course is conducted in English and all the course materials are in English translation or in English subtitles. *6 credits, LA, Fall—N. Tomonari*

**LCST 101 Survival Turkish** This course will introduce students to the basics of spoken and written Turkish. This will give students an investment in the culture of the place and allow them to interact with their surroundings with some degree of familiarity. *3 credits, NE, Spring, Non-Carleton Faculty*

**LTAM 270. Chile's September 11th: History and Memory since the Coup** September 11, 2013 marked the fortieth anniversary of the coup d'état that deposed the democratically elected government of socialist Salvador Allende and ushered in the seventeen-year dictatorship of General Augusto Pinochet. This interdisciplinary course canvasses this tumultuous era

and its aftermath through the study of historical sources, literature, film, photography, and music. It explores the rise and fall of Allende, life and repression under the dictatorship, the protest movement against military rule, and the ongoing struggles and debates over human rights, justice, and collective memory. *6 credits, HI, WR2, IS, Offered in alternate years, Winter—A. Fisher*

**MATH 215. Introduction to Statistics** Introduction to statistics and data analysis. Practical aspects of statistics, including extensive use of statistical software, interpretation and communication of results, will be emphasized. Topics include: exploratory data analysis, correlation and linear regression, design of experiments, basic probability, the normal distribution, randomization approach to inference, sampling distributions, estimation, hypothesis testing, and two-way tables. Prerequisite: Not open to students who have already received credit for Math 115, Psychology 200/201 or Math 275. (Students who have received credit for Math 115 may petition the department to seek approval to register for Math 215.) Students who have taken Math 211 ar. *6 credits, FSR, QRE, Fall—Staff*

**MATH 244. Geometries** Euclidean geometry from an advanced perspective; projective, hyperbolic, inversive, and/or other geometries. Recommended for prospective secondary school teachers. Prerequisite: Mathematics 236. *6 credits, FSR, Offered in alternate years, Fall—D. Haunsperger*

**MATH 255 Survey Sampling** Covers sampling design issues beyond the basic simple random sample: stratification, clustering, domains, and complex designs like two-phase and multistage designs. Inference and estimation techniques for most of these designs will be covered and the idea of sampling weights for a survey will be introduced. This course will also teach methods for graphing complex survey data and exploring relationships in complex survey data using regression and chi-square tests. Prerequisite: Mathematics 215 or 275. *6 credits, FSR, QRE, Fall-- K. St. Clair*

**MATH 295. Seminar in the History of Mathematics** Close readings of various mathematical works dating from the classical Greek era through the nineteenth century; choices designed to illuminate the major developments of mathematics. Prerequisite: Mathematics 236 or permission of instructor. *6 credits, HI, Fall—S. Kennedy*

**MATH 315. Topics in Probability and Statistics: Advanced Statistical Modeling** This course is a follow-up to Applied Regression Analysis: we will study Generalized Linear Models of which logistic and Poisson models are special cases. We will also cover methods for handling correlated data such as that found in longitudinal studies. We will work with case studies and use R extensively. Prerequisite: Mathematics 275 and 245. *6 credits, FSR, QRE, Offered in alternate years, Spring—L. Chihara*

**MATH 361. Complex Analysis** The theoretical foundations for the calculus of functions of a complex variable. Not open to students who have taken Mathematics 351 Functions of a Complex Variable. Prerequisite: Mathematics 321 or permission of instructor. *6 credits, FSR, Offered in alternate years, Spring—S. Kennedy*

**MATH 395. Topics in Stochastic Processes and Probability** Selected topics in stochastic processes and/or probability beyond the level of Math 265/365. Topics may include: Branching processes in public health applications, rates of convergence of Markov chains, perfect sampling algorithms, Markov chain Monte Carlo, card shuffling, queueing theory, and stochastic calculus. Prerequisite: Mathematics 236, 265, and permission of instructor. *6 credits, FSR, QRE, Fall—B. Dobrow*

**MATH 395. Topics in Combinatorics** Selected topics beyond the material of Math 333. Topics may include Stirling numbers, perfect graphs, exponential generating functions, advanced generating functionology, hypergeometric series, enumeration of plane partitions, combinatorial q-analogues, the hook length formula, and the transfer-matrix method. Prerequisite: Mathematics 333, an equivalent Budapest Semesters in Mathematics course, or consent of the instructor. *6 credits, FSR, Spring—E. Egge*

**MUSC 103. Musicianship Lab I** An introduction to the basic elements of rhythm and melody, with a strong emphasis on sight reading using solfège, score reading in multiple clefs, and short dictation exercises. Prerequisite: The ability to read music fluently in one clef. *2 credits, ARP, Fall—J. London, R. Rodman*

**MUSC 104. Musicianship Lab II** Continuation of Musicianship Lab I. More advanced solfège is introduced, including chromaticism, and longer dictation exercises which introduce standard melodic schemas. Some harmonic dictation will also be included. Prerequisite: Music 103, 200, or placement by examination. *2 credits, ARP, Winter—J. London, R. Rodman*

**MUSC 110. The Materials of Music** An introduction to the materials of western tonal music, with an emphasis on harmonic structure and syntax. It also covers phrase structure, musical texture, and small musical forms, along with basic theoretical concepts and vocabulary. Student work involves readings, listening assignments, analytical exercises, and short composition projects. Prerequisite: The ability to read music fluently in one clef. *6 credits, LA, Fall—R. Rodman, J. London*

**MUSC 140. Global and Local in the World's Musical Cultures** An introduction to the world's musical variety,

including the study of musical genres, forms, instruments, and practices. We will examine traditional music alongside popular and sometimes global genres, considering the relationships between sound, place, and cultural identity. No previous musical experience is required. *6 credits, LA, IS, Fall—M. Russell*

**MUSC 184. American Folk Instruments** Beginning to advanced study of technique and improvisational styles on American folk instruments. Students may study five-string banjo (bluegrass or clawhammer style), bluegrass guitar, Dobro®, fiddle (violin, viola, cello), bass, ukulele, mandolin, mandola, mandocello, and accordion. The Music Department has a single mandolin, fiddle, banjo, and guitar (and two ukuleles) available for shared use by enrolled students unable to provide their own instruments. *1 credits, S/CR/NC, ARP, Fall, Winter, Spring—M. Kreitzer*

**MUSC 199. Fundamentals of African Drumming** Class instruction in basic techniques of African drumming. No musical training or experience is necessary. Special fee: \$80. *1 credits, S/CR/NC, ARP, Spring—J. Johnson*

**MUSC 204. Musical Structures** An investigation into the nature of musical sounds and the way they are combined to form rhythms, melodies, harmonies, and form. Topics include the spectral composition of musical pitches, the structure of musical scales and their influence on melody, chords and their interval content, and the symmetry and complexity of rhythmic patterns. Student work includes building a musical instrument, programming a drum machine, analyzing the statistical distribution of pitches in a folksong corpus, and comparing the music of Bob Dylan and Charles Ives. Prerequisite: Music 110 and 103, or MUSC 200, or by placement examination. *6 credits, LA, WR2, Winter—J. London*

**MUSC 205. Musical Form and Analysis** An introduction to the theory and analysis of larger musical forms. Large forms (Rondo, Theme and Variations, and Sonata Form) will be surveyed and analyzed, with an increased emphasis on writing about musical structure. Important sources in formal theory (including Reicha, Czerny, A.B. Marx, and Schoenberg) are read and discussed; the course involves a major analytical research paper and an oral presentation. Prerequisite: MUSC 110 or MUSC 200, or permission of instructor. *6 credits, LA, WR2, Offered in alternate years, Spring—J. London, R. Rodman*

**MUSC 220. Composition Studio** Class meetings and individual instruction. Seven exercises (chosen in any sequence from a menu), one term composition, supplemental readings and listenings. A rigorously maintained journal of compositional ideas and sketches will be submitted at the end of the term. Using a shared music theory vocabulary, class meetings address the nature and locus of material and technique in composition, through lecture presentations on aesthetic trends of the twentieth century, analysis of corresponding musical works, and group discussion of studio work. Individual instruction focuses on students' compositions. Optional technology sessions introduce tools from the disciplines of music, architecture, and computer science. Prerequisite: Music 110 or 200 or 117 or with consent of the instructor. *6 credits, ARP, Winter—Staff*

**MUSC 227. Perception and Cognition of Music** Covers basic issues in auditory perception and cognition with an emphasis on the perception of musical pitch, including sensory discrimination, categorical perception, roughness and dissonance, absolute pitch, and auditory streaming. Other topics to be covered include the processing of language and music, and emotional responses to music. Prerequisite: A previous course in music or psychology, or permission of instructor. Must be taken concurrently with MUSC 228. A grade of C- or better must be earned in both Music 227 and 228 to satisfy the LS requirement. *6 credits, LS, QRE, Spring—J. London*

**MUSC 228. Perception and Cognition of Music Lab** An introduction to the methods of experimental and observational research in music perception and cognition. Student teams will replicate/extend classic experiments in music perception, which will involve reviewing historical and current literature, creating stimuli, running experimental trials, performing statistical analyses of data, and giving a poster presentation of their results. Prerequisite: See Music 227 for prerequisites. Requires concurrent registration in Music 227. A grade of C- or better must be earned in both Music 227 and 228 to satisfy the LS requirement. *2 credits, LS, QRE, Spring—J. London*

**MUSC 236 Rock Lab** This combines performance and academic study of rock music. In the first half of the course, we will learn to perform simple songs in small-group coaching sessions with a polished public performance as a midterm goal. During the second half of the course, we will make recordings of these performances. Throughout the term, we will accompany performance and recording activities with readings and discussion about aesthetics, performance practice in rock music, and mediation of recording techniques, all extraordinarily rich topics in popular music studies. No performance experience is needed. The course will accommodate students with a range of experience. Students will be grouped according to background, interest, and ability. *3 credits, ARP, Spring—A. Flory*

**MUSC 245. Music of Africa** The study of traditional and popular music of sub-Saharan Africa, through reading, listening, watching, and playing. Music is examined in its cultural context with particular attention to ethnic identity, political life, religion, and gender roles. Students will also learn rudiments of West African percussion and Shona karimba through applied study. No experience necessary. *6 credits, ARP, IS, Offered in alternate years, Spring—M. Russell*

**MUSC 303. Music Since 1900** This course, required for the music major, is both an overall survey of the Western art music of the twentieth century, and an analysis class designed to equip the major with analytical techniques in non-formal music from Schoenberg to the avant-garde. Prerequisite: Music 201 or 204. *6 credits, LA, WR2, Offered in alternate years, Spring—R. Rodman*

**MUSC 312. Romantic Music** An examination of western art music of the nineteenth and twentieth centuries, including Schubert, Berlioz, Brahms, and Wagner. Prerequisite: Music 110 or 200 or with consent of the instructor. *6 credits, LA, WR2, Offered in alternate years, Spring—L. Archbold*

**PE 153. Outdoor Skills-Adventure** This course will introduce students to many of the skills necessary to survive and thrive in the wilderness. The objective of this course is to prepare students to be able to plan and execute their own back-country experience with guidance in trip planning, plant and animal identification, first aid, orienteering, shelter building, food planning, packing and preparation, and an introduction to group dynamics and leadership. Mandatory outdoor field trip (week 7 or 8). *Spring—J. Keller*

**PE 169. Social Dance, Winter Ball** Provides instruction in basic steps and patterns of partner dance such as waltz, cha-cha and swing. Covers the same material as Social Dance I, but is completed in six weeks - just in time for Mid-Winter Ball. No previous experience is needed. *Winter—Staff*

**PE 348. Contemporary Issues in Athletics** An examination of athletics and their relationship to society. This course focuses on the emergence of contemporary sport and the current issues facing participants, coaches, administrators, and spectators. A special emphasis is placed on understanding the motivating factors behind sport and developing a philosophy of sport that will help students evaluate current sporting issues in society. *6 credits, SI, Fall—L. Battaglini*

**PHIL 114 Nature, Culture and the Good Life for Human Beings** This course, a general introduction to philosophy, is arranged around two interrelated questions: "What makes us who we are?" and "What is the best kind of life for a human being?" These questions take many forms. How much of human life, for example, can be explained with biology and other kinds of natural science? How do culture, education, and ethnic identity shape who we are? What role should pleasure play in human life? What is the best way to address difference and disagreement within a political community? The first part of the course is a general introduction to philosophy, including a wide variety of answers to these questions, both modern and historical. Topics will include Jean-Paul Sartre's existentialist approach to freedom, the debate between Confucian thinkers Mencius and Hsun Tzu about whether human nature is good or evil, and recent work on participatory democracy by Anne Phillips. In the last few weeks of the course, we will apply the concepts and philosophical skills from the first section to a longer philosophical text, Plato's *Gorgias*, a complex dialogue that gives sustained and surprising answers to the questions raised earlier in the term. *6 credits, HI, WR2, IS, Fall—Z. Filotas*

**PHIL 116. Sensation, Induction, Abduction, Deduction, Seduction** In every academic discipline, we make theories and argue for and against them. This is as true of theology as of geology (and as true of physics as of physics). What are the resources we have available to us in making these arguments? It's tempting to split the terrain into (i) raw data, and (ii) rules of right reasoning for processing the data. The most obvious source of raw data is sense experience, and the most obvious candidates for modes of right reasoning are deduction, induction, and abduction. Some philosophers, however, think that sense perception is only one of several sources of raw data (perhaps we also have a faculty of pure intuition or maybe a moral sense), and others have doubted that we have any source of raw data at all. As for the modes of 'right' reasoning, Hume famously worried about our (in)ability to justify induction, and others have had similar worries about abduction and even deduction. Can more be said on behalf of our most strongly held beliefs and belief-forming practices than simply that we find them seductive---that we are attracted to them; that they resonate with us? In this course, we'll use some classic historical and contemporary philosophical texts to help us explore these and related issues. *6 credits, HI, WR2, Spring—J. Decker*

**PHIL 251. Philosophy of Science** The contemporary period in the philosophy of science begins with reflections on the stunning achievements in physics in the early twentieth century. In this course, we aim to cover the major developments in the philosophy of science since that time, including: the rise of logical empiricism; Karl Popper's famous insistence that scientific claims must be subjected to possible falsification; Thomas Kuhn's concept of scientific revolutions as paradigm shifts; recent attempts to understand scientific activities, including knowledge acquisition, as distinctively social processes. Some of the main questions we will consider are: How do evidence and confirmation operate in the empirical sciences? Should we believe in the existence of theoretical entities such as quarks and genes? What is it to provide an explanation of some phenomenon, as opposed to merely predicting or describing it? *6 credits, HI, WR2, Fall—D. Marshall*

**PHIL 270 Order, Hierarchy and Chaos in Ancient Greek Philosophy** The distinction between chaos and order—particularly hierarchical order—is crucial to the Greek philosophical tradition. For one thing, it guides discussions of the

natural world: Ancient philosophers, for example, disagreed about whether to explain natural phenomena in terms of atoms interacting randomly with each other, or in terms of a harmonious set of goal-oriented natural laws. For another, the distinction between chaos and order shapes discussions of ethics and human psychology: How should we understand inner conflict, for example? Can reason establish order in our souls by ruling over the emotions? Finally, it is central to political philosophy: several thinkers, in particular, tried to understand the seeming chaos and conflict associated with democracy by comparing it with the mythical ideal of benevolent, all-powerful kings. In this course, designed as an introduction to ancient philosophy, we will see how this theme appears in Greek thinkers from the Presocratics to Epicurus. Before the term is over we will consider arguments about the origins of the universe, the permissibility of civil disobedience, and the role of philosophy in the political community. Throughout, we will consider both the similarities and differences between ancient and modern approaches to these topics. *6 credits, HI, WR2, IS, Fall—Z. Filotas*

**PHIL 272. Early Modern Philosophy** This course offers an introduction to the major themes in European metaphysics and epistemology during the seventeenth and eighteenth centuries. Key issues to be examined include the scope and nature of human knowledge, the relationship between the mind and the body, God, the physical world, causation, and the metaphysical categories of substance and attribute. We will place a special emphasis on understanding the philosophical thought of René Descartes, G. W. Leibniz, Anne Conway, and David Hume. Two particular themes will recur throughout the course: first, the evolving relationships between philosophy and the sciences of the period; second, the philosophical contributions of women in the early modern era. *6 credits, HI, WR2, IS, Winter—D. Marshall*

**PHIL 301. Irrationality** Humans can be—and maybe are even systematically—irrational in so many ways. We fall prey to wishful thinking, gullibility, dogmatism, confirmation bias, rationalization, probabilistic fallacies, and formal fallacies (just to name a few of our problematic tendencies). From the epistemic point of view—that is, from the point of view of trying to get to the truth and avoid falsity—this looks lamentable. We might even be led to a general distrust of our ability to properly reason. On the other hand, it might be that \*some\* of these tendencies are tied to cognitive structures and mechanisms that are in fact good and desirable from the epistemic point of view. Or maybe it's just confused to think there is any such thing as "the epistemic point of view". In this seminar, we will consider these issues from the standpoints of epistemology, meta-epistemology, and cognitive science. Authors to be read include Kahneman and Tversky, Stephen Stich, Richard Nisbett, Edward Stein, and Ruth Millikan. *6 credits, HI, WR2, Fall—J. Decker*

**PHIL 372. Kant's Critique of Pure Reason** In this course we aim to understand the theories of knowledge and being developed by Immanuel Kant in his monumental *Critique of Pure Reason*. Although Kant's own text will remain our primary focus, we will also read helpful secondary works by Sebastian Gardner, Paul Guyer, Charles Parsons, and other recent interpreters. The main questions to be addressed include the following: How does the mind represent the world? Can we distinguish the way things are in themselves from the way they appear to us? What are space and time? On what basis do we make causal inferences? What substantive knowledge can we have about the world entirely independent of our experience of it? *6 credits, HI, WR2, IS, Spring—D. Marshall*

**PHYS 342. Contemporary Experimental Physics** A study of experimental techniques and apparatus basic to the measurements which underlie and validate contemporary theories in physics. Topics include electrical measurements, data analysis and statistics, optical and laser techniques, particle detectors, and time coincidence techniques. Applications are made to experiments such as magnetic resonance, Mossbauer and nuclear spectroscopy and laser optics. Class time is devoted to studying the measurement techniques and considering phenomenological models of the effects observed in the laboratory. One laboratory per week. Prerequisite: Physics 228, 235, and one 300-level physics course. *6 credits, LS, QRE, Spring—M. Eblen-Zayas*

**POSC 120. Democracy and Dictatorship** An introduction to the array of different democratic and authoritarian political institutions in both developing and developed countries. We will also explore key issues in contemporary politics in countries around the world, such as nationalism and independence movements, revolution, regime change, state-making, and social movements. *6 credits, SI, IS, Fall, Winter, Spring—D. Gupta, A. Montero*

**POSC 170. International Relations and World Politics** What are the foundational theories and practices of international relations and world politics? This course addresses topics of a geopolitical, commercial and ideological character as they relate to global systems including: great power politics, polycentricity, and international organizations. It also explores the dynamic intersection of world politics with war, terrorism, nuclear weapons, national security, human security, human rights, and the globalization of economic and social development. *6 credits, SI, IS, Fall, Winter—H. Bou Nassif, T. Myint*

**POSC 201. Lobbyists, Wonks and Social Media: Public Policy Making in Democracy** This course explores the process of policy making in the United States. We will also explore the diffusion of US policy ideas and technology across the globe. The effectiveness of elected officials, lobbyists, idea entrepreneurs, and grass roots activists will be contrasted; techniques of agenda setting and agenda denial will be emphasized. Students from all majors interested in careers in public

policy are welcome. Prerequisite: Sophomore standing. *6 credits, SI, IDS, Fall—R. Keiser*

**POSC 203. Political Communication: Political Advertising in Elections and Public Policy** *Crosslisted with POSC 303.* How does political advertising influence the electorate? How does political advertising influence our understanding of policy proposals? Election ads along with the 6-second "sound bite" are now among the major forms of political communication in modern democracies. Add to these forms a battery of visual "arguments" seen in news media, film, and paid ads aimed at persuading us to adopt various policy positions. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. Our policy focus for 2016 will be on climate change and the 2016 general election. *6 credits, SI, IS, QRE, Winter—B. Allen*

**POSC 224. Measuring and Evaluating Social and Ecological Systems**

**POSC 225. The Global-Local Commons: Sustainability, Diversity & Self-Government in Complex Social-Ecological Systems** This course introduces students to the study of commons (common pool resources and common property), particularly natural resources commons. The dilemmas of commons governance often reveal links between "governments" and "governance" as well as the global stakes of bettering local livelihoods. Our 2015 focus is on social and ecological systems (SES) linked directly with climate change, including forests and water resources. Students are *strongly* encouraged to take the five-week accompanying lab, POSC 224 Measuring and Evaluating Social and Ecological Systems. *6 credits, SI, IS, QRE, Fall—B. Allen*

**POSC 230. Methods of Political Research** An introduction to research method, research design, and the analysis of political data. The course is intended to introduce students to the fundamentals of scientific inquiry as they are employed in the discipline. The course will consider the philosophy of scientific research generally, the philosophy of social science research, theory building and theory testing, the components of applied (quantitative and qualitative) research across the major sub-fields of political science, and basic methodological tools. Intended for majors only. Prerequisite: Mathematics 115, 215, 245 or AP Statistics (score of 4 or 5). *6 credits, SI, WR2, QRE, Fall, Winter, Spring—G. Marfleet, K. Freeze*

**POSC 245. Politics of the Middle East I (1918-67)** This course covers the colonial and early post-colonial period of Middle East history and politics. When the Ottoman Empire collapsed in 1918, France and Britain redrew the map of the region drastically, and new states such as Iraq, Syria, Jordan, and Lebanon were carved out of old Ottoman provinces. Since this formative period the quest for stability in the Middle East has proved elusive. Many ills still plaguing the region today find their roots in the dynamics of the era under study. The main goal of the course is to explore the historical origins of current Middle East politics. *6 credits, SI, IS, Winter—H. Bou Nassif*

**POSC 246. Politics of the Middle East II (1967-2011)** The course covers the major political events in the Middle East between 1967 and 2011, including the continuation of the Arab-Israeli conflict, the 1973 war and its aftermath, and the rise of the Palestinian Liberation Organization (PLO) in Arab politics. We will also probe the upsurge of political Islam with special emphasis on the Muslim Brothers in Egypt and Hezbollah in Lebanon. In addition, the course covers the crises of the Arab authoritarian order in the last two decades leading to the Arab 2011 uprising, failure to foster economic development, and the consequences on Arab societies in the Middle East. *6 credits, SI, IS, Spring—H. Bou Nassif*

**POSC 247. Comparative Nationalism** Nationalism is an ideology that political actors have frequently harnessed to support a wide variety of policies ranging from intensive economic development to genocide. But what is nationalism? Where does it come from? And what gives it such emotional and political power? This course investigates competing ideas about the sources of nationalism, its evolution, and its political uses in state building, legitimation, development, and war. We will consider both historic examples of nationalism, as well as contemporary cases drawn from Europe, the Middle East, Asia, and the United States. *6 credits, SI, IS, Spring—D. Gupta*

**POSC 251. Modern Political Philosophy: Science and Humanity** *Cross-listed with POSC 371* The modern age has been characterized by the unprecedented advance of natural science and the attempt to achieve technological mastery of nature. How did this come about? What worldview does this express, and how does that worldview affect the way we live and think? We will investigate these questions by studying classic works by some of modernity's philosophic founders (including Bacon, Descartes, and Hobbes) and some of its most penetrating interpreters and critics (including Jonathan Swift and Nietzsche). *6 credits, HI, IS, Fall—L. Cooper*

**POSC 259. Justice Among Nations** *Crosslisted with POSC 349.* The purpose of this course is to bring to bear great works of political philosophy on the foundational questions of international politics. Our primary text will be Thucydides' gripping *History of The Peloponnesian War*. Thucydides was perhaps the greatest thinker about international relations that the world has seen. He was also a political philosopher--and psychologist--of the first rank. His book teaches much not only about politics but about human nature. *6 credits, SI, Winter—L. Cooper*

**POSC 276. Imagination in Politics** The course explores the bipolarity of imagination, the fact that imagination can be both a source of freedom and domination in contemporary politics. The main focus of the course is the capacity literature and film have to either increase the autonomous capacity of individuals to engage culture and language in a creative and interactive manner in the construction of their identities, or in a direction that increases their fascination with images and myths and, consequently, the escapist desire to pull these out of the living dialogue with others. *6 credits, HI, IS, Fall—M. Czobor-Lupp*

**POSC 277. Religion in Politics: Conflict or Dialogue?** The course explores the relationship between religion and politics, especially in multicultural societies where believers and nonbelievers alike must live together. The leading question of the course is if religion is a source of violence, as seems to be so much the case in the world today, or if it can enter the public sphere in ways that educate and enhance the sensibility and ability of modern individuals to live with radically different others. In the attempt to answer these questions we will read, among others, from the writings of Kant, Habermas, Herder, Derrida, Ricoeur, Taylor, and Žižek. *6 credits, HI, IS, Winter—M. Czobor-Lupp*

**POSC 284. War and Peace in Northern Ireland** This class examines the decades-long conflict in Northern Ireland between Catholics and Protestants known as "The Troubles." We will investigate the causes of violence in this region and explore the different phases of the conflict, including initial mobilization of peaceful protestors, radicalization into violent resistance, and de-escalation. We will also consider the international dimensions of the conflict and how groups forged transnational ties with diaspora groups and separatist movements around the world. Finally, we will explore the consequences of this conflict on present-day Northern Ireland's politics and identify lessons from the peace process for other societies in conflict. *6 credits, SI, IS, Spring—D. Gupta*

**POSC 286. The Vietnam War with Reflections on Iraq and Afghanistan** The course will examine America's wars in Vietnam, Iraq and Afghanistan. The similarities and differences between these conflicts will be analyzed in an effort to determine the influences that shape America's decision to go to war. *3 credits, SI, IS, Spring—B. Levin*

**POSC 303. Political Communication: Political Advertising in Elections and Public Policy\*** *Crosslisted with POSC 203.* How does political advertising influence the electorate? How does political advertising influence our understanding of policy proposals? Election ads along with the 6-second "sound bite" are now among the major forms of political communication in modern democracies. Add to these forms a battery of visual "arguments" seen in news media, film, and paid ads aimed at persuading us to adopt various policy positions. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. Our policy focus for 2016 will be on climate change and the 2016 general election. Students enrolled in the 303 version will conduct more extensive analysis of data for their seminar papers. *6 credits, SI, IS, QRE, Winter—B. Allen*

**POSC 313. Legal Issues in Higher Education** This seminar will explore pressing legal and policy issues facing American colleges and universities. The course will address the ways core academic values (e.g., academic freedom; the creation and maintenance of a community based on shared values) fit or conflict with legal rules and political dynamics that operate beyond the academy. Likely topics include how college admissions are shaped by legal principles, with particular emphasis on debates over affirmative action; on-campus speech; faculty tenure; intellectual property; student rights and student discipline (including discipline for sexual assault); and college and university relations with the outside world. *3 credits, SI, Fall—S. Poskanzer*

**POSC 338. Politics of Inequality and Poverty\*** The unequal distribution of income and assets is arguably the most important issue in many political systems around the world, and debates over the appropriate role of government in fighting inequality form a primary dimension of political competition. In this course, we will explore the politics surrounding economic inequality around the world. We will discuss how inequality influences political participation in democracies and dictatorships, shapes prospects for democratic transition/consolidation, and affects economic growth and social well-being. We will also examine when and how political institutions can mitigate negative aspects of inequality. *6 credits, SI, IS, Fall—K. Freeze*

**POSC 348. Strangers, Foreigners and Exiles\*** The course explores the role that strangers play in human life, the challenges that foreigners create for democratic politics, the promises they bring to it, as well as the role of exiles in improving the cultural capacity of societies to live with difference. We will read texts by Arendt, Kafka, Derrida, Sophocles, Said, Joseph Conrad, Tzvetan Todorov, and Julia Kristeva. Special attention will be given to the plight of Roma in Europe, as a typical case of strangers that are still perceived nowadays as a menace to the modern sedentary civilization. *6 credits, SI, IS, Spring—M. Czobor-Lupp*

**POSC 349. Justice Among Nations\*** *Crosslisted with POSC 259.* The purpose of this course is to bring to bear great works of political philosophy on the foundational questions of international politics. Our primary text will be Thucydides'

gripping *History of The Peloponnesian War*. Thucydides was perhaps the greatest thinker about international relations that the world has seen. He was also a political philosopher--and psychologist--of the first rank. His book teaches much not only about politics but about human nature. Students enrolled in the 349 version will complete a more detailed and longer seminar paper that may be the basis for comps in a subsequent term. *6 credits, SI, Winter—L. Cooper*

**POSC 371. Modern Political Philosophy: Science and Humanity\*** *Cross-listed with POSC 251.* The modern age has been characterized by the unprecedented advance of natural science and the attempt to achieve technological mastery of nature. How did this come about? What worldview does this express, and how does that worldview affect the way we live and think? We will investigate these questions by studying classic works by some of modernity's philosophic founders (including Bacon, Descartes, and Hobbes) and some of its most penetrating interpreters and critics (including Jonathan Swift and Nietzsche). *6 credits, HI, IS, Fall—L. Cooper*

**PSYC 239 Memory Processes Lab** This laboratory experience will expose students to a variety of methodologies employed by researchers interested in studying memory. Throughout the term, students will both participate in experiments and conduct experiments. We will spend time discussing and performing typical analyses. Finally, students will be expected to become proficient in writing their experimental work in APA format and in presenting their research ideas in an oral format. Psychology 239 requires concurrent registration in Psychology 238. A grade of C- or better must be earned in both Psychology 238 and 239 to satisfy the LS requirement. *2 credits, LS, Spring – A. Putnam*

**PSYC 369. Neurochemistry of Love and Sex** What is love? This is a question that has been the focus of much discussion, writing, and research for millennia. Romantic love most often consists of both social bonding and sexual attraction; therefore both love and sex have been the focus of much research in both humans and animals. In this class we will examine love and sex from a neurobiological perspective, by reading and discussing empirical studies that explore the hormones, pheromones, neurotransmitters, and brain systems involved in love and analogous processes in non-human animals. Topics will include considerations of sex differences and societal views on sexuality. Prerequisite: Psychology 216. *6 credits, NE, WR2, Offered in alternate years, Fall—S. Meerts*

**RELG 210 Prophecy and Social Criticism I America** In this course we examine the religious and philosophical roots of prophecy as a form of social criticism in American intellectual and religious history. We pay particular attention to a mode of public exhortation central to African American social criticism that emphasizes spiritual renewal called the Afro-American Jeremiad. Interrogating this tradition, along with differing conceptions of social criticism, we raise numerous questions, such as: Is the Jeremiad tradition still a viable mode of prophetic exhortation? And, with much of contemporary (Black) Christianity's allegiance to capitalism, can the Jeremiad continue to play a prophetic socio-critical role today? *6 credits, HI, WR2, IDS, Fall—K. Wolfe*

**RELG 225 Losing My Religion** What happens when religion loses its plausibility—whether because of its lack of intellectual or moral credibility, or because it just doesn't make sense of highly ambiguous or deeply troubling or powerfully novel experiences? This course explores how modern Western theologians and philosophers have grappled with the loss of traditional religious beliefs and categories. What is the appropriate response to losing one's religion? It turns out that few abandon it altogether, but instead find new ways of naming the religious and the sacred, whether in relation to existential meaning, aesthetic experience, moral hope, prophetic insight, or passionate love. *6 credits, HI, WR2, Fall—L. Pearson*

**RELG 226. Colonialism and Christianity in the Global South** While the "Global North," a quarter of the world's population, has access to four fifths of its income, the 'Global South'"generally Africa, Latin America, and developing Asia' comprises three quarters of the world's population and has access to one fifth of its income. Christianity, long proclaiming the need to create the Kingdom of Heaven on earth, has nonetheless maintained a tight relationship to colonialism, power, empire, and the making of 'modernity.' This course will investigate the paradoxical ways that Christianity has been both complicit with and a source of liberation from colonial and post-colonial forces in the Global South. *6 credits, HI, WR2, IS, QRE, Spring—K. Bloomer*

**RELG 258. Issues in Japanese Religions and Ecology** This is a 2-credit course that meets once a week for 70 minutes to explore issues in Japanese religion and ecology including: the views of nature in Miyazaki Hayao's animation such as "Princess Mononoke"; the images of Buddhism and nature in Miyazawa Kenji's children's literature; Kurosawa Kiyoshi's cinematic exploration of the issue of invasive species, "Charisma"; the philosophical debate concerning the "enlightenment of plants and trees" by medieval Buddhists; and the practice of infanticide in early modern Japan. It is strongly recommended but not required to simultaneously enroll in RELG 152: Religions in Japanese Culture. *2 credits, HI, IS, Spring—A. Sango*

**RELG 263 Sufism** This course explores the Islamic devotional tradition known as Sufism. We will spend the semester both re-situating Sufism within the Islamic tradition of which it is a part (but *apart from which* it is too often studied) as well as disentangling Sufism from its common reduction simply to "Islamic mysticism." We will come to understand Sufism's unique

contributions to Islamic theology, liturgy, theories of religious knowledge, structures of religious authority and even political theory and jurisprudence. Further, we will examine the history of Sufism, paying particular attention to its development from an elite theosophical stance to a popular organized phenomenon. *6 credits, HI, WR2, IS, Spring—N. Salomon*

**RELG 267. The Bhagavad Gita** The Bhagavad Gita (The Blessed Lord's Song) may not be the Hindu "Bible" (there is none), but it is now, as it has been for two millennia, one of the most beloved and influential of Indian texts, a rich source of reflection about metaphysics, theology, yoga, and ethics. This course will center on a close reading of the Gita, within its context in Indian religious thought and the epic of which it is a part, the Mahabharata. We also will explore modern interpretations of the Gita, by Indians like Tilak and Gandhi and by Western artists working in various media. *6 credits, HI, WR2, IS, Fall—R. Jackson*

**RELG 277. Buddhism and the Beats** The development of a uniquely American Buddhism beginning in the late 1960s owes much to 'Beat' writings in the 1950s. The cultural innovations of the Fifties reverberated in the social and political shifts of the Sixties to give rise to an American Buddhist idiom that emphasized meditation, direct experience, community, socially engaged action, and concern with the environment. This course will explore representations of Buddhism in the works of such notable Beats as Kerouac, Ginsberg, Snyder, Whalen, and Watts and their influence on the counterculture and the various Buddhist communities (both imagined and institutional) that arose from the Sixties on. *6 credits, HI, WR2, Spring—P. Gregory*

**RELG 326. Religion and the Post-Colonial Imagination** Two vexing questions: What is post-colonial thought? And: What is religion? These will guide us as we look at the literary and theoretical production that, we may find, expresses the post-colonial imagination. We will use our guiding questions as a way of exploring a variety of problems both raised by and manifested in these works, such as: the nature of identity; the question of nationalism; the writing of history; questions of class, gender, and race. The emphasis will be on close readings of these works' which emerge from the crucible of the Third World's 'encounter' with European and American colonialism. *6 credits, HI, IS, Winter—K. Wolfe*

**RUSS 309 Moscow Program: Advanced Practicum** This course aims at skill development in speaking and oral presentation as well as in limited forms of composition. It is taken in combination with Russian 307 and conducted by members of Moscow State University Philological Faculty and supervised by the program director. *3 credits, NE, Spring—D. Nemeč Ignashev*

**RUSS 346. Russian Cultural Idioms: The Golden Age** An introduction to the names, quotations and events that every Russian knows--knowledge which is essential to understanding Russian literature, history and culture of the last two centuries. We will study literary and artistic works produced in the first half of the nineteenth century in the context of history and social thought, with emphasis on poetry and theater. Not open to students who have taken Russian 345. Prerequisite: Russian 205 or permission of the instructor. *3 credits, LA, IS, Offered in alternate years, Fall—A. Dotlibova*

**RUSS 347. Russian Cultural Idioms: The Age of Reform** An introduction to the names, quotations and events that every Russian knows--knowledge which is essential to understanding Russian literature, history and culture of the last two centuries. We will study literary and artistic works produced in the second half of the nineteenth century in the context of history and social thought, with emphasis on music and fine art. Not open to students who have taken Russian 345. Prerequisite: Russian 205 or permission of the instructor. *3 credits, LA, IS, Offered in alternate years, Winter—A. Dotlibova*

**SOAN 251. Guatemala Program: Resource Management, Community Development and Social Change in Guatemala and Chiapas** This course explores contemporary strategies for survival in Maya lands in the face of the global economy by examining how community groups, entrepreneurs, peasant organizations, niche markets, social movements, government and non-governmental organizations play important roles in promoting economic betterment, social justice, locally based decision making, and more equitable, environmentally sound, sustainable development. Through readings, lectures, interviews, and direct community engagement with human rights activists, conservation experts, development practitioners, and both farmers and foragers in the Maya tropical forest, students will learn about the complex interplay between cultural ecology, resource management and community revitalization. *4 cr., SI, IS, Winter—J. Levi*

**SOAN 256. Africa: Representation and Conflict** Pairing classics in Africanist anthropology with contemporary re-studies, we explore changes in African societies and in the questions anthropologists have posed about them. We address issues of representation and self-presentation in written ethnographies as well as in African portrait photography. We then turn from the visual to the invisible realm of African witchcraft. Initiation rituals, war, and migration place selfhood and

belonging back in this-world contexts. In-depth case studies include, among others: the Cameroon Grassfields, the Bemba of Zambia, and the Nuer of South Sudan. *6 credits, SI, WR2, IS, Offered in alternate years, Spring—P. Feldman-Savelsberg*

**SOAN 340. Topics in Critical Social Theory** Within sociology and social science generally, the term 'theory' possesses a host of meanings. This seminar moves beyond conceptions of theory as explanation and generalization to explore the idea of theory as critique. Rather than examining the 'classical' origins of social critique (Marx, Nietzsche, Freud), we'll choose a significant theme within current debates and explore it through a variety of contemporary critical perspectives. Possible themes include self and identity, equality and difference, class and power, ethics and justice. Schools of thought may include feminism, poststructuralism, postcolonialism, psychoanalysis, queer theory, Marxism. Key thinkers may include Seyla Benhabib, Pierre Bourdieu, Judith Butler, Michel Foucault, Jürgen Habermas, Donna Haraway, Axel Honneth, Julia Kristeva, Paul Ricoeur, Edward Said, Dorothy Smith. Prerequisite: Sociology and Anthropology 330 or permission of the instructor. *6 credits, SI, Winter—B. Fuller*

**SPAN 262. Myth and History in Central American Literature** In this course we study the relationship between myth and history in Central America since its origins in the Popol Vuh, the sacred texts of the Mayans until the period of the post-civil wars era. The course is organized in a chronological manner. We will study, in addition to the Popol Vuh, the chronicles of Alvarado, some poems by Rubén Darío and Francisco Gavidia, some of the writings of Miguel Ángel Asturias and Salarruá. The course will end with a study of critical visions of the mythical presented by more contemporary authors such as Roque Dalton and Luis de Lián. Prerequisite: Spanish 204. *6 credits, LA, IS, Offered in alternate years, Winter—Y. Pérez*

**SPAN 342. Latin American Theater: Nation, Power, Gender** An examination of Latin American theater as both text and performance, this course studies selected works in the context of the social, political, and cultural issues of their time, from the aftermath of the Mexican Revolution to cross-dressing on the Argentine stage and new ways to perform gender. Dramatists may include Rodolfo Usigli, Vicente Leñero, Griselda Gambaro, Manuel Puig, Jorge Díaz, Ariel Dorfman, Sabina Berman, Susana Torres Molina, Flavio Gómez Mello, Lola Arias. Prerequisite: Spanish 205 or above. *6 credits, LA, IS, Winter—B. Boling*

**SPAN 371. Yours Truly: The Body of the Letter** This course will focus on letters and their significance as acts of symbolic and material exchange, as objects that bear the mark of the bodily act of writing, and as a staging of the scene of writing itself. We will study different types of letters (love letters, prison letters, literary letters, letters imbedded in other texts, fictional letters, epistolary novels, etc.), but always as the site of production of a modern and gendered self. Texts by Simón Bolívar, Manuela Sáenz, Rosa Luxemburg, Simone de Beauvoir, André Gorz, Pedro Salinas, Marina Tsvetaeva, Boris Pasternak, Paul Celan, Ingeborg Bachmann, Elena Poniatowska, Alan Pauls and Alfredo Bryce Echenique. Prerequisite: Spanish 205 or above. *6 credits, LA, IS, Offered in alternate years, Spring—S. Lopez*

**SPAN 377. History and Subjectivity in Latin American Poetry** In this course we will examine poetic experimentation in Spanish in relation to the major political and ideological trends that have shaped Latin American societies and cultures in the twentieth century. While focusing on the work of one major figure, we will read it in connection to the poetry of other authors. Some authors included will be Pablo Neruda, Cesar Vallejo, Nicanor Parra, Enrique Lihn, Ernesto Cardenal, Blanca Varela and Alejandra Pizarnik. Prerequisite: Spanish 205. *6 credits, LA, IS, Spring—J. Cerna-Bazan*

**THEA 100. Playing Roles; from Uncle Remus to 30 Rock** The exposure to popular culture may help create and reinforce cultural stereotypes regarding gender, race, ethnicity, religion, nationality and class. Using a selection of films, plays and television shows, including variety shows and documentaries produced in the United States since the 19th Century, students will explore ways in which popular culture exploits, supports and reinforces cultural stereotypes alongside ways in which it challenges and subverts them. *6 credits, AI, WR1, Fall—D. Wiles*

**THEA 242. Twentieth Century American Drama** A study of a selection of significant American plays from Eugene O'Neill's *Hairy Ape* (1920) to August Wilson's *Gem of the Ocean* (2003) in the context of larger American themes and cultural preoccupations. The premise of this course is that these plays define the modern American theatre. By studying them we will gain a deeper understanding of American theater and the links that connect it to the larger culture and to the transformative events of the last century. *6 credits, LA, WR2, Offered in alternate years, Spring—D. Wiles*

**THEA 255. Acting Shakespeare** While widely read, Shakespeare's plays were written to be performed. Students in this class will explore approaches to performing Shakespeare using rehearsal techniques developed in British and American theaters with an emphasis on the use of the First Folio. Students will analyze texts and create performances that examine Shakespeare's use of rhetoric, imagery and poetic structure while examining some of his principle themes. Video and audio recordings will be used to develop a critical perspective on acting Shakespeare with an emphasis on the differing demands of live and recorded performance. *6 credits, ARP, Offered in alternate years, Fall—D. Wiles*

**THEA 345. Devised Theater and Collective Creation** A usual evening in the theater consists of seeing a text--the play-

-staged by a director and performed by actors. While this is certainly a collaborative endeavor, recent decades have seen a marked increase in “devised theater,” a mode intended to upset the traditional hierarchies of theatrical production. In practical terms, this means the abandonment of the extant text in favor of a performance “score”-- sometimes textual, often physical--developed improvisationally in rehearsal by the performers. This course will explore the methods and approaches used to work in this collective and highly creative manner, and will culminate in a public performance. We will also discuss the history and cultural politics that inform devised practice. Prerequisite: Theater 110 or Dance 150 or Dance 190. *6 credits, ARP, Offered in alternate years, Fall—R. Bechtel*

**WGST 220. LGBTQ Movements in the U.S.** In this course we will examine what constitutes an LGBTQ social movement in the US today. We will analyze the popular understandings of LGBTQ social movements by linking the context, goals, and outcomes of movements to the dynamics of race, class, gender, sexuality, ability, immigration status, and geography. Our goal will be to understand the ways that LGBTQ social movements have helped influence as well as been influenced by existing social and governmental institutions. How have these relationships determined the perceived legitimacy of such movements? We will also examine several contemporary issues that have inspired LGBTQ organizing and advocacy. *6 credits, SI, IDS, Fall—E. Kumar*

**WGST 312 Gender Violence and Feminist Self-Defense: Theory, Research, Practice** Around the globe, feminist advocacy networks and social movements have led efforts combating violence against women. Recently, a campus anti-rape movement has highlighted the prevalence of sexual assault against college women. This course will focus on the theories and praxis feminists have put forth to resist gender and sexual violence. We will explore cases of feminist self-defense in order to understand how it differs from militarized notions of self-defense, and examine how it supports initiatives for peace and conflict resolution. Class members will participate in self-defense programs and reflect on feminist theories of resistance in the context of personal experience. *6 credits, SI, IS, Spring, -- M Sehgal*