

# 2016-2017 Academic Catalog

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As required by state and federal law, Carleton College does not discriminate on the basis of race color, creed, religion, sex, national origin, marital status, sexual orientation, status with regard to public assistance, age or disability in providing employment or in its educational programs and activities.

## Historically Speaking

### Historically Speaking

Carleton College was founded by the Minnesota Conference of Congregational Churches under the name of Northfield College on November 14, 1866. Preparatory school classes began in September 1867, but it was not until 1870, when the Reverend James W. Strong took office as the first president, that the first college class was formed and construction on the first on-campus building was begun. It was agreed at the outset that after one year formal church control should end, but throughout its formative years the College received significant support and direction from the Congregational churches. Although it is now autonomous and non-sectarian, the College respects these historical ties and gives continuing recognition to them through membership in the Council for Higher Education of the United Church of Christ.

By the fall of 1871, the name of the College had been changed to honor an early benefactor, William Carleton of Charlestown, Massachusetts, who earlier that year had bestowed a gift of \$50,000 on the struggling young college. At the time, it was the largest single contribution ever made to a western college, and it was made unconditionally, with no design that the name of the College should be changed. As of June 30, 2015, the College had an endowment of \$783 million and assets valued at \$1.2 billion.

Carleton has always been a coeducational institution. The original graduating class in 1874 was composed of one man and one woman who followed similar academic programs. Carleton's current enrollment is 1995 (Fall 2015).

### Mission, Vision, Values and Goals

The mission of Carleton College is to provide an exceptional undergraduate liberal arts education. In pursuit of this mission, the College is devoted to academic excellence, distinguished by the creative interplay of teaching, learning, and scholarship, and dedicated to our diverse residential community and extensive international engagements.

The College's aspiration is to prepare students to lead lives of learning that are broadly rewarding, professionally satisfying, and of service to humanity. By discovering and sharing exemplary models of undergraduate education, the College seeks to be a leader among those colleges, universities, and professional organizations that share our dedication to this vision.

Carleton strives to be a collaborative community that encourages curiosity and intellectual adventure of the highest quality. Faculty, staff, and students respect one another for the serious work and the playful

humor we share, and we support each other in pursuing a healthy balance of mind, body, and spirit. Quiet reflection and lively engagement are valued as sources of self-understanding and renewal. Carleton honors thoughtful conversations about difficult questions as necessary for individual growth and community strength. The College works to embody the values of freedom of inquiry and expression, and is vigilant in protecting these values within a culture of academic integrity, civil deliberation, and ethical action. Carleton aims to be welcoming and hospitable to its neighbors, guests, and the public, and a responsible steward of its resources.

Carleton's academic goals focus on developing the critical and creative talents of our students through broad and rigorous studies in the liberal arts disciplines. Mentored by dedicated faculty and staff, students become active members of a learning and living community that promotes the exploration of passionate interests and emerging vocations. Students learn higher order thinking skills: disciplinary inquiry, analysis of evidence, arts of communication and argumentation, and problem-solving strategies. In their chosen fields of study, students strengthen their capabilities for disciplinary and interdisciplinary research and artistic production. Students acquire the knowledge necessary for the continuing study of the world's peoples, arts, environments, literatures, sciences, and institutions.

Carleton develops qualities of mind and character that prepare its graduates to become citizens and leaders, capable of finding inventive solutions to local, national, and global challenges.

### **Accreditation and Affiliations**

Accredited by several associations, including the Higher Learning Commission (since 1913), Carleton offers the Bachelor of Arts degree. Among the academic honor societies with chapters on the campus are Phi Beta Kappa and Mortar Board, scholastic honor societies and Sigma Xi, science honor society.

Carleton is a member of the Associated Colleges of the Midwest (ACM).

Carleton College is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411. Phone 800-621-7440.

Carleton College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

### **College Governance**

While the Board of Trustees is ultimately responsible for the existence and welfare of the College, most major decisions about policies affecting the nature and operation of the College are made by governance bodies composed of students, faculty, staff, and senior administrative officers. The campus governance system falls naturally into two divisions: educational policy, which is the province of the faculty, and policies concerning the life of the campus at large, which is under the care of an elected College Council. The faculty has the assistance in the making of educational policy of a student-faculty committee, known as the Education and Curriculum Committee (ECC), under the leadership of the Dean of the College. Five faculty and five students join with the Dean and one Associate Dean to make up the ECC. The College Council is chaired by the President of the College, and composed of five faculty, five students, and five staff (three of them senior administrative officers). The Council functions through subcommittees called into being to deal with particular policy issues. The Budget Committee is a permanent subcommittee of the Council and is composed partly of Council members and partly of other students, faculty, and staff

elected or selected to that particular service. The implementation of policies regarding student life on campus is the responsibility of the Vice President for Student Development and Dean of Students and her or his staff. The Committee on Student Life (CSL), made up of students, faculty and staff, advises the Vice President/Dean of Students in such matters. Many other standing committees exist, with varying memberships, to make policy recommendations and to help administer various areas of the campus.

### **Carleton Student Association**

Every student is a member of the Carleton Student Association (CSA). Three officers and 22 senators are elected annually to serve as the Senate, CSA's legislative body. The Senate's duties include: the election of student members; creation of ad-hoc subcommittees; the management of the student activities budget; and the appointment of student representatives to standing committees. CSA also works with the Dean of Students Office to address issues of concern to students.

### **The College: A Statistical Look**

Carleton College is a co-educational, residential liberal arts college enrolling about 2,000 with a diverse student body and a distinguished faculty.

In fall of 2015-2016 39 percent of Carleton's 1,995 students came from the Midwest, 22 percent from the West, 19 percent from the East, 9 percent from the South, and 11 percent from outside the United States. Approximately 24 percent are African American, Asian, Native Hawaiian/Pacific Islander, Hispanic, Native American or of two or more races. 56 percent of Carleton students receive institutional need-based aid. Carleton has 205 full-time faculty, and over 99% of all permanent faculty have a doctorate or a terminal degree in their field. The overall student/faculty ratio is 9:1. The average class size is 16. In the fall of 2015, 71 percent of class sections had under 20 students, and 2 classes had over 50 students. Each year, students can choose from approximately 1000 courses in 32 majors and several interdisciplinary programs. 70 percent of students in the 2015 graduating class participated in off-campus study for Carleton credit at least once during their undergraduate years, with study in 47 countries.

In the fall of 2015, 96.1 percent of the cohort of 2014 first-year students returned to Carleton. In accordance with the Higher Education Act of 1965, as amended, the six-year graduation rate for the cohort that entered in fall, 2009 is 94.5 percent, and 91.1 percent of that cohort graduated in four years or less. Of the cohort that entered in fall 2007, 92.3 percent graduated within eight years of entering Carleton. Questions related to this report should be directed to Carleton's Office of Institutional Research and Assessment at (507) 222-4284.

According to recent alumni surveys, about one-fifth of graduates said that they had participated in graduate or professional study within one year of graduation, and over 80% had done so within ten years. The six most common fields of study for Carleton graduates since 1990 have been: law (11%), medicine (8%), education (4%), history (2%), business administration (2%), and chemistry (2%). Carleton ranks second among nearly 600 baccalaureate-level colleges in graduates who have earned doctoral degrees in academic fields between 1966 and 2014. In that period, according the National Science Foundation Survey of Earned Doctorates, Carleton graduates earned 3,229 academic doctorates, including 642 in the life sciences, 547 in humanities, 501 in physical sciences, 436 in the social sciences. 246 in geosciences, and 242 in psychology. In 2015, Carleton ranked fourth among small colleges in the number of Peace Corps volunteers. From 2000 to 2015, Carleton graduates have won 113 National Science Foundation Graduate Fellowships, 100 Fulbright Fellowships, 22 Watson Fellowships, 13 Goldwater Scholarships, and 2 Rhodes Scholarships. The most common fields of employment for graduates since 1990 have been:

business/finance/sales (21%); higher education (11%); healthcare (11%); elementary/secondary education (9%); and science/lab research (8%). For more detailed breakdowns of post-Carleton and employment by undergraduate major, see: <http://apps.carleton.edu/career/employmentpostcarleton/>.

## The Campus

What now constitutes 1040 acres of campus, arboretum, and athletic fields started with two ten-acre tracts deeded to the infant college in 1867 by Charles M. Goodsell, a miller, and Charles A. Wheaton, Northfield editor.

Even before a class was held, the trustees authorized the executive committee “to enclose the grounds and improve the same by cultivation and planting trees.” This concern for the students’ environment is still an important aspect of the Carleton experience. As of today, Willis Hall has been joined by 44 others on campus, including 12 academic facilities, 11 on-campus residence halls, nine student apartment houses, four recreation and athletic facilities, a library, a chapel, an observatory and a campus center. The College also offers 26 off-campus student houses, including 13 cultural or language shared interest houses.

## Architectural Heritage

The history of Willis Hall, the oldest building on campus, is typical of many of Carleton’s older facilities. While remaining true to their architectural heritage, they have served a variety of needs over the years, evolving—with the aid of judicious renovations—to meet the needs of an ever-changing institution.

Willis, for example, started out as an all-purpose building: it contained a men’s dormitory, classrooms, offices, and a small chapel. Later, a bookstore and a post office were added. Still later, the building was transformed into a student union. In 1976, it was remodeled again, reverting to an academic building.

The following chronological listing of Carleton’s buildings indicates their present function. For information on the history of each, consult *Carleton: The First Century* by Leal Headley and Merrill Jarchow.

**Willis Hall** 1872—economics, educational studies, political science offices, classrooms, a seminar room; **Goodsell Observatory** 1887—archaeology laboratory, astronomy, 16-inch visual refractor telescope, 8-inch photographic refractor telescope, astronomy laboratory, environmental and technology studies, linguistics, other faculty offices; **Scoville Hall** 1896—Gender and Sexuality Center, Intercultural Life Office, Student Support Services, The Write Place and classrooms.

**Laird Hall** 1906—English offices, classrooms, President and Deans’ Offices, Registrar’s Office, and administrative offices.

**Sayles-Hill Campus Center** 1910—student social, organizational and activity spaces, student post office, snack bar, bookstore, administrative offices, classrooms; renovated in 1979, addition completed in 1988. **The Music Hall** 1914—classrooms, practice rooms, music offices; **Skinner Memorial Chapel** 1916—chapel and offices; **Burton Hall** 1916—residence hall and dining hall; **Nourse Hall** 1917—residence hall, and Nourse Theater.

**Leighton Hall** 1921—religion, history, philosophy, sociology and anthropology offices, classrooms, administrative offices; **Davis Hall** 1923—residence hall, Wellness Center; **Evans Hall** 1927—residence hall, renovated in 2013; **Severance Hall** 1927—residence hall, Dean of Students Office, Residential Life

Office; **Laird Stadium** 1927—locker rooms, weight training area, football game field, eight-lane, 400-meter, all-weather track, and student housing.

**Boliou Memorial Art Hall** 1949—gallery, studios, classrooms, and art and art history department offices, expansion and remodeling completed in 1995.

**Laurence McKinley Gould Library** 1956—987,776 volumes, 690 journals currently received, access to over 69,520 full-text electronic journals, over 621,044 electronic books, 31,457 electronic databases, 450 study spaces, 52 public access computers, computer lab, 18 group study rooms, classrooms, and staff offices. The Writing Center and Academic Support is located in the library. **Musser Hall** 1958—residence hall; **Myers Hall** 1958—residence hall.

**Olin Hall of Science** 1961—physics, psychology offices, classrooms, auditorium, and laboratories, renovations completed in 1997; **Goodhue Hall** 1962—residence hall; The **West Gymnasium** 1964—basketball courts, swimming pool, locker rooms and offices of Physical Education, Athletics and Recreation department; **Cowling Recreation Center** 1965—gymnasium, pool, dance studio and offices; **Watson Hall** 1967—residence hall.

**The Music and Drama Center** 1971—concert hall seating 500 and theater seating 460 joined by gallery, ensemble rooms, practice rooms, and dressing rooms. **Mudd Hall of Science** 1975—geology and chemistry offices, laboratories and classrooms; renovations completed in 1997.

**Johnson House and Alumni Guest House** 1992—linked structures, Johnson House contains offices and support space for Admissions, and the Alumni Guest House has guest quarters, a faculty and staff lounge and a meeting room. **Center for Mathematics and Computing** 1993—mathematics and computer science department offices, the Math Skills Center and library, Institutional Technology Services, including three computing laboratories, training room, administrative offices and classrooms. **Hulings Hall** 1995—biology department offices and portions of the psychology department, teaching and research laboratories, and greenhouse.

**Recreation Center** 2000—climbing wall, aerobic/dance studio, fitness center, racquetball courts, and field house with 200 meter indoor track, surrounding four infield courts for volleyball, tennis and basketball.

**Language and Dining Center** 2001—Asian languages, classical languages, German and Russian, French and Spanish and Middle Eastern Languages, The Language Center, classrooms, seminar rooms, 400-seat dining hall.

**Student apartment houses** 2001—nine two- and three-story houses (Brooks, Collier, Colwell, Dixon, Eugster, Hunt, Nason, Owens, and Scott) offer 23 apartments accommodating 100 students.

**Cassat and James Hall** 2009—two four-story residence halls located on the southeast side of campus and linked by an underground tunnel. They house 230 students from all class years, with more than half living in traditional singles and doubles in Cassat Hall and nearly 100 living in suites in James Hall. Both halls have been designed with an eye toward sustainability and include numerous shared spaces to encourage community life and innovative features.

**Weitz Center for Creativity** 2011—a facility geared toward creative collaboration supporting multiple student and classroom projects and allowing faculty members to teach with words, images, sounds, and

narrative in a variety of media. In addition to housing the departments of Cinema and Media Studies (CAMS), and Theater, and Dance, the space includes a teaching museum, a dramatic theater, a cinema theater, dance studios, classrooms, the Learning and Teaching Center and a coffee shop. The building is home to the Presentation, Events and Production Support (PEPS) office and the IdeaLab, a shared, interdisciplinary laboratory for exploring and learning to use technology.

## Sustainability

Carleton College recognizes that it exists as part of interconnected communities that are affected by personal and institutional choices. We are dedicated, therefore, to investigating and promoting awareness of the current and future impact of our actions in order to foster responsibility for these human and natural communities. Carleton strives to be a model of environmental stewardship by incorporating ideals of sustainability into the operations of the College and the daily life of individuals.

In 2004 the college constructed a **1.65 megawatt wind turbine**. It was the first college-owned, utility scale wind turbine in the United States and over the life of the turbine it is expected to produce about 100-120 million kilowatt hours of clean energy. A **second 1.6 megawatt wind turbine** began providing power directly to Carleton's electrical grid in fall 2011.

Carleton has a **Climate Action Plan** with the goal of becoming a carbon neutral campus by 2050. To support the Climate Action Plan, sustainability and climate change topics have been integrated into the curriculum along with many student work-study positions that are engaged in projects to advance on-campus sustainability initiatives at Carleton.

The College has a comprehensive **recycling and compost program** along with **various car-sharing and public transportation** opportunities around Northfield and to the Twin Cities. The College is committed to using the natural energy flows of the region to contribute to the sustainability of the community.

In keeping with Carleton values, two new residence halls built in 2009 received LEED gold certification and the Weitz Center for Creativity has met the gold certification level through the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) program.

**Cassat Hall and James Hall**, with exteriors of durable brick, stone, and clay tile, are of an environmentally sustainable design, and earned a LEED gold certification based on the U.S. Green Building Council's standards in sustainable design, construction, and operation. Solar thermal roof panels (made in Minnesota) on Cassat Hall are designed to heat 50% of the domestic water by utilizing energy from the sun to pre-heat supply water. Photovoltaic (PV) solar roof panels on James Hall convert energy from the sun into electricity to power the buildings.

Carleton chose not to demolish the historic old middle school when planning for the **Weitz Center for Creativity**, rather, entire sections of the original 1910 and 1934 structures were either preserved or recycled. The following materials have been reclaimed for use in the new facility: mosaic tile floor, ornate ironwork on a main staircase, wood from the bleachers in the former gym which was reused as wall covering, wood seats from the 1930s-era auditorium which appear as a sculpture installation on the ceiling leading to the new cinema, much of the original woodwork and trim, and slate from the original blackboards. Other details that helped the Weitz Center for Creativity achieve LEED gold certification include:

- Incorporating 75 percent of the existing walls and floors from the original buildings into the new design;

- Diverting more than 98 percent of construction materials from landfills, meaning they will be reused on site or recycled;
- Re-insulating all existing exterior walls and ceilings;
- Replacing all existing windows with new, energy-efficient windows;
- Installing automated, high-efficiency lighting systems and occupancy sensors in hallways, classrooms, and common areas;
- Using high-efficiency heating and cooling systems;
- Minimizing water consumption through low-flow plumbing fixtures, water-efficient landscaping, and a storm-water-capture system for irrigation;
- Using paint, adhesives, and carpeting that emit low levels of volatile organic compounds;
- Using regionally manufactured materials when possible.

## Academic Programs

Well over a century ago, Carleton started promising its students a “liberal and thorough” education. That goal is embodied still in the College’s requirements for graduation, which are designed to expose students to a wide variety of disciplines, as well as to allow them to concentrate on a major subject.

### Graduation Requirements

To receive a Bachelor of Arts degree from Carleton, a student must earn at least 210 credits and a cumulative grade average of C (2.0) or better.

A good liberal arts education requires not only rigor and depth, but also sufficient breadth to expose students to a wide range of subjects and methods of studying them. The college seeks to insure that its students study one field in depth by requiring a major and an integrative exercise within the major. It encourages students to acquaint themselves with the major divisions of knowledge and modes of inquiry by requiring them to complete six credits with grades of S or C- or better from each of six curricular exploration areas.

Students must also complete an Argument and Inquiry seminar and fulfill requirements in writing, quantitative reasoning, global citizenship (international studies, intercultural domestic studies, and demonstrate proficiency in a second language), and complete four terms of physical education. Successful completion of all course and credit requirements requires grades of C- or better in each course.

Finally, students must spend six academic terms in residence at Carleton, including their senior year (last three academic terms), and earn at least 108 credits enrolled at Carleton.

*General Education: (AI, Curricular Exploration, Global Citizenship, Writing, QRE and PE)*

***Argument and Inquiry Seminars (AI) – 6 credits*** All first-year non-transfer students must take an Argument and Inquiry (AI) seminar in their first term. Each fall term, the College offers over thirty AI seminars designed to introduce students to a liberal arts approach to learning and to develop the critical and creative skills they will need to thrive in academic work at Carleton. Offered in many different subject areas across the curriculum, AI courses share certain structural elements and a set of common goals. AI courses are small, discussion-based seminars, and carry the WR (writing rich) designation. Designed to foster students’ intellectual independence, these courses develop habits of critical thinking, clarify how scholars ask questions, and teach students how to find and evaluate information in reading and research and to use it effectively and ethically in constructing arguments. Encouraging students to

become collaborative learners and active members of Carleton's learning and living community, AI seminars strengthen students' habits of cooperation with peers and offer opportunities and tools for critical reading, deliberative discussion, and effective college-level writing.

*Curricular Exploration Requirements – 36 credits; 6 credits in each of 6 areas*

**Arts Practice (ARP)** The act of imagining and creating art is an important way of understanding and knowing art and the creative process. At least six credits are required in courses in which students develop an appreciation of artistic creative practice through experience.

**Formal or Statistical Reasoning (FSR)** The development of logical systems, formal models, abstract mathematical reasoning, and statistical reasoning has been foundational to intellectual development in many disciplines. At least six credits are required in courses that focus on methods of formal reasoning including mathematics, logic, and the design and analysis of algorithms or statistical reasoning.

**Humanistic Inquiry (HI)** At least six credits are required in courses in which students are introduced to humanistic inquiry with an emphasis in its historical, cultural, ethical, and/or intellectual contexts.

**Literary/Artistic Analysis (LA)** At least six credits are required in courses in which there is an emphasis on analysis of literature or the visual and performing arts.

**Science with Lab (LS)** Modern citizenship requires an understanding of the processes and methods of the natural sciences. At least six credits are required in courses that focus on developing an appreciation of the scientific study of the natural world. Courses *must include* a lab component to qualify. In the case of a student using a six-credit course/two-credit lab pair to satisfy the LS requirement, a grade of C- or better must be earned in each paired course.

**Social Inquiry (SI)** The study of human and social behavior and how these are shaped by, and shape, socially constructed institutions is essential to a liberal education. At least six credits are required in courses that focus on the variety of disciplinary approaches to the study of individuals and societies.

*Global Citizenship*

**Language Requirement** Language is the way that members of a culture organize and encode their thoughts, allowing them to communicate with each other. Moreover, language shapes one's relationship with other people, and different languages will shape that relationship differently.

At Carleton we think that a liberally educated student should understand the way language is embedded within cultural practices and worldviews. To this end, we expect students to cross linguistic borders, experiencing another language "from the inside." In addition to the primary benefits a degree of competency in a language can offer (including basic communication, the ability to read foreign texts, and interaction with those of a different culture), the study of a foreign language provides students with a fuller understanding of the role played by their own native tongue. Also, crucially, it requires each student to experience the challenges of dealing with other cultures and peoples *on their own terms*. Language learning at Carleton, therefore, advances and supports the stated values and goals of the College's Mission Statement.

The four basic language skills for most modern languages (reading, speaking, aural comprehension, and writing) are mutually reinforcing as well as individually valuable, although the emphasis will vary among

different language sections and individual teaching styles. In special cases, students' strengths (in speaking, for instance) might make up for weaknesses in reading and writing, and vice versa.

The requirement aims to assure that students will acquire a usable level of competence in a second language. This competence is demonstrated either (a) through successful completion of a fourth-level language course (fifth-level in Arabic, Chinese or Japanese) or (b) through acceptable performance on a standardized or departmentally designed examination. Fluent speakers of second languages may ask to be tested for fulfillment of the requirement or, in the case of languages not offered at Carleton, may ask that testing be arranged. Students whose native language is other than English may fulfill this requirement by demonstrating competence in their native language, as well as English.

Entering students may fulfill the requirement by satisfactory performance on a College Board Advanced Placement or Achievement test, International Baccalaureate Higher Level examination or on another placement examination most appropriate for the particular language. Students who have not taken such a test before entering the college should take the language placement examination either during the summer prior to matriculation or during their first week at Carleton. Students beginning their study of language, as well as those who need more study to complete the requirement, should enroll in language in their first year.

Students who complete language courses equivalent to courses 101 through 204 (205 in Arabic/Chinese/Japanese) at domestic post-secondary institutions after being enrolled at Carleton may take the appropriate placement or proficiency examinations to gain advanced standing or exemption. Credit toward the degree is typically not awarded, however.

Language study at Carleton aims at far more than the satisfaction of the requirement. Students are encouraged to increase their proficiency through advanced courses and study abroad and to apply their language skills in their academic work in other areas. With this foundation, language will enrich their studies at Carleton and enable graduates to become contributing members of the multi-cultural world.

**International Studies (IS) – 6 credits** Courses that meet the IS requirement contain a geographic scope broader than the United States and by pedagogy and/or content develop in students an understanding of other perspectives on global, comparative, and historical subjects. Courses mostly focused on the United States but with a notable comparative or transnational component may satisfy the requirement.

**Intercultural Domestic Studies (IDS) – 6 credits** Courses that meet the IDS requirement focus on the United States. Course content addresses the role of identity and status in shaping the experiences of American society. Scope of instruction can be historical and comparative and include opportunities for reflection.

### *Writing Requirement*

The ability to write well is particularly important in college, not only as a means of demonstrating mastery of material, but as part of the process of coming to that mastery. For many people, writing well is a life-long learning process. As students develop greater understanding of themselves, the world, and language, they become more adept at expressing precisely, and perhaps eloquently, what they have in mind. The Carleton Writing Requirement is meant to be a checkpoint on that journey, not the final destination. It is a measure of progress and assurance that Carleton students are on the right path, and that with continued learning, they will develop into fully competent writers by graduation.

To guide students as they begin to work on writing at the college level, the College has developed some general criteria for good writing at Carleton. Although individual assignments, genres, or disciplines may place more or less emphasis on each criterion, faculty agree that student writing should feature the following:

1. The rhetorical strategy should be appropriate for the audience and purpose.
2. If argument is a part of the rhetorical strategy, it should contain a thesis and develop that thesis with coherence, logic, and evidence.
3. Whatever the purpose, writing should be as clear, concise, and interesting as possible.
4. Narration, description, and reporting should contribute to analysis and synthesis. The parts of a paper should lead to a greater, connected whole.
5. Writing should be edited to address surface error, including irregularities in grammar, syntax, diction, and punctuation.

Students are required to successfully complete 1) the AI seminar (WR1), 2) six credits of additional coursework designated WR2 and 3) successfully complete a writing portfolio to be reviewed by faculty after the third term, and no later than the sixth term.

For further information: <http://apps.carleton.edu/campus/writingprogram/writingrichguidelines/>

#### *Quantitative Reasoning Encounter (QRE) – Three courses*

Students will complete three courses that have been designated as providing quantitative reasoning encounters (QRE). Quantitative reasoning – the inclination and ability to interpret, assess, and use quantitative information in one’s scholarly work, civic activities, and personal life – is recognized by the College as a vital part of a liberal education for each student. Through multiple exposures to examples of quantitative reasoning a student will better appreciate the ways that quantitative evidence is developed and used. Courses offering meaningful opportunities for this exposure will be designated as quantitative reasoning encounters.

The goal of the requirement is to increase students’ appreciation for the power of QR and to enhance their ability to evaluate, construct, and communicate arguments using quantitative information. A course designated as a “Quantitative Reasoning Encounter” (QRE) will include at least one substantial assignment or module designed to enhance one or more of the following QR skills:

1. Possessing the habit of mind to consider what numerical evidence might add to the analysis of a problem;
2. Identifying appropriate quantitative or numerical evidence to address a question;
3. Locating or collecting numerical or quantitative data;
4. Interpreting numerical evidence properly including recognizing the limitations of methods and sources used;
5. Effectively communicating arguments that involve numerical or quantitative evidence.

Since an example of work demonstrating an ability to employ quantitative or numerical evidence in arguments is an element of the Writing Portfolio, students are strongly advised to take QRE courses early in their academic careers.

### *Physical Education*

Four terms of Physical Education activity are to be taken by each student. Only one activity per term may count toward this requirement. The Physical Education program includes a variety of activity courses, designed to appeal to students. We believe that physical activity can contribute to students' health and well-being now and in the future.

**A Major Field of Study:** Carleton students choose a major during the third term of their sophomore year. The number of credits required of students in major fields varies by department. For a course to count toward the major, a grade of C- or better must be earned; these courses cannot be taken on an elective S/CR/NC basis. Departments may make exceptions for extra-departmental courses if appropriate. Successful completion of an “integrative exercise” in the major (see below), typically during the senior year, is also a requisite for graduation. With the permission of the Academic Standing Committee, double majors are allowed.

The following 32 majors are available at Carleton: African/African-American Studies, American Studies, Art History, Art (Studio), Asian Studies, Biology, Chemistry, Cinema & Media Studies, Classics, Computer Science, Economics, English, Environmental & Technology Studies, French & Francophone Studies, Geology, German, History, Latin American Studies, Linguistics, Mathematics, Mathematics: Statistics, Music, Philosophy, Physics, Political Science/IR, Psychology, Religion, Russian, Sociology/Anthropology, Spanish, Theater Arts, Women's and Gender Studies.

**Special Majors:** A student seeking a major not offered in the College's established curriculum may propose a self-designed special major for approval by the Academic Standing Committee. All special majors involve close consultation with two faculty advisers. Students are expected to petition for special majors during the sixth term of their academic career. For additional information, see the Registrar's Office.

**Integrative Exercises** vary from department to department. Intended to help students relate the subjects they have studied in their major field, they sometimes take the form of comprehensive examinations covering the fundamentals of the discipline. In other departments, extensive research projects, papers or public lectures are required. Departments may award a minimum of three and a maximum of fifteen academic credits for the integrative exercise. For more information, refer to the individual departmental listing or speak to the department chair.

**Residence Requirements:** Normally it takes four years to complete the work for graduation, of which at least six terms, including the senior year (last three academic terms), must be spent in residence at Carleton. Some exceptions to the senior residency rule may be given by the Academic Standing Committee.

### *Academic Regulations*

Academic policies are published in the online handbook “Academic Regulations and Procedures” on the Campus Handbook web page. This is the publication of record in matters regarding academic policies.

**Course Load:** Carleton's academic year is comprised of three 10-week-long terms. Students normally carry 3 courses, or 18 credits, per term; they may take as few as 12 and, on occasion, as many as 22. With special permission of the Academic Standing Committee students may carry up to 24, although such heavy course loads are discouraged. The standard course unit is six credits; for purposes of transfer

evaluation, six credits are comparable to three and one-third semester hours. Although all standard courses carry equal credit, laboratory courses at Carleton are equivalent to those in other colleges that grant five semester hours.

**Examinations:** Two and a half-hour-long final examinations are held at the end of each term for many courses. The Registrar sets the testing schedule.

**Grades:** Carleton's grading system is as follows: **A=Excellent** work of consistently high quality, usually showing notable understanding, insight, creativity, or skill and few weaknesses; **B=Good** work of good quality, showing understanding, insight, creativity, or skill; **C=Satisfactory** work that is adequate, showing readiness to continue study in the field; **D=Passing** work that is minimally adequate, raising serious concern about readiness to continue in the field, creditable; **F=Failing** work that is clearly inadequate, unworthy of credit. In computing grade point averages A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, F = 0.

A student may elect to take up to 30 credits S/CR/NC (Satisfactory/Credit/No Credit) during the four years at Carleton, and only up to six credits in any one term. S = A through C-; CR = D+, D, D-; NC = F.

Courses dropped after the registration drop/add period are recorded on the transcript as "DRP". This is a non-punitive notation.

**Written Evaluations of Course Work:** At the end of any course, a student may request a written evaluation from his or her instructor. The request must be granted if the course has an enrollment of 20 or fewer students.

**Academic Progress:** Carleton students are normally expected to complete their work in four years and may be dropped from the College if they have not earned at least 42 credits and a cumulative GPA of 1.8 at the end of three terms; 96 credits and a GPA of 2.0 at the end of six terms; and 150 credits and a GPA of 2.0 at the end of nine terms. (These are the lower limits allowed and do not indicate normal progress; that is closer to 54 credits, 108 credits and 162 credits, respectively.) For graduation, a minimum of 210 credits and a GPA of 2.0 is required. A student whose record in the judgment of the Academic Standing Committee indicates an inability to fulfill the College requirements for whatever reason may be suspended or dismissed at the end of fall or winter term as well as at the end of the academic year.

**Summer Study:** Carleton does not ordinarily give degree credit for courses taken elsewhere during the summer. Permission may be given, if the student cannot otherwise graduate in twelve terms, but it must be requested in advance from the Academic Standing Committee, and the department chair may specify at that time that credit will be granted only upon special examination after the completion of the course. Petition forms for the approval of credit for summer courses may be obtained in the Registrar's Office. Credit may be earned during the summer on approved off-campus study programs.

**Academic Honors:** Students are graduated with "Distinction in a Major" if they achieve distinction in the departmental integrative exercise and a cumulative grade point average of 3.50 in all departmental courses taken in the major. Outstanding seniors in the field of music performance will be selected by Music faculty for the "Honors in Music Performance" award.

Students who have outstanding records in all course work will earn the Bachelor of Arts degree with honors. Honors will be awarded to students with a grade point average in the top 2 percent of their

graduating class (summa cum laude), those in the remainder of the top 15 percent (magna cum laude), and those in the remainder of the top 30 percent (cum laude).

The honor of “Dean’s List” may be earned by first-year students, sophomores and juniors whose previous academic year’s GPA places them in the top 10 percent of their class. Eligibility for Dean’s List assumes three terms of academic work, the bulk of which is done at Carleton. Students on non-Carleton off-campus programs for one term are eligible for Dean’s List if their off-campus grades are comparable to those they maintained at Carleton. Students off campus for two or more terms on a non-Carleton program are not eligible in that year. Students on leave for a term are not eligible in that year. This honor is recognized at Opening Convocation in September of the following year.

**Certificate of Advanced Study in Foreign Language and Literature or Foreign Language and Area Studies:** With the Certificate of Advanced Study in Foreign Language and Literature or Area Studies the College recognizes satisfactory completion of the equivalent of a minor field of specialization in the indicated language. To achieve the certificate, students must complete with a grade of C- or better six courses in the chosen language or area studies group beyond 103 (204 in Asian Languages and Arabic). Although courses for the certificate may be taken on an S/CR/NC basis, “D” or “CR” level work will not be sufficient to satisfy course requirements. Students who place out of 204 (205 for Asian Languages and Arabic) must still complete the six-course requirement. Courses that count toward the certificate and their distribution are indicated in the descriptions of the respective language department offerings in the Catalog. In order to be certified as having fulfilled the requirements, students must submit an application listing courses completed and intended no later than fall of the senior year. Applications are available on the department's web site.

#### Courses of Instruction

The following pages list courses offered at the College. They also contain general information about various departmental programs and their requirements for a major. In addition to departmental listings, offerings are organized by area studies, which are special courses of study, and by concentrations, which are interdisciplinary programs which complement, strengthen and build on departmental offerings. Opportunities for Carleton off-campus programs follow.

Courses are numbered with the following general scheme:

- 000-199 Introductory
- 100 Argument and Inquiry Seminar
- 200-289 Intermediate
- 290 Independent Reading
- 291 Independent Study
- 292 Independent Research
- 298 Junior Colloquium
- 300-389 Advanced
- 390 Independent Reading
- 391 Independent Study
- 392 Independent Research
- 395 Advanced Seminar
- 397 Senior Tutorial
- 398 Senior Colloquium
- 399 Senior Thesis

- 400 Integrative Exercise

**Independent Study, Reading and Research:** Students may pursue independent study, independent research, or independent reading in more than one term. Ordinarily, this work is not on the introductory level. In some cases, it can be an academic follow-up to an internship experience. By registration time for the term in which the study is done, the student is expected to obtain a faculty supervisor in the chosen field of interest and, with his or her assistance and approval, determine the nature and purpose of the study and the number of credits to be assigned. Course credit for these various independent study options is determined by arrangement with the instructor before registration, and may be for one to six credits. Although not noted separately under departmental course listings, independent study options are available across the curriculum. Forms are available in the Registrar's Office and online on the Registrar's Office web page. Independent study in any form, including internships, does not count toward Argument and Inquiry, Curricular Exploration, Writing, Quantitative Reasoning Encounter, or Global Citizenship requirements.

**Independent Study:** An Independent Study is an individual, non-research, directed study in a field of special interest, under the supervision of a faculty member. It allows a student to pursue an academic interest outside the listed course offerings, or explore in more depth an area of study that has been encountered in a previous course. An Independent Study should culminate in several short papers, a single paper, or any other project acceptable to the supervising faculty member and the student.

**Independent Reading:** In an Independent Reading, a student will read a body of material, with a syllabus devised and agreed upon in collaboration with a faculty supervisor. Typically the student would be expected to meet regularly with the supervising member (for example, weekly).

**Independent Research:** Independent Research provides an opportunity for a student to pursue research in a field of special interest, under the supervision of a faculty member or in close partnership with a faculty member. The research undertaken should be designed as an investigation yielding original results or a creative product that contributes to the area of study. While it may not be possible to bring a project to fruition within the confines of our academic term, an Independent Research course should culminate in the student's own contribution to a discipline or field of study, whether in the form of fully-supported conclusions or completed creative product, or in the substantive progress toward such a goal.

**Advanced Departmental Seminars (395):** are usually open only to departmental majors, or by consent of the instructor involved. Because the topics vary from year to year, some students are able to register for more than one departmental seminar during their college program.

**Concentrations:** A concentration is an integrated interdisciplinary program of study that provides structure for exploring fields that do not have a single methodological or content base in a traditional discipline. Concentrations promote communities of learning beyond the major and encourage students to make connections across disciplines. They may also provide an opportunity for students to bring focus to their choice of electives. Concentrations may strengthen and complement a student's major by extending its content and methods to problems and issues that cut across the boundaries of academic disciplines, but a declared major in a particular department is not a prerequisite for acceptance into any concentration.

Full descriptions of the concentrations are included in the alphabetical listing of departments and programs. Concentrations offered for the current academic year are:

- African/African American Studies

- American Music
- Archaeology
- Biochemistry
- Cognitive Science
- Cross-Cultural Studies
- East Asian Studies
- Educational Studies
- European Studies
- French and Francophone Studies
- Latin American Studies
- Medieval and Renaissance Studies
- Middle East Studies
- Neuroscience
- Political Economy
- South Asian Studies
- Women's and Gender Studies

**Courses at St. Olaf College:** By special arrangement a limited number of students may take courses at St. Olaf College which are not offered at Carleton. Graded course credit will be granted; enrollment requires the permission of the instructor and the registrar at each institution. For additional information, see the Registrar's Office.

### **Requirement Codes as indicated on each course description or in schedule of courses**

- AI = Argument and Inquiry Seminar (6 credits required)
- ARP = Arts Practice (6 credits required)
- FSR = Formal or Statistical Reasoning (6 credits required)
- HI = Humanistic Inquiry (6 credits required)
- IDS = Intercultural Domestic Studies (6 credits required)
- IS = International Studies (6 credits required)
- LA = Literary/Artistic Analysis (6 credits required)
- LS = Science with Lab (6 credits required)
- NE = No Exploration Credit
- QRE = Quantitative Reasoning Encounter (3 courses required)
- SI = Social Inquiry (6 credits required)
- WR1 = Designates the Writing Component of an AI Seminar
- WR2 = Second Writing Rich Course (6 credits required)

## **Departments of Instruction**

### **African/African-American Studies**

The program in African and African American Studies provides a cross-culturally and historically comparative framework to study the rich connections and exchanges among African people, their descendants, and the various "new worlds" in which they have made and are making their lives. A particular strength of Carleton's African and African American Studies program is the opportunity to explore these issues on the African continent as well as in numerous African diasporas--of varying historical depth--in the Americas, Europe, Asia, and the Middle East. African and African American Studies combines area studies and ethnic studies foci on the cultural, literary, political, social, and

intellectual responses to slavery, colonialism, missionization, and racialization throughout Africa and its many diasporas.

Students can pursue their intellectual interests in Africa and its diasporas through on-campus courses and off-campus studies programs (including programs offered through Carleton's departments of History and Environmental Studies), and through a rich variety of courses in nearly all curricular exploration divisions. Through multidisciplinary training, students are encouraged to develop their analytic, research, and literary skills; they acquire the intellectual tools to critique and correct the distortions and silences about Africans and their descendants in both academic canons and public discourse.

The African and African American Studies major thus prepares students for lifetime engagement in scholarship as well as in fields such as law, public policy, education, public health, social work, and the arts. Toward this end, and in addition to coursework, students are encouraged to take advantage of the rich array of speakers, exhibits, co-curricular, and extracurricular activities related to Africans and their diasporas.

Students majoring in African and African American Studies create their own program of study by choosing courses in a structured and reflective manner from a variety of disciplinary departments. In developing their program, students should talk to the department about courses that have particularly high African, African Diaspora, and/or African American Studies content. They are particularly encouraged to choose these courses from among the list of relevant courses. Courses marked AFAMPERT can complement the major, but do not count toward the required nine courses plus comprehensive exercise without special permission of the Program Director. Because of the complexities of creating a meaningful program from a wide array of departmental offerings, students interested in majoring should draw up a program of study that has breadth and depth in consultation with the Director of African and African American Studies before declaring their major.

Students must complete at least one interdisciplinary course offered by the African/African American Studies program, three survey courses introducing the "state of the field" of African and/or African Diaspora studies within specific disciplines, and at least five 200- and 300-level distribution courses. Among these distribution courses, students choose at least one course each from among the humanities, social sciences and arts and literature; at least four of the distribution courses must be at the 200-level or above and at least one at the 300-level.

The African and African American capstone experience, the two-credit AFAM 398 course, consists of a portfolio and reflective essay drawing together the student's work in the major. The comprehensive exercise is a substantial (approximately 34-40 page) research paper grounded in two complementary disciplines, advised by two faculty members chosen from these two disciplines.

### Requirements for a Major

**I. Admission to the program** will depend upon the acceptance, by the African/African American Studies Committee, of a written proposal outlining the student's program of study.

**II. Interdisciplinary Course** (6 credits). Each student must complete one interdisciplinary 6-credit course which, in part, specifically discusses African/African American Studies as an interdisciplinary field:

- AFAM 100 The Postcolonial Imagination and Africana Thought

- AFAM 115 An Introduction to African American Culture, Practice, and Religion
- AFAM 125 New African Migrations (not offered in 2016-17)
- AFAM 194 The Black Middle Class (not offered in 2016-17)
- RELG 210 Prophecy and Social Criticism in America (not offered in 2016-17)

**III. Survey Courses** (18 credits). Each student must take three of the following 6-credit courses:

- ARTH 140 African Art and Culture (not offered in 2016-17)
- ENGL 117 African American Literature
- ENGL 238 African Literature in English
- HIST 125 African American History I (not offered in 2016-17)
- HIST 126 African American History II
- HIST 181 West Africa in the Era of the Slave Trade (not offered in 2016-17)
- HIST 182 Living in the Colonial Context: Africa, 1850-1950 (not offered in 2016-17)
- HIST 183 History of Early West Africa
- HIST 184 Colonial West Africa (not offered in 2016-17)

**IV. Distribution Courses** (30 credits). Each student should take 30 credits of distribution that are essential to African and African-American Studies. Among these distribution courses, students must choose at least one 6-credit course each from among the three disciplinary groups: humanities, social sciences and arts and literature; at least four of the distribution courses must be at the 200-level or above and at least one at the 300-level. The 300-level course should be completed in one of the two disciplines in which the student writes his/her comprehensive exercise; in this course the student must produce a substantial paper or project in African and/or African American Studies. In addition, majors are highly encouraged to take the AMST 345 junior methods course, WGST 200, or a methods course in one of the academic disciplines that contribute to African and African American Studies. HIST 182 cannot double count as a survey course.

Arts and Literature

- ENGL 238 African Literature in English
- ENGL 252 Caribbean Fiction (not offered in 2016-17)
- ENGL 258 Contemporary American Playwrights of Color
- ENGL 350 The Postcolonial Novel: Forms and Contexts (not offered in 2016-17)
- ENGL 352 Toni Morrison: Novelist
- FREN 225 Francophone Literature of Africa and the Caribbean (not offered in 2016-17)
- FREN 245 Francophone Literature of Africa and the Caribbean
- FREN 308 France and the African Imagination (not offered in 2016-17)
- MUSC 126 America's Music
- MUSC 130 The History of Jazz (not offered in 2016-17)
- MUSC 131 The Blues From the Delta to Chicago (not offered in 2016-17)
- MUSC 132 Golden Age of R and B
- MUSC 140 Ethnomusicology: Local and Global in the World's Musical Cultures (not offered in 2016-17)
- MUSC 141 Global Popular Music (not offered in 2016-17)
- MUSC 245 Music of Africa
- MUSC 332 Motown (not offered in 2016-17)

Humanities

- HIST 100 Slavery and the Old South: History and Historians

- HIST 100 History and Memory in Africa, Nineteenth through Twenty-first Centuries
- HIST 181 West Africa in the Era of the Slave Trade (not offered in 2016-17)
- HIST 182 Living in the Colonial Context: Africa, 1850-1950 (not offered in 2016-17)
- HIST 184 Colonial West Africa (not offered in 2016-17)
- HIST 219 Is Obama Black?: American Mixed Race History (not offered in 2016-17)
- HIST 228 Civil Rights and Black Power
- HIST 280 African in the Arab World
- HIST 281 War in Modern Africa (not offered in 2016-17)
- HIST 283 Christian Encounter, Conversion, and Conflict in Modern African
- HIST 286 Africans in the Arab World: On Site and Revisited (not offered in 2016-17)
- HIST 381 U.S. Relations with Ghana (not offered in 2016-17)
- HIST 382 U.S. Relations with Ghana: The Field Trip and Beyond (not offered in 2016-17)
- RELG 210 Prophecy and Social Criticism in America (not offered in 2016-17)
- RELG 227 Liberation Theologies (not offered in 2016-17)
- RELG 244 Hip Hop, Reggae, and Religion: Music and the Religion-Political Imagination of the Black Atlantic
- RELG 262 Islamic Africa (not offered in 2016-17)
- RELG 326 Religion and the Post-Colonial Imagination (not offered in 2016-17)

### Social Sciences

- AFAM 194 The Black Middle Class (not offered in 2016-17)
- EDUC 225 Issues in Urban Education (not offered in 2016-17)
- EDUC 245 The History of American School Reform
- ENTS 280 Ethiopia and Tanzania Program: Research Projects on Conservation and Development (not offered in 2016-17)
- ENTS 284 Ethiopia and Tanzania Program: Cultural Studies (not offered in 2016-17)
- POSC 207 Urban Politics in a Global Era (not offered in 2016-17)
- POSC 218 Schools, Scholarship and Policy in the United States
- POSC 266 Urban Political Economy
- POSC 351 Political Theory of Martin Luther King, Jr. (not offered in 2016-17)
- POSC 366 Urban Political Economy\*
- PSYC 384 Psychology of Prejudice
- SOAN 115 Inequality in American Society (not offered in 2016-17)
- SOAN 225 Social Movements (not offered in 2016-17)
- SOAN 256 Africa: Representation and Conflict
- SOAN 272 Race and Ethnicity in the United States
- SOAN 395 Ethnography of Reproduction (not offered in 2016-17)
- WGST 265 Black Feminist Thought: The Everyday World
- WGST 266 Caribbean Queer Matters: Exploration & Research

### Additional Distribution Electives: Arts Practice

- DANC 301 Contemporary Styles and Techniques: African Dance
- MUSC 183J Ethnic Drumming Instruction (Juried)
- MUSC 191 Karimba Ensemble
- MUSC 192 West African Drum Ensemble
- MUSC 193 Mbira Ensemble (not offered in 2016-17)
- MUSC 195 Jubilee Singers
- MUSC 199 Fundamentals of African Drumming
- MUSC 283J Ethnic Drumming Instruction (Juried)

## V. Senior Seminar/Capstone Experience (2 credits)

The capstone experience consists of AFAM 398, a two-credit course in which the student creates a portfolio of their work in African and African American studies and writes a 5-10 page reflective essay tying these papers together. This course gives students an opportunity to seriously reflect about the courses they have taken and the work they have produced within the major, and to draw connections among them. By bringing together African and African American Studies majors and concentrators, this two-credit course facilitates common discussion of the main themes in African and African American Studies and how they are woven through the corpus of each student's undergraduate opus.

## VI. Comprehensive Exercise (6 credits): AFAM 400

The comprehensive exercise is a substantial (approximately 34-40 page) research paper on a topic within African, African American, and/or African Diaspora studies, grounded in two complementary disciplines, advised by two faculty members chosen from these two disciplines. The student should have completed a 300-level course in one of these two disciplines. The comps process begins with a proposal in fall term of the senior year, and ends with a final written thesis and oral presentation early in spring term.

### African/African American Studies Courses

AFAM 100 The Postcolonial Imagination and Africana Thought What does the "post-colonial" mean? And, how does a colonized subject become decolonized? In this course we will engage the literary and theoretical production of formerly colonized subjects from parts of Africa and the Caribbean, as we seek to determine what the post-colonial imagination might look like. The emphasis will be on close readings of works which emerge from the crucible of the Black Atlantic's "encounter" with European and American colonialism. 6 credits; WR1, AI, IS; Fall; K. Wolfe

AFAM 115 An Introduction to African American Culture, Practice, and Religion This course introduces students to a complex array of concerns facing African Americans from slavery to our contemporary moment. Engaging in close readings of texts from a variety of genres that capture the dynamics of African American experiences, several questions will guide our efforts as we attempt to make sense of African American praxis today. Examples are: What does agency look like in conditions of bondage and systematic disenfranchisement? What does the adjective, Black, mean when we talk about black culture or the Black Church? 6 credits; HI, IDS; Spring; K. Wolfe

AFAM 125 New African Migrations African societies have long been shaped by migration--including quests for new knowledge, land, and livelihoods as well as the coercive migrations of slavery and refugee flight. Recent transformations in global political-economies and local conditions have made migration a central feature of contemporary African life. This course introduces students to African and African diaspora studies through an examination of new African migrations. Starting with the formation of "domestic diasporas" through rural-urban migration within African countries, we will explore connections and ruptures created by south-south international migrations within the African continent, and transnational migrations to the United States and Europe. 6 credits; SI, WR2, IS; Not offered 2016-17

AFAM 194 The Black Middle Class Since the 1960s, the black middle class has been an object of debate and interest, both among scholars and in society. In this course, we will examine the black middle class from an interdisciplinary perspective, specifically considering questions and problems posed in economics, sociology, history and literature. Among other topics, we will examine when and how the black middle class emerged, its distinctiveness from its white and working-class counterparts, and its implications and larger meaning in popular culture and public discourse about race, class, and American society. 6 credits; SI, IDS; Not offered 2016-17

AFAM 240 Black Power to Present Numerous questions surround the Black Lives Matter movement. These include questions about its legitimacy as a movement and its “leaderlessness” and complaints about its tactics—for example, in a town-hall-like event in London on April 23, 2016, even President Obama, who has articulated support of the movement, complained that BLM “can’t just keep on yelling.” To answer some of these questions, in this course we will contextualize BLM in light of a series of tensions we find in African American political thought from the Civil Rights era (especially Black Power) to the present. 6 credits; HI, WR2, IDS; Winter; K. Wolfe

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

AFAM 400 Integrative Exercise 1-6 credit; S/NC; Winter; P. Feldman-Savelsberg

#### Other Courses Pertinent to African/African American Studies

- AMST 396 Place, Memory, and National Narrative in American Studies
- ARTH 160 American Art to 1940 (not offered in 2016-17)
- ECON 240 Microeconomics of Development
- EDUC 250 Fixing Schools: Politics and Policy in American Education
- EDUC 340 Race, Immigration, and Schools (not offered in 2016-17)
- EDUC 353 Schooling and Opportunity in American Society (not offered in 2016-17)
- ENGL 234 Literature of the American South (not offered in 2016-17)
- HIST 120 Rethinking the American Experience: American History, 1607-1865
- HIST 121 Rethinking the American Experience: American Social History, 1865-1945
- HIST 214 Rethinking the American Civil War (not offered in 2016-17)
- HIST 229 Working with Gender in U.S. History
- HIST 310 Black Women Intellectuals
- MUSC 136 History of Rock
- POSC 122 Politics in America: Liberty and Equality
- POSC 241 Ethnic Conflict (not offered in 2016-17)
- POSC 355 Identity, Culture and Rights\*
- RELG 122 Introduction to Islam
- WGST 110 Introduction to Women's and Gender Studies
- WGST 205 The Politics of Women's Health (not offered in 2016-17)
- WGST 234 Feminist Theory (not offered in 2016-17)
- WGST 240 Gender, Globalization and War (not offered in 2016-17)
- WGST 396 Transnational Feminist Activism (not offered in 2016-17)

## **African/African American Studies Concentration**

The African and African American Studies concentration is designed to complement a student's disciplinary major through an interdisciplinary specialization on the contexts and experiences of Africans and their many diasporas. Combining area studies and ethnic studies foci, the African and African American Studies concentration provides

students the opportunity to explore the rich connections and exchanges among African people, their descendants, and the global locales--in the Americas, Europe, Asia, and the Middle East--in which they have made and are making their lives. Students can do this through both on-campus courses and off-campus studies programs. In their senior year African and African American Studies concentrators draw connections among these courses through an interdisciplinary reflective capstone experience.

Fostering interdisciplinary critical thinking, the African and African American Studies concentration prepares students for lifetime engagement in scholarship as well as in fields such as law, public policy, education, public health, social work, and the arts. Toward this end, and in addition to coursework, students are encouraged to take advantage of the rich array of speakers, exhibits, co-curricular, and extracurricular activities related to Africans and their diasporas.

### Requirements for the Concentration

The African/African American Studies Concentration requires seven courses as follows:

One interdisciplinary course with an "AFAM" designation;

Two survey courses that introduce the "state of the field" of African and/or African Diaspora studies within specific disciplines;

Three distribution courses (from the list of relevant courses) chosen from at least two of the following disciplinary groups: Arts and Literature; Humanities; Social Sciences. Two of the three distributional courses must be at the 200-level or above. At least one of the distribution courses should be a 300-level course in which the student produces a substantial paper or project in African and/or African American Studies. In rare cases, a student can petition to write a substantial paper in a 200-level course (i.e., be released from the 300-level course requirement), if that course is highly relevant to their own focus.

The capstone experience consists of AFAM 398, a two-credit course in which the student creates a portfolio of their work in African and African American studies and writes a 5-10 page reflective essay tying these papers together. This course gives students an opportunity to seriously reflect about the courses they have taken and the work they have produced within the concentration, and to draw connections among them. By bringing together African and African American Studies majors and concentrators, this two-credit course facilitates common discussion of the main themes in African and African American Studies and how they are woven through the corpus of each student's undergraduate opus.

Concentrators are highly encouraged to take the AMST 345 junior methods course.

### Structure of Courses Applicable to the Concentration

**Interdisciplinary Course (6 credits).** Each student must complete one interdisciplinary 6-credit course which, in part, specifically discusses African/African-American Studies as a discipline.

- AFAM 100 The Postcolonial Imagination and Africana Thought
- AFAM 115 An Introduction to African American Culture, Practice, and Religion
- AFAM 125 New African Migrations (not offered in 2016-17)
- AFAM 194 The Black Middle Class (not offered in 2016-17)
- RELG 210 Prophecy and Social Criticism in America (not offered in 2016-17)

**Survey Courses** (12 credits). Each student must take two of the following 6-credit courses:

- ARTH 140 African Art and Culture (not offered in 2016-17)
- ENGL 117 African American Literature
- ENGL 238 African Literature in English
- HIST 125 African American History I (not offered in 2016-17)
- HIST 126 African American History II
- HIST 181 West Africa in the Era of the Slave Trade (not offered in 2016-17)
- HIST 182 Living in the Colonial Context: Africa, 1850-1950 (not offered in 2016-17)
- HIST 183 History of Early West Africa
- HIST 184 Colonial West Africa (not offered in 2016-17)

**Distribution Courses** (18 credits). Each student should take 18 credits chosen from at least two of the following disciplinary groups: Arts and Literature, Humanities and Social Sciences including one six-credit course which must be at the 300-level.

#### Arts and Literature

- ENGL 238 African Literature in English
- ENGL 252 Caribbean Fiction (not offered in 2016-17)
- ENGL 258 Contemporary American Playwrights of Color
- ENGL 350 The Postcolonial Novel: Forms and Contexts (not offered in 2016-17)
- ENGL 352 Toni Morrison: Novelist
- FREN 225 Francophone Literature of Africa and the Caribbean (not offered in 2016-17)
- FREN 245 Francophone Literature of Africa and the Caribbean
- FREN 308 France and the African Imagination (not offered in 2016-17)
- MUSC 126 America's Music
- MUSC 130 The History of Jazz (not offered in 2016-17)
- MUSC 131 The Blues From the Delta to Chicago (not offered in 2016-17)
- MUSC 132 Golden Age of R and B
- MUSC 140 Ethnomusicology: Local and Global in the World's Musical Cultures (not offered in 2016-17)
- MUSC 141 Global Popular Music (not offered in 2016-17)
- MUSC 245 Music of Africa
- MUSC 332 Motown (not offered in 2016-17)

#### Humanities

- HIST 100 Slavery and the Old South: History and Historians
- HIST 100 History and Memory in Africa, Nineteenth through Twenty-first Centuries
- HIST 181 West Africa in the Era of the Slave Trade (not offered in 2016-17)
- HIST 182 Living in the Colonial Context: Africa, 1850-1950 (not offered in 2016-17)
- HIST 184 Colonial West Africa (not offered in 2016-17)
- HIST 219 Is Obama Black?: American Mixed Race History (not offered in 2016-17)
- HIST 228 Civil Rights and Black Power
- HIST 280 African in the Arab World
- HIST 281 War in Modern Africa (not offered in 2016-17)
- HIST 283 Christian Encounter, Conversion, and Conflict in Modern African
- HIST 286 Africans in the Arab World: On Site and Revisited (not offered in 2016-17)
- HIST 381 U.S. Relations with Ghana (not offered in 2016-17)
- HIST 382 U.S. Relations with Ghana: The Field Trip and Beyond (not offered in 2016-17)

- RELG 210 Prophecy and Social Criticism in America (not offered in 2016-17)
- RELG 227 Liberation Theologies (not offered in 2016-17)
- RELG 244 Hip Hop, Reggae, and Religion: Music and the Religion-Political Imagination of the Black Atlantic
- RELG 262 Islamic Africa (not offered in 2016-17)
- RELG 326 Religion and the Post-Colonial Imagination (not offered in 2016-17)

### Social Sciences

- AFAM 194 The Black Middle Class (not offered in 2016-17)
- EDUC 225 Issues in Urban Education (not offered in 2016-17)
- EDUC 245 The History of American School Reform
- ENTS 280 Ethiopia and Tanzania Program: Research Projects on Conservation and Development (not offered in 2016-17)
- ENTS 284 Ethiopia and Tanzania Program: Cultural Studies (not offered in 2016-17)
- POSC 207 Urban Politics in a Global Era (not offered in 2016-17)
- POSC 218 Schools, Scholarship and Policy in the United States
- POSC 266 Urban Political Economy
- POSC 351 Political Theory of Martin Luther King, Jr. (not offered in 2016-17)
- POSC 366 Urban Political Economy\*
- PSYC 384 Psychology of Prejudice
- SOAN 115 Inequality in American Society (not offered in 2016-17)
- SOAN 225 Social Movements (not offered in 2016-17)
- SOAN 256 Africa: Representation and Conflict
- SOAN 272 Race and Ethnicity in the United States
- SOAN 395 Ethnography of Reproduction (not offered in 2016-17)
- WGST 265 Black Feminist Thought: The Everyday World
- WGST 266 Caribbean Queer Matters: Exploration & Research

### Additional Distribution Electives: Arts Practice

- DANC 301 Contemporary Styles and Techniques: African Dance
- MUSC 183J Ethnic Drumming Instruction (Juried)
- MUSC 191 Karimba Ensemble
- MUSC 192 West African Drum Ensemble
- MUSC 193 Mbira Ensemble (not offered in 2016-17)
- MUSC 195 Jubilee Singers
- MUSC 199 Fundamentals of African Drumming
- MUSC 283J Ethnic Drumming Instruction (Juried)

### Senior Seminar/Capstone Experience (2 credits)

The capstone experience consists of AFAM 398, a two-credit course in which the student creates a portfolio of their work in African and African American Studies and writes a 5-10 page reflective essay tying these papers together. This course gives students an opportunity to seriously reflect about the courses they have taken and the work they have produced within the concentration, and to draw connections among them.

## American Music Concentration

The American Music concentration, open to all majors, brings together the most prominent strands of American music scholarship on campus and provides students with a framework for understanding the diverse musics and musical cultures of America.

Taking its inspiration from the multidisciplinary approaches characteristic of this emerging field, the concentration includes a gateway course surveying American musical history and genres; one course from a field or interdisciplinary area offering a critical perspective on American culture; three courses offering in-depth study of musical traditions essential to the American soundscape; one course in which detailed exploration of a single cultural site or perspective will deepen students' understanding of the importance of particular social institutions or circumstances shaping musical life; and a capstone research seminar in which students pursue individual projects. No previous musical experience is required of concentrators.

### Requirements for the Concentration

Seven courses are required. In addition to the gateway and capstone courses, students must complete **one** course each from Groups I and III, and **three** courses from Group II.

#### *Gateway Course:*

- MUSC 126 America's Music

#### *Group I: Developing Critical Perspectives*

- AFAM 115 An Introduction to African American Culture, Practice, and Religion
- AMST 115 Introduction to American Studies: Immigration and American Culture
- AMST 115 Introduction to American Studies: Placing Identities
- CAMS 110 Introduction to Cinema and Media Studies
- HIST 120 Rethinking the American Experience: American History, 1607-1865
- HIST 121 Rethinking the American Experience: American Social History, 1865-1945
- HIST 122 U.S. Women's History to 1877 (not offered in 2016-17)
- HIST 123 U.S. Women's History Since 1877 (not offered in 2016-17)
- HIST 125 African American History I (not offered in 2016-17)
- HIST 126 African American History II
- MUSC 110 The Materials of Music
- MUSC 204 Musical Structures
- RELG 140 Religion and American Culture
- SOAN 110 Introduction to Anthropology
- SOAN 111 Introduction to Sociology
- WGST 110 Introduction to Women's and Gender Studies

#### *Group II: The Soundtracks of America (at least one course must be at the 200-level or above)*

- AMST 268 Music in American Social Movements (not offered in 2016-17)
- CAMS 188 Rock 'n' Roll in Cinema (not offered in 2016-17)
- CAMS 242 Sound and Music in TV and New Media
- MUSC 111 Western Art Music: The Last 1000 Years
- MUSC 115 Music and Film
- MUSC 120 Introduction to Opera (not offered in 2016-17)
- MUSC 129 Rock on Record (not offered in 2016-17)

- MUSC 130 The History of Jazz (not offered in 2016-17)
- MUSC 131 The Blues From the Delta to Chicago (not offered in 2016-17)
- MUSC 132 Golden Age of R and B
- MUSC 136 History of Rock
- MUSC 140 Ethnomusicology: Local and Global in the World's Musical Cultures (not offered in 2016-17)
- MUSC 141 Global Popular Music (not offered in 2016-17)
- MUSC 208 Computer Music and Sound
- MUSC 215 Music Theater in America
- MUSC 236 Rock Lab (not offered in 2016-17)
- MUSC 245 Music of Africa
- MUSC 247 The U.S. Folk Music Revival
- MUSC 304 Songwriters and Songwriting (not offered in 2016-17)
- MUSC 305 Seminar in American Music
- MUSC 306 Seminar in American Music
- MUSC 307 Music in Childhood, Youth, and Adolescent Culture (not offered in 2016-17)
- MUSC 312 Romantic Music (not offered in 2016-17)
- MUSC 332 Motown (not offered in 2016-17)
- MUSC 333 The Beatles (not offered in 2016-17)

*Group III: Sites of the American Soundtrack*

- AMST 225 Beauty and Race in America
- AMST 247 We've Never Not Been Here: Indigenous Peoples and Places (not offered in 2016-17)
- AMST 261 Unwritten America
- AMST 396 Place, Memory, and National Narrative in American Studies
- DANC 266 Reading The Dancing Body: Topics in Dance History (not offered in 2016-17)
- ENGL 223 American Transcendentalism
- ENGL 234 Literature of the American South (not offered in 2016-17)
- ENGL 235 Asian American Literature
- ENGL 236 American Nature Writing
- ENGL 247 The American West (not offered in 2016-17)
- ENGL 248 Visions of California (not offered in 2016-17)
- HIST 205 American Environmental History
- HIST 226 U.S. Consumer Culture
- HIST 229 Working with Gender in U.S. History
- HIST 274 Drugs, Violence & Rebellion in Mexico: From the Dirty War to the Drug War (not offered in 2016-17)
- LTAM 270 Chile's September 11th: History and Memory since the Coup (not offered in 2016-17)
- POSC 355 Identity, Culture and Rights\*
- RELG 244 Hip Hop, Reggae, and Religion: Music and the Religion-Political Imagination of the Black Atlantic
- RELG 281 Performing Tradition: Art, Religion, and Globalization (not offered in 2016-17)
- RELG 289 Global Religions in Minnesota (not offered in 2016-17)
- RELG 344 Lived Religion in America (not offered in 2016-17)
- SOAN 204 Media and Society (not offered in 2016-17)
- SOAN 225 Social Movements (not offered in 2016-17)
- SOAN 227 Masculinities and Gender (not offered in 2016-17)
- SOAN 259 Comparative Issues in Native North America (not offered in 2016-17)
- SOAN 272 Race and Ethnicity in the United States
- SOAN 283 Immigration and Immigrants in Europe and the United States (not offered in 2016-17)
- WGST 220 LGBTQ Movements in the U.S. (not offered in 2016-17)

- WGST 265 Black Feminist Thought: The Everyday World

### Capstone

- MUSC 306 Seminar in American Music
- MUSC 307 Music in Childhood, Youth, and Adolescent Culture (not offered in 2016-17)
- MUSC 312 Romantic Music (not offered in 2016-17)
- MUSC 332 Motown (not offered in 2016-17)
- MUSC 333 The Beatles (not offered in 2016-17)

## American Studies

This program is designed to encourage and support the interdisciplinary study of American culture. It draws upon the expertise of faculty in various disciplines and strives to understand the institutions, values, and beliefs that have shaped the experiences of U.S. residents. Recognizing the diverse and pluralistic nature of our society, the American Studies program enables the student to construct an interdisciplinary major around topics of the student's own choice such as urban studies, ethnicity, media, religion, gender roles, environmental thought or some other aspect of the American experience. The program supports interdisciplinary courses taught by Carleton faculty and it brings to campus nationally known visiting artists and scholars under the auspices of the Fred C. Andersen Foundation.

### Requirements for a Major

American Studies is an interdisciplinary major which a student constructs from offerings in two or more departments of instruction. To major in American Studies students must fill out an application form that can be obtained online at the American Studies Web site. The form asks students to specify the general topic or focus of the major and the disciplines which seem most appropriate for study of that topic.

Majors must complete 69 credits in the following general areas:

#### **I. Core Courses:** Each student must complete all of these:

- AMST 115 Introduction to American Studies (a prerequisite for AMST 345 and AMST 396)
- AMST 345 Theory and Practice of American Studies
- AMST 396 Junior Research Seminar
- AMST 399 Senior Seminar in American Studies
- AMST 400 Colloquium and Integrative Exercise in American Studies (3 credits, to be taken in winter term of the senior year, along with AMST 399.) A senior may choose:
  - Essay or Project Option: a 35-40 page essay on an approved topic; or an approved project (e.g., a critical documentary, radio narrative, web design project, performance piece, or academic civic engagement project) accompanied by a 15-20 page essay. Open only to students who receive approval of a project prospectus. Students hoping to write an essay are advised to take a methods course in one of the social science departments.
  - Examination Option: A written examination given early in spring term

**II. Survey Courses:** Students must take three survey courses. Two of these courses must come from a single department. Students will also take a one-term survey course from a different department. Because the entire range of these survey courses is not offered every year, students should consult the online catalog and plan accordingly.

- HIST 120 Rethinking the American Experience: American History, 1607-1865
- HIST 121 Rethinking the American Experience: American Social History, 1865-1945
- HIST 122 U.S. Women's History to 1877 (not offered in 2016-17)
- HIST 123 U.S. Women's History Since 1877 (not offered in 2016-17)
- HIST 125 African American History I (not offered in 2016-17)
- HIST 126 African American History II
- POSC 271 Constitutional Law I
- POSC 272 Constitutional Law II (not offered in 2016-17)

Students may also, at the discretion of the Director, substitute other American history classes for the history survey, so long as one class focuses on American history up to and including the Civil War and the other class focuses on American history after 1765. These classes may not include History 100 (A and I seminars).

One-term survey courses:

- ARTH 160 American Art to 1940 (not offered in 2016-17)
- ECON 232 American Economic History: A Cliometric Approach
- ENGL 212 Nineteenth-Century American Literature (not offered in 2016-17)
- ENGL 215 Modern American Literature (not offered in 2016-17)
- MUSC 126 America's Music
- POSC 122 Politics in America: Liberty and Equality
- RELG 140 Religion and American Culture

**III. Topical Courses:** Each student must take four courses that deal with elements of the American experience that he or she has determined are central to a particular focus within the major. Courses that will fulfill this requirement are listed under three groups. No more than one of these courses may be a 100-level course. (Survey courses above and beyond those used to satisfy the required one-term and two-term sequences may count as a Topical Course.) No more than two Topical Courses may be from the same group. Students must take courses from at least two groups. In order that majors acquire the research skills necessary to complete the major, one of these four courses must be a 300-level course.

#### American Studies Courses

AMST 115 Introduction to American Studies: 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, IDS, WR2; Spring; A. Smith

AMST 115 Introduction to American Studies: Placing Identities This course will examine the different spaces that inform the production of U.S. identities. We will think about the ways the construction of neighborhoods (urban or suburban) affects our sense of place, ethnicity, and community; we'll consider the impact that border geographies, whether physical or cultural, have on national imaginings; we shall look at contemporary cultural expressions of small town vs. big city life and consider what they feature as particular and unique about Americanness. 6 credits; HI, WR2, IDS; Fall; A. Estill

AMST 203 Investigative Tips for the Incurably and Globally Curious Whether you are an enterprising journalist, suspicious partner, or nosy neighbor, you'll love this introduction to the many tools used by investigative

reporters. A veteran investigative journalist will demonstrate that no document is off limits, and no secret secure, from someone who is trained to dig up the dirt--and all in an ethical fashion! We'll use case studies, movie clips, and scavenger hunts in and around Northfield. 1 credit; NE; Not offered 2016-17

AMST 225 Beauty and Race in America In this class we consider the construction of American beauty historically, examining the way whiteness intersects with beauty to produce a dominant model that marginalizes women of color. We study how communities of color follow, refuse, or revise these beauty ideals through literature. We explore events like the beauty pageant, material culture such as cosmetics, places like the beauty salon, and body work like cosmetic surgery to understand how beauty is produced and negotiated. 6 credits; HI, WR2, IDS; Spring; A. Estill

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. Not offered 2016-17

AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America Focusing on the early nineteenth century struggle to create an American nation and a national culture, we will look at the ways Americans adopted and adapted European ideas, particularly the aesthetic idea of the Sublime, in their attempt to come to terms with the conquest of the new land and its native inhabitants and with the nature of their national enterprise. Writers Irving, Cooper, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson and painters Cole, Bierstadt, Church, Kensett, and Lane will be included. Major themes will include attitudes towards landscape and settlement, a distinctively American character, the nature and utility of art, and ideas of American empire. 6 credits; LA, WR2; Spring; E. McKinsey

AMST 240 The Midwest and the American Imagination The history of American culture has always been shaped by a dialectic between the local and the universal, the regional and the national. The particular geography and history of the Midwest (the prairie, the plains, the old Northwest, Native Americans and white adventurers, settlers and immigrants) have shaped its livelihoods, its identities, its meanings. Focusing on the late nineteenth and early twentieth centuries, this course will explore literature, art history, and the social and cultural history of the Midwest. 6 credits; HI, WR2; Not offered 2016-17

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, WR2; Not offered 2016-17

AMST 261 Unwritten America This course is an examination of the hidden/excluded/silenced narratives in American literature and culture. We will read books, watch films, and draw from community resources in our exploration of groups that have been marginalized from the mainstream. The course will center around the stories of communities such as the Hmong, the Karen, and the Eritreans, among others. Be prepared to engage in conversations about power, privilege, and the underlying structures that govern exposure and understanding. 6 credits; LA, IDS; Fall; K. Yang

AMST 267 Utopia, Dystopia, and Myopia: Suburbia in Fiction and Scholarship This course peers through the picture window of suburban life in the United States. Our primary text will be film. To what extent do fictional accounts reflect the scholarly concerns and analytical conclusions of historians and social scientists? What themes are common in film and/or literature but get little attention from scholars? Students will be obligated to view films on their own if designated show times are inconvenient. Some films may be R-rated. Prerequisite: American Studies 115 or sophomore standing. 6 credits; SI, IDS, WR2; Not offered 2016-17

AMST 268 Music in American Social Movements We'll consider the central role of music in a variety of social movements, including the labor, civil rights, gay rights, and anti-war movements, the anti-nuclear and environmental movements, the American Indian Movement, the Black Arts movement, the Jesus Movement, and Occupy Wall Street. How specifically, is music instrumental in social change? What musical choices are made, and by whom? How are new musics made, and old musics repackaged, to help mobilize social movements and create collective identity? We'll approach these questions through focused listening and through the work of diverse scholars and participants. No musical experience required. Not offered 2016-17

AMST 287 California Program: California Art & Visual Culture An in-depth exploration of the dynamic relationship between the arts and popular conceptions of California: whether as bountiful utopia, suburban paradise, or multicultural frontier. We will meet with California artists and art historians, and visit museums and galleries. Art and artists studied will range from native American art, the Arts and Crafts movement and California Impressionism to the photography of Ansel Adams, urban murals and the imagery of commercial culture (such as lithographs, tourist brochures, and orange-crate labels). 6 credits; LA; Winter; C. Kowalewski

AMST 289 California Program: California Field Studies Students will participate in a number of field trips dealing with California's history, literature, and environment. Sites visited will include Sutter's Fort, the Modoc Lava Beds, the California Indian Museum, Teatro Campesino, and Hearst Castle. Students will also complete an Oral Culture Project. 4 credits; S/CR/NC; NE; Winter; M. Kowalewski

AMST 290 California Program: Directed Reading Students will do some preparatory reading on California history, literature and art before the seminar begins and additional reading connected with field trips and guest speakers. 2 credits; S/CR/NC; NE; Winter; M. Kowalewski

AMST 345 Theory and Practice of American Studies Introduction to some of the animating debates within American Studies from the 1930s to the present. We will study select themes, theories, and methodologies in the writings of a number of scholars and try to understand 1) the often highly contested nature of debates about how best to study American culture; and 2) how various theories and forms of analysis in American Studies have evolved and transformed themselves over the last seventy years. Not designed to be a fine-grained institutional history of American Studies, but a vigorous exploration of some of the central questions of interpretation in the field. Normally taken by majors in their junior year. Prerequisite: African/African American Studies 113 or American Studies 115 or instructor permission. 6 credits; NE, IDS; Winter; A. Estill

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. Prerequisite: American Studies major or instructor permission. 6 credits; HI, WR2; Spring; P. Balaam

AMST 399 Senior Seminar in American Studies This seminar focuses on advanced skills in American Studies research, critical reading, writing, and presentation. Engagement with one scholarly talk, keyed to the current

year's comps exam theme, will be part of the course. Through a combination of class discussion, small group work and presentations, and one-on-one interactions with the professor, majors learn the process of crafting and supporting independent interdisciplinary arguments, no matter which option for comps they are pursuing. Students also will learn effective strategies for peer review and oral presentation. Prerequisite: American Studies 396. 6 credits; NE; Fall; E. McKinsey

AMST 400 Integrative Exercise: Exam and Essay Exam: Students read selected works and view films in the field of American Studies and in a special topic area designated by the program. For integrative exercise examination students only.

Essay: Seniors working on approved essays or projects in American Studies with the support of their advisers, will work independently to complete their theses, performances or projects to satisfy the college "comps" requirement. Students will be required to give a public presentation on their papers or projects during the spring term. Prerequisite: American Studies 396. 3 credits; S/NC; Winter

### Topical Courses:

#### Group I

- AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America
- AMST 240 The Midwest and the American Imagination (not offered in 2016-17)
- AMST 261 Unwritten America
- AMST 268 Music in American Social Movements (not offered in 2016-17)
- AMST 287 California Program: California Art & Visual Culture
- ARTH 160 American Art to 1940 (not offered in 2016-17)
- ARTH 171 History of Photography (not offered in 2016-17)
- ARTH 240 Art Since 1945
- ARTH 245 Modern Architecture (not offered in 2016-17)
- ARTH 247 Architecture Since 1950 (not offered in 2016-17)
- ARTH 333 Visual Culture and the Civil War (not offered in 2016-17)
- ARTS 340 Advanced Film and Digital Photography (not offered in 2016-17)
- CAMS 186 Film Genres
- CAMS 188 Rock 'n' Roll in Cinema (not offered in 2016-17)
- CAMS 224 Classical American Film Comedy (not offered in 2016-17)
- CAMS 225 Film Noir: The Dark Side of the American Dream (not offered in 2016-17)
- ENGL 117 African American Literature
- ENGL 119 Introduction to U.S. Latino/a Literature (not offered in 2016-17)
- ENGL 215 Modern American Literature (not offered in 2016-17)
- ENGL 223 American Transcendentalism
- ENGL 234 Literature of the American South (not offered in 2016-17)
- ENGL 235 Asian American Literature
- ENGL 236 American Nature Writing
- ENGL 247 The American West (not offered in 2016-17)
- ENGL 248 Visions of California (not offered in 2016-17)
- ENGL 258 Contemporary American Playwrights of Color
- ENGL 261 Telling Your American Story
- ENGL 272 Telling True Stories: A Journey in Journalism (not offered in 2016-17)
- ENGL 288 California Program: The Literature of California

- ENGL 329 The City in American Literature
- ENGL 332 Studies in American Literature: Faulkner, Hemingway, and Fitzgerald (not offered in 2016-17)
- ENGL 334 Postmodern American Fiction
- HIST 310 Black Women Intellectuals
- MUSC 115 Music and Film
- MUSC 129 Rock on Record (not offered in 2016-17)
- MUSC 130 The History of Jazz (not offered in 2016-17)
- MUSC 131 The Blues From the Delta to Chicago (not offered in 2016-17)
- MUSC 132 Golden Age of R and B
- MUSC 136 History of Rock
- MUSC 247 The U.S. Folk Music Revival
- MUSC 304 Songwriters and Songwriting (not offered in 2016-17)
- MUSC 332 Motown (not offered in 2016-17)
- THEA 242 Modern American Drama (not offered in 2016-17)

## Group II

- AMST 225 Beauty and Race in America
- AMST 228 Mean Girls: the Movie, the Phenomenon (not offered in 2016-17)
- AMST 247 We've Never Not Been Here: Indigenous Peoples and Places (not offered in 2016-17)
- CAMS 216 American Cinema of the 1970s
- ENGL 286 Eat the Story (not offered in 2016-17)
- HIST 120 Rethinking the American Experience: American History, 1607-1865
- HIST 121 Rethinking the American Experience: American Social History, 1865-1945
- HIST 122 U.S. Women's History to 1877 (not offered in 2016-17)
- HIST 123 U.S. Women's History Since 1877 (not offered in 2016-17)
- HIST 124 History of the City in the United States
- HIST 125 African American History I (not offered in 2016-17)
- HIST 126 African American History II
- HIST 194 The Making of the "Pacific World"
- HIST 205 American Environmental History
- HIST 211 More than Pilgrims: Colonial British America (not offered in 2016-17)
- HIST 212 The Era of the American Revolution
- HIST 213 The Age of Jefferson (not offered in 2016-17)
- HIST 214 Rethinking the American Civil War (not offered in 2016-17)
- HIST 216 History Beyond the Walls
- HIST 219 Is Obama Black?: American Mixed Race History (not offered in 2016-17)
- HIST 224 Divercities: Exclusion and Inequality in Urban America
- HIST 226 U.S. Consumer Culture
- HIST 227 The American West (not offered in 2016-17)
- HIST 228 Civil Rights and Black Power
- HIST 229 Working with Gender in U.S. History
- HIST 306 American Wilderness (not offered in 2016-17)
- HIST 307 Wilderness Field Studies: Grand Canyon (not offered in 2016-17)
- HIST 308 American Cities and Nature (not offered in 2016-17)
- HIST 316 History, Nature & Smartphones (not offered in 2016-17)
- HIST 324 The Concord Intellectuals (not offered in 2016-17)
- HIST 395 The Global Cold War
- MUSC 215 Music Theater in America
- RELG 130 Native American Religions (not offered in 2016-17)

- RELG 140 Religion and American Culture
- RELG 238 The Sacred Body (not offered in 2016-17)
- RELG 239 American Holy Lands (not offered in 2016-17)
- RELG 243 Native American Religious Freedom
- RELG 277 Buddhism and the Beats (not offered in 2016-17)
- RELG 289 Global Religions in Minnesota (not offered in 2016-17)
- RELG 344 Lived Religion in America (not offered in 2016-17)
- SOAN 283 Immigration and Immigrants in Europe and the United States (not offered in 2016-17)
- WGST 220 LGBTQ Movements in the U.S. (not offered in 2016-17)

### Group III

- AMST 267 Utopia, Dystopia, and Myopia: Suburbia in Fiction and Scholarship (not offered in 2016-17)
- CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool Years (not offered in 2016-17)
- CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2016-17)
- ECON 232 American Economic History: A Cliometric Approach
- ECON 262 The Economics of Sports
- ECON 264 Health Care Economics (not offered in 2016-17)
- ECON 270 Economics of the Public Sector
- ECON 271 Economics of Natural Resources and the Environment
- ECON 273 Water and Western Economic Development (not offered in 2016-17)
- ECON 274 Labor Economics
- ECON 275 Law and Economics (not offered in 2016-17)
- EDUC 225 Issues in Urban Education (not offered in 2016-17)
- EDUC 245 The History of American School Reform
- EDUC 338 Multicultural Education
- EDUC 340 Race, Immigration, and Schools (not offered in 2016-17)
- EDUC 344 Teenage Wasteland: Adolescence and the American High School
- EDUC 353 Schooling and Opportunity in American Society (not offered in 2016-17)
- MUSC 126 America's Music
- POSC 122 Politics in America: Liberty and Equality
- POSC 201 Lobbyists, Wonks and Social Media: Public Policy Making in Democracy (not offered in 2016-17)
- POSC 202 Parties, Interest Groups and Elections
- POSC 204 Media and Electoral Politics: 2016 United States Election
- POSC 207 Urban Politics in a Global Era (not offered in 2016-17)
- POSC 208 The American Presidency (not offered in 2016-17)
- POSC 212 Environmental Justice
- POSC 218 Schools, Scholarship and Policy in the United States
- POSC 220 Politics and Political History in Film (not offered in 2016-17)
- POSC 231 American Foreign Policy
- POSC 271 Constitutional Law I
- POSC 272 Constitutional Law II (not offered in 2016-17)
- POSC 351 Political Theory of Martin Luther King, Jr. (not offered in 2016-17)
- POSC 352 Political Theory of Alexis de Tocqueville\*
- POSC 355 Identity, Culture and Rights\*
- PSYC 384 Psychology of Prejudice
- SOAN 114 Modern Families: An Introduction to the Sociology of the Family
- SOAN 115 Inequality in American Society (not offered in 2016-17)

- SOAN 150 Who Cares and Who Gets Care? Women and Health (not offered in 2016-17)
- SOAN 202 Girls Gone Bad: Women, Crime, and Criminal Justice (not offered in 2016-17)
- SOAN 218 Asians in the United States (not offered in 2016-17)
- SOAN 221 Law and Society (not offered in 2016-17)
- SOAN 223 Sport and Society (not offered in 2016-17)
- SOAN 225 Social Movements (not offered in 2016-17)
- SOAN 259 Comparative Issues in Native North America (not offered in 2016-17)
- SOAN 272 Race and Ethnicity in the United States
- SOAN 302 Anthropology and Indigenous Rights (not offered in 2016-17)
- WGST 205 The Politics of Women's Health (not offered in 2016-17)

## Arabic

See [Middle Eastern Languages](#).

## Archaeology Concentration

Archaeology is the interdisciplinary study of the past through its material remains, situated in their cultural and environmental context. The core and supporting courses of the Archaeology Concentration at Carleton are designed to give students a methodological and theoretical introduction to these three elements of materials, culture and environment. In course projects, students take an interdisciplinary view, analyzing and interpreting material remains in a variety of ways. The range of supporting courses provides students with the flexibility to plan their own programs. In addition to Archaeology courses, several other department offer classes that count toward the Archaeology Concentration; these include Classical Languages, Geology, Art History, History, and Sociology and Anthropology.

Students from any major may participate in the Archaeology Concentration. Students interested in the concentration are encouraged to consult with the coordinators early in the sophomore year in order to plan ahead and retain as much freedom of choice as possible in meeting the requirements of the program.

### Requirements for the Concentration

A total of eight courses are required for the concentration, including four core courses, three supporting courses, and one capstone seminar.

#### *Core Courses (4):*

- ARCN 246 Archaeological Methods
- CLAS 122 The Archaeology of Mediterranean Prehistory; or CLAS 123 Greek Archaeology and Art; or CLAS 124 Roman Archaeology and Art
- GEOL 210 Geomorphology; or GEOL 258 Geomorphology of Soils (Note: there is a prerequisite of one 100-level geology courses to enroll in either of these courses)
- SOAN 110 Introduction to Anthropology

#### *Supporting Courses (3):*

Supporting courses may be drawn from any of the core courses listed above (beyond the four required), or from other ARCN pertinent courses (listed below). In each course the student must (at a minimum)

complete a project with an explicit focus on the interpretation of archaeological materials. In certain circumstances another course (one not listed as ARCEN pertinent) may be substituted with the approval of the Archaeology Program co-directors, provided the requirement of completing an archaeological project of sufficient scale is also fulfilled. An archaeological field school or independent study may also count toward one of the required supporting courses, if Carleton course credit is granted or a follow-up independent student is undertaken with the Program co-directors.

The concentration co-directors can advise students about which courses may fulfill these requirements. These courses are in many college departments and include courses conducted by visiting professors. Students are encouraged to consult with the concentration co-directors, who are available to help students and instructors of supporting courses. A list of current courses with ARCEN pertinent designations are provided here:

- ARTH 101 Introduction to Art History I
- CLAS 100 The Trojan Legend: Mythology and Legacy (Not offered 2016-17)
- CLAS 267 Political Landscapes: Archaeologies of Territory and Polity
- HIST 246 The Material World of the Anglo-Saxons (Not offered 2016-17)
- SOAN 241 Guatemala Program: Mesoamerican Cultures
- Independent Study resulting from a summer field project

#### *Capstone Seminar (1):*

- ARCEN 395 Archaeology: Science, Ethics, Nationalism and Cultural Property

#### *Field Experience*

Students are highly encouraged to become involved in archaeological fieldwork beyond the context of their coursework at Carleton. The Archaeological Institute of America's Fieldwork Bulletin (<https://www.archaeological.org/fieldwork/afob>) is an excellent resource for locating opportunities. Enrolling in an external program of fieldwork is not a formal requirement of the concentration, but can count toward supplementary coursework. Again, students are encouraged to discuss possible opportunities with the concentration co-directors.

#### *Archaeology Courses*

ARCEN 246 Archaeological Methods As a field that is truly interdisciplinary, archaeology uses a wide range of methods to study the past. This course provides a hands-on introduction to the entire archaeological process through classroom, field, and laboratory components. Students will participate in background research concerning local places of historical or archaeological interest; landscape surveying and mapping in GIS; excavation; the recording, analysis, and interpretation of artifacts; and the publication of results. This course involves real archaeological fieldwork, and students will have an opportunity to contribute to the history of the local community while learning archaeological methods applicable all over the world. Prerequisite: Concurrent enrollment in Archaeology 246L. 6 credits; LS; Spring; A. Knodell

ARCEN 395 Archaeology: Science, Ethics, Nationalism and Cultural Property This seminar course will focus on a wide range of contemporary issues in archaeology, including case studies from many continents and time periods that shed light on archaeological theory and practice. Specific course content varies. The course serves as the capstone seminar for the Archaeology Concentration; enrollment is also open to non-concentrators. 6 credits; NE; Not offered 2016-17

## Pertinent Courses

- ARTH 101 Introduction to Art History I
- CLAS 122 The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age (not offered in 2016-17)
- CLAS 123 Greek Archaeology and Art (not offered in 2016-17)
- CLAS 124 Roman Archaeology and Art
- CLAS 267 Political Landscapes: Archaeologies of Territory and Polity
- GEOL 100 Geology in the Field
- GEOL 110 Introduction to Geology
- GEOL 115 Climate Change in Geology
- GEOL 120 Introduction to Environmental Geology (not offered in 2016-17)
- GEOL 210 Geomorphology
- GEOL 258 Geology of Soils (not offered in 2016-17)
- HIST 100 Migration and Mobility in the Medieval North
- HIST 246 The Material World of the Anglo-Saxons (not offered in 2016-17)
- SOAN 110 Introduction to Anthropology
- SOAN 241 Guatemala Program: Mesoamerican Cultures (not offered in 2016-17)

## Art & Art History

Carleton combines in a single department the creative aspects of art making and the study of art as an historical discipline. The Studio Art program helps students develop their skills in a variety of arts media. It also gives them a critical understanding of the function and process of art that fits well with the goals of the college's liberal arts orientation. The Art History program introduces students to the intrinsic qualities of artistic images and artifacts. Equally important, it considers the conditions of their production and viewing, their functions and meanings, and the roles they play in recording and shaping people, perceptions, events, and cultures.

Both programs serve potential majors, including students who go on to art-related careers, as well as students who take courses as part of their broad liberal arts education.

### Requirements for a Major

**Art History:** 72 credits including:

- the seminar for art history majors (ARTH 298)
- the integrative exercise (ARTH 400)
- two six-credit Studio Art courses
- 48 elective credits in Art History, including
  - - at least six credits in non-Western art history
    - at least six credits in art history of the western tradition before 1800
    - at least six credits in art history of the western tradition after 1800
    - at least one 300-level seminar.

Art History majors are encouraged to take advantage of off-campus study programs. No more than two art history courses taken outside of the department can be counted toward the major. Occasionally one course in a related department such as Cinema and Media Studies or Classics may count as an elective toward the major.

**Studio Art:** 78 credits including:

- two six-credit courses with a 2-D emphasis from ARTS 110, ARTS 113, ARTS 140, ARTS 141, ARTS 210, ARTS 212, ARTS 213, ARTS 238, ARTS 240, ARTS 260, ARTS 274 or 300-level 2-D (ARTS 339, ARTS 340, ARTS 360, ARTS 374) ;
- two six credits courses with a 3-D emphasis from ARTS 122, ARTS 151, ARTS 230, ARTS 232, ARTS 234, ARTS 251, ARTS 252 or 300 level 3D (ARTS 322, ARTS 327, ARTS 330) (3-D emphasis);
- Junior practicum, ARTS 298 (3 credits)
- Senior practicum, ARTS 398 (3 credits)
- one six-credit 300 level studio art course
- 18 elective credits (3 six-credit courses) in Studio Art
- the integrative exercise (ARTS 400)
- 18 credits in Art History with
  - - at least six of the credits in courses which concentrate in art prior to 1900,
    - ARTH 241, which is a course in contemporary art post 1945 designed for practicing artists,
    - six elective credits.

Potential majors should enroll in Drawing or Sculpture their first year. Selected Cinema and Media Studies production courses can count toward up to twelve elective credits (two courses) within the major. Consult with your studio art adviser to confirm which courses apply.

### Art History Courses (ARTH)

ARTH 100 Renaissance, Revolution, and Reformation: The Life and Art of Albrecht Durer "If man devotes himself to art, much evil is avoided..." This statement, on the divine nature of art, was penned by the German artist Albrecht Dürer. Dürer's artworks--his paintings, his drawings, his woodblock prints, and his engravings--have been construed to be some of the most theologically sophisticated, naturalistically rendered, theoretically informed, classically inflected, and socially engaged of the period we now refer to as the "Renaissance." This thematically organized course will engage the work of Albrecht Dürer, around these issues. Discussions will be integrated with student presentations, analyses of primary and scholarly texts, and writing assignments. 6 credits; WR1, AI, IS; Fall; J. Keating

ARTH 101 Introduction to Art History I An introduction to the art and architecture of various geographical areas around the world from antiquity through the "Middle Ages." The course will provide foundational skills (tools of analysis and interpretation) as well as general, historical understanding. It will focus on a select number of major developments in a range of media and cultures, emphasizing the way that works of art function both as aesthetic and material objects and as cultural artifacts and forces. Issues include, for example, sacred spaces, images of the gods, imperial portraiture, and domestic decoration. 6 credits; LA, WR2, IS; Fall; J. Keating, M. Tierney

ARTH 102 Introduction to Art History II An introduction to the art and architecture of various geographical areas around the world from the fifteenth century through the present. The course will provide foundational skills (tools of analysis and interpretation) as well as general, historical understanding. It will focus on a select number of major developments in a range of media and cultures, emphasizing the way that works of art function both as aesthetic and material objects and as cultural artifacts and forces. Issues include, for example, humanist and

Reformation redefinitions of art in the Italian and Northern Renaissance, realism, modernity and tradition, the tension between self-expression and the art market, and the use of art for political purposes. 6 credits; LA, WR2, IS; Winter; J. Keating

ARTH 140 African Art and Culture This course will survey the art and architecture of African peoples from prehistory to the present. Focusing on significant case studies in various mediums (including sculpture, painting, architecture, masquerades and body arts), this course will consider the social, cultural, aesthetic and political contexts in which artistic practices developed both on the African continent and beyond. Major themes will include the use of art for status production, the use of aesthetic objects in social rituals and how the history of African and African diaspora art has been written and institutionally framed. 6 credits; LA, IS; Not offered 2016-17

ARTH 142 Art of the Ancient Americas This course will survey art from the cultures of ancient Mesoamerica (Olmec, Teotihuacan, Maya, and Aztec), the center of the Americas (Costa Rica, Panama, Colombia, and Ecuador), and the central Andes (Chavín, Moche, Paracas, Nasca, Wari/Tiwanaku, Chimú, and Inka). The course will consider a variety of art objects within the contexts of geography and environment, artistic process, socio-political status, sacred space, religion, ritual and performance, and writing. Artistic adaptation to and interactions with traditions coming to the Americas from the East and the West during colonial-era encounters will provide another point of departure. 6 credits; LA, IS; Winter; M. Tierney

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; Not offered 2016-17

ARTH 160 American Art to 1940 Concentration on painting of the colonial period (especially portraiture) and nineteenth century (especially landscape and scenes of everyday life) with an introduction to the modernism of the early twentieth century. The course will include analysis of the ways art shapes and reflects cultural attitudes such as those concerning race and gender. 6 credits; LA, IDS; Not offered 2016-17

ARTH 164 Buddhist Art The Buddhist religion has been a central part of Asian cultures and societies since the third century BC. This course will trace the development of Buddhist art and architecture from its beginnings in India through its migration across the Asian continent. Attention will be paid to both the Mahayana and Theravada traditions in Central East, South, and South-East Asia. Special emphasis will be placed on the relationship between different doctrines, for example, Tantrism or Zen and the development of form and style. 6 credits; LA, IS; Not offered 2016-17

ARTH 165 Japanese Art and Culture This course will survey art and architecture in Japan from its prehistoric beginnings until the early twentieth century, and explore the relationship between indigenous art forms and the foreign (Korean, Chinese, European) concepts, art forms and techniques that influenced Japanese culture, as well as the social political and religious contexts for artistic production. 6 credits; LA, IS; Not offered 2016-17

ARTH 166 Chinese Art and Culture This course will survey art and architecture in China from its prehistoric beginnings to the end of the nineteenth century. It will examine various types of visual art forms within their social, political and cultural contexts. Major themes that will also be explored include: the role of ritual in the production and use of art, the relationship between the court and secular elite and art, and theories about creativity and expression. 6 credits; LA, IS; Fall; K. Ryor

ARTH 170 History of Printmaking The course explores printmaking's effects on Western ways of understanding the world; until photography prints were the only exactly repeatable pictorial statements their audiences knew. It examines how prints functioned in their cultures (their originality, production, marketing, collecting). Woodcut, engraving, etching, aquatint, and lithography, c.1400-1930, are studied through such artists as Dürer, Rembrandt, Goya, Daumier, Toulouse-Lautrec, Cassatt, and Kollwitz. The class works extensively with prints in the collections of the Minneapolis Institute of Arts (three field trips) and the Carleton Art Gallery. Students taking the course for 4 credits write one fewer paper and a shortened final exam. 4-6 credits; LA, WR2; Not offered 2016-17

ARTH 171 History of Photography This course covers nineteenth and twentieth century photography from its origins to the present. It will consider formal innovations in the medium, the role of photography in society, and the place of photography in the fine arts. 6 credits; LA; Not offered 2016-17

ARTH 172 Modern Art: 1890-1945 This course explores developments in the visual arts, architecture, and theory in Europe and America between 1890 and 1945. The major Modernist artists and movements that sought to revolutionize vision, culture, and experience, from Symbolism to Surrealism, will be considered. The impact of World War I, the Great Depression, and the rise of fascism will be examined as well for their devastation of the Modernist dream of social-cultural renewal. Lectures will be integrated with discussions of artists' theoretical writings and group manifestoes, such as those of the Futurists, Dadaists, Surrealists, Constructivists, and DeStijl, in addition to select secondary readings. 6 credits; LA, IS; Not offered 2016-17

ARTH 180 Medieval Art Survey of architecture, sculpture, the pictorial and decorative arts from the early Christian period to the late Gothic era. Topics include early Christian mosaics, Insular manuscripts, Romanesque monastery and pilgrimage churches, Gothic cathedrals. 6 credits; LA; Not offered 2016-17

ARTH 184 Modern American Architecture: Nature vs. History This course will examine how various twentieth-century American architects searched for ways to evade European precedents and instead to base architecture on nature and geometry, two sources that could be radical and conservative simultaneously. Frank Lloyd Wright, the central figure in this search, who popularized the term "Organic Architecture," will loom large in the course, but we will also study many other architects who were looking for a similarly individual, experimental architecture to be uniquely "American." 6 credits; LA; Spring; S. Robinson

ARTH 209 Chinese Painting Since the tenth century in China, a tension emerges between art created as a means of self expression and works which were intended to display social status and political power and to convey conventional values. This course concentrates on the primary site of this tension, the art of painting. We will explore such issues as the influence of Confucian and Daoist philosophy on painting and calligraphy, the changing perception of nature and the natural in art, the politics of style, and the increasing dominance of poetry rather than narrative as a conceptual construct for painting. Prerequisite: Any one term of art history. 6 credits; LA, IS; Winter; K. Ryor

ARTH 215 Cross-Cultural Psychology in Prague: Prague Art and Architecture This course will examine key developments in Czech visual art and architecture from the early medieval to the contemporary periods. Slide-based lectures will be supplemented by visits to representative monuments, art collections, and museums in Prague. 4 credits; S/CR/NC; LA, IS; Fall; K. Abrams

ARTH 220 The Origins of Manga: Japanese Prints Pictures of the floating world, or *ukiyo-e*, were an integral part of popular culture in Japan and functioned as illustrations, advertisements, and souvenirs. This course will examine the development of both style and subject matter in Japanese prints within the socio-economic context of the seventeenth through twentieth centuries. Emphasis will be placed on the prominent position of women and the nature of gendered activity in these prints. Prerequisite: One 100 level Art History course. 6 credits; LA, IS; Not offered 2016-17

ARTH 223 Women in Art The study of art about and produced by women in the west from the Renaissance to the present. Attention to the ways gender identity is constructed in the arts, the conditions under which women have worked, the ideologies and institutions that have shaped their relationships to the arts, the feminist critique of the discipline of art history. Prerequisite: Any one term of art history. 6 credits; LA, WR2; Not offered 2016-17

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; Not offered 2016-17

ARTH 226 The Gothic Cathedral This course focuses on a selection of high-profile French and English churches built in the Gothic period: the Sainte-Chapelle, Reims Cathedral, and Westminster Abbey. Each commission brought together the finest artists working in a variety of media. We will examine architectural developments of the period, and related arts such as stained glass, sculpture, tombs, shrines, and illuminated manuscripts. More broadly, these works provide a lens through which to consider social, religious, and political issues, especially the cult of saints, the Crusades, and the growing powers of the French and English monarchies. Prerequisite: Any art history course. 6 credits; LA, IS; Not offered 2016-17

ARTH 228 The Picturesque: Landscape between Nature and Artifice This course will focus upon the emergence of a novel aesthetic approach to landscape design: the Picturesque. During the eighteenth century, the British landscape became the scene of a new way to design the land according to models of a loosened, irregular, composition in contrast to previous rigid geometries that sought to improve nature's waywardness. Not only gardens but books also took up the call for liberty against tyranny and for the natural against the artificial without giving up convention altogether. 6 credits; LA, IS; Spring; S. Robinson

ARTH 235 Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" This course examines European artistic production in Italy, Spain, France, Germany, and the Netherlands from the fourteenth to the sixteenth century. The aim of the course is to introduce diverse forms of artistic production, as well as to analyze the religious, social, and political role of art in the period. While attending to the specificities of workshop practices, production techniques, materials, content, and form of the objects under discussion, the course also interrogates the ways in which these objects are and, at times, are not representative of the "Renaissance." Prerequisite: One Art History course or instructor permission. 6 credits; LA, IS; Not offered 2016-17

ARTH 236 Baroque Art This course examines European artistic production in Italy, Spain, France, and the Netherlands from the end of the sixteenth century through the seventeenth century. The aim of the course is to interrogate how religious revolution and reformation, scientific discoveries, and political transformations brought about a proliferation of remarkably varied types of artistic production that permeated and altered the sacred, political, and private spheres. The class will examine in depth select works of painting, sculpture, prints, and drawings, by Caravaggio, Bernini, Poussin, Velázquez, Rubens, and Rembrandt, among many others. 6 credits; LA, IS; Spring; J. Keating

ARTH 240 Art Since 1945 Art from abstract expressionism to the present, with particular focus on issues such as the modernist artist-hero; the emergence of alternative or non-traditional media; the influence of the women's movement and the gay/lesbian liberation movement on contemporary art; and postmodern theory and practice. Prerequisite: Any one term of art history. 6 credits; LA, WR2, IDS; Fall; R. Elflin

ARTH 241 Contemporary Art for Artists This course is a survey of major artistic movements after 1945 as well as an introduction to significant tendencies in current art and craft production. The goal of this course is to develop a familiarity with the important debates, discussions, and critical issues facing artists today. By the end of the course, students will be able to relate their own work as cultural producers to these significant contemporary artistic developments. Students will read, write about, and discuss primary sources, artist statements, and theoretical essays covering a wide range of media with the ultimate goal of articulating their own artistic project. Prerequisite: Any two studio art courses or permission from the instructor. No open to students who have previously taken Art History 240. 6 credits; LA; Spring; R. Elflin

ARTH 245 Modern Architecture The history of the modern movement from its beginnings in the nineteenth century to its triumph in the mid-twentieth century. Architects studied include Sullivan, Wright, Gropius, Le Corbusier, Mies van der Rohe. Prerequisite: One Art History course. 6 credits; LA; Not offered 2016-17

ARTH 247 Architecture Since 1950 This course begins by considering the international triumph of architecture's Modern Movement as seen in key works by Mies van der Rohe, Le Corbusier and their followers. Soon after modernisms rise, however, architects began to question the movement's tenets and the role that architecture as a discipline plays in the fashioning of society. This course will examine the central actors in this backlash from Britain, France, Italy, Japan, the United States and elsewhere before exploring the architectural debates surrounding definitions of postmodernism. The course will conclude by considering the impact of both modernism and postmodernism on contemporary architectural practice. 6 credits; LA; Not offered 2016-17

ARTH 252 Islamic Art and the Medieval Mediterranean This course investigates the origins and development of Islamic art and architecture from the seventh to the sixteenth centuries, with a particular focus on the Mediterranean basin. Under Muslim rule, patrons and artists produced a distinctive and sophisticated visual culture in religious and secular contexts. Topics to be addressed include the expression of cultural and religious identity through visual arts; palace architecture and Islamic court culture; the development of sacred spaces; and cross-cultural exchange with the Byzantine Empire and the Christian west through trade, travel, and at specific sites such as Islamic Spain, Norman Sicily, and Crusader Palestine. Prerequisite: One Art History course or instructor permission. 6 credits; LA, IS; Not offered 2016-17

ARTH 255 Islam in the Eyes of the West How have images of Islam impacted European culture? How did existing pictorial traditions/practices frame the ways in which Islam was visualized in Europe? This course will interrogate the ways in which representational technologies facilitated and/or obstructed making sense of Islam from the twelfth to the nineteenth centuries. We will explore a wide range of images in diverse media, including, but not limited to, maps, costume books, panel paintings, sculpture, illuminated manuscripts, popular prints, ethnographic treatises, and early photographs. Prerequisite: Any art history course or permission of the instructor. 6 credits; LA, IS; Not offered 2016-17; J. Keating

ARTH 261 English Theater and Literature in London: The Art of Tudor and Stuart Britain With a focus on the intersections of art, culture, and literature, the course explores various aspects of art in the English Renaissance, including patronage, politics and power, religion, and the role of the artist in society. Students will research specific artworks (for example, Holbein's *The Ambassadors*, Henry VIII's tapestries at Hampton Court Palace, The Banqueting House, St. Paul's Cathedral), visit historical sites and museums, and work with local experts as they develop their understanding and appreciation of Elizabethan and Jacobean art. 3 credits; LA, IS; Not offered 2016-17

ARTH 267 Gardens in China and Japan A garden is usually defined as a piece of land that is cultivated or manipulated in some way by man for one or more purposes. Gardens often take the form of an aestheticized space that miniaturizes the natural landscape. This course will explore the historical phenomenon of garden building in China and Japan with a special emphasis on how cultural and religious attitudes towards nature

contribute to the development of gardens in urban and suburban environments. In addition to studying historical source material, students will be required to apply their knowledge by building both virtual and physical re-creations of gardens. 6 credits; ARP, IS; Not offered 2016-17

ARTH 268 Art History in Kyoto Program: History of Gardens and Landscape Architecture in Japan A garden is usually defined as a piece of land that is cultivated or manipulated in some way by humans for one or more purposes. Gardens often take the form of an aestheticized space that miniaturizes the natural landscape. This course will explore the historical phenomenon of garden building in Japan, with a special emphasis on how cultural and religious attitudes towards nature contribute to the development of gardens in urban and suburban environments. In addition to studying historical source material, students will be required to visit garden sites on a weekly basis. 6 credits; LA, IS; Spring; K. Ryor

ARTH 269 Art History in Kyoto Program: Projects in Japanese Garden Design and History Reading assignments followed by an independent project related to Japanese gardens. Linked to the work done in Art History 268, this course requires an in-depth study of a particular style of Japanese garden design and its history. 3 credits; LA, IS; Spring; K. Ryor

ARTH 285 The Art of Death in the Middle Ages Concerns about death, the afterlife, and personal commemoration resulted in rich visual expression in the medieval period. Three main areas of inquiry will be addressed in this class: pilgrimage and the commemoration of saints (the special dead); the death and commemoration of "ordinary" individuals; and depictions of and attitudes toward the body, death, burial, Purgatory, the Last Judgment, and resurrection. Prerequisite: One Art History course. 6 credits; LA, IS; Not offered 2016-17

ARTH 286 Legacies of the Avant-Garde: Dada Then and Now By definition, the artistic neo-avantgarde of the post-1945 era looked back to the historical avant-garde movements of the early twentieth century for inspiration and ideological support. This course will examine how one such historical movement, Dada, has continued to play a profound role in shaping how artists define art and use the art object as an active force to radically alter everyday life. In particular, we will investigate the ways in which Dadaists used chance, humor, irony, negation and the ready made to challenge the institution of art, and then trace the legacies of these practices in recent artistic practice. Prerequisite: One Art History course. 6 credits; LA, WR2; Not offered 2016-17

ARTH 287 Legacies of the Avant-Garde: Constructivism Then and Now Contemporary artists often look to the historical avant-garde movements of earlier generations for inspiration and ideological support. This course will examine how the strategies of one such historical movement, Constructivism, continue to resonate in the art world as artists question both the definition of art and its broader role in society. In particular, this course will consider how Russian artists in the 1920s and 30s used monochrome painting, industrial materials, installation art, public demonstrations and propaganda to alter the institution of art. We will then trace the legacies of these disruptive practices in art of the recent past. 6 credits; LA, IS; Not offered 2016-17

ARTH 288 Curatorial Seminar Organize an exhibition, and get grounded in curatorial practice and theory, with this small team-based seminar. The exhibition, a collaboration with the Hillstrom Museum at Gustavus Adolphus College, with some input from the Flaten Art Museum at St. Olaf, will feature American art works organized around themes identified by students and collection curators. This seminar offers a unique opportunity to work directly with art works and to contribute to multiple aspects of an exhibition and related programs. Prerequisite: Instructor permission. 6 credits; LA; Spring; L. Bradley

ARTH 289 Special Projects: The Carleton Art Collection This small seminar invites students to work with the Carleton Art Collection, currently numbering about 2300 objects and recently located to the Weitz Center for Creativity. Student research and writing will be directed toward donor histories and collection strengths. In addition to guided individual projects, each student will create a brief narrative video highlighting works from the

collection. These collection "tours" will be posted on the Perlman Teaching Museum website. 3 credits; NE; Not offered 2016-17

ARTH 298 Seminar for Art History Majors An intensive study of the nature of art history as an intellectual discipline and of the approaches scholars have taken to various art historical problems. Attention as well to principles of current art historical research and writing. Recommended for juniors who have declared art history as a major. 6 credits; LA; Spring; R. Elfline

ARTH 307 Rome: The Art of Michelangelo and Caravaggio Early Modern Rome flourished as a center of art and architecture, reviving its position in classical antiquity. This course is organized around three major artists, Michelangelo, Caravaggio, and Bernini, and secondarily Annibale Carracci and Orazio and Artemisia Gentileschi in Rome, and such foreign artists as Rubens, Velazquez, and Poussin. Recurring themes will include the mechanisms of patronage, concepts of the naturalistic, artistic self-definition, church renewal, the urban landscape, and the interdependence of architecture and society. The major question throughout the term: What difference does it make that this art was produced in Rome? Prerequisite: Any art history course. 6 credits; LA, WR2, IS; Not offered 2016-17

ARTH 321 Arts of the Chinese Scholar's Studio During the sixteenth and seventeenth centuries in China, unprecedented economic development and urbanization expanded the number of educated elite who used their wealth to both display their status and distinguish themselves as cultural leaders. As a result, this period experienced a boom in estate and garden building, art collecting and luxury consumption. This course will examine a wide range of objects from painting and calligraphy to furniture and ceramics within the context of domestic architecture of the late Ming dynasty. It will also examine the role of taste and social class in determining the style of art and architecture. Prerequisite: One Art History course. 6 credits; LA, IS; Not offered 2016-17

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: 200 level Art History course or instructor permission. 6 credits; LA, WR2, IS; Not offered 2016-17

ARTH 333 Visual Culture and the Civil War How did images reflect and shape popular attitudes towards the events and issues of the American Civil War? This seminar will investigate various visual media, ranging from printed ephemera to fine art, seeking answers to this question. The course will analyze reportage and artworks portraying specific events, such as the Battle of Gettysburg and the assassination of President Lincoln, as well as examine pictorial treatments of subjects such as slavery and emancipation, secession and union, military camp life and the home front. Later thematic directions for the course will be influenced by individual student research projects. Prerequisite: 200 level Art History course or instructor permission. 6 credits; LA, WR2, IDS; Not offered 2016-17

ARTH 340 Theories of Postmodernism In this discussion-based seminar, students will look closely at a series of key texts that have come to epitomize the historical rupture between modernism and postmodernism in visual culture. As "postmodernism" refers neither to a cohesive movement, nor to a specific style, we will investigate the web of various theories and political positions that represent a fundamental re-thinking of modernism's aims. Specifically, we will consider the following themes as they relate to cultural practices from the 1960s to the present day: deconstruction, the death of authorship, post-feminism, simulation, post-colonialism and globalization. Prerequisite: Two Art History courses. 6 credits; LA; Not offered 2016-17

ARTH 341 Art and Democracy What does it mean to say that a work of art is “democratic?” For whom is art made? And who can lay claim to the title “artist?” These questions animate contemporary art production as artists grapple with the problems of broadening access to their works and making them more socially relevant. In this course we will consider the challenges involved in making art for a sometimes ill-defined “public.” Topics to be discussed include: activist performance art, feminism, public sculpture, the Culture Wars, queer visual culture, and the recent rise of social practice art. Prerequisite: Any two Art History courses, or instructor permission. 6 credits; LA, IDS; Fall; R. Elfline

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. 1-6 credit; S/NC; Fall, Winter, Spring

### Studio Art Courses (ARTS)

ARTS 110 Observational Drawing A beginning course for non-majors and for those who contemplate majoring in art. The aim of the course is to give the student an appreciation of art and of drawing. An understanding of aesthetic values and development of technical skills are achieved through a series of studio problems which naturally follow one another and deal with the analysis and use of line, shape, volume, space, and tone. A wide range of subjects are used, including still life, landscape and the human figure. 6 credits; ARP; Fall, Winter, Spring; F. Hagstrom, D. Bruggeman, D. Lefkowitz

ARTS 113 Field Drawing A beginning drawing course for students who are interested in developing their skills in drawing from nature. Much of the classwork will be done outdoors and deal directly with drawing from plant forms, geological sources, and the landscape as subjects. Emphasis will be placed on the development of the technical skills needed for visual note-taking and development of journals. Problems will deal with the analysis of space and objects through line, shape, volume, and tone. 6 credits; ARP; Spring; E. Jensen, D. Bruggeman

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. 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; Not offered 2016-17

ARTS 122 Introduction to Sculpture The ability to build structures that reflect or alter the environment is a basic defining characteristic of our species. In this class we explore creative construction in three dimensions using a variety of media, including plaster, wood, and steel. Using both natural and architectural objects for inspiration, we will examine and manipulate form, space, and expressive content to develop a deeper understanding of this core trait and reawaken our experience of the spaces we inhabit. 6 credits; ARP; Fall, Winter, Spring; S. Mohring

ARTS 140 The Digital Landscape Study nature aesthetics and examine your assumptions about the landscape photograph. Question the formal, moral and biological implications of your "framed view-point," as you move your lens across the prairies, woods and farmer's fields of Northfield. Reflect on the ways in which nature has been visually represented in the classroom, creating a three-way intersection between art, science and technology. In particular, what are the effects of two-dimensional representation on our estrangement from

nature itself? Demonstrations, readings, discussions and field trips will help the student create a final portfolio of digital prints and text. Student must provide their own digital camera. 6 credits; ARP; Fall, Spring; L. Rossi

**ARTS 141 Experimental Photography** In this course we will explore the rich history of photography's experimental development through the use of light and chemistry. Our focus will be on black and white darkroom experimentation and color scanning and digital printing. Demonstrations will cover a wide range of materials and techniques such as; the making of pin hole cameras, paper negatives, photograms, photomontages, and the use of toning, solarization and liquid emulsion on paper and glass. Students will create a portfolio and recipe book of their experimental investigations. 6 credits; ARP; Winter; L. Rossi

**ARTS 151 Metalsmithing** A basic course in metal design and fabrication of primarily jewelry forms and functional objects. Specific instruction will be given in developing the skills of forming, joining, and surface enrichment to achieve complex metal pieces. Students will learn to render two-dimensional drawings while exploring three-dimensional design concepts. The course examines how jewelry forms relate to the human body. Found materials will be used in addition to traditional metals including copper, brass, and silver. 6 credits; ARP; Fall; D. Saathoff

**ARTS 178 Sustainable Approach: Papermaking and Pulp as a Material of Choice** This class introduces students to the fundamentals of handmade paper with special emphasis placed on sustainability, harvesting as content, and its potential uses for the two dimensional surface and three dimensional form. Cellulose fiber preparation (both environmentally harvested and culturally harvested), colorants, additives, sheet formation, drying techniques, large scale sheet formations, spraying, stencils, pulp painting, embossing, and casting, mixing with clay and spraying over armatures will additionally be covered. 6 credits; ARP; Winter; R. Hutchinson

**ARTS 185 Critical Studies in Public Space with N55** In this course, students will work in collaboration with Danish art and design collective N55, who have been invited to campus as part of the Lucas Lectureship in the Arts. N55's practice embraces a critical investigation of how public spaces function in our contemporary era. Who has access to public space? Who has the right to build, and where? What is an environmentally ethical way to occupy the land? This winter, students will work alongside N55 to develop a speculative proposal for some aspect of the Carleton campus and will fabricate models or prototype structures to support this innovative scheme. 3 credits; ARP; Not offered 2016-17

**ARTS 210 Life Drawing** Understanding the basic techniques of drawing the human form is fundamental to an art education and is the emphasis of this class. Humans have been engaged in the act of self-representation since the beginning of time. The relationship artists have had with drawing the human body is complex and has been the subject of religious, philosophical and personal investigation for centuries. Concentrating on representational drawing techniques we will explore a variety of media and materials. Supplemented by lectures, readings and critiques, students will develop an understanding of both contemporary and historical approaches to drawing the human figure. Prerequisite: Studio Art 110 or 113. 6 credits; ARP; Fall; D. Bruggeman

**ARTS 212 Studio Art Seminar in the South Pacific: Mixed-Media Drawing** This course involves directed drawing in bound sketchbooks, using a variety of drawing media, and requires on-going, self-directed drawing in visual journals. Subjects will include landscape, figure, portraits, and nature study. The course will require some hiking in rugged areas. Prerequisite: Studio Art 110 or 113. 6 credits; ARP; Winter; F. Hagstrom

**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: Studio Art 110 or 113. 6 credits; ARP; Not offered 2016-17

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: Studio Art 213. 6 credits; ARP; Not offered 2016-17

ARTS 230 Ceramics: Throwing This course is an introduction to wheel throwing as a primary method to construct both functional and non-functional ceramic forms. An understanding of aesthetic values and technical skills are achieved through studio practice, readings, and demonstrations. Basic glaze and clay calculations, kiln firing techniques, and some handbuilding methods will be covered. Prerequisite: Studio Art 110, 113 or 122. 6 credits; ARP; Fall; M. Helke

ARTS 232 Ceramics: Handbuilding This course is an introduction to handbuilding as a primary method to construct both functional and non-functional ceramic forms with a focus on experimentation. An understanding of aesthetic values and technical skills are achieved through studio practice, readings, and demonstrations. Basic glaze and clay calculations, kiln firing techniques, and basic throwing methods will be covered. Prerequisite: Studio Art 110, 113 or 122. 6 credits; ARP; Not offered 2016-17

ARTS 234 The Figure in Clay This course is an introduction to the figurative and narrative potential of clay as a sculptural medium. Through hands-on demonstrations, lectures, readings, and assignments students will develop an understanding of both contemporary and historical approaches to forming the human figure in clay. The relationship artists have with the human body is complex and has been the subject of religious, philosophical and personal investigation for centuries. This course will analyze this relationship while developing technical skills in construction and firing techniques specific to ceramics. Prerequisite: Studio Art 110, 113 or 122. 6 credits; ARP; Winter; K. Connole

ARTS 238 Photography I This course introduces the student to the operation of the 35mm camera, film processing and black and white printing techniques. Through lectures, demonstrations, readings, field trips and critiques we rigorously view and question the nature of photography. Assignments will cover a range of photographic genres. A personal investigation of these photographic experiences will result in a final portfolio of finished prints and accompanying field guide. Manual film cameras provided, check with instructor. Prerequisite: Studio Art 110 or 113. 6 credits; ARP; Fall; L. Rossi

ARTS 240 Introduction to Film and Digital Photography Learn the fine art of both black and white and color photography through the use of light sensitive silver and pigmented ink. Like the alchemist we will separate and join together the materials, concepts and technology of the past with today's digital image. As we transition between chemicals in the darkroom and Photoshop in the digital lab we will explore the creative and cultural nature of photography. Studio production will be promoted through field trips, readings and critiques. Students will need their own digital camera, however film cameras will be provided. Prerequisite: Studio Art 110 or 113. 6 credits; ARP; Not offered 2016-17

ARTS 252 Metalsmithing: Casting and Color This course focuses on casting, enameling, and stone setting as methods of creating jewelry and small sculptural objects in copper and silver. Specific instruction will be given in developing the skills of forming, joining, and surface enrichment to achieve complex metal pieces. Previous experience with metalsmithing is not required but may be helpful. Prerequisite: Studio Art 110, 113, or 122. 6 credits; ARP; Spring; D. Saathoff

ARTS 260 Painting The course serves as an introduction to the language of painting. Students develop a facility with the physical tools of painting--brushes, paint and surfaces--as they gain a fluency with the basic formal elements of the discipline--color, form, value, composition and space. Students are also challenged to consider the choices they make in determining the content and ideas expressed in the work, and how to most effectively convey them. Prerequisite: Studio Art 110 or 113. 6 credits; ARP; Winter, Spring; D. Lefkowitz

ARTS 262 English Theater and Literature in London: Visualizing the Renaissance What did the English Renaissance look like? Through on-site observational drawing, watercolor and gouache painting, and/or digital photography, students will investigate the paintings, ceramics, woodwork, metalwork, textiles, fashion, heraldry, architecture, and landscape gardening of early modern England. The critical observation and artistic rendering of these objects and spaces will afford students a window into the culture of the English Renaissance as they acquaint themselves with the visual vocabulary of the past. 3 credits; ARP, IS; Not offered 2016-17

ARTS 274 Printmaking Intaglio and relief printmaking using the facilities of host universities. Students will receive instruction in all of the processes of intaglio and relief printmaking. Students will explore the possibilities of this form of printmaking in conjunction with their work in a drawing class. Prerequisite: Studio Art 110 or 113. 6 credits; ARP; Winter, Spring; F. Hagstrom

ARTS 274 Studio Art Seminar in the South Pacific: Printmaking Intaglio and relief printmaking using the facilities of host universities. Students will receive instruction in all of the processes of intaglio and relief printmaking. Students will explore the possibilities of this form of printmaking in conjunction with their work in a drawing class. Prerequisite: Studio Art 110 or 113 and acceptance in OCS Program. 6 credits; ARP; Winter; F. Hagstrom

ARTS 275 Studio Art Seminar in the South Pacific: The Physical and Cultural Environment This course examines how Australia and New Zealand have changed since colonization. Students study the physical and environmental beginnings of these countries and learn about the history of their indigenous people, noting how the physical landscape has been changed through agriculture, mining, and the importation of non-native species. This course will include readings, meetings with visiting artists and lecturers, and visits to cultural centers. Prerequisite: Studio Art 110 or 113. 6 credits; S/CR/NC; SI, IS; Winter; F. Hagstrom

ARTS 278 Paper Arts: Binding and Two-Dimensional Applications This class introduces students to the fundamentals of handmade paper with special emphasis placed on its use as a substrate for printing, drawing, painting, and other media. Colorants, additives, fiber preparation and finishing techniques will be examined as will various sheet formation techniques including the use of stencils and pulp painting. The second half of the course will introduce students to a variety of binding techniques. Sewn single- and multi-signature bindings will be presented as will various adhesive bindings, decorative spine book structures, traditional Japanese bindings, hard cover formats, historical designs and non-traditional embellishment techniques. Prerequisite: Studio Art 110 or 113. 6 credits; ARP; Not offered 2016-17

ARTS 280 Bookbinding This class will introduce the fundamentals of hand bookbinding with special emphasis on making journals and albums. We will learn several different binding methods using historical and non-traditional techniques and a variety of different materials, tools and adhesives. In addition we will cover basic box making. Boxes, like books, serve many purposes, one being to house and protect valuable and fragile objects. We will make slipcases and clamshell boxes to protect books and prints. Prerequisite: Studio Art 110 or 113. 6 credits; ARP; Not offered 2016-17

ARTS 298 Junior Studio Art Practicum Required for the studio major, and strongly recommended for the junior year, this seminar is for student artists considering lives as producers of visual culture. At the core of the course are activities that help build students' identities as practicing artists. These include the selection and installation of artwork for the Junior Show, a presentation about their own artistic development, and studio projects in media

determined by each student that serve as a bridge between media-specific studio art courses and the independent creative work they will undertake as Seniors in Comps. The course will also include reading and discussion about what it means to be an artist today, encounters with visiting artists and trips to exhibition venues in the Twin Cities. 3 credits; S/CR/NC; NE; Spring; K. Connole

ARTS 322 Sculpture 2: Form and Context In this seminar we will expand on our exploration of sculpture--further developing the studio based investigation of Arts 122 while adding interior and exterior site specific installation, robotics, and digital media, to the range of possibilities. Prerequisite: Studio Art 122 or Instructor Permission. 6 credits; ARP; Spring; S. Mohring

ARTS 327 Woodworking: The Table This class explores the wondrous joys and enlightening frustrations of an intensive material focus in wood. From the perspective of both functional and non-functional design, we will examine wood's physical, visual, philosophical, and expressive properties. Several short projects will culminate in an examination of the table as a conceptual construct, and six week design/build challenge. Prerequisite: Studio Art 122, 222 or instructor permission. 6 credits; ARP; Not offered 2016-17

ARTS 330 Advanced Ceramics This course is a continuation of either or both beginning courses, focusing on sophisticated handbuilding and throwing techniques and advanced problem solving in ceramics. Development of a personal voice is encouraged through open-ended assignments deepening exploration into the expressive nature of clay. Glaze calculations, kiln firing theory, and alternative firing techniques will broaden approaches to surface design. Prerequisite: Studio Art 230 or 232. 6 credits; ARP; Spring; J. Shibata

ARTS 339 Advanced Photo: Digital Imaging This course will explore the technical, aesthetic and critical issues of digital media. The student will work with digital cameras, scanners, printers and the Photoshop program. Through specific assignments, field trips and personal experimentation students will broaden their understanding of this new media. Students will need their own digital camera. Prerequisite: Studio Art 110 or 113 and 141, 238, or 240 or Instructor Permission. 6 credits; ARP; Winter; L. Rossi

ARTS 340 Advanced Film and Digital Photography In advanced photography we will study the work of a broad range of contemporary photographers, who utilize both medium and large format cameras and studio and natural lighting, to create important and compelling works of art. We will build upon the skills and concepts you learned in Introduction to Film and Digital Photography through the use of new photographic tools and ideas. Increasing our Photoshop skills we will learn to both edit and sequence images, to create a photographic book and portfolio. Students will need their own digital camera. Prerequisite: Studio Art 110 or 113 and 238 or 240. Not offered 2016-17

ARTS 360 Advanced Painting and Drawing This course is designed for students who want to explore these 2-D media in greater depth. Students may choose to work exclusively in painting or drawing, or may combine media if they like. Some projects in the course emphasize strengthening students' facility in traditional uses of each medium, while others are designed to encourage students to challenge assumptions about what a painting or drawing can be. Two major assignments make up the core of the course--one focuses on art making as an evolving process and the other on a critical engagement with systems of visual representation. Prerequisite: Studio Art 110 and 260 (for students focusing on painting) or two prior drawing or printmaking courses from Studio Art 110, 113, 210, 212, and 274 (for students focusing on drawing). 6 credits; ARP; Fall; D. Lefkowitz

ARTS 374 Advanced Printmaking and Book Arts This course is a continuation from the introductory level print courses, offering instruction in any of the print media--intaglio, relief, silk-screen, lithography and letterpress. In addition, several binding techniques are taught, and some of the assignments can be fulfilled by book-based projects. 6 credits; ARP; Not offered 2016-17

ARTS 398 Senior Studio Art Practicum Required for the studio major in the senior year, this seminar is designed to prepare emerging artists for continued studio practice. This class engages students in the process of presentation of artwork in a professional setting (the senior art exhibition) and in various other capacities. Students engage with visiting artists, readings, and exhibitions as they begin to develop their own independent paths towards studio work outside of the academic setting. 3 credits; S/CR/NC; NE; Spring; K. Connoles

ARTS 400 Integrative Exercise 6 credits; S/NC; Fall, Winter, Spring

## Asian Languages and Literatures

The department of Asian Languages and Literatures offers introductory, intermediate, and advanced courses in Chinese and Japanese language, plus a variety of courses in traditional and modern Chinese and Japanese literature and culture in English translation and some linguistics courses related to Asian Languages. Accommodation can be made for students who can speak, but cannot read or write the languages. At the intermediate level, students are encouraged to participate in one of several approved academic programs in China or Japan. A major in Chinese or Japanese is available by petition.

**Certificate of Advanced Study in Foreign Language and Literature or Area Studies:** In order to receive the Certificate of Advanced Study in Asian Languages students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses beyond 204, excluding Chinese/Japanese 310, choosing either Japanese or Chinese as the target language. At least four of the six courses must be taught in the target language; at least one must be a course in literature or linguistics related to the target language and conducted in English, and the remaining course may be chosen from either category. Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy course requirements.

**Language Houses:** Students have the opportunity to immerse themselves in the language by living in the Parish International House. The Language Associate is a native speaker, and students organize and participate in numerous cultural activities in the house.

### Asian Language Courses (ASLN)

ASLN 111 Writing Systems The structure and function of writing systems, with emphasis on a comparison of East Asian writing systems (Chinese, Japanese, Korean) to Western alphabetic systems. Topics covered include classification of writing systems, historical development, diffusion and borrowing of writing systems, and comparison with non-writing symbol systems. 6 credits; SI; Winter; M. Hansell

ASLN 260 Historical Linguistics Concepts and techniques of historical linguistics, especially methods used in the discovery of family relationships between languages and the reconstruction of ancestral forms. Other topics include grammatical, semantic, and lexical change, processes of sound change, language contact, and the use of linguistic evidence in cultural reconstruction. In addition to the more familiar Indo-European languages, data will come from Western Pacific and Australian languages, and especially East Asian languages. Prerequisite: Previous experience in linguistics or instructor's permission. 6 credits; SI; Not offered 2016-17

### Chinese Courses (CHIN)

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, M. Hansell

CHIN 102 Elementary Chinese Continuation of Chinese 101. Prerequisite: Chinese 101 or equivalent. 6 credits; NE; Winter; S. Guo, M. Hansell

CHIN 103 Elementary Chinese Continuation of Chinese 101, 102. Prerequisite: Chinese 102 or equivalent. 6 credits; NE; Spring; S. Guo, F. Merritt

CHIN 204 Intermediate Chinese Expansion of vocabulary and learning of complex sentence forms, with equal emphasis on the development of the four skills: reading, writing, speaking, and listening comprehension. Prerequisite: Chinese 103 or equivalent. 6 credits; NE; Fall; F. Merritt

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

CHIN 206 Chinese in Cultural Context This course advances students' proficiency in oral and written Chinese, at the same time integrating elements of traditional Chinese civilization and modern Chinese society. Emphasis is on cultural understanding and appropriate language use. Prerequisite: Chinese 205 or equivalent. 6 credits; Spring; F. Merritt

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; Not offered 2016-17

CHIN 248 The Structure of Chinese This course uses linguistic methodology to examine the structure of Modern Standard Chinese. Its purpose is to give students a greater insight into the systems and logic at the heart of the Chinese language, both to help them better appreciate the beauty and elegance of language structure, and to help them more effectively learn the language. Topics covered will include the sound system, word formation, syntax, and semantics. No prior experience with linguistics is necessary, but students should have studied at least a year of Chinese or its equivalent. Readings and discussion will be in English. Prerequisite: Chinese 103 or equivalent. 6 credits; SI; Not offered 2016-17

CHIN 250 Chinese Popular Culture This course (taught in English) provides an overview of Chinese popular culture from 1949 to the contemporary era, including popular literature, film, posters, music, and blog entries. The course examines both old and new forms of popular culture in relation to social change, cultural spaces, new media technologies, the state, individual expressions, and gender politics. Throughout this course, special attention is paid to the alliance between popular literature and the booming entertainment industry, the making of celebrity culture, and the role digital media plays in shaping China's cultural landscape. The course requires no prior knowledge of Chinese language, literature, or culture. 6 credits; LA, IS; Spring; S. Guo

CHIN 280 Chinese Literacy This course is aimed at fluent Mandarin speakers who have not learned to read and write. Students will intensively study the same characters as taught in Chinese 101, 102, 103, and 204. Successful completion will allow students to register for Chinese 205 in the winter term. Prerequisite: Near-native fluency in oral Mandarin. 6 credits; NE; Fall; M. Hansell

CHIN 310 Chinese Maintenance This course gives students at the 300 level a chance to continue to practice their reading, speaking, and listening skills when a 300-level course is not available. Class will meet once a week to discuss readings, and students will have conversation practice opportunities with tutors. Does not count toward major or certificate. Prerequisite: Chinese 206 or equivalent. 2 credits; S/CR/NC; NE; Winter; M. Hansell

CHIN 347 Advanced Chinese: Reading the News This course uses internet readings of various Chinese language news sources to learn about multiple Chinese perspectives on current events, and to become conversant in the prose style that is a model for formal written Chinese. Emphasis is on vocabulary expansion, text comprehension strategies, and differences between colloquial and written usage. Active use of the language (including oral discussion and regular written compositions) will be stressed. Students will learn to become savvy, independent consumers of Chinese-language news media. Prerequisite: Chinese 206 or equivalent. 6 credits; NE; Spring; M. Hansell

CHIN 348 Advanced Chinese: The Mass Media This course introduces to students major milestones in the development of Chinese cinema since 1980, with additional materials including popular television shows and online materials. Emphasis will be on culturally appropriate language use, and on discussion of the social issues that are implicitly and explicitly addressed on the Chinese-language media. The course aims to increase students' fluency in all four aspects of Chinese language learning (listening, speaking, reading, writing) and to deepen students' understanding of China as a transitional society. Prerequisite: CHIN 206 or equivalent. 6 credits; NE; Not offered 2016-17

CHIN 349 Advanced Chinese: Social Commentary This course will focus on increasing students' ability to read, write, and speak about contemporary social issues through readings, essay writing, oral presentations, and class discussion. Readings will be from leading twentieth century Chinese reformers and social critics. 6 credits; HI; Not offered 2016-17

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; Not offered 2016-17

CHIN 360 Classical Chinese This course introduces to students the essentials of classical Chinese through a close reading of authentic materials. A wide range of genres, including prose, poems, idioms, and short stories, will be introduced to enrich students' understanding of various writing conventions and styles. The historical, cultural, and literary forces that shape these cultural works also will be examined. Prerequisite: Chinese 206 or equivalent. 6 credits; LA; Fall; S. Guo

CHIN 363 Conversation and Composition: The Liberal Arts in Chinese Carleton students receive a broad education, their ability to express themselves in Chinese should be equally broad. This course will provide instruction and practice in speaking, reading, and writing about fundamental concepts from natural sciences, social sciences, humanities, and the arts. Students will learn to read and discuss the kind of non-specialist works that any well-educated speaker can comprehend, and will also receive a foundation that can lead to more specialized work. Specific topics to be covered will depend on the interests of students in the class. Prerequisite: Chinese 206 or equivalent. 6 credits; NE; Not offered 2016-17

### Japanese Courses (JAPN)

JAPN 101 Elementary Japanese Introduction to the Japanese sentence structure and writing system, together with the development of basic aural/oral skills, with attention to cultural context. 6 credits; NE; Fall; M. Kaga

JAPN 102 Elementary Japanese Continuation of Japanese 101. Prerequisite: Japanese 101 or equivalent. 6 credits; NE; Winter; N. Tomonari, M. Kaga

JAPN 103 Elementary Japanese Continuation of Japanese 102. Prerequisite: Japanese 102 or equivalent. 6 credits; NE; Spring; K. Ryor, N. Tomonari

JAPN 105 Art History in Kyoto Program: Introduction to Japanese Language and Culture Through Language Study Students with no prior Japanese language study can enroll in this course, which is designed to introduce basic pattern and vocabulary with a special emphasis on topics related to everyday life in Japan and interactions with people. Students will also learn both forms of the Japanese phonetic script, hiragana and katakana. Prerequisite: OCS ARTH program. 6 credits; NE; Spring; K. Ryor

JAPN 204 Intermediate Japanese Emphasis is on the development of reading skills, especially the mastery of kanji, with some work on spoken Japanese through the use of audiovisual materials. Prerequisite: Japanese 103 or equivalent. 6 credits; NE; Fall; M. Habuka

JAPN 205 Intermediate Japanese Continuation of Japanese 204. Completion of this course with a C- or better fulfills language requirement. Prerequisite: Japanese 204 or equivalent. 6 credits; NE; Winter; M. Habuka

JAPN 206 Japanese in Cultural Context This course advances students' proficiency in the four skills, of speaking, listening, reading and writing in Japanese. The course also integrates elements of traditional Japanese civilization and modern Japanese society, emphasizing cultural understanding and situationally appropriate language use. Prerequisite: Japanese 205 or equivalent. 6 credits; NE; Spring; K. Ryor, M. Kaga

JAPN 231 Japanese Cinema in Translation This course examines the extraordinary achievement of Japanese cinema, from the classic films of Mizoguchi, Ozu, and Kurosawa to the pop cinema of Kitano and the phenomenon of anime. The films will be studied for their aesthetic, cultural, and auteur contexts. Particular attention will be paid to the relationship of the film 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; Not offered 2016-17

JAPN 243 The Other in Modern Japanese Literature and Society in Translation This course is a study of major works of fiction, non-fiction, and cinema from 1906 to the present. We will trace the representations of minority characters in Japanese literature and cinema and also explore the rich diversity of minority voices in the field. Authors include Shimazaki Toson, Sumii Sue, Yu Miri, and the film directors include Sai Yoichi and Hashiguchi Ryosuke. The texts are all in English and films are shown with English subtitles. 6 credits; LA; Not offered 2016-17

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; Not offered 2016-17

JAPN 245 Modern Japanese Literature and Manga in Translation This course is a study of major works of modern fiction in Japan and their recent adaptations in manga. We will pay particular attention to cultural, aesthetic, and ideological aspects of Japanese literature in the twentieth century and to the relationship between the text, the author, and the society. We will also read their adaptations in manga. Manga has become the most popular literary medium during the last century and we will consider the relationship between modern Japanese literature and manga. This class requires no prior knowledge of Japanese language, literature, manga, or culture. 6 credits; LA, IS; Fall; N. Tomonari

JAPN 254 World of Japanese Manga in Translation This course will examine manga (Japanese comic books that first appeared in post-World War II Japan). Manga are avidly read in Japan as a main component of Japanese popular culture. They have a huge influence on other media such as films and anime. The genre has greatly expanded its readership outside of Japan during the last decade. We will read a variety of manga aimed at different gender and age groups, in English translation. The texts will be interpreted as a means of understanding

the world-views of the Japanese, and how Japanese society has evolved in recent decades. 6 credits; LA, IS; Not offered 2016-17

JAPN 310 Japanese Maintenance This course gives students at the 300 level an opportunity to continue to practice their reading, speaking, writing and listening skills when a 300-level course is not available. Class will meet once a week to discuss readings or discuss topics students are interested in. Students will have conversation practice opportunities with tutors. Does not count toward major or certificate. Prerequisite: Japanese 206 or equivalent. 2 credits; NE; Not offered 2016-17

JAPN 343 Advanced Japanese Through Fiction and Film In this course we will subtitle in English language a recent Japanese film and also read the novel on which the film is based. The aims of this course are to understand Japanese spoken at a natural speed, to improve the reading skills of Japanese texts, and to comprehend some aspects of contemporary Japan. The students are expected to participate actively in the discussion of film/novel and of subtitles. Prerequisite: Japanese 206 or the equivalent. 6 credits; LA, IS; Not offered 2016-17; N. Tomonari

JAPN 345 Advanced Reading in Modern Japanese Literature: The Short Story Introduction to modern Japanese short fiction in the original, with exposure to a variety of styles. Some practice in critical analysis and literary translation. Prerequisite: Japanese 206 or the equivalent. 6 credits; LA; Not offered 2016-17

JAPN 349 Advanced Readings in Contemporary Japanese Prose Reading and discussion of advanced Japanese materials. Exercise in speaking the language and in writing compositions. Prerequisite: JAPN 206 or equivalent. 6 credits; Not offered 2016-17

JAPN 351 Advanced Japanese through Documentary Film In this course we will subtitle in English a Japanese documentary film and also read the script and/or other related materials. The course aims to improve understanding of spoken Japanese at a natural pace, to improve the skill in reading of Japanese texts, and to comprehend some aspects of contemporary Japan. Students are expected to participate actively in the discussion of the film and the subtitles. Prerequisite: Japanese 206 or equivalent. 6 credits; NE; Winter; N. Tomonari

JAPN 352 Advanced Japanese through Manga and Contemporary Materials Reading and discussion of advanced Japanese materials that include classical and recent manga. The materials are to be determined by both the instructor and the students. Prerequisite: Japanese 206 or equivalent. 6 credits; LA; Not offered 2016-17

JAPN 353 Thinking about Environmental Issues in Japanese This course explores various environmental issues, pollution, recycle, etc., in Japanese using newspaper clips, internet, and other authentic written texts. We will examine what kind of environmental issues Japan faces and how the government and communities are dealing with them. Then students are expected to explore how their communities are dealing with environmental issues. The purpose of the course is to encourage students to think about issues, contents, in Japanese rather than study purely language, grammar and vocabularies. Students are expected to write a short research paper in Japanese and do class presentation at the end. Prerequisite: Japanese 206 or equivalent. 6 credits; NE; Not offered 2016-17

JAPN 354 Japanese Food Culture This course explores Japanese food culture: its history, variety of ingredients, influence from other cultures, and other topics. We will examine what has created "washoku=Japanese cuisine," what "bento" means to Japanese people, and different ideas about food among cultures, etc. Students are expected to take the initiative in exploring Japanese food culture, find what interests them, and share their findings in class. The purpose of the course is to encourage students to think about Japanese food culture in Japanese, rather than to purely study language, grammar and vocabulary. Students are expected to research for their compositions and class presentations, and experiment with the Japanese food experience. Prerequisite: Japanese 206 or equivalent. 6 credits; NE, IS; Spring; M. Kaga

## Asian Studies

Founded in 1964, the program in Asian Studies is administered by a committee of faculty drawn from multiple departments. It involves a wide variety of courses and activities aimed at enhancing appreciation and understanding of the art, life, and thought of the cultures of Asia, past and present. We concentrate on three regions: East Asia (China, Japan, Korea, Vietnam), South Asia (Afghanistan, Bangladesh, Bhutan, India, Myanmar, Nepal, Pakistan, Sri Lanka, and Tibet), and Central Asia (Afghanistan, Bhutan, Iran, the Islamic former Soviet republics, Manchuria, inner and outer Mongolia, Tibet, Xinjiang). The program consists of courses on Asia in nine departments, extracurricular events on campus, and off-campus studies. An interdisciplinary, regionally-focused major in Asian Studies is offered, which is especially suitable for students with an overriding interest in one or more regions of Asia whose academic needs cannot be met by majoring in a single discipline. Students who do major in single discipline departments are strongly encouraged to concentrate in East Asian Studies or South Asian Studies, although in exceptional cases a double major with Asian Studies can be approved.

### Requirements for a Major

A total of 66 credits:

**I. 18 credits in a disciplinary-based department:** Art History, Asian Languages, History, Political Science/International Relations, Religion, and Sociology and Anthropology which must include:

- at least 12 credits in courses related to Asia
- 6 credits in an appropriate methodology course:
  - ARTH 298 Seminar for Art History Majors
  - CAMS 330 Cinema Studies Seminar
  - HIST 298 Junior-year History Colloquium
  - LCST 245 The Critical Toolbox: Who's Afraid of Theory?
  - POSC 230 Methods of Political Research
  - RELG 300 Theories and Methods in the Study of Religion
  - SOAN 330 Sociological Thought and Theory
  - SOAN 331 Anthropological Thought and Theory

**II. 42 additional credits in Asia-related courses** (including appropriate off-campus credits, excluding ASST 400 and language-department courses below 228 or their equivalents); these must include:

- at least 6 credits in each of three distribution areas: Literary/Artistic Analysis, Humanistic Inquiry, and Social Inquiry
- a maximum of 18 credits at the 100 level
- a minimum of 24 credits at the 200 level or above

**III. 6 credits of Senior Integrative Exercise (ASST 400)**, normally taken during winter term of the senior year.

The Senior Integrative Exercise, normally is a research paper of 30 pages or more that delves into some aspect of the student's focal region. The project normally is developed by the student during the fall term, and proposed to, and approved by the Asian Studies Committee, which assigns two faculty members as readers and advisers for the project. The first draft of the exercise is due by the end of the ninth week of

winter term, and a final draft by the end of the fourth week of spring term. The student defends the project before the two readers, and presents the research publicly to interested members of the community.

**IV. A regional focus:** East Asia (China, Japan, Korea, Vietnam), South Asia (Afghanistan, Bangladesh, Bhutan, India, Myanmar, Nepal, Pakistan, Sri Lanka, Tibet), or Central Asia (Afghanistan, Bhutan, Iran, the Islamic former Soviet republics, Manchuria, inner and outer Mongolia, Tibet, Xinjiang) involving:

- at least 48 credits (exclusive of the Senior Integrative Exercise) related to one's focal region
- at least 6 credits related to an Asian region different from one's focal region.

Courses by regional focus, subdivided by distribution area:

*EAST ASIA:*

- ARTH 164 Buddhist Art (not offered in 2016-17)
- ARTH 165 Japanese Art and Culture (not offered in 2016-17)
- ARTH 166 Chinese Art and Culture
- ARTH 209 Chinese Painting
- ARTH 220 The Origins of Manga: Japanese Prints (not offered in 2016-17)
- ARTH 267 Gardens in China and Japan (not offered in 2016-17)
- ARTH 268 Art History in Kyoto Program: History of Gardens and Landscape Architecture in Japan
- ARTH 269 Art History in Kyoto Program: Projects in Japanese Garden Design and History
- ARTH 321 Arts of the Chinese Scholar's Studio (not offered in 2016-17)
- ASLN 111 Writing Systems
- ASLN 260 Historical Linguistics (not offered in 2016-17)
- ASST 284 Japanese Linguistics in Kyoto Seminar: History and Culture of Japan (not offered in 2016-17)
- CHIN 206 Chinese in Cultural Context
- CHIN 240 Chinese Cinema in Translation (not offered in 2016-17)
- CHIN 248 The Structure of Chinese (not offered in 2016-17)
- CHIN 250 Chinese Popular Culture
- CHIN 347 Advanced Chinese: Reading the News
- CHIN 348 Advanced Chinese: The Mass Media (not offered in 2016-17)
- CHIN 349 Advanced Chinese: Social Commentary (not offered in 2016-17)
- CHIN 355 Contemporary Chinese Short Stories (not offered in 2016-17)
- CHIN 360 Classical Chinese
- CHIN 363 Conversation and Composition: The Liberal Arts in Chinese (not offered in 2016-17)
- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- HIST 151 History of Modern Japan
- HIST 153 History of Modern China (not offered in 2016-17)
- HIST 156 History of Modern Korea (not offered in 2016-17)
- HIST 200 History Workshop: The Chinese Cultural Revolution, 1966-76 (not offered in 2016-17)
- HIST 254 Colonialism in East Asia (not offered in 2016-17)
- HIST 255 Rumors, Gossip, and News in East Asia
- HIST 256 History of Urban China (not offered in 2016-17)
- JAPN 204 Intermediate Japanese
- JAPN 205 Intermediate Japanese
- JAPN 206 Japanese in Cultural Context
- JAPN 231 Japanese Cinema in Translation (not offered in 2016-17)
- JAPN 244 The World of Anime in Translation (not offered in 2016-17)

- JAPN 254 World of Japanese Manga in Translation (not offered in 2016-17)
- JAPN 343 Advanced Japanese Through Fiction and Film (not offered in 2016-17)
- JAPN 345 Advanced Reading in Modern Japanese Literature: The Short Story (not offered in 2016-17)
- JAPN 349 Advanced Readings in Contemporary Japanese Prose (not offered in 2016-17)
- JAPN 351 Advanced Japanese through Documentary Film
- JAPN 353 Thinking about Environmental Issues in Japanese (not offered in 2016-17)
- MUSC 182 Chinese Musical Instruments
- MUSC 182J Chinese Musical Instruments (Juried)
- MUSC 282 Chinese Musical Instruments
- MUSC 282J Chinese Musical Instruments (Juried)
- POSC 170 International Relations and World Politics
- POSC 232 Chinese Foreign Policy (not offered in 2016-17)
- POSC 237 Southeast Asian Politics
- POSC 241 Ethnic Conflict (not offered in 2016-17)
- POSC 264 Politics of Contemporary China (not offered in 2016-17)
- RELG 151 Religions in Chinese Culture (not offered in 2016-17)
- RELG 152 Religions in Japanese Culture (not offered in 2016-17)
- RELG 153 Introduction to Buddhism
- RELG 250 Buddhism and Ecology (not offered in 2016-17)
- RELG 254 Zen Buddhism (not offered in 2016-17)
- RELG 255 Social Engagement in Asian Religions (not offered in 2016-17)
- RELG 258 Issues in Japanese Religions and Ecology (not offered in 2016-17)
- RELG 280 The Politics of Sex in Asian Religion (not offered in 2016-17)
- RELG 350 Emptiness (not offered in 2016-17)
- SOAN 119 Chinese Society in Transition: Up Close and Personal (not offered in 2016-17)

#### *SOUTH ASIA:*

- ARTH 164 Buddhist Art (not offered in 2016-17)
- ASST 260 Resistance Struggles & People's Movements in India (not offered in 2016-17)
- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- ENGL 245 Bollywood Nation (not offered in 2016-17)
- ENGL 250 Modern Indian Fiction (not offered in 2016-17)
- ENGL 251 Contemporary Indian Fiction (not offered in 2016-17)
- ENGL 252 Caribbean Fiction (not offered in 2016-17)
- ENGL 335 England in India/India in England (not offered in 2016-17)
- HIST 161 History of Modern India, c. 1700-1947
- HIST 162 Politics and Public Culture in Modern South Asia (not offered in 2016-17)
- HIST 167 Nuclear Nations: India & Pakistan as Rival Siblings (not offered in 2016-17)
- HIST 259 Women in South Asia: Histories, Narratives, and Representations
- HIST 266 History of Islam in South Asia (not offered in 2016-17)
- HIST 268 India Program: History, Globalization, and Politics in Modern India
- HIST 270 Nuclear Nations: India and Pakistan as Rival Siblings
- MUSC 180 Raga: Vocal or Instrumental Study of Hindustani Music
- MUSC 180J Raga: Vocal or Instrumental Study of Hindustani Music
- MUSC 181 Sitar
- MUSC 181J Sitar (Juried)
- MUSC 248 Music of India (not offered in 2016-17)
- MUSC 280 Raga: Vocal or Instrumental Study of Hindustani Music

- MUSC 280J Raga:Voc/Instr Study Hindustani (Juried)
- MUSC 281 Sitar
- MUSC 281J Sitar (Juried)
- POSC 170 International Relations and World Politics
- POSC 237 Southeast Asian Politics
- POSC 241 Ethnic Conflict (not offered in 2016-17)
- POSC 378 Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia (not offered in 2016-17)
- POSC 379 Political Econ & Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2016-17)
- RELG 122 Introduction to Islam
- RELG 150 Religions of South Asia
- RELG 153 Introduction to Buddhism
- RELG 237 Yoga: Religion, History, Practice
- RELG 238 The Sacred Body (not offered in 2016-17)
- RELG 245 Buddha (not offered in 2016-17)
- RELG 255 Social Engagement in Asian Religions (not offered in 2016-17)
- RELG 256 Modern Hinduism: Encounters with the West (not offered in 2016-17)
- RELG 260 Tantra: Secrecy, Sex, and the Sublime (not offered in 2016-17)
- RELG 261 Hearing Islam (not offered in 2016-17)
- RELG 263 Sufism (not offered in 2016-17)
- RELG 265 Religion and Violence: Hindus, Muslims, Jews
- RELG 266 Religion and the Senses (not offered in 2016-17)
- RELG 267 The Bhagavad Gita (not offered in 2016-17)
- RELG 280 The Politics of Sex in Asian Religion (not offered in 2016-17)
- RELG 281 Performing Tradition: Art, Religion, and Globalization (not offered in 2016-17)
- RELG 289 Global Religions in Minnesota (not offered in 2016-17)
- RELG 350 Emptiness (not offered in 2016-17)
- RELG 362 Spirit Possession
- SOAN 157 Culture and Politics in India (not offered in 2016-17)
- SOAN 257 Culture and Politics in India (not offered in 2016-17)
- WGST 241 India Program: Gender & Sexuality in India
- WGST 310 Asian Mystiques Demystified

#### CENTRAL ASIA:

- CHIN 248 The Structure of Chinese (not offered in 2016-17)
- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- HIST 254 Colonialism in East Asia (not offered in 2016-17)
- HIST 265 Central Asia in the Modern Age (not offered in 2016-17)
- HIST 267 Muslims and Modernity (not offered in 2016-17)
- HIST 360 Muslims and Modernity (not offered in 2016-17)
- RELG 122 Introduction to Islam
- RELG 153 Introduction to Buddhism
- RELG 255 Social Engagement in Asian Religions (not offered in 2016-17)
- RELG 263 Sufism (not offered in 2016-17)

#### **V. One year of study of an appropriate Asian language, or its equivalent**

For languages offered at Carleton, this will involve completion of a language through 103, or its equivalent. For languages not offered at Carleton, which may be studied through off-campus programs, summer study, or special arrangement at Carleton, it will involve completion of the equivalent of 103. Language (as opposed to literature) courses may not be applied to the major. The following courses do not count towards the 66 credits needed for the Asian Studies major.

- CHIN 101, 102, 103 Elementary Chinese
- CHIN 204, 205 Intermediate Chinese
- JAPN 101, 102, 103 Elementary Japanese
- JAPN 204, 205 Intermediate Japanese

Languages available at Carleton through special arrangement may include: Uzbek (Adeeb Khalid), Tamil (Kristin Bloomer).

**VI) Normally, at least one term of off-campus study in Asia** Students interested in studying in Asia may apply to one of a number of overseas programs. Carleton College has several of its own term-long off-campus studies programs. The Japanese Linguistics in Kyoto Off-Campus Seminar offers courses in Japanese history and culture in addition to linguistics. Gardens, Landscape and Built Environment in Japan also brings students to Kyoto where they study gardens and architecture through field study. The Carleton program in Political Economy and Ecology of Southeast Asia provides opportunities for students to learn about social and ecological changes in Thailand, Lao PDR and Myanmar. The Carleton program, India: Globalization and Local Responses, focuses on social structures and institutions in India and the intersections with development, sustainability and gender relations.

Carleton also cooperates with several other colleges to sponsor the Associated Kyoto Program, which takes 50 students and seven faculty members to Japan for an academic year. Carleton also participates in a one-year program at Waseda University sponsored by the Associated Colleges of the Midwest (ACM). The ACM Program in India consists of five months stay in Pune, where students study Marathi, take academic courses centered on India, and investigate an independent study topic. The program in Hong Kong at the Chinese University, also for students from ACM institutions, normally lasts one year, though a semester-long program is also possible. Carleton, Bates, Bowdoin, Colby, Swarthmore, Grinnell and Holy Cross jointly sponsor the Intercollegiate Sri Lanka Education Program (ISLE), in which students and a faculty member study at the University of Peradeniya near Kandy, the old capital in the middle of the island. Opportunities to study in Asia also are available through a variety of non-Carleton programs and non-consortial programs.

Courses taken on off-campus programs may be applied to the major. Because of the paucity of Carleton courses in South Asian languages or on many aspects of Central Asia, off-campus programs generally form an important component of the major for those who focus in those two Asian regions.

#### Asian Studies Courses (ASST)

ASST 130 India Program: Civic Engagement in India This course will facilitate positive, respectful, and reciprocal relationships between Carleton students and people in India. Students will work with community groups that support local visions for an equitable and sustainable society. We will aim to transform ourselves and our place in the world through approaching communities with an informed curiosity, in-depth knowledge about local conditions, and open-minded engagement across various differences. The course will include scholarly readings, instructor and guest lectures, and require student presentations of their work. Students will work together as they engage community groups on topics such as economic development, tourism, gender, sexuality, and political representation. 4 credits; S/CR/NC; HI, IS; Winter; B. LaRocque

ASST 260 Resistance Struggles & People's Movements in India India, according to V.S. Naipal, is the land of "a million mutinies." What are these uprisings, rebellions, and resistance movements? Who is rising up, and why? In this class we will look, through the lens of social movements, at the wide variety of efforts to bring about social change, justice, and equality that have been at work in modern India. Case studies will include movements focused on the caste system, women in search of gender justice, queer activism, farmers' challenges to corporate agricultural policies, environmentalism, struggles for localized control over resources, Maoist uprisings against the state, and religious nationalism. 6 credits; HI, IS; Not offered 2016-17

ASST 282 Art History in Kyoto Program: Religion, Politics and Architecture in Pre-Modern Japan This course will consist of a series of lectures focusing on topics such as Shintoism, Buddhism, architecture and environmental issues, etc. In addition to the lectures, there will be related field trips beyond those required for Art History 268. 3 credits; HI, IS; Spring; K. Ryor

ASST 284 Japanese Linguistics in Kyoto Seminar: History and Culture of Japan This course is an introduction to several aspects of Japanese society, taking advantage of the location of the Linguistics OCS seminar in Kyoto. It consists of readings and lectures about important events in historical and contemporary Japan, and will include visits to sites that illuminate those events in important ways. In addition to Kyoto and nearby places, there will be excursions to Tokyo and Hiroshima. 6 credits; HI, IS; Not offered 2016-17

ASST 400 Integrative Exercise 1-6 credit; S/NC; Fall, Winter, Spring

## Astronomy

See Physics and Astronomy

## Biochemistry Concentration

The biochemistry program at Carleton rests on the close cooperation between the departments of Biology and Chemistry. Emerging as a recognized discipline early in the last century, biochemistry has grown into a vast subject that spans several established disciplines. It serves as the link between the fields of chemistry and biology, and even as it flourishes at the interface of these subjects, it holds a strong position within the two traditional disciplines. Fundamentally, biochemistry seeks to establish an understanding of biological phenomena at a molecular level.

### Requirements for the Concentration

The biochemistry concentration requirements reflect the fundamental importance of the intellectual tools and structures of biology and chemistry to the study of all issues in biochemistry, and we ask students to get a grounding in both disciplines. It is likely that many students enrolling in the concentration will major in either biology or chemistry. To encourage breadth within the concentration, no more than five six-credit courses from a student's own major may be counted toward the minimum requirements of the concentration.

Both the biology and chemistry departments maintain vigorous weekly seminar programs, regularly bringing to the college distinguished scientists, including many biochemists. Each concentrator should make it a priority to attend relevant seminars whenever possible. At the beginning of each term, concentrators will be notified of the pertinent biology and chemistry seminars held that term.

Finally, both the chemistry and biology departments regularly offer integrative exercise experiences in biochemistry as an option for their majors. Concentrators who are biology or chemistry majors have the option of furthering their pursuit of biochemistry through a biochemical topic as the basis for their senior integrative exercise.

#### *Course Requirements*

Students must take:

- One introductory chemistry course chosen from CHEM 123 Principles of Chemistry or CHEM 128, Principles of Environmental Chemistry
- One biology course chosen from either version of BIOL 125 Genes, Evolution, and Development
- BIOL 126 Energy Flow in Biological Systems
- BIOL 380 Biochemistry
- CHEM 230 Equilibrium and Analysis
- CHEM 233 Organic Chemistry I
- CHEM 234 Organic Chemistry II
- CHEM 320 Biological Chemistry
- One laboratory course from BIOL 381 Biochemistry Laboratory or CHEM 321 Biological Chemistry Laboratory.

#### *Upper Level Course Electives*

One course is required

- BIOL 310 Immunology
- BIOL 332 Human Physiology
- BIOL 344 Seminar: The Molecular Basis of Plant Development (not offered in 2016-17)
- BIOL 370 Seminar: Selected Topics in Virology (not offered in 2016-17)
- BIOL 382 Seminar: Molecular Biology
- BIOL 384 Seminar: Biology of Cancer
- BIOL 385 Seminar: Microbial Pathology
- CHEM 324 Chemistry and Biology of Antibiotics
- CHEM 343 Chemical Thermodynamics
- CHEM 350 Chemical and Biosynthesis (not offered in 2016-17)
- CHEM 363 Biophysical Chemistry (not offered in 2016-17)

#### *Other relevant courses*

The college offers a number of related courses that would enhance the background of a biochemistry concentrator. The following courses are not part of the concentration, but do support the program. In particular, we strongly encourage interested students to enroll in BIOL 240.

- BIOL 234 Microbiology with Laboratory
- BIOL 240 Genetics
- BIOL 280 Cell Biology
- CHEM 301 Chemical Kinetics Laboratory
- PSYC 318 Psychopharmacology

## Biology

Potential biology majors should select a sequence of courses that will acquaint them with a variety of organisms, and their molecular and cellular structure, physiology, heredity, development, evolution, and ecological interactions. Biologists pursue careers in biological research, study in the medical sciences, teaching at the college or high school level, work in environmental sciences, or work in numerous commercial and industrial areas.

### Requirements for a Major

1. Biology 125 and 126 (majors are required to complete both introductory courses, with a grade of "C-" or better before taking any other courses in the department)
2. One course from each of the following groups including their laboratories where listed separately:
  - a. Molecular and Cell Biology (240 Genetics/241 Genetics Laboratory, 280 Cell Biology/281 Cell Biology Laboratory, 310 Immunology/311 Immunology Laboratory, 380 Biochemistry/381 Biochemistry Laboratory, 382 Molecular Biology/383 Molecular Biology Laboratory)
  - b. Organismic Biology (234 Microbiology with Laboratory, 236 Plant Biology, 238 Entomology/239 Entomology Laboratory, 252 Environmental Animal Physiology/253 Environmental Animal Physiology Laboratory, 332 Human Physiology /333 Human Physiology Laboratory, 342 Animal Developmental Biology/343 Animal Developmental Biology Laboratory, 344 Seminar: The Molecular Basis of Plant Development, 386 Neurobiology/387 Neurobiology Laboratory)
  - c. Ecology and Evolutionary Biology (238 Entomology/239 Entomology Laboratory, 248 Behavioral Ecology, 250 Marine Ecology, 321 Ecosystem Ecology/322 Ecosystem Ecology Laboratory, 338 Bioinformatics and Genomics/339 Bioinformatics and Genomics lab, 350 Evolution, 352 Population Ecology/353 Population Ecology Laboratory, 374 Seminar: Grassland Ecology)
3. Three electives, which may include six-credits of Biology 394, Biology 210, a seminar, or any of the courses listed above. If you choose a course for an elective that offers a laboratory section, then the lab must be taken in order for the course to count toward the major.
4. One course must emphasize data interpretation and analysis of the primary literature. Ideally, you should complete this seminar course prior to registering for Biology 400 (integrative exercise). Courses that fulfill this requirement include: 344, 358-379, 382/383, 384, 385, 389. A maximum of two courses may be taken from this category.
5. Critical Reading and Analysis of Primary Literature (Biology 399).
6. Integrative Exercise (Biology 400 two terms).

Laboratory work is an integral part of most biology courses. In courses in which registration for the laboratory is separable from the lecture portion of the course, all biology majors are required to register concurrently for laboratory and lecture in order for these courses to count toward requirements for the major unless otherwise noted. No course taken at another school may be used to meet the requirements for the major without prior approval of the Biology faculty.

Because of the close interrelationship of Biology to other sciences, supporting work in other areas is necessary. The minimum requirement includes 1) Physics: two five-week courses or one ten-week courses from 131-165 for a total of 6 credits; or Mathematics 215; and 2) Chemistry 123 or 128; and 3) Chemistry 230 or 233. The need for additional courses in allied sciences and mathematics will vary with the professional plans of the student.

### The Introductory Sequence

The Introductory Biology sequence consists of two courses, Biology 125 and 126, both of which are required before any further upper-level course work in Biology. The two courses can be taken in either order. Students who received a score of 5 on the AP exam or a score of 6 or 7 on the IB exam are exempted from Biology 125, and only need to take Biology 126 before taking upper-level Biology courses. Prerequisites for Biology 126 include Chemistry 123 or 128; or AP Chemistry score of 4 or 5; or IB score of 5, 6 or 7.

There are two versions of Biology 125, and students are urged to make a thoughtful choice of the appropriate offering based on their background and learning style. The winter term offering of Biology 125 is designed for students who 1) earned a score of 3 or 4 in AP Biology, or 2) received a score of 5 in IB Biology, or 3) earned a grade of B or higher in Honors or Advanced Biology in high school. In addition, these students are expected to have mastered basic concepts of chemistry in either a high school or college chemistry course.

### Biology Courses

**BIOL 100 Viruses: Invisible Invaders** Zika, Ebola, and HIV are now part of our common vocabulary. Through the study of both ancient and emerging viruses, we will explore how human behavior, globalization, and global climate change influence viral spread and evolution, and how viruses impact human populations. We will examine health disparities in the context of viral infection, the contribution of viruses to cancer therapy and the treatment of inherited diseases, and ethical issues related to viral research and treatment through readings, discussions, and your own research and writing. 6 credits; WR1, AI; Fall; D. Walser-Kuntz

**BIOL 101 Human Reproduction and Sexuality** The myths surrounding human reproduction and sexuality may outweigh our collective knowledge and understanding. This course will review the basic biology of all aspects of reproduction--from genes to behavior--in an attempt to better understand one of the more basic and important processes in nature. Topics will vary widely and will be generated in part by student interest. A sample of topics might include: hormones, PMS, fertilization, pregnancy, arousal, attraction, the evolution of the orgasm, and the biology of sexuality. 6 credits; NE, QRE; Spring; M. Rand

**BIOL 125 Genes, Evolution, and Development** Emphasizes the role of genetic information in biological systems. Under this theme, we cover subjects from the molecular to the population levels of organization. Topics include the nature of inheritance and life cycles, structure/function of DNA, gene expression and regulation, the changing genetic makeup of species as they evolve, and the development of individual organisms from zygotes. Prerequisite: Concurrent enrollment in Biology 125L. 6 credits; QRE, LS; Winter; M. McKone, S. Zweifel

**BIOL 125 Genes, Evolution, and Development: A Problem Solving Approach** This offering of Biology 125 offers a problem solving approach and covers the same concepts as the winter version of Biology 125. The course format allows time in class to apply new concepts by working through case study type problems with faculty present. Students enter Carleton from a wide variety of academic experiences, and this offering of Biology 125 is designed to provide a level playing field for students regardless of previous science background. In addition, the active learning component of the course is beneficial for students who like to learn by doing. Students who complete

this course are well-prepared to continue on to Biology 126. Prerequisite: Concurrent enrollment in Biology 125L. 6 credits; QRE, LS; Fall, Winter; M. McKone, S. Zweifel, B. Jacques-Fricke, J. Wolff

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: Concurrent enrollment in BIOL 126L and 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, Spring; M. Rand, R. Anderson, D. Hougén-Eitzman, R. Mitra

BIOL 209 Writing in the Sciences This course will explore written communication in the sciences, with a particular focus on the biological sciences. Throughout the term, students will study scientific writing intended for different target audiences. For example, students will study the stylistic differences in science writing directed at the educated public and at specialists in a narrow field. Reading assignments will consist of popular writing in the sciences as well as primary literature in the biological sciences. Students will be assigned short and long writing assignments to emulate these styles. An emphasis will be placed on improving writing style through peer and faculty review of writing samples. Prerequisite: Biology 125, 126, Chemistry 122, 123 or 128 or instructor permission. 6 credits; NE, WR2; Not offered 2016-17

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 110, 115 or 120). 6 credits; QRE, NE; Winter; D. Hernández

BIOL 212 Australia Program: Ecological Field Research This course emphasizes field research methodology, with emphasis on comparison of ecological characteristics among terrestrial habitats in Australia. 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 and at least one upper-level Biology course related to ecology, evolution or organismal biology. 6 credits; NE, QRE; Winter; A. Bosacker

BIOL 234 Microbiology with Laboratory A study of the metabolism, genetics, structure, and function of microorganisms. While presented in the framework of the concepts of cellular and molecular biology, the emphasis will be on the uniqueness and diversity of the microbial world. The course integrates lecture and laboratory, and will fulfill requirements of a microbiology course with lab for veterinary or pharmacy schools. A one-credit trailing course, Philosophy 198, CRISPR and You, is available to interested students. Prerequisite: Biology 125 and 126. 6 credits; LS, QRE; Not offered 2016-17

BIOL 238 Entomology Insects are one of the most successful groups of organisms on the planet, playing major roles in all terrestrial and freshwater ecosystems. In addition, since insects are ubiquitous they affect human endeavors on many fronts, both positively (e.g., crop pollination) and negatively (damage to crops and transmitting disease). This class will focus on the biology of insects, including physiology, behavior, and ecology. Many examples will highlight current environmental issues. Prerequisite: Biology 125 and 126 and concurrent registration in Biology 239. 6 credits; QRE, NE; Not offered 2016-17

BIOL 239 Entomology Laboratory Field and laboratory investigation of living insects. Synoptic examination of the major orders of insects, including evolution of different groups, physiology, structure, and identification. Field labs will focus on insect ecology and collection techniques for making a comprehensive insect collection. Prerequisite: Concurrent registration Biology 238. 2 credits; NE; Not offered 2016-17

BIOL 240 Genetics A study of the transmission of genetic information between generations of organisms, and of the mechanism of expression of information within an individual organism. The main emphasis will be on the physical and chemical basis of heredity; mutational, transmissional and functional analysis of the genetic material, and gene expression. Prerequisite: Biology 125 and 126 or instructor permission. 6 credits; QRE, NE; Winter, Spring; A. Broege, J. Wolff

BIOL 241 Genetics Laboratory Prerequisite: Biology 125 and 126 or instructor permission and concurrent registration in Biology 240. 2 credits; NE; Winter, Spring; A. Broege, J. Wolff

BIOL 242 Vertebrate Morphology Over 500 million years of evolution has produced a rich diversity of structure and functional morphology in vertebrates. We will use comparative methods to help us understand the various selective forces and constraints that produced the vertebrate forms living today. Laboratory dissection of a variety of preserved vertebrates will allow us to examine how these fascinating animals monitor and move through their environment, procure, ingest and circulate nutrients, respire, and reproduce. Prerequisite: Biology 125 and 126. 6 credits; NE; Winter; M. Rand

BIOL 243 Vertebrate Morphology Laboratory 2 credits; NE; Winter; M. Rand

BIOL 248 Behavioral Ecology Behavioral ecologists strive to understand the complex ways that ecological pressures influence the evolution of behavioral strategies. It can be argued that animals face a relatively small set of basic challenges: they must acquire food, water, and mates, and they must avoid danger. Yet we see a rich diversity of solutions to these problems. Consider foraging behavior, for example. All animals must acquire energy, but some filter particles out of sea water, others graze on nearly inedible grasses, while still others hunt in cooperative packs. In this course we will consider such topics as foraging, communication, sociality, and conflict. By focusing on the functions and evolutionary histories of behaviors, we strive to better understand the puzzle of behavioral diversity. Prerequisite: Biology 125 and 126. 6 credits; NE, QRE; Not offered 2016-17

BIOL 250 Australia/New Zealand 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 and one upper-level Biology course related to ecology, evolution or organismal Biology. 6 credits; NE, QRE; Winter; A. Bosacker

BIOL 252 Environmental Animal Physiology This course explores the physiological adaptations animals employ to survive in a wide variety of environments. Animals maintain physiological functions in the face of environmental extremes in heat, cold, aridity, deep ocean pressure, salinity, and the lack of oxygen in water or at high altitude, to name a few. An organism's ability to cope with environmental extremes has a large impact on the geographic distribution of many species. Associated laboratory will emphasize experimentation and application of physiological concepts in living organisms. Concurrent registration in Biology 253 required. Prerequisite: Biology 125 and 126. 6 credits; QRE, NE; Fall; M. Rand

BIOL 253 Environmental Animal Physiology Laboratory Concurrent registration in Biology 252 required. 2 credits; NE; Fall; M. Rand

BIOL 255 Australia Program: Learning Country, Culture and Environment in Australia In this course students will learn about the natural history of the Australian landscape and the cultural history of the people who have settled there. We will specifically consider the role of sustainability in Aboriginal, colonial, and modern Australian cultures. The majority of work for this class will be reading selected works that showcase central concepts. This reading should be completed before the program begins, and work will be evaluated through written work. In

Australia, students will learn through lectures and cultural immersion, and they will synthesize what they learn in reflective essays. Prerequisite: Biology 125 and 126. 6 credits; NE, IS; Winter; A. Bosacker

**BIOL 280 Cell Biology** An examination of the structures and processes that underlie the life of cells, both prokaryotic and eukaryotic. Topics to be covered include methodologies used to study cells; organelles, membranes and other cellular components; protein targeting within the cell; and cellular communication and division. Prerequisite: Biology 125 and 126 and concurrent registration in Biology 281. 6 credits; QRE, NE; Fall; R. Mitra

**BIOL 281 Cell Biology Laboratory** The focus of the laboratory will be on current techniques used to study cellular structure and function. Concurrent registration in Biology 280 required. Prerequisite: Biology 125 and 126. 2 credits; NE; Fall; R. Mitra

**BIOL 310 Immunology** This course will examine the role of the immune system in defense, allergic reactions, and autoimmunity. Topics to be covered include the structure and function of antibodies, cytokines, the role of the major histocompatibility complex in antigen presentation, cellular immunity, immunodeficiencies, and current techniques used to study immune responses. Prerequisite: Biology 125 and 126 and either Biology 240 or 280. 6 credits; QRE, NE; Winter; D. Walser-Kuntz

**BIOL 311 Immunology Laboratory** Prerequisite: Biology 125 and 126 and Biology 240 or 280 and concurrent registration in Biology 310. 2 credits; NE; Not offered 2016-17

**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 Biology 221. Concurrent registration in Biology 322 required. Prerequisite: Biology 126 and one 200 level course in Biology; Geology 230, 232, 258, 285 or Environmental Studies 244, 247, 254, 260, 264, 265, 272, 275, 287, 288. 6 credits; WR2, QRE, NE; Fall; D. Hernández

**BIOL 322 Ecosystem Ecology Laboratory** Prerequisite: Biology 126 and one of the following: Biology 125, Geology 110, Chemistry 123 or Chemistry 128. Requires concurrent registration in Biology 321. 2 credits; NE; Fall; D. Hernández

**BIOL 332 Human Physiology** Human Physiology seeks to understand the fundamental mechanisms responsible for the diverse functions of the body. Course topics include the function and regulation of the various physiological systems (nervous, circulatory, endocrine, excretory, respiratory, digestive, etc.), biochemistry, cellular physiology, homeostasis and acid-base chemistry. The study of human physiology provides the principal groundwork for internal medicine, pharmacology, and other related health fields. The laboratory includes a variety of experiments focusing on the function and regulation of the human body. Not open to students who have taken Biology 232. Prerequisite: Concurrent registration in Biology 333; Biology 125 and 126. 6 credits; NE, QRE; Winter; B. Jacques-Fricke

**BIOL 333 Human Physiology Laboratory** Not open to students who have taken Biology 233. Prerequisite: Concurrent registration in Biology 332; Biology 125 and 126. 2 credits; NE; Winter; B. Jacques-Fricke

**BIOL 338 Genomics and Bioinformatics** The advent of next-generation sequencing technology has revolutionized biology, enabling transformative breakthroughs in fields ranging from agriculture to conservation to medicine. In this course, students will gain experience with the computational and bioinformatics tools needed to analyze “big data,” including sequence searching and alignment, assembly, gene calling and annotation. Students will learn to

ask and answer their own scientific questions using sequence data, and to critically assess the conclusions other genomics and bioinformatics studies. No prior computer programming experience is required. Associated laboratory will focus on wet lab methods for DNA/RNA extraction and preparation as well as computational analysis. Prerequisite: Biology 125 and 126 and one of these upper level courses: Biology 240, Biology 321 or Biology 350 and concurrent registration in Biology 339. 6 credits; LS; Winter; R. Anderson

BIOL 339 Genomics and Bioinformatics Laboratory

Prerequisite: Concurrent registration in Biology 338. 2 credits; NE; Winter; R. Anderson

BIOL 342 Animal Developmental Biology An analysis of animal development from fertilization to the establishment of the adult body form. Lectures and discussions will examine the key processes of animal embryogenesis, as well as the molecular and cellular mechanisms that control these developmental processes. Prerequisite: Biology 125 and 126, and Biology 240 or 280. 6 credits; QRE, NE; Spring; J. Wolff

BIOL 343 Animal Developmental Biology Laboratory Laboratory will introduce descriptive and experimental embryological techniques using a variety of model organisms. Prerequisite: Biology 125 and 126, and Biology 240 or 280; Concurrent registration in Biology 342. 2 credits; NE; Spring; J. Wolff

BIOL 344 Seminar: The Molecular Basis of Plant Development A study of the molecular basis underlying the development of vascular plants. Topics including embryogenesis, meristem function, leaf and root morphogenesis, and reproduction will be investigated through the analysis of primary literature. Emphasis will be placed on the experimental basis for current concepts in plant development ranging from molecular mechanisms to evolution of developmental pathways. Prerequisite: Biology 125 and 126; Biology 240 or 280. 6 credits; NE, QRE; Not offered 2016-17

BIOL 350 Evolution Principles and history of evolutionary change in wild populations, with consideration of both microevolutionary and macroevolutionary time scales. Topics covered include causes of change in gene frequency, the nature of adaptation, constraints on evolutionary change, the evolution of genes and proteins, rates of speciation and extinction, and the major events in evolutionary history. Prerequisite: Biology 125 and 126. 6 credits; QRE, NE; Fall; M. McKone

BIOL 352 Population Ecology An investigation of the properties of populations and communities. Topics include population growth and regulation, life tables, interspecific and intraspecific competition, predation, parasitism, mutualism, the nature of communities, and biogeography. Prerequisite: Biology 125 and 126, and Mathematics 111 or other previous calculus course. Recommended course: Mathematics 215 or equivalent exposure to statistical analysis. Concurrent registration in Biology 353. 6 credits; QRE, NE; Spring

BIOL 353 Population Ecology Laboratory Prerequisite: Biology 125 & 126, and Mathematics 111 or other previous calculus course. Recommended course: Mathematics 215 or equivalent exposure to statistical analysis; Concurrent registration in Biology 352. 2 credits; NE; Spring

BIOL 354 Human Cutaneous Biology The course will cover the cellular and molecular biology of human skin in its normal and diseased states as it relates to a clinical presentation. Clinical dermatology and pathology will also be reviewed. The course style will be patterned along the lines as if it were a medical school course. Additionally, students will be introduced to many aspects of successfully negotiating medical school including introductions and possible *field trips* to the Mayo Clinic Medical School and/or University of Minnesota Medical School(s). Prerequisite: Chemistry 233 and two upper division Biology courses (200 or 300-level) and instructor's permission required. 3 credits; S/CR/NC; NE; Spring; C. Crutchfield

**BIOL 358 Seminar: Evolution of Sex and Sexes** The origin and maintenance of sexual reproduction remains a central enigma in evolutionary biology. This seminar course will explore contemporary primary literature that addresses a variety of evolutionary questions about the nature of sex and the sexes. Why is sexual reproduction usually favored over asexual alternatives? Why are there no more than two sexes? What determines the characteristics of females and males within diverse species? How did sex chromosomes evolve and why do some species lack them? Prerequisite: Biology 125, 126 and 350. 6 credits; NE, QRE; Winter; M. McKone

**BIOL 368 Seminar: Developmental Neurobiology** An examination of the cellular and molecular mechanisms underlying development of the nervous system. We will survey recent studies of a variety of model organisms to explore key steps in neuronal development including neural induction, patterning, specification of neuronal identity, axonal guidance, synapse formation, cell death and regeneration. The laboratory will focus on current techniques used to study neuronal development in invertebrate and vertebrate model systems. Prerequisite: Biology 240 or Biology 280. 6 credits; QRE, NE; Not offered 2016-17

**BIOL 370 Seminar: Selected Topics in Virology** An examination of selected animal viruses. The course will focus on the most recent developments in HIV-related research, including implications for HIV-treatment and vaccines and the impact of viral infection on the immune system of the host. In addition to studying the structure and replication of particular viruses we will also discuss the current laboratory techniques used in viral research. Prerequisite: Biology 240 or 280. 6 credits; NE, QRE; Not offered 2016-17

**BIOL 374 Seminar: Grassland Ecology** Grassland ecosystems cover one third of the Earth's surface and occur on every continent except Antarctica. Grasslands provide habitat for millions of species, play a major role in global carbon and nutrient cycles, and are the primary source of agricultural land, making them an important ecosystem both ecologically and economically. This course will utilize scientific literature to explore the environmental and biological characteristics of the world's grasslands from population dynamics to ecosystem processes. Topics include competition and succession, plant-animal interactions, carbon and nutrient cycling, the role of disturbances such as fire and land use change, and grassland management and restoration. Enrollment by application. Waitlist only. Prerequisite: Biology 125 and 126, and one of Biology 210, 238, 248, 250, 308, 321 or 352 and instructor permission. 6 credits; WR2, QRE, NE; Spring; D. Hernández

**BIOL 379 Seminar: Behavioral Genetics** Recent advances in molecular biology have allowed researchers to test specific hypotheses concerning the genetic control of behavior. This course will examine information derived from various animal model systems, including humans, using a variety of techniques such as classical genetics, genome databases, transgenics, and behavioral neurobiology. Prerequisite: Biology 240. 6 credits; NE, QRE; Not offered 2016-17

**BIOL 380 Biochemistry** Biochemistry is an examination of the molecular basis of life processes. The course provides an in depth investigation of metabolic pathways, their interrelationships and regulation, protein structure and function with special emphasis on enzymes. Other topics include the techniques of protein analysis and how they are employed to examine problems of fundamental biochemical importance. This course meets the requirement for the Biochemistry concentration. Prerequisite: Biology 125 and 126 and Chemistry 233 and 234. 6 credits; NE; Fall; A. Broege

**BIOL 381 Biochemistry Laboratory** Prerequisite: Concurrent registration in Biology 380; Biology 125 and 126 and Chemistry 233 and 234. 2 credits; NE; Fall; A. Broege

**BIOL 382 Seminar: Molecular Biology** The molecular basis of the structure, replication, stable inheritance, and expression of genetic material illustrated with examples from the primary literature. Topics include: DNA replication and recombination, chromosome stability, DNA mutation and repair, regulation of gene expression, methods of gene identification, and the impact of recombinant DNA technology on human genetics. Laboratory

will focus on current techniques in molecular biology including: gene cloning, genome databases, DNA fingerprinting, DNA sequencing, and the polymerase chain reaction. Prerequisite: Biology 240/241 and Chemistry 233; Concurrent registration in Biology 383. 6 credits; NE; Fall; S. Zweifel

BIOL 383 Molecular Biology Laboratory Prerequisite: Concurrent registration in Biology 382. 2 credits; NE; Fall; S. Zweifel

BIOL 384 Seminar: Biology of Cancer This course explores the molecular and cellular processes that result in the transformation of normal cells into cancer cells, tumor progression, and current advances in therapeutic approaches to treating cancer. An analytical approach based on primary literature is used, and emphasis will be placed on critical evaluation of experimental design and data-interpretation. Prerequisite: Biology 240 or 380. 6 credits; NE, QRE; Winter; A. Broege

BIOL 385 Seminar: Microbial Pathology Microbes are the most abundant organisms on earth, and microbial pathogens have caused human and plant disease epidemics worldwide. This course will focus upon the pathogenic strategy of a variety of well-studied microbes in order to illustrate our understanding of the molecular and cellular nature of microbial disease. We will analyze current and seminal papers in the primary literature focusing on mechanisms employed by microbes to attack hosts. Prerequisite: Biology 125 and 126 and either Biology 240 or 280. 6 credits; QRE, NE; Spring; R. Mitra

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; QRE, NE; Spring; B. Jacques-Fricke

BIOL 387 Neurobiology Laboratory Prerequisite: Concurrent registration in Biology 386; Biology 125 and 126. 2 credits; NE; Spring; B. Jacques-Fricke

BIOL 394 Biology Research Laboratory and/or field investigation associated with an ongoing research program in the department of Biology. The project is undertaken with the direct supervision of a faculty member. Regular individual meetings, written progress reports, and public presentations should be expected. 1-6 credit; S/CR/NC; NE; Fall; M. Rand, R. Mitra

BIOL 395 Research Experience Seminar in Biology This seminar course is intended for students who have completed a summer research project or internship in the biological sciences. The intent of the course is to provide students with the opportunity to discuss their research experience, learn from the experiences of other members of the class, read relevant primary literature, and prepare a poster for a student research symposium. Prerequisite: Biology 125 and 126. 3 credits; S/CR/NC; NE, QRE; Fall; S. Deel

BIOL 399 Critical Reading and Analysis of Primary Literature Guided instruction in reading and interpretation of contemporary primary literature in Biology. Prerequisite: Biology 125, 126 and 3-upper-level Biology courses and concurrent registration in Biology 400. 3 credits; S/CR/NC; NE; Fall, Winter; S. Zweifel

BIOL 400 Integrative Exercise Preparation and submission of the written portion of the Integrative Exercise. Continuing course (fall or winter). Oral examination, evaluation of the Integrative Exercise, and participation in visiting speakers seminars (spring). 1 credit; S/NC; Summer, Fall, Winter, Spring; S. Zweifel, M. Rand, D. Walserkuntz

## Chemistry

Chemistry provides the connection between molecular concepts and the complex systems found in nature. Chemistry courses stress the understanding of chemical principles, as well as the experimental basis of the science. The curriculum provides a strong foundation for graduate work in chemistry, biochemistry, and other chemistry-related areas, for positions in industry, for high school teaching, and for studies in the medical and health sciences. The department is on the list of those approved by the American Chemical Society (ACS). Students may choose to pursue an ACS certified degree. For more information about ACS certification refer to the Professional preparation section of this catalog. Detailed course requirements for certification can be found at <http://apps.carleton.edu/curricular/chem/curriculum>.

Prospective chemistry majors should begin their study of mathematics, physics and chemistry in the first year. Majors are encouraged to participate in summer or fall term scientific research programs off campus or in the Chemistry Department Summer Research Program at Carleton.

### The Introductory Courses

Most first-year students will take Chemistry 123, Principles of Chemistry or Chemistry 128, Principles of Environmental Chemistry. Both are one-term courses designed for students who have had a good high school chemistry preparation. Although taught from slightly different perspectives, all sections of Chemistry 123 or Chemistry 128 will cover the fundamental topics that prepare students for further work in chemistry, biology, geology, or medicine. When scheduling permits, we also offer a section of Chemistry 123 with problem solving. This smaller section will have additional class meetings for problem solving and review and is appropriate for students who have had a high school chemistry course but want to ease into the study of college-level chemistry.

Students who have not had a high school chemistry course should take Chemistry 122, An Introduction to Chemistry, which is designed to prepare students with little or no prior work in chemistry for further study in the discipline. This course also includes class sessions with problem solving and review.

Students planning to take Chemistry 122, 123, or 128 should take the self-administered chemistry placement evaluation, available on the chemistry department home page. This evaluation covers topics dealing with simple formulas, equations, stoichiometry, gas laws, and the properties of solutions. It also includes a list of topics for you to review before you take the placement exam.

### Requirements for a Major

Chemistry 123 or 128, 230, 233, 234, 301, 302, 343, 344; one of the following: 320, 324, 330, 348, 350, 351, 353, 354, 358, 359, 362, 363; and one of the following lab courses: 306, 321, 331, 338, 349, 352, 355, 364; Physics: two five-week courses or one ten-week course from courses 131-165 and Mathematics 211. One additional 200-level physics course is strongly recommended (Physics 228, 235). Chemistry 400 is required of all majors.

### Major under Combined Plan in Engineering (see also Engineering in index):

In addition to completing the requirements for the chemistry major listed above, the student should also take the following courses required for admission to the engineering schools: Physics 165 or 228, Mathematics 241, and Computer Science 111. At the discretion of the department, one advanced course may be waived in some instances to allow the student more latitude in selection of courses.

## Chemistry Courses

**CHEM 113 Concepts of Chemistry A** one-term chemistry course designed for non-science majors. In this course we examine what gives rise to three-dimensional shapes of molecules and we explore how the structure and composition of molecules gives rise to chemical reactivity. Our goal is to understand readily observable phenomena (e.g. removal of grease by soap, storage of toxins in fat tissues, cancer, viruses, etc.). Topics include those of current global interest such as anthropogenic forces on the environment and energy producing technologies. The course includes one four-hour lab per week. Prerequisite: Concurrent registration in Chemistry 113L. 6 credits; LS, QRE; Not offered 2016-17

**CHEM 122 An Introduction to Chemistry** An introduction to the fundamentals of chemistry to prepare students to enter subsequent chemistry courses (Chemistry 123 or 128). Atoms and molecules, stoichiometry, and gases will be covered in the course. Although learning through discovery-based processes, small groups, and short laboratory experimentation will occur, this is not a lab course and doesn't fulfill the requirements for medical school. This course assumes competence with simple algebra, but no prior chemistry experience. Prerequisite: Students with high school chemistry should probably take Chemistry 123 or 128. (Determined by the self-administered Chemistry Placement Evaluation, Chemistry Home Page). 6 credits; QRE, NE; Winter; D. Kohen

**CHEM 123 Principles of Chemistry** An introduction to chemistry for students who have taken high school chemistry or Chemistry 122. Topics include the electronic structure of atoms, periodicity, molecular geometry, thermodynamics, bonding, equilibrium, reaction kinetics, and acids and bases. Substantial independent project work is included in the lab. Each offering will also focus on a special topic(s) selected by the instructor. Students cannot receive credit for both Chemistry 123 and 128. Prerequisite: Adequate secondary school preparation as indicated by the self-administered Chemistry Placement Evaluation (Chemistry Home Page) or Chemistry 122. Requires concurrent registration in Chemistry 123L. 6 credits; LS, QRE; Fall, Winter, Spring; D. Kohen, C. Calderone, M. Whited

**CHEM 128 Principles of Environmental Chemistry** The core topics of chemistry (i.e. thermodynamics, kinetics, equilibrium, and bonding) are central to understanding major environmental topics such as greenhouse warming, ozone depletion, acid-rain deposition, and general chemical contamination in air, water, and soil. These topics and the chemical principles behind them are addressed through an emphasis on the earth's atmosphere. One four-hour laboratory per week. Because this course covers the major topics of Chemistry 123 (but with an environmental emphasis), students cannot receive credit for both Chemistry 123 and 128. Prerequisite: Adequate secondary school preparation as indicated by the self-administered Chemistry Placement Exam (Chemistry Home Page) or Chemistry 122. Requires concurrent registration in Chemistry 128L. 6 credits; LS, QRE; Spring; W. Hollingsworth

**CHEM 230 Equilibrium and Analysis** This course builds on topics from introductory chemistry and deals with quantitative aspects of acid-base and electron-transfer equilibria. Numerical and graphical methods are developed for the examination of these chemical systems. Several modern analytical methods of analysis are introduced including UV spectrophotometry, simultaneous spectrophotometric determinations of mixtures, potentiometry, and flow injection analysis. One laboratory per week. Prerequisite: Chemistry 123 or 128 and concurrent registration in Chemistry 230L. 6 credits; LS, QRE; Fall, Spring; D. Gross, S. Drew

**CHEM 233 Organic Chemistry I** Theoretical aspects of carbon chemistry are examined with reference to structure-reactivity relationships, functional groups, stereochemistry, reaction mechanisms and spectroscopy. Laboratory work concentrates on modern techniques of organic chemistry, inquiry-based projects, and spectroscopic analysis. One laboratory per week. Prerequisite: Chemistry 123 or 128 and concurrent registration in Chemistry 233L. 6 credits; LS, QRE; Fall, Winter; B. Taylor, J. Chihade

CHEM 234 Organic Chemistry II The chemistry of functional groups is continued from Chemistry 233, and is extended to the multifunctional compounds found in nature, in particular carbohydrates and proteins. The laboratory focuses upon inquiry-based projects and spectroscopic analysis. One laboratory per week. Prerequisite: Chemistry 233 and concurrent registration in Chemistry 234L. 6 credits; LS, QRE; Winter, Spring; B. Taylor, J. Chihade

CHEM 301 Chemical Kinetics Laboratory A mixed class/lab course with one four hour laboratory and one lecture session per week. In class, the principles of kinetics will be developed with a mechanistic focus. In lab, experimental design and extensive independent project work will be emphasized. Prerequisite: Chemistry 230 and 233 and Mathematics 121. 2 credits; NE, QRE, WR2; Fall; D. Gross, T. Ferrett

CHEM 302 Quantum Spectroscopy Laboratory This lab course emphasizes spectroscopic studies relevant to quantum chemistry, including experiments utilizing UV-VIS, infrared absorption spectroscopy, and visible emission spectroscopy. Corequisite: Chemistry 344. 2 credits; QRE, NE; Winter; T. Ferrett, W. Hollingsworth

CHEM 306 Spectrometric Characterization of Chemical Compounds This combined lecture and lab course teaches students how to use modern spectrometric techniques for the structural characterization of molecules. Lectures will cover topics and problems in the theory and practical applications associated with GC-Mass Spectrometry, ESI-Mass Spectrometry, Infrared, and Nuclear Magnetic Resonance Spectroscopy ( $^1\text{H}$ ,  $^{13}\text{C}$ , and 2D experiments). Students will apply all of these techniques in the laboratory for the structural characterization of known and unknown molecules. Prerequisite: Chemistry 234 or instructor permission. 2 credits; QRE, NE; Spring; M. Whited

CHEM 320 Biological Chemistry This course involves the natural extension of the principles of chemistry to biological systems. The topics to be examined center around the biochemical formation and cleavage of chemical bonds, with an emphasis on the structure and function of the proteins that mediate these processes. Prerequisite: Chemistry 234 and either Chemistry 230 or Biology 380. 6 credits; NE, QRE; Spring; C. Calderone

CHEM 321 Biological Chemistry Laboratory Purification and characterization of proteins and nucleic acids, with a focus on enzyme kinetics and mechanism, macromolecular interactions with small molecules and the basis of specificity in biological systems. One laboratory per week. Corequisite: Chemistry 320. Prerequisite: Chemistry 234 and either Chemistry 230 or Biology 380. 2 credits; NE, QRE; Spring; C. Calderone

CHEM 324 Chemistry and Biology of Antibiotics This course will survey the mechanisms of antibiotic activity from a biochemical perspective, covering the major classes of antibiotics along with their respective biological targets using a combination of lecture and discussion of recent literature. We will also explore strategies for antibiotic discovery including combinatorial and rational approaches, as well as the molecular origins of the current crisis in antibiotic resistance. Prerequisite: Chemistry 234. 6 credits; NE, QRE; Fall; C. Calderone

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 230, Chemistry 233. Requires concurrent registration in Chemistry 331. 6 credits; NE, QRE; Winter; S. Drew

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: Chemistry 230, 233 and concurrent registration in Chemistry 330. 2 credits; NE, QRE; Winter; S. Drew

CHEM 338 Introduction to Computers and Electronics in Chemical Instrumentation This laboratory serves to introduce students to the general components that make up any instrument useful in chemical analysis. These components include transducers, analog and digital electronic components, data transmission hardware, computers, and appropriate software. The specific topics to be covered are ion selective electrodes, fluorometry, analog and digital electronics, basic data acquisition principles, serial data communication, and LabVIEW programming. Prerequisite: Chemistry 230. 2 credits; QRE, LS; Not offered 2016-17

CHEM 343 Chemical Thermodynamics The major topic is chemical thermodynamics, including the First and Second Laws, the conditions for spontaneous change, thermochemistry, and chemical equilibrium. To showcase how chemists utilize energy concepts to solve problems, thermodynamics will be regularly applied to a number of real-world examples and scientific problems. Prerequisite: Chemistry 123 or 128, Mathematics 211 and one of the following: Physics 151, 152, 153, or 165. 6 credits; NE, QRE; Fall; T. Ferrett

CHEM 344 Quantum Chemistry This course introduces quantum mechanics with an emphasis on chemical and spectroscopic applications. The focus will be on atomic and molecular quantum behavior involving electrons, rotations, and vibrations. The objective is to develop both a deeper understanding of bonding as well as an appreciation of how spectroscopy provides insight into the microscopic world of molecules. Prerequisite: Chemistry 123 or 128, Mathematics 211 and one of the following: Physics 151, 152, 153, or 165. 6 credits; NE, QRE; Winter; D. Kohen

CHEM 345 Statistical Thermodynamics Statistical mechanics is the field which bridges the gap between the modern microscopic world of quantum mechanics and the classical macroscopic world of thermodynamics. Starting with the allowed quantized energy levels for the different forms of molecular motion and then statistically averaging for a large collection of molecules, partition functions are developed which accurately predict thermodynamic properties such as free energy and entropy. Prerequisite: Chemistry 343 and 344. 2 credits; NE, QRE; Not offered 2016-17

CHEM 348 Introduction to Computational Chemistry This class will introduce students to computational chemistry with a focus on simulations in chemistry and biology. This course will include hands-on experience in running classical molecular dynamics and quantum chemistry programs, an introduction to methods to simulate large systems, and demonstrations of the use of more sophisticated software to simulate chemical and biological processes. It will also include a survey of the current literature in this area, as well as lecture time in which the background necessary to appreciate this growing area of chemistry will be provided. Prerequisite: Chemistry 343 and 344 or consent of the instructor and concurrent registration in Chemistry 349. 6 credits; NE, QRE; Not offered 2016-17

CHEM 349 Computational Chemistry Laboratory Credit for the laboratory portion of Chemistry 348. Prerequisite: Concurrent registration in Chemistry 348. 2 credits; QRE; Not offered 2016-17

CHEM 350 Chemical and Biosynthesis This seminar course considers nature's biosynthetic pathways in conjunction with how organic chemists design the chemical synthesis of complex organic molecules. Important metabolic pathways for biochemical syntheses, as well as the methodology of chemical synthesis, will form the focus of the course. Prerequisite: Chemistry 234. 6 credits; NE, QRE; Not offered 2016-17

CHEM 351 Inorganic Chemistry Symmetry, molecular orbital theory and ligand field theory will provide a framework to explore the bonding, magnetism and spectroscopic properties of coordination complexes. Topics in

reactivity (hard and soft acids and bases), bioinorganic chemistry, reaction mechanisms, and organometallic chemistry, will also be introduced. Prerequisite: Chemistry 234 and 344. 6 credits; NE, QRE; Spring; M. Cass

CHEM 352 Laboratory in Advanced Inorganic Chemistry Synthesis, purification and spectroscopic characterization of transition-metal complexes with an emphasis on methods for preparing and handling air-sensitive compounds. One laboratory per week. Corequisite: Chemistry 351. Prerequisite: Chemistry 234 and 344. 2 credits; QRE, NE; Spring; M. Whited, M. Cass

CHEM 353 Organic Chemistry III The correlation of structure and reactivity in organic molecular systems is studied through the analysis of reaction mechanisms. Topics will include linear free energy relationships, isotope effects, and molecular orbital theory. We will use these theories to analyze reactions, such as pericyclic, enantioselective, and organometallic transformations. Prerequisite: Chemistry 234; Concurrent registration in Chemistry 301, 343 or 344. 6 credits; NE, QRE; Not offered 2016-17

CHEM 354 Lasers and Spectroscopy Understanding the principles of lasers in conjunction with the framework provided by spectroscopy provides a powerful way to advance a deeper understanding of the molecular basis of chemical reactivity. Important experimental techniques such as Raman scattering methods and molecular beams are explored in addition to a wide range of specific laser applications. Readings are taken from both texts and literature. Prerequisite: Chemistry 302 and 344. 6 credits; NE, QRE; Spring; W. Hollingsworth

CHEM 355 Lasers and Spectroscopy Laboratory This project-based lab uses both continuous-wave and pulsed lasers to explore not only the basic principles of laser operation but also spectroscopic applications and excited-state phenomena using techniques such as laser-induced fluorescence and Raman scattering. Corequisite: Chemistry 354. 2 credits; QRE, LS; Not offered 2016-17

CHEM 358 Organometallic Chemistry This course covers the bonding and reactivity of organometallic complexes in the context of their applications to industrial catalysis, the synthesis of complex organic molecules, and energy science. We will use simple yet powerful tools such as the eighteen-electron rule and isoelectronic arguments to rationalize and predict observed reactivity, and current literature will be extensively utilized. Prerequisite: Chemistry 234. 6 credits; NE; Winter; M. Whited

CHEM 359 Molecular Orbital Theory This course will focus on the construction and understanding of molecular orbital (MO) diagrams using symmetry and energy arguments. Conceptual constructs will be contrasted to computational output to support theoretical tenets. We will begin with the construction of the MO diagrams of small molecules and proceed to larger molecules culminating in dimers and asymmetric molecules using the Hoffmann Fragment Approach. Prerequisite: Chemistry 351 or instructor permission. 6 credits; QRE, NE; Not offered 2016-17

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 & 1-300 level Chemistry course. Any of these courses can be taken concurrently. 6 credits; NE; Not offered 2016-17

CHEM 363 Biophysical Chemistry This course examines the chemical and physical underpinnings of biology at the molecular level. Principles of thermodynamics will be applied to problems in biochemistry, including protein structure, folding, and dynamics, ligand binding, membrane transport, and metabolism. Biophysical methods for the characterization of the structure and function of macromolecules will also be discussed. Prerequisite:

Mathematics 121, Chemistry 234, and either Biology 126 or Chemistry 320, or by instructor permission. 6 credits; NE, QRE; Not offered 2016-17

CHEM 364 Biophysical Chemistry Lab This lab course introduces biophysical techniques, including crystallography, magnetic resonance, and various fluorescence spectroscopy methods, used to study the structure, dynamics, and function of biological macromolecules. Prerequisite: Mathematics 121, Chemistry 234 & either Biology 126 or Chemistry 320, or Instructor Permission; Requires concurrent registration in Chemistry 363. 2 credits; QRE; Not offered 2016-17

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 391/392. Prerequisite: Instructor Permission. 1-6 credit; NE; Not offered 2016-17

CHEM 400 Integrative Exercise Three alternatives exist for the department comprehensive exercise. Most students elect to join a discussion group that studies the research of a distinguished chemist or particular research problem in depth. Other students elect to write a long paper based on research in the primary literature, or write a paper expanding on their own research investigations. Most of the work for Chemistry 400 is expected to be accomplished during winter term. Students should enroll for five credits of Chemistry 400 during the winter, receive a "CI" at the end of that term, and then enroll for one credit during the spring, with the final evaluation and grade being awarded during spring term. 1-5 credit; S/NC; Fall, Winter, Spring; D. Gross, M. Whited, J. Chihade, S. Drew, C. Calderone

## Chinese

See Asian Languages and Literature.

## Cinema and Media Studies

The Cinema and Media Studies (CAMS) major combines the critical study of moving image and sound media with digital video and audio production. Courses range from global and Hollywood film studies to fiction and nonfiction filmmaking, animation, television studio production, media installations, and writing for film and television. The integration of theory and practice is a guiding principle in the formulation of the curriculum, reflecting a liberal arts philosophy in which thinking and making are mutually informing.

### [Requirements for a Major](#)

Seventy-two credits are required for the major; forty-eight credits in core courses and twenty-four credits in elective courses. We ask students to pursue a common path through a core curriculum while also encouraging them to pursue their interests by choosing electives from a rich array of departmental and extra-departmental course offerings. In the core curriculum, beyond the two introductory courses (CAMS 110 and CAMS 111), majors are required to take one additional 200-level studio production class, two courses in film, photography, or art history (one of which must be film history) and two 300-level theory seminars (CAMS 320, CAMS 330, CAMS 350, ENGL 362). In addition to the core curriculum, students

are required to take four elective courses. In the senior-year comps project, students are asked to synthesize and further their work in the curriculum.

### **I. Core Courses:**

#### a) Two 100-level Introductory Courses (12 credits):

- CAMS 110 Introduction to Cinema and Media Studies
- CAMS 111 Digital Foundations

#### b) One 200-level Studio Production Course (6 credits):

- CAMS 245 The Essay Film (not offered in 2016-17)
- CAMS 265 Sound Design (not offered in 2016-17)
- CAMS 269 New Media Program: Exploring New Media and the Arts
- CAMS 270 Nonfiction
- CAMS 271 Fiction
- CAMS 273 Digital Editing Workshop
- CAMS 280 New Media Program: Photography Workshop
- CAMS 283 Site-Specific Media: Out and About (not offered in 2016-17)
- CAMS 286 Animation

#### c) Two History Courses (12 credits). One of these courses must be a film history course (either CAMS 210, CAMS 211 or CAMS 214).

- ARTH 171 History of Photography (not offered in 2016-17)
- ARTH 172 Modern Art: 1890-1945 (not offered in 2016-17)
- ARTH 240 Art Since 1945
- CAMS 210 Film History I
- CAMS 211 Film History II (not offered in 2016-17)
- CAMS 214 Film History III
- CAMS 243 Film Sound History (not offered in 2016-17)

#### d) Two 300-level Seminars (12 credits).

- CAMS 320 Sound Studies Seminar
- CAMS 330 Cinema Studies Seminar
- CAMS 350 Visual Studies Seminar (not offered in 2016-17)
- ENGL 362 Narrative Theory

#### e) Integrative Exercise CAMS 400 (6 credits)

Students considering a major in Cinema and Media Studies are strongly encouraged to take CAMS 110 Introduction to Cinema and Media Studies and CAMS 111 Digital Foundations by the end of their sophomore year and the two required core history courses (CAMS 210 Film History I, CAMS 211 Film History II, CAMS 214 Film History III, CAMS 243 Film Sound History or Art History 171, 172, 240) and at least one of two required 300-level seminar courses (CAMS 320 Sound History Seminar, CAMS 330 Cinema Studies Seminar, CAMS 350 Visual Studies Seminar or ENGL 362 Narrative Theory) by the end of their junior year. Two 300-level seminar courses are offered every year.

Students interested in cinema studies should consider enrolling in the three-term film history sequence (CAMS 210 Film History I, CAMS 211 Film History II and CAMS 214 Film History III) and/or CAMS 243 Film Sound History. At least two of these courses are offered every year and it is not necessary to take them in any particular order. CAMS 330 Cinema Studies Seminar and ENGL 362 Narrative Theory, are typically offered on a regular basis. Additional courses focus on film genres and modes (CAMS 186 Film Genres, CAMS 188 Rock 'n' Roll in Cinema, CAMS 224 Classical American Film Comedy, CAMS 225 Film Noir: The Dark Side of the American Dream) CAMS 240 Adaptation and national, transnational and global cinemas (CAMS 212 Contemporary Spanish Cinema, CAMS 216 American Cinema of the 1970s, CAMS 218 Contemporary Global Cinemas, CAMS 219 African Cinema, CAMS 232 and 234 Cinema Directors, CAMS 236 Israeli Society in Israeli Cinema, CAMS 237 Cinemas and Contexts: Russian Film, CAMS 239 Cinemas and Contexts: East European Film and CAMS 295 and 296 Cinema in Chile and Argentina: Representing and Re-imagining Identity). CAMS majors are also encouraged to choose courses from a rich array of extra-departmental offerings in film.

Students interested in video or television production should start with CAMS 111 Digital Foundations and CAMS 170 Story Development Workshop, proceed to 200-level production genre and technique courses such as CAMS 245 The Essay Film, CAMS 270 Nonfiction, CAMS 271 Fiction, CAMS 273 Digital Editing Workshop, CAMS 277 Television Studio Production and CAMS 286 Animation, and expect to execute advanced projects in digital film production in CAMS 370 Advanced Production Workshop, which is offered every spring term.

Students interested in sound studies, including sound design and audio production, can explore sound-image relationships and produce audio projects in courses such as MUSC 115 Music and Film, CAMS 188 Rock 'n' Roll Cinema, CAMS 242 Sound and Music in New Media, CAMS 243 Film Sound History, CAMS 265 Sound Design, CAMS 275 Audio Workshop and CAMS 320 Sound Studies Seminar. Advanced projects in audio may be produced in CAMS 370 Advanced Production Workshop, which is offered every spring term.

## **II. Elective Courses**

Twenty-four credits in elective courses are required for the Cinema and Media Studies major. Credit may be obtained by enrolling in departmental and approved extra-departmental courses with the following stipulations:

a) Any CAMS course not fulfilling a core requirement can serve as an elective course for the CAMS major.

b) A maximum of 18 credits in elective CAMS production courses count toward the major.

- CAMS 177 Television Studio Production
- CAMS 242 Sound and Music in TV and New Media
- CAMS 245 The Essay Film (not offered in 2016-17)
- CAMS 265 Sound Design (not offered in 2016-17)
- CAMS 269 New Media Program: Exploring New Media and the Arts
- CAMS 270 Nonfiction
- CAMS 271 Fiction
- CAMS 273 Digital Editing Workshop
- CAMS 278 Writing for Television
- CAMS 279 Screenwriting

- CAMS 280 New Media Program: Photography Workshop
- CAMS 283 Site-Specific Media: Out and About (not offered in 2016-17)
- CAMS 286 Animation
- CAMS 370 Advanced Production Workshop

c) A maximum of 12 credits in extra-departmental elective courses count toward the major. Extra-departmental elective courses approved for the CAMS major are listed on the Registrar's Web site (Schedule of Classes/Enroll page) each term.

- ARTH 171 History of Photography (not offered in 2016-17)
- ARTH 172 Modern Art: 1890-1945 (not offered in 2016-17)
- ARTH 240 Art Since 1945
- ARTH 241 Contemporary Art for Artists
- ARTH 286 Legacies of the Avant-Garde: Dada Then and Now (not offered in 2016-17)
- ARTS 140 The Digital Landscape
- ARTS 141 Experimental Photography
- ARTS 238 Photography I
- ARTS 339 Advanced Photo: Digital Imaging
- CHIN 240 Chinese Cinema in Translation (not offered in 2016-17)
- CHIN 250 Chinese Popular Culture
- CHIN 348 Advanced Chinese: The Mass Media (not offered in 2016-17)
- ENGL 245 Bollywood Nation (not offered in 2016-17)
- ENGL 247 The American West (not offered in 2016-17)
- ENGL 248 Visions of California (not offered in 2016-17)
- ENGL 287 Storytelling in a Changing Media Landscape (not offered in 2016-17)
- ENGL 362 Narrative Theory
- FREN 233 French Cinema and Culture
- GERM 249 German Post War Culture (not offered in 2016-17)
- HIST 235 Bringing the English Past to (Virtual) Life (not offered in 2016-17)
- HIST 316 History, Nature & Smartphones (not offered in 2016-17)
- JAPN 231 Japanese Cinema in Translation (not offered in 2016-17)
- JAPN 244 The World of Anime in Translation (not offered in 2016-17)
- JAPN 254 World of Japanese Manga in Translation (not offered in 2016-17)
- LCST 245 The Critical Toolbox: Who's Afraid of Theory?
- MUSC 115 Music and Film
- PHIL 229 Philosophy of Film and Emotion (not offered in 2016-17)
- POSC 100 American Elections of 2016
- POSC 203 Political Communication: Political Advertising in Elections and Public Policy (not offered in 2016-17)
- POSC 204 Media and Electoral Politics: 2016 United States Election
- POSC 214 Visual Representations of Political Thought and Action
- POSC 220 Politics and Political History in Film (not offered in 2016-17)
- POSC 303 Political Communication: Political Advertising in Elections and Public Policy\* (not offered in 2016-17)
- SOAN 204 Media and Society (not offered in 2016-17)
- SPAN 244 Spain Today: Recent Changes through Narrative and Film (not offered in 2016-17)
- SPAN 256 Lorca, Buñuel, and Dalí: Poetry, Film, and Painting in Spain (not offered in 2016-17)
- SPAN 328 The Contemporary Spanish Fictional Essay
- SPAN 356 The Political and Cultural History of the Cuban Revolution
- THEA 320 Live Performance and Digital Media

### Cinema and Media Studies Courses

**CAMS 100 Rock 'n' Roll in Cinema** This course is designed to explore the intersection between rock music and cinema. Taking a historical view of the evolution of the "rock film," this class examines the impact of rock music on the structural and formal aspects of narrative, documentary, and experimental films and videos. The scope of the class will run from the earliest rock films of the mid-1950s through contemporary examples in ten weekly subunits. 6 credits; AI, WR1, IDS; Fall; J. Beck

**CAMS 110 Introduction to Cinema and Media Studies** This course introduces students to the basic terms, concepts and methods used in cinema studies and helps build critical skills for analyzing films, technologies, industries, styles and genres, narrative strategies and ideologies. Students will develop skills in critical viewing and careful writing via assignments such as a short response essay, a plot segmentation, a shot breakdown, and various narrative and stylistic analysis papers. Classroom discussion focuses on applying critical concepts to a wide range of films. Requirements include two evening film screenings per week. Extra time. 6 credits; LA, WR2; Winter, Spring; J. Beck, C. Donelan

**CAMS 111 Digital Foundations** This class introduces students to the full range of production tools and forms, building both the technical and conceptual skills needed to continue at more advanced levels. We will explore the aesthetics and mechanics of shooting digital video, the role of sound and how to record and mix it, field and studio production, lighting, and editing with Adobe Premiere Pro CC. Course work will include individual and group production projects, readings, and writing. This is an essential foundation for anyone interested in moving-image production and learning the specifics of CAMS' studios, cameras, and lighting equipment. 6 credits; ARP; Fall, Winter, Spring; P. Hager, C. Cornejo, C. Licata, L. Jimsen

**CAMS 170 Story Development Workshop** This course explores the creative practice of developing stories or ideas for a range of cinematic forms, including fiction, nonfiction, animation, and experimental films. Students will draw inspiration from a variety of sources that are personal, cultural, or observational, and in doing so, develop confidence in their own artistic practice and perspective. We will learn the fundamentals of dramatic tools, use these tools to make screen ideas evolve, consider audience reception, and practice giving and receiving constructive critique. By the end of term, students will have generated ideas for future production projects that reflect their thematic concerns, and have one fully developed outline for a project that may be realized in an upper level production course. Prerequisite: Cinema and Media Studies 111. 6 credits; ARP; Winter; C. Licata

**CAMS 177 Television Studio Production** In this hands-on studio television production course, students learn professional studio methods and techniques for creating both fiction and nonfiction television programs. Concepts include lighting and set design, blocking actors, directing cameras, composition, switching, sound recording and scripting. Students work in teams to produce four assignments, crewing for each other's productions in front of and behind the camera, in the control room, and in post-production. 6 credits; ARP; Fall, Winter; P. Hager

**CAMS 186 Film Genres** In this course we survey four or more Hollywood film genres, including but not limited to the Western, musical, horror film, comedy, and science-fiction film. What criteria are used to place a film in a particular genre? What role do audiences and studios play in the creation and definition of film genres? Where do genres come from? How do genres change over time? What roles do genres play in the viewing experience? What are hybrid genres and subgenres? What can genres teach us about society? Assignments aim to develop skills in critical analysis, research and writing. 6 credits; LA, WR2; Spring; C. Donelan

**CAMS 188 Rock 'n' Roll in Cinema** This course is designed to explore the intersection between rock music and cinema. Taking a historical view of the evolution of the "rock film," this class examines the impact of rock music on the structural and formal aspects of narrative, documentary, and experimental films and videos. The scope of the

class will run from the earliest rock films of the mid-1950s through contemporary examples in ten weekly subunits. 6 credits; LA, IDS; Not offered 2016-17

**CAMS 210 Film History I** This course surveys the first half-century of cinema history, focusing on film structure and style as well as transformations in technology, industry and society. Topics include series photography, the nickelodeon boom, local movie-going, Italian super-spectacles, early African American cinema, women film pioneers, abstraction and surrealism, German Expressionism, Soviet silent cinema, Chaplin and Keaton, the advent of sound and color technologies, the Production Code, the American Studio System, Britain and early Hitchcock, Popular Front cinema in France, and early Japanese cinema. Assignments aim to develop skills in close analysis and working with primary sources in researching and writing film history. 6 credits; LA, IS; Fall; C. Donelan

**CAMS 211 Film History II** This course charts the continued rise and development of cinema 1948-1968, focusing on monuments of world cinema and their industrial, cultural, aesthetic and political contexts. Topics include postwar Hollywood, melodrama, authorship, film style, labor strikes, runaway production, censorship, communist paranoia and the blacklist, film noir, Italian neorealism, widescreen aesthetics, the French New Wave, art cinema, Fellini, Bergman, the Polish School, the Czech New Wave, Japanese and Indian cinema, political filmmaking in the Third World, and the New Hollywood Cinema. Requirements include class attendance and participation, readings, evening film screenings, and various written assignments and exams. 6 credits; LA, IS; Not offered 2016-17

**CAMS 212 Contemporary Spanish Cinema** This course serves as a historical and critical survey of Spanish cinema from the early 1970s to the present. Topics of study will include the redefinition of Spanish identity in the post-Franco era, the rewriting of national history through cinema, cinematic representations of gender and sexuality, emergent genres, regional cinemas and identities, stars and transnational film projects, and new Spanish auteurs from the 1980s to the present. 6 credits; LA, IS; Not offered 2016-17

**CAMS 214 Film History III** This course is designed to introduce students to recent film history, 1970-present, and the multiple permutations of cinema around the globe. The course charts the development of national cinemas since the 1970s while considering the effects of media consolidation and digital convergence. Moreover, the course examines how global cinemas have reacted to and dealt with the formal influence and economic domination of Hollywood on international audiences. Class lectures, screenings, and discussions will consider how cinema has changed from a primarily national phenomenon to a transnational form in the twenty-first century. 6 credits; LA, IS; Winter; J. Beck

**CAMS 216 American Cinema of the 1970s** American cinema from 1967-1979 saw the reconfiguration of outdated modes of representation in the wake of the Hollywood studio system and an alignment of new aesthetic forms with radical political and social perspectives. This course examines the film industry's identity crisis through the cultural, stylistic, and technological changes that accompanied the era. The course seeks to demonstrate that these changes in cinematic practices reflected an agenda of revitalizing American cinema as a site for social commentary and cultural change. 6 credits; IDS, LA; Winter; J. Beck

**CAMS 218 Contemporary Global Cinemas** This course is designed as a critical study of global filmmakers and the issues surrounding cinema and its circulation in the twenty-first century. The class will emphasize the close reading of films to study different cultural discourses, cinematic styles, genres, and reception. It will look at national, transnational, and diasporic-exilic cinema to consider how films express both cultural forms and contexts. Aesthetic, social, political, and industrial issues also will be examined each week to provide different approaches for cinematic analysis. 6 credits; LA, IS; Not offered 2016-17

**CAMS 219 African Cinema: A Quest for Identity and Self-Definition** Born as a response to the colonial gaze and discourse, African cinema has been a deliberate effort to affirm and express an African personality and consciousness. Focusing on the film production from West and Southern Africa since the early fifties, this course

will entail a discussion of major themes such as colonialism, nationalism and independence, and the analysis of African symbolisms, world-views, and their links to narrative techniques. In this overview, particular attention will be given to the films of Ousmane Sembène, Souleymane Cissé, Mweze Ngangura, Zola Maseko, Oliver Schmitz, Abderrahmane Sissako and many others. 6 credits; LA, IS; Spring; C. Keita

CAMS 224 Classical American Film Comedy This course serves as a historical and critical survey of American film comedy from the late silent era through the end of the classical Hollywood period. It is designed to study the evolution of sound film comedy from its origins in slapstick and vaudeville-based skit routines, through the sophisticated dialogue and screwball comedies of the 1930s, to the social commentary comedies of the 1940s and 50s. The term will be spent studying the evolution of forms of film comedy, understanding how the genre has changed, and examining the social/historical factors that account for these changes. 6 credits; LA, IDS; Not offered 2016-17

CAMS 225 Film Noir: The Dark Side of the American Dream After Americans grasped the enormity of the Depression and World War II, the glossy fantasies of 1930s cinema seemed hollow indeed. During the 1940s, the movies, our true national pastime, took a nosedive into pessimism. The result? A collection of exceptional films chocked full of tough guys and bad women lurking in the shadows of nasty urban landscapes. This course focuses on classic as well as neo-noir from a variety of perspectives, including genre and mode, visual style and narrative structure, postwar culture and politics, and gender and race. 6 credits; LA, IDS; Not offered 2016-17

CAMS 234 Cinema Directors: Sokurov Mentored by Tarkovsky, influenced by the German Expressionists Dovzhenko and Bresson, but essentially self-made as a director, Aleksandr Sokurov delights and perplexes viewers with cinematic canvases of exceptional beauty and emotion. He also offers us a media sandbox for analyzing everything from screenplay writing to sound production, from painting to photography, and theories of visibility in-between. Of Sokurov's fifty-seven films (documentary and fiction) made over thirty years and already influencing younger directors around the world we will focus on those grouped around his "power" cycle. In-class analyses, short writing assignments. No knowledge of Russian language or Russian studies required. 3 credits; LA, IS; Not offered 2016-17

CAMS 236 Israeli Society in Israeli Cinema This course will introduce students to the global kaleidoscope that is Israeli society today. Since the 1980s the Israeli public has increasingly engaged with its multicultural character, particularly through films and documentaries that broaden national conversation. Our approach to exploring the emerging reflection of Israel's diversity in its cinema will be thematic. We will study films that foreground religious-secular, Israeli-Palestinian, gender, sexual orientation, and family dynamics, as well as Western-Middle Eastern Jewish relations, foreign workers or refugees in Israel, army and society, and Holocaust memory. With critical insights from the professor's interviews with several directors and Israeli film scholars. Conducted in English, all films subtitled. Evening film screenings. 6 credits; LA, IS; Not offered 2016-17

CAMS 236F Israeli Society in Israeli Cinema - FLAC Hebrew Trailer This course is a supplement in Hebrew for CAMS 236, Israeli Society in Israeli Cinema. Open to students currently in Hebrew 103 or higher, we will watch particular film clips from class without subtitles and discuss them in Hebrew. We will also read and discuss some critical reviews not available in English, and a sample of scholarly writing in Hebrew on Israeli film and social history. Prerequisite: Hebrew 102 and concurrent registration in Cinema and Media Studies 236. 2 credits; NE; Not offered 2016-17

CAMS 240 Adaptation Film adaptations of pre-existing texts (from songs to novels) have been around almost as long as cinema itself, and the percent of film adaptations continues to grow. (Of the top two-thousand movies over the last twenty years fifty-one percent were adaptations.) In this course we will take a chronological journey through the history of film adaptations in a variety of film cultures, considering along the way the processes involved in translating narratives from words to visual media, and how the cinematic has come to shape the

literary (reverse adaptation). Discussions and assignments will aim at both analysis and practice. 6 credits; LA; Fall; D. Nemeč Ignashev

CAMS 242 Sound and Music in TV and 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 Logic Pro 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. Music reading and/or knowledge of musical recording software helpful but not required. Prerequisite: Music reading and/or knowledge of musical recording software helpful but not required. 6 credits; ARP; Spring; R. Rodman

CAMS 243 Film Sound History Although cinema is an audio-visual medium, there has long been a tendency to privilege the visual component of film over the elements of film sound. In an attempt to redress this imbalance, this course will focus on the technological, cultural, and theoretical histories of film sound throughout the twentieth century. We will examine the transition to sound in United States and European cinema, radio's role in the development of sound aesthetics, standardized and alternative sound practices, the role and use of music in cinema, and the complex effects of contemporary sound technologies on the medium and experience of film. 6 credits; LA; Not offered 2016-17

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, Agnès Varda, Harun Farocki, Jonas Mekas, and other filmmakers who have explored this hybrid form. Prerequisite: Cinema and Media Studies 111. 6 credits; ARP; Not offered 2016-17

CAMS 246 Documentary Studies This course explores the relevance and influence of documentary films by closely examining the aesthetic concerns and ethical implications inherent in these productions. We study these works both as artistic undertakings and as documents produced within a specific time, culture, and ideology. Central to our understanding of the form are issues of technology, methodology, and ethics, which are examined thematically as well as chronologically. The course offers an overview of the major historical movements in documentary film along more recent works; it combines screenings, readings, and discussions with the goal of preparing students to both understand and analyze documentary films. 6 credits; LA, IS; Winter; C. Cornejo

CAMS 265 Sound Design This course examines the theories and techniques of sound design for film and video. Students will learn the basics of audio recording, sound editing and multi-track sound design specifically for the moving image. The goal of the course is a greater understanding of the practices and concepts associated with soundtrack development through projects using recording equipment and the digital audio workstation for editing and mixing. 6 credits; ARP; Not offered 2016-17

CAMS 269 New Media Program: Exploring New Media and the Arts This class combines exploration and discussion of art exhibitions in three major European cities, along with creative media projects tailored to each student's skill set and technical resources. A highlight of this course is the production of a series conceptual, photographic projects that will be gathered into a photo-book designed and produced by each student. 6 credits; ARP; Winter; J. Schott

CAMS 270 Nonfiction This course addresses nonfiction media as both art form and historical practice by exploring the expressive, rhetorical, and political possibilities of nonfiction production. A focus on relationships between

form and content and between makers, subjects, and viewers will inform our approach. Throughout the course we will pay special attention to the ethical concerns that arise from making media about others' lives. We will engage with diverse modes of nonfiction production including essayistic, experimental, and participatory forms and create community videos in partnership with CCCE and local organizations. The class culminates in the production of a significant independent nonfiction media project. Prerequisite: Cinema and Media Studies 111 or instructor permission. 6 credits; ARP; Fall; L. Jimsen

**CAMS 271 Fiction** Through a series of exercises, students will explore the fundamentals of making narrative films. Areas of focus in this course include visual storytelling and cinematography, working with actors, and story structure. Through readings, screenings, and writing exercises, we will analyze how mood, tone, and themes are constructed through formal techniques. Course work includes individual and group exercise, and culminates in individual short narrative projects. Prerequisite: Cinema and Media Studies 111 or instructor permission. 6 credits; ARP; Spring; C. Licata

**CAMS 273 Digital Editing Workshop** This course introduces students to the art of motion picture editing by combining theoretical and aesthetic study with hands-on work using the non-linear digital video editing software Adobe Premiere. We explore graphic, temporal, spatial, rhythmic and aural relationships in a variety of moving image forms including classical narrative continuity and documentary storytelling. Underscoring the strong links between concept, direction, shooting, and editing, this course examines the close ties between production and post-production. Through editing assignments and class critique, students develop expressive techniques and proficiency in basic video and sound editing and post-production workflow. Prerequisite: Cinema and Media Studies 111. 6 credits; ARP; Fall; C. Licata

**CAMS 278 Writing for Television** TV is a very specific, time-driven medium. Using examples from scripts and DVDs, students will learn how to write for an existing TV show, keeping in mind character consistency, pacing, tone, and compelling storylines. Students will also get a taste of what it's like to be part of a writing staff as the class itself creates an episode from scratch. Topics such as creating the TV pilot, marketing, agents, managers, and more will be discussed. Finally, general storytelling tools such as creating better dialogue, developing fully-rounded characters, making scene work more exciting, etc., will also be addressed. Prerequisite: Cinema and Media Studies 110 or instructor permission. 6 credits; ARP; Fall; M. Elyanow

**CAMS 279 Screenwriting** This course teaches students the fundamentals of screenwriting. Topics include understanding film structure, writing solid dialogue, creating dimensional characters, and establishing dramatic situations. Art, craft, theory, form, content, concept, genre, narrative strategies and storytelling tools are discussed. Students turn in weekly assignments, starting with short scenes and problems and then moving on to character work, synopses, outlines, pitches and more. The goal is for each student to write a 15 to 25 page script for a short film by the end of the term. Prerequisite: Cinema and Media Studies 110 or instructor permission. 6 credits; ARP; Spring; M. Elyanow

**CAMS 280 New Media Program: Photography Workshop** This edition will be oriented to photo projects on the CAMS Off-Campus Study Program in the winter of 2017. This foundational course deals with vision, technique and publication. Prerequisite: Students should have their own digital camera, laptop and Adobe Lightroom software. 6 credits; ARP; Winter; J. Schott

**CAMS 283 Site-Specific Media: Out and About** Video and photography are coming off the screen, out of the gallery, finding their way into the world through site-specific, installation-style projects. We will take visual projects out of the studio using projection and print techniques that speak and respond to particular locations. Imagine a multi-track movie playing on ten laptops in the Arb; or a film projected on the side of a mobile home with viewers in folding chairs. We will explore VJ software and produce live multi-track visuals to accompany a band performance at the end of the class. This class should be attractive to videographers, musicians,

photographers, dancers and others with a speculative, experimental bent. Prerequisite: Cinema and Media Studies 110 and 111 or instructor permission. 6 credits; ARP; Not offered 2016-17

CAMS 286 Animation Animation will explore both traditional, handmade animation and computer-based animation software. The course will emphasize skills in observation, perception, and technique using both old and new technologies. Exercises will build skills in creating believable and cinematic locomotion, gesture, and characters in diverse media including drawing by hand on cards, software-based animation, and stop-motion. The final project gives students the opportunity to develop more advanced skills in one, or a combination, of the techniques covered in class to create a self-directed animation project. Prerequisite: Cinema and Media Studies 111 and one Cinema and Media Studies 200-level studio production course or instructor permission. 6 credits; ARP; Winter; L. Jimsen

CAMS 290 New Media Program: Directed Reading: Cultural and Technological Perspectives on Place and Location This is a self-directed course in which all assignments should be completed prior to departure. The course will provide students with a broad understanding of key issues and ideas central to the seminar. 4 credits; S/CR/NC; NE; Winter; J. Schott

CAMS 295F Cinema in Chile and Argentina-FLAC This course is an ancillary reading/discussion-based trailer for CAMS 295; the FLAC section will be a Spanish-language addition to the English-language course. CAMS 295 will provide the set of background knowledge that students taking the trailer will use to discuss Spanish-language texts. Prerequisite: Spanish 204 and concurrent registration in Cinema and Media Studies 295. 2 credits; S/CR/NC; NE; Fall; C. Cornejo

CAMS 295 Cinema in Chile and Argentina: Representing and Reimagining Identity Through an examination of fiction and documentary films, this course offers a broad historical and cultural overview of Chile and Argentina. The course examines significant political events, cultural developments, and cinema movements including the rise and decline of the politically-engaged New Latin American Cinema movement of the late 1960s, the cinematic diaspora of the 1970s and 1980s, the cultural and artistic responses after the return to democracy, the commercial consolidation of each country's film industry and cultural production in the 1990s, and recent attempts to create a local audiovisual language with an international appeal. This course is part of an off-campus winter break program involving two linked courses in fall and winter terms. Students who take Cinema and Media Studies 295 must also enroll in Cinema and Media Studies 296 in the winter term. Prerequisite: Cinema and Media Studies 296 required winter term. 6 credits; LA, IS; Fall; J. Beck, C. Cornejo

CAMS 296 Cinema and Cultural Change in Chile and Argentina This course is the second part of a two-term sequence beginning with Cinema and Media Studies 295. In order to bring the students into contact with the cultural and social discourses examined in Cinema and Media Studies 295, this course begins with a study trip to Santiago and Buenos Aires during the first two weeks in December. Our time will be spent visiting filmmakers, producers, scholars, and cultural organizations that shape filmmaking practices and cultural production. The course meets once early in winter term and then involves individual meetings with the faculty during the first five weeks. The course then meets regularly during the second half of winter term, when students formally present their projects followed by a group discussion. Prerequisite: Cinema and Media Studies 295. 6 credits; LA, IS; Winter; J. Beck, C. Cornejo

CAMS 320 Sound Studies Seminar This course presents the broader field of Sound Studies, its debates and issues. Drawing on a diverse set of interdisciplinary perspectives, the seminar explores the range of academic work on sound to examine the relationship between sound and listening, sound and perception, sound and memory, and sound and modern thought. Topics addressed include but are not limited to sound technologies and industries, acoustic perception, sound and image relations, sound in media, philosophies of listening, sound semiotics,

speech and communication, voice and subject formation, sound art, the social history of noise, and hearing cultures. Prerequisite: Cinema and Media Studies 110 or instructor permission. 6 credits; LA; Spring; J. Beck

CAMS 330 Cinema Studies Seminar The purpose of this seminar is guide students in developing and consolidating their conceptual understanding of theories central to the field of cinema studies. Emphasis is on close reading and discussion of classical and contemporary theories ranging from Eisenstein, Kracauer, Balazs, Bazin and Barthes to theories of authorship, genre and ideology and trends in contemporary theory influenced by psychoanalysis, phenomenology and cognitive studies. Prerequisite: Cinema and Media Studies 110 or instructor permission. 6 credits; LA; Winter; C. Donelan

CAMS 350 Visual Studies Seminar Images abound: contemporary life increasingly is defined by the pervasiveness of visual images which inform, entertain, document, manipulate, and socialize us. This seminar explores a wide range of critical issues and methods--both historical and contemporary--that will provide students a theoretical and critical command of contemporary visual experience. Our primary focus will be the photographic image as the foundational logic not only of photochemical and digital photography, but of cinema, the web and emerging forms such as virtual reality and computational digital imagery. This seminar offers essential critical tools for students of film, photography and contemporary media. Prerequisite: Cinema and Media Studies 110 or instructor permission. 6 credits; LA; Not offered 2016-17

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 instructor permission. 6 credits; ARP; Spring; L. Jimsen

CAMS 400 Integrative Exercise 6 credits; S/NC; Fall, Winter

## Classics

Courses in the Department of Classics cover numerous aspects of the ancient Greco-Roman world. Our courses focus on the study of Greek and Latin literary, historical, and philosophical texts, as well as evidence from material remains such as art, architecture, and the archaeological remains of daily life, as well as public and private inscriptions. Courses in the languages (Latin and Greek) are designed to provide students with a thorough introduction to the language and literature of ancient Greece and Rome. Courses taught entirely with readings in English (Classics courses) include those centered around literary genres, Greek and Roman history, and topics such as gender and archaeology. Completion of the Greek and Latin sequences, 101, 102, 103, and 204, fulfills the college language requirement.

### Requirements for the Major

- Twelve credits (two courses) in Greek (GRK) and/or Latin (LATN) above the 102 level. This may include courses designated CLAS-F (and in some cases HIST-F)
- Twenty-four credits (four courses) in Classical Civilization (CLAS), with at least one course from each of the three groups below

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- Historical Analysis: CLAS 227, CLAS 228, CLAS 230, CLAS 231 and HIST 131, HIST 133
  - Archaeological Analysis: CLAS 122, CLAS 123, CLAS 124
  - Literary Analysis: CLAS 111, CLAS 112, CLAS 116, CLAS 125
- Thirty additional credits (five courses) in the general area of Classical Civilization (CLAS), Latin (LATN), or Greek (GRK), two of which must be at the 200 level or above. One of these five courses may be from a related department (History, Philosophy, Art History, Archaeology, Political Science, Religion), subject to adviser approval
  - CLAS 295 Junior Skills Colloquium
  - CLAS 394/CLAS 400 (6 credits)

75 credits total

The College language requirement may be satisfied by completion with a grade of at least C- in any of the Greek or Latin languages numbered 204 or above.

The Classics Departments of Carleton College and St. Olaf College cooperate in a program under which students of either college may elect certain courses on the other campus. This option is especially appropriate for upper level language courses not offered at Carleton. Carleton students should register for St. Olaf courses through the inter-registration process.

The Concentration in Archaeology will interest many students who are attracted to ancient civilization.

**Certificate of Advanced Study in Foreign Language and Literature or Foreign Language and Area Studies:** In order to receive the Certificate of Advanced Study in Classical Languages students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses, of which at least three will be in the target language at the 200 level or above. Courses remaining may be from the Classics department or from a list of approved courses offered by other departments (philosophy, art, history, political science, etc.) Although courses for the certificate may be taken on a S/CR/NC basis "D" or "CR" level work will not be sufficient to satisfy course requirements.

#### Classics Courses (CLAS)

(These courses do not presume knowledge of Greek or Latin)

CLAS 100 Alexander the Great He became king at twenty, conquered the known world, and was dead before his thirty-third birthday. He has been viewed variously as a military genius, philosopher, holy king, prophet, devil, or even god. But who was Alexander III of Macedon, and what is his legacy? By examining the life and afterlife of Alexander the Great from his own time to ours, this course explores both history and the human fascination with extraordinary individuals. Among other topics, it explores Alexander's image in different cultures, the separation of man from myth, and the contributions of different academic disciplines to understanding Alexander. 6 credits; AI, WR1; Fall; K. Steed

CLAS 111 Classical Mythology Myth was an integral component of thought, both individual and societal, in the ancient cultures of Greece and Rome. We will study a selection of the most famous Classical myths through close reading of Homer, the Greek tragedians, Ovid and other ancient sources. In addition we'll discuss the most prominent of modern modes of myth interpretation, in an attempt to determine how myth speaks--both to the ancient world and to us. 6 credits; LA; Not offered 2016-17

CLAS 112 The Epic in Classical Antiquity An introduction to the genre of epic poetry from Classical Antiquity. Students will read in translation examples from the Greek, Hellenistic, and Roman traditions in order to trace the development of the major features and themes of this genre and to understand the considerable influence this genre has exerted both during antiquity and thereafter. Authors will include Homer, Apollonius, Virgil, and Lucan. 6 credits; LA, WR2; Not offered 2016-17

CLAS 116 Ancient Drama: Truth in Performance The tragic and comic stage offered the Greeks and Romans a public arena for addressing such fundamental topics as love, family, justice, and the divine. Although the written word has fortunately preserved many ancient plays, the proper vehicles for their communication remain, as their authors intended, the stage, the voice, and the body. This course will therefore address a variety of ancient tragedies and comedies with special attention, not only to their themes, but to the manner of their performance, culminating in student-driven, adaptive productions that put into practice skills and expertise developed in the class. 6 credits; ARP; Winter; H. Wietzke

CLAS 122 The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age "Never say that prehistory is not history." The late Fernand Braudel had it right. Over 99 percent of human history predates the written word, and this course examines one of the world's most diverse, yet unifying environments--the Mediterranean Sea--from the earliest populations around its shores to the emergence of the Classical world of the Greeks and Romans. Neanderthals and modern humans, the first artists and farmers, multiculturalism among Greeks, Phoenicians, Etruscans, and others... These are some of the topics to be covered as we study the precursors and roots of what would become "Western" civilization. 6 credits; HI; Not offered 2016-17

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, IS; Not offered 2016-17

CLAS 124 Roman Archaeology and Art The material worlds of the ancient Romans loom large in our cultural imagination. No other civilization has made as direct a contribution to our own political system or to its physical vestiges of power and authority. From the architecture of the state to visual narratives of propaganda, Roman influence is ubiquitous in the monuments of western civilization. But what were the origins of the Romans? Their innovations? Their technical, artistic, and ideological achievements? How are they relevant today? This course explores these questions and more through the archaeology of the eternal city and beyond. 6 credits; HI, IS; Fall; A. Knodell

CLAS 127 Ancient Technology Technology--humanity's efforts to manipulate its physical environment--stands as a central concern of the modern world. This course examines the technology of the ancient world and investigates its integral relationship to other facets of human activity. Theories of technological change will be explored initially in order to develop a socially-informed understanding of technology. In the second part, students will investigate specific ancient technologies using archaeological and textual evidence and present their findings to the class. The goal of this course is to understand technology as a social phenomenon in both the ancient and modern worlds. 6 credits; HI, QRE; Not offered 2016-17

CLAS 131 Imagining New Worlds: From Homer to Columbus and Beyond From the beginnings of their civilization, the Greeks were aware that they inhabited just a small corner of a much larger world. How did they imagine faraway places and peoples? What did ancient maps look like? How much have Greek literature and science shaped later geographical thought and practice, from the Roman Empire to the European "Age of Exploration" to our own "Age of Google"? Can we use ancient methods to measure the world? Drawing on various sources in

translation, we will explore the literary and scientific frontiers of ancient geography and trace its legacy into the modern world. 6 credits; HI, QRE; Fall; H. Wietzke

CLAS 173 Sport and Daily Life This course is an exploration of life, death, and entertainment in the ancient world, particularly in Rome. We will focus especially on how and why people take part in sporting events and on how sport intersected with gender, social class, and economic concerns in the ancient world. Topics include the history of sport, slavery and marginal groups, demography, gladiatorial and combat events, and entertainment and politics. Our primary focus in lecture and discussion will be interpretation of a variety of ancient sources, but we will also evaluate modern views of ancient entertainment. 6 credits; HI, QRE, IS; Not offered 2016-17

CLAS 214 Gender and Sexuality in Classical Antiquity In both ancient Greece and Rome, gender (along with class and citizenship status) largely determined what people did, where they spent their time, and how they related to others. This course will examine the ways in which Greek and Roman societies defined gender categories, and how they used them to think about larger social, political, and religious issues. Primary readings from Greek and Roman epic, lyric, and drama, as well as ancient historical, philosophical, and medical writers; in addition we will explore a range of secondary work on the topic from the perspectives of Classics and Gender Studies. 6 credits; HI, WR2, IS, QRE; Not offered 2016-17

CLAS 223 Ancient Science Did the Greeks invent “science” as we know it, or has modern science blossomed into something wholly different from its ancient roots? How distinct are scientific and religious patterns of thinking? Who controls knowledge about nature, the cosmos, and the body, and what's the proper way to communicate it? Why should we trust “the experts,” ancient or modern, anyway? Pursuing these and other questions, this course introduces students to the strange and dynamic world of ancient science, from the earliest Presocratics to Roman-era authorities like Claudius Ptolemy. Students will not only learn about theories that dominated Western thinking for millennia, but also gain first-hand experience with ancient scientific methods. 6 credits; HI, WR2, QRE; Spring; H. Wietzke

CLAS 227 Greek History: The Greek Polis The Classical Greek world, with its system of independent city-states, saw the development of unprecedented political structures and a flowering of art, literature, and philosophy, all in the midst of almost constant military conflict. The Greeks are credited with inventing tragedy, democracy, science, and rhetoric (among other things), but their history is both complex and contested. This course examines the period from 750 to 399 B.C.E. and addresses fundamental questions about the development of Greek political, military, and social systems; the conflict between common Greek and local identities; and how we can use limited sources to reconstruct the past. 6 credits; HI, IS, WR2; Spring; K. Steed

CLAS 228 The Roman Republic Introduction to Rome's political and social history from the Etruscan period to the end of the Republic. Topics include Roman political culture, the acquisition of empire, the role of the army, the psychology of Rome, and interpretation of historical evidence. Based largely on primary source readings. 6 credits; HI, IS, WR2; Not offered 2016-17

CLAS 230F Hellenistic Greek: Scientific and Documentary Texts This trailer course will introduce students to scientific and documentary Greek texts from the Hellenistic world. Texts will include the Hippocratic Oath, Plutarch's descriptions of the inventions of Archimedes, brief selections from scientific works, and papyri containing personal letters and documents from Ptolemaic Egypt. In addition to regular readings, we will work with images of papyri and discuss the challenges of deciphering these texts. Prerequisite: Greek 103 or equivalent; Concurrent registration in Classics 230. 2 credits; NE; Not offered 2016-17

CLAS 230 The World of Alexander This course examines the background, career, and legacy of Alexander the Great and the emergence of the Hellenistic monarchies. The first part of the course examines the developments of the Fourth Century BCE, including classical philosophy, politics, and art; the rise of Macedon; Alexander the Great; and

the wars of Alexander's successors. The second part explores the philosophical, cultural, and scientific world of Ptolemaic Egypt. The course focuses throughout on the lives and experiences of individuals and their place in a rapidly changing society. 6 credits; HI, IS, QRE; Not offered 2016-17

CLAS 231 The Roman Principate This class introduces the history of Rome from Augustus to Diocletian. From demented emperors to new religions to economic collapse, the course uses Rome as a lens to address enduring historical questions. For example, how do individuals get, keep, and hand on power? What are the relationships between a central power and those on the periphery of that power and between a ruling elite and those they rule? How do foreign affairs affect internal policies and politics? Since we rely largely on ancient sources, we will also devote time to the interpretation of those sources in all their delightful eccentricity. 6 credits; HI, IS; Winter; K. Steed

CLAS 267 Political Landscapes: Archaeologies of Territory and Polity We live in a world of states. Nearly every inch of the earth is clearly delineated on maps and plans, ascribed to a particular political authority. But the widespread availability of precise spatial information is relatively new in human history. This seminar examines archaeology beyond the site. How did ancient polities understand and demarcate territory? What tools can we use to understand this? We begin by examining theories of space, place, landscape, and boundaries. The second part of the course compares case studies from across the ancient world to explore archaeological approaches to territory and polity in greater detail. Prerequisite: At least one previous archaeology course, Classics 122, 123 124 or Archeology 246; contact instructor to discuss other relevant courses. 6 credits; SI, IS; Winter; A. Knodell

CLAS 295 Junior Skills Portfolio A portfolio to be completed by majors in the Department of Classical Languages in the junior year, ensuring their preparation for the senior capstone experience. The portfolio will demonstrate specific skills using basic tools, as outlined in the majors' handbook. 2 credits; NE; Spring; C. Zimmerman

CLAS 394 Senior Seminar As part of their senior capstone experience, majors in the classics department will formulate a call for papers developing the current year's theme for a colloquium, and following standard guidelines of the field produce proposals ("abstracts") for their own papers to be presented in the winter term. 3 credits; NE; Fall; C. Zimmerman

CLAS 400 Senior Symposium From proposals ("abstracts") developed in Classics 394, departmental majors will compose a twenty minute presentation to be delivered at a symposium on the model of professional conferences. The talks will then be revised into articles to be submitted to a journal of professional style, accepted and edited by the group into a presentable volume. Prerequisite: Classics 394. 3 credits; S/NC; Winter; C. Zimmerman

### Greek Courses (GRK)

(These courses all involve acquiring or using ancient Greek)

GRK 101 Elementary Greek Study of essential forms and grammar, with reading of connected passages. 6 credits; NE; Winter; H. Wietzke

GRK 102 Intermediate Greek Study of essential forms and grammar, with reading of original, unadapted passages. Prerequisite: Greek 101 with a grade of at least C-. 6 credits; NE; Spring; C. Zimmerman

GRK 103 Greek Prose Selected prose readings. The course will emphasize review of grammar and include Greek composition. Prerequisite: Greek 102 with a grade of at least C-. 6 credits; NE; Fall; A. Knodell

GRK 204 Greek Poetry Selected readings from *Homer* (in odd-numbered years) or *Greek Tragedy* (in even-numbered years). Prerequisite: Greek 103 with a grade of at least C-. 6 credits; NE; Winter; C. Zimmerman

GRK 240 Xenophon's *Oeconomicus* Xenophon's *Oeconomicus* is a fascinating text preserving valuable primary evidence on Classical Athenian attitudes toward gender, household management, marital relations, slavery, urban and rural domestic life, and household religion among many other topics. We will read selections of the Greek and the whole in English, as well as some of the very interesting secondary literature--from Foucault to Leo Strauss--in this unique work. Prerequisite: Greek 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

GRK 244 Plato Symposium Readings of some of the most significant dialogues in translation, with selections in the original. Prerequisite: Greek 204 or equivalent. 6 credits; LA; Not offered 2016-17

GRK 245 Herodotus's Histories In this course we will read and examine selections from Herodotus's *Histories* in Greek, as well as the whole of the work in English. We will explore questions about historiography, culture, ethnicity, ancient warfare, contact between Greece and Persia, among other issues. Prerequisite: Greek 204 or the equivalent. 6 credits; WR2, LA; Not offered 2016-17

GRK 280 Philosophers and Martyrs Through the close reading and discussion of two texts from Late Antiquity in their original Greek, Lucian's *On the Death of Peregrinus* and the anonymous *Martyrdom of Polycarp*, we will gain experience in the reading and comprehension of late Hellenistic and koine Greek. We will also explore the ways in which these texts and their literary construction offer insight into the thought-worlds within which both Christian and various pagan philosophical schools developed. Prerequisite: Greek 204 or equivalent. 2 credits; HI, IS; Not offered 2016-17

GRK 281F 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; Not offered 2016-17

GRK 304 Greek Tragedy for Advanced Students Intensive study of one play in the original and the remaining plays in translation. Offered simultaneously with Greek 204, with additional assignments for the advanced students. Prerequisite: Greek 204. 6 credits; LA; Winter; C. Zimmerman

GRK 305 Homer Intensive study of selections from Homer's *Iliad* or *Odyssey*. Offered simultaneously with Greek 204, with additional assignments for the advanced students. Prerequisite: Greek 204 or the equivalent. 6 credits; LA; Not offered 2016-17

GRK 320 Hesiod and the Homeric Hymns Hesiod is the first Greek author to express an individual persona. He was a man from Askra -- "harsh in winter, hard in summer, never pleasant" -- yet at the same time he refers to nearby Mt. Helikon as the beautiful home of the muses who inspire his songs. His is a world of contrasts. This course will study (in Greek) Hesiod's *Theogony* and *Works and Days*, which range widely in subject matter and message: the former describing the cosmic origins of the world; the latter a lesson in living the good life. We will also read some contemporary poetry. Prerequisite: Greek 204 or equivalent. 6 credits; LA; Spring; A. Knodell

GRK 351 Aristophanes Intensive study of one or two plays in the original and of the remaining plays in translation. 6 credits; LA; Not offered 2016-17

### Latin Courses (LATN)

(These courses all involve acquiring or using Latin)

LATN 101 Elementary Latin While many claims are made about the benefits of learning Latin, here's what we know for sure: it's a beautiful language, both intensely precise and rigorous, as well as poetically expressive and inviting. Spoken by millions in the ancient world and kept continuously "alive" up to the present, Latin provides a window onto an intellectual and cultural landscape that is both foreign and familiar to modern students. This beginning course will develop necessary vocabulary, forms, and grammar that allows students to begin reading short passages of unadulterated prose and poetry from the ancient Roman world right from the start. 6 credits; NE; Fall; H. Wietzke

LATN 102 Intermediate Latin Continuation of essential forms and grammar. Prerequisite: Latin 101 with a grade of at least C- or placement. 6 credits; NE; Winter; C. Zimmerman

LATN 103 Introduction to Latin Prose and Poetry The course is designed to help students make the transition from the discrete rules of morphology and syntax to the integrated reading of extended passages of Latin prose and poetry with fluency and understanding. The first half of the course will focus on the consolidation of grammar through a systematic review of morphology and syntax based on compositional exercises keyed to passages of medieval Latin and Cicero. The second half will equip students with the basic skills needed to engage ancient Latin poetry, including meter, genre, rhetorical devices and poetic tropes, as encountered in selections from Ovid's mythological epic, *Metamorphoses*. Prerequisite: Latin 102 with a grade of at least C- or placement. 6 credits; NE; Spring; K. Steed

LATN 204 Intermediate Latin Prose and Poetry What are the "rules" of friendship? Would you do anything for a friend? *Anything*? The ancient Romans were no strangers to the often paradoxical demands of friendship and love. The goal for Intermediate Latin Prose and Poetry is to gain experience in the three major modes of Latin expression most often encountered "in the wild"—prose, poetry, and inscriptions—while exploring the notion of friendship. By combining all three modes into this one course, we hope both to create a suitable closure to the language sequence and to provide a reasonable foundation for further exploration of Roman literature and culture. Prerequisite: Latin 103 with a grade of at least C- or placement. 6 credits; NE; Fall; C. Zimmerman

LATN 233 Catiline In this course we will explore the life, career, and defeat of L. Sergius Catilina as portrayed in Sallust's *Catiline* and Cicero's *Catilinarian Orations*. We will supplement our Latin with reading in translation and secondary articles. Prerequisite: Latin 204 or equivalent. 6 credits; LA; Not offered 2016-17

LATN 246 Livy In this course we will read and examine selections from Livy's *ab Urbe Condita* in Latin, as well as the larger work in English. We will explore questions about historiography, culture, politics, ancient warfare, and the city of Rome, among other issues. Prerequisite: Latin 204 or equivalent. 6 credits; HI; Not offered 2016-17

LATN 253 Seneca the Younger Seneca the Younger was a key figure in the reigns of the Roman Emperors, Claudius and Nero. He was a prolific writer and a major force in shaping the moral philosophy of the later Roman world. This course will examine Seneca's thought and lively writing style by reading samples from a broad selection of his prose works (philosophical essays and letters) as well as his tragedies. There will be a short paper (six-eight pages) in addition to other assignments designed to familiarize students with some of the research tools and practices of the discipline. Prerequisite: Latin 204 or the equivalent. 6 credits; LA; Not offered 2016-17

LATN 255 Tacitus A survey of the works of the Roman Silver Age historian and rhetorician Gaius Cornelius Tacitus, reading Latin excerpts and selections in English translation. Prerequisite: Latin 204 or equivalent. 6 credits; HI; Not offered 2016-17

LATN 256 The Art and Philosophy of the Letter Dear Carl, What Latin class are you taking this fall? Have you considered The Art and Philosophy of the Letter? The course will investigate why epistolary form was so important in Latin literature, and you'll learn about the consequences (even controversies!) that resulted when

authors imparted the form of personalized communication to texts with a public reception. We'll read Cicero, Ovid, and Seneca, but also the correspondence of private individuals and some theoretical treatments of letter-writing, all to determine the range of styles and content that epistolary form enveloped. See you in September, Hans. Prerequisite: Latin 204 or equivalent. 6 credits; LA; Fall; H. Wietzke

LATN 257 Caesar, Lucan, and Civil War This course will examine narratives of the early stages of the Roman Civil War through contemporary prose accounts of Caesar and Cicero and the poet Lucan's Neronian epic on the Civil War. Topics will include manipulation of public opinion and memory, historical reconstruction through text, the relationship between prose history and historical epic, and the literal and metaphorical dissolution of Rome through civil war, as well as stylistic and philosophical concerns specific to each author. Prerequisite: Latin 204 or the equivalent. 6 credits; HI, IS; Winter; K. Steed

LATN 258 Seminar: Horace Selection from Horace's *Odes*, *Epodes*, *Satires* and *Epistles* in Latin and the remaining works in translation. Prerequisite: Latin 204 or equivalent. 6 credits; LA; Not offered 2016-17

LATN 259 Seminar: Vergil Intensive study of selections from Vergil. May be offered simultaneously with Latin 359 without the supplemental assignments for advanced students. Prerequisite: Latin 204 or the equivalent. 6 credits; LA, WR2; Not offered 2016-17

LATN 280 Martyr Texts from Roman North Africa Through close reading and discussion of Latin texts on Christian martyrdom from the second and third centuries, including *The Martyrdom of Perpetua and Felicity* and Tertullian's *To the Martyrs*, we will discuss the qualities of the newly emerging Christian Latin. We will also examine how these authors construct an image of a new hero--the martyr--in the classical landscape and the nature and meaning of their struggle. Prerequisite: Latin 204 or equivalent. 2 credits; HI, IS; Not offered 2016-17

LATN 345 Roman Comedy Selected readings in the original from Plautus and/or Terence; study in translation of both Roman Comedy and its predecessor Greek New Comedy. 6 credits; LA; Not offered 2016-17

LATN 359 Vergil Intensive study of selections from Vergil. May be offered simultaneously with Latin 259, with additional assignments for the advanced students. Prerequisite: Latin 204 or the equivalent. 6 credits; WR2, LA; Not offered 2016-17

## Cognitive Science Concentration

Cognitive Science examines different approaches to questions concerning the nature of mind, the representation of knowledge, the acquisition, comprehension, and production of language, the development of learning and intelligence, the use of information to draw inferences and make decisions, and the assessment of "goodness of fit" between purportedly similar systems (e.g., the computer and the mind). Exploration of some or all of these questions has been and is being undertaken in such disciplines as cognitive psychology, linguistics, philosophy, artificial intelligence, neuroscience, social cognition, anthropology, education and others.

The concentration in Cognitive Science therefore represents a formal means of bringing together students and faculty in different disciplines who share common interests. We seek to enrich the view provided by any one discipline through an exploration or the methodologies of others. The concentration is designed for students majoring in psychology, philosophy, computer science, or linguistics, although all students are welcome.

A special major is also available through a petition to the Academic Standing Committee. See our website for more information.

## Requirements for the Concentration

To encourage breadth within the concentration, normally no more than four courses taken from a single department or program may be counted toward the minimum eight required.

**Core Courses:** (26 credits of four six-credit courses plus one two-credit lab course)

- CGSC 130 Introduction to Cognitive Science
- CGSC 232/CGSC 233/PSYC 232/PSCY 233 Cognitive Processes and Laboratory in Cognitive Processes (8 credits)

Plus any two of the following courses:

- CS 111 Introduction to Computer Science
- LING 115 Introduction to Theory of Syntax
- PHIL 210 Logic

**Elective Courses:** 24 credits from the following list. At least one must be a 300-level course.

To ensure sufficient interdisciplinarity, no more than four courses may be taken from any one department or program.

- BIOL 368 Seminar: Developmental Neurobiology (not offered in 2016-17)
- BIOL 379 Seminar: Behavioral Genetics (not offered in 2016-17)
- BIOL 386 Neurobiology
- CGSC 236 Thinking, Reasoning, and Decision Making (not offered in 2016-17)
- CGSC 330 Embodied Cognition (not offered in 2016-17)
- CGSC 340 Phenomenology and Cognitive Science
- CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool Years (not offered in 2016-17)
- CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2016-17)
- CS 254 Computability and Complexity
- CS 321 Artificial Intelligence
- CS 322 Natural Language Processing (not offered in 2016-17)
- CS 328 Computational Models of Cognition (not offered in 2016-17)
- CS 344 Human-Computer Interaction (not offered in 2016-17)
- CS 361 Evolutionary Computing and Artificial Life
- ECON 265 Game Theory and Economic Applications
- ECON 266 Experimental Economics (not offered in 2016-17)
- ECON 267 Behavioral Economics
- EDUC 234 Educational Psychology
- LING 216 Generative Approaches to Syntax
- LING 217 Phonetics and Phonology
- LING 265 Language and Brain (not offered in 2016-17)
- LING 275 First Language Acquisition
- LING 285 Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System (not offered in 2016-17)
- LING 315 Topics in Syntax
- LING 316 Topics in Morphology (not offered in 2016-17)

- LING 317 Topics in Phonology
- LING 325 Syntax of an Unfamiliar Language (not offered in 2016-17)
- LING 340 Topics in Semantics
- MUSC 227 Perception and Cognition of Music
- PHIL 100 Science, Faith and Rationality
- PHIL 112 Mind, Matter, Consciousness
- PHIL 212 Epistemology
- PHIL 223 Philosophy of Language (not offered in 2016-17)
- PHIL 225 Philosophy of Mind (not offered in 2016-17)
- PHIL 228 Heaps of Liars: Logic, Language, and Metaphysics (not offered in 2016-17)
- PHIL 235 Analytic Philosophy's Greatest Hits (not offered in 2016-17)
- PHIL 243 Animal Ethics: The Moral Status of Animals
- PHIL 301 Irrationality (not offered in 2016-17)
- PHIL 372 Kant's Critique of Pure Reason (not offered in 2016-17)
- PSYC 216 Behavioral Neuroscience
- PSYC 220 Sensation and Perception (not offered in 2016-17)
- PSYC 234 Psychology of Language
- PSYC 238 Memory Processes
- PSYC 250 Developmental Psychology
- PSYC 258 Social Cognition
- PSYC 267 Clinical Neuroscience (not offered in 2016-17)
- PSYC 362 Psychology of Spoken Words (not offered in 2016-17)
- PSYC 366 Cognitive Neuroscience
- PSYC 371 Evolutionary and Developmental Trends in Cognition (not offered in 2016-17)
- PSYC 372 Perceptual & Cognitive Expertise (not offered in 2016-17)
- PSYC 375 Language and Deception
- PSYC 378 Consciousness (not offered in 2016-17)
- SOAN 260 Myth, Ritual, and Symbolism (not offered in 2016-17)

### Cognitive Science Courses

CGSC 130 Revolutions in Mind: An Introduction to Cognitive Science An interdisciplinary study of the history and current practice of the cognitive sciences. The course will draw on relevant work from diverse fields such as artificial intelligence, cognitive psychology, philosophy, biology, and neuroscience. Topics to be discussed include: scientific revolutions, the mind-body problem, embodied cognition, perception, representation, and the extended mind. 6 credits; SI; Fall; T. Chemero

CGSC 130 What Minds Are What They Do: An Introduction to Cognitive Science An interdisciplinary examination of issues concerning the mind and mental phenomena. The course will draw on work from diverse fields such as artificial intelligence, cognitive psychology, philosophy, linguistics, anthropology, and neuroscience. Topics to be discussed include: the mind-body problem, embodied cognition, perception, representation, reasoning, and learning. 6 credits; SI, WR2; Winter; J. Decker

CGSC 232 Cognitive Processes Cross-listed with PSYC 232. An introduction to the study of mental activity. Topics include attention, pattern recognition and perception, memory, concept formation, categorization, and cognitive development. Some attention to gender and individual differences in cognition, as well as cultural settings for cognitive activities. Prerequisite: Psychology 110 or instructor permission. Requires concurrent registration in Cognitive Science 233. A grade of C- or better must be earned in both Psychology/Cognitive Science 232 and 233 to satisfy the LS requirement. 6 credits; WR2, LS; Winter; K. Galotti

CGSC 233 Laboratory Research Methods in Cognitive Science Cross-listed with PSYC 233. Students will participate in the replication and planning of empirical studies, collecting and analyzing data relevant to major cognitive phenomena. Prerequisite: Psychology 110 or permission of the instructor, Requires concurrent registration in Cognitive Science 232. A grade of C- or better must be earned in both Psychology/Cognitive Science 232 and 233 to satisfy the LS requirement. 2 credits; LS; Winter; K. Galotti

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; SI, QRE; Not offered 2016-17

CGSC 330 Embodied Cognition This seminar will consider recent work in philosophy, cognitive science and linguistics critical of views of human cognition as "disembodied" and Cartesian. Philosophical sources of the early critiques of symbolic AI and "cartesianism" will be considered (Heidegger, Dewey), as will the linguistic theories of George Lakoff and Ray Jackendoff and recent and current work on embodied cognition by Eleanor Rosch, Hubert Dreyfus, John Haugeland, Andy Clark and Herbert Brooks. The seminar will include materials relevant to students in philosophy, linguistics, psychology and cognitive science. Prerequisite: Cognitive Science 130, or Cognitive Science/Psychology 232 or permission of the instructor. 6 credits; HI; Not offered 2016-17

CGSC 340 Phenomenology and Cognitive Science This course will provide an in-depth study of phenomenology, covering both its history and contemporary debates, and phenomenology-inspired research in cognitive science, psychology and neuroscience. Roughly half the course will be devoted to the history of phenomenology, setting the main views within their historical context and explaining how these views respond to the difficulties of their predecessors. The other half will discuss contemporary philosophical debates and scientific research involving phenomenological approaches. Prerequisite: Cognitive Science 130 required, 200 level Cognitive Science, Psychology or Philosophy course recommended. 6 credits; HI; Fall; T. Chemero

CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool Years We will consider the development of memory, perception, and attention, as well as concepts and categorization, problem-solving and thinking, during the years from two to six. We will focus particularly on how these developments are reflected in children's spontaneous behavior and play. Course requirements will include readings, class discussions, short papers, a final project, and regular observation of preschoolers or kindergarteners. Prerequisite: Psychology 250 or Educational Studies 234 or permission of the instructor. 6 credits; SI; Not offered 2016-17

CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plans An examination of recent literature on how adolescents develop their value system, explore their goals, begin to make life-framing decision, establish new relationships, and discover answers to the question "Who am I?" Course readings will involve primary literature, and the course is discussion-based. Prerequisite: Psychology 250, Educational Studies 234 or consent of the instructor. 6 credits; SI; Not offered 2016-17

CGSC 394 Collaborative Research in Cognitive Science This course will be centered around a collaborative research project in cognitive science. Students enrolled will meet with the instructor to complete background readings and discussions, then will create recruiting materials, consent forms, IRB applications, debriefing statements, stimuli, and task instructions. They will then gather data from research participants and participate in data entry, analysis, and writing up the results. This course may be repeated multiple terms. Prerequisite: Cognitive Science 233 or Psychology 233. 2 credits; S/CR/NC; NE; Fall; K. Galotti

CGSC 396 Directed Research in Cognitive Studies Senior majors in cognitive studies will work with the director to develop a thesis proposal for their comps project. Prerequisite: Instructor Permission. 3 credits; NE; Fall; J. London, J. Neiworth, M. Van Der Wege, L. Wichlinski, J. Decker, K. Galotti

## Computer Science

Computer Science studies the computational structures and processes that appear throughout the natural and human worlds. The study of those processes (known as *algorithms*) can lend insight into the functioning of our brains, the structure of our genes, the mechanisms by which people form communities, and many other questions in a wide range of disciplines. At the same time, an understanding of algorithms and the structure of data can help us create a tremendous variety of useful software tools. Carleton's computer science curriculum is designed to provide students with a balance between theoretical study and the practical application of theory to the design and construction of software.

Since computer science plays a key role in our world, we recommend Introduction to Computer Science (CS 111) for all Carleton students. We also offer introductory-level courses on specific topics, such as Life in the Age of Networks (CS 108).

Those who choose to major in computer science find many opportunities following graduation. Carleton Computer Science graduates who pursue employment in the computing industry find jobs in a many different roles and at a wide variety of companies. In addition to graduate programs in computer science, Carleton CS majors seeking further education have pursued graduate study in areas such as bioinformatics, linguistics, cognitive science, and law.

### Requirements for a Major

The course requirements are Mathematics 111; Computer Science 111, 201, 202 (or Mathematics 236), 204, (or 257), 208, 251, 252, and 254; and two additional courses from among Computer Science courses numbered 200 or above. Although they are not required for the CS major, we recommend that our students take as many mathematics and statistics courses as possible. Majors must complete a capstone experience (CS 399 and 400): during fall and winter terms of the senior year, the student will participate on a team of four to seven students working on a faculty-specified project. This means students ordinarily **must** plan to be on campus fall and winter of the senior year. Potential majors should take Computer Science 111, Mathematics 111, and at least one of Computer Science 201, 202, and 208 by the end of the sophomore year.

Students contemplating graduate study in computer science should consider taking additional courses in both mathematics (ideally the full Calculus sequence plus Mathematics 215 and 232) and computer science. Those interested in computer engineering should consider taking physics courses through Electricity and Magnetism, and Electronics.

A guide for majors is available on the Computer Science Web site.

### Computer Science Courses

CS 099 Summer Computer Science Institute Computer science is a rich academic field that seeks to systematically study the processes for solving problems and untangle the complexities in the concrete physical world and the abstract mathematical world. The Summer Computer Science Institute (SCSI) at Carleton focuses on understanding how to think about these processes, how to program computers to implement them, and how to

apply computer science ideas to real problems of interest. Students at SCSi will learn how to systematically approach problems like a computer scientist as they engage in classroom learning, hands-on lab activities, and collaborative guided research. 6 credits; S/CR/NC; Summer; D. Musicant

**CS 108 Life in the Age of Networks** This course investigates how the social, technological, and natural worlds are connected, and how the study of networks sheds light on these connections. A network is a collection of entities linked by some relationship: people connected by friendships (e.g., Facebook); web pages connected by hyperlinks; species connected by the who-preys-on-whom relationship. We will explore mathematical properties of networks while emphasizing the efficient processing and analysis of network data drawn from a variety of fields. Topics include: how Google works; "six degrees of separation"; the spread of fads through society. No background in computer science or programming is required or expected. Prerequisite: Students may not simultaneously enroll in Computer Science 108 and Computer Science 111 in the same term, and students who have received credit for Computer Science 111 or above are not eligible to enroll in Computer Science 108. 6 credits; FSR, QRE; Not offered 2016-17

**CS 111 Introduction to Computer Science** This course will introduce you to computer programming and the design of algorithms. By writing programs to solve problems in areas such as image processing, text processing, and simple games, you will learn about recursive and iterative algorithms, complexity analysis, graphics, data representation, software engineering, and object-oriented design. No previous programming experience is necessary. Students who have received credit for Computer Science 201 or above are not eligible to enroll in Computer Science 111. Students may not simultaneously enroll for CS 108 and CS 111 in the same term. 6 credits; FSR, QRE; Fall, Winter, Spring; S. Goings, A. Rafferty, E. Alexander, L. Oesper, J. Yang, J. Davis

**CS 201 Data Structures** Think back to your favorite assignment from Introduction to Computer Science. Did you ever get the feeling that "there has to be a better/smarter way to do this problem?" The Data Structures course is all about how to store information intelligently and access it efficiently. How can Google take your query, compare it to billions of web pages, and return the answer in less than one second? How can one store information so as to balance the competing needs for fast data retrieval and fast data modification? To help us answer questions like these, we will analyze and implement stacks, queues, trees, linked lists, graphs and hash tables. Students who have received credit for a course for which Computer Science 201 is a prerequisite are not eligible to enroll in Computer Science 201. Prerequisite: Computer Science 111 or instructor permission. 6 credits; FSR; Fall, Winter, Spring; D. Musicant, J. Yang, A. Rafferty

**CS 202 Mathematics of Computer Science** This course introduces some of the formal tools of computer science, using a variety of applications as a vehicle. You'll learn how to encode data so that when you scratch the back of a DVD, it still plays just fine; how to distribute "shares" of your floor's PIN so that any five of you can withdraw money from the floor bank account (but no four of you can); how to play chess; and more. Topics that we'll explore along the way include: logic and proofs, number theory, elementary complexity theory and recurrence relations, basic probability, counting techniques, and graphs. Prerequisite: Computer Science 111 and Mathematics 111 or instructor permission. 6 credits; FSR; Fall, Spring; A. Rafferty, J. Yang

**CS 208 Computer Organization and Architecture** Computer processors are extraordinarily complex systems. The fact that they work at all, let alone as reliably as they do, is a monumental achievement of human collaboration. In this course, we will study the structure of computer processors, with attention to digital logic, assembly language, performance evaluation, computer arithmetic, data paths and control, pipelining, and memory hierarchies. Prerequisite: Computer Science 111 or instructor permission. 6 credits; FSR; Fall, Winter; S. Goings, J. Ondich

**CS 231 Computer Security** Hackers, phishers, and spammers--at best they annoy us, at worst they disrupt communication systems, steal identities, bring down corporations, and compromise sensitive systems. In this course, we'll study various aspects of computer and network security, focusing mainly on the technical aspects as

well as the social and cultural costs of providing (or not providing) security. Topics include cryptography, authentication and identification schemes, intrusion detection, viruses and worms, spam prevention, firewalls, denial of service, electronic commerce, privacy, and usability. Prerequisite: Computer Science 201 or 202 or 208. 6 credits; FSR; Fall; J. Ondich

CS 251 Programming Languages: Design and Implementation What makes a programming language like "Python" or like "Java?" This course will look past superficial properties (like indentation) and into the soul of programming languages. We will explore a variety of topics in programming language construction and design: syntax and semantics, mechanisms for parameter passing, typing, scoping, and control structures. Students will expand their programming experience to include other programming paradigms, including functional languages like Scheme and ML. Prerequisite: Computer Science 201 or instructor permission. 6 credits; FSR; Fall, Spring; D. Musicant, D. Liben-Nowell

CS 252 Algorithms A course on techniques used in the design and analysis of efficient algorithms. We will cover several major algorithmic design paradigms (greedy algorithms, dynamic programming, divide and conquer, and network flow). Along the way, we will explore the application of these techniques to a variety of domains (natural language processing, economics, computational biology, and data mining, for example). As time permits, we will include supplementary topics like randomized algorithms, advanced data structures, and amortized analysis. Prerequisite: Computer Science 201 and either Computer Science 202 or Mathematics 236. 6 credits; FSR; Fall, Winter; L. Oesper

CS 254 Computability and Complexity An introduction to the theory of computation. What problems can and cannot be solved efficiently by computers? What problems cannot be solved by computers, period? Topics include formal models of computation, including finite-state automata, pushdown automata, and Turing machines; formal languages, including regular expressions and context-free grammars; computability and uncomputability; and computational complexity, particularly NP-completeness. Prerequisite: Computer Science 111 and either Computer Science 202 or Mathematics 236. 6 credits; FSR; Winter, Spring; J. Yang, D. Liben-Nowell

CS 257 Software Design It's easy to write a mediocre computer program, and lots of people do it. Good programs are quite a bit harder to write, and are correspondingly less common. In this course, we will study techniques, tools, and habits that will improve your chances of writing good software. While working on several medium-sized programming projects, we will investigate code construction techniques, debugging and profiling tools, testing methodologies, UML, principles of object-oriented design, design patterns, and user interface design. Prerequisite: Computer Science 201 or instructor permission. 6 credits; FSR; Winter, Spring; J. Ondich, E. Alexander

CS 312 Audio Programming Students will learn the basics of MIDI and Digital Audio programming using C++. In the MIDI portion of the course, you'll learn to record, play, and transform MIDI data. You'll learn to read, write, and play standard MIDI files. During the Digital Audio portion of the course, you'll learn the basics of audio synthesis: oscillators, envelopes, filters, amplifiers, and FFT analyses. Weekly homework assignments and two major group projects. Prerequisite: Computer Science 201 or instructor permission. 6 credits; FSR; Not offered 2016-17

CS 314 Data Visualization Understanding the wealth of data that surrounds us can be challenging. Luckily, we have evolved incredible tools for finding patterns in large amounts of information: our eyes! Data visualization is concerned with taking information and turning it into pictures to better communicate patterns or discover new insights. It combines aspects of computer graphics, human-computer interaction, design, and perceptual psychology. In this course, we will learn the different ways in which data can be expressed visually and which methods work best for which tasks. Using this knowledge, we will critique existing visualizations as well as design and build new ones. Prerequisite: Computer Science 201. 6 credits; FSR; Spring; E. Alexander

**CS 321 Artificial Intelligence** How can we design computer systems with behavior that seems "intelligent?" This course will examine a number of different approaches to this question, including intelligent search computer game playing, automated logic, machine learning (including neural networks), and reasoning with uncertainty. The coursework is a mix of problem solving and computer programming based on the ideas that we discuss. Prerequisite: Computer Science 201, additionally Computer Science 202 or Mathematics 236 are strongly recommended. 6 credits; FSR; Winter; A. Rafferty

**CS 322 Natural Language Processing** Computers are poor conversationalists, despite decades of attempts to change that fact. This course will provide an overview of the computational techniques developed in the attempt to enable computers to interpret and respond appropriately to ideas expressed using natural languages (such as English or French) as opposed to formal languages (such as C++ or Lisp). Topics in this course will include parsing, semantic analysis, machine translation, dialogue systems, and statistical methods in speech recognition. Prerequisite: Computer Science 201 and either Computer Science 202 or Mathematics 236, or instructor permission. 6 credits; FSR; Not offered 2016-17

**CS 324 Data Mining** How does Google always understand what it is you're looking for? How does Amazon.com figure out what items you might be interested in buying? How can categories of similar politicians be identified, based on their voting patterns? These questions can be answered via data mining, a field of study at the crossroads of artificial intelligence, database systems, and statistics. Data mining concerns itself with the goal of getting a computer to learn or discover patterns, especially those found within large datasets. We'll focus on techniques such as classification, clustering, association rules, web mining, collaborative filtering, and others. Prerequisite: Computer Science 201, additionally, Computer Science 202 or Mathematics 236 strongly recommended. 6 credits; FSR, QRE; Spring; L. Oesper

**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 instructor permission. Computer Science 202 strongly recommended. 6 credits; FSR, QRE; Not offered 2016-17

**CS 331 Computer Networks** The Internet is composed of a large number of heterogeneous, independently-operating computer networks that work together to transport all sorts of data to points all over the world. The fact that it does this so well given its complexity is a minor miracle. In this class, we'll study the structure of these individual networks and of the Internet, and figure out how this "magic" takes place. Topics include TCP/IP, protocols and their implementations, routing, security, network architecture, DNS, peer-to-peer networking, and Wi-Fi along with ethical and privacy issues. Prerequisite: Computer Science 201 or instructor permission. 6 credits; FSR; Not offered 2016-17

**CS 332 Operating Systems** The thing that we call a computer is actually a complex collection of interacting devices. To ensure that these devices work together effectively without excessive human intervention, people have developed operating systems software that coordinates the behavior of the devices and gives programmers ways to control those devices. This course will address the fundamental problems that operating systems need to solve, including those concerned with process management, file organization, memory management, and input/output

control. We will also study the structure of the Linux operating system. Prerequisite: Computer Science 208 or instructor permission. 6 credits; FSR; Not offered 2016-17

CS 334 Database Systems Database systems are used in almost every aspect of computing, from storing data for websites to maintaining financial information for large corporations. Intrinsically, what is a database system and how does it work? This course takes a two-pronged approach to studying database systems. From a systems perspective, we will look at the low-level details of how a database system works internally, studying such topics as file organization, indexing, sorting techniques, and query optimization. From a theory perspective, we will examine the fundamental ideas behind database systems, such as normal forms and relational algebra. Prerequisite: Computer Science 201 or consent of the instructor. 6 credits; FSR; Fall; D. Musicant

CS 341 Cryptography Modern cryptographic systems allow parties to communicate in a secure way, even if they don't trust the channels over which they are communicating (or maybe even each other). Cryptography is at the heart of a huge range of applications: online banking and shopping, password-protected computer accounts, and secure wireless networks, to name just a few. In this course, we will introduce and explore some fundamental cryptographic primitives, using a rigorous, proof-based approach. Topics will include public-key encryption, digital signatures, pseudorandom number generation, zero knowledge, and novel applications of cryptography. Prerequisite: Computer Science 201 plus either Computer Science 202 or Mathematics 236. One or more of Computer Science 252, Computer Science 254 and Mathematics 265 are also recommended. 6 credits; FSR, QRE; Winter; D. Liben-Nowell

CS 342 Mobile Application Development Software used to stay on the desktop where you put it. Now, we carry multi-purpose computational devices in our pockets. Mobile computers raise a host of software design challenges, with constrained visual spaces, touch screens, GPS sensors, accelerometers, cellular access, and cameras all in one device. More challenges come from the idea of an "app store," a five-year-old experiment that has changed the way developers and computer users think about software. In the context of a few app development projects, this course will focus on mobile computing's design patterns, user interface principles, software development methodologies, development tools, and cultural impact. Prerequisite: Computer Science 204 or 257. 6 credits; FSR; Not offered 2016-17

CS 344 Human-Computer Interaction The field of human-computer interaction addresses two fundamental questions: how do people interact with technology, and how can technology enhance the human experience? In this course, we will explore technology through the lens of the end user: how can we design effective, aesthetically pleasing technology, particularly user interfaces, to satisfy user needs and improve the human condition? How do people react to technology and learn to use technology? What are the social, societal, health, and ethical implications of technology? The course will focus on design methodologies, techniques, and processes for developing, testing, and deploying user interfaces. Prerequisite: Computer Science 201 or instructor permission. 6 credits; FSR, QRE; Not offered 2016-17

CS 348 Parallel and Distributed Computing As multi-core machines become more prevalent, different programming paradigms have emerged for harnessing extra processors for better performance. This course explores parallel computation (programs that run on more than one core) as well as the related problem of distributed computation (programs that run on more than one machine). In particular, we will explore the two major paradigms for parallel programming, shared-memory multi-threading and message-passing, and the advantages and disadvantages of each. Other possible topics include synchronization mechanisms, debugging concurrent programs, fork/join parallelism, the theory of parallelism and concurrency, parallel algorithms, cloud computing, Map/Reduce, GPU programming, transactional memory, and memory models. Prerequisite: Computer Science 201. 6 credits; FSR; Not offered 2016-17

CS 352 Advanced Algorithms A second course on designing and analyzing efficient algorithms to solve computational problems. We will survey some algorithmic design techniques that apply broadly throughout computer science, including discussion of wide-ranging applications. A sampling of potential topics: approximation algorithms (can we efficiently compute near-optimal solutions even when finding exact solutions is computationally intractable?); randomized algorithms (does flipping coins help in designing faster/simpler algorithms?); online algorithms (how do we analyze an algorithm that needs to make decisions before the entire input arrives?); advanced data structures; complexity theory. As time and interest permit, we will mix recently published algorithmic papers with classical results. Prerequisite: Computer Science 252 or instructor permission. 6 credits; FSR; Fall, Winter; D. Liben-Nowell

CS 361 Evolutionary Computing and Artificial Life An introduction to evolutionary computation and artificial life, with a special emphasis on the two way flow of ideas between evolutionary biology and computer science. Topics will include the basic principles of biological evolution, experimental evolution techniques, and the application of evolutionary computation principles to solve real problems. All students will be expected to complete and present a term project exploring an open question in evolutionary computation. Prerequisite: Computer Science 201. 6 credits; FSR; Spring; S. Goings

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 instructor permission. 6 credits; FSR; Not offered 2016-17

CS 399 Senior Seminar As part of their senior capstone experience, majors will work together in teams (typically four to seven students per team) on faculty-specified topics to design and implement the first stage of a project. Required of all senior majors. Prerequisite: Senior standing. Students are strongly encouraged to complete Computer Science 252 and either Computer Science 204 or 257 before starting Computer Science 399. 3 credits; NE; Fall; A. Rafferty, D. Musicant, J. Ondich, D. Liben-Nowell

CS 400 Integrative Exercise Beginning with the prototypes developed in the Senior Seminar, project teams will complete their project and present it to the department. Required of all senior majors. Prerequisite: Computer Science 399. 3 credits; S/NC; Winter; A. Rafferty, D. Musicant, J. Ondich, D. Liben-Nowell

## **Cross-Cultural Studies Concentration**

The Cross-Cultural Studies Concentration objectives are: 1) to train American and international students in a program of study and interaction that will prepare them to live and work productively in a culture different from their own; 2) to provide a forum for studying problems and issues, such as pollution, disease, and human rights, that cut across traditional national or cultural boundaries and that tend to be excluded in traditional disciplines or area studies; 3) to enable students to come to a sharper understanding of their own and their academic focus culture by making comparisons explicit; 4) to create an arena for faculty whose work focuses on different parts of the world to address common issues and problems in a comparative, collaborative framework.

## Requirements for the Concentration

Concentrators will select a nation or region of the world on which to focus their cultural and linguistic study.

**Language:** Language is fundamental to understanding other societies. Each concentrator will fulfill the Carleton language requirement (or demonstrate equivalent ability) in the language of their focus area.

Additional upper-level language study is encouraged. Courses taken in the language and/or while abroad may count (depending on director approval) toward the requirements below.

**Off-Campus Study:** American students will also participate in an approved international program (one or more terms), in an area where a language related to their focus is spoken. International students are exempt from this requirement since Carleton is a study abroad experience for them, but they are also encouraged to go off campus.

The concentration requires a minimum of 40 credits.

### Four Core Courses:

- CCST 100 (Growing Up Cross-Culturally, *or* Cross Cultural Perspectives on Israeli and Palestinian Identity), *or* SOAN 110: Introduction to Anthropology, *or* SOAN 111 Introduction to Sociology, *and*
- CCST 275 I'm a Stranger Here Myself
- CCST 270 Creative Travel Writing, *or* AMST 115 Introduction to American Studies: The Immigrant Experience, *or* CCST 208 (two or more terms) International Coffee and News, *or* POSC 170 International Relations and World Politics, *and*
- A capstone course, as approved by the director, and taken in the junior or senior year. The recommended capstone is EUST 398 (which brings together many CCST and EUST students who are working on cross-cultural projects). With director approval, other courses may qualify, such as POSC 236 Global, National and Human Security, *or* POSC 358 Comparative Social Movements, *or* PSYC 248 Cross-Cultural Psychology, *or* PSYC 358 Cross-Cultural Psychopathology.

**Electives:** Courses from at least three of the four comparative categories listed below, from whatever departments are appropriate, selected with the approval of the director of the concentration to form a cohesive program of study:

1. A course including binary comparison between the student's nation or region of focus and another culture;
2. A course dealing with regional issues (i.e., beyond national borders) related to the student's nation or region of focus;
3. A course dealing with global issues (i.e., cross-regional) including the student's nation or region of focus.
4. A course dealing with ethnic diversity and/or diaspora pertaining to the student's nation or region of focus.

Because of the broad definition of these courses, linked to each student's nation or region of focus, it is impossible to provide an exhaustive listing of options. Check current offerings in the catalog, and discuss them with the director of the concentration.

### Cross-Cultural Studies Courses

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. We will also explore some of the humanistic roots of U.S. involvement in Israeli-Palestinian relations today, particularly in the realm of American initiated bi-cultural youth camps such as Seeds of Peace. Students will enrich our class focus by introducing us to perspectives on Israel/Palestine in their home countries or elsewhere. In translation. 6 credits; AI, WR1, IS; Fall; S. Beckwith

CCST 100 Growing Up Cross-Culturally First-year students interested in this program should enroll in this seminar. The course is recommended but not required for the concentration and it will count as one of the electives. From cradle to grave, cultural assumptions shape our own sense of who we are. This course is designed to enable American and international students to compare how their own and other societies view birth, infancy, adolescence, marriage, adulthood, and old age. Using children's books, child-rearing manuals, movies, and ethnographies, we will explore some of the assumptions in different parts of the globe about what it means to "grow up." 6 credits; AI, WR1, IS; Fall; S. Cox

CCST 208 International Coffee and News Have you just returned from Asia, Africa, Europe, or South America? This course is an excellent way to keep in touch with the culture (and, when appropriate, the language) you left behind. Relying on magazines and newspapers around the world, students will discuss common topics and themes representing a wide array of regions. You may choose to read the press in the local language, or read English-language media about your region, meeting once each week for conversational exchange. (Language of conversation is English.) Prerequisite: Students must have participated in an off-campus study program (Carleton or non-Carleton). 2 credits; S/CR/NC; HI, IS; Fall, Winter, Spring; M. Czobor-Lupp, T. Myint

CCST 270 Creative Travel Writing Workshop Travelers write. Whether it be in the form of postcards, text messages, blogs, or articles, writing serves to anchor memory and process difference, making foreign experience understandable to us and accessible to others. While examining key examples of the genre, you will draw on your experiences off-campus for your own work. Student essays will be critiqued in a workshop setting, and all work will be revised before final submission. Some use of blended media is also possible. Prerequisite: Students must have participated in an off-campus study program (Carleton or non-Carleton). 6 credits; S/CR/NC; ARP, WR2; Winter; S. Carpenter

CCST 275 I'm A Stranger Here Myself What do enculturation, tourism, culture shock, "going native," haptics, cross-cultural adjustment, and third culture kids have in common? How do intercultural transitions shape identity? What is intercultural competence? This course explores theories about intercultural contact and tests their usefulness by applying them to the analysis of world literature, case studies, and the visual arts, and by employing students' intercultural experiences as evidence. From individualized, self-reflective exercises to community-oriented group endeavors, our activities will promote new intercultural paradigms in the classroom and the wider community. Course designed for off-campus returnees, students who have lived abroad, or who have experienced being outsiders. 6 credits; SI, IS; Winter; É. Pósfay

### About Electives

Because the elective portion of the concentration is highly customized, it is impossible to provide a complete listing of all courses that might suit the four elective categories. Students work with the director of the concentration to devise a customized set of courses to meet their needs. When considering comparative, regional, global, or diaspora courses, students are encouraged to search broadly through the curriculum, especially in such programs as: all foreign language/culture programs, Art History, Economics, Environmental Studies, History, Music, Political Science, Religion, Biology and Sociology and Anthropology. For questions about the appropriateness of particular courses, consult with the director of the concentration.

## East Asian Studies Concentration

With the world's most populous nation and some of its largest economies, East Asia is a region of growing significance. It consists of areas encompassed by present day China, Japan, and Korea (and sometimes also Mongolia, Myanmar, Siberia, and Vietnam). The concentration consists of a program of study combining language training, off-campus study, required core courses in various disciplines, and supporting courses, including a designated capstone course. The underlying logic of the concentration seeks to highlight both the similarities and differences in the societies and cultures of East Asia and to generate increased understanding of a vital part of the modern world.

### Requirements for the Concentration

The East Asian Studies Concentration requires a total of 42 credits, with at least 6 credits drawn from each of the three Asian Studies distribution areas (Literary/Artistic Analysis, Humanistic Inquiry or Social Inquiry)

18 credits in core courses, drawn from at least two of the three Asian Studies distribution areas

24 credits from additional courses, drawn from at least two of the three Asian Studies distribution areas, and including a designated East Asia-related capstone course.

Courses taken on off-campus programs may be applied to the concentration.

Normally, at least one term of off-campus study in East Asia

One year of study of an East Asian language, or its equivalent. For languages offered at Carleton, this will involve completion of a language through 103, or its equivalent. For languages not offered at Carleton, it will involve completion of the equivalent of 103.

**Core Courses:** 18 credits from among the following; courses must be from at least two distribution areas

- ARTH 165 Japanese Art and Culture (not offered 2016-17)
- ARTH 166 Chinese Art and Culture
- CHIN 282 Chinese Studies Seminar in Tianjin: Chinese Civilization (not offered 2016-17)
- HIST 152 Imperial China (not offered 2016-17)
- HIST 153 History of Modern China (not offered 2016-17)
- HIST 156 History of Modern Korea (not offered 2016-17)
- RELG 151 Religions in Chinese Culture (not offered 2016-17)
- RELG 152 Religions in Japanese Culture (not offered 2016-17)
- RELG 153 Introduction to Buddhism

**Supporting Courses:** 24 credits from among the following; courses must be from at least two distribution areas.

- ARTH 164 Buddhist Art (not offered 2016-17)
- ARTH 165 Japanese Art and Culture (not offered 2016-17)
- ARTH 166 Chinese Art and Culture
- ARTH 209 Chinese Painting
- ARTH 220 Origins of Manga: Japanese Prints (not offered 2016-17)
- ARTH 267 Gardens in China and Japan (not offered 2016-17)
- ARTH 321 Arts of the Chinese Scholar's Studio
- ASLN 111 Writing Systems (Not offered in 2015-2016)
- ASLN 237 Tao of Wisdom in Asian Literature (not offered 2016-17)
- ASLN 260 Historical Linguistics (not offered 2016-17)
- ASST 284 New Media Seminar: History and Culture of Japan (not offered 2016-17)
- CHIN 206 Chinese in Cultural Context
- CHIN 240 Chinese Cinema (not offered 2016-17)
- CHIN 248 The Structure of Chinese (not offered 2016-17)
- CHIN 250 Chinese Popular Culture
- CHIN 347 Advanced Reading in Contemporary Chinese Prose: Newspapers
- CHIN 348 Advanced Chinese: The Mass Media (not offered 2016-17)
- CHIN 349 Advanced Chinese: Social Commentary (not offered 2016-17)
- CHIN 350 Advanced Chinese: Poems and Stories (not offered 2016-17)
- CHIN 355 Contemporary Short Stories (not offered 2016-17)
- CHIN 360 Classical Chinese
- CHIN 363 Conversation and Composition: The Liberal Arts in Chinese (not offered 2016-17)
- ECON 240 Microeconomics of Development
- ENTS 260 Comparative Agroecology (not offered 2016-17)
- ENTS 261 Field Investigation in Comparative Agroecology (not offered 2016-17)
- HIST 254 Colonialism in East Asia (not offered 2016-17)
- HIST 255 Rumors, Gossip, and News in East Asia
- HIST 256 History of Urban China (not offered 2016-17)
- JAPN 206 Japanese in Cultural Context
- JAPN 230 Topics in Pre-Modern Literature in Translation (not offered 2016-17)
- JAPN 231 Japanese Cinema in Translation (not offered 2016-17)
- JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (not offered 2016-17)
- JAPN 238 Individuals and the Family in Modern Japanese Literature in Translation (Not offered in 2015-2016)
- JAPN 243 The Other in Modern Japanese Literature and Society in Translation (not offered 2016-17)
- JAPN 244 The World of Anime in Translation (not offered 2016-17)
- JAPN 254 World of Japanese Manga in Translation (not offered 2016-17)
- JAPN 343 Advanced Japanese: Film and Fiction
- JAPN 344 Advanced Writing: Contemporary Prose (not offered 2016-17)
- JAPN 345 Advanced Reading in Modern Japanese Literature: The Short Story (not offered 2016-17)
- JAPN 349 Advanced Readings in Contemporary Japanese Prose (not offered 2016-17)
- JAPN 352 Advanced Japanese Through Manga and Contemporary Materials (not offered 2016-17)
- JAPN 353 Thinking About Environmental Issues in Japanese (not offered 2016-17)
- LING 285 The Linguistics of the Japanese Writing System (not offered 2016-17)
- LING 286 The Structure of Japanese (not offered 2016-17)
- MUSC 182 Chinese Musical Instruments
- MUSC 182J Chinese Musical Instruments (Juried)

- MUSC 282 Chinese Musical Instruments
- MUSC 282J Chinese Musical Instruments (Juried)
- POSC 170 International Relations and World Politics
- POSC 237 Southeast Asian Politics
- POSC 239 The Diplomat's Craft: Three Case Studies (not offered 2016-17)
- POSC 248 The U.S.-China Relationship (not offered 2016-17)
- POSC 264 Politics of Contemporary China (not offered 2016-17)
- POSC 378 Social Changes in Southeast Asia (not offered 2016-17)
- POSC 379 Diversity of Social Ecological Systems in Southeast Asia (not offered 2016-17)
- RELG 250 Buddhism and Ecology (not offered 2016-17)
- RELG 254 Modern Hinduism (not offered 2016-17)
- RELG 255 Social Engagement in Asian Religions (not offered 2016-17)
- RELG 280 The Politics of Sex in Asian Religion (not offered 2016-17)
- RELG 350 Emptiness (not offered 2016-17)

**Capstone Course:** To be determined in consultation with the director.

## Economics

Economics analyzes the ways in which resources can be most effectively organized to meet the changing goals of a society. Courses in the department combine theoretical and applied economics as a basis for developing and evaluating alternative public policies for entire economies and for the institutions and organizations within an economy. Department courses give a broad and practical perspective for those considering careers in law, government, business, education, journalism or social service; they also meet the needs of students seeking graduate work in economics, business administration, and public affairs. The basic introductory courses, 110 and 111 or their equivalent, are prerequisites to most advanced courses; they offer a good foundation for further work in economics, but they have also been designed for students who have not yet selected majors and for those in other majors seeking an introduction to the analysis of economic theory and policies. Note: Either course in the principles sequence, Economics 110 or 111, can be taken first. Independent study (291 or 391) for those with special research interests can be taken with any faculty member.

### Requirements for a Major

All economics majors are required to successfully complete the two introductory courses (110 and 111), the three core courses (329, 330, and 331), the integrative exercise (400), and 30 additional credits in economics at the 200 level or above.

Unless specifically noted otherwise, all economics courses at the 200-level and above have both Economics 110 and 111 as prerequisites. Economics majors planning to take a senior seminar in the fall of their senior year with the intention of writing a paper as their integrative exercise in a subsequent term must complete Economics 330 and Economics 331 by the end of their junior year. We encourage students to take Economics 329 in their sophomore or junior year; students who take the senior seminar must take Economics 329 no later than the same term as the seminar.

Mathematics 111 or its equivalent and Mathematics 215 (or 275) are prerequisites for Economics 329 and 331, and Mathematics 111 or its equivalent is a prerequisite for Economics 330. Any student intending graduate work in economics should also take Mathematics 121, 211, 232, 236, 265 and 275. Courses

teaching additional skills such as computer science, advanced rhetoric, and analysis of political and social policies are highly recommended.

### **Requirements for a Major for the Class of 2018 and Beyond**

All economics majors are required to complete successfully the two introductory courses (110 and 111), the three core courses (329, 330, 331) and Advanced Seminar (395), the integrative exercise (400), and 24 additional credits in economics courses numbered 215 or above.

Unless specifically noted otherwise, all economics courses at the 200-level and above have both Economics 110 and 111 as prerequisites. Mathematics 111 or its equivalent and Mathematics 215 (or 275) are prerequisites for Economics 329 and 331, and Mathematics 111 or its equivalent is a prerequisite for Economics 330. We strongly encourage prospective majors to complete all mathematics prerequisites no later than the sophomore year. Completion of the core sequence is a prerequisite for Advanced Seminars and the integrative exercise. We encourage students to take Economics 329 in their sophomore spring or junior fall terms.

Any student intending graduate work in economics should also take Mathematics 121, 211, 232, 236 241 and 275. Courses teaching additional skills such as computer science, advanced rhetoric and analysis of political and social policies are highly recommended.

#### **Economics Courses**

**ECON 110 Principles of Macroeconomics** This course gives students a foundation in the general principles of economics as a basis for effective citizenship and, when combined with 111, as a preparation for all advanced study in economics. Topics include analysis of the measurement, level, and distribution of national income; the concepts of inflation and depression; the role and structure of the banking system; fiscal and monetary stabilization techniques; implications of and limits to economic growth; and international economic relations. 6 credits; SI, QRE; Fall, Winter, Spring; B. Dalgaard, S. Fried, T. Bauer, B. Keefer

**ECON 111 Principles of Microeconomics** This course gives the students a foundation in the general principles of economics as a basis for effective citizenship and, when combined with 110, as a preparation for all advanced study in economics. Topics include consumer choice theory; the formation of prices under competition, monopoly, and other market structures; the determination of wages, profits, and income from capital; the distribution of income; and an analysis of policy directed towards problems of public finance, pollution, natural resources, and public goods. 6 credits; SI, QRE; Fall, Winter, Spring; F. Bhuiyan, J. Lafky, A. Swoboda, S. Auerbach

**ECON 221 Cambridge Program: Contemporary British Economy** This course focuses on the development of the British economy since the inter-war period. The approach integrates economic and historical analysis to discuss the development of the structure of the British economy, economic policy and the institutions affecting economic performance. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE, IS; Summer; M. Paas

**ECON 222 Cambridge Program: The Origins of the Modern Economy** This course begins in Nuremberg and Rothenburg Germany, where we will investigate the origins of modern economic growth in these cities which flourished in the middle ages and early modern period. We will travel down the Rhine to see one of the great arteries of trade and on to Belgium to visit the flax museum. In England we will visit the sites of the wool trade and the early Industrial revolution to discuss the economic and noneconomic origins of modern growth. Prerequisite: Economics 110 and 111. 6 credits; NE; Summer; M. Paas

**ECON 223 English Culture Between the Wars** In this course we will discuss the intellectual and social milieu in which Keynes worked between his service at the Versailles Conference and the writing of the General Theory. We

will read works of the Bloomsbury Group, visit Charleston Farmhouse (which was the center of the group), read *Singled Out* (about the two million women who could not find husbands after WWI and the effect on the position of women in British society), and read *Love on the Dole* (a classic novel set against the backdrop of unemployment in the 30s). The goal of the course is to investigate the social backdrop of the economic revolution of Keynesian economics. Prerequisite: Economics 110 and 111. 6 credits; S/CR/NC; NE; Summer; M. Paas

**ECON 232 American Economic History: A Cliometric Approach** An introduction to the growth of the American economy from colonial times to the present with emphasis on the nineteenth century. Topics include technical change, the choice of production technology, income distribution, demographic transition, factor markets, and the role of institutions. Debates in economic history such as the economic viability of antebellum slavery, the integration of capital markets, the role of railroads in the growth process, and the economic impact of the New Deal are evaluated with an emphasis on empirical evidence. May be counted toward the History major.

Prerequisite: Economics 110 and 111. 6 credits; SI, WR2, QRE, IDS; Fall; J. Bourne

**ECON 233 European Economic History** A comparative study of dynamic economic components in the growth of western European countries, with particular attention to Great Britain, from the sixteenth to the twentieth century. Topics include the methodology of economic history, agriculture, technology, population, foreign trade, the role of the state, and monetary systems. Prerequisite: Economics 110 and 111. 6 credits; SI, WR2, QRE, IS; Not offered 2016-17

**ECON 240 Microeconomics of Development** This course explores household behavior in developing countries. We will cover areas including fertility decisions, health and mortality, investment in education, the intra-household allocation of resources, household structure, and the marriage market. We will also look at the characteristics of land, labor, and credit markets, particularly technology adoption; land tenure and tenancy arrangements; the role of agrarian institutions in the development process; and the impacts of alternative politics and strategies in developing countries. The course complements Economics 241. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE, IS; Fall; F. Bhuiyan

**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, QRE; Fall; S. Fried

**ECON 244 Analysis of Microeconomic Development Models** This course is the second part of a two-term winter break course sequence beginning with Economics 240. This course will focus on critically analyzing the appropriateness of modern microeconomic development models in the context of Bangladesh. Students exposed to various on-site visits and lectures in Bangladesh during the winter break will be required to research, write and present their views on the reliability of different model assumptions and implications they studied in Economics 240. Prerequisite: Economics 110 and 111 and 240. 6 credits; SI, WR2, QRE, IS; Not offered 2016-17

**ECON 246 Economics of Welfare** This course presents economic theory on how society as a whole ranks and chooses between different alternatives. It delves into the realm of normative economics analyzing objectives society may want to pursue, mechanisms designed to reach those objectives, and the resulting welfare of individuals affected by the choices made. The theoretical tools discussed will be used to study different mechanisms of voting, redistributing income, government intervention, auctions, and trade. Among other things, students will be exposed to the Pareto criterion, Arrow's impossibility theorem, the Vickery-Clarke-Grove mechanism, the Coase theorem, utilitarianism, Rawlsian ethics, and welfare theorems. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE, IS; Spring; F. Bhuiyan

**ECON 250 History of Economic Ideas** A survey of the evolution of economic thought from the seventeenth century to the present, with emphasis on the intellectual and historical background which influenced economists.  
Prerequisite: Economics 110 and 111. 6 credits; SI; Not offered 2016-17

**ECON 259 Economics of Higher Education** This course examines current issues in higher education through the lens of both theoretical and empirical economics. Students will be exposed to both signaling models of higher education and empirical analyses of its returns. We will also discuss admissions as a matching process, rising tuition as a form of price discrimination, and the globalization of higher education, among other topics.  
Prerequisite: Economics 110 and 111. 6 credits; SI, WR2; Spring; S. Auerbach

**ECON 262 The Economics of Sports** In recent years, the sports business in the United States has grown into a multibillion-dollar industry. Understanding the sports business from an economic viewpoint is the subject of this course. Topics will include player compensation, revenue-sharing, salary caps, free agency, tournaments, salary discrimination, professional franchise valuation, league competitiveness, college athletics, and the economics of sports stadiums and arenas. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Spring; M. Kanazawa

**ECON 263 Entrepreneurship, Innovation, and Economic Performance** Joseph Schumpeter, in lamenting the absence of an accepted theory of entrepreneurship, observed that this gap in economics is much like having Hamlet performed with the Prince of Denmark absent. Much has changed since Schumpeter leveled this criticism. Economics has embraced the contributions of entrepreneurs and provided theoretical models explaining their actions. This course explores the foundations of a microeconomic theory of entrepreneurship, investigating the role of entrepreneurs (and intrapreneurs within large organizations) as agents for change. Case studies of business development provide practical illustrations of ways in which entrepreneurs operate and how their efforts contribute to economic progress. Prerequisite: Economics 111. 6 credits; SI; Spring; B. Dalgaard

**ECON 264 Health Care Economics** This course will focus on the economics of medical care and how health care markets and systems work. We will consider both private health insurance markets and publicly provided social health insurance. The changes which demography, technology and the Affordable Health Care Act are bringing to health care delivery will be examined. Some time will be devoted to understanding the health care systems in other countries. This is a discussion course. Prerequisite: Economics 110 and 111. 6 credits; SI; Not offered 2016-17

**ECON 265 Game Theory and Economic Applications** Game theory is the study of purposeful behavior in strategic situations. It serves as a framework for analysis that can be applied to everyday decisions, such as working with a study group and cleaning your room, as well as to a variety of economic issues, including contract negotiations and firms' output decisions. In this class, modern game theoretic tools will be primarily applied to economic situations, but we will also draw on examples from other realms. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Spring; J. Lafky

**ECON 266 Experimental Economics** Controlled experiments are a useful tool for testing and improving upon economic theory. This course will provide an introduction to experimental methodology, with an emphasis on design and hypothesis testing. We will examine experimental results across a wide range of economic topics, including individual decision making, auctions, public goods, and asset markets. Students will participate in experiments, as well as design and conduct their own studies. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Not offered 2016-17

**ECON 267 Behavioral Economics** This course introduces experimental economics and behavioral economics as two complementary approaches to understanding economic decision making. We will study the use of controlled experiments to test and critique economic theories, as well as how these theories can be improved by introducing psychologically plausible assumptions to our models. We will read a broad survey of experimental and behavioral

results, including risk and time preferences, prospect theory, other-regarding preferences, the design of laboratory and field experiments, and biases in decision making. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Winter; J. Lafky

**ECON 268 Economics of Cost Benefit Analysis** Cost-benefit analysis is a tool commonly used by economists and policy makers to compare and choose among competing policy options. This course will cover the basic theory and empirical techniques necessary to quantify and aggregate the impacts of government policy, especially as related to the environment. Topics covered include the time value of money; uncertainty; sensitivity analysis; option value; contingent valuation; hedonic estimation; basic research design. Throughout the course case studies will be used to elucidate and bring life to the theoretical concepts. Prerequisite: ECON 110 & 111. Some statistics background will be useful. 6 credits; SI, QRE; Not offered 2016-17

**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, QRE; Winter; S. Fried

**ECON 270 Economics of the Public Sector** This course provides a theoretical and empirical examination of the government's role in the U.S. economy. Emphasis is placed on policy analysis using the criteria of efficiency and equity. Topics include rationales for government intervention; analysis of alternative public expenditure programs from a partial and/or general equilibrium framework; the incidence of various types of taxes; models of collective choice; cost-benefit analysis; intergovernmental fiscal relations. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Fall, Winter; T. Bauer, J. Bourne

**ECON 271 Economics of Natural Resources and the Environment** This course focuses on environmental economics, energy economics, and the relationship between them. Economic incentives for pollution abatement, the industrial organization of energy production, optimal depletion rates of energy sources, and the environmental and economic consequences of alternate energy sources are analyzed. Prerequisite: Economics 111. 6 credits; SI, QRE; Winter; A. Swoboda

**ECON 272 Economics, Property and Institutions in Natural Resources** This course examines the economic, historical, legal and institutional roots of the present-day environmental crisis, with the main, but not exclusive, focus on the United States. Topics covered include land and timber policy, minerals extraction, grazing rights, fisheries management, energy use and production, agriculture, wildlife management, endangered species protection, and rain forest preservation. Prerequisite: Economics 110 and 111. 6 credits; SI, WR2, QRE; Not offered 2016-17

**ECON 273 Water and Western Economic Development** This course examines a number of important aspects of water as a legal/political/economic factor in the development of the western United States. The topics include western water law, the evolution of water supply institutions, state and local water planning, the role of the federal government, and a number of current water problems, including surface and groundwater pollution, impediments to market transfers of water, and state/regional/international conflicts over water. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Not offered 2016-17

**ECON 274 Labor Economics** Why do some people choose to work and others do not? Why are some people paid higher wages than others? What are the economic benefits of education for the individual and for society? How do government policies, such as subsidized child care, the Earned Income Tax Credit and the income tax influence whether people work and the number of hours they choose to work? These are some of the questions examined

in labor economics. This course will focus on the labor supply and human capital decisions of individuals and households. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Winter; F. Bhuiyan

ECON 275 Law and Economics Legal rules and institutions influence people's behavior. By setting acceptable levels of pollution, structuring guidelines for contract negotiations, deciding who should pay for the costs of an accident, and determining punishment for crimes, courts and legislatures create incentives. How do economic considerations factor into legal rules, and how do laws affect economic output and distribution? In this class, we use court cases, experiments, and current legal controversies to explore such issues. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE, WR2; Not offered 2016-17

ECON 276 Money and Banking This course examines the role of money and monetary institutions in determination of income, employment, and prices in the domestic and world economies. It also examines the role of commercial banking and financial markets in a market-based economy. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Winter; B. Dalgaard

ECON 277 An Economic History of Financial Crises The course provides an historical perspective on financial bubbles and crashes and reviews the main theories of financial crises. The course will look at the long history of financial crises to highlight recurring themes and to try to determine, among other things, what went wrong, what elements precede most crises, and which responses were effective. In addition, the course will provide an overview of the business cycle theories of Mill, Marx, Keynes, and other economists. Prerequisite: Economics 110 and 111. 6 credits; SI; Not offered 2016-17

ECON 278 Industrial Organization and Firm Behavior This course analyzes the firm's marketing and pricing problems, its conduct, and the resulting economic performance, given the nature of the demand for its products, its buying markets, the nature of its unit costs, and the structure of its selling markets. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Fall, Spring; S. Auerbach

ECON 280 International Trade A study of international trade theories and their policy implications. Classical and neo-classical trade models, the gains from trade, the terms of trade and the distribution of income, world trade patterns, international factor movements, tariffs, and the impact of commercial policy on developing and developed countries are analyzed. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Winter; T. Bauer

ECON 281 International Finance This course studies theories of the multi-faceted interaction between the balance of international payments and foreign exchange market and the general levels of domestic prices, employment and economic activity. Topics include the balance of payments, foreign exchange markets, adjustment mechanisms in international payments, macroeconomic policies for internal and external balance, and international monetary systems. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Not offered 2016-17

ECON 282 The Theory of Investment Finance The main objective of this course is to investigate various aspects of modern portfolio theory and develop basic techniques for applying this theoretical framework to real-world data. Topics covered include portfolio and asset pricing theories, and derivatives with the primary focus on option pricing. The class will develop and actively use univariate calculus for theory-building and statistical techniques for data analysis. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Winter; B. Keefer

ECON 283 Corporate Organization and Finance This course investigates decision-making by firms and their managers. Specific topics include tradeoffs in corporate organization, executive compensation, project valuation, 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, QRE, IS; Not offered 2016-17

ECON 329 Econometrics This course is an introduction to the statistical methods used by economists to test hypotheses and to study and quantify economic relationships. The course emphasizes both statistical theory and practical application through analysis of economic data sets using statistical software. Topics include two-variable and multiple regression, interval estimation and hypothesis testing, discrete and continuous structural change, parameter restrictions, model construction, heteroscedasticity, autocorrelation, and multicollinearity. Prerequisite: Mathematics 111 and either Mathematics 215 or 275, and Economics 110 and 111. 6 credits; SI, QRE; Fall, Spring; M. Kanazawa

ECON 330 Intermediate Price Theory An analysis of the forces determining relative prices within the framework of production and distribution. This class is normally taken by juniors. Sophomores considering enrolling should speak to the instructor. Prerequisite: Economics 110 and 111 and Mathematics 111. 6 credits; SI, QRE; Fall, Winter; N. Grawe

ECON 331 Intermediate Macro Theory Analysis of the forces determining the general level of output, employment, and prices with special emphasis on the role of money and on interest rate determination. This class is normally taken by juniors. Sophomores considering enrolling should speak to the instructor. Prerequisite: Mathematics 111 and Mathematics 215 (or Mathematics 275 or permission of the instructor) and Economics 110 and 111. 6 credits; SI, QRE; Winter, Spring; 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 330, 331, and concurrent or previous enrollment in Economics 329. 6 credits; FSR, WR2, QRE; Fall; M. Kanazawa

ECON 395 Advanced Topics in Macro Time Series This course will introduce students to vector autoregression (VAR) techniques to analyze macroeconomic time-series data. Possible applications of VAR analysis include (but are not limited to): the time series dynamics of GDP, interest rates, carbon emissions, and energy prices. Prerequisite: Economics 330, 331 and concurrent or previous enrollment in Economics 329. 6 credits; SI, WR2, QRE; Fall; S. Fried

ECON 395 Advanced Topics in the Economics of Housing This seminar-style course focuses on the empirical analysis of topics in housing economics. Specific areas of study depend on student interest, but may include: determinants of housing supply and demand, hedonic analysis, land use regulation, rent control, spatial segregation, housing policy, housing as an investment, and the recent subprime mortgage crisis. Class time is primarily devoted to student-led presentation and discussion of peer-reviewed journal articles. Prerequisite: Economics 330, 331, and concurrent or previous enrollment in Economics 329. 6 credits; SI, WR2, QRE; Fall; A. Swoboda

ECON 400 Integrative Exercise 6 credits; S/NC; Fall, Winter, Spring; N. Grawe, M. Kanazawa, S. Fried, A. Swoboda

## Educational Studies

Guided by the assumption that an understanding of educational values, policies, and practices is a legitimate and important part of liberal arts studies, Carleton offers a program of courses which, with the exception of student teaching, are open to all students. No major is offered; however, we do offer an interdisciplinary concentration for those students who are especially interested in educational studies but not necessarily in public school teaching.

Students may qualify for 5-12 teaching licensure in the State of Minnesota in communication arts, mathematics, earth and space science, life science, and social studies. 7-12 licensure is offered in chemistry and physics. K-12 licensure is offered in world languages (French, German, Spanish) and visual arts. Earning licensure requires: completion of an approved Carleton major, other subject area courses not required by the Carleton major and/or specific courses within the major, a specified program of educational studies courses (see the Teacher Education Handbook), and student teaching in the major field, usually in a "13th Term."

Students interested in pursuing teaching licensure should obtain a handbook from the department office and should consult with a member of the education faculty early in their sophomore year. There may be occasional courses offered at St. Olaf through the inter-registration process. Students are encouraged to make formal application for admission to the teacher education program during the spring term of their sophomore year.

Carleton's licensure programs are approved by the Board of Teaching of the Minnesota Department of Education.

### Educational Studies Courses

**EDUC 110 Introduction to Educational Studies** This course will focus on education as a multidisciplinary field of study. We will explore the meanings of education within individual lives and institutional contexts, learn to critically examine the assumptions that writers, psychologists, sociologists and philosophers bring to the study of education, and read texts from a variety of disciplines. What has "education" meant in the past? What does "education" mean in contemporary American society? What might "education" mean to people with differing circumstances and perspectives? And what should "education" mean in the future? Open only to first- and second-year students. 6 credits; SI, WR2, IDS; Fall, Winter, Spring; J. Snyder, K. Wegner

**EDUC 225 Issues in Urban Education** This course is an introduction to urban education in the United States. Course readings and discussion will focus on various perspectives in the field in order to understand the key issues and debates confronting urban schools. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. 6 credits; SI, IDS; Not offered 2016-17

**EDUC 234 Educational Psychology** Human development and learning theories are studied in relation to the teaching-learning process and the sociocultural contexts of schools. Three hours outside of class per week are devoted to observing learning activities in public school elementary and secondary classrooms and working with students. 6 credits; SI; Fall; D. Appleman

EDUC 245 The History of American School Reform This course explores major issues in the history of school reform in the United States, with an emphasis on the twentieth century. Readings and discussions examine the role of education in American society, the various and often competing goals of school reformers, and the dynamics of educational change. With particular focus on the American high school, this course looks at why so much reform has produced so little change. 6 credits; SI; Spring; J. Snyder

EDUC 250 Fixing Schools: Politics and Policy in American Education This course will survey current approaches to educational change. Students will explore the current systems and structures that constitute the policy framework, scrutinize the assumptions and ideological underpinnings of different political camps, and examine the dynamic interactions between and among those shaping American education. Additionally, they will look at various reform efforts and models, considering their use in the effort to transform schools. Prerequisite: Educational Studies 110 or instructor permission. 6 credits; SI, IDS; Winter; J. Snyder

EDUC 254 Teaching Exceptional Students This course considers the identification, planning, non-discriminatory testing and instruction of exceptional students. The course includes the topics: the needs and rights of exceptional students, speech/language impaired students, hearing impaired students, visually impaired students, physically impaired students, gifted and talented students, learning disabled students, and emotionally disturbed students. Prerequisite: Educational Studies 234. 3 credits; NE, IDS; Spring; A. Leming

EDUC 260 The Politics of Teaching Teaching is a political act. Each decision a teacher makes has the power to reinforce or disrupt dominant social hierarchies. In this course, we will explore this premise to understand how teachers navigate power and politics in and out of their classrooms. Students will read educational research in critical pedagogy and critical policy studies, interact with guest speakers, and take field trips to meet teachers in their classrooms. Topics may include racial justice, climate change, and teachers' unions. 6 credits; SI, IDS; Winter; K. Wegner

EDUC 335 Educational Research: Cultural Capital and Carleton In our data-driven world, individuals who are able to critically read and produce quality research are in powerful positions to effect educational change. What changes have the greatest promise? Once change is implemented, does it actually live up to that promise? This course will provide an introductory experience to being an educational researcher. Students will distinguish cases in which qualitative or quantitative research methods are warranted; examine the literature and identify gaps; and prepare a research plan. The topic of study will be the influence of cultural capital in the ways Carleton students study or choose courses of study. Prerequisite: Previous Educational Studies course or instructor permission. 6 credits; QRE, IDS, FSR; Not offered 2016-17

EDUC 338 Multicultural Education This course focuses on the respect for human diversity, especially as these relate to various racial, cultural and economic groups, and to women. It includes lectures and discussions intended to aid students in relating to a wide variety of persons, cultures, and life styles. Prerequisite: 100 or 200-level Educational Studies course or instructor permission. 6 credits; SI, IDS; Winter, Spring; J. Snyder, A. Chikkatur

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 instructor permission. 6 credits; SI, IDS; Not offered 2016-17

EDUC 344 Teenage Wasteland: Adolescence and the American High School Is adolescence real or invented? How does the American high school affect the nature of American adolescence? How does adolescence affect the characteristics of middle and high schools? In addition to treating the concept historically, this interdisciplinary course focuses on psychological, sociological, and literary views of adolescence in and out of the classroom. We will also analyze how adolescence is represented in popular culture, including television, film, and music. Prerequisite: 100 or 200-level Educational Studies course. 6 credits; SI; Spring; D. Appleman

EDUC 347 Methods of Teaching Science This course will explore teaching methods for the life and physical sciences in grades 5-12. Curricular materials and active learning labs will be discussed and developed. In addition, time outside of class will be spent observing and teaching in local science classrooms. Will not count toward a biology major. Prerequisite: Teaching Licensure Candidate or Instructor Permission. 6 credits; SI; Not offered 2016-17

EDUC 348 Methods of Teaching Social Studies Structure, methodology, strategies, and materials for teaching sociology-anthropology, psychology, economics, political science, geography and history in grades 5-12. Prerequisite: Senior standing and Instructor Permission. 6 credits; SI; Not offered 2016-17

EDUC 353 Schooling and Opportunity in American Society This course is concerned with both the role of schools in society and the impact of society on schools. It deals with race, ethnicity, sex, social class and other factors which influence school achievement, and also examines the widespread assumption that the expansion of schooling can increase equality of opportunity in society. Prerequisite: 100 or 200-level Educational Studies course or instructor permission. 6 credits; SI, QRE, IDS; Not offered 2016-17

EDUC 355 Student Teaching Fulltime teaching in middle and high school under supervision. Prerequisite: 13th term teacher licensure candidate, special methods in teaching area, and instructor permission. 6 credits; S/CR/NC; NE; Fall; D. Appleman

EDUC 356 Student Teaching Fulltime teaching in middle and high school under supervision. Prerequisite: 13th term teacher licensure candidate, special methods in teaching area, and instructor permission. 6 credits; S/CR/NC; NE; Fall; D. Appleman

EDUC 375 Issues in Science Education: Policy and Praxis This colloquium focuses on the pedagogy of science teaching, both in the United States and abroad. Through journal articles, guest speakers and other texts, students will consider the teaching of the sciences through the lenses of history, sociology, philosophy and educational policy. This course will also include active involvement with local schools and educators to ground it in lived practice. 2 credits; SI; Not offered 2016-17

EDUC 379 Methods of Literacy Instruction This course introduces students to a variety of approaches and perspective in teaching English language arts in grades 5-12. We will explore methodologies and issues surrounding the teaching of reading, literature, language and composition in middle and high schools. In addition to the usual course components of reading, writing, and discussion approximately one day per week outside of class time will be devoted to observation and mini-teaching in 5-12 grade English classes in the Twin Cities. Prerequisite: Senior English major, instructor permission and Educational Studies 234. 6 credits; SI; Not offered 2016-17

EDUC 386 Pre-Student Teaching Practicum: Teaching Reading in the Content Areas This course is required for all students pursuing teacher licensure, regardless of content area. The course provides a theoretical and practical foundation for helping secondary teachers learn to provide specific instructional support for secondary readers. The course will cover instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Theoretical instruction will be combined with a clinical tutoring experience. This course also prepares students for

their student teaching placement by providing licensure candidates with an opportunity to work directly in schools and community organizations related to schools and to reflect on that experience in a classroom setting. Prerequisite: Senior Teacher Licensure Candidates. 6 credits; NE; Spring; C. Oehmke

EDUC 395 Senior Seminar This is a research and design seminar for educational studies concentrators. It focuses on a contemporary issue in American education. Recent seminars have been on educational reform and reformers, service learning, literacy leaders in education, education and the emotions, and personal essays about education. Some off campus work with public school students and teachers is an integral part of the seminar. Prerequisite: Educational Studies concentrator or instructor permission. 6 credits; NE; Spring; A. Chikkatur

## Educational Studies Concentration

The Educational Studies Concentration provides an interdisciplinary approach to the study of education as an individual pursuit, an institutional venture, and a societal imperative. The concentration aims to develop thoughtful, skillful and imaginative students of the psychology, social and cultural history, and politics of education. Students will pursue the study of education as a liberal art, one that both reveals the constraints of socialization and informs alternative visions of self and community. The concentration is appropriate for students of all majors interested in the stewardship of education as a cornerstone of democracy.

### Requirements for the Concentration

All students will be required to take a minimum of seven courses: three core courses, three supporting courses and a senior seminar. Students interested in the concentration are advised to begin their study during their sophomore year.

#### Core Courses:

- EDUC 110 Introduction to Educational Studies
- EDUC 234 Educational Psychology
- EDUC 338 Multicultural Education

**Supporting Courses:** Select one course from each of the three clusters; these courses must be from three different departments. The list below is not an exhaustive one. Please check the appropriate department pages for course descriptions and prerequisites and when courses are offered. We can neither control nor predict when courses from other departments are offered. If you have difficulty enrolling in a course for a particular cluster, please see the concentration coordinator to discuss other courses that might fulfill the requirement.

**Cluster I Learning, Cognition and Development** The purpose of this cluster is to provide additional perspective about how K-12 students develop physically, cognitively and socially. This cluster builds on the core course, Educational Psychology.

- CCST 100 Growing Up Cross-Culturally
- CGSC 130 Revolutions in Mind: An Introduction to Cognitive Science
- CGSC 130 What Minds Are What They Do: An Introduction to Cognitive Science
- CGSC 232 Cognitive Processes
- CGSC 236 Thinking, Reasoning, and Decision Making (not offered in 2016-17)

- CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool Years (not offered in 2016-17)
- CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2016-17)
- EDUC 344 Teenage Wasteland: Adolescence and the American High School
- PSYC 210 Psychology of Learning (not offered in 2016-17)
- PSYC 232 Cognitive Processes
- PSYC 250 Developmental Psychology
- PSYC 258 Social Cognition
- PSYC 366 Cognitive Neuroscience

**Cluster II Social and Cultural Context of Schooling in a Diverse Society** The purpose of this cluster is to provide an in-depth understanding of the broader historical, social and cultural context in which U.S. educational institutions are located. This cluster builds on the background knowledge provided by the core courses Introduction to Educational Studies and Multicultural Education.

- AMST 115 Introduction to American Studies: Immigration and American Culture
- EDUC 340 Race, Immigration, and Schools (not offered in 2016-17)
- HIST 122 U.S. Women's History to 1877 (not offered in 2016-17)
- HIST 123 U.S. Women's History Since 1877 (not offered in 2016-17)
- HIST 125 African American History I (not offered in 2016-17)
- HIST 126 African American History II
- HIST 219 Is Obama Black?: American Mixed Race History (not offered in 2016-17)
- HIST 228 Civil Rights and Black Power
- HIST 229 Working with Gender in U.S. History
- POSC 122 Politics in America: Liberty and Equality
- PSYC 384 Psychology of Prejudice
- RELG 140 Religion and American Culture
- SOAN 114 Modern Families: An Introduction to the Sociology of the Family
- SOAN 226 Anthropology of Gender
- SOAN 227 Masculinities and Gender (not offered in 2016-17)
- SOAN 259 Comparative Issues in Native North America (not offered in 2016-17)
- SOAN 272 Race and Ethnicity in the United States
- SOAN 283 Immigration and Immigrants in Europe and the United States (not offered in 2016-17)
- WGST 110 Introduction to Women's and Gender Studies

**Cluster III Public Policy and Educational Reform** The purpose of this cluster is to explore the public policy contexts, issues and questions that are most relevant to educational policy making and school reform. This cluster builds on the background knowledge provided by the core course Introduction to Educational Studies.

- ECON 246 Economics of Welfare
- ECON 259 Economics of Higher Education
- ECON 270 Economics of the Public Sector
- EDUC 225 Issues in Urban Education (not offered in 2016-17)
- EDUC 245 The History of American School Reform
- EDUC 250 Fixing Schools: Politics and Policy in American Education
- EDUC 260 The Politics of Teaching
- EDUC 353 Schooling and Opportunity in American Society (not offered in 2016-17)
- POSC 201 Lobbyists, Wonks and Social Media: Public Policy Making in Democracy (not offered in 2016-17)

- POSC 218 Schools, Scholarship and Policy in the United States
- POSC 338 Politics of Inequality and Poverty\* (not offered in 2016-17)
- SOAN 115 Inequality in American Society (not offered in 2016-17)

### Senior Seminar:

- EDUC 395 Senior Seminar

## English

### General Information

Courses numbered from 100 to 294 (introductory courses) are designed for non-majors and majors alike. With the exception of 200-level creative writing courses these courses have no prerequisites. English 295, "Critical Methods," requires prior completion of one Foundations course and another 6-credit English course. (English 295 is not open to first-year students.) Literature courses numbered 300 and above (upper-level courses) require prior completion of one Foundations course and another 6-credit English course. Intermediate courses in creative writing (200-level) require prior completion of one 6-credit English course; admission to upper-level courses in creative writing (300-level) is by portfolio submission. English 395, "Advanced Seminar," requires prior completion of English 295 and one 300-level course.

### Requirements for a Major

Seventy-two credits in English, including the following:

1. **Foundations:** One designated 100-level course that develops skills of literary analysis and introduces the concept of genre
2. **Historical Eras:** 36 credits in literature courses numbered 200-395 (excluding 220 and 295) which must include:
  - a. Group I: 12 credits in literature before 1660
  - b. Group II: 12 credits in literature between 1660 and 1900
  - c. Group III: 12 credits in literature after 1900
3. **English 295:** Critical Methods
4. **English 395:** Advanced Seminar
5. **English 400:** Senior Integrative Exercise (A senior may choose one of the following):
  - a. *Colloquium Option:* A group option in which participants discuss, analyze and write about a thematically coherent list of literary works.

b. *Research Essay Option*: An extended essay on a topic of the student's own devising. Open only to students who have completed their Advanced Seminar by the end of fall term senior year.

c. *Creative Writing Option*: Creation of a work of literary art. Open only to students who have completed at least two creative writing courses (one of which must be at the 300 level) by the end of fall term senior year.

d. *Project Option*: Creation of an individual or group multidisciplinary project.

Of the 72 credits required to complete the major:

1. at least 6 credits *must* be taken in each of the following traditions:

a. British literature

b. United States literature

c. English literatures other than British and United States

2. at least 24 credits *must* be in courses numbered 300-395

3. up to 6 credits *may* be in literature other than English in the original or translation

4. up to 12 credits *may* be in creative writing

Double-majors considering completing the integrative exercise during the junior year will need written approval from the departmental chair.

### **Workshops in Writing**

The Department of English offers workshop courses in the writing of fiction, poetry, and creative non-fiction for those students who wish to gain experience in writing. Students are encouraged to submit their work to college publications such as *The Lens*, *manuscript*, *the Clap*, and *Carleton Progressive*.

Writers on the Carleton faculty include poets Gregory Hewett and Susan Jaret McKinstry and novelist Gregory Blake Smith. In addition to those courses offered by regular faculty members, the department brings visiting writers to campus to read and to conduct workshops in their specialties. Visitors have included playwright Tony Kushner, memoirists Richard Rodriguez and Patricia Hampl, poets Robert Creeley, Carolyn Forché, Sharon Olds, and Andrew Hudgins, nature writers Dan O'Brien and David Rains Wallace, and fiction-writers Jane Hamilton, Ann Beattie, Maxine Hong Kingston, Marilynne Robinson, Jonis Agee, Paul Auster, and Siri Hustvedt.

### [English Courses](#)

ENGL 099 Summer Writing Program Emphasizing a writing process approach, the Summer Writing Program helps high school seniors learn to compose academic papers that are similar to those they will write in college. Students read both contemporary and traditional literature from classic texts by writers such as Plato and Shakespeare to a variety of modern short stories, essays, and poems by authors such as August Wilson, Margaret Atwood, James Baldwin, Alice Walker, and Adrienne Rich. This literature then becomes the focus of their papers. Students write

every day, and although occasional creative writing exercises are included, the main emphasis of the course will be on expository prose. Cannot be used for the Writing Requirement. 6 credits; S/CR/NC; Summer; D. Appleman

ENGL 100 American Lyric: Poetry, Pop and Rap In this course we will look at the shifting boundary between genres that share a common root in lyrical expression. From the sonnet to chart topping pop to underground rap, what it means to be American has been built from the lyric up. We will be asking many questions. How does Kendrick Lamar's song "i" echo and update Walt Whitman's "Song of Myself"? What happens when you mash up Beyoncé and Gwendolyn Brooks? Where do slam, spoken word, and performance poetry fit in? Your answers will come in both critical and creative writing. 6 credits; AI, WR1; Fall; C. Martin

ENGL 100 Autobiography How do we, how should we, respond to the autobiographical writings of public figures, private citizens, academics, or movie stars? Are there common strategies employed in these acts and processes of self-mapping? Does accuracy matter to us if we happen to find these textual self-portraits appealing? We will keep questions like these in mind as we read, discuss, and write about autobiographies and memoirs by Maya Angelou, Sidney Poitier, James McBride, Barack Obama, bell hooks, and John Hope Franklin. 6 credits; AI, WR1; Fall; K. Owusu

ENGL 100 Drama, Film, and Society With an emphasis on critical reading, writing, and the fundamentals of college-level research, this course will develop students' knowledge, understanding, and appreciation of the relationship between drama and film and the social and cultural contexts of which they are (or were) a part and product. The course explores the various ways in which these plays and movies (which might include anything and everything from Spike Lee to Tony Kushner to Christopher Marlowe) generate meaning, with particular attention to the social, historical, and political realities that contribute to that meaning. Attending live performances in the Twin Cities will be required. 6 credits; AI, WR1; Fall; P. Hecker

ENGL 100 Milton, Shelley, Pullman We will read Mary Shelley's *Frankenstein* and Philip Pullman's *His Dark Materials* as responses to and radical revisions of Milton's *Paradise Lost*. 6 credits; AI, WR1; Fall; C. Walker

ENGL 100 Novel, Nation, Self With an emphasis on critical reading and writing in an academic context, this course will examine how contemporary writers from a range of global locations approach the question of the writing of the self and of the nation. Reading novels from both familiar and unfamiliar cultural contexts we will examine closely our practices of reading, and the cultural expectations and assumptions that underlie them. 6 credits; AI, WR1; Fall; A. Chakladar

ENGL 100 Visions of the Waste Land In his great post-World War I poem, T. S. Eliot described the waste land of western civilization as "a heap of broken images." We will explore how the writers of the first half of the twentieth-century invented ways of reshaping those broken images into a new literary art that has come to be called Modernism. Writers studied will likely include Yeats, Joyce, Woolf, and Faulkner. Attention will be given to the writing of literary critical papers, and to supplying students with the foundational tools for more advanced literary study. 6 credits; AI, WR1; Fall; G. Smith

ENGL 100 Writing About America and Globalization Focusing on rhetorical choices and writing strategies, we will seek to read critically, formulate questions, and write persuasively about contemporary issues of globalization. Varied readings, journalistic, scholarly, and literary, as well as our own experiences, will provide a springboard for discussion of the impact of globalization on particular cultures (in the United States and other countries), economic justice, national sovereignty, sustainability, and human rights in the face of increasing economic interdependence and instant communication in our "globalized" world. Students will refine persuasive skills through research, writing and revising several major essays, peer review, and a final oral presentation. 6 credits; AI, WR1, IS; Fall; E. McKinsey

ENGL 109 Introduction to Rhetoric English 109 is the single Carleton course devoted exclusively to the study and practice of expository prose. It is designed to provide students with the organizational and argumentative skills they will need in order to write effectively at the college level and beyond. All sections of the course feature diverse readings, weekly writing exercises and essays, and individual tutorials. 6 credits; NE, WR2; Winter, Spring; E. Ciner, C. Rutz

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; Not offered 2016-17

ENGL 114 Introduction to Medieval Literature This course surveys the poetry and prose of later medieval England, from about 1350-1475--an era of great accomplishment and considerable variety in English writing and great changes and considerable upheaval in English society, a period of plague, heresy, rebellion, and civil war. Readings (in modern translation) will include travel literature and autobiography, dream visions and Arthurian romances, sermons, saints' lives, and allegories. 6 credits; LA, WR2; Not offered 2016-17

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 117 African American Literature This course pays particular attention to the tradition of African American literary expression and the individual talent that brings depth and diversity to that tradition. The course's broader aims will be complemented by an introduction to the concept of genre and by the cultivation of the relevant skills of literary analysis. Authors to be read include Baraka, Ed Bullins, Countee Cullen, Douglass, Ellison, Nikki Giovanni, Hughes, Weldon Johnson, Larsen, and Wheatley. 6 credits; LA, WR2, IDS; Fall; K. Owusu

ENGL 118 Introduction to Poetry We will look at the whole kingdom of poetry, exploring how poets use form, tone, sound, imagery, rhythm, and subject matter to create what Wallace Stevens called the "supreme fiction." Examples will be drawn from around the world, from Sappho to spoken word. Participation in discussion is mandatory; essay assignments will ask you to provide close readings of particular works; a couple of assignments will focus on the writing of poems so as to give you a full understanding of this ancient and living art. 6 credits; LA, WR2; Not offered 2016-17

ENGL 119 Introduction to U.S. Latino/a Literature We will begin by examining the forefathers and mothers of Latino/a literature: the nineteenth century texts of exile, struggles for Latin American independence, and southwestern resistance and accommodation. The early twentieth century offers new genres: immigrant novels and popular poetry that reveal the nascent Latino identities rooted in (or formed in opposition to) U.S. ethics and ideals. Finally we will read a sampling of the many excellent contemporary authors who are transforming the face of American literature. 6 credits; LA, WR2, IDS; Not offered 2016-17

ENGL 125 Norse and Celtic Mythology What remains of the beliefs of the pre-Christian Norse and Celts represent some of the stranger and more obscure elements of Western tradition. Preserved thanks to the literacy which was brought by the new religion that extinguished it, the mythology of the Irish, Welsh, and Icelanders left a legacy that reveals itself in surprising places in our modern world. This course studies works such as the *Prose* and *Poetic*

*Eddas, The Mabinogi, and The Táin* to explore myths as the products of environment and culture and examine the problems of transmission inherent to Christian descriptions of pagan belief. 6 credits; LA, WR2, IS; Fall; J. DeAngelo

ENGL 129 Introduction to British Comedy "And those things do best please me / That befall prepost'rously." A survey of comic plays, novels, short stories, films and television from Shakespeare, Austen, Lewis Carroll, Gilbert and Sullivan, Oscar Wilde, through P.G. Wodehouse and beyond. 6 credits; LA, WR2; Fall; C. Walker

ENGL 131 Reading Fiction Selected texts to be read in this course include those by Daniel Defoe, Thomas Hardy, Charles Johnson, J.M. Coetzee, Zadie Smith, and Sherman Alexie. We will pay close attention to the language of fiction, to the nature of narrative, and to narrative traditions in our ten-week journey from the world of Defoe's *Moll Flanders* to that of Alexie's *Part-Time Indian*. 6 credits; LA, WR2; Not offered 2016-17

ENGL 135 Imperial Adventures Indiana Jones has a pedigree. In this class we will encounter some of his ancestors in stories, novels and comic books from the early decades of the twentieth century. The wilds of Afghanistan, the African forest, a prehistoric world in Patagonia, the opium dens of mysterious exotic London--these will be but some of our stops as we examine the structure and ideology and lasting legacy of the imperial adventure tale. Authors we will read include Arthur Conan Doyle, Edgar Rice Burroughs, Rudyard Kipling and H. Rider Haggard. 6 credits; LA, WR2, IS; Not offered 2016-17

ENGL 144 Shakespeare I A chronological survey of the whole of Shakespeare's career, covering all genres and periods, this course explores the nature of Shakespeare's genius and the scope of his art. Particular attention is paid to the relationship between literature and stagecraft ("page to stage"). By tackling the complexities of prosody, of textual transmission, and of Shakespeare's highly figurative and metaphorical language, the course will help you further develop your ability to think critically about literature. Note: Declared or prospective English majors should register for English 244. 6 credits; LA; Fall; P. Hecker

ENGL 160 Introduction to Creative Writing This course offers training in the writing and revision of poetry and prose fiction, supplemented by examples from published writers and some essays on the creative process. Discussion of each participant's writing is the central mode of instruction. 6 credits; ARP, WR2; Fall, Winter, Spring; G. Smith, G. Hewett

ENGL 161 Writing Across Genres This course is a practitioner's guide to the creative writing process. We will work across genres, from poetry and prose fiction to creative nonfiction. Much of the reading in the class will be generated by class participants. Be ready to engage in critical and compassionate editorial conversation/discussion of each other's writing. 6 credits; ARP, WR2; Fall; K. Yang

ENGL 194 The "Great War" and the Literary Imagination The First World War shaped the world that we recognize as ours, creating new ways of remembering and forgetting as well as new forms of artistic expression. Writers shattered poetic forms and visual artists traditional modes of representation in order to register the previously unimaginable horrors of mechanized trench warfare and industrial-scale slaughter. Focusing primarily on poetry we will follow the arc of this aesthetic engagement from both British and German perspectives, starting with the late-Romantic musings of Rupert Brooke, through the haunting poems of Wilfred Owen, on to the various short-lived movements that marked the birth of modernism. 6 credits; LA, WR2, IS; Not offered 2016-17

ENGL 202 The Bible as Literature We will approach the Bible not as an archaeological relic, nor as the Word of God, but "as a work of great literary force and authority [that has] shaped the minds and lives of intelligent men and women for two millennia and more." As one place to investigate such shaping, we will sample how the Bible (especially in the "Authorized" or King James version) has drawn British and American poets and prose writers to

borrow and deploy its language and respond creatively to its narratives, images, and visions. 6 credits; LA, WR2; Spring; P. Balaam

ENGL 203 The Age of Beowulf Although the Age of Beowulf ended almost one thousand years ago, its influence endures. Just as the CGI adaptation of Beowulf uses Old English--the language in England during this period--to mark the monstrous, the History Channel's Vikings uses this era as a historical backdrop, and Tolkien's LOTR finds much of its inspiration in Old English literature. In this class, then, we'll return to the source--to tales of demons, dragons, heroes, and saints found in various chronicles, poems, riddles, and more from the Age of Beowulf--and, hopefully, start to understand why this particular epoch looms so large. Texts will be read in modern translation. 6 credits; LA, WR2; Not offered 2016-17

ENGL 204 History of the English Language This class teaches the history of the English language through the prism of sociolinguistics. Along with teaching phonology, the basics of Old and Middle English, and changes in morphology, pronunciation and vocabulary over time, the course will explore how language both shapes and is shaped by society. We will use the history of English as a vehicle for exploring issues of imperialism, class, and politics that arose throughout the language's development. Along the way, students see how language plays an active role in both perpetuating and resolving communities' thorniest social problems, in the past and in the present day. 6 credits; HI, WR2; Spring; J. DeAngelo

ENGL 209 The Merchant of Venice: A Project Course This interdisciplinary course will explore one of Shakespeare's most controversial and complex plays, *The Merchant of Venice*. We will investigate the play's historical, political, religious, and theatrical contexts as we try to understand not only the world that produced the play, but the world that came out of it. How should what we learn of the past inform a modern production? How can performance offer interpretive arguments about the play's meanings? Individual and group projects may involve research, writing, dramaturgy, program design, and exhibition curation. Students will be actively involved in a full-scale Carleton Players production of the play. 6 credits; LA, IS; Winter; P. Hecker

ENGL 210 From Chaucer to Milton: Early English Literature An introduction to some of the major genres, texts, and authors of medieval and Renaissance England. Readings may include works of Chaucer, Spenser, Shakespeare, Milton, and the lyric poets of the sixteenth and seventeenth centuries. 6 credits; LA, WR2; Winter; J. DeAngelo

ENGL 211 Neoclassic, Romantic, and Victorian Literature Readings in eighteenth and nineteenth-century British literature. 6 credits; LA, WR2; Not offered 2016-17

ENGL 212 Nineteenth-Century American Literature A survey of the major forms and voices of nineteenth-century American literature during the Romantic and Realist periods, with attention to the historical and intellectual contexts of that work. Topics covered will include the literary writings of Transcendentalism, abolition, and the rise of literary "realism" after the Civil War as an artistic response to urbanization and industrialism. Writers to be read include Irving, Hawthorne, Melville, Emerson, Douglass, Dickinson, Whitman, Twain, James, and Wharton. 6 credits; LA, WR2; Not offered 2016-17

ENGL 213 Christopher Marlowe Christopher Marlowe lived fast, died young, and left behind a beautiful body of work. The course will explore the major plays and poems, as well as the life, of this transgressive Elizabethan writer. 3 credits; LA; Not offered 2016-17

ENGL 214 Revenge Tragedy Madness, murder, conspiracy, poison, incest, rape, ghosts, and lots of blood: the fashion for revenge tragedy in Elizabethan and Jacobean England led to the creation of some of the most brilliant, violent, funny, and deeply strange plays in the history of the language. Authors may include Cary, Chapman, Ford, Marston, Middleton, Kyd, Tourneur, and Webster. 3 credits; LA; Not offered 2016-17

ENGL 215 Modern American Literature A survey of some of the central movements and texts in American literature, from World War I to the present. Topics covered will include modernism, the Harlem Renaissance, the Beat generation and postmodernism. 6 credits; LA, WR2; Not offered 2016-17

ENGL 217 A Novel Education Samuel Johnson declared novels to be "written chiefly to the young, the ignorant, and the idle, to whom they serve as lectures of conduct, and introductions into life." This course will explore what kinds of education the novel offered its readers during a time when fiction was considered a source of valuable lessons and a vehicle for corruption. We will read a selection of eighteenth- and nineteenth-century novels, considering how they engage with contemporary educational theories, notions of male and female conduct, and concerns about the didactic and imaginative possibilities of fiction. Authors include Richardson, Lennox, Austen, Edgeworth, and Dickens. 6 credits; LA, WR2; Not offered 2016-17

ENGL 218 The Gothic Spirit The eighteenth and early nineteenth century saw the rise of the Gothic, a genre populated by brooding hero-villains, vulnerable virgins, mad monks, ghosts, and monsters. In this course, we will examine the conventions and concerns of the Gothic, addressing its preoccupation with terror, sex, and the supernatural. As we situate this genre within its literary and historical context, we will consider its relationship to realism and Romanticism, and we will explore how it reflects the political and cultural anxieties of the age. Authors include Walpole, Radcliffe, Lewis, Austen, M. Shelley, and E. Bronte. 6 credits; LA, WR2; Not offered 2016-17

ENGL 220 Arts of Oral Presentation Instruction and practice in being a speaker and an audience in formal and informal settings. 3 credits; S/CR/NC; NE; Winter, Spring; M. Kowalewski, E. McKinsey

ENGL 222 The Art of Jane Austen All of Jane Austen's fiction will be read; the works she did not complete or choose to publish during her lifetime will be studied in an attempt to understand the art of her mature comic masterpieces, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, and *Persuasion*. 6 credits; LA, WR2; Winter; C. Walker

ENGL 223 American Transcendentalism Attempts to discern the nineteenth-century *Zeitgeist* come down, Emerson says, to a "practical question of the conduct of life. How shall I live?" This interdisciplinary course will investigate the works of the American Transcendentalist movement in its restless discontent with the conventional, its eclectic search for better ways of thinking and living. We will engage major works of Emerson, Thoreau, Fuller, and Whitman alongside documents of the scientific, religious, and political changes that shaped their era and provoked their responses. 6 credits; LA, WR2; Winter; P. Balaam

ENGL 225 'Public Offenders': Pre-Raphaelites and Bloomsbury Group Two exceptional groups of artists changed aesthetic and cultural history through their writings, art, politics, and lives. The Pre-Raphaelite Brotherhood began in 1847 when art students united to create "direct and serious and heartfelt" work; the Bloomsbury group began with Cambridge friends sharing their insistence on aesthetic lives. Critics said the PRB "extolled fleshliness as the supreme end of poetic and pictorial art," and the Bloomsbury Group "painted in circles, lived in squares and loved in triangles." We will study Dante Rossetti, Holman Hunt, John Millais, William Morris, Virginia Woolf, E.M. Forster, Roger Fry, Vanessa and Clive Bell. 6 credits; LA, WR2, IS; Spring; S. Jaret McKinstry

ENGL 226 Modernism In the first decades of the twentieth century, modernist writers, artists, and thinkers confronted a modern world of rapidly accelerating industrialization, urbanization, and militarization with radically new ideas and forms that, by the estimation of many, upended twenty centuries of culture. This course, while centered on literature, will explore the modernist movement on both sides of the Atlantic and across genres and disciplines. We will study William Butler Yeats, James Joyce, T.S. Eliot, Ezra Pound, H.D. (Hilda Doolittle), Gertrude Stein, Ernest Hemingway, William Faulkner, Pablo Picasso, Igor Stravinsky, Albert Einstein, and Sigmund Freud, among others. 6 credits; LA, WR2; Fall; G. Hewett

ENGL 228 Encountering the Other: The Crusades The Crusades, beginning in 1099, brought the kingdoms of Western Europe into contact with many new cultures. This course studies the literature of the period to understand the attitudes and motivations that initiated it, and takes a postcolonialist approach to characterize texts from the Crusades as an attempt to define the Self against the Other—not just on the part of the Crusaders, but from the perspective of Muslims, Jews, Orthodox Greeks, and others. By examining this material, we can gain insight into the motivations behind prejudice and violence, issues which are of crucial importance today. 6 credits; LA, WR2, IDS; Winter; J. DeAngelo

ENGL 229 The American Novel: Romance to Realism (1850 to 1910) Post-Civil War writers refashioned the cultural work of fiction to express the new taste for realism and the even more chastened mode of naturalism. The novels of this period have a documentary feel, as though charged with representing and re-envisioning the drama of real American lives in a disenchanting, industrialized, and rapidly consolidating world. Readings from Howells, James, Crane, Jewett, Gilman, Dreiser, Chesnut, and Wharton. 6 credits; LA, WR2; Not offered 2016-17

ENGL 234 Literature of the American South Masterpieces of the "Southern Renaissance" of the early and mid-twentieth century, in the context of American regionalism and particularly the culture of the South, the legacy of slavery and race relations, social and gender roles, and the modernist movement in literature. Authors will include Allen Tate, Jean Toomer, William Faulkner, Robert Penn Warren, Zora Neale Hurston, Eudora Welty, Katherine Anne Porter, William Percy, and others. 6 credits; WR2, IDS, LA; Not offered 2016-17

ENGL 235 Asian American Literature This course is an introduction to major works and authors of fiction, drama, and poetry from about 1900 to the present. We will trace the development of Asian American literary traditions while exploring the rich diversity of recent voices in the field. Authors to be read include Carlos Bulosan, Sui Sin Far, Philip Kan Gotanda, Maxine Hong Kingston, Jhumpa Lahiri, Milton Murayama, Chang-rae Lee, Li-young Lee, and John Okada. 6 credits; LA, WR2, IDS; Winter; N. Cho

ENGL 236 American Nature Writing A study of the environmental imagination in American literature. We will explore the relationship between literature and the natural sciences and examine questions of style, narrative, and representation in the light of larger social, ethical, and political concerns about the environment. Authors read will include Thoreau, Muir, Jeffers, Abbey, and Leopold. Students will write a creative Natural History essay as part of the course requirements. 6 credits; LA, WR2; Fall; M. Kowalewski

ENGL 238 African Literature in English This is a course on texts drawn from English-speaking Africa since the 1950's. Authors to be read include Chinua Achebe, Ama Ata Aidoo, Ayi Kwei Armah, Buchi Emecheta, Bessie Head, Benjamin Kwakye, and Wole Soyinka. 6 credits; LA, IS; Spring; K. Owusu

ENGL 244 Shakespeare I A chronological survey of the whole of Shakespeare's career, covering all genres and periods, this course explores the nature of Shakespeare's genius and the scope of his art. Particular attention is paid to the relationship between literature and stagecraft ("page to stage"). By tackling the complexities of prosody, of textual transmission, and of Shakespeare's highly figurative and metaphorical language, the course will help you further develop your ability to think critically about literature. Note: non-majors should register for English 144. 6 credits; LA; Fall; P. Hecker

ENGL 245 Bollywood Nation This course will serve as an introduction to Bollywood or popular Hindi cinema from India. We will trace the history of this cinema and analyze its formal components. We will watch and discuss some of the most celebrated and popular films of the last 60 years with particular emphasis on urban thrillers and social dramas. 6 credits; LA, WR2, IS; Not offered 2016-17

ENGL 247 The American West Wallace Stegner once described the West as "the geography of hope" in the American imagination. Despite various dystopian urban pressures, the region still conjures up images of wide

vistas and sunburned optimism. We will explore this paradox by examining both popular mythic conceptions of the West (primarily in film) and more searching literary treatments of the same area. We will explore how writers such as Twain, Cather, Stegner and Cormac McCarthy have dealt with the geographical diversity and multi-ethnic history of the West. Weekly film showings will include *The Searchers*, *McCabe and Mrs. Miller*, *Unforgiven*, and *Lone Star*. Extra Time Required, evening screenings. 6 credits; LA, WR2; Not offered 2016-17

ENGL 248 Visions of California An interdisciplinary exploration of the ways in which California has been imagined in literature, art, film and popular culture from pre-contact to the present. We will explore the state both as a *place* (or rather, a mosaic of places) and as a continuing metaphor--whether of promise or disintegration--for the rest of the country. Authors read will include Muir, Steinbeck, Chandler, West, and Didion. Weekly film showings will include *Sunset Boulevard*, *Chinatown* and *Blade Runner*. 6 credits; LA, WR2, IDS; Not offered 2016-17

ENGL 249 Irish Literature We will read and discuss modern Irish poetry, fiction, and drama in the context of Irish politics and culture. Readings will include works by W. B. Yeats, James Joyce, Patrick Kavanaugh, Samuel Beckett, Brian Friel, Edna O'Brien, Seamus Heaney, Eavan Boland, and Ciaran Carson, among others. 6 credits; LA, WR2; Winter; C. Walker

ENGL 250 Modern Indian Fiction In this course we will follow the various paths that the novel in India has taken since the early twentieth century. Reading both works composed in English and some in translation we will probe in particular the ways in which questions of language and national/cultural identity are constructed and critiqued in the Indian novel. We will read some of the most celebrated Indian writers of the last 100 years as well as some who are not as well-known as they should be. The course will also introduce you to some fundamental concepts in postcolonial studies. 6 credits; LA, WR2, IS; Not offered 2016-17

ENGL 251 Contemporary Indian Fiction Contemporary Indian writers, based either in India or abroad, have become significant figures in the global literary landscape. This can be traced to the publication of Salman Rushdie's second novel, *Midnight's Children* in 1981. We will begin with that novel and read some of the other notable works of fiction of the following decades. The class will provide both a thorough grounding in the contemporary Indian literary scene as well as an introduction to some concepts in post-colonial studies. 6 credits; LA, WR2, IS; Not offered 2016-17

ENGL 252 Caribbean Fiction This course will examine Anglophone fiction in the Caribbean from the late colonial period through our contemporary moment. We will examine major developments in form and language as well as the writing of identity, personal and (trans)national. We will read works by canonical writers such as V.S Naipaul, George Lamming and Jamaica Kincaid, as well as by lesser known contemporary writers. 6 credits; LA, WR2, IS; Not offered 2016-17

ENGL 257 Ireland Program: Contemporary Irish Literature In this course students will read contemporary Irish literature and meet with writers. Students will learn how to write short book reviews and how to interview an author. The goal of the course is for student writers to become familiar with the rich, unique world of Irish letters today, and more generally, to understand how a community of writers works. 6 credits; LA, WR2, IS; Not offered 2016-17

ENGL 258 Contemporary American Playwrights of Color This course examines a diverse selection of plays from the 1960s to the present, exploring how different theatrical contexts, from Broadway to regional theater to Off-Off Broadway, frame the staging of ethnic identity. Playwrights and performers to be studied include Amiri Baraka, Alice Childress, Ntozake Shange, George C. Wolfe, Luis Valdez, David Henry Hwang, August Wilson, Philip Gotanda, Maria Irene Fornes, Suzan-Lori Parks, and Anna Deavere Smith. There will be occasional out-of-class film screenings, and attendance at live theater performances when possible. 6 credits; LA, WR2, IDS; Spring; N. Cho

ENGL 260 Ireland Program: Creative Writing in Ireland Students will be asked to do journal writing covering their experiences of place, people, history, legend, contemporary events and conflicts, etc.--out of which they will produce a portfolio of creative nonfiction (a hybrid of personal essay and expository writing). The goal of this course is to synthesize experience into creative writing. 6 credits; ARP, WR2, IS; Not offered 2016-17

ENGL 261 Telling Your American Story This is a creative nonfiction course focused around students writing their American stories. The goal of the course is the generation of new narratives to enrich and add complexity to the popular stories of what constitutes America(n). Each assignment will build on the next, culminating in a final portfolio of student writing about their lives and its place in American history and context. Prerequisite: Any one English course. 6 credits; ARP, WR2; Spring; K. Yang

ENGL 262 Narrative Lab We'll explore narrative in any number of styles and guises, reading and writing various forms including the fairy tale, prose poem, ten minute play, and short fiction. We may veer toward the pilot and we will touch on the narrative potential in video games. A few of the questions we'll consider: What do we require of narrative in 2017? What form is best suited to specific material? What basic material must be included in this form but is not essential to that form? Some projects will be collaborative and others will be done solo. 6 credits; S/CR/NC; ARP, WR2; Winter; J. Hamilton

ENGL 263 Crafts of Writing: Creative Non-Fiction This course explores the translation from event to effective writing through a variety of creative non-fiction forms, including memoir, journalism, and personal essay. Discussion of each participant's writing is the central mode of instruction, supplemented by examples from published writers, current magazines and newspapers, and essays on the creative process. Each student will create a portfolio of their work. Prerequisite: One prior 6 credit English course. 6 credits; ARP, WR2; Not offered 2016-17

ENGL 270 Short Story Workshop An introduction to the writing of the short story (prior familiarity with the genre of the short story is expected of class members). Each student will write and have discussed in class three stories (from 1,500 to 6,000 words in length) and give constructive suggestions, including written critiques, for revising the stories written by other members of the class. Attention will be paid to all the elements of fiction: characterization, point of view, conflict, setting, dialogue, etc. Prerequisite: One prior 6-credit English course. 6 credits; S/CR/NC; ARP, WR2; Fall, Winter; J. Hamilton, G. Smith

ENGL 271 Poetry Workshop This course offers newer poets ways of developing poetic craft and vision. Through intensive writing and revision of poetry, supplemented by reading and discussion of poetry, each member of the group will create a portfolio of poems. Prerequisite: One prior 6 credit English course. 6 credits; ARP, WR2; Winter; G. Hewett

ENGL 272 Telling True Stories: A Journey in Journalism In this workshop class, the classroom becomes a newsroom and students create and publish their own works of journalism in digital media of their choosing including but not limited to personal blogs, podcasts, videos, still photography, online graphics and multimedia. Journalism as a truth-finding and truth-telling discipline--using vernacular language and digital tools to communicate critical social truths accessibly--is the underlying skill set taught in a "learning by doing" (as opposed to lecture style) format. Short classroom discussions on ethics and craft, based on recent published journalism and current events, are interspersed throughout. 6 credits; ARP, WR2; Not offered 2016-17

ENGL 273 Writing Memoir This writing workshop allows students to explore the craft of memoir through intensive writing, critique, and revision in order to create their own memoir. To develop their skills, students will read and discuss memoirs in varied forms (including visual arts), and consider the competing demands of truth, narrative, fiction, and non-fiction in this rich and complex genre. Prerequisite: One prior 6 credit English course or instructor permission. 6 credits; ARP, WR2; Not offered 2016-17

ENGL 274 Ireland Program: The History and Culture of Ireland through Literature Through selected readings, discussion, lecture, and site visits this interdisciplinary course will provide the necessary intellectual foundation and context for understanding Ireland past and present. The goal of this course is to provide a comprehensive introduction to Ireland. 6 credits; LA, IS; Not offered 2016-17

ENGL 275 Rhetoric and Self-Presentation Given that 75% of Carleton graduates enroll in graduate or professional school within five years of graduation, today's undergraduates can expect to be required to present themselves, their personal histories, their ideas, and their career goals in writing for various prestigious audiences. In this course, we will examine the rhetoric of self-presentation in contexts such as personal statements, fellowship applications, and research proposals. Students should expect frequent peer workshops and extensive revision toward polished, formally written products. Prerequisite: Sophomore standing or higher. 6 credits; NE, WR2, QRE; Fall; C. Rutz

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; A. Chakladar

ENGL 279 London Program: Urban Field Studies A combination of background readings, guided site visits, and personal exploration will give students tools for understanding the history of multicultural London. Starting with the city's early history and moving to the present, students will gain an understanding of how the city has been defined and transformed over time and of the complex cultural narratives that shape its standing as a global metropolis. 3 credits; S/CR/NC; NE; Spring; A. Chakladar

ENGL 281 London Program: Imagining London: Literature and the Metropolis There has been a rich history of immigration to England from its colonies from the very beginning of the colonial period. And in the twentieth century writers from England's (ex) colonial possessions have reshaped our understanding of English identity and literature. Beginning in the 1950s and progressing to the present, this class will study a number of these writers and in particular their representation of the city of London. Readings include Sam Selvon, V.S. Naipaul, Salman Rushdie, Monica Ali, Zadie Smith and Hanif Kureishi. There will also be film and television screenings as well as other visual and musical materials. 6 credits; LA, WR2, IS; Spring; A. Chakladar

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; A. Chakladar

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 prior 6-credit English course. 6 credits; ARP, WR2; Not offered 2016-17

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 prior 6 credit English course or Cinema and Media Studies Digital Foundations course. 2 credits; ARP; Not offered 2016-17

ENGL 288 *California Program: The Literature of California* An intensive study of writing and film that explores California both as a *place* (or rather, a mosaic of places) and as a continuing metaphor--whether of promise or disintegration--for the rest of the country. Authors read will include John Muir, Raymond Chandler, Nathanael West, Robinson Jeffers, John Steinbeck, and Joan Didion. Films will include: *Sunset Boulevard*, *Chinatown*, *The Grapes of Wrath*, *Zoot Suit*, and *Blade Runner*. 6 credits; LA, IDS; Winter; M. Kowalewski

ENGL 295 *Critical Methods* Required of students majoring in English, this course explores practical and theoretical issues in literary analysis and contemporary criticism. Not open to first year students. Prerequisite: One English Foundations course and one prior 6 credit English course. 6 credits; LA, WR2; Fall, Winter; S. Jaret McKinstry, P. Balaam

ENGL 302 *The Medieval Outlaw* Some of the most enduring figures of the Middle Ages are Robin Hood and his Merry Men. However, the Robin Hood we know only appeared in English literature in the Late Middle Ages and his story was not established until the Renaissance. This course traces the development of the outlaw figure from Anglo-Saxon poetry through Irish and Icelandic traditions to the rebels that arose in the Middle English period. We examine the outlaw from several theoretical standpoints, including the postcolonial, anthropological, ecocritical, and gender studies perspectives. All readings are either in Middle English or in Modern English translation. Prerequisite: One English foundations course and one other 6 credit English course. 6 credits; LA, WR2; Spring; J. DeAngelo

ENGL 310 *Shakespeare II* Continuing the work begun in *Shakespeare I*, this course delves deeper into the Shakespeare canon. More difficult and obscure plays are studied alongside some of the more famous ones. While focusing principally on the plays themselves as works of art, the course also explores their social, intellectual, and theatrical contexts, as well as the variety of critical response they have engendered. Prerequisite: One English Foundations course and English 144 or 244. 6 credits; LA, WR2; Not offered 2016-17

ENGL 319 *The Rise of the Novel* A study of the origin and development of the English novel throughout the long eighteenth century. We will situate the early novel within its historical and cultural context, paying particular attention to its concern with courtship and marriage, writing and reading, the real and the fantastic. We will also consider eighteenth-century debates about the social function of novels and the dangers of reading fiction. Authors include Behn, Defoe, Haywood, Richardson, Fielding, Sterne, Walpole, and Austen. Prerequisite: One English foundations course and one other 6 credit English course. 6 credits; LA, WR2; Not offered 2016-17

ENGL 323 *English Romantic Poetry* "It is impossible to read the compositions of the most celebrated writers of the present day without being startled with the electric life which burns within their words"--P. B. Shelley. Readings in Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries. Prerequisite: One English foundations course and one other 6 credit English course. 6 credits; LA, WR2; Spring; C. Walker

ENGL 327 *Victorian Novel* We will study selected British novels of the nineteenth century (Eliot's *Middlemarch*, Dickens' *Bleak House*, Carroll's *Alice in Wonderland*, Du Maurier's *Trilby*, C. Bronte's *Jane Eyre*, and E. Bronte's *Wuthering Heights*) as literary texts and cultural objects, examining the prose and also the bindings, pages, and illustrations of Victorian and contemporary editions. Using Victorian serial publications as models, and in

collaboration with studio art and art history students, students will design and create short illustrated serial editions of chapters that will be exhibited in spring term. 6 credits; LA, WR2; Winter; S. Jaret McKinstry

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 English foundations course and one other 6 credit English course. 6 credits; LA, WR2; Not offered 2016-17

ENGL 329 The City in American Literature How do American authors "write the city"? The city as both material reality and metaphor has fueled the imagination of diverse novelists, poets, and playwrights, through tales of fallen women and con men, immigrant dreams, and visions of apocalypse. After studying the realistic tradition of urban fiction at the turn of the twentieth century, we will turn to modern and contemporary re-imaginings of the city, with a focus on Chicago, New York and Los Angeles. Selected films, photographs, and historical sources will supplement our investigations of how writers face the challenge of representing urban worlds. Prerequisite: One English foundations course or one other 6 credit English course, or instructor permission. 6 credits; LA, WR2; Spring; N. Cho

ENGL 332 Studies in American Literature: Faulkner, Hemingway, and Fitzgerald An intensive study of the novels and short fiction of William Faulkner, Ernest Hemingway, and F. Scott Fitzgerald. The course will focus on the ethos of experimentation and the "homemade" quality of these innovative stylists who shaped the course of American modernism. Works read will be primarily from the twenties and thirties and will include *The Sound and the Fury*, *In Our Time*, *Light in August*, *The Great Gatsby*, *The Sun Also Rises*, and *Go Down, Moses*. Prerequisite: One English foundations course and one other 6 credit English course. 6 credits; LA, WR2; Not offered 2016-17

ENGL 334 Postmodern American Fiction We will get lost in the funhouse of postmodern fiction, in whose mirrored rooms we will encounter Maxwell's Demon, a depressed Krazy Kat, and the icy imagination of the King of Zembla. (Time will be budgeted for side-excursions into pastiche, dreck, and indeterminacy.) Authors read will include Nabokov, Pynchon, Barthelme, and DeLillo. Prerequisite: One English foundations course and one additional 6 credit English course. 6 credits; LA, WR2; Winter; G. Smith

ENGL 335 England in India/India in England This class will begin by exploring the representation of India in the colonial British imagination and segue into the representation of Britain by contemporary South Asian immigrant writers. We will examine the ways in which British and Indian identities are staged, contested and constructed in both the colonial and postcolonial period. Primary texts will include novels by Kipling, Forster, Kureishi and Kunzru; we will also read a range of postcolonial theory and watch related films and television shows. Prerequisite: One English foundations course and one other 6 credit English course. 6 credits; LA, IS, WR2; Not offered 2016-17

ENGL 350 The Postcolonial Novel: Forms and Contexts Authors from the colonies and ex-colonies of England have complicated understandings of the locations, forms and indeed the language of the contemporary English novel. This course will examine these questions and the theoretical and interpretive frames in which these writers have often been placed, and probe their place in the global marketplace (and awards stage). We will read writers such as Chinua Achebe, V.S Naipaul, Ngugi wa Thiong'o, Salman Rushdie, Nuruddin Farah, Arundhati Roy and Zadie Smith as well as some of the central works of postcolonial literary criticism. Prerequisite: One English foundations course and one other 6 credit English course. 6 credits; LA, WR2, IS; Not offered 2016-17

ENGL 351 Zadie Smith In this course we will study the majority of the oeuvre of Zadie Smith, a writer who stands at the intersections of a number of traditions of literary study as traditionally construed. All the novels will be read

along with some short stories and much of her critical essays and other non-fiction work. We will read the growing body of criticism on her work as well and analyze the ongoing development of one of the major writers of our time. Prerequisite: One ENGL foundations and another 6 credit English course. 6 credits; LA, IS; Fall; A. Chakladar

ENGL 352 Toni Morrison: Novelist Morrison exposes the limitations of the language of fiction, but refuses to be constrained by them. Her quirky, inimitable, and invariably memorable characters are fully committed to the protocols of the narratives that define them. She is fearless in her choice of subject matter and boundless in her thematic range. And the novelistic site becomes a stage for Morrison's virtuoso performances. It is to her well-crafted novels that we turn our attention in this course. Prerequisite: One English foundations course and one other 6 credit English course or instructor permission. 6 credits; LA, WR2, IDS; Winter; K. Owusu

ENGL 362 Narrative Theory "Does the world really present itself to perception in the form of well-made stories?" asks Hayden White, metahistoriographer. To try to answer that question, we will read contemporary narrative theory by critics from several disciplines and apply their theories to literary texts, films, and cultural objects such as graphic novels, television shows, advertisements, and music videos. Prerequisite: One 6-credit foundations course plus one 6-credit English course or Cinema and Media Studies 210, 211, 214 or 243. 6 credits; LA, WR2; Fall; S. Jaret McKinstry

ENGL 370 Advanced Fiction Workshop An advanced course in the writing of fiction. Students will write three to four short stories or novel chapters which will be read and critiqued by the class. Students wishing to register for the course must first submit a portfolio of creative writing (typically a short story) to the instructor during Registration (see the English Department's website for full instructions.) Final enrollment is based on the quality of the submitted work. Prerequisite: Permission of instructor based on portfolio submission. 6 credits; S/CR/NC; ARP, WR2; Spring; G. Smith

ENGL 371 Advanced Poetry Workshop For students with some experience in writing poetry, this workshop further develops craft and vision. Readings and exercises will be used to expand the poet's individual range, and to explore the power of poetic language. Over the ten weeks, each poet will write and revise a significant portfolio. Students must submit three poems to the instructor prior to registration. Final enrollment is based on the quality of the submitted work. Prerequisite: Submit three poems to instructor for consideration. 6 credits; ARP, WR2; Spring; G. Hewett

ENGL 395 Dissenting Americans This course examines the rich tradition of cultural critique that has helped to define American literature. What does it mean to write as a "dissenting American"? How are political debates shaped by genre and the writer's craft? Different historical moments will inform our readings of paired authors: Henry David Thoreau, Rebecca Harding Davis, Stephen Crane, Charles Chesnutt, John Okada, Ralph Ellison, Lorraine Hansberry, Arthur Miller, Tennessee Williams, Alice Childress, Audre Lord, Chay Yew, and Anna Deavere Smith. Students are expected to be careful readers of criticism as well as literature, and will do a major research paper. Prerequisite: English 295 and one 300 level English course. 6 credits; LA, IDS; Fall; N. Cho

ENGL 395 Murder From the ancient Greeks to the King James Bible to the modern serial killer novel, murder has always been a preeminent topic of intellectual and artistic investigation. Slaying our way across different genres and periods, we will explore why homicide has been the subject of such fierce attention from so many great minds. Prepare to drench yourselves in the blood of fiction and non-fiction works that may include: the Bible, Shakespeare, Poe, Thompson, Capote, Tey, McGinniss, Malcolm, Wilder, and Morris, as well as legal and other materials. Warning: not for the faint-hearted. 6 credits; LA; Spring; P. Hecker

ENGL 400 Integrative Exercise Senior English majors may fulfill the integrative exercise by completing one of the four options: the Colloquium Option (a group option in which participants discuss, analyze and write about a

thematically coherent list of literary works); the Research Essay Option (an extended essay on a topic of the student's own devising); the Creative Option (creation of a work of literary art); or the Project Option (creation of an individual or group multidisciplinary project). The Research Essay Option is open to students who have completed a senior seminar in the major by the end of fall term senior year. The Creative Option is open only to students who have completed at least two creative writing courses (one of which must be at the 300 level) by the end of fall term senior year. 6 credits; S/NC; Winter, Spring

## Environmental Studies

The central mission of Carleton's Environmental Studies Program is to educate the next generation of environmental scholars and professionals in the fundamental scientific, ecological, social, ethical, political, and economic forces that govern environmental issues and the long-term quality and viability of society. The complexities of environmental problems dictate that study of the environment be based in multiple disciplines to provide students with skill sets and knowledge bases in the following areas: scientific principles as applied to the environment, the political, economic, social and cultural dimensions of environmental problems, the historical and ethical context for environmental problems and policy, and literary and artistic explorations of the environment. Students who major in Environmental Studies can gain a broad knowledge base in the natural sciences, social sciences and the humanities, which is intended to help them understand the complex environmental issues faced by societies around the world.

The major is designed to help students make connections across these key knowledge bases, which traditionally have been pursued largely in disciplinary isolation. In order to facilitate making these connections, the major is organized into a multidisciplinary set of core courses and five more narrowly defined areas of concentration, called foci. Students are required to complete all of the core courses and to select one of the foci as an area of concentration. The five foci, described in more detail below, are *Food and Agriculture*, *Conservation and Development*, *Landscapes and Perception*, *Water Resources and Environmental Justice*. These foci are designed to provide students with both breadth and depth of knowledge in these topical fields.

The Environmental Studies major prepares students for meaningful involvement in a wide array of environmental and governmental organizations, as well as for graduate study in many environmental fields, law, public policy, and other areas of inquiry.

### Requirements for a Major

In most cases, majors must complete 78 credits in the course categories listed below, which includes nine credits devoted to a group-based comprehensive exercise. This comprehensive exercise is described in detail on the Environmental Studies website. In exceptional circumstances, majors may do an individual comprehensive exercise for six credits, in which case they must complete 75 credits for the major.

#### **I. Introductory Courses (6 credits):** Pick any *one* of the following:

- Introductory Lab Science Course (6 credits): Pick any *one* of the following:
  - BIOL 126 Energy Flow in Biological Systems
  - CHEM 128 Principles of Environmental Chemistry
  - GEOL 110 Introduction to Geology
  - GEOL 115 Climate Change in Geology
  - GEOL 120 Introduction to Environmental Geology (not offered in 2016-17)

- PHYS 152 Introduction to Physics: Environmental Physics

and one of its prerequisites (Physics 131, 132, 141, 142, 143 or 145)

- Introductory Economics (6 credits)
  - ECON 111 Principles of Microeconomics. This requirement may be waived with an Economics AP score of 5.

**II. Quantitative Methods (12 credits):** Take *both* of the following:

- ENTS 120 Introduction to Geospatial Analysis
- MATH 215 Introduction to Statistics or MATH 245 Applied Regression Analysis or MATH 265 Probability or MATH 275 Introduction to Statistical Inference (6 credits). This requirement may be waived with a MATH Stats AP Score of 5.

**III. Research Design and Methods (3 credits)**

- ENTS 232 Research Design and Methods

**IV. Core Courses (18 credits):** Take *all* of the following:

- BIOL 210 Global Change Biology
- ECON 271 Economics of Natural Resources and the Environment
- HIST 205 American Environmental History

**V. Focus Electives (24 credits):** All students must choose an area of specialization, or focus. Completion of a focus involves taking the required course for that focus, listed below. The other 18 credits should consist of one additional Society, Culture, Policy elective and two Environmental Science electives. Any one of these courses may be used to satisfy the 300-level topical seminar requirement in section VI, below.

**a. Focus required course (6 credits):** Take the course required for your declared focus area:

- **Food and Agriculture**
  - ENTS 212 Global Food Systems
- **Conservation and Development**
  - ENTS 244 Biodiversity Conservation and Development
- **Landscapes and Perception**
  - HIST 306 American Wilderness
- **Water Resources**
  - ECON 273 Water and Western Economic Development
- **Environmental Justice**
  - POSC 212 Environmental Justice

**b. Focus Electives (18 credits):**

- **Society, Culture and Policy:** Take any *one* of the following:
  - AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America
  - AMST 240 The Midwest and the American Imagination (not offered in 2016-17)
  - ARTH 267 Gardens in China and Japan (not offered in 2016-17)
  - ARTS 113 Field Drawing
  - ARTS 212 Studio Art Seminar in the South Pacific: Mixed-Media Drawing
  - ARTS 275 Studio Art Seminar in the South Pacific: The Physical and Cultural Environment
  - ECON 240 Microeconomics of Development
  - ECON 268 Economics of Cost Benefit Analysis (not offered in 2016-17)
  - ECON 269 Economics of Climate Change
  - ECON 272 Economics, Property and Institutions in Natural Resources (not offered in 2016-17)
  - ECON 273 Water and Western Economic Development (not offered in 2016-17)
  - ECON 275 Law and Economics (not offered in 2016-17)
  - ENGL 236 American Nature Writing
  - ENGL 247 The American West (not offered in 2016-17)
  - ENGL 248 Visions of California (not offered in 2016-17)
  - ENTS 203 Ethics and Ecology (not offered in 2016-17)
  - ENTS 215 Environmental Ethics
  - ENTS 244 Biodiversity Conservation and Development
  - ENTS 275 Urban Ecology (not offered in 2016-17)
  - ENTS 284 Ethiopia and Tanzania Program: Cultural Studies (not offered in 2016-17)
  - ENTS 301 Science and Society (not offered in 2016-17)
  - ENTS 310 Topics in Environmental Law and Policy
  - ENTS 372 Coffee Ecologies and Livelihoods (not offered in 2016-17)
  - HIST 227 The American West (not offered in 2016-17)
  - HIST 306 American Wilderness (not offered in 2016-17)
  - HIST 307 Wilderness Field Studies: Grand Canyon (not offered in 2016-17)
  - HIST 308 American Cities and Nature (not offered in 2016-17)
  - PHIL 243 Animal Ethics: The Moral Status of Animals
  - POSC 212 Environmental Justice
  - POSC 268 Global Environmental Politics and Policy
  - POSC 333 Global Social Changes and Sustainability\*
  - POSC 379 Political Econ & Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2016-17)
  - RELG 243 Native American Religious Freedom
  - SOAN 203 Anthropology of Good Intentions
  - SOAN 233 Anthropology of Food (not offered in 2016-17)
  - SOAN 234 Ecology, Economy, and Culture
  - SOAN 251 Guatemala Prog: Resource Management and Sustainable Development in the Maya World (not offered in 2016-17)
  - SOAN 302 Anthropology and Indigenous Rights (not offered in 2016-17)
  - SOAN 323 Mother Earth: Women, Development and the Environment (not offered in 2016-17)
  - SOAN 333 Environmental Anthropology (not offered in 2016-17)
  - SPAN 260 Forces of Nature (not offered in 2016-17)
- **Environmental Science:** Take any *two* of the following:
  - BIOL 238 Entomology (not offered in 2016-17)
  - BIOL 250 Australia/New Zealand Program: Marine Ecology
  - BIOL 252 Environmental Animal Physiology
  - BIOL 321 Ecosystem Ecology
  - BIOL 344 Seminar: The Molecular Basis of Plant Development (not offered in 2016-17)

- BIOL 350 Evolution
- BIOL 352 Population Ecology
- BIOL 374 Seminar: Grassland Ecology
- ENTS 254 Topics in Landscape Ecology
- ENTS 260 Comparative Agroecology (not offered in 2016-17)
- ENTS 262 Materials Science, Energy, and the Environment (not offered in 2016-17)
- ENTS 272 Remote Sensing of the Environment (not offered in 2016-17)
- ENTS 287 Climate Science (not offered in 2016-17)
- ENTS 288 Abrupt Climate Change (not offered in 2016-17)
- GEOL 205 Geology of Energy and Mineral Resources (not offered in 2016-17)
- GEOL 210 Geomorphology
- GEOL 258 Geology of Soils (not offered in 2016-17)
- GEOL 270 Topics: Tasmania Geology and Natural History
- GEOL 271 Tasmania: Geology, Natural History and Conservation Research
- GEOL 340 Hydrology
- GEOL 370 Geochemistry of Natural Waters (not offered in 2016-17)
- PHYS 210 Sustainable Energy Principles and Design
- PHYS 211 Sustainable Energy Practice and Prospects (India)

## VI. Topical Seminar (6 credits):

All students must take one 300-level seminar that includes an individual research paper. This course may also count as a focus elective. Courses that fulfill this requirement are:

- BIOL 374 Seminar: Grassland Ecology
- ENTS 310 Topics in Environmental Law and Policy
- ENTS 372 Coffee Ecologies and Livelihoods (not offered in 2016-17)
- GEOL 340 Hydrology
- HIST 306 American Wilderness (not offered in 2016-17)
- HIST 307 Wilderness Field Studies: Grand Canyon (not offered in 2016-17)
- HIST 308 American Cities and Nature (not offered in 2016-17)
- POSC 333 Global Social Changes and Sustainability\*
- SOAN 323 Mother Earth: Women, Development and the Environment (not offered in 2016-17)

**VII. Senior Seminar/Comprehensive Exercise (9 credits):** Most students will take a 3-credit senior seminar, which is normally offered fall term, and then pursue a 6-credit group-based comprehensive exercise the following term. In exceptional circumstances, students may pursue an individual comprehensive exercise.

- ENTS 395 Senior Seminar
- ENTS 400 Integrative Exercise
- ENTS 400 Integrative Exercise: Individual option

### Environmental Studies Courses

ENTS 100 Science, Technology & Public Policy Science and technology have led to profound effects upon public life over the past century. This course will study the social and political impacts of scientific and technological developments on modern life. We will investigate particular cases drawn from across the sciences, such as genetics, energy production and consumption, nuclear weapons, and the information revolution. The relationship between government, the public, and the science/technology enterprise will be examined. What is, and what should be the role of the practitioners themselves? 6 credits; WR1, AI, QRE; Fall; J. Weisberg

ENTS 110 Environment and Society This course offers an interdisciplinary introduction to a number of the pressing environmental changes currently facing human societies around the world. We will seek to understand and integrate the social, economic, scientific and political dimensions of these challenges. Emphasis will be placed on understanding the complexity of environmental issues and the interdisciplinary nature of the search for appropriate solutions. Topics will include global warming, population pressures, energy use, industrial waste and pollution, biological diversity, and sustainable agriculture. 6 credits; SI; Spring; K. Smith

ENTS 120 Introduction to Geospatial Analysis Spatial data analysis using Geographic Information Systems (GIS), remote sensing, global positioning, and related technologies are increasingly important for understanding and analyzing a wide range of biophysical, social, and economic phenomena. This course serves as an overview and introduction to the concepts, algorithms, issues, and methods in describing, analyzing, and modeling geospatial data over a range of application areas. Prerequisite: Concurrent registration in ENTS 120L. 6 credits; QRE, SI; Fall; T. Nega

ENTS 203 Ethics and Ecology This course is designed to investigate the ethical questions raised by the topics explored in Global Change Biology (Biology 210), concurrent registration is required. We will consider how environmental ethicists have engaged topics such as species loss, global warming, invasive species, resource consumption and overharvesting, and pollution. The course will meet once a week to discuss ethical literature around such questions as whether we have duties to animals, ecosystems, and future generations and to examine how ethicists make use of ecological concepts. Prerequisite: Concurrent registration in Biology 210. 3 credits; HI; Not offered 2016-17

ENTS 209 Public Rhetoric and Environmental Science In this course, students will pursue projects based in environmental science and aimed at public audiences. Forms may include grant proposals, articles for the popular press, talks aimed at peer scientists, the general public, or school groups, and posters for various audiences. In all cases, purpose, audience, and form will be carefully considered for effective communication of science. Students can expect frequent revision, assiduous peer review responsibilities, and presentation of individual projects orally and in more than one form of writing. 6 credits; NE, WR2, QRE; Not offered 2016-17

ENTS 212 Global Food Systems The course offers a survey of the world's food systems--and its critics--from the initial domestication of plants and animals to our day. We will begin by examining the critical theoretical and foundational issues on the subject, and then turn to a series of case studies that illuminate major themes around the world. Topics will include land and animal husbandry, the problem of food security, food politics, the Green Revolution, biotechnology, and the implications of global climate change. Throughout the course, students will assess and seek to integrate differing disciplinary and methodological approaches. The class will include field experiences. 6 credits; SI, QRE, IS; Spring; T. Nega

ENTS 215 Environmental Ethics This course is an introduction to the central ethical debates in environmental policy and practice, as well as some of the major traditions of environmental thought. It investigates such questions as whether we can have moral duties towards animals, ecosystems, or future generations; what is the ethical basis for wilderness preservation; and what is the relationship between environmentalism and social justice. 6 credits; HI; Fall; K. Smith

ENTS 232 Research Methods in Environmental Studies This course covers various methodologies that are used to prosecute interdisciplinary academic research relating to the environment. Among the topics covered are: identification of a research question, methods of analysis, hypothesis testing, and effective rhetorical methods, both oral and written. 3 credits; FSR, QRE; Spring; M. Kanazawa

ENTS 238 Ethiopia and Tanzania Program: Urbanization and Conservation This course will examine biodiversity conservation in an urban context. It will focus on the link between biodiversity and human well being, 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; Not offered 2016-17

ENTS 239 Ethiopia and Tanzania Program: 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; Not offered 2016-17

ENTS 244 Biodiversity Conservation and Development How can the need for intensive human social and economic development be reconciled with the conservation of biodiversity? This course explores the wide range of actions that people take at a local, national, and international level to address this question. We will use political ecology and conservation biology as theoretical frameworks to examine the role of traditional and indigenous approaches to biodiversity conservation as well as contemporary debates about integrated conservation development across a spectrum of cultures in North America, Africa, Latin America, and Asia. 6 credits; SI, QRE, IS; Winter; T. Nega

ENTS 254 Topics in Landscape Ecology Landscape ecology is an interdisciplinary field that combines the spatial approach of the geographer with the functional approach of the ecologist to understand the ways in which landscape composition and structure affects ecological processes, species abundance, and distribution. Topics include collecting and referencing spatial data at broad scales, Geographic Information Systems (GIS), landscape metrics, simulating change in landscape pattern, landscape connectivity and meta-population dynamics, and reserve design. Prerequisite: Biology 125 and 126. 6 credits; QRE, SI, IS; Winter; T. Nega

ENTS 260 Comparative Agroecology 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 instructor permission. 6 credits; NE, QRE; Not offered 2016-17

ENTS 261 Field Investigation in Comparative Agroecology This course is the second part of a two-term course sequence beginning with Environmental and Technology Studies 260. The course begins with a two-week visit in December to Beijing and Sichuan province. Field work will include visits to Chinese farms at the forefront of an incipient sustainable agriculture movement in China, as well as discussions with Chinese sustainable agriculture researchers. In regular weekly meetings during the winter term on campus, data will be analyzed and presented in oral and written reports. Prerequisite: Environmental and Technology Studies 260. 6 credits; NE; Not offered 2016-17

ENTS 262 Materials Science, Energy, and the Environment Drawing on chemistry and physics principles, this course will focus on the relationship between the structure and physical properties of materials, how materials science can address environmental and energy challenges, and the technological and societal impacts of materials development. Topics to be covered will vary from year to year, but may include material life cycle assessment, traditional plastics and biodegradable alternatives, materials and technologies for solar energy conversion, and

the role of materials in developing energy efficient buildings. Students who have taken Physics 260 may not take Environmental and Technology Studies 262. Prerequisite: Two five-week or one ten-week Physics course numbered 151-165 or Chemistry 123 or 128. 6 credits; NE, WR2; Not offered 2016-17

ENTS 265 The Science of the Earth System An interdisciplinary approach will be employed to understand the science behind major environmental issues such as pollution and climate change. The initial focus of the class will be to develop a good general understanding of the movement of energy and matter among the global biogeochemical cycles. Case studies will draw from recent literature. Prerequisite: One introductory course in Biology (125 or 126), Chemistry 123 or 128 or any 100-level Geology or Physics (two five-week courses or one ten week course from 131 through 165) or instructor's permission. 6 credits; NE, QRE; Winter; W. Hollingsworth

ENTS 272 Remote Sensing of the Environment This course provides an introduction to the use of remotely sensed imagery and the application of remote sensing in environmental and natural resources management. Topics include raster-vector integration, geometric and atmospheric correction, spatial and spectral enhancement, image classification, change detection, and spatial modeling. This course will involve both lecture classes that will be used for presentation of fundamental topics and theory and sessions devoted to providing hands-on experience in the processing and interpretation of remotely sensed imagery. Prerequisite: Environmental Studies 120 is recommended not required. 6 credits; NE; Not offered 2016-17

ENTS 275 Urban Ecology This course will examine the interdisciplinary field of urban ecology, seeking to address such questions as: How do cities function as social-ecological systems? What makes cities sustainable and resilient? How are urban dwellers implicated in the environmental processes around them? Topics include urban metabolism, cities as social-ecological systems, land use planning and design principles, and the hydrological, biogeochemical, and atmospheric processes of urban environments. 6 credits; NE; Not offered 2016-17

ENTS 280 Ethiopia and Tanzania Program: Research Projects on Conservation and Development The aim of this course is to equip students with the necessary research, evaluation and communication skills in order to carryout their research projects successfully. Topics covered includes understanding of the frameworks within which knowledge is communicated and gained as well as the particular skills and techniques that make that possible. 4 credits; NE; Not offered 2016-17

ENTS 284 Ethiopia and Tanzania Program: Cultural Studies The course is intended to expose students to the cultural heritages of Tanzania and Ethiopia. Among the cultural activities involved in the course include visits to historical cultural sites and museums, guest lectures, and lessons in local cuisines. 2 credits; NE; Not offered 2016-17

ENTS 287 Climate Science In this course, we will explore the state of the science of the modern global climate. The course will include a discussion of the impact of greenhouse gases and aerosol particles on the global climate system, and attention will be paid to understanding global cycles as well as global climate models. In order to understand the underlying science, geoengineering schemes to "fix" the global climate system will be investigated. Throughout the course, our emphasis will be on a quantitative, scientifically rigorous understanding of the complex climate system. Prerequisite: One introductory course in Biology 125 or 126, Chemistry 123 or 128, any 100-level Geology, or Physics (two five-week courses or one ten week course from 131-165) and Math 111 or 215, or consent of the instructor. 6 credits; NE, QRE; Not offered 2016-17

ENTS 288 Abrupt Climate Change The field of abrupt climate change seeks to understand very fast changes, or "tipping points," in historical climate records. Course topics include interpretation of historical climate data, methods of measuring abrupt changes in ancient climates, theories for abrupt change, the role of complex earth systems, and the connection to trends in global climate change. The course will directly address our future vulnerability to abrupt climate change through cases studies of past human civilizations. Includes a term-long

multimedia team project, with an academic civic engagement component, at the intersection of abrupt climate change and an issue of human concern. Prerequisite: One introductory course in Biology 125 or 126, Chemistry 123 or 128 or any 100-level Geology, or Physics (two five-week courses or one ten week course from 131 through 165). 6 credits; NE, WR2, QRE; Not offered 2016-17

ENTS 301 Science and Society Science today is hardwired into virtually every aspect of our lives and the world we inhabit so much so that there is no 'space' outside science. Our societies can equally well die of the production of science (e.g., global warming, species extinction) or safeguard itself from them. In such a context, how we understand science and with what tools is a key question. The aim of this course is to explore major approaches for understanding and explaining scientific knowledge and the implications of these approaches for understanding the place and importance of science in an age of global environmentalism. Prerequisite: Sociology/Anthropology 110, 111 or instructor permission. Not offered 2016-17

ENTS 310 Topics in Environmental Law and Policy This seminar will examine topical issues in domestic and international environmental law and policy. We will aim to understand how environmental laws work to achieve policy objectives, with attention also to debates about the role of markets and community-based environmental management. The specific topics may change from year to year, but may include approaches to sustainable development, sustainable agriculture, protection of endangered species, and conservation and management of water resources. This course has no prerequisites and is suitable for students of environmental studies, political science, international relations and political economy. 6 credits; SI; Winter; K. Smith

ENTS 372 Coffee Ecologies and Livelihoods This course presents an overview of the environmental, social and economic dimensions of coffee production, commercialization and consumption. Specifically, we will cover the following topics: 1) How coffee is produced and the challenges and opportunities that affect the livelihoods of coffee producers; 2) How coffee is marketed in the global economy, including a comparison of conventional and alternative markets (fair trade, organic, shade grown, etc.); 3) The opportunities and challenges to integrate coffee production with environmental conservation initiatives. The course will be run as a seminar with regular discussions and presentations by students. 6 credits; NE, WR2; Not offered 2016-17

ENTS 395 Senior Seminar This seminar will focus on preparing Environmental Studies majors to undertake the senior comprehensive exercise. The seminar will be organized around a topic to-be-determined and will involve intensive discussion and the preparation of a detailed research proposal for the comps experience. The course is required for all Environmental Studies majors choosing the group comps option. Prerequisite: Completion of all other Environmental and Technology Studies core courses except comps. 3 credits; SI; Fall; A. Swoboda

ENTS 400 Integrative Exercise In this course, ENTS majors complete a group-based comprehensive exercise. Each group is expected to research and execute a group project on the topic chosen by the group, under the guidance of an ENTS faculty member. Toward the end of winter term, all groups present their research at a symposium sponsored by ENTS. Prerequisite: Environmental and Technology Studies 395. 1-6 credit; S/NC; Winter

## **European Studies Concentration**

The European Studies concentration provides an intellectual meeting ground for students interested in exploring Europe from a variety of disciplinary and interdisciplinary perspectives. Drawing courses from a number of different departments, the program in European Studies allows students to integrate their study of a European language and off-campus experiences in Europe with a coherent set of courses on campus to achieve a greater understanding of both new and old Europes.

## Requirements for the Concentration

1. EUST 110: Introduction to European Studies: The Nation State in Europe

2. Four transnational supporting courses that a) approach a theme or issue from a pan-European perspective OR b) compare European countries or regions OR c) compare Europe (or parts of Europe) with another part of the world. These courses will engage in an examination of such overarching issues as the relation between individual and community, cultural and linguistic diversity, and globalization. The list below is not exhaustive; students should consult with the concentration director regarding other courses that may fulfill this requirement.

- AFAM 125 New African Migrations (not offered in 2016-17)
- ARTH 100 Renaissance, Revolution, and Reformation: The Life and Art of Albrecht Durer
- ARTH 101 Introduction to Art History I
- ARTH 102 Introduction to Art History II
- ARTH 172 Modern Art: 1890-1945 (not offered in 2016-17)
- ARTH 225 Religion, Royalty & Romantics: The Gothic and Gothic Revival (not offered in 2016-17)
- ARTH 228 The Picturesque: Landscape between Nature and Artifice
- ARTH 235 Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2016-17)
- ARTH 236 Baroque Art
- ARTH 240 Art Since 1945
- ARTH 245 Modern Architecture (not offered in 2016-17)
- ARTH 247 Architecture Since 1950 (not offered in 2016-17)
- ARTH 255 Islam in the Eyes of the West (not offered in 2016-17)
- ARTH 286 Legacies of the Avant-Garde: Dada Then and Now (not offered in 2016-17)
- ARTH 287 Legacies of the Avant-Garde: Constructivism Then and Now (not offered in 2016-17)
- ARTH 323 Idolatry (not offered in 2016-17)
- ARTH 340 Theories of Postmodernism (not offered in 2016-17)
- CAMS 211 Film History II (not offered in 2016-17)
- CAMS 214 Film History III
- CCST 270 Creative Travel Writing Workshop
- ECON 233 European Economic History (not offered in 2016-17)
- ECON 250 History of Economic Ideas (not offered in 2016-17)
- ENGL 114 Introduction to Medieval Literature (not offered in 2016-17)
- ENGL 135 Imperial Adventures (not offered in 2016-17)
- ENGL 194 The "Great War" and the Literary Imagination (not offered in 2016-17)
- ENGL 210 From Chaucer to Milton: Early English Literature
- ENGL 350 The Postcolonial Novel: Forms and Contexts (not offered in 2016-17)
- EUST 100 Allies or Enemies? America through European Eyes
- EUST 159 "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe
- EUST 279 Cross Cultural Psychology in Prague: Nationalism, Minorities, Migrations
- FREN 206 Contemporary Francophone Culture
- FREN 238 French Classics Reimagined (not offered in 2016-17)
- FREN 249 Paris Program: Hybrid Paris (not offered in 2016-17)
- FREN 255 Islam in France: Historical Approaches and Current Debates
- FREN 259 Paris Program: Hybrid Paris
- FREN 309 Communication and Stylistics
- FREN 349 Paris Program: Hybrid Paris (not offered in 2016-17)
- FREN 360 The Algerian War of Liberation and Its Representations (not offered in 2016-17)

- FREN 395 Middle East and French Connection
- HIST 130 The History of Political Thought, 300-1600: Power, Authority, and Imagination (not offered in 2016-17)
- HIST 137 Early Medieval Worlds (not offered in 2016-17)
- HIST 138 Crusades, Mission, and the Expansion of Europe (not offered in 2016-17)
- HIST 139 Foundations of Modern Europe (not offered in 2016-17)
- HIST 140 The Age of Revolutions: Modern Europe, 1789-1914 (not offered in 2016-17)
- HIST 141 Europe in the Twentieth Century
- HIST 142 Women in Modern Europe
- HIST 204 Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2016-17)
- HIST 209 The Revolutionary Atlantic
- HIST 231 Mapping the World Before Mercator (not offered in 2016-17)
- HIST 232 Renaissance Worlds in France and Italy (not offered in 2016-17)
- HIST 233 Cultures of Empire: Byzantium, 843-1453 (not offered in 2016-17)
- HIST 234 Papacy, Church, and Empire in the Middle Ages (not offered in 2016-17)
- HIST 236 Women and Gender in Europe before the French Revolution
- HIST 237 The Enlightenment (not offered in 2016-17)
- HIST 238 The Viking World
- HIST 247 The First World War as Global Phenomenon (not offered in 2016-17)
- HIST 249 Two Centuries of Tumult: Modern Central Europe
- HIST 287 From Alchemy to the Atom Bomb: The Scientific Revolution and the Making of the Modern World
- HIST 346 The Holocaust (not offered in 2016-17)
- MELA 230 Jewish Collective Memory (not offered in 2016-17)
- MUSC 210 Medieval and Renaissance Music (not offered in 2016-17)
- MUSC 211 Baroque and Classical Music (not offered in 2016-17)
- PHIL 272 Early Modern Philosophy
- PHIL 274 Existentialism (not offered in 2016-17)
- POSC 120 Democracy and Dictatorship
- POSC 247 Comparative Nationalism (not offered in 2016-17)
- POSC 255 Post-Modern Political Thought
- POSC 259 Justice Among Nations (not offered in 2016-17)
- POSC 263 European Political Economy (not offered in 2016-17)
- POSC 265 Capitalist Crises, Power, and Policy
- POSC 268 Global Environmental Politics and Policy
- POSC 276 Imagination in Politics (not offered in 2016-17)
- POSC 277 Religion in Politics: Conflict or Dialogue? (not offered in 2016-17)
- POSC 283 Separatist Movements (not offered in 2016-17)
- POSC 284 War and Peace in Northern Ireland (not offered in 2016-17)
- POSC 352 Political Theory of Alexis de Tocqueville\*
- POSC 358 Comparative Social Movements\* (not offered in 2016-17)
- POSC 359 Cosmopolitanism\*
- RELG 225 Losing My Religion (not offered in 2016-17)
- RELG 231 From Luther to Kierkegaard (not offered in 2016-17)
- RELG 287 Many Marys (not offered in 2016-17)
- RELG 329 Theology, Pluralism, and Culture (not offered in 2016-17)
- RELG 380 Radical Critiques of Christianity (not offered in 2016-17)
- SOAN 283 Immigration and Immigrants in Europe and the United States (not offered in 2016-17)

3. Two country-specific supporting courses in the participating disciplines, each of which focuses on a particular European country or region. Country-specific courses need not address pan-European issues, but students will be expected to bring a comparative awareness of Europe to their learning experience.

- ARTH 307 Rome: The Art of Michelangelo and Caravaggio (not offered in 2016-17)
- CAMS 212 Contemporary Spanish Cinema (not offered in 2016-17)
- CAMS 234 Cinema Directors: Sokurov (not offered in 2016-17)
- ECON 221 Cambridge Program: Contemporary British Economy
- ECON 222 Cambridge Program: The Origins of the Modern Economy
- ENGL 144 Shakespeare I
- ENGL 210 From Chaucer to Milton: Early English Literature
- ENGL 211 Neoclassic, Romantic, and Victorian Literature (not offered in 2016-17)
- ENGL 213 Christopher Marlowe (not offered in 2016-17)
- ENGL 214 Revenge Tragedy (not offered in 2016-17)
- ENGL 218 The Gothic Spirit (not offered in 2016-17)
- ENGL 222 The Art of Jane Austen
- ENGL 244 Shakespeare I
- ENGL 249 Irish Literature
- ENGL 281 London Program: Imagining London: Literature and the Metropolis
- ENGL 282 London Program: London Theater
- ENGL 310 Shakespeare II (not offered in 2016-17)
- ENGL 319 The Rise of the Novel (not offered in 2016-17)
- ENGL 323 English Romantic Poetry
- ENGL 327 Victorian Novel
- ENGL 328 Victorian Poetry (not offered in 2016-17)
- FREN 204 Intermediate French
- FREN 208 Paris Program: Contemporary France: Cultures, Politics, Society
- FREN 233 French Cinema and Culture
- FREN 239 Banned Books (not offered in 2016-17)
- FREN 241 The Lyric and Other Seductions
- FREN 242 Journeys of Self-Discovery (not offered in 2016-17)
- FREN 243 Cultural Reading of Food (not offered in 2016-17)
- FREN 244 Contemporary France and Humor (not offered in 2016-17)
- FREN 249 Paris Program: Hybrid Paris (not offered in 2016-17)
- FREN 254 Paris Program: French Art in Context
- FREN 259 Paris Program: Hybrid Paris
- FREN 309 Communication and Stylistics
- FREN 340 Arts of Brevity: Short Fiction
- FREN 341 Madame Bovary and Her Avatars
- FREN 349 Paris Program: Hybrid Paris (not offered in 2016-17)
- FREN 351 Love, War and Monsters in Renaissance France
- FREN 359 Paris Program: Hybrid Paris
- GERM 175 Berlin Program: Berlin Field Studies in English (not offered in 2016-17)
- GERM 247 Indo-European Folktales (not offered in 2016-17)
- GERM 254 Berlin Program: The World's a Stage -- Theater in Berlin (not offered in 2016-17)
- GERM 273 Mystery, Murder, Madness: Crime Stories in German Literature (not offered in 2016-17)
- HIST 201 Rome Program: Community and Communication in Medieval Italy, CE 300-1250
- HIST 206 Eternal City in Time: Structure, Change, and Identity
- HIST 207 Rome Program: Roman Journal: The Traveler as Witness
- HIST 239 Health and Welfare in Industrializing Britain (not offered in 2016-17)

- HIST 240 Tsars and Serfs, Cossacks and Revolutionaries: The Empire that was Russia (not offered in 2016-17)
- HIST 241 Russia through Wars and Revolutions (not offered in 2016-17)
- HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2016-17)
- HIST 245 Ireland: Land, Conflict and Memory (not offered in 2016-17)
- HIST 248 Berlin Program: A German Crucible of European and Global Culture (not offered in 2016-17)
- HIST 250 Modern Germany
- HIST 250F Modern Germany-FLAC German Trailer
- RUSS 150 Facts and Fairy Tales: Introduction to Russian Cultural History (not offered in 2016-17)
- RUSS 205 Russian in Cultural Contexts
- RUSS 226 Moscow Program: Russia's Hallowed Places (not offered in 2016-17)
- RUSS 244 The Rise of the Russian Novel (not offered in 2016-17)
- RUSS 266 Dostoevsky
- RUSS 267 War and Peace
- RUSS 341 The Russian Short Story (not offered in 2016-17)
- RUSS 351 Chekhov
- RUSS 395 Senior Seminar: The Cult of Stalin (not offered in 2016-17)
- SPAN 229 Madrid Program: Current Issues in Spanish Politics
- SPAN 240 Survey of Spanish Literature (not offered in 2016-17)
- SPAN 244 Spain Today: Recent Changes through Narrative and Film (not offered in 2016-17)
- SPAN 247 Madrid Program: Spanish Art Live
- SPAN 256 Lorca, Buñuel, and Dalí: Poetry, Film, and Painting in Spain (not offered in 2016-17)
- SPAN 320 New Spanish Voices (not offered in 2016-17)
- SPAN 328 The Contemporary Spanish Fictional Essay
- SPAN 330 The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2016-17)
- SPAN 331 Baroque Desires (not offered in 2016-17)
- SPAN 349 Madrid Program: Theory and Practice of Urban Life
- SPAN 358 The Spanish Civil War (not offered in 2016-17)
- SPAN 366 Jorge Luis Borges: Less a Man Than a Vast and Complex Literature (not offered in 2016-17)

4. EUST 398: Senior Colloquium.

5. Concentrators must normally participate in an off-campus study program in Europe.

6. The overall balance of courses must include a mix of disciplines and course levels (100s, 200s, 300s). While this balance will be established for each individual student in consultation with the concentration coordinator, no more than half of the required minimum of courses may be in one department, and at least half of the required minimum of courses must be above the 100-level. The total number of credits required to complete the concentration is 45.

#### European Studies Courses

EUST 100 Allies or Enemies? America through European Eyes During the nineteenth and twentieth centuries, America often served as a canvass for projecting European anxieties about economic, social and political modernization. Admiration of technological progress and political stability was combined with a pervasive anti-Americanism, which was, according to political scientist Andrei Markovits, the "lingua franca" of modern Europe. These often contradictory perceptions of the United States were crucial in the process of forming national histories and mythologies as well as a common European identity. Accordingly, this course will explore the many

and often contradictory views expressed by Europe's emerging mass publics and intellectual and political elites about the United States during this period. 6 credits; AI, WR1, IS; Fall; P. Petzschmann

EUST 110 The Nation State in Europe This course explores the role of the nation and nationalism within modern Europe and the ways in which ideas and myths about the nation have complemented and competed with conceptions of Europe as a geographic, cultural and political unity. We will explore the intellectual roots of nationalism in different countries as well as their artistic, literary and musical expressions. In addition to examining nationalism from a variety of disciplinary perspectives--sociology, anthropology, history, political science--we will explore some of the watershed, moments of European nationalism such as the French Revolution, the two world wars, and the Maastricht treaty. 6 credits; HI, IS; Winter; P. Petzschmann

EUST 159 "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe "Ideology" is perhaps one of the most-used (and overused) terms of modern political life. This course will introduce students to important political ideologies and traditions of modern Europe and their role in the development of political systems and institutional practices from the mid-nineteenth century to the present. We will read central texts by conservatives, liberals, socialists, anarchists and nationalists while also considering ideological outliers such as Fascism and Green Political Thought. In addition the course will introduce students to the different ways in which ideas can be studied systematically and the methodologies available. 6 credits; SI, IS; Spring; P. Petzschmann

EUST 279 Cross Cultural Psychology in Prague: Nationalism, Minorities, Migrations In this course students will be introduced to the complex phenomena of migration, nationalism, and the formation of ethnic minorities in modern Europe through theory and historical examples. among the topics covered will be European attitudes and policies toward minorities (including Jews, Roma, Muslims, and Africans) and the responses of those minorities to them from assimilation to dual identity to nationalism. 6 credits; HI, IS; Fall; K. Abrams

EUST 398 Senior Colloquium Culminates in a final oral presentation that will allow concentrators to synthesize and reflect upon their diverse European studies, including on-campus and off-campus classwork, internships, and cross-cultural experiences. 3 credits; NE; Spring; P. Petzschmann

## French and Francophone Studies

### General Information

The Department of French and Francophone Studies sees language as fundamental to the study of literatures and cultures. Committed to helping students attain proficiency in the language sequence (FREN 101-204), the Department strives at all levels to introduce students to the rich and complex endeavors of literary and cultural analysis. Carleton's study abroad programs in Paris provides opportunities for using and enhancing these skills *in situ*, broadening horizons while also training students in one of the world's major languages. Our courses in literary and cultural studies are appropriate for students wishing to do advanced work in French or who hope to use French language and important critical skills in future careers or studies.

### Language Courses

Language courses 101, 102, 103, 204 are a sequential series of courses designed to prepare students in the basic language skills (listening, speaking, reading, and writing) through the study of grammar, literature, and culture, and/or to provide the foundation for pursuing advanced work in language and literature. French 206 and 309 are designed to develop the students' spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. Admission to these

courses is determined either by appropriate high school CEEB or Carleton placement test scores, or by completion of the previous course in the sequence with a grade of C- or better.

### **French and Francophone Studies Courses**

Most courses in the department address both literary and cultural questions, stressing a number of goals: to refine and expand students' linguistic ability, to broaden their cultural understanding, to improve their ability to engage in literary and cultural analysis, to enhance their knowledge of French and Francophone history and literary criticism, and to help students better understand themselves and the human condition. In our discussions, we address universal themes and concerns, but we also try to uncover what is peculiarly French or Francophone about the works.

### **Requirements for the French and Francophone Studies Major**

The major consists of intensive work in language, literature, and culture, and it may include courses in film or other arts. All courses in the Department of French and Francophone Studies are conducted in French.

Sixty-nine credits beyond French 103 including:

1. Core courses: FREN 309 (preferably taken in the sophomore or junior year); and LCST 245 (Critical Toolbox, usually taken in the junior year). HIST 298, (Junior Year History Colloquium) or ENGL 295 (Critical Methods) may be substituted for LCST 245.
  2. Fifty-four credits in departmental or other electives. Students should generally begin with courses at the 200 level (FREN 204, 206, 208, 230-259), but at least twenty-four credits (in addition to FREN 309) must be taken at the 300 level (400 does not count in this category). Up to twelve credits may be taken in other departments or programs (see pre-approved courses under the concentration in French and Francophone Studies).
- All courses on the Paris program may be applied to this category, as long as the requisite number of 300-level credits is attained.
3. Integrative Exercise (3 credits): During their senior year, students will expand and deepen an essay in French from one of their advanced courses in the major. Normally, but not always, the director for this project will be the professor from that course. This essay may be completed during any term, but must be finished by the end of winter term. In the spring term, students will deliver an oral presentation (in English) of their work.

Senior students may choose one of the following:

- Option One: A substantial individual essay
- Option Two: An individual essay that complements work done in a second major (subject to approval by the Department)
- Option Three: Creation of a group multidisciplinary project (such as those organized by Global Engagement), subject to approval by the Department

Further details about these options are available on the Department's website.

**Concentration** See separate section for French and Francophone Studies Concentration.

**Programs Abroad** Participation in a Carleton or in another approved foreign study program is highly recommended for students majoring or concentrating in the above areas. The department operates a program in Paris, but non-Carleton programs are also available in France and Francophone Africa. Students interested in study abroad should consult the section on international off-campus programs, and discuss alternatives with faculty in French and with the Director of Off-Campus Studies.

**Certificate of Advanced Study in Foreign Language and Literature** In order to receive the Certificate of Advanced Study in French, students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: 36 credits completed with a grade of C- or better in French beyond 103, including at least two upper-level literature courses (300-395). Although courses for the certificate may be taken on a S/CR/NC basis, "CR" level work will not be sufficient to satisfy course requirements. No more than 12 credits from non-Carleton off-campus studies programs may be applied toward the certificate.

**Parish International House:** Students have the opportunity to immerse themselves in the language by living in Parish. Students organize and participate in numerous cultural activities in Parish International House, with the help of the French Language Associate who is a native speaker.

#### French and Francophone Studies Courses

**FREN 101 Elementary French** This course introduces the basic structures of the French language and everyday vocabulary in the context of common cultural situations. Students are exposed to all four skills (reading, writing, listening, and speaking). Taught five days a week in French. Prerequisite: None. Placement score for students with previous experience in French. 6 credits; NE; Fall; C. Shearer, S. Cox, C. Lac

**FREN 102 Elementary French** Building on the material covered in French 101, this course introduces complex sentences and additional verb tenses. Students apply the tools of narration in context through the reading of short literary and cultural texts. The focus of the course is on all four skills (reading, writing, listening, and speaking). Taught five days a week in French. Prerequisite: French 101 or equivalent. 6 credits; NE; Winter; C. Keïta, C. Lac

**FREN 103 Intermediate French** This course continues the study of complex sentence structures and reviews basic patterns in greater depth, partly through the discussion of authentic short stories and cultural topics. Throughout the course, students practice all four skills (reading, writing, listening, and speaking). Taught five days a week in French. Prerequisite: French 102 or equivalent. 6 credits; NE; Fall, Spring; S. Cox, S. Rousseau, C. Keïta

**FREN 204 Intermediate French** Through discussion of book-length literary and cultural texts (film, etc.), and including in-depth grammar review, this course aims to help students acquire greater skill and confidence in both oral and written expression. Taught three days a week in French. Prerequisite: French 103 or equivalent. 6 credits; Fall, Winter; S. Rousseau, É. Pósfay, C. Keïta

**FREN 206 Contemporary Francophone Culture** This course aims to improve knowledge of France and the Francophone world and written and oral expression. Through an analysis of texts written by novelist and sociologist Azouz Begag, journalist Françoise Laborde and novelist Maryse Condé, we will discuss various aspects of national, racial and family identity in France. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Winter; C. Keïta

**FREN 208 Paris Program: Contemporary France: Cultures, Politics, Society** This course seeks to deepen students' knowledge of contemporary French culture through a pluridisciplinary approach, using multimedia (books, newspaper and magazine articles, videos, etc.) to generate discussion. It will also promote the practice of both oral and written French through exercises, debates, and oral presentations. Prerequisite: French 204 or equivalent. 6 credits; HI, IS; Spring; É. Pósfay

**FREN 210 Coffee and News** Keep up your French while learning about current issues in France, as well as world issues from a French perspective. Class meets once a week for an hour. Requirements include reading specific sections of leading French newspapers, (Le Monde, Libération, etc.) on the internet, and then meeting once a week to exchange ideas over coffee with a small group of students. Prerequisite: French 204 or equivalent. 2 credits; S/CR/NC; HI, IS; Fall, Winter, Spring; C. Keïta, C. Yandell

**FREN 225 Francophone Literature of Africa and the Caribbean** Reading and discussion of literary works of different kinds: Oral epics and songs, novels and films dealing with social, historical and political issues such as French Colonialism, independence, urbanization and class conflicts in Africa and the Caribbean. In English translation. Not offered 2016-17

**FREN 233 French Cinema and Culture** Incorporating the tools of film analysis, this course focuses on such questions as controversial historical moments, postcolonial culture, immigration, gender/ genre, and contemporary French society. It also attempts to answer the following questions: how does French cinema reflect, contradict, or create cultural norms? What in a particular historical moment incites the production of a particular film and catapults it to fame? In what ways does film provide another medium through which to “read” French culture? Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Fall; C. Yandell

**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 rai. Special emphasis on developing analytical and communicative skills. In French. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

**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 Djébar, 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 equivalent. 6 credits; LA, IS; Not offered 2016-17

**FREN 241 The Lyric and Other Seductions** French lyric poetry occupies a privileged position in the literary landscape of the nineteenth and twentieth centuries. However, it also shares a common heritage with less literary siblings, such as popular music and even advertising. Starting with the study of such poets as Lamartine, Desbordes-Valmore, Baudelaire, Mallarmé, Valéry, and Bonnefoy, we will also investigate poetic techniques in popular songs and contemporary ads. Conducted in French. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Winter; S. Carpenter

**FREN 242 Journeys of Self-Discovery** What initiates the process of self-discovery? How does one's environment nurture or hinder this journey? What are the repercussions of being introspective? How do new discoveries about the self inform life choices? Such questions will animate this survey course, which proposes to examine a variety

of paths towards self-knowledge through the prism of French and Francophone literature, music, and the visual arts. From ravishing fairy tale fugitives and intrepid travelers to lucid prisoners and uprooted exiles, we will explore the richly diverse literary landscape of the French-speaking world with special attention given to developing analytical and communicative skills. Conducted in French. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

FREN 243 Cultural Reading of Food "Tell me what you eat, I will tell you who you are." Brillat-Savarin. Through the thematic lens of food, we will study enduring and variable characteristics of French society and compare it to American and other societies when appropriate. We will analyze various cultural texts and artifacts (fiction, non-fiction, print, film, and objects) from medieval times to the present with a pinch of theory and a dash of statistics. Course may be repeated if the topic is different. Prerequisite: French 204 or equivalent. 6 credits; HI, QRE; Not offered 2016-17

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 equivalent. 6 credits; LA, IS; Not offered 2016-17

FREN 245 Francophone Literature of Africa and the Caribbean Reading and discussion of literary works, with analysis of social, historical and political issues. Prerequisite: French 204 or the equivalent. 6 credits; LA, IS; Spring; C. Keita

FREN 249 Paris Program: Hybrid Paris Through literature, cultural texts, and experiential learning in the city, this course will explore the development of both the "Frenchness" and the hybridity that constitute contemporary Paris. Immigrant cultures, notably Moroccan, will also be highlighted. Plays, music, and visits to cultural sites will complement the readings. Prerequisite: French 204 or equivalent. 6 credits; IS, LA; Not offered 2016-17

FREN 254 Paris Program: French Art in Context Home of some of the finest and best known museums in the world, Paris has long been recognized as a center for artistic activity. Students will have the opportunity to study art from various periods on site, including Impressionism, Expressionism, and Surrealism. In-class lectures and discussions will be complemented by guided visits to the unparalleled collections of the Louvre, the Musée d'Orsay, the Centre Pompidou, local art galleries, and other appropriate destinations. Special attention will be paid to the program theme. Prerequisite: French 204 or the equivalent. 6 credits; LA, IS; Spring; É. Pósfay

FREN 255 Islam in France: Historical Approaches and Current Debates In this course, students will explore the historical, cultural, social, and religious traces of Islam as they have been woven over time into the modern fabric of French society. Through images drawn from film, photography, television, and museum displays, they will discover the important role this cultural contact zone has played in the French experience. The course will take advantage of the resources of the city of Paris and will include excursions to museums as well as cultural and religious centers. Prerequisite: French 204 or the equivalent. 6 credits; LA, IS; Spring; É. Pósfay

FREN 259 Paris Program: Hybrid Paris Through literature, cultural texts, and experiential learning in the city, this course will explore the development of both the "Frenchness" and the hybridity that constitute contemporary Paris. Immigrant cultures, notably North African, will also be highlighted. Plays, music, and visits to cultural sites will complement the readings. Prerequisite: French 204 or the equivalent. 6 credits; LA, IS; Spring; É. Pósfay

FREN 308 France and the African Imagination This course will look at the presence of France and its capital Paris in the imaginary landscape of a number of prominent African writers, filmmakers and musicians such as Bernard Dadié (Côte d' Ivoire), Ousmane Sembène (Senegal), Calixthe Beyala (Cameroun), Alain Mabanckou (Congo-Brazzaville), Salif Keïta (Mali) and others. The history of Franco-African relations will be used as a background for our analysis of these works. Conducted in French. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; Not offered 2016-17

FREN 309 Communication and Stylistics Learn what language can do for you when you use techniques that express ideas with clarity, convince readers and listeners, and create a sense of style. Beyond basic grammar, you will work on various strategies to enliven your writing and speaking and to communicate more effectively with a given audience. Sample projects in the course may include translations, subtitling, blogging, academic and creative writing, and formal oral presentations. Required for the major in French and Francophone Studies, and recommended for all advanced students. Prerequisite: One French course beyond French 204 or permission of instructor. 6 credits; LA, IS; Spring; C. Lac

FREN 340 Arts of Brevity: Short Fiction The rise of newspapers and magazines in the nineteenth century promotes a variety of short genres that will remain popular to the present day: short stories, prose poetry, vignettes, theatrical scenes. In this short course (first five weeks of the term) we'll study short works by such authors as Diderot, Sand, Balzac, Mérimée, Flaubert, Allais, Tardieu, Le Clézio. Conducted in French. Prerequisite: One French course beyond French 204 or instructor permission. 3 credits; LA, IS; Fall; S. Carpenter

FREN 341 Madame Bovary and Her Avatars Decried as scandalous, heralded as the first "modern" novel, Gustave Flaubert's *Madame Bovary* (published in 1857) sparked debate, spawned both detractors and followers, and became a permanent fixture in French culture and even the French language. In this five-week course we will read the novel, study its cultural context and impact, and see how it has been variously re-interpreted in film and other media. Conducted in French. Prerequisite: One French course beyond French 204 or instructor permission. 3 credits; LA, IS; Fall; S. Carpenter

FREN 349 Paris Program: Hybrid Paris Through literature, cultural texts, and experiential learning in the city, this course will explore the development of both the "Frenchness" and the hybridity that constitute contemporary Paris. Immigrant cultures, notably Moroccan, will also be highlighted. Plays, music, and visits to cultural sites will complement the readings. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; IS, LA; Not offered 2016-17

FREN 351 Love, War and Monsters in Renaissance France The French Renaissance continues to intrigue students and critics by its propensity for paradox, ambiguity, and contradiction. Just as literature and the arts reached new levels of aesthetic achievement, the bloodiest civil war in French history was taking shape. Lyric poetry, bawdy tales, essays and chronicles depict beautiful bodies and monsters, war and peace, hatred and love. Through such authors as Rabelais, Marguerite de Navarre, Ronsard, Louise Labé and Montaigne, as well as artistic and musical works, we will investigate the multiple worlds of French Renaissance culture. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; Winter; C. Yandell

FREN 356 Women of Ill Repute: Prostitution in Nineteenth-Century France From the libertine novels of the Marquis de Sade to the decadent tales of Rachilde, the figure of the prostitute pervades French art and literature of the nineteenth-century. We find her various avatars (including the "grisette" and the "courtisane") in works by Balzac, Sand, Mérimée, Baudelaire, Flaubert, Dumas, Zola--not to mention in the art of Manet and others. In this class we'll investigate why these representations rise to prominence--and what they mean. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; Not offered 2016-17

FREN 359 Paris Program: Hybrid Paris Through literature, cultural texts, and experiential learning in the city, this course will explore the development of both the "Frenchness" and the hybridity that constitute contemporary Paris. Immigrant cultures, notably North African, will also be highlighted. Plays, music, and visits to cultural sites will complement the readings. Prerequisite: French 230 or beyond or instructor permission. 6 credits; LA, IS; Spring; É. Pósfay

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 twenty-first century, and analyze how different media become memorial artifacts. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; Not offered 2016-17

FREN 395 Middle East and French Connection *Persepolis*, *Syngue Sabour*, *Le rocher de Tanios*—three prize-winning texts written in French by authors whose native tongue was not French but Arabic or Farsi. In this class we will direct our attention to the close—albeit problematic—relations between France and the Middle East (broadly-considered) through an analysis of cultural and literary objects. What has this “French connection” meant for the Middle-Eastern and for French culture? Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS, WR2; Spring; S. Rousseau

FREN 400 Integrative Exercise During their senior year students will expand and deepen an essay in French from one of their advanced courses in the major. The director for this project will usually be the professor from that course. This essay may be completed during any term, but must be finished by the end of winter term. In the spring term, students will deliver an oral presentation (in English) of their work. Senior students may choose one of the following: Option One: A substantial individual essay. Option Two: A individual essay that complements work done in a second major (subject to approval by the Department). Option Three: Creation of a group multidisciplinary project (such as those organized by Global Engagement), subject to approval by the Department. Further details about these options are available on the Department's website. 3 credits; S/NC; Fall, Winter, Spring

## French and Francophone Studies Concentration

### French and Francophone Studies Concentration

The French and Francophone Studies Concentration unites a diversity of disciplinary approaches to France while extending the notion of French and Francophone Studies beyond the specific territorial and linguistic boundaries of France and Parisian French. Relying on a solid language training, courses in Francophone literature and culture (continental Europe, Africa, the Caribbean, and North America) as well as in other disciplines, this concentration will afford a synthetic view of the evolution and impact of French and Francophone cultural institutions. The majors most organically connected with this interdisciplinary curriculum are history, anthropology, art history, political science, media studies, and international relations, although students majoring in other disciplines may also concentrate in French and Francophone Studies.

## Requirements for the Concentration

**Language Requirement:** French 204 or equivalent

**Six Courses:** Three from Group I, one from Group II, and one from Group III. A second course should be taken from Group II or Group III.

### Group I: French and Francophone Literature and Culture

- FREN 206 Contemporary Francophone Culture
- FREN 208 Paris Program: Contemporary France: Cultures, Politics, Society
- FREN 238 French Classics Reimagined (not offered in 2016-17)
- FREN 239 Banned Books (not offered in 2016-17)
- FREN 241 The Lyric and Other Seductions
- FREN 242 Journeys of Self-Discovery (not offered in 2016-17)
- FREN 243 Cultural Reading of Food (not offered in 2016-17)
- FREN 244 Contemporary France and Humor (not offered in 2016-17)
- FREN 245 Francophone Literature of Africa and the Caribbean
- FREN 249 Paris Program: Hybrid Paris (not offered in 2016-17)
- FREN 259 Paris Program: Hybrid Paris
- FREN 308 France and the African Imagination (not offered in 2016-17)
- FREN 340 Arts of Brevity: Short Fiction
- FREN 341 Madame Bovary and Her Avatars
- FREN 349 Paris Program: Hybrid Paris (not offered in 2016-17)
- FREN 351 Love, War and Monsters in Renaissance France
- FREN 356 Women of Ill Repute: Prostitution in Nineteenth-Century France (not offered in 2016-17)
- FREN 359 Paris Program: Hybrid Paris
- FREN 360 The Algerian War of Liberation and Its Representations (not offered in 2016-17)
- LCST 245 The Critical Toolbox: Who's Afraid of Theory?

### Group II History and Art History

- ARTH 140 African Art and Culture (not offered in 2016-17)
- ARTH 172 Modern Art: 1890-1945 (not offered in 2016-17)
- ARTH 236 Baroque Art
- ARTH 255 Islam in the Eyes of the West (not offered in 2016-17)
- ARTH 286 Legacies of the Avant-Garde: Dada Then and Now (not offered in 2016-17)
- FREN 254 Paris Program: French Art in Context
- HIST 130 The History of Political Thought, 300-1600: Power, Authority, and Imagination (not offered in 2016-17)
- HIST 137 Early Medieval Worlds (not offered in 2016-17)
- HIST 138 Crusades, Mission, and the Expansion of Europe (not offered in 2016-17)
- HIST 139 Foundations of Modern Europe (not offered in 2016-17)
- HIST 140 The Age of Revolutions: Modern Europe, 1789-1914 (not offered in 2016-17)
- HIST 141 Europe in the Twentieth Century
- HIST 142 Women in Modern Europe
- HIST 181 West Africa in the Era of the Slave Trade (not offered in 2016-17)
- HIST 183 History of Early West Africa
- HIST 184 Colonial West Africa (not offered in 2016-17)
- HIST 232 Renaissance Worlds in France and Italy (not offered in 2016-17)

- HIST 236 Women and Gender in Europe before the French Revolution
- HIST 237 The Enlightenment (not offered in 2016-17)
- HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2016-17)
- HIST 247 The First World War as Global Phenomenon (not offered in 2016-17)
- HIST 280 African in the Arab World
- HIST 281 War in Modern Africa (not offered in 2016-17)

### **Group III: Anthropology, Political Science, Media Studies**

- CAMS 219 African Cinema: A Quest for Identity and Self-Definition
- EUST 110 The Nation State in Europe
- EUST 159 "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe
- FREN 233 French Cinema and Culture
- FREN 255 Islam in France: Historical Approaches and Current Debates
- POSC 245 Politics of the Middle East I (1918-67)
- POSC 246 Politics of the Middle East II (1967-2011)
- POSC 251 Modern Political Philosophy: Science and Humanity (not offered in 2016-17)
- POSC 255 Post-Modern Political Thought
- POSC 261 Power, Freedom, and Revolution
- POSC 277 Religion in Politics: Conflict or Dialogue? (not offered in 2016-17)
- POSC 278 Memory and Politics (not offered in 2016-17)
- POSC 282 Terrorism and Violence in World Politics
- POSC 348 Strangers, Foreigners and Exiles\* (not offered in 2016-17)
- POSC 352 Political Theory of Alexis de Tocqueville\*
- POSC 359 Cosmopolitanism\*
- POSC 364 Capitalism and Its Critics\* (not offered in 2016-17)
- POSC 371 Modern Political Philosophy: Science and Humanity\* (not offered in 2016-17)
- SOAN 256 Africa: Representation and Conflict

### **Senior Seminar:**

- FREN 395 Middle East and French Connection

For students who wish to make the most of the French and Francophone Studies Concentration, we strongly recommend taking classes that reflect the diverse geography of the French and Francophone world. For courses other than those in the French and Francophone Studies department, students may be expected to do source reading in French, but papers and exams will be written in English. Check with the director for other on- or off-campus courses that may count for the concentration.

## **Geology**

Students who discover in themselves a sense of excitement about the environment, mountains, climate change, volcanoes, fossils, rivers and earthquakes, will find a good home in the Carleton Geology Department. Founded by Dr. Laurence M. Gould, former President of the College and one of the first geologists to explore Antarctica, the geology department retains a spirit of exploration and adventure. Fieldwork in the out of doors is central to our curriculum. The interests and goals of geology students are diverse; more than three-fourths go to graduate

school as preparation for careers in academia, environmental sciences, science journalism, industry, and the public sector at the local through federal levels. A degree in Geology has also proved to be a good foundation for graduate study and work in conservation, architecture, engineering, resource economics, environmental education, and resource management. Typical of Carleton, our graduates can also be found in almost any profession.

The geology curriculum is flexible, rigorous, and rooted in the traditions of a liberal arts education. Junior and senior majors in other natural sciences and Environmental Studies are welcome to enroll in geology courses numbered 200 and above without the introductory geology prerequisite with permission of the instructor. Students may receive credit for only one 100-level geology course.

### Requirements for a Major

In addition to any introductory geology (100 level) course that includes a laboratory section, students must take 36 credits from the 200- and 300-level Geology course offerings. The requirement for introductory geology may be waived for juniors who come to geology from another science major. Six credits toward the major can be counted from any single off-campus program where appropriate, with a maximum of twelve credits toward the major from all off-campus programs. Each student must complete six credits of Geology 400, Integrative Exercise and attend seminars associated with comps fall, winter and spring terms senior year (students planning to spend a term off-campus during senior year should attend the appropriate seminars during junior year). Each student must also complete six credits of Physics from courses numbered 131 and above; six credits of Chemistry from courses numbered 123 and above; and twelve credits of Mathematics from courses numbered 111 and above; Computer Science courses numbered 111 and above may count for six credits of the mathematics requirement. Geology students should take three or four 200-level courses before taking 300-level courses. Geology majors are encouraged to participate in a recognized field camp and take part in summer research opportunities. These requirements for the geology major are considered to be minimal; students planning a career in geology or the earth sciences should take several additional courses in mathematics and other sciences as well as geology. Students interested in earth science education should discuss their plans with Ms. Savina because a number of specific courses must be taken for teacher certification.

Note: Students may receive credit for only one 100-level geology course.

### Geology Courses

**GEOL 100 Geology in the Field** This course introduces fundamental principles of geology and geological reasoning through first-hand field work. Much class time will be spent outdoors at nearby sites of geological interest. Using field observations, descriptions, data-gathering, hypothesis-testing, and interpreting, supplemented by lab work and critical reading, students will piece together the most important elements of the long and complex geologic history of southern Minnesota. They will learn how geologists ask questions, evaluate information and construct arguments. In a civic engagement project, students will also explain their results to the public. The course includes several writing assignments. Two weekend field trips will be included. 6 credits; AI, WR1, QRE; Fall; C. Cowan

**GEOL 110 Introduction to Geology** An introduction to the study of earth systems, physical processes operating on the earth, and the history of the earth. Field trips, including an all-day trip, and laboratories included. Prerequisite: Not open to students who have taken Geology 100 or 120. Requires concurrent registration in Geology 110L. 6 credits; LS; Fall, Spring; C. Cowan, B. Haileab

**GEOL 115 Climate Change in Geology** This course is designed to introduce the study of paleoclimatology broadly, and is based on investigating local deposits that span a broad range of geologic time. We will perform research

projects on topics of local interest, which may include: analyzing fossils in 450 million year old rock, scrutinizing reported Cretaceous dinosaur gizzard-stones, researching post-Ice Age climate change using cave or lake deposits, and using dendrochronology (tree rings) and seismic surveys to study disruption of the prairie-big woods landscape by European settlers. Participants should be prepared for outdoor laboratories and one Saturday field trip. Prerequisite: Not open to students who have taken another Geology 100-level course. 6 credits; LS, QRE; Winter

**GEOL 120 Introduction to Environmental Geology** An introduction to geology emphasizing environmental health and humankind's use and abuse of soil, water, fuels, and other resources. Field trips and laboratories included. Prerequisite: Not open to students who have taken another Geology 100-level course. Requires concurrent registration in Geology 120L. 6 credits; LS, QRE, WR2; Not offered 2016-17

**GEOL 205 Geology of Energy and Mineral Resources** This course provides a broad overview of the geology of Earth's finite, non-renewable energy and mineral resources. The main focus of the course will be on the processes of formation, concentration, and geologic and geographic distribution of these resources. In addition we will examine how resource and reserve estimates are made, model future trends in resource production and consumption, and study the environmental impacts of resource exploitation and use. Field trips and laboratories included. Prerequisite: One lab science course or instructor permission. 6 credits; LS, QRE; Not offered 2016-17

**GEOL 210 Geomorphology** Study of the geological processes and factors which influence the origin and development of the surficial features of the earth, with an emphasis on some or all of the processes in Minnesota. Laboratories and field trips included. Prerequisite: 100 level Geology course or instructor permission; Requires concurrent registration in Geology 210L. 6 credits; LS, QRE, WR2; Fall; M. Savina

**GEOL 220 Tectonics** This course focuses on understanding the plate tectonics paradigm and its application to all types of plate boundaries. We will explore the historical development of the paradigm, geophysical tools used for imaging the structure of the Earth and determining plate motions, and possible driving mechanisms of this global system. Students will independently explore a particular tectonic plate in detail throughout the term. Laboratories included. Prerequisite: One introductory (100-level) Geology course.; Requires concurrent registration in Geology 220L. 6 credits; LS, WR2, QRE; Fall; S. Titus

**GEOL 230 Paleobiology Fossils: their anatomy and classification, evolution, and ecology.** Special emphasis on the paleobiology of marine invertebrates. Field trips and laboratories included. Prerequisite: 100-level Geology course or an introductory Biology course, or instructor permission; Concurrent registration in Geology 230L. 6 credits; LS, WR2; Spring

**GEOL 240 Geophysics** This applied geophysics course focuses on understanding the near-surface structure of the Earth using a hand-on approach. Students will collect, process, model, and interpret geophysical data using gravitational, magnetic, and seismic methods. Weekly laboratories and one weekend field trip will be required. Prerequisite: One Introductory 100-level Geology course and one Physics introductory course (131, 132, 141, 142) or consent of the instructors. 6 credits; LS, QRE; Spring; S. Titus, B. Titus

**GEOL 250 Mineralogy** The study of the chemical and physical properties of minerals, their geologic occurrence and associations. Topics include crystallography, crystal chemistry, x-ray analysis, phase equilibria, classification, optical mineralogy, and environments of formation. Laboratories are included. Prerequisite: One introductory (100-level) Geology course, or Chemistry 123 or 128.; Requires concurrent registration in Geology 250L. 6 credits; LS; Winter; B. Haileab

**GEOL 255 Petrology** An introduction to the fundamental physical, chemical and tectonic principles that are relevant to the formation of igneous and metamorphic rocks. Labs emphasize description and interpretation of

the origin of rocks based on hand specimen and thin section study. Field trips and laboratories are included.

Prerequisite: Geology 250; Concurrent registration in Geology 255L. 6 credits; LS; Spring; B. Haileab

**GEOL 258 Geology of Soils** The study of soil formation, and physical and chemical properties of soils especially as related to geomorphology and land use. Laboratories and field trips will emphasize how to describe and interpret soils. Prerequisite: One introductory (100-level) geology course; Requires concurrent registration in Geology 258L. 6 credits; LS, WR2; Not offered 2016-17

**GEOL 270 Topics: Tasmania Geology and Natural History** Reading and discussion of sources about Tasmanian natural history, human history and geology, including the geologic and biologic inheritance from Gondwana, the influence of aboriginal culture on the landscape, and current conservation issues. Students will plan field research and excursions for winter break and develop formal proposals for projects. This course is part of the OCS winter break program, involving two linked courses in fall and winter terms. This course is the first in the sequence. 3 credits; NE, IS, WR2; Fall; M. Savina, N. Braker

**GEOL 271 Tasmania: Geology, Natural History and Conservation Research** This course is the second part of a two-term course sequence beginning with GEOL 270. Following the winter break trip to Tasmania, students will complete and present research projects. In this course, we will also consider comparative examples of natural history and conservation policy drawn from the American Midwest. Prerequisite: Geology 270 prior term. 6 credits; NE, IS, WR2; Winter; M. Savina, N. Braker

**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. Prerequisite: Enrollment in OCS Program. 6 credits; NE; Not offered 2016-17

**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 discussions will cover a broad range of topics appropriate to North Island geology. Prerequisite: Enrollment in OCS program. 2 credits; NE; Not offered 2016-17

**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. Prerequisite: Enrollment in OCS program. 6 credits; NE; Not offered 2016-17

**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. Prerequisite: Enrollment in OCS program. 2 credits; NE; Not offered 2016-17

**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. Prerequisite: Enrollment in OCS program. 2 credits; NE; Not offered 2016-17

**GEOL 340 Hydrology** A seminar on major principles of ground and surface water hydrology and their application to contemporary hydrologic problems. The course will draw considerably on student-directed investigation of critical areas of study in hydrology. Prerequisite: Geology 210 or junior/senior standing in one of the physical sciences.; Requires concurrent registration in Geology 340L. 6 credits; LS, WR2, QRE; Winter

**GEOL 360 Sedimentology and Stratigraphy** This course is based on field examination of outcrops of Lower Paleozoic sedimentary rock. We will interpret the processes involved in the creation, movement, and deposition

of these ancient sediments, and try to determine their paleoenvironments. Also of interest are the transformation of these sediments into rock and the analysis and correlation of strata. Weekly laboratories, one overnight trip, and one Saturday trip are required. Please note the late laboratory times. Both paleobiology and geomorphology prepare students for work in sedimentology. This course is intended for upperclass Geology majors, and much of the work is done in teams. Prerequisite: Three 200-level Geology courses; requires concurrent registration in Geology 360L. 6 credits; LS, WR2; Not offered 2016-17

**GEOL 365 Structural Geology** This course focuses on rock deformation at scales ranging from the collision of continents to the movement of individual atoms within crystals. We will examine structures that develop within different layers of the Earth's lithosphere and discuss how and why these structures form. Reading, discussion, and presentation of scientific literature is expected throughout the term as we focus on deformation and tectonics in a single region. Laboratories and one weekend field trip are included. Prerequisite: One introductory (100-level) Geology course, six credits of Physics numbered 131 and above is recommended.; Requires concurrent registration in Geology 365L. 6 credits; LS; Winter; S. Titus

**GEOL 370 Geochemistry of Natural Waters** The main goal of this course is to introduce and tie together the several diverse disciplines that must be brought to bear on hydrogeochemical problems today. This course will explore: principles of geochemistry, applications of chemical thermodynamics to geologic problems, mineral solubility, stability diagrams, chemical aspects of sedimentary rocks, geochemical tracers, radiogenic isotopes and principles of stable isotope fractionation. Laboratories included. Prerequisite: Chemistry 123 or permission of the instructor; Requires concurrent registration in Geology 370L. 6 credits; LS, WR2, QRE; Not offered 2016-17

**GEOL 400 Integrative Exercise** Each senior geology major must take a total of six credits of Geology 400. One of the credits will be awarded in the spring term for the preparation and delivery of a formal talk and attendance at the talks or other seniors. The other five credits must be taken in the fall and/or winter terms. Credits can be divided between those two terms or all five credits may be taken in the same term. All seniors must attend the Geology 400 seminars which will meet weekly fall and winter term. Geology 400 is a continuing course, and the grade will not be awarded until the end of spring term. 1-6 credit; S/NC; Fall, Winter, Spring

## German

In our changing global environment, communication is the key to understanding other peoples and cultures. Our goal in German is to provide students with the proficiency needed to read German works in the original and/or to acquire the necessary skills to live and study in a German-speaking country. Since the fall of the Wall and the establishment of the European Union as an economic and political power, the question of German identity has again come to the forefront, and German philosophical and literary foundations are crucial to an understanding of the country and to the role it plays in the world. Our upper-level courses introduce students to important writers and thinkers such as Goethe, Schiller, Kafka, Brecht, and Rilke as well as to the German cinema and past and current cultural trends.

**Language Courses:** Language courses 101, 102, 103, and 204 are a sequential series of courses designed to prepare the student in the basic language skills (listening, speaking, reading, and writing) through the study of grammar, literature, and culture, and to provide the foundation for pursuing advanced work in language and literature. German 205 (taught overseas) and 207 are designed to develop the student's spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. German 208 is intended as a bridge course to help students make the transition from German 204 to more advanced courses. Admission to these courses is determined either by appropriate CEEB or placement test scores, or by successful completion of the previous course in the sequence.

**Literature/Cultural Courses:** We examine a wide range of works for both their aesthetic and human values. Our literature courses have a number of goals: to refine and expand students' linguistic ability, to give students access to some of the greatest works of literature, to broaden their cultural understanding, to improve their ability to engage in critical analysis, and to help them better understand themselves and the human condition. In class discussions attention is focused on universal themes and concerns within the broad context of German culture. In all courses numbered 250 and above the readings and discussions will be in German. The prerequisite for these courses is German 204 or the permission of the instructor.

### Requirements for a Major

For Classes of 2017 and 2018

66 credits, including the following:

- 24 credits of literature/culture in German, which may include up to six credits of German 209 and/or 210
- Literary and Cultural Studies 245 or English 295 (best taken during the junior year)
- six credits in literature other than German, read in the original language or in translation
- the integrative exercise

Courses 101, 102 and 103 do not count toward the major.

Majors are encouraged to take other related courses in fields such as history, philosophy, religion, classics, and art or music history, in order to gain further perspectives in their literary studies. A special major involving German literature and another discipline may sometimes be arranged upon consultation with the department.

For Classes of 2019 and higher

66 credits, including the following:

- 6 credits of GERM 210-214
- 6 credits of GERM 215-219
- 6 credits of GERM 150
- 6 credits of LCST 245
- 12 credits of courses in German numbered GERM 300 or higher
- 24 elective credits of courses in German or courses in English related to German culture (these may include GERM 204 or 205, as well as courses in related fields outside the German Department)
- 6 credits for the integrative exercise

Courses 101, 102, and 103 do not count toward the major.

**Programs Abroad:** Participation in Carleton German Programs or in another approved foreign study program is highly recommended for students majoring in German. Students interested in a program abroad that is not affiliated with Carleton should consult with a faculty member in German and with the Director of Off-Campus Studies.

**Language Houses:** Students have the opportunity to immerse themselves in the language by living in the Parish International House where they can organize and participate in numerous cultural activities. Each year a language associate from Germany resides in the house.

## Certificate of Advanced Study in Foreign Language and Literature

For Classes of 2017 and 2018

In order to receive the Certificate of Advanced Study in German students must satisfactorily complete the following: 36 credits beyond 103, of which at least twenty-four will be taught in the target language; 18 of these credits may be obtained in advanced language courses (German 205, 207, 208 or 210). The remaining courses may be from the German section or from a list of approved courses offered by other departments (philosophy, history, linguistics, music, etc.) Although courses for the certificate may be taken on a S/CR/NC basis, "CR" level work will not be sufficient to satisfy course requirements. No more than twelve credits from non-Carleton off-campus studies programs may be applied toward the certificate.

For Classes of 2019 and higher

36 credits beyond German 103 as follows:

- 24 required credits:
  - - 6 credits from courses numbered German 210-214
    - 6 credits from courses numbered German 215-219
    - 12 credits from courses numbered 250 or higher, 6 of which must be at the 300 level
- 12 elective credits of courses in German or courses in English related to German culture (these may include GERM 204 or 205, as well as courses in related fields outside the German Department)

No more than 12 credits from non-Carleton off-campus studies programs may be applied toward the certificate. Although courses for the certificate may be taken on a S/CR/NC basis, "CR" level work will not be sufficient to satisfy course requirements. No more than twelve credits from non-Carleton off-campus studies programs may be applied toward the certificate.

### German Courses

**GERM 100 Monsters, Robots, and Other (Non-)Humans** How do we define humans? How are we, for example, different from intelligent machines? This seminar focuses on beings who push the limits of what it means to be human, such as monsters, robots, and cyborgs. Through a discussion of works by German authors and filmmakers, alongside influential texts from other traditions (ranging from Mary Shelley's *Frankenstein* to Ridley Scott's *Blade Runner*), we will explore how these stories react to changing notions of humanity in the face of rapid technological and scientific progress. All readings, discussion, and coursework will be in English. 6 credits; AI, WR1, IS; Fall; S. Leonhard

**GERM 101 Elementary German** This course stresses a firm understanding of the basic structural patterns of the German language through reading, writing, speaking, and listening drills. For students with no previous knowledge of German or for those whose test scores indicate that this is the appropriate level of placement. 6 credits; NE; Fall; J. Schicker

**GERM 102 Elementary German** Further study of the basic structural patterns of the German language. Prerequisite: German 101 or equivalent. 6 credits; NE; Winter; S. Leonhard

**GERM 103 Intermediate German** Completion of the study of basic structural patterns of the German language, and the reading and discussion of a longer literary work. Prerequisite: German 102 or equivalent. 6 credits; NE; Spring

**GERM 105 Berlin Program: 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; Not offered 2016-17

**GERM 140 Culture or Barbarity? The German Question** German culture has had a profound influence on world history, but one often wonders how the culture that produced Goethe, Schiller, Luther, Beethoven, and Kant was also the source of some of the greatest atrocities of the twentieth century. We will attempt to understand the reasons for this dichotomy by considering the development of Germany within the context of Europe from Roman times to the present. 6 credits; HI, IS; Not offered 2016-17

**GERM 150 The Sound of Germany: German Cultural History From Mozart to Rammstein** In this course, we survey significant developments in German-language culture, broadly defined, from the Enlightenment to the twentieth century. Students of all disciplines and majors are invited to receive an overview of the culture of Germany, Austria, and Switzerland, starting in the 1750s and tracing its impact into the present time. The course is based on literature, film, music, language, history, habits, news, etc., and surveys major figures, movements, and their influence on the world's civilization. The course encourages critical engagement with the material at hand and provides the opportunity to compare it with the students' own cultural background. In translation. 6 credits; LA, IS, WR2; Spring; J. Schicker

**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; Not offered 2016-17

**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 equivalent. 6 credits; NE; Fall; J. Simon

**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 equivalent. 6 credits; NE; Not offered 2016-17

**GERM 206 Composition and Conversation** Short texts, films, video clips and other cultural materials serve as the basis for discussions of contemporary German and Austrian culture. Prerequisite: German 204 or the equivalent. 6 credits; NE; Not offered 2016-17

**GERM 208 Coffee and the News** This course is intended as a refresher course for students who have completed the basic language sequence and/or taken part in the German program. Practice in writing and speaking German. Prerequisite: German 204 or equivalent. 2 credits; Not offered 2016-17

**GERM 209 Reading German** This course is designed to help students make the transition to reading German texts of their own choosing in any academic discipline. May be retaken for additional credits. Prerequisite: German 204 or the equivalent. 2 credits; NE; Not offered 2016-17

**GERM 210 What's Under Your Bed: Ghosts, Germans, and the Uncanny** When was the last time you felt a chill down your spine because you thought someone was lurking behind the corner? How many stories in German do you know that can frighten you in the middle of the day? This class explores creepy and uncanny texts from the German-speaking world in the fields of literature, music, and film. Horror themes such as madness, death, and the supernatural will haunt our texts and discussions. Along the way, we discuss forms, conventions, and styles that connect the broad diversity of our texts. This is a writing-intensive course where we will refine written expression and develop the ability to express, discuss, and argue opinions. It includes a review and expansion of grammar and stylistics. Prerequisite: Take German 204 or equivalent. 6 credits; LA, IS; Winter; J. Schicker

**GERM 211 German Film After 1945: German Discussion Section** This optional discussion section for German 219 offers course participants proficient in German the opportunity to apply their background in foreign languages and cultures to the topic of German postwar film. Students will discuss and engage with original texts from various German media that complement the required course readings, such as German film reviews, print and TV interviews, literary sources or short films. We will also critique subtitles and analyze the use of idiomatic German in selected scenes. Prerequisite: German 204 or equivalent; Concurrent registration in German 219. 2 credits; NE; Not offered 2016-17

**GERM 215 Refugees Welcome? Debating Migration and Multiculturalism in Post-War Germany** This class brings together diverse voices--journalists, philosophers, and political scientists, as well as authors and filmmakers--in order to trace Germany's contested development to a multi-ethnic and multi-religious society. Starting with the "guest worker" program of the 1960s to the ongoing refugee crisis, Germans have asked themselves "What is 'deutsch'?" We will explore Germany's rich history of negotiating national identity through public discourse, including topics such as German-Turkish relations, Jewish emigration after the Cold War, and the role of Islam in modern Germany. We will focus on refining students' reading skills: We will survey works from a variety of genres, expand our vocabulary, and explore different layers of German writing through contextualization, translation, analysis and discussion. We will hone our reading strategies for works of fiction and non-fiction, discuss the pros and cons of various (online) dictionaries, and review relevant grammar topics. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; Fall; S. Leonhard

**GERM 231 Damsels, Dwarfs, and Dragons: Medieval German Literature** Around the year 1200 German poets wrote some of the most lasting works in the Western literary tradition. It was a time of courtly love and Arthurian romances, and themes vary widely from love and honor to revenge and murder. Special attention is given to the poetry of Walther von der Vogelweide and two major epics: *The Nibelungenlied* and Gottfried von Strassburg's *Tristan and Isolde*. In English translation. 6 credits; HI; Not offered 2016-17

**GERM 233 Schiller! Why would people want to make, much less steal, a bust of a long-dead German author? What could he have done that inspired such admiration?** This class introduces students to Friedrich Schiller "poet, philosopher, historian, and Carleton icon" with a focus on his groundbreaking dramatic work. We will analyze and occasionally also perform scenes from Schiller's contributions to the European stage, ranging from Storm and Stress plays to Classical and Romantic tragedies, to historical dramas. Students will consider Schiller's writings through the lenses of politics, family relationships, and revolution, and also explore his productive friendship with Goethe. Taught in English. 3 credits; LA, IS; Not offered 2016-17

**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; Not offered 2016-17

GERM 249 German Post War Culture This course offers an introduction to German culture after 1945 through the lens of film. We will treat films over a broad range of topics, with a special emphasis on (1) the shifting angles from which filmmakers remember the Holocaust and World War II, (2) migration and multiculturalism, especially German-Turkish relations, and (3) reflections on the GDR past and on life in post-reunification Germany. The careful analysis of each film will be framed by a discussion of its socio-historical context, in order to reflect the unique manner in which cinema engages with historical, cultural and political debates. In translation. Not offered 2016-17

GERM 253 In the Shadow of Goethe and Schiller: German Women Writers around 1800 In the German literary sphere around 1800 female authorship was viewed as a transgression. At a time when Goethe and Schiller created texts that would soon dominate the German canon, women were routinely warned of the dangerous side effects of reading, and declared unfit to produce any work of literary merit. This course is structured around a diverse group of women writers who, while remaining under the radar of readers and critics, devised successful strategies for writing. We will analyze their poetic production, with particular attention to biography, gender, and society. Taught in German. Prerequisite: German 204 or equivalent. 3 credits; LA, IS; Not offered 2016-17

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; Not offered 2016-17

GERM 263 Alternative Visions: Counter Cinema from New German Cinema to the Berlin School "The old cinema is dead! We believe in a new cinema!" This bold declaration, signed by a group of German filmmakers at the Oberhausen Film Festival in 1962, marks a radical break with German postwar film. Influenced by the French New Wave and the 1968 student protests, the directors of New German Cinema created works that were both artistically ambitious and socially critical. We will discuss iconic films of this period by directors such as Fassbinder, Herzog, Schlöndorff, and Wenders, and contrast their vision with the politics and aesthetics of a later generation of German filmmakers, the Berlin School. Conducted in German. Prerequisite: German 204 or equivalent. 3 credits; LA, IS; Not offered 2016-17

GERM 271 Iron Curtain Kids: Coming of Age in East Germany What was it like to grow up behind a wall, know Western music only through vinyl records from the black market, and revolt with HipHop, graffiti, and breakdance against a restrictive government? How did artists present life in block buildings, socialist youth groups, and a society without freedom of speech, travel, and expression? We will explore the youth culture of East Germany (1949-1989) through film, music, literature, and other media, compare it with today's world, and examine, e.g., *Die neuen Leiden des Jungen W.*, *Am kürzeren Ende der Sonnenallee*, Beat Music, and the movie *Russendisko*. Conducted in German. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

GERM 272 The Latest--Current Themes in German Literature, Film and the Media In this course, students will read and discuss a number of new works from the German-speaking countries that deal with important contemporary

issues--the pressures of growing up and finding a job in uncertain economic times, the catastrophe of 9/11, the ever-present theme of finding love, immigrant perspectives, the challenges of aging, etc. We will examine novels and stories that deal with these topics, but also articles in magazines (*Der Spiegel*, *Die Zeit*, *Frankfurter Allgemeine Zeitung*) and films, trying to understand how various genres and media differ in their approaches to our themes. At the center of our discussion there will thus be the question what forms of expression a society finds for the formulation of its most urgent challenges, and how these texts take part in the public debate. Prerequisite: German 204 or the equivalent. 6 credits; LA, IS; Not offered 2016-17

GERM 273 *Mystery, Murder, Madness: Crime Stories in German Literature* This course focuses on the rich German tradition of crime and detective stories, with a focus on the long nineteenth century. Contrasting authentic crime reports with fictionalized accounts of murder, rape, and mysterious occurrences, we will approach literary crime scenes as narrative spaces where contested concepts of truth, justice, and morality emerge, and where changing notions of perception come to the fore. Conducted in German. Prerequisite: German 204 or equivalent. 3 credits; LA, IS; Not offered 2016-17

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. Prerequisite: German 103 or equivalent. 6 credits; NE, IS; Not offered 2016-17

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. Prerequisite: German 204 or equivalent. 6 credits; NE; Not offered 2016-17

GERM 320 *Mystery, Murder, Madness: Crime Stories in German Literature and Film* Following a trajectory from Friedrich Schiller's crime report *Der Verbrecher aus verlorener Ehre* to films of the Weimar Republic such as *Caligari* and *M*, this course focuses on the rich German tradition of crime and detective stories. We will approach this genre as a literary and cinematic space where contested concepts of truth, justice, and morality emerge, and where changing notions of perception come to the fore. Conducted in German. Prerequisite: German 204 or the equivalent. Not offered 2016-17

GERM 321 *The Invention of Childhood: Coming of Age in Nineteenth-Century Germany* This class introduces students to the cultural history of childhood through the lens of German literature and thought. Starting with the "discovery of childhood" in the age of enlightenment and concluding with the "loss of innocence" associated with Freud's theories and Fin-de-siècle culture, we will trace changing notions of education, family life, gender, and sexuality. Our discussions will draw on a wide array of texts--including children's literature, coming-of-age stories, pedagogical treatises, paintings, photographs, and reading primers. We will also explore how modern takes on nineteenth-century "black pedagogy" and teenage rebellion, such as Haneke's film *The White Ribbon* and the Broadway musical *Spring Awakening*, adapt these tales of childhood terror for contemporary audiences. Prerequisite: One course above German 204. 6 credits; LA, IS; Spring; S. Leonhard

GERM 351 *The Age of Goethe* The literary movements of Enlightenment, Storm and Stress, and Classicism as seen through selected works of Goethe, Schiller, Lessing and Herder. Prerequisite: German 204 or the equivalent. 6 credits; LA; Not offered 2016-17

**GERM 354 Studies in Twentieth-Century Prose and Poetry** An examination of the modern novella and lyric, including works by such authors as Kafka, Brecht, Hesse, Rilke, George, Hofmannsthal, Mann, Frisch, Wolf, Böll, Frischmuth, Kaschnitz, and others, in their historical and cultural context. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

**GERM 400 Integrative Exercise** Examining an aspect of German literature across eras or genres. 6 credits; S/NC; Fall, Winter

## Hebrew

See Middle Eastern Languages.

## History

The History major introduces students to major civilizations of the past while it develops skills of research, analysis and expression that are essential to students in the Liberal Arts environment. History majors learn not only what happened in the past, but also how to explain significant elements of continuity and how to analyze moments of profound rupture. Thus a History major develops a deep appreciation for the durable phenomena of world cultures (the persistence of poverty, the transcendence of genius, the corruption of political power), as well as a keen analytical framework for understanding transformative moments in time (the American, Mexican and French Revolutions, the Civil Rights Movement, etc.)

In view of the variety of departmental offerings, History majors are allowed to design their own mix of courses. The department offers guidelines, attentive advising, and carefully selected requirements to ensure coherence in the student's growing mastery of the discipline. Still, much of the choice on specific courses is left up to the individual student. The student's pathway through the major should reflect his or her particular interests, abilities and career plans.

See History Department Web site: <https://apps.carleton.edu/curricular/history/>

### Requirements for a Major

The major requires a total of 72 credits from courses taken in the history department. History 100's and the comprehensive exercise count toward the total number of credits. Courses in ancient history are taught in the Classics department and count toward the history major. Certain courses offered outside the history department also count toward the major; these courses are specified in the course catalog.

### Primary Field

Courses must be taken in at least three of the following eight fields: 1) United States, 2) Ancient and Medieval, 3) Early Modern and Modern Europe, 4) the Middle East and Asia, 5) Africa and Its Diaspora, 6) Latin America, 7) the Atlantic World and 8) Environment and Health. Students choosing fields 1-4 as their primary field will take four courses; those choosing 5-8 may take four courses in that field, or take three courses in the field and one additional course that is of relevance to the field. This additional course will be chosen in consultation with the adviser.

### *Self-designed Thematic Field Option*

In consultation with the faculty, students may also propose a self-designed thematic field as their primary field (e.g., Gender and History, Colonialism, Environmental History, Communism, Economic History). Interested students should consult the department chair for further details and procedures.

### **History 200 Sophomore Workshops**

Working with evidence is what allows historians to encounter past societies and people. What kind of evidence we have and our approaches to interpreting it shape the questions we can ask and the interpretations we can offer. This series of courses geared toward sophomores will provide interested students with hands-on experience in working with various kinds of evidence and learning about the process of writing histories.

### *Additional Requirements*

In addition to four courses in a primary field, all majors must also take at least two courses in each of two secondary fields. The History major must complete a research seminar (History 395), the History Colloquium (History 298) and Advanced Historical Writing (History 398). Students prepare for the senior integrative exercise by submitting an acceptable proposal, normally in fall term of the senior year and writing a senior thesis (History 400), normally in the winter term of the senior year. See History Comps Web page.

It is recommended that students planning to major in history take a History 100 seminar and one or two other courses during their first year. History majors who are interested in study and research in a major library should consider the Newberry Library Seminar program. One off-campus program in History is offered in 2016-2017, spring term in Rome. Other additional off-campus programs and graduate studies programs and information can be found in the History department lounge and on the History Department Off-Campus Programs and the Off-Campus Studies office web pages.

### *Courses from other departments*

(may be included in the seventy-two credits total and count towards fields).

- AMST 115 Introduction to American Studies: Immigration and American Culture
- AMST 115 Introduction to American Studies: Placing Identities
- CLAS 122 The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age (not offered in 2016-17)
- CLAS 227 Greek History: The Greek Polis
- CLAS 228 The Roman Republic (not offered in 2016-17)
- CLAS 230 The World of Alexander (not offered in 2016-17)
- CLAS 231 The Roman Principate
- ECON 232 American Economic History: A Cliometric Approach
- ECON 233 European Economic History (not offered in 2016-17)
- ECON 250 History of Economic Ideas (not offered in 2016-17)
- ECON 277 An Economic History of Financial Crises (not offered in 2016-17)
- EDUC 245 The History of American School Reform
- EUST 100 Allies or Enemies? America through European Eyes
- LTAM 270 Chile's September 11th: History and Memory since the Coup (not offered in 2016-17)

- MELA 230 Jewish Collective Memory (not offered in 2016-17)
- POSC 245 Politics of the Middle East I (1918-67)
- RELG 140 Religion and American Culture

Please ask the history department chair or your adviser about any courses in African/African American Studies, American Studies, Asian Studies, Classics, Cross Cultural Studies, Economics, Education, European Studies, Environmental and Technology Studies, Latin American Studies, Religion, Women's and Gender Studies, or other special courses offered by an historian in another department if you wish to apply them toward the history major.

### History Courses

**HIST 100 Gandhi, Nationalism and Colonialism in India** This seminar will examine the wide array of nationalist movements which struggled for independence from colonial rule in South Asia. Most prominent among these was the anti-colonial struggle led by Mohandas K. Gandhi. In this course we will examine the historical forces and the people which comprised these socio-political movements, in an effort to understand the complex and intriguing ways in which Gandhi's movement intersected, combined, and conflicted with other nationalist trends. Topics including the role of political violence and non-violence, conceptions of masculinity and femininity, caste, class, and race will also form part of our material. 6 credits; AI, WR1, IS; Fall; B. LaRocque

**HIST 100 History and Memory in Africa, Nineteenth through Twenty-first Centuries** This course explores how Africans have remembered and retold their own history in the colonial and post-colonial contexts (nineteenth-twenty-first centuries). Students will examine memories of origin, the slave trade, conversion, and colonialism as well as of personal and communal triumphs and tragedies. Both long-standing historical texts like praise-names and rituals and modern texts like journals, court records, and letters will be explored. What is the relationship between the historical medium and the memory? Drawing from select cases in West, East and South Africa, students will come to understand the rich and varied history of Africa's creative expression. 6 credits; AI, IS, WR1; Fall; T. Willis

**HIST 100 Migration and Mobility in the Medieval North** Why did barbarians invade? Traders trade? Pilgrims travel? Vikings raid? Medieval Europe is sometimes caricatured as a world of small villages and strong traditions that saw little change between the cultural high-water marks of Rome and the Renaissance. In fact, this was a period of dynamic innovation, during which Europeans met many familiar challenges—environmental change, religious and cultural conflict, social and political competition—by traveling or migrating to seek new opportunities. This course will examine mobility and migration in northern Europe, and students will be introduced to diverse methodological approaches to their study by exploring historical and literary sources, archaeological evidence and scientific techniques involving DNA and isotopic analyses. 6 credits; AI, WR1, IS; Fall; A. Mason

**HIST 100 Music and Politics in Europe since Wagner** This course examines the often fraught, complicated relationship between music and politics from the mid-nineteenth century through the mid-twentieth. Our field of inquiry will include all of Europe, but will particularly focus on Germany, Poland, and the Soviet Union. We will look at several composers and their legacies in considerable detail, including Beethoven, Wagner, and Shostakovich. While much of our attention will be devoted to "high" or "serious" music, we will explore developments in popular music as well. 6 credits; AI, WR1, IS; Fall; D. Tompkins

**HIST 100 Slavery and the Old South: History and Historians** This seminar introduces students to historiography of slavery in antebellum America. Debates over slavery are important to Americans generally and to historians of the American South in particular. The topic illuminates our understanding of human bondage through emphasis on the development of skills in historical analysis, writing, and oral argumentation. Major readings from the early

twentieth century to the present engage the problem of methodology, relations between masters and slaves, the slave community, gendered work, and expressive culture. A mixture of short assignments and response papers and a final essay is required. 6 credits; AI, WR1, IDS; Fall; H. Williams

HIST 100 The Black Death: Disease and Its Consequences in the Middle Ages In the 1340s, the Black Death swept through the Middle East and Europe, killing up to a third of the population in some areas. How can we understand what this catastrophe meant for the people who lived and died at the time? In this seminar, we will examine the Black Death (primarily in Europe) from a range of perspectives and disciplines and through a range of sources. We will seek to understand the biological and environmental causes of the disease, therapies, and the experience of illness, but also the effects of the mortality on economic, social, religious, and cultural life. 6 credits; AI, WR1, QRE, IS; Fall; V. Morse

HIST 120 Rethinking the American Experience: American History, 1607-1865 A survey of the American experience from before Christopher Columbus' arrival through the Civil War. Some of the topics we will cover include: contact between Native and European cultures; the development of the thirteen mainland British colonies; British, French, and Spanish imperial conflicts over the Americas; slavery; the American Revolution; religious awakenings; antebellum politics; and the Civil War. 6 credits; HI, IDS, QRE; Winter; S. Zabin

HIST 121 Rethinking the American Experience: American Social History, 1865-1945 This course offers a survey of the American experience from the end of the Civil War through World War II. Although we will cover a large number of major historical developments--including Reconstruction, the Progressive movement, World War I, the Great Depression, the New Deal and World War II--the course will seek to emphasize the various beliefs, values, and understandings that informed Americans' choices throughout these periods. A particular theme will be individual Americans' varied personal experiences of historical trends and events. We will seek to understand the connections (and sometimes the disconnections) between the past and present. 6 credits; HI, IDS; Spring; E. Manovich

HIST 122 U.S. Women's History to 1877 Gender, race, and class shaped women's participation in the arenas of work, family life, culture, and politics in the United States from the colonial period to the late nineteenth century. We will examine diverse women's experiences of colonization, industrialization, slavery and Reconstruction, religion, sexuality and reproduction, and social reform. Readings will include both primary and secondary sources, as well as historiographic articles outlining major frameworks and debates in the field of women's history. 6 credits; HI, IDS; Not offered 2016-17; A. Igra

HIST 123 U.S. Women's History Since 1877 In the twentieth century women participated in the redefinition of politics and the state, sexuality and family life, and work and leisure as the United States became a modern, largely urban society. We will explore how the dimensions of race, class, ethnicity, and sexuality shaped diverse women's experiences of these historical changes. Topics will include: immigration, the expansion of the welfare system and the consumer economy, labor force segmentation and the world wars, and women's activism in civil rights, labor, peace and feminist movements. 6 credits; HI, IDS; Not offered 2016-17

HIST 124 History of the City in the United States This course introduces modern United States urban history in social, cultural, political, and economic perspective. Our particular focus will be the period from 1865-present, but we will also consider earlier trends of urbanization in the U.S. Major course themes will include: life in the city, the rise, fall, and renewal of the American city, urban history and public memory, the economic and political history of the city, the culture of cities, and immigration, race, and ethnicity. We will also examine approaches to studying U.S. urban history. 6 credits; HI, IDS; Fall; E. Manovich

HIST 125 African American History I This survey begins with the pre-enslavement history of African Americans in West Africa. It proceeds to the transition of the slave from an African to an African American either directly or

indirectly through the institution of slavery until 1865. Special attention will be given to black female activists, organizations, and philosophies proposing solutions to the African-American and Euro-American dilemma in the antebellum period. 6 credits; HI, IDS, WR2; Not offered 2016-17

HIST 126 African American History II The transition from slavery to freedom; the post-Reconstruction erosion of civil rights and the ascendancy of Booker T. Washington; protest organizations and mass migration before and during World War I; the postwar resurgence of black nationalism; African Americans in the Great Depression and World War II; roots of the modern Civil Rights movement, and black female activism. 6 credits; HI, WR2, IDS; Winter; H. Williams

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. Not offered 2016-17

HIST 131 Saints, Sinners, and Philosophers in Late Antiquity In Late Antiquity, Christians and pagans asked with particular intensity: How should I live? What should be my relationship to wealth, family, power, and the world? How are mind and body related in the good life and how can this relationship be controlled and directed? What place had education in the pursuit of the good life? Was the best life to be achieved through material renunciation, psychological transformation, or both? We will ask these and many other questions of a wide array of primary sources written originally in Latin, Greek, Syriac, Coptic, and Armenian while employing the insights of modern scholarship. 6 credits; HI, WR2, IS; Winter; W. North

HIST 133 Crisis, Creativity, and Transformation in Late Antiquity This course investigates the dramatic transformations that shaped the eastern Mediterranean world and surrounding regions between ca. 250-850 CE. We will focus in particular on how people in late antiquity used environmental, institutional, socio-economic, and cultural resources to address an ongoing series of changes and challenges in their worlds. It also examines these responses from multiple perspectives: winners and losers, elites and non-elites, people of different ethnicities and cultures, urban and rural populations, and diverse religious groups and sects within these groups. The emergence and implications of Christianity and Islam as major organizing identities will also be explored. 6 credits; HI, WR2, IS; Not offered 2016-17

HIST 137 Early Medieval Worlds Through the intensive exploration of a variety of distinct "worlds" in the early Middle Ages, this course offers an introduction to formative political, social, religious, and cultural developments in Europe between c.450 and c.1050. We will pay special attention to the structures, ideologies, practices, and social dynamics that shaped and energized communities large and small and will develop skills in the historical interpretation of various kinds of primary sources. The development of a student-designed public exhibition on "Word and Image in the Middle Ages" is an essential element of the course and includes outreach projects in the public schools. 6 credits; HI, IS, WR2; Not offered 2016-17

HIST 138 Crusades, Mission, and the Expansion of Europe This course examines the complex and sometimes contradictory roles of crusade and mission in the gradual expansion of Europe (eleventh -fifteenth century) into the eastern Mediterranean, the Iberian peninsula, the Baltic, and even Central Asia. We will examine questions like: What did "crusade" or "mission" mean? How did people respond to, resist, or co-opt these enterprises? Did crusade and mission expand Europeans' knowledge of other cultures? In addition to critical analysis of primary

sources and current scholarship, the course will offer opportunities to share knowledge with a broader public. 6 credits; HI, WR2, IS; Not offered 2016-17; V. Morse

HIST 139 Foundations of Modern Europe A narrative and survey of the early modern period (fifteenth through eighteenth centuries). The course examines the Renaissance, Reformation, Contact with the Americas, the Scientific Revolution and Enlightenment. We compare the development of states and societies across Western Europe, with particularly close examination of the history of Spain. 6 credits; HI, IS, WR2; Not offered 2016-17

HIST 140 The Age of Revolutions: Modern Europe, 1789-1914 This course traces the evolution of Europe from the French Revolution to the outbreak of World War I, and examines some of the political, social, economic, intellectual, and cultural forces that have shaped and reshaped European society. We will cover the growth of modern nation-states, the industrial revolution and its effects on society, changes in the family and gender roles, and the evolution of modern consciousness in the arts, literature, and philosophy. The course will strive to look at both Western and Eastern Europe, and will conclude with a close examination of the causes of the First World War. 6 credits; HI, IS; Not offered 2016-17

HIST 141 Europe in the Twentieth Century This course explores developments in European history in a global context from the final decade of the nineteenth century through to the present. We will focus on the impact of nationalism, war, and revolution on the everyday experiences of women and men, and also look more broadly on the chaotic economic, political, social, and cultural life of the period. Of particular interest will be the rise of fascism and communism, and the challenge to Western-style liberal democracy, followed by the Cold War and communism's collapse near the end of the century. 6 credits; HI, IS; Spring; D. Tompkins

HIST 142 Women in Modern Europe An exploration of women's lives in Europe from 1700 to the present. We will focus on changes in women's work before and after the industrial revolution, women as revolutionaries in 1789, 1848, and 1871, and campaigns for women's rights. Why did Virginia Woolf say it was worse "perhaps" to be locked in than to be locked out? Why did Bertolt Brecht's character known simply as "the mother" take up the flag of revolution in Russia in 1905? We will investigate these questions from the Early Modern era to the European Union through a variety of sources: philosophical treatises, novels, plays, and political tracts, as well as historical monographs. 6 credits; HI, IS; Spring; J. Polasky

HIST 151 History of Modern Japan This course explores the modern transformation of Japanese society, politics, economy and culture from the Meiji Restoration of 1868 to the present. It is designed to provide students with an opportunity to explore basic issues and problems relating to modern Japanese history and international relations. Topics include the intellectual crisis of the late Tokugawa period, the Meiji Constitution, the development of an interior democracy, class and gender, the rise of Japanese fascism, the Pacific War, and postwar developments. 6 credits; HI, IS; Spring; S. Yoon

HIST 153 History of Modern China This course offers a critical survey of the modern transformation of the trajectory of China's recent past spanning from the eighteenth century through the present. Students will analyze deep structural issues that cut across political narratives of Chinese elites. Themes for discussion will include the debates on Chinese "capitalism," new religious currents as a form of legitimation (e.g., Tibetan Buddhism), bureaucratic behaviors, cultural refinements, peasant and sectarian rebellions, the interaction with the West, the (non-)existence of civil society, nationalism, party politics, the dynamics of Communist rule, and alternative Chinese societies both inside and outside of Mainland China. 6 credits; HI, IS, WR2; Not offered 2016-17

HIST 156 History of Modern Korea A comparative historical survey on the development of Korean society and culture from the nineteenth century to the present. Key themes include colonialism and war, economic growth, political transformation, socio-cultural changes, and historical memory. Issues involving divided Korea will be examined in the contexts of post-colonialism and Cold War. Students are also expected to develop skills to

analyze key historical moments from relevant primary sources against broader historiographical contexts. 6 credits; HI, IS; Not offered 2016-17

HIST 158 Cold War in East Asia How is the Cold War in East Asia related to the global Cold War? Many argue that Cold War came prematurely in East Asia and outlasts the collapse of the Berlin Wall. Students will examine evolving patterns of the region's engagement with global dimensions of war, diplomacy, and trade and conduct a case study (e.g., Roosevelt on China, Stalin on North Korea, Kennedy on Japan, Khrushchev and Nixon on China, or Bush on North Korea). Themes may be drawn from sports and pop culture or urban renewal projects in terms of post-colonial nation building, market fundamentalism, and new empire formation. 6 credits; HI, IS; Not offered 2016-17

HIST 161 History of Modern India, c. 1700-1947 A survey of the modern history of the Indian sub-continent from the establishment of the Mughal Court in North India (1525 AD) until the formation of the Republic of India (1947 AD), including the regional states, the British East India Company, British colonial rule and the rise of nationalism. Students will be asked to consider the differences between the early modern and colonial periods, and the empires of the subcontinent. 6 credits; HI, IS; Spring; A. Khalid

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; Not offered 2016-17

HIST 165 From Young Turks to Arab Revolutions: A Cultural History of the Modern Middle East This course provides a basic introduction to the history of the wider Muslim world from the eighteenth century to the present. We will discuss the cultural and religious diversity of the Muslim world and its varied interactions with modernity. We will find that the history of the Muslim world is inextricably linked to that of its neighbors, and we will encounter colonialism, anti-colonialism, nationalism, and socialism, as well as a variety of different Islamic movements. 6 credits; HI, IS; Not offered 2016-17

HIST 167 Nuclear Nations: India & Pakistan as Rival Siblings At the stroke of midnight on August 15, 1947 India and Pakistan, two new nation states emerged from the shadow of British colonialism. This course focuses on the political trajectories of these two rival siblings and looks at the ways in which both states use the other to forge antagonistic and belligerent nations. While this is a survey course it is *not* a comprehensive overview of the history of the two countries. Instead it covers some of the more significant moments of rupture and violence in the political history of the two states. The first two-thirds of the course offers a top-down, macro overview of these events and processes whereas the last third examines the ways in which people experienced these developments. We use the lens of gender to see how the physical body, especially the body of the woman, is central to the process of nation building. We will consider how women's bodies become sites of contestation and how they are disciplined and policed by the postcolonial state(s). 6 credits; HI, IS, WR2; Not offered 2016-17

HIST 169 Colonial Latin America 1492-1810 How did peoples from the Americas, the Iberian Peninsula, and Africa contribute to the creation of new colonial societies in Latin America and the Caribbean? The course examines the bewildering spectrum of indigenous societies Europeans and Africans encountered in the Americas, then turns to the introduction and proliferation of Hispanic institutions and culture, the development of mature colonial societies, and the increasing tensions and internal contradictions that plagued the region by the late eighteenth century. It asks how the colonized population managed to survive, adapt, and resist imperial pressures and examines the creation of new collective identities. 6 credits; HI, IS; Not offered 2016-17

**HIST 170 Modern Latin America 1810-Present** This course focuses on the legacy of colonial rule and asks how nascent nation-states dealt with new challenges of political legitimacy, economic development, and the rights of citizens. Case studies from the experiences of individual nations will highlight concerns still pertinent today: the ongoing struggle to extend meaningful political participation and the benefits of economic growth to the majority of the region's inhabitants, popular struggles for political, economic, and cultural rights, and the emergence of a civic society. 6 credits; HI, IS; Not offered 2016-17

**HIST 181 West Africa in the Era of the Slave Trade** The medieval Islamic and the European (or Atlantic) slave trades have had a tremendous influence on the history of Africa and the African Diaspora. This course offers an introduction to the history of West African peoples via their involvement in both of these trades from the fifteenth to the nineteenth century. More specifically, students will explore the demography, the economics, the social structure, and the ideologies of slavery. They also will learn the repercussions of these trades for men's and women's lives, for the expansion of coastal and hinterland kingdoms, and for the development of religious practices and networks. 6 credits; HI, IS; Not offered 2016-17

**HIST 182 Living in the Colonial Context: Africa, 1850-1950** This course considers major actors and developments in sub-Saharan Africa from the mid-nineteenth through the mid-twentieth centuries. With a critical awareness of the ways that Africa's past has been narrated, it balances coverage of the state and economy with attention to daily life, families, and popular culture. The majority of the reading assignments are drawn from contemporary documents, commentaries, interviews, and memoirs. These are supplemented by works produced by historians. Students will analyze change, question perspectives, and imagine life during the age of European imperialism. Written assignments include a book review, examinations, and identifying and editing a primary source text. 6 credits; HI, IS; Not offered 2016-17

**HIST 183 History of Early West Africa** This course surveys the history of West Africa during the pre-colonial period from 790 to 1590. It chronicles the rise and fall of the kingdoms of Ancient Ghana, Mali, and Songhai. We will examine the transition from decentralized to centralized societies, the relations between nomadic and settler groups, the institution of divine kingship, the emergence of new ruling dynasties, the consolidation of trade networks, and the development of the classical Islamic world. Students will learn how scholars have used archeological evidence, African oral traditions, and the writings of Muslim travelers to reconstruct this important era of West African history. 6 credits; HI, IS; Fall; T. Willis

**HIST 184 Colonial West Africa** This course surveys the history of West Africa during the colonial period, 1860-1960. It offers an introduction to the roles that Islam and Christianity played in establishing and maintaining colonial rule. It looks at the role of colonialism in shaping African ethnic identities and introducing new gender roles. In addition, we will examine the transition from slave labor to wage labor, and its role in exacerbating gender, generation, and class divisions among West Africans. The course also highlights some of the ritual traditions and cultural movements that flourished in response to colonial rule. 6 credits; HI, IS; Not offered 2016-17

**HIST 194 The Making of the "Pacific World"** The Pacific is the largest ocean on our planet, covering thirty percent of the Earth's surface and bordered by four continents. This course will explore how a "Pacific World" framework can help us understand the movement of peoples, goods, and ideas across an oceanic space. Can we describe the history of the Pacific as having a unified history? This course will explore various topics in Pacific history including the history of exploration and migration, cross-cultural encounters, science and empire, and environmental history from 1750 to the present. While this course will be transnational in scope, it will focus primarily on U.S. exploration, trade, and the making of an American Pacific frontier. 6 credits; HI, IS; Winter

**HIST 200 History Workshop: The Chinese Cultural Revolution, 1966-76** In the recent past the youthful radical movement in Communist China has made an indelible mark on the society comprising a quarter of the world's

population. In 1966 the student radicals known as Red Guards launched a series of destructive campaigns against the Communist Party with the Maoist cue to "Bombard the Headquarters!" How could a Leninist party find itself the victim of its own supreme leader? Students will examine tabloids, wall posters, pamphlets, cartoons, memoirs, reportage literature, play scripts, films, as well as party documents to explore theories on personality formation, class consciousness, legitimation of violence, and operations of memory. 6 credits; HI, WR2, IS; Not offered 2016-17

HIST 200 History Workshop: The Russian Revolution How do historians use evidence and how do they use it to construct their histories? In this seminar, which targets sophomores with a strong interest in history, students will explore these questions through a hands-on study of the Russian Revolution of 1917, one of the seminal events of the twentieth century and one of the most contentious. By working on research projects making intensive use of primary sources, students will ask questions not just about revolutionary change, but also about the nature of power and legitimacy, about what holds societies together and what leads to their dissolution. Above all, however, they will get to experience first hand the challenges and delights of using evidence and constructing arguments about the past. Not offered 2016-17

HIST 201 Rome Program: Community and Communication in Medieval Italy, CE 300-1250 Through site visits, on-site projects, and readings, this course explores the ways in which people in Italy from late antiquity through the thirteenth century sought to communicate political, religious, and civic messages through combinations of words, images, objects, and structures. What are the "arts of power and piety" and when and why are they used? How do people use spaces and images to educate, to challenge, to honor, to remember, or to forget? How can materials create and transmit meaning and order? How do people combine creativity and tradition to maintain and enrich the worlds they inhabit? 6 credits; HI, IS; Spring; W. North

HIST 204 Jews, Christians and Muslims in the Medieval Mediterranean The Mediterranean was a dynamic hub of cultural exchange in the Middle Ages. We will draw on Jewish, Muslim, and Latin Christian sources to explore this contact from 1050-1492 and the role of the sea itself in joining and separating the peoples who surrounded it. What did it mean to be a Muslim pilgrim in Christian-held Palestine? A Jewish vizier serving a Muslim ruler in Spain? A Christian courtier courting martyrdom in North Africa? We will explore lives led between coexistence and violence, intellectual and legal structures that helped to negotiate difference, and the textures of daily life. 6 credits; HI, WR2, IS; Not offered 2016-17

HIST 205 American Environmental History Environmental concerns, conflicts, and change mark the course of American history, from the distant colonial past to our own day. This course will consider the nature of these eco-cultural developments, focusing on the complicated ways that human thought and perception, culture and society, and natural processes and biota have all combined to forge Americans' changing relationship with the natural world. Topics will include Native American subsistence strategies, Euroamerican settlement, industrialization, urbanization, consumption, and the environmental movement. As we explore these issues, one of our overarching goals will be to develop an historical context for thinking deeply about contemporary environmental dilemmas. 6 credits; HI, IDS; Spring; G. Vrtis

HIST 206 Eternal City in Time: Structure, Change, and Identity This course will explore the lived experience of the city of Rome in the twelfth-sixteenth centuries. We will study buildings, urban forms, surviving artifacts, and textual and other visual evidence to understand how politics, power, and religion (both Christianity and Judaism) mapped onto city spaces. How did urban challenges and opportunities shape daily life? How did the memory of the past influence the present? How did the rural world affect the city and vice versa? Students will work on projects closely tied to the urban fabric. Prerequisite: Enrollment in OCS program. 6 credits; HI, IS; Spring; V. Morse

**HIST 207 Rome Program: Roman Journal: The Traveler as Witness** This course examines travel as an occasion for investigation, encounter, and reflection and as an opportunity to document and communicate these observations of people and place. Through select readings drawn from a range of disciplines and genres, travel accounts, and ongoing discussion of their own travel experiences, students will seek better to understand the traveler as observer and recorder of other peoples and places. The course will also examine the nature of public memory and commemoration and the role of travelers as audiences for sites of memory. As part of the course, students will maintain their own travel journals, prepare several reflections, and contribute to the Program Blog. Prerequisite: Enrollment in OCS program. 3 credits; HI, IS; Spring; W. North, V. Morse

**HIST 208 The Atlantic World: Columbus to the Age of Revolutions, 1492-1792** In the late fifteenth century, the Atlantic ocean became a vast highway linking Spain, France, Britain, and the Netherlands to the Americas and Africa. This course will examine the lives of the men and women who inhabited this new world from the time of Columbus to the eighteenth-century revolutions in Haiti and North America. We will focus on the links between continents rather than the geographic segments. Topics will include the destruction and reconfiguration of indigenous societies; slavery and other forms of servitude; religion; war; and the construction of ideas of empire. Students considering a concentration in Atlantic History are particularly encouraged to enroll. Emphasis on primary sources. 6 credits; HI, IS; Not offered 2016-17

**HIST 209 The Revolutionary Atlantic** Students in this course will investigate social conflicts, political struggles, and protest movements from the Age of Revolution, 1776-1848 ranging over four continents. We will read pamphlets from the Dutch Patriot Revolution, eye witness accounts of slave insurrections in the Caribbean, novels and plays describing/provoking changes in families on both sides of the Atlantic, and newspaper articles written by Karl Marx. We will compare histories of revolutions on both sides of the Atlantic, including the newest research on West Africa and Latin America. 6 credits; HI, IS; Spring; J. Polasky

**HIST 211 More than Pilgrims: Colonial British America** An intensive exploration of particular topics in early American history in its context as part of an Atlantic world. Topics will include voluntary and involuntary migration from Europe and Africa, personal, political, and military relationships between Europeans and Native Americans, the pattern of colonial settlement and politics, concepts of family and community, strategies of cultural adaptation and resistance, slavery, religion, the making of racial, rank, and gender ideologies, and the development of British and American identities. 6 credits; HI, IDS; Not offered 2016-17

**HIST 212 The Era of the American Revolution** This class will examine the American Revolution as both a process and a phenomenon. It will consider the relationship of the American Revolution to social, cultural, economic, political, and ideological change in the lives of Americans from the founding fathers to the disenfranchised, focusing on the period 1750-1800. The central question of the course is this: how revolutionary was the Revolution? 6 credits; HI, IDS; Winter; S. Zabin

**HIST 213 The Age of Jefferson** This course will examine the social, political and cultural history of the period 1783-1830 with special consideration of the framing and ratification of the Constitution and the defining of the "United States." Historians contend that the period covered by this course is the key era of social transformation in American history. To assess this hypothesis, we will examine changes in race, gender, and class relations within the context of economic and geographical expansion and religious revitalization. We will explore paradoxes of American democracy and citizenship as they developed in the early Republic. Previous knowledge of American history will be assumed. 6 credits; HI, IDS; Not offered 2016-17

**HIST 214 Rethinking the American Civil War** The Civil War, in which more than 620,000 died, was a cataclysmic event that reshaped American life. Using both original sources and the most recent scholarship, we will explore the causes, leadership, battles, and consequences of the war for ordinary Americans. Topics include the war's impact on men, women, slavery, legal rights, the economy, the confederacy, the presidency, and American

memory. Special attention will be paid to Civil War photography, the problems of mapping the conflict, and the attempt to understand the war through modern movies and documentaries, including those of Ken Burns. 6 credits; HI, IDS, WR2; Not offered 2016-17

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; Not offered 2016-17

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 pursue individual research projects in Minnesota history. Prerequisite: One History course, first year students require instructor permission. 6 credits; HI, WR2, IDS; Spring; E. Manovich

HIST 217 Engaging Youth in the Past The course centers on a civic engagement project mentoring sixth grade students at the Northfield Middle School as they research and produce projects for a local version of National History Day. In addition to mentoring, we will also meet once a week to discuss readings on public history and issues such as the controversies over national history standards. Prerequisite: One college level history course. 3 credits; HI; Not offered 2016-17

HIST 219 Is Obama Black?: American Mixed Race History This course explores the historical political, social, philosophical, and cultural problems related to mixed-race identity since the late nineteenth century, with emphasis on the U.S. government's 2000 decision allowing Americans to define their racial makeup as one race or more. Life stories, literature, and film investigate identity formation, stratification based on race, and the particular ways mixed-raced people articulate their identities in various contexts. Final projects beyond black and white mixed-race people encouraged. 6 credits; HI, WR2, IDS; Not offered 2016-17

HIST 224 Divercities: Exclusion and Inequality in Urban America This course examines the twentieth-century history of the United States city in global comparative perspective. It will focus on how exclusion, difference, inequality, and segregation have evolved along with diversity and heterogeneity in the modern city. We will explore this basic contradiction of the U.S. city in history as a contested site of opportunity and foreclosure, asking: how have American cities been both zones of exclusion and inequality while at the same time places in which diverse groups of people have interacted? 6 credits; HI, IDS; Winter; E. Manovich

HIST 226 U.S. Consumer Culture In the period after 1880, the growth of a mass consumer society recast issues of identity, gender, race, class, family, and political life. We will explore the development of consumer culture through such topics as advertising and mass media, the body and sexuality, consumerist politics in the labor movement, and the response to the Americanization of consumption abroad. We will read contemporary critics such as Thorstein Veblen, as well as historians engaged in weighing the possibilities of abundance against the growth of corporate power. 6 credits; HI, IDS, WR2; Fall; A. Igra

HIST 227 The American West Somewhere on the sunset-side of the Mississippi River, the American West begins. It is a region steeped in nostalgia and freighted with stories and longings that Americans have now cherished for many generations. It is also a place as complex and tangled in dynamic cultural, political, and environmental

forces as any place on earth. Among the themes we will focus on are relationships among Native American and Euro-American peoples, the transition from imperial frontier to American territory, the shaping power of economic and cultural initiatives, and the centrality of nature and environmental change in forging our western past and present. 6 credits; HI, IDS; Not offered 2016-17

HIST 228 Civil Rights and Black Power This course treats the struggle for racial justice from World War II through the 1960s. Histories, journalism, music, and visual media illustrate black and white elites and grassroots people allied in this momentous epoch that ranges from a southern integrationist vision to northern Black Power militancy. The segregationist response to black freedom completes the study. 6 credits; HI, WR2, IDS; Fall; H. Williams

HIST 229 Working with Gender in U.S. History Historically work has been a central location for the constitution of gender identities for both men and women; at the same time, cultural notions of gender have shaped the labor market. We will investigate the roles of race, class, and ethnicity in shaping multiple sexual divisions of labor and the ways in which terms such as skill, bread-winning and work itself were gendered. Topics will include domestic labor, slavery, industrialization, labor market segmentation, protective legislation, and the labor movement. 6 credits; HI, IDS; Winter; A. Igra

HIST 231 Mapping the World Before Mercator This course will explore early maps primarily in medieval and early modern Europe. After an introduction to the rhetoric of maps and world cartography, we will examine the functions and forms of medieval European and Islamic maps and then look closely at the continuities and transformations in map-making during the period of European exploration. The focus of the course will be on understanding each map within its own cultural context and how maps can be used to answer historical questions. We will work closely with the maps in Gould Library Special Collections to expand campus awareness of the collection. 6 credits; HI, WR2, QRE, IS; Not offered 2016-17

HIST 232 Renaissance Worlds in France and Italy Enthusiasm, artistry, invention, exploration.... How do these notions of Renaissance culture play out in sources from the period? Using a range of evidence (historical, literary, and visual) from Italy and France in the fourteenth-sixteenth centuries we will explore selected issues of the period, including debates about the meaning of being human and ideal forms of government and education; the nature of God and mankind's duties toward the divine; the family and gender roles; definitions of beauty and the goals of artistic achievement; accumulation of wealth; and exploration of new worlds and encounters with other peoples. 6 credits; HI, WR2, IS; Not offered 2016-17

HIST 233 Cultures of Empire: Byzantium, 843-1453 Heir to the Roman Empire, Byzantium is one of the most enduring and fascinating polities of the medieval world. Through a wide variety of written and visual evidence, we will examine key features of Byzantine history and culture such as the nature of imperial rule; piety and religious controversy; Byzantium's evolving relations with the Latin West, Armenia, the Slavic North, and the Dar al-Islam (the Abbasids and Seljuk and Ottoman Turks); economic life; and Byzantine social relations. Extra time may be required for group projects. Prerequisite: No prerequisites, but History 137, 138, or 204 will be helpful. 6 credits; HI, IS, WR2; Not offered 2016-17

HIST 234 Papacy, Church, and Empire in the Middle Ages This course explores the dynamic interactions between three distinct centers of authority and power: the Roman papacy, the Church, and the heir to the legacies of Rome, the Holy Roman Empire from the tenth through thirteenth centuries. Among other topics to be covered: the rise of canon and Roman law; new religious orders; changing models of sanctity; the Church and local and 'national' identity; and the development of the papacy as a powerful, but controversial, European institution. The course will also consider the Holy Roman Empire as a cultural zone in which Church and Empire play vital roles as patrons and subjects. 6 credits; HI, IS; Not offered 2016-17

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; ARP, IS, WR2; Not offered 2016-17

HIST 236 Women and Gender in Europe before the French Revolution What were women's lives and experiences like in Europe before the modern era? What work did they do, how did they manage their private lives, their family commitments, their faith, and their intellectual lives? We will examine these questions through women's own writings, writings about women, and secondary literature on family, gender, medicine, law, and culture. In 2016-17, we will have a special opportunity to think about Jewish women's lives. Projects will include helping to create an exhibition related to William Shakespeare's *Merchant of Venice* or working with Middle School students in the after school program. 6 credits; HI, IS, WR2, QRE; Winter; V. Morse

HIST 237 The Enlightenment This course focuses on the texts of Enlightenment thinkers, including Locke, Montesquieu, Voltaire, Diderot, Rousseau, Kant and Mesmer. Emphasis will be on French thinkers and the effect of the Enlightenment on French society. The course covers the impact of the Enlightenment on science, religion, politics and the position of women. Students will have the opportunity to read the philosophies in French. 6 credits; HI, WR2, IS; Not offered 2016-17

HIST 238 The Viking World In the popular imagination, Vikings are horn-helmeted, blood-thirsty pirates who raped and pillaged their way across medieval Europe. But the Norse did much more than loot, rape, and pillage; they cowed kings and fought for emperors, explored uncharted waters and settled the North Atlantic, and established new trade routes that revived European urban life. In this course, we will separate fact from fiction by critically examining primary source documents alongside archaeological, linguistic and place-name evidence. Students will share their insights with each other and the world through two major collaborative digital humanities projects over the course of the term. 6 credits; HI, IS; Spring; A. Mason

HIST 239 Health and Welfare in Industrializing Britain Historians disagree about the timing, causes and effects of the Industrial Revolution, but no one disputes that there were massive changes in England's population, economy and society from the seventeenth to the nineteenth century. In this course, we examine those transformations with a focus on the ways that social and economic changes related to social welfare policies, the health of the people, and the environment. 6 credits; HI, IS, QRE, WR2; Not offered 2016-17

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; Not offered 2016-17

HIST 241 Russia through Wars and Revolutions The lands of the Russian empire underwent massive transformations in the tumultuous decades that separated the accession of Nicholas II (1894) from the death of Stalin (1953). This course will explore many of these changes, with special attention paid to the social and political

impact of wars (the Russo-Japanese War, World War I, the Civil War, and the Great Patriotic War) and revolutions (of 1905 and 1917), the ideological conflicts they engendered, and the comparative historical context in which they transpired. 6 credits; HI, IS; Not offered 2016-17

HIST 242 Communism, Cold War, Collapse: Russia Since Stalin In this course we will explore the history of Russia and other former Soviet states in the period after the death of Stalin, exploring the workings of the communist system and the challenges it faced internally and internationally. We will investigate the nature of the late Soviet state and look at the different trajectories Russia and other post-Soviet states have followed since the end of the Soviet Union. 6 credits; HI, IS; Not offered 2016-17

HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France Political propaganda of the French Revolutionary period tells a simple story of downtrodden peasants exploited by callous nobles, but what exactly was the relationship between the political transformations of France from the Renaissance through the French Revolution and the social, religious, and cultural tensions that characterized the era? This course explores the connections and conflicts between popular and elite culture as we survey French history from the sixteenth through early nineteenth centuries, making comparisons to social and political developments in other European countries along the way. 6 credits; HI, IS, WR2; Not offered 2016-17

HIST 245 Ireland: Land, Conflict and Memory This course explores the history of Ireland from Medieval times through the Great Famine, ending with a look at the Partition of Ireland in 1920. We examine themes of religious and cultural conflict and explore a series of English political and military interventions. Throughout the course, we will analyze views of the Irish landscape, landholding patterns, and health and welfare issues. Finally, we explore the contested nature of history and memory as the class discusses monuments and memory production in Irish public spaces. 6 credits; HI, WR2, IS, QRE; Not offered 2016-17

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; Not offered 2016-17

HIST 247 The First World War as Global Phenomenon On this centenary of the First World War, the course will explore the global context for this cataclysmic event, which provides the hinge from the nineteenth century into the twentieth. We will spend considerable time on the build-up to and causes of the conflict, with particular emphasis on the new imperialism, race-based ideologies, and the complex international struggles for global power. In addition to the fighting, we will devote a significant portion of the course to the home front and changes in society and culture during and after the war. 6 credits; HI, IS; Not offered 2016-17

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. Prerequisite: Enrollment in OCS program. 6 credits; HI, IS; Not offered 2016-17

HIST 249 Two Centuries of Tumult: Modern Central Europe An examination of the political, social, and cultural history of Central Europe from 1848 to the present day. We will explore the evolution of state and civil society in the multicultural/multinational regions of the present-day Czech Republic, Slovakia, Poland, Hungary, as well as

eastern Germany and Austria. Much of the course will focus on the common experiences of authoritarianism, anti-Semitism, fascism/Nazism, and especially the Communist era and its dissolution. 6 credits; HI, IS; Spring; D. Tompkins

HIST 250 Modern Germany This course offers a comprehensive examination of German history in the nineteenth and twentieth centuries. We will look at the German-speaking peoples of Central Europe through the prism of politics, society, culture, and the economy. Through a range of readings, we will grapple with the many complex and contentious issues that have made German history such an interesting area of intellectual inquiry. 6 credits; HI, IS; Fall; D. Tompkins

HIST 250F Modern Germany-FLAC German Trailer This course is a supplement in German for History 250, Modern Germany, and will meet once weekly. Open to students who have completed German 103 or who have intermediate or advanced skills in German. Speaking in German, we will discuss German language primary sources, including documents, music and film clips. Prerequisite: German 103 or equivalent. 2 credits; S/CR/NC; HI, IS; Fall; D. Tompkins

HIST 254 Colonialism in East Asia This course explores the colonialisms in East Asia, both internal and external. Students examine Chinese, Inner Asian, Japanese, and European colonialisms from the seventeenth century to the present. Geographically, students cover borderlands of East Asian empires (Tibet, Xinjiang, Mongolia, Manchuria, Fujian, Yunnan, Canton, Vietnam, Taiwan, Korea, Okinawa, and Hokkaido). Methodologically, students eschew power-politics and historical studies of "frontier" regions in order to analyze everyday aspects of colonial arrangements and communities in different historical moments from the bottom up. Topics include ethnic identities, racial discourses, colonial settlements, opium regimes, violence and memory (e.g. Nanjing massacre), and forced labor migrations (e.g. comfort women). 6 credits; HI, IS, WR2; Not offered 2016-17

HIST 255 Rumors, Gossip, and News in East Asia What is news? How do rumors and gossips shape news in modern China, Japan, and Korea? Is the press one of the sociocultural bases within civil society that shapes opinion in the public sphere in East Asia? Students will examine how press-like activities reshape oral communication networks and printing culture and isolate how the public is redefined in times of war and revolutions. Drawing sources from a combination of poems, private letters, maps, pamphlets, handbills, local gazetteers, rumor mills, pictorials, and cartoons, students will map communication circuits that linked authors, journalists, shippers, booksellers, itinerant storytellers, gossipers, listeners, and active readers. 6 credits; HI, IS, WR2; Spring; S. Yoon

HIST 256 History of Urban China Who initiated the circulation of new ideas and novel communicative behaviors in urban China? Is there anything Chinese about the "public" forged in Chinese cities? This course adopts a comparative and integrative approach to examine the studies of major ritual centers (e.g., Beijing), market towns, and foreign concessions (e.g., Shanghai). Thematically, students will analyze the ongoing tension between time and place as expressed in the conflict between China's colonial past and its search for national identity. 6 credits; HI, WR2, IS; Not offered 2016-17

HIST 257 Urban History in Beijing and Beyond Program: History of Urban China and Korea In this course students will develop a mode of historical thinking with which to historicize the urban planning traditions as competing powers sought to transform both physical and human landscapes over time. Students will analyze the material topologies and epistemological underpinnings of particular aspects of the cities in question as they appear in sample primary sources. For example, in Mongolian Beijing, students will scrutinize excerpts from a historical fiction based on imaginary dialogues between Kublai Khan and Marco Polo and before visiting colonial Seoul, students will compare different plans prepared by the Germans, Japanese, and Korean designers. Not offered 2016-17

**HIST 259 Women in South Asia: Histories, Narratives, and Representations** The objective of this course is to analyse the historical institutions, practices and traditions that define the position of women in India. We consider the various ways in which the trope of the Goddess has been used for and by Indian women in colonial and post-colonial India; the colonial state's supposed rescue of Indian women; the position and role of European women in colonial India; how women's bodies come to embody and signify community honour and become sites of communal contest. We explore the making of Mother India; the connection between nation, territory and the female form; and the ways in which women have been represented in history as well as Indian cinema. 6 credits; HI, IS; Fall; A. Khalid

**HIST 260 The Making of the Modern Middle East** A survey of major political and social developments from the fifteenth century to the beginning of World War I. Topics include: state and society, the military and bureaucracy, religious minorities (Jews and Christians), and women in premodern Muslim societies; the encounter with modernity. 6 credits; HI, IS; Not offered 2016-17

**HIST 261 Turkey Prog: Nations, Islams, and Modernities: Trnsfrmtn of the Ottoman Empire-Making of 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; Not offered 2016-17

**HIST 262 Public Health: History, Policy, and Practice** This course will examine the rise of the institution of public health in the modern period. Locating public health within the social history of medicine we will consider how concepts of health and disease have changed over time and how the modern state's concern with the health of its population cannot be separated from its need to survey, police, and discipline the public. Topics covered will include miasma, contagion, quarantine, vaccination and the connection between European imperialism and the institutionalization of public health in colonial contexts. We will also consider how certain epidemics became the major drivers for public health. 6 credits; HI, IS; Winter; 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 Turkey Program: 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. Prerequisite: Enrollment in OCS program. 6 credits; HI, IS; Not offered 2016-17

**HIST 265 Central Asia in the Modern Age** Central Asia--the region encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, and the Xinjiang region of the People's Republic of China--is often considered one of the most exotic in the world, but it has experienced all the excesses of the modern age. After a basic introduction to the long-term history of the steppe, this course will concentrate on exploring the history of the region since its conquest by the Russian and Chinese empires. We will discuss the

interaction of external and local forces as we explore transformations in the realms of politics, society, culture, and religion. 6 credits; HI, IS; Not offered 2016-17

HIST 266 History of Islam in South Asia While Islam is often associated primarily with the Arab world, eighty percent of the world--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, IS; Not offered 2016-17

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; Not offered 2016-17

HIST 268 India Program: History, Globalization, and Politics in Modern India Indian democracy presents a complicated social and political terrain that is being reshaped and remapped by a wide variety of efforts to bring about economic development, social change, political representation, justice, and equality. In this course we will examine, among other topics, the history of modern India with a focus on political movements centered on issues of colonialism, nationalism, class, gender, and caste. We will also examine changes in contemporary India brought about by globalization, and study how particular groups and communities have reacted and adapted to these developments. Prerequisite: OCS India Program. 6 credits; HI, IS; Winter; B. LaRocque

HIST 269 Turkey Program: 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. Prerequisite: Enrollment in OCS program. 3 credits; HI, IS; Not offered 2016-17

HIST 270 Nuclear Nations: India and Pakistan as Rival Siblings At the stroke of midnight on August 15, 1947 India and Pakistan, two new nation states emerged from the shadow of British colonialism. This course focuses on the political trajectories of these two rival siblings and looks at the ways in which both states use the other to forge antagonistic and belligerent nations. While this is a survey course it is *not* a comprehensive overview of the history of the two countries. Instead it covers some of the more significant moments of rupture and violence in the political history of the two states. The first two-thirds of the course offers a top-down, macro overview of these events and processes whereas the last third examines the ways in which people experienced these developments. We use the lens of gender to see how the physical body, especially the body of the woman, is central to the process of nation building. We will consider how women's bodies become sites of contestation and how they are disciplined and policed by the postcolonial state(s). 6 credits; HI, IS; Fall; A. Khalid

HIST 271 Political Violence and Human Rights in Latin America Rooted in earlier social struggles and influenced by the advent of the Cold War, political violence and war pervaded the Latin American landscape throughout the latter half of the twentieth century. This violence impacted political horizons, social relations, cultural representations, and the very memory of those who lived through this era. This course explores three different genres of violence through in-depth case studies: Southern Cone dirty wars (Argentina); Central American civil wars (Guatemala) and Andean civil wars (Peru). Writing assignments will involve multiple forms of analysis, while

challenging students to think comparatively about the different case studies. 6 credits; HI, WR2, IS; Not offered 2016-17

HIST 272 The Mexican Revolution: History, Myth and Art As the twentieth century's first major social revolution, the Mexican Revolution represents a watershed moment in Latin American history. This course examines the origins of the conflict and its key domestic and international dimensions. It also explores how a collective memory of the Revolution was crafted and contested by the post-revolutionary state, artists, intellectuals, and peasants through the means of photography, murals, education, popular protest, commemorations, and shrines. Emphasis will be placed on agrarian leader and rebel chieftain Emiliano Zapata as both historical figure and myth. 6 credits; HI, IS, WR2; Spring; A. Fisher

HIST 273 Go-Betweens and Rebels in the Andean World This course examines the dynamics of imperial rule in the vertical world of the Andes from the time of the Inca, through Spanish rule, and beyond. Of particular interest will be the myriad roles played by indigenous intermediaries who bridged the social, political and cultural gap between their communities and the state. While critical for maintaining the imperial order, these individuals also served as a galvanizing source of popular resistance against the state. Emphasis will be placed on the reading of translated primary sources written by a diverse group of Andean cultural intermediaries and rebels. 6 credits; HI, IS, WR2; Not offered 2016-17

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; Not offered 2016-17

HIST 280 African in the Arab World This course examines African people's existence as religious, political, and military leaders, and as slaves and poets in Arab societies from ancient to modern times. It also interrogates the experiences of men as eunuchs, and of women as concubines and wives. Beginning with the pre-Islamic era, it highlights the movement of Africans from the Sahara Desert to the Nile valley, from the Red Sea to the Indian Ocean. It traces the experiences of peoples whose dark skin became equated with slave status (and the legacy of slavery) even as they became loyal followers of Islam in the Arab world. 6 credits; HI, IS, WR2; Winter; T. Willis

HIST 281 War in Modern Africa This course examines the Nigerian Civil War, also known as the Biafra War, 1967-1970, and its implications for post-colonial Nigerian and African history. Clashes between two ethnic groups, the Igbo and the Hausa, culminated in a failed attempt by the Igbo-dominated south to secede from the nation of Nigeria and establish Biafra as an independent country. What role did colonialism play in igniting and fueling the tensions that culminated in the war? What was the role of the media in the war? What light does the Biafra War shed on modern conflict in Africa? 6 credits; HI, IS; Not offered 2016-17

HIST 283 Christian Encounter, Conversion, and Conflict in Modern Africa This course explores the nature of Christian mission in West, Central, and East Africa and its complex encounters with practitioners of Islam, other Christian sects, and indigenous religious traditions in modern Africa. Using scholarship and primary sources such as oral traditions, missionary writings, vernacular publications, newspapers, and ethnographic fieldnotes, we will focus on understanding religious encounter in a variety of case studies: the Akan in the Gold Coast (Ghana), the Hausa in Nigeria, the Bantu in Zambia, and the Maasai in Tanzania as well as Atlantic-Creoles in Angola and the Kongo. 6 credits; HI, WR2, IS; Spring; T. Willis

**HIST 284 Crafting a History of Africa Since Independence** The course begins as Europe's African empire unraveled, and ends with a look toward the future. Students engage in this history while joining the professor in the project of compiling a textbook collection of primary sources. The course is organized thematically into units. Each begins with research on and critical discussion of a broad topic considered within specific historical contexts. Students will identify, edit, and comment on primary sources that represent these major developments and themes. The class will assemble their collection into a narrative collage consisting of official documents, political commentaries, interviews, memoirs, transcripts, and visual records. 6 credits; HI, IS; Not offered 2016-17

**HIST 285 Museums, Monuments, and Memory** "History" is not just the name of a department at Carleton College; "History-making" is an activity engaged in by everybody, everyday. We watch historical movies, listen to political leaders invoking history in making policy, tour historic sites and museums, etc. We listen to our elders tell us stories about their lives, and we tell ourselves stories that place our experiences into the historical continuum. This course ranges widely over the varied and sometimes risky terrain of contemporary history-making in Minnesota and beyond to examine preservation organizations, museums, archives, oral history projects, documentary films, historic sites, schools, theater, TV, and cyberspace. 3 credits; HI, IDS; Not offered 2016-17

**HIST 286 Africans in the Arab World: On Site and Revisited** This course is the second part of a two-term sequence. It begins with a two-week December-break trip to Dubai, UAE, to visit museums, mosques, other heritage sites, universities, media outlets, and markets. It promotes dialogue with Afro-Arab women around the historical constructions of gender, race, and ethnicity in heritage sites, Islam, Arab media, academic institutions, and popular culture. Ultimately, students will ponder Afro-Arab women's voice and visibility beyond the home in this Arab society. Then upon return to Carleton, students will reflect upon their experiences in the UAE, analyze their data, and present it in oral, written, and visual formats. Prerequisite: History 280. 6 credits; HI, IS; Not offered 2016-17

**HIST 287 From Alchemy to the Atom Bomb: The Scientific Revolution and the Making of the Modern World** This course examines the growth of modern science since the Renaissance with an emphasis on the Scientific Revolution, the development of scientific methodology, and the emergence of new scientific disciplines. How might a history of science focused on scientific networks operating within society, rather than on individual scientists, change our understanding of "genius," "progress," and "scientific impartiality?" We will consider a range of scientific developments, treating science both as a body of knowledge and as a set of practices, and will gauge the extent to which our knowledge of the natural world is tied to who, when, and where such knowledge has been produced and circulated. 6 credits; HI, WR2; Spring; J. Adler

**HIST 298 Junior-year History Colloquium** In the junior year, majors must take six-credit reading and discussion course taught each year by different members of the department faculty. The general purpose of History 298 is to help students reach a more sophisticated understanding of the nature of history as a discipline and of the approaches and methods of historians. A major who is considering off-campus study in the junior year should consult with their adviser on when to take History 298. 6 credits; HI; Fall, Winter; H. Williams, W. North

**HIST 306 American Wilderness** This course is part of the off-campus spring break program, involving two-linked courses in winter and spring. To many Americans, wild lands are among the nation's most treasured places. Yosemite, Yellowstone, the Grand Canyon, Joshua Tree--the names alone evoke a sense of awe, naturalness, beauty, even love. But, where do those ideas and feelings come from, and how have they both reflected and shaped American cultural, political and environmental history over the last four centuries? These are the central issues and questions that we will pursue in this seminar. Prerequisite: History 205 or instructor permission. 6 credits; HI, WR2, IDS; Not offered 2016-17

**HIST 307 Wilderness Field Studies: Grand Canyon** This course is the second half of a two-course sequence focused on the study of wilderness in American society and culture. The course will begin with a two-week off-campus

study program during spring break at the Grand Canyon, where we will learn about the natural and human history of the Grand Canyon, examine contemporary issues facing the park, meet with officials from the National Park Service and other local experts, conduct research, and experience the park through hiking and camping. The course will culminate in the spring term with the completion and presentation of a major research project.

Prerequisite: History 306. 6 credits; HI, WR2, IDS; Not offered 2016-17

HIST 308 American Cities and Nature Since the nation's founding, the percentage of Americans living in cities has risen nearly sixteenfold, from about five percent to the current seventy-nine percent. This massive change has spawned legions of others, and all of them have bearing on the complex ways that American cities and city-dwellers have shaped and reshaped the natural world. This course will consider the nature of cities in American history, giving particular attention to the dynamic linkages binding these cultural epicenters to ecological communities, environmental forces and resource flows, to eco-politics and social values, and to those seemingly far-away places we call farms and wilderness. Prerequisite: History 205 or permission of the instructor. 6 credits; WR2, IDS, HI; Not offered 2016-17

HIST 310 Black Women Intellectuals This seminar aims to expose students to intellectual history from the distinct standpoint of black women. The core question is how have the unique challenges that slavery, segregation, and racial discrimination posed to black women's minds and bodies shaped their political, social and religious concerns? The course introduces some of the major primary and/or secondary readings in this paradigm-altering subfield in United States history. The major writing assignment is a long bibliographic essay or an intersectional biography on a black woman activist, artist, or scholar. Prerequisite: A history course is helpful, but not required. 6 credits; HI, WR2, IDS; Spring; H. Williams

HIST 316 History, Nature & Smartphones For the past two decades, historians have increasingly used digital tools to construct and deliver their research. This is particularly the case in public history, which aims to collaborate with public audiences in the co-construction of the past. This seminar will build on this trend, exploring the ways that Minnesota's environmental history can be imagined, understood, and expressed in the digital age. During the course, we will meet with specialists in public and digital history; we will conduct research at the Minnesota Historical Society; and we will develop several web- and smartphone-based stories for the Minnesota Environmental History Project. Prerequisite: Previous History course or instructor permission. 6 credits; HI, IDS; Not offered 2016-17

HIST 324 The Concord Intellectuals The social and intellectual history of the American Renaissance with focus on selected works of Emerson, Thoreau, Amos Bronson Alcott, and Margaret Fuller. Special emphasis will be placed on the one common denominator uniting these intellectuals: their devotion to the possibilities of democracy.

Prerequisite: History 120 or instructor permission. Not offered 2016-17

HIST 346 The Holocaust This course will grapple with the difficult and complicated phenomenon of the genocide of the Jews of Europe. We will explore anti-Semitism in its historical context, both in the German-speaking lands as well as in Europe as a whole. The experience of Jews in Nazi Germany will be an area of focus, but this class will look at European Jews more broadly, both before and during the Second World War. The question of responsibility and guilt will be applied to Germans as well as to other European societies, and an exploration of victims will extend to other affected groups. 6 credits; HI, IS; Not offered 2016-17

HIST 360 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. Prerequisite: at least one prior course in the history of the Middle East or Central Asia or Islam. Not offered 2016-17

HIST 381 U.S. Relations with Ghana This seminar prepares students for, participation in, and reflection upon the winter-break field trip to Ghana. Assignments involve readings in history, the social sciences, and intercultural communication. Preliminary research on history or social science projects required. 6 credits; HI, IS; Not offered 2016-17

HIST 382 U.S. Relations with Ghana: The Field Trip and Beyond The first part of the seminar is the winter break field trip to three regional capitals in Ghana. Fieldwork and experiential living starts in Accra, continues in Kumasi, and ends in Cape Coast. The seminar resumes on campus with weekly reflection meetings. Public poster sessions on fieldwork will be held in Spring term. Prerequisite: History 381. 6 credits; HI, IS; Not offered 2016-17

HIST 395 Controversial Histories This seminar explores the histories of how people in diverse times and places discussed, debated and decided the issues and ideals that shaped their lives, communities, and world. Particular attention will be paid to the role of institutions and individuals, networks, the forms and functions of polemical discourse, and the dynamics of group formation and stigmatization in the historical unfolding of conflict and consensus. Theoretical readings and select case studies from different historical contexts will provide the common readings for the seminar. Possible extra time required for end of term "mini-conference." 6 credits; HI, WR2; Fall; W. North

HIST 395 The Global Cold War In the aftermath of the Second World War and through the 1980s, the United States and the Soviet Union competed for world dominance. This Cold War spawned hot wars, as well as a cultural and economic struggle for influence all over the globe. This course will look at the experience of the Cold War from the perspective of its two main adversaries, the U.S. and USSR, but will also devote considerable attention to South America, Asia, Africa, and the Middle East. Students will write a 25 page paper based on original research. 6 credits; HI, WR2, IS; Winter; D. Tompkins

HIST 395 The Progressive Era? Was the Progressive Era progressive? It was a period of social reform, labor activism, and woman suffrage, but also of Jim Crow, corporate capitalism, and U.S. imperialism. These are among the topics that can be explored in research papers on this contradictory era. We will begin by reading a brief text that surveys the major subject areas and relevant historiography of the period. The course will center on the writing of a 25-30 page based on primary research, which will be read and critiqued by members of the seminar. 6 credits; HI; Spring; A. Igra

HIST 398 Advanced Historical Writing This course is designed to support majors in developing advanced skills in historical research and writing. Through a combination of class discussion, small group work, and one-on-one interactions with the professor, majors learn the process of constructing sophisticated, well-documented, and well-written historical arguments within the context of an extended project of their own design. They also learn and practice strategies for engaging critically with contemporary scholarship and effective techniques of peer review and the oral presentation of research. Concurrent enrollment in History 400 required. By permission of the instructor only. Prerequisite: Concurrent registration in History 400. 6 credits; S/CR/NC; HI, WR2; Winter; T. Willis, V. Morse

HIST 400 Integrative Exercise Required of all seniors majoring in history. Registration in this course is contingent upon prior approval of a research proposal. 6 credits; S/NC; Winter

## **Interdisciplinary Studies**

IDSC 099 Carleton Undergraduate Bridge Experience The Carleton Undergraduate Bridge Experience is a six-week program designed to review quantitative skills and explore how these quantitative skills are relevant to disciplines ranging from biology and physics to economics and psychology. Topics may include functions (linear, exponential,

logarithmic), geometry, trigonometry, and analysis and graphical representation of data sets. Students will work in teams on several activities, including exploring Carleton-specific data sets that can be used to tell a story about the College and collaborating on problems that explore how particular quantitative skills are used in the sciences and social sciences. In addition, students review and practice their quantitative skills through self-paced work. 4 credits; S/CR/NC; NE; Summer; M. Eblen-Zayas

IDSC 099 Language and Global Issues Summer Institute Our world is a tangle of languages and cultures and market forces. The Language and Global Issues Institute provides tools for beginning to reckon with global issues. Each morning students have an intense experience of language immersion in one of the program languages (French or Spanish). In the afternoon class, they will participate in a multi-disciplinary seminar on a global issue such as immigration (taught in English). The program includes activities and excursions that reinforce the themes of the classes. For accepted high-school juniors and seniors. 6 credits; S/CR/NC; Summer; S. Sippy

IDSC 099 Summer Humanities Institute The Summer Humanities Institute brings together seminar, lecture, and individual and group research experiences in History and English Literature along with six art historical lectures to offer students an in depth and multi-disciplinary understanding of the legacies of the Roman Empire in Early Modern Europe. In the History component, students explore the world and thought of Niccolo Machiavelli, as he uses the Roman past to understand the Italian present. In the English component, students will examine in depth William Shakespeare's use of Roman history as inspiration and context for drama but also as an ongoing tradition of performance. Lectures and discussion requiring significant preparation are complemented by daily supervised research throughout the course culminating in a public presentation of their original research. For high school juniors and seniors. 6 credits; S/CR/NC; Summer; W. North

IDSC 099 Summer Quantitative Reasoning Institute The Summer Quantitative Reasoning Institute (SQRI) is a three-week intensive training in quantitative methods in the social sciences. Instruction is divided into week-long courses in political science/international relations, economics, and psychology. Students work on group research projects in their single core discipline under faculty direction. Study includes classroom work, lab work, and some field trips. For high school juniors and seniors. 6 credits; S/CR/NC; Summer; A. Montero

IDSC 099 Summer Science Institute This course consists of three one-week seminars with faculty from various departments in the sciences. Topics change from year to year, depending on faculty interests. Classes consist of a mix of lecture, hands-on activities, problem sets, and completion of an independent research project. For high school juniors and seniors. 6 credits; S/CR/NC; Summer; S. Drew, J. Wolff

IDSC 100 Introduction Data Visualization The world is awash in data. How can we make sense of it all? Businesses, scientists, and academics of all backgrounds are increasingly relying on visualization to better understand and communicate about data. This course serves as an introduction to the theory and practice of data visualization. Students will learn the design principles common to effective visual displays of data and how to overcome the most prevalent mistakes made by practitioners. We will spend considerable time in the computer lab working to collect, analyze, and communicate about multiple datasets throughout the term. 6 credits; AI, WR1, QRE; Fall; A. Swoboda

IDSC 100 Let's Talk about Race!: Exploring Race in Higher Education From Starbucks' failed "Race together" initiative to debates about Rachel Dolezal's racial identity to the Black Lives Matter movement, it is clear that race still matters in America. These incidents also demonstrate the difficulties of having discussions about race, especially across racial lines. Drawing on texts from multiple disciplines, this course will examine the history of racial categories with a particular emphasis on how race matters in higher education. This course will also incorporate readings and activities that will help students develop further their skills to have productive discussions about race, especially in the context of a small residential college. 6 credits; AI, WR1; Fall; A. Chikkatur

**IDSC 100 Measured Thinking: Reasoning with Numbers about World Events, Health, Science and Social Issues** This interdisciplinary course addresses one of the signal features of contemporary academic, professional, public, and personal life: a reliance on information and arguments involving numbers. We will examine how numbers are used and misused in verbal, statistical, and graphical form in discussions of world events, health, science, and social issues. Students will also apply quantitative reasoning skills to assist community organizations. 6 credits; AI, WR1, QRE; Fall; N. Lutsky

**IDSC 103 Student Conversations about Diversity and Community** In this course students participate in peer-led conversations about diversity and community at Carleton. Students complete readings and engage in experiential exercises that invite them to reflect on their own social identities and their attitudes toward race, gender, class, and sexuality. By taking risks and engaging in honest conversations and self-reflection, students work together to understand differences and to explore how to build communities that are welcoming and open to diversity. Students keep a weekly journal and write two reflective essays that are graded by faculty members. Required application form: <https://apps.carleton.edu/dialogue/>. 2 credits; S/CR/NC; NE, IDS; Winter; A. Estill

**IDSC 110 Thinking with Numbers: Using Math and Data in Context** This course will enhance students' quantitative skills and provide opportunities to apply those skills to authentic problems. Topics covered will vary depending on students in the class; possible topics include unit conversions, significant figures and estimation, exponents, logarithms, algebra, geometry, probability, and statistics. We will explore how these skills are relevant in contexts ranging from making personal finance decisions to understanding medical research reports. Prerequisite: Interdisciplinary Studies 099, Undergraduate Bridge Experience. 2 credits; S/CR/NC; NE, QRE; Fall; M. Eblen-Zayas

**IDSC 128 Civil Discourse on a Diverse Campus: An Experiential Living-Learning Community** Why is it so hard to get along? This residential course will meet once a week for the students' first three terms at Carleton to connect the classroom to the dorm room by creating a cohort dedicated in engaging in difficult conversations that can help reduce the impact of conflict within individuals and our community at large. We will work with a basic theoretical framework and readings to help identify universal local and global issues that will be explored in open-ended class discussions and through exchanges with guest speakers. Assignments will include a journal and on campus outreach assignments. Prerequisite: Fall term by instructor approval, winter and spring term requires prior term registration in IDSC 128. 2 credits; S/CR/NC; NE; Fall, Winter, Spring; S. Cox

**IDSC 130 Hacking the Humanities** The digital world is infiltrating the academy and profoundly disrupting the humanities, posing fundamental challenges to traditional models of university education, scholarly research, and academic publication. This course introduces the key concepts, debates and technologies that are shaping the Digital Humanities (DH) revolution, including text encoding, digital mapping (GIS), network analysis, data visualization, and the basic programming languages that power them all. Students in this class will learn to hack the humanities by making a collaborative, publishable DH project, while acquiring the skills and confidence necessary to actively participate in the digital world, both at the university and beyond. 6 credits; HI; Not offered 2016-17

**IDSC 198 FOCUS Colloquium** This colloquium is designed to give students participating in the Focusing on Cultivating Scientists program an opportunity to learn and use skills in scientific study, reasoning, and modeling. The topics of this project-based colloquium will vary each term, and allow students to develop competencies in areas relevant to multiple science disciplines. Prerequisite: Concurrent registration in Biology 100. 2 credits; S/CR/NC; NE; Fall, Winter, Spring; D. Gross

**IDSC 202 MMUF Research Seminar** This seminar develops the skills needed to engage in and communicate advanced research. Each participant will work and present regularly on their ongoing research projects, and participate actively in an ongoing series of workshops and conferences. The seminar will also discuss in depth the nature of academia as institution and culture, and the role of diversity in the production of knowledge and

teaching in American higher education. Open only to students with MMUF fellow status. Prerequisite: Participation in the Mellon Program. 2 credits; S/CR/NC; NE; Fall, Winter; W. North

**IDSC 203 Talking about Diversity** This course prepares students to facilitate peer-led conversations about diversity in the Critical Conversations Program. Students learn about categories and theories related to social identity, power, and inequality, and explore how race, gender, class, and sexual orientation affect individual experience and communal structures. Students engage in experiential exercises that invite them to reflect on their own social identities and their reactions to difference, diversity, and conflict. Students are required to keep a weekly journal and to participate in class leadership. Participants in this class may apply to facilitate sections of IDSC 103, a 2-credit student-led course in winter term. Prerequisite: By application only. 6 credits; S/CR/NC; NE, IDS; Fall; A. Chikkatur

**IDSC 235 Perspectives in Public Health** This course will explore the many dimensions of public health within the United States and provide an introduction to community based work and research. Public health is by nature interdisciplinary and the course will address local public health issues through the lenses of social, biological, and physical determinants of health. In addition to readings and discussions, the course will incorporate the expertise of visiting public health practitioners and include site visits to local public health agencies. Students will work collaboratively with a community partner on a public health-related civic engagement project selected during Fall term and continued during Winter Break. This is the first course of a two course winter break program. Prerequisite: Interdisciplinary Studies 236 required winter term. 3 credits; S/CR/NC; IDS, NE; Fall; D. Walser-Kuntz

**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; IDS, ARP; Winter; D. Walser-Kuntz

**IDSC 251 Windows on the Good Life** Human beings are always and everywhere challenged by the question: What should I do to spend my mortal time well? One way to approach this ultimate challenge is to explore some of the great cultural products of our civilization--works that are a delight to read for their wisdom and artfulness. This series of two-credit courses will explore a philosophical dialogue of Plato in the fall, a work from the Bible in the winter, and a pair of plays by Shakespeare in the spring. The course can be repeated for credit throughout the year and in subsequent years. 2 credits; S/CR/NC; HI; Fall, Winter, Spring; L. Cooper, A. Rubenstein

**IDSC 265 Topics in Public Health** This five-week introductory course will explore a variety of topics in public health through readings, discussion, guest speakers, and a final research paper. The seminar will examine the social, environmental, economic, and political forces that influence health outcomes. An important goal of the course is to help each participant think about their position in public health, reflecting on past public health related experiences and/or looking ahead to upcoming opportunities. 2 credits; NE; Not offered 2016-17

**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: An internship and learning contract approved by the Career Center Director of Internships. The internship must be a minimum of 6 weeks and 180 hours and approved in advance by the instructor and the Career Center Internship Program Director. 1 credit; S/CR/NC; NE; Fall, Winter, Spring; P. Balaam

**IDSC 289 Science Fellows Research Colloquium** This colloquium develops the skills needed to engage in and communicate scientific and mathematical research. Topics will vary each term, but will include searching and reading the primary literature and communicating results orally and via posters. The colloquium will also explore the landscape of academic scientific research and how to negotiate the expectations of being a research group member. Prerequisite: Instructor Permission. 1 credit; NE; Not offered 2016-17

**IDSC 298 FOCUS Sophomore Colloquium** This colloquium is designed for sophomore students participating in the Focusing on Cultivating Scientists program. It will provide an opportunity to participate in STEM-based projects on campus and in the community. The topics of this project-based colloquium will vary each term. Prerequisite: Interdisciplinary Studies 198. 1 credit; S/CR/NC; NE; Fall, Winter, Spring; T. Ferrett

**IDSC 398 Team-Based Global Issues Research Seminar** How can we understand a refugee crisis in Europe, the health and environmental effects of a sulfide-ore mine in Minnesota, or destruction of archeological sites in the Middle East? Complex topics like these require multiple specialists working across disciplines. IDSC 398 invites students with advanced (typically Comps-level) skills to develop a team-based project dealing with a regional, national, or international issue that has global significance. Projects are shaped in consultation with the seminar leaders, but are largely independent. Typically separate from departmental Comps. Normally done over three consecutive terms starting in the Fall. For more, see <https://apps.carleton.edu/collab/gei/>. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; NE, IS; Fall, Winter, Spring; S. Carpenter, T. Ferrett, S. Beckwith

## International Relations Major

See Political Science.

## Japanese

See Asian Languages and Literatures.

## Judaic Studies

Judaic Studies at Carleton provides students with the opportunity to explore aspects of Jewish civilization in its historical and contemporary manifestations from the perspectives of a variety of modern disciplines. Judaic Studies examines Jewish history, thought, literature and social life as dimensions of the unique experience of the Jewish people within humanity's diverse cultural endeavors.

Students may petition for a special major in Judaic Studies, or take a concentrated program within a major in Religion. Judaic Studies courses are offered on a regular basis by the Religion Department. From year to year, courses pertinent to Judaic Studies may be offered within other departments as well. For Hebrew course descriptions, refer to listings for Hebrew.

Other Courses Pertinent to Judaic Studies:

- CAMS 236 Israeli Society in Israeli Cinema (not offered in 2016-17)
- CAMS 236F Israeli Society in Israeli Cinema - FLAC Hebrew Trailer (not offered in 2016-17)
- CCST 100 Cross Cultural Perspectives on Israeli and Palestinian Identity
- HEBR 101 Elementary Modern Hebrew
- HEBR 102 Elementary Modern Hebrew

- HEBR 103 Elementary Modern Hebrew (not offered in 2016-17)
- HEBR 204 Intermediate Modern Hebrew (not offered in 2016-17)
- HEBR 222 Writing Tel Aviv Writing Jerusalem (not offered in 2016-17)
- HIST 204 Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2016-17)
- HIST 346 The Holocaust (not offered in 2016-17)
- MELA 121 Mid East Persp Israeli and Palestini Lit
- MELA 230 Jewish Collective Memory (not offered in 2016-17)
- RELG 120 Introduction to Judaism (not offered in 2016-17)
- RELG 161 Making Meaning of the Hebrew Bible
- RELG 221 Judaism and Gender
- RELG 281 Performing Tradition: Art, Religion, and Globalization (not offered in 2016-17)

Students interested in Judaic Studies at Carleton or in off-campus programs in Judaic Studies should consult with the Director of Judaic Studies.

See also Hebrew and Middle Eastern Languages

## Linguistics

Linguistics is the study of the human language faculty, surely one of the most central components of human nature. We study language from a variety of perspectives, including the construction of illuminating descriptions of these extraordinarily complex systems, their acquisition by young children, their realization in the brain, how they change over time, among others.

We offer a major which emphasizes theoretical creativity and the ability to articulate insights in both written and oral presentation, preparing students to confidently engage complexity and to make sophisticated original contributions to intellectual inquiry more generally.

### Requirements for a Major

A total of 69 credits

Nine courses in Core Linguistics:

- LING 100 or LING 110;
- LING 115
- LING 216
- LING 217
- three 300-level courses drawn from:
  - LING 315
  - LING 316
  - LING 317
  - LING 325
  - LING 340
- LING 399 and LING 400
- Three electives
  - - At least two drawn from:

- - LING 265
  - LING 275
  - LING 280
  - LING 285
  - LING 286
  - CHIN 248
  - ASLN 260
- At most one drawn from:
  - - ASLN 111
    - CS 254
    - CS 322
    - PHIL 210
    - PHIL 223
    - PHIL 225
    - PSYC 234
    - PSYC 366
    - PSYC 375
    - SOAN 274

### Linguistics Courses

**LING 100 The Noun** We've all been taught that nouns are people, places, and things. Yet, these seemingly simple linguistic objects are surprisingly complex. For instance, languages vary in what information (e.g., case, gender, person, number) nouns display. Even within a single language, the form of a noun may change depending on its function within a sentence or its function within a conversation. This course uses contemporary linguistic theories to account for the many varied forms of nouns throughout the world's languages. No familiarity with languages other than English is required. 6 credits; AI, WR1; Fall; C. Ussery

**LING 110 Introduction to Linguistics** The capacity to acquire and use natural languages such as English is surely one of the more remarkable features of human nature. In this course, we explore several aspects of this ability. Topics include the sound systems of natural languages, the structure of words, principles that regulate word order, the course of language acquisition in children, and what these reveal about the nature of the mind. 6 credits; FSR; Winter, Spring; C. Fortin, M. Flynn

**LING 115 Introduction to the Theory of Syntax** This course is organized to enable the student to actively participate in the construction of a rather elaborate theory of the nature of human cognitive capacity to acquire and use natural languages. In particular, we concentrate on one aspect of that capacity: the unconscious acquisition of a grammar that enables a speaker of a language to produce and recognize sentences that have not been previously encountered. In the first part of the course, we concentrate on gathering notation and terminology intended to allow an explicit and manageable description. In the second part, we depend on written and oral student contributions in a cooperative enterprise of theory construction. 6 credits; FSR; Fall, Winter, Spring; C. Fortin, M. Flynn, C. Ussery

**LING 216 Generative Approaches to Syntax** This course has two primary goals: to provide participants with a forum to continue to develop their analytical skills (i.e. to 'do syntax'), and to acquaint them with generative syntactic theory, especially the Principles and Parameters approach. Participants will sharpen their technological acumen, through weekly problem solving, and engage in independent thinking and analysis, by means of formally proposing novel syntactic analyses for linguistic phenomena. By the conclusion of the course, participants will be

prepared to read and critically evaluate primary literature couched within this theoretical framework.

Prerequisite: Linguistics 115. 6 credits; FSR; Winter; C. Ussery

LING 217 Phonetics and Phonology Although no two utterances are ever exactly the same, we humans don't function like tape recorders; we overlook distinctions to which mechanical recording devices are sensitive, and we "hear" contrasts which are objectively not there. What we (think we) hear is determined by the sound system of the language we speak. This course examines the sound systems of human languages, focusing on how speech sounds are produced and perceived, and how these units come to be organized into a systematic network in the minds of speakers of languages. Prerequisite: 100-level Linguistics course. 6 credits; FSR; Fall; M. Flynn

LING 222 Case and Agreement The form words take is, in part, governed by complex systems called "case" and "agreement." In general, case refers to forms of nouns, and agreement refers to forms of verbs. We go beyond familiar case patterns in which subjects are Nominative and objects are Accusative and familiar agreement patterns in which verbs display the person, gender, and/or number of subjects. We discover that nouns can bear a variety of cases and that agreement comes in many forms. Using syntactic theory, we explore the interaction between how languages construct words and sentences. No familiarity with languages other than English is required. Prerequisite: 100-level linguistics course. 6 credits; FSR; Fall; C. Ussery

LING 265 Language and Brain Topics include: the history of the field, agrammatism, fluent aphasia, acquired dyslexias, the role of the non-dominant hemisphere, bilingualism, and subcortical structures. Prerequisite: 100-level Linguistics course. 6 credits; FSR; Not offered 2016-17

LING 275 First Language Acquisition Humans are unique among animals in that we are able to attain native speaker competency in any language(s) we receive a sufficient amount of exposure to during our development. The path of acquisition is remarkably stable regardless of the language(s) being acquired, and is believed to yield insights into the nature of human language. In this course, we explore children's capacity to acquire language, with a focus on its implications for linguistic theory. Topics include acquisition of phonology, morphology, syntax, and semantics, and acquisition in extraordinary circumstances. Prerequisite: 100-level linguistics course. 6 credits; LS; Winter; C. Fortin

LING 280 Field Methods in Linguistics This course will introduce students to techniques of linguistic research and analysis through direct work with a native speaker of a language not taught at Carleton. Students will learn techniques for eliciting, organizing, describing, and analyzing data in an ethically responsible and scientifically rigorous manner. Our goal is to develop a description of the language--primarily, aspects of its phonology, morphology, and syntax--through working exclusively with a native speaker. Each student will investigate some aspect of the language in depth, culminating in a class presentation and research report. Prerequisite: 100-level Linguistics course. 6 credits; LS; Not offered 2016-17

LING 285 Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System The Japanese writing system is often said to be the most complicated in the world, even as Japan has among the very highest literacy rates. In this course, we will closely examine this extraordinary aspect of Japanese society, including its history, relationship with the spoken language, psychological processing, and neural implementation. Finally, we will examine the controversy concerning the use of Kanji, its political ramifications, and look at how the Japanese are responding to various pressures on the system. Experience with Japanese is not necessary. Prerequisite: 100-level Linguistics course. 6 credits; SI, IS; Not offered 2016-17

LING 286 Japanese Linguistics in Kyoto Seminar: The Structure of Japanese This course examines the nature of the Japanese language through the lens of contemporary linguistic theory. Topics include the history of the language, its sound structure, word formation operations, syntax, and its use in social and artistic contexts. This course is

not intended to teach students to speak Japanese, and while experience with Japanese would be helpful, it is not necessary. Prerequisite: 100-level Linguistics course. 6 credits; FSR, IS; Not offered 2016-17

LING 315 Topics in Syntax More on syntax. Particular topics vary by year and student interest. Prerequisite: Linguistics 216. 6 credits; FSR; Fall; C. Fortin

LING 316 Topics in Morphology This course explores how languages form words and how contemporary theories account for this complicated process. We concentrate primarily on the interaction between morphology and syntax, but we may also explore the relationship between morphology and phonology. While we will investigate a wide variety of languages, no familiarity with any language other than English is required. Prerequisite: Linguistics 216. 6 credits; FSR; Not offered 2016-17

LING 317 Topics in Phonology More on phonology. This course examines a small number of topics in depth. Particular topics vary from year to year. Prerequisite: Linguistics 217. 6 credits; FSR; Winter; A. Lubowicz

LING 325 Syntax of an Unfamiliar Language In this course we examine, with the help of a native speaker consultant, the syntax of a language deliberately chosen for its being unfamiliar to all the participants. Our goals will be to construct a coherent and theoretically respectable account of principles of the grammar of this language, and to understand what our account reveals about the structure of human language generally. Each student will investigate some aspect of the syntax of the language in depth, culminating in a class presentation and research report. Prerequisite: Linguistics 216. 6 credits; LS; Not offered 2016-17

LING 340 Topics in Semantics Semantics is the study of meaning (broadly construed) in language. In this course we explore several objects of inquiry within the field of semantics, including compositional semantics (i.e., the computation of meaning over syntactic structures), lexical semantics, argument structure, and pragmatics. Prerequisite: Linguistics 216. Prerequisite: Linguistics 216. 6 credits; FSR; Spring; C. Ussery

LING 399 Senior Thesis 3 credits; S/CR/NC; FSR; Fall; C. Fortin

LING 400 Integrative Exercise 6 credits; S/NC; Winter

#### Other Courses Pertinent to Linguistics:

- ASLN 111 Writing Systems
- ASLN 260 Historical Linguistics (not offered in 2016-17)
- ASST 284 Japanese Linguistics in Kyoto Seminar: History and Culture of Japan (not offered in 2016-17)
- CHIN 248 The Structure of Chinese (not offered in 2016-17)
- CS 202 Mathematics of Computer Science
- CS 254 Computability and Complexity
- CS 322 Natural Language Processing (not offered in 2016-17)
- ENGL 204 History of the English Language
- PHIL 210 Logic
- PSYC 234 Psychology of Language
- PSYC 362 Psychology of Spoken Words (not offered in 2016-17)

## Literary and Cultural Studies

LCST 101 Cross-Cultural Psychology Seminar in Prague: Communicating in the Czech Republic This highly recommended language course will meet twice per week and emphasize basic listening and speaking skills.

Students will be challenged to utilize their new language skills in everyday situations. Prerequisite: Enrollment in Cross-Cultural Psychology in Prague Program. 4 credits; S/CR/NC; NE; Fall; K. Abrams

LCST 101 History, Religion and Urban Change in Rome: Elementary Italian This highly-recommended language course will emphasize basic listening and speaking skills. Students will be challenged to utilize their new language skills in everyday situations. 3 credits; S/CR/NC; NE; Spring; W. North

LCST 101 India Program: Elementary Hindi Language This course will introduce students to basic spoken and written Hindi, covering introductory grammar, vocabulary, and pronunciation. Students will acquire familiarity with common expressions and phrases. A basic familiarity with Hindi will facilitate students' interactions with host families and locals, help them in getting around, and with accomplishing common, everyday tasks. Prerequisite: OCS India Program. 2 credits; S/CR/NC; NE, IS; Winter; B. LaRocque

LCST 101 Turkey Program: 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; Not offered 2016-17

LCST 245 The Critical Toolbox: Who's Afraid of Theory? This class introduces students to the various theoretical frameworks and the many approaches scholars can use when analyzing a text (whether this text is a film, an image, a literary piece or a performance). What do words like 'structuralism,' 'ecocriticism,' 'cultural studies,' and 'postcolonial studies' refer to? Most importantly, how do they help us understand the world around us? This class will be organized around interdisciplinary theoretical readings and exercises in cultural analysis. Prerequisite: At least one 200- or 300-level course in Literary/Artistic Analysis (in any language) or instructor permission. 6 credits; LA, WR2, IS; Winter; S. Rousseau, J. Schicker

## Latin American Studies

The Latin American Studies Program provides a framework for studying the diverse societies of Latin America. With its cultural mosaic shaped by the meeting of Native American, European, African, and Asian peoples, and its profound geographic, social, and economic variations, Latin America presents rich opportunities for interdisciplinary and cross-cultural study. By drawing upon the perspectives and methodologies of several disciplines, students are challenged to pursue a deeper understanding of the cultures, institutions, and experiences of Latin Americans. The program provides a forum for examining the intersection of issues of politics, economic development, ethnicity, gender, religion, and cultural expression.

Students interested in exploring Latin American Studies as a possible major are strongly encouraged to enroll in at least one of several gateway courses early in their career at Carleton. Those designated courses are: History 170 Modern Latin America, 1810-present, Political Science 221 Latin American Politics, Sociology/Anthropology 250 Ethnography of Latin America, and Spanish 242 Introduction to Latin American Literature.

### Requirements for a Major

Students complete a minimum of sixty-six credits in approved courses for the major. Majors must also demonstrate competence in Spanish by completing Spanish 205 or equivalent.

**Required Courses:** (The following core courses are required of all majors):

- HIST 170 Modern Latin America, 1810-present

- LTAM 300 Issues in Latin American Studies
- LTAM 400 Integrative Exercise

In addition, majors are required to complete:

- Two 300-level Latin America-focused courses offered in the Spanish department
- One 300-level history, or sociology/anthropology, or political science course focused on Latin America
- 30 additional credits of electives from the list below. The 300-level courses in the Spanish department that are required are always taught in the language.

Students are strongly encouraged to complete the non-Spanish 300-level course prior to writing their integrative exercise, and to select a 300-level course in a discipline appropriate to the focus of their anticipated comps topic. Students who complete this requirement with a 300-level history course must take at least one approved sociology and anthropology or political science course as an elective.

Up to 27 credits from work in approved off-campus programs may be counted as electives for the major. Credits in natural science courses taken in Latin America may be applied toward the electives requirement if the director approves. Up to twelve elective credits may be comparative or Latino in focus (Economics 240, 241, Music 141, Religion 227, Sociology/Anthropology 203, 233, 234, 259, 302). No more than four courses (twenty-four credits) in any one discipline may apply to the major.

#### Latin American Studies Courses

**LTAM 110 Portuguese for Spanish Speakers** This fast-paced introductory Portuguese language course focuses on developing communication skills and emphasizes speaking, reading, and writing. Previous knowledge of Spanish is assumed in presentation of grammar and vocabulary. Prerequisite: Spanish 204 or instructor permission. 3 credits; NE; Not offered 2016-17

**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; Not offered 2016-17

**LTAM 300 Issues in Latin American Studies** This required course for Latin American Studies concentrators and majors explores complex issues pertinent to the study of Latin America. These issues may include the emergence of indigenous cosmopolitics in the Andean region, the workings of narco states and their networks, and the contemporary urban cultural production in major Latin American cities, among others. The course emphasizes the necessity of a multi-disciplinary and interdisciplinary research perspective for understanding the changing nature of Latin American Studies today. Designed by the faculty in Latin American Studies, the course will include regular guest lectures from among these faculty. Prerequisite: Latin American Studies gateway course. 6 credits; SI, IS; Not offered 2016-17

**LTAM 382 Conflictive Development: Peru 1980 to Present** This is a two-track course that focuses, on one hand, on specific problems resulting from the conflict between strong economic growth and the persistence of social inequality and marginalization. On the other hand, the class will explore the difficulties of creating forms of participatory politics, against the background of key moments in Peru's political history. The emphasis will be on present-day manifestations of the polarity "formal" vs. "real" democracy." A political scientist and a sociologist

lead the class, and classes are supplemented with lectures by experts on specific issues. Prerequisite: Spanish 204 or the equivalent. 6 credits; SI, IS; Spring; J. Cerna-Bazán

LTAM 398 Latin American Forum This colloquium will explore specific issues or works in Latin American Studies through discussion of a common reading, public presentation, project, and/or performance that constitute the annual Latin American Forum. Students will be required to attend two meetings during the term to discuss the common reading or other material and must attend, without exception. All events of the Forum which take place during fourth week of spring term (on Friday afternoon and Saturday morning). A short integrative essay or report will be required at the end of the term. Intended as capstone for Latin American Studies concentrators. 2 credits; S/CR/NC; HI, IS; Spring; J. Brioso

LTAM 400 Integrative Exercise Satisfactory completion of the major includes the writing of a thesis which attempts to integrate at least two of the various disciplines studied. A proposal must be submitted for approval early in the fall term of the senior year. The thesis in its final form is due no later than the end of the first week of spring term. An oral defense of the thesis is required. 1-6 credit; S/NC; Fall, Winter, Spring

### Other Courses Pertinent to Latin American Studies

- ARTH 142 Art of the Ancient Americas
- CAMS 295 Cinema in Chile and Argentina: Representing and Reimagining Identity
- CAMS 296 Cinema and Cultural Change in Chile and Argentina
- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- ENGL 119 Introduction to U.S. Latino/a Literature (not offered in 2016-17)
- HIST 169 Colonial Latin America 1492-1810 (not offered in 2016-17)
- HIST 170 Modern Latin America 1810-Present (not offered in 2016-17)
- HIST 272 The Mexican Revolution: History, Myth and Art
- HIST 273 Go-Betweens and Rebels in the Andean World (not offered in 2016-17)
- HIST 274 Drugs, Violence & Rebellion in Mexico: From the Dirty War to the Drug War (not offered in 2016-17)
- MUSC 141 Global Popular Music (not offered in 2016-17)
- POSC 221 Latin American Politics
- POSC 322 Neoliberalism and the New Left in Latin America\*
- RELG 227 Liberation Theologies (not offered in 2016-17)
- SOAN 203 Anthropology of Good Intentions
- SOAN 233 Anthropology of Food (not offered in 2016-17)
- SOAN 234 Ecology, Economy, and Culture
- SOAN 241 Guatemala Program: Mesoamerican Cultures (not offered in 2016-17)
- SOAN 250 Ethnography of Latin America (not offered in 2016-17)
- SOAN 251 Guatemala Prog: Resource Management and Sustainable Development in the Maya World (not offered in 2016-17)
- SOAN 259 Comparative Issues in Native North America (not offered in 2016-17)
- SOAN 295 Guatemala Program: Field Methods and Individual Research Project (not offered in 2016-17)
- SOAN 302 Anthropology and Indigenous Rights (not offered in 2016-17)
- SOAN 323 Mother Earth: Women, Development and the Environment (not offered in 2016-17)
- SOAN 333 Environmental Anthropology (not offered in 2016-17)
- SPAN 207 Exploring Hispanic Culture (not offered in 2016-17)
- SPAN 220 Magical Realism in Latin American Narrative (not offered in 2016-17)
- SPAN 222 Two Voices: Gabriel García Márquez and Laura Restrepo

- SPAN 242 Introduction to Latin American Literature
- SPAN 260 Forces of Nature (not offered in 2016-17)
- SPAN 262 Myth and History in Central American Literature (not offered in 2016-17)
- SPAN 263 History of Human Rights (not offered in 2016-17)
- SPAN 265 Peru Program: Cultures in Transition: The Old and the New in Contemporary Peru
- SPAN 266 Postwar Central American Literature (not offered in 2016-17)
- SPAN 277 The Poem as Artifact: Art and Work in Contemporary Spanish American Poetry (not offered in 2016-17)
- SPAN 321 Murder as a Fine Art: The Detective Novel in Latin America (not offered in 2016-17)
- SPAN 323 The Other American Revolutions (not offered in 2016-17)
- SPAN 330 The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2016-17)
- SPAN 342 Latin American Theater: Nation, Power, Gender (not offered in 2016-17)
- SPAN 344 Women Writers in Latin America: Body and Text
- SPAN 356 The Political and Cultural History of the Cuban Revolution
- SPAN 358 The Spanish Civil War (not offered in 2016-17)
- SPAN 366 Jorge Luis Borges: Less a Man Than a Vast and Complex Literature (not offered in 2016-17)
- SPAN 371 Yours Truly: The Body of the Letter

## Latin American Studies Concentration

The Latin American Studies Concentration provides students with a framework for developing a deeper understanding of Latin American history, society, and culture from an interdisciplinary perspective, and is intended to complement a disciplinary major. Concentrators pursue a program of study combining language training with courses in history, sociology and anthropology, literature and film in the Spanish department, political science, as well as other disciplines, culminating in a capstone experience, the Latin American Forum.

Students interested in exploring Latin American Studies as a possible concentration are strongly encouraged to enroll in at least one of several gateway courses early in their career at Carleton. Those designated courses are: History 170 Modern Latin America, 1810-present, Political Science 221 Latin American Politics, Sociology/Anthropology 250 Ethnography of Latin America, and Spanish 242 Introduction to Latin American Literature.

### Requirements for the Concentration

- HIST 170 Modern Latin America, 1810-present (Not offered in 2016-2017)
- LTAM 300 Issues in Latin American Studies (Not offered in 2016-2017)
- LTAM 398 Latin American Forum
- One additional survey course, selected from:
  - 
  - POSC 221 Latin American Politics (Not offered in 2016-2017)
  - SOAN 250 Ethnography of Latin America (Not offered in 2016-2017)
  - SPAN 242 Introduction to Latin American Literature
- Concentrators must also complete Spanish 204 or equivalent
- 30 credits in electives

Electives may be chosen from the following list, with at least 12 credits drawn from the first list and twelve from the second. No more than three courses from the student's major may apply to the concentration, and no more than three in the same discipline. Up to twelve elective credits may be comparative or Latino in focus (Economics 240, 241, Music 141, Religion 227, Sociology/Anthropology

203, 233, 234, 259, 302). Up to 18 credits from approved off-campus programs may be counted as electives. Credits in natural science courses taken in Latin America may be applied toward the electives requirement if the director approves. In most cases they will count under the Group II list.

### Elective Courses:

#### Group I:

- CAMS 295 Cinema in Chile and Argentina: Representing and Reimagining Identity
- CAMS 295F Cinema in Chile and Argentina-FLAC
- CAMS 296 Cinema and Cultural Change in Chile and Argentina
- ENGL 119 Introduction to U.S. Latino/a Literature (not offered in 2016-17)
- LTAM 382 Conflictive Development: Peru 1980 to Present
- MUSC 141 Global Popular Music (not offered in 2016-17)
- SPAN 207 Exploring Hispanic Culture (not offered in 2016-17)
- SPAN 220 Magical Realism in Latin American Narrative (not offered in 2016-17)
- SPAN 222 Two Voices: Gabriel García Márquez and Laura Restrepo
- SPAN 242 Introduction to Latin American Literature
- SPAN 260 Forces of Nature (not offered in 2016-17)
- SPAN 262 Myth and History in Central American Literature (not offered in 2016-17)
- SPAN 263 History of Human Rights (not offered in 2016-17)
- SPAN 265 Peru Program: Cultures in Transition: The Old and the New in Contemporary Peru
- SPAN 266 Postwar Central American Literature (not offered in 2016-17)
- SPAN 277 The Poem as Artifact: Art and Work in Contemporary Spanish American Poetry (not offered in 2016-17)
- SPAN 321 Murder as a Fine Art: The Detective Novel in Latin America (not offered in 2016-17)
- SPAN 323 The Other American Revolutions (not offered in 2016-17)
- SPAN 330 The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2016-17)
- SPAN 342 Latin American Theater: Nation, Power, Gender (not offered in 2016-17)
- SPAN 344 Women Writers in Latin America: Body and Text
- SPAN 356 The Political and Cultural History of the Cuban Revolution
- SPAN 358 The Spanish Civil War (not offered in 2016-17)
- SPAN 366 Jorge Luis Borges: Less a Man Than a Vast and Complex Literature (not offered in 2016-17)
- SPAN 371 Yours Truly: The Body of the Letter
- SPAN 377 History and Subjectivity in Latin American Poetry

#### Group II:

- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- HIST 169 Colonial Latin America 1492-1810 (not offered in 2016-17)
- HIST 170 Modern Latin America 1810-Present (not offered in 2016-17)
- HIST 272 The Mexican Revolution: History, Myth and Art
- HIST 273 Go-Betweens and Rebels in the Andean World (not offered in 2016-17)
- HIST 274 Drugs, Violence & Rebellion in Mexico: From the Dirty War to the Drug War (not offered in 2016-17)
- LTAM 270 Chile's September 11th: History and Memory since the Coup (not offered in 2016-17)
- POSC 221 Latin American Politics
- POSC 322 Neoliberalism and the New Left in Latin America\*
- RELG 227 Liberation Theologies (not offered in 2016-17)

- SOAN 203 Anthropology of Good Intentions
- SOAN 233 Anthropology of Food (not offered in 2016-17)
- SOAN 234 Ecology, Economy, and Culture
- SOAN 241 Guatemala Program: Mesoamerican Cultures (not offered in 2016-17)
- SOAN 250 Ethnography of Latin America (not offered in 2016-17)
- SOAN 251 Guatemala Prog: Resource Management and Sustainable Development in the Maya World (not offered in 2016-17)
- SOAN 259 Comparative Issues in Native North America (not offered in 2016-17)
- SOAN 295 Guatemala Program: Field Methods and Individual Research Project (not offered in 2016-17)
- SOAN 302 Anthropology and Indigenous Rights (not offered in 2016-17)
- SOAN 323 Mother Earth: Women, Development and the Environment (not offered in 2016-17)

## Mathematics and Statistics

Mathematics is an art, a pure science, a language, and an analytical tool for the natural and social sciences, a means of exploring philosophical questions, and a beautiful edifice that is a tribute to human creativity. The mathematic curriculum is designed to provide essential skills for students in a variety of disciplines and to provide mathematics majors with a deep understanding of mathematics as it has evolved over the past two thousand years and how it is practiced today.

There are two tracks in the major: Mathematics and Mathematics/Statistics (a double major is not allowed in the two tracks). Students choose from the same integrative exercise choices.

### Requirements for the Mathematics Track

The course requirements are Mathematics 101 or 111, 121, 211, 232, 236 and six advanced courses from among: Mathematics courses numbered above 236 and Computer Science 252, 254. Potential majors with especially strong preparation may petition the department for exemption from the Mathematics 232 and/or 236 requirement(s). Mathematics majors are encouraged to take Computer Science 111.

At least three of the following five areas of mathematics must be represented by the six advanced courses.

Algebra: Mathematics 312, 332, 342, 352

Analysis: Mathematics 251, 261, 321, 331, 361

Applied Mathematics: Mathematics 241, 245, 255, 265, 275, 315, 341, 365

Discrete Structures: Mathematics 333, Computer Science 252, 254

Geometry and Topology: Mathematics 244, 344, 354

Of the six advanced courses, at most two may be from outside the Carleton Department of Mathematics.

In addition, each senior major must complete an integrative exercise which consists of a group or original research project. Majors are required to participate in the mathematical life of the department by attending colloquia, comps presentations, and other activities.

There are many patterns of courses for the major depending upon a student's mathematical interests and career goals. A guide for majors, which supplies information about suitable patterns of courses, is available on the Mathematics department web site. Those planning to attend graduate school should consider acquiring a reading knowledge of at least one of the following languages: French, German or Russian.

In order to meet State of Minnesota certification requirements, prospective secondary school teachers must take Mathematics 265, 275, 244 (recommended) or 344, and 349. A computer science course is also strongly recommended.

### Requirements for the Mathematics/Statistics Track

A Carleton student following this option must take the following courses: Mathematics 101 or 111, 121, 211, 232, 236, 245, 265, 275 and one of 255, 315 or 365, plus two Mathematics courses above 236 (one of which may be Computer Science 324); at least one of these two courses must be taken outside of the Applied Mathematics area. In addition, the Senior Integrative Exercise is required.

It is strongly recommended that students on this track take CS 111 and engage in some data analysis learning experience outside of the classroom such as an internship involving data analysis, a research experience with a statistician, either on or off campus, or a comps project that is explicitly statistical in nature.

Students interested in graduate school in statistics should consider taking Mathematics 321 (Real Analysis I).

### Major under Combined Plan in Engineering (see Engineering in index):

In addition to completing requirements for the mathematics major listed above including Mathematics 241 and 341, the student should take the following courses required for admission to engineering schools: Two terms of 100-level Physics, Chemistry 123, 230, and Computer Science 111.

### Mathematics Skills Center:

This Center offers extra assistance to students in lower-level mathematics courses and other courses requiring basic mathematical skills.

### Mathematics Courses

**MATH 101 Calculus with Problem Solving** An introduction to the central ideas of calculus with review and practice of those skills needed for the continued study of calculus. Problem solving strategies will be emphasized. (Meets Monday through Friday). Prerequisite: Not open to students who have received credit for Math 111. 6 credits; FSR; Fall; D. Haunsperger

**MATH 106 Introduction to Mathematics** This course is designed to provide an understanding of fundamental concepts, and examples of applications, of mathematics. It attempts to provide insights into the nature of mathematics and its relation to other branches of knowledge, and helps students develop skill in mathematical reasoning. No prerequisites. 6 credits; FSR; Not offered 2016-17

**MATH 111 Introduction to Calculus** An introduction to the differential and integral calculus. Derivatives, antiderivatives, the definite integral, applications, and the fundamental theorem of calculus. Prerequisite:

Requires placement via the Calculus Placement Exam 1, see Mathematics web page. Not open to students who have received credit for Mathematics 101. 6 credits; FSR; Fall, Winter; R. Thompson, P. Shereen

**MATH 115 Statistics: Concepts and Applications** Introduction to statistical concepts with emphasis on understanding and interpretation of statistical information, especially in the context of media reports and scholarly articles. Examples taken from a wide-range of areas such as public policy, health and medicine, and the social and natural sciences. Computationally less intensive than Math 215. Students will learn how to use statistical software. Topics include: Uncertainty and variability, statistical graphs, types of studies, correlation and linear regression, two-way tables, and inference. Prerequisite: Not open to students who have already received credit for Mathematics 211, Mathematics 215 or Psychology 200/201. 6 credits; FSR, QRE; Fall; B. Dobrow

**MATH 121 Calculus II** Integration techniques, improper integrals, the calculus of the logarithmic, exponential and inverse trigonometric functions, applications, Taylor polynomials and infinite series. Prerequisite: Mathematics 101, 111 or placement via Calculus Placement Exam # 2. 6 credits; FSR; Fall, Winter, Spring; E. Egge, R. Thompson, R. Jones, L. Sattler

**MATH 206 A Tour of Mathematics** A series of eight lectures intended for students considering a Mathematics major. The emphasis will be on presenting various striking ideas, concepts and results in modern mathematics, rather than on developing extensive knowledge or techniques in any particular subject area. 1 credit; S/CR/NC; NE; Winter

**MATH 211 Introduction to Multivariable Calculus** Vectors, curves, partial derivatives, gradient, multiple and iterated integrals, line integrals, Green's theorem. Prerequisite: Mathematics 121 or placement via Calculus Placement Exam #3. 6 credits; FSR; Fall, Winter, Spring; H. Wong, P. Shereen, S. Patterson, M. Krusemeyer, E. Egge

**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. Students who have received credit for Mathematics 115 may petition the department to seek approval to register for Mathematics 215. Students who have taken Mathematics 211 are encouraged to consider the more advanced Mathematics 265-275 Probability-Statistics sequence. Prerequisite: Not open to students who have already received credit for Math 115, Psychology 200/201 or Math 275. 6 credits; FSR, QRE; Fall, Winter, Spring; L. Chihara, A. Poppick, K. St. Clair

**MATH 232 Linear Algebra** Vector spaces, linear transformations, determinants, inner products and orthogonality, eigenvectors and eigenvalues. Prerequisite: Mathematics 211. 6 credits; FSR; Fall, Winter, Spring; M. Krusemeyer, B. Dobrow, S. Patterson, P. Shereen

**MATH 236 Mathematical Structures** Basic concepts and techniques used throughout mathematics. Topics include logic, mathematical induction and other methods of proof, problem solving, sets, cardinality, equivalence relations, functions and relations, and the axiom of choice. Other topics may include: algebraic structures, graph theory, and basic combinatorics. Prerequisite: Mathematics 232 or instructor permission. 6 credits; FSR; Fall, Winter, Spring; H. Wong, M. Krusemeyer, R. Jones, D. Haunsperger

**MATH 241 Ordinary Differential Equations** An introduction to ordinary differential equations, including techniques for finding solutions, conditions under which solutions exist, and some qualitative analysis. Prerequisite: Mathematics 232 or instructor permission. 6 credits; FSR; Winter, Spring; S. Patterson, R. Thompson

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; Not offered 2016-17

MATH 245 Applied Regression Analysis A second course in statistics covering simple linear regression, multiple regression and ANOVA, and logistic regression. Exploratory graphical methods, model building and model checking techniques will be emphasized with extensive use of statistical software to analyze real-life data. Prerequisite: Mathematics 215 (or equivalent) or 275. 6 credits; FSR, QRE; Fall, Winter, Spring; K. St. Clair, L. Chihara

MATH 251 Chaotic Dynamics An exploration of the behavior of non-linear dynamical systems. Topics include one and two-dimensional dynamics, Sarkovskii's Theorem, chaos, symbolic dynamics, and the Hénon Map. Prerequisite: Mathematics 232 or instructor permission. 6 credits; FSR; Fall; S. Kennedy

MATH 255 Introduction to Sampling Techniques 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. We may also cover topics like 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; Not offered 2016-17

MATH 261 Functions of a Complex Variable Algebra and geometry of complex numbers, analytic functions, complex integration, series, residues, applications. Not open to students who have already received credits for Mathematics 361. Prerequisite: Mathematics 211. 6 credits; FSR; Spring; S. Patterson

MATH 265 Probability Introduction to probability and its applications. Topics include discrete probability, random variables, independence, joint and conditional distributions, expectation, limit laws and properties of common probability distributions. Prerequisite: Mathematics 211. 6 credits; FSR; Fall, Winter; L. Chihara, B. Dobrow

MATH 275 Introduction to Statistical Inference Introduction to modern mathematical statistics. The mathematics underlying fundamental statistical concepts will be covered as well as applications of these ideas to real-life data. Topics include: resampling methods (permutation tests, bootstrap intervals), classical methods (parametric hypothesis tests and confidence intervals), parameter estimation, goodness-of-fit tests, regression, and Bayesian methods. The statistical package R will be used to analyze data sets. Prerequisite: Mathematics 265. 6 credits; FSR, QRE; Winter, Spring; B. Dobrow

MATH 280 Statistical Consulting Students will apply their statistical knowledge by analyzing data problems solicited from the Northfield community. Students will also learn basic consulting skills, including communication and ethics. Prerequisite: Mathematics 245 and instructor permission. 2 credits; S/CR/NC; FSR, QRE; Fall, Winter, Spring; K. St. Clair

MATH 295 Coding Theory This course is an introduction to error-correcting codes. The course will cover topics including linear codes, Hamming codes and cyclic codes. Additional topics may include low-density parity-check codes and perfect codes. Prerequisite: Mathematics 232 and 236. 6 credits; FSR; Spring; P. Shereen

MATH 295 Seminar in Low-dimensional Topology A combinatorial introduction to the study of manifolds in dimensions less than four, including selected topics in knot theory. Prerequisite: Mathematics 236. 6 credits; FSR; Fall; H. Wong

MATH 297 Assessment and Communication of External Mathematical Activity An independent study course intended for students who have completed an external activity related to the mathematics major (for example, an

internship or an externship) to communicate (both in written and oral forms) and assess their mathematical learning from that activity. Prerequisite: Permission of department chair and homework in advance of the external mathematical activity. 1 credit; S/CR/NC; NE; Fall, Winter, Spring

MATH 312 Elementary Theory of Numbers Properties of the integers. Topics include the Euclidean algorithm, classical unsolved problems in number theory, prime factorization, Diophantine equations, congruences, divisibility, Euler's phi function and other multiplicative functions, primitive roots, and quadratic reciprocity. Other topics may include integers as sums of squares, continued fractions, distribution of primes, integers in extension fields, p-adic numbers. Prerequisite: Mathematics 236 or consent of the instructor. 6 credits; FSR; Winter; M. Krusemeyer

MATH 315 Topics Probability/Statistics: Data Science This course will cover the computational side of data analysis, including data acquisition, management and visualization tools. Topics may include data scraping and manipulation, unstructured data, data visualization using packages such as ggplots, cross-validation, classification, and network analysis. Prerequisite: Mathematics 275. 6 credits; FSR, QRE; Fall; K. St. Clair

MATH 321 Real Analysis I A systematic study of concepts basic to calculus, such as topology of the real numbers, limits, differentiation, integration, convergence of sequences, and series of functions. Prerequisite: Mathematics 236 or permission of the instructor. 6 credits; FSR; Winter; H. Wong

MATH 331 Real Analysis II Further topics in analysis such as measure theory, Lebesgue integration or Banach and Hilbert spaces. Prerequisite: Mathematics 321 or instructor permission. 6 credits; FSR; Spring; S. Kennedy

MATH 332 Advanced Linear Algebra Selected topics beyond the material of Mathematics 232. Topics may include the Cayley-Hamilton theorem, the spectral theorem, factorizations, canonical forms, determinant functions, estimation of eigenvalues, inner product spaces, dual vector spaces, unitary and Hermitian matrices, operators, infinite-dimensional spaces, and various applications. Prerequisite: Mathematics 236 or instructor permission. 6 credits; FSR; Not offered 2016-17

MATH 333 Combinatorial Theory The study of structures involving finite sets. Counting techniques, including generating functions, recurrence relations, and the inclusion-exclusion principle; existence criteria, including Ramsey's theorem and the pigeonhole principle. Some combinatorial identities and bijective proofs. Other topics may include graph and/or network theory, Hall's ("marriage") theorem, partitions, and hypergeometric series. Prerequisite: Mathematics 236 or instructor permission. 6 credits; FSR; Spring; E. Egge

MATH 341 Fourier Series and Boundary Value Problems Fourier series and their applications to boundary value problems in partial differential equations. Topics include separation of variables, orthogonal sets of functions, representations of functions in series of orthogonal functions, Sturm-Liouville theory, and Fourier transforms. Prerequisite: Mathematics 241. 6 credits; FSR; Spring; R. Thompson

MATH 342 Abstract Algebra I Introduction to algebraic structures, including groups, rings, and fields. Homomorphisms and quotient structures, polynomials, unique factorization. Other topics may include applications such as Burnside's counting theorem, symmetry groups, polynomial equations, or geometric constructions. Prerequisite: Mathematics 236 or instructor permission. 6 credits; FSR; Fall; M. Krusemeyer

MATH 344 Differential Geometry Local and global theory of curves, Frenet formulas. Local theory of surfaces, normal curvature, geodesics, Gaussian and mean curvatures, Theorema Egregium. Prerequisite: Mathematics 236 or permission of the instructor. 6 credits; FSR; Fall; R. Thompson

**MATH 349 Methods of Teaching Mathematics** Methods of teaching mathematics in grades 7-12. Issues in contemporary mathematics education. Regular visits to school classrooms and teaching a class are required. Prerequisite: Junior or senior standing and instructor permission. 6 credits; NE; Spring; D. Haunsperger

**MATH 352 Topics in Abstract Algebra** An intensive study of one or more of the types of algebraic systems studied in Mathematics 342. Prerequisite: Mathematics 342. 6 credits; FSR; Winter; E. Egge

**MATH 354 Topology** An introduction to the study of topological spaces. We develop concepts from point-set and algebraic topology in order to distinguish between different topological spaces up to homeomorphism. Topics include methods of construction of topological spaces; continuity, connectedness, compactness, Hausdorff condition; fundamental group, homotopy of maps. Prerequisite: Mathematics 321 or instructor permission. 6 credits; FSR; Not offered 2016-17

**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 instructor permission. 6 credits; FSR; Not offered 2016-17

**MATH 365 Stochastic Processes** Introduction to the main discrete and continuous time stochastic processes. Topics include Markov chains, Poisson process, continuous time Markov chains, Brownian motion. Use of R and/or Mathematica. Prerequisite: Mathematics 232 and 265. 6 credits; FSR, QRE; Spring; B. Dobrow

**MATH 395 Topics in the Theory of Elliptic Curves** Introduction to the geometry and arithmetic of elliptic curves, with selected advanced topics. Introductory topics include the geometry of cubics, the group law on an elliptic curve, points of finite order, the group of rational points, heights and the Mordell-Weil theorem. Students will have the opportunity to explore through group projects advanced topics such as: integral points on elliptic curves; elliptic curves over finite fields; elliptic curves with complex multiplication; and Galois representations on torsion points. Prerequisite: Mathematics 342, an equivalent Budapest or Moscow Semester in Mathematics course or instructor permission. 6 credits; FSR; Spring; R. Jones

**MATH 400 Integrative Exercise** Either a supervised small-group research project or an individual, independent reading. Required of all senior majors. Prerequisite: Mathematics 236 and successful completion of three courses from among: Mathematics courses numbered above 236, Computer Science 252, Computer Science 254. 3 credits; S/NC; Fall, Winter, Spring; H. Wong, K. St. Clair, R. Jones, P. Shereen, S. Patterson, M. Krusemeyer, D. Haunsperger, L. Chihara

## **Medieval and Renaissance Studies Concentration**

The Medieval and Renaissance Studies Concentration encourages students interested in the cultures and kingdoms that flourished from Late Antiquity through the Renaissance to deepen their understanding of these periods through an interdisciplinary program of study. Heirs to ancient empires, the societies of Europe, Byzantium, and the Muslim world each offer fascinating opportunities to watch societies cope with timeless problems of power, identity, and belief. The concentration is open to students in ANY major who wish to expand their knowledge of this important and fascinating period of human history.

A total of 42 credits (usually 7 courses) is required for the concentration: 18 credits in "Core" courses, 18 credits in "Supporting" courses; and a capstone seminar. In addition to the capstone seminars listed below, students may count--with prior approval of both the course instructor and the concentration coordinators--

other advanced courses (200 or 300 level) in which the concentrator pursues an interdisciplinary research project focused on a topic within the period covered by the concentration.

**Optional Off-Campus Programs:** Off-campus study can be an important part of the concentration. Students interested in study abroad as part of the concentration are advised to consult with their academic advisers in deciding when to go off-campus and with the concentration coordinators to discuss the range of programs available and potential programs of study. Courses taken abroad may count for up to two "core" courses (12 credits) and two "supporting courses" (12 credits).

### Requirements for the Concentration

#### **Core Courses** (3 courses/18 credits required):

- ARBC 185 The Creation of Classical Arabic Literature (not offered in 2016-17)
- ARCN 246 Archaeological Methods
- ARCN 395 Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered in 2016-17)
- ARTH 101 Introduction to Art History I
- ARTH 102 Introduction to Art History II
- ARTH 155 Islamic Art and Architecture (not offered in 2016-17)
- ARTH 180 Medieval Art (not offered in 2016-17)
- ARTH 226 The Gothic Cathedral (not offered in 2016-17)
- ARTH 235 Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2016-17)
- ARTH 252 Islamic Art and the Medieval Mediterranean (not offered in 2016-17)
- ARTH 255 Islam in the Eyes of the West (not offered in 2016-17)
- ARTH 285 The Art of Death in the Middle Ages (not offered in 2016-17)
- CLAS 124 Roman Archaeology and Art
- ENGL 114 Introduction to Medieval Literature (not offered in 2016-17)
- ENGL 144 Shakespeare I
- ENGL 203 The Age of Beowulf (not offered in 2016-17)
- ENGL 210 From Chaucer to Milton: Early English Literature
- ENGL 244 Shakespeare I
- ENGL 310 Shakespeare II (not offered in 2016-17)
- FREN 351 Love, War and Monsters in Renaissance France
- GERM 231 Damsels, Dwarfs, and Dragons: Medieval German Literature (not offered in 2016-17)
- HIST 130 The History of Political Thought, 300-1600: Power, Authority, and Imagination (not offered in 2016-17)
- HIST 131 Saints, Sinners, and Philosophers in Late Antiquity
- HIST 133 Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2016-17)
- HIST 137 Early Medieval Worlds (not offered in 2016-17)
- HIST 138 Crusades, Mission, and the Expansion of Europe (not offered in 2016-17)
- HIST 139 Foundations of Modern Europe (not offered in 2016-17)
- HIST 201 Rome Program: Community and Communication in Medieval Italy, CE 300-1250
- HIST 204 Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2016-17)
- HIST 206 Eternal City in Time: Structure, Change, and Identity
- HIST 231 Mapping the World Before Mercator (not offered in 2016-17)
- HIST 232 Renaissance Worlds in France and Italy (not offered in 2016-17)
- HIST 233 Cultures of Empire: Byzantium, 843-1453 (not offered in 2016-17)
- HIST 234 Papacy, Church, and Empire in the Middle Ages (not offered in 2016-17)
- HIST 236 Women and Gender in Europe before the French Revolution

- HIST 238 The Viking World
- HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2016-17)
- HIST 273 Go-Betweens and Rebels in the Andean World (not offered in 2016-17)
- MUSC 210 Medieval and Renaissance Music (not offered in 2016-17)
- RELG 122 Introduction to Islam
- RELG 162 Jesus, Paul, and Christian Origins (New Testament)
- RELG 231 From Luther to Kierkegaard (not offered in 2016-17)
- RELG 261 Hearing Islam (not offered in 2016-17)
- RELG 263 Sufism (not offered in 2016-17)
- SPAN 330 The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2016-17)
- SPAN 331 Baroque Desires (not offered in 2016-17)

### **Supporting Courses (18 credits required):**

Note: all courses listed as "core courses" also qualify as "supporting courses."

- ARBC 185 The Creation of Classical Arabic Literature (not offered in 2016-17)
- ARCN 246 Archaeological Methods
- ARCN 395 Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered in 2016-17)
- ARTH 100 Renaissance, Revolution, and Reformation: The Life and Art of Albrecht Durer
- ARTH 101 Introduction to Art History I
- ARTH 102 Introduction to Art History II
- ARTH 155 Islamic Art and Architecture (not offered in 2016-17)
- ARTH 170 History of Printmaking (not offered in 2016-17)
- ARTH 180 Medieval Art (not offered in 2016-17)
- ARTH 225 Religion, Royalty & Romantics: The Gothic and Gothic Revival (not offered in 2016-17)
- ARTH 226 The Gothic Cathedral (not offered in 2016-17)
- ARTH 235 Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2016-17)
- ARTH 252 Islamic Art and the Medieval Mediterranean (not offered in 2016-17)
- ARTH 285 The Art of Death in the Middle Ages (not offered in 2016-17)
- ARTH 307 Rome: The Art of Michelangelo and Caravaggio (not offered in 2016-17)
- ARTH 323 Idolatry (not offered in 2016-17)
- CLAS 124 Roman Archaeology and Art
- ENGL 114 Introduction to Medieval Literature (not offered in 2016-17)
- ENGL 125 Norse and Celtic Mythology
- ENGL 144 Shakespeare I
- ENGL 203 The Age of Beowulf (not offered in 2016-17)
- ENGL 209 The Merchant of Venice: A Project Course
- ENGL 210 From Chaucer to Milton: Early English Literature
- ENGL 213 Christopher Marlowe (not offered in 2016-17)
- ENGL 214 Revenge Tragedy (not offered in 2016-17)
- ENGL 228 Encountering the Other: The Crusades
- ENGL 244 Shakespeare I
- ENGL 302 The Medieval Outlaw
- ENGL 310 Shakespeare II (not offered in 2016-17)
- FREN 351 Love, War and Monsters in Renaissance France
- GERM 231 Damsels, Dwarfs, and Dragons: Medieval German Literature (not offered in 2016-17)
- GRK 280 Philosophers and Martyrs (not offered in 2016-17)

- GRK 281F Introduction to Byzantine Greek (not offered in 2016-17)
- HIST 100 The Black Death: Disease and Its Consequences in the Middle Ages
- HIST 100 Migration and Mobility in the Medieval North
- HIST 131 Saints, Sinners, and Philosophers in Late Antiquity
- HIST 133 Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2016-17)
- HIST 137 Early Medieval Worlds (not offered in 2016-17)
- HIST 138 Crusades, Mission, and the Expansion of Europe (not offered in 2016-17)
- HIST 139 Foundations of Modern Europe (not offered in 2016-17)
- HIST 201 Rome Program: Community and Communication in Medieval Italy, CE 300-1250
- HIST 204 Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2016-17)
- HIST 206 Eternal City in Time: Structure, Change, and Identity
- HIST 231 Mapping the World Before Mercator (not offered in 2016-17)
- HIST 232 Renaissance Worlds in France and Italy (not offered in 2016-17)
- HIST 233 Cultures of Empire: Byzantium, 843-1453 (not offered in 2016-17)
- HIST 234 Papacy, Church, and Empire in the Middle Ages (not offered in 2016-17)
- HIST 236 Women and Gender in Europe before the French Revolution
- HIST 238 The Viking World
- HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2016-17)
- HIST 245 Ireland: Land, Conflict and Memory (not offered in 2016-17)
- HIST 246 The Material World of the Anglo-Saxons (not offered in 2016-17)
- HIST 273 Go-Betweens and Rebels in the Andean World (not offered in 2016-17)
- LATN 233 Catiline (not offered in 2016-17)
- LATN 246 Livy (not offered in 2016-17)
- LATN 253 Seneca the Younger (not offered in 2016-17)
- LATN 257 Caesar, Lucan, and Civil War
- LATN 258 Seminar: Horace (not offered in 2016-17)
- LATN 280 Martyr Texts from Roman North Africa (not offered in 2016-17)
- MUSC 210 Medieval and Renaissance Music (not offered in 2016-17)
- PHIL 270 Ancient Greek Philosophy
- POSC 250 Ancient Political Philosophy: Plato's *Republic*
- POSC 254 Freedom, Excellence, Happiness: Aristotle's *Ethics*
- POSC 354 Freedom, Excellence, Happiness: Aristotle's *Ethics*\*
- RELG 122 Introduction to Islam
- RELG 228 Martyrdom
- RELG 231 From Luther to Kierkegaard (not offered in 2016-17)
- RELG 233 Gender and Power in the Catholic Church
- RELG 263 Sufism (not offered in 2016-17)
- RELG 287 Many Marys (not offered in 2016-17)
- SPAN 330 The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2016-17)
- SPAN 331 Baroque Desires (not offered in 2016-17)

**Capstone Seminars** (please consult with Concentration Coordinator regarding the Capstone Seminar)  
(Six credits required):

- ARCN 395 Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered in 2016-17)
- ARTH 307 Rome: The Art of Michelangelo and Caravaggio (not offered in 2016-17)
- FREN 351 Love, War and Monsters in Renaissance France
- HIST 395 Controversial Histories

## Middle East Studies Concentration

Through the Middle East Studies Concentration students can develop an inter-connected understanding of diverse Middle Eastern cultures and societies, past and present, in regional and global contexts. We define the Middle East broadly to include the majority-Arabic-speaking states and territories from Morocco to the Persian Gulf, Israel, Turkey, Iran, and Central Asia. Our inter-disciplinary approach will also help students to explore linguistic, literary, religious, and other sociocultural ties with Middle Eastern diasporas in Europe and the Americas, and with those regions in Sub-Saharan Africa where Arabic serves as language of literature and culture.

### Requirements for the Concentration

The Middle East Studies Concentration requires a total of 45 credits. No more than 24 credits may be from any one department. Students must also complete either Hebrew 204 or Arabic 205, or equivalent. Students interested in a possible concentration in Middle East Studies are strongly encouraged to enroll in at least one of their two core courses early in their Carleton career.

### Core Courses:

12 credits from among the following, no credits from OCS programs may substitute:

- HIST 165 From Young Turks to Arab Revolutions: Cultural History of Modern Middle East (not offered 2016-17)
- RELG 122 Introduction to Islam
- MELA 121 Middle Eastern Perspectives in Israeli and Palestinian Literature

### Supporting Courses:

A total of 30 credits from among the following two groups, with a minimum of 12 in each. Up to 12 credits from approved OCS programs may count toward this total, but these must be from OCS courses with a content focus (not just language instruction).

**Group 1, History, Social Sciences, Religion, and Archaeology.** Concentrators must take a minimum of 12 credits.

- CLAS 122 The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age (not offered 2016-17)
- HIST 133: Crisis, Creativity, and Transformation in Late Antiquity (not offered 2016-17)
- HIST 138 Crusades, Mission and the Expansion of Europe
- HIST 204: The Medieval Mediterranean (not offered 2016-17)
- HIST 260 The Making of the Modern Middle East (not offered 2016-17)
- HIST 265 Central Asia in the Modern Age (not offered 2016-17)
- HIST 280 African in the Arab World
- HIST 360 Muslims and Modernity (not offered 2016-17)
- MELA 230 Jewish Collective Memory (not offered 2016-17)
- POSC 245 Contemporary Politics of the Middle East (1918-1967)
- POSC 246 Politics of the Middle East (1967-2011)
- POSC 282 Terrorism and Violence in World Politics
- POSC 320 Authoritarianism and Democratization in the Middle East

- RELG 215 Muslim Misfits: Islam and the Question of Orthodoxy
- RELG 248 Religion, Law, Religious Law (not offered 2016-17)
- RELG 262 Islamic Africa (not offered 2016-17)
- RELG 263 Sufism (not offered 2016-17)
- RELG 264 Islamic Politics (not offered 2016-17)
- RELG 340 Contemporary Islamic Renewal (not offered 2016-17)

**Group 2, Literature, Culture, and the Arts.** Within this group concentrators must take a minimum of 12 credits: at least 6 credits with an Arab and/or Islamic focus and at least 6 credits with an Israeli and/or Jewish focus.

- ARBC 185 Creation of Classical Arabic Literature (in translation) (not offered 2016-17)
- ARBC 222 Music in the Middle East (in translation)
- ARBC 387 The Thousand and One Nights (in Arabic and in translation) (not offered 2016-17)
- ARTH 155 Islamic Art and Architecture (not offered 2016-17)
- ARTH 255 Islam in the Eyes of the West
- CAMS 236 Israeli Society in Israeli Cinema (in translation) (not offered 2016-17)
- FREN 360 The Algerian War of Liberation and its Representations (not offered 2016-17)

**Capstone**, Senior Colloquium, 3 credits.

## Middle Eastern Languages

The Department of Middle Eastern Languages offers introductory, intermediate, and advanced courses in Arabic and Hebrew language, and a variety of courses in classical and modern Arabic and modern Hebrew literature, mostly in English translation. We also offer courses in Israeli and wider Jewish history and culture.

### Certificate of Advanced Study in Arabic Language and Literature

In order to receive the Certificate of Advanced Study in Arabic Language and Literature students shall satisfactorily complete 36 credits beyond 204, in the following distribution: at least twenty-four credits in Arabic language, and at least 6 credits from among the department of Middle Eastern Languages' offerings in Arabic literature and/or culture in translation. Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy course requirements. No more than twelve credits from off-campus Arabic language study may be applied toward the certificate.

#### Arabic Courses (ARBC)

ARBC 100 Arabs Encountering the West The encounter between Arabs and Westerners has been marked by its fair share of sorrow and suspicion. In this seminar we will read literary works by Arab authors written over approximately 1000 years--from the Crusades, the height of European imperialism, and on into the age of Iraq, Obama and ISIS. Through our readings and discussions, we will ask along with Arab authors: Is conflict between Arabs and Westerners the inevitable and unbridgeable result of differing world-views, religions and cultures? Are differences just a result of poor communication? Or is this "cultural conflict" something that can be understood historically? 6 credits; WR1, AI, IS; Fall; Z. Haidar

ARBC 101 Elementary Arabic This course sequence introduces non-Arabic speakers to the sounds, script, and basic grammar of Arabic--the language of 200 million speakers in the Arab world and the liturgical language of over a billion Muslims. Students will develop basic listening, speaking, reading and writing skills in Modern Standard Arabic. Classes will incorporate readings and audio-visual material from contemporary Arabic media, as well as popular music. 6 credits; NE; Fall; Y. Klein, Z. Haidar

ARBC 102 Elementary Arabic This course sequence introduces non-Arabic speakers to the sounds, script, and basic grammar of Arabic--the language of 200 million speakers in the Arab world and the liturgical language of over a billion Muslims. Students will develop basic listening, speaking, reading and writing skills in Modern Standard Arabic. Classes will incorporate readings and audio-visual material from contemporary Arabic media, as well as popular music. Prerequisite: Arabic 101 or equivalent. 6 credits; NE; Winter; Z. Haidar

ARBC 103 Elementary Arabic This course sequence introduces non-Arabic speakers to the sounds, script, and basic grammar of Arabic--the language of 200 million speakers in the Arab world and the liturgical language of over a billion Muslims. Students will develop basic listening, speaking, reading and writing skills in Modern Standard Arabic. Classes will incorporate readings and audio-visual material from contemporary Arabic media, as well as popular music. Prerequisite: Arabic 102 or equivalent. 6 credits; NE; Spring; Z. Haidar

ARBC 185 The Creation of Classical Arabic Literature In this course we will explore the emergence of Arabic literature in one of the most exciting and important periods in the history of the Islamic and Arab world; a time in which pre-Islamic Arabian lore was combined with translated Persian wisdom literature and Greek scientific and philosophical writings. We will explore some of the different literary genres that emerged in the New Arab courts and urban centers: from wine and love poetry, historical and humorous anecdotes, to the Thousand and One Nights, and discuss the socio-historical forces and institutions that shaped them. All readings are in English. No Arabic knowledge required. 6 credits; LA, IS; Not offered 2016-17

ARBC 204 Intermediate Arabic In this course sequence students will continue to develop their reading, writing, listening and speaking skills, while building a solid foundation of Arabic grammar (morphology and syntax). Students will develop their ability to express ideas in Modern Standard Arabic by writing essays and preparing oral presentations. Classes will incorporate readings and audio-visual material from contemporary Arabic media, as well as popular music. Prerequisite: Arabic 103 or equivalent. 6 credits; NE; Fall; Y. Klein, Z. Haidar

ARBC 205 Intermediate Arabic In this course sequence students will continue to develop their reading, writing, listening and speaking skills, while building a solid foundation of Arabic grammar (morphology and syntax). Students will develop their ability to express ideas in Modern Standard Arabic by writing essays and preparing oral presentations. Classes will incorporate readings and audio-visual material from contemporary Arabic media, as well as popular music. Prerequisite: Arabic 204 or equivalent. 6 credits; NE; Winter; Y. Klein

ARBC 206 Arabic in Cultural Context In this course students will continue to develop their Arabic language skills, including expanding their command of Arabic grammar, improving their listening comprehension, reading and writing skills. In addition to more language-focused training, the course will introduce students to more advanced readings, including literary texts (prose and poetry, classical and modern) and op-ed articles from current media. Class discussions will be in Arabic. Prerequisite: Arabic 205 or equivalent. 6 credits; NE; Spring; Z. Haidar

ARBC 211 Colloquial Levantine Arabic In this course we will focus on acquiring conversational and listening comprehension skills, and building vocabulary in the Levantine/Shami dialect of spoken Arabic, spoken throughout bilad al-Sham or "Greater Syria." Building upon the foundation of Modern Standard Arabic, we will focus upon points of grammatical and semantic convergence and divergence, and work to develop strategies for fluidly navigating our way between and within these two linguistic registers. We will study the language systematically, but we will also incorporate a range of written and audiovisual materials--music, films, television

and web series--as well as other popular culture from the region. Prerequisite: Arabic 204. 6 credits; NE; Winter; Z. Haidar

ARBC 222 Music in the Middle East The Middle East is home to a great number of musical styles, genres, and traditions. Regional, ideological, and cultural diversity, national identity, and cross-cultural encounters--all express themselves in music. We will explore some of the many musical traditions in the Arab world, from early twentieth century to the present. Class discussions based on readings in English and guided listening. No prior music knowledge required, but interested students with or without musical background can participate in an optional, hands-on Arab music performance workshop, on Western or a few (provided) Middle Eastern instruments throughout the term. 6 credits; LA, IS; Spring; Y. Klein

ARBC 223 Arab Music Workshop Through music making, this workshop introduces students to Arab music and some of its distinctive features, such as microtonality, modality (maqam), improvisation (taqsim) and rhythmic patterns (iqa'at). Students may elect to participate playing on an instrument they already play, or elect to study the oud (the Arab lute). Ouds and percussion instruments will be provided. Prerequisite: Concurrent enrollment in Arabic 222. 1 credit; S/CR/NC; ARP; Spring; Y. Klein

ARBC 286 Narratives of Arab Modernity In this course, we will read formative works of modern Arabic literature from Iraq, Egypt, Lebanon, Syria and Palestine. We will trace the processes of societal and literary transformation, from the texts of the nahda or Arabic literary and intellectual renaissance, to contemporary works written in the era of Arab "springs" and revolutions. We will approach these literary texts--poetry, fiction, and graphic novels--as works of literature with aesthetic claims upon us as readers, even as we treat the contentious relationship between the literary and the political in a period marked by colonialism, nationalism, war, revolution, Islamism and secularism. All readings are in English. 6 credits; LA, IS; Not offered 2016-17

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; Not offered 2016-17

ARBC 387 The One Thousand and One Nights This course is an exploration of the world of the Thousand and One Nights, the most renowned Arabic literary work of all time. The marvelous tales spun by Shahrazad have captured and excited the imagination of readers and listeners--both Arab and non-Arab--for centuries. In class, we will read in Arabic, selections from the Nights, and engage some of the scholarly debates surrounding this timeless work. We will discuss the question of its origin in folklore and popular culture and the mystery of its "authorship," as well as the winding tale of its reception, adaptation and translation. Readings and class discussions will be in both Arabic and English. Prerequisite: Arabic 206. 6 credits; LA, IS; Not offered 2016-17

### Hebrew Courses (HEBR)

HEBR 101 Elementary Modern Hebrew Think beyond the Bible! Modern Hebrew is a vital language in several fields from religion and history to international relations and the sciences. This course is for students with no previous knowledge of Modern Hebrew or whose test scores indicate that this is an appropriate level of placement. We continually integrate listening, speaking, reading, and writing in Hebrew, incorporating materials from the Israeli internet and films into level appropriate class activities and assignments. 6 credits; NE; Winter; S. Beckwith

**HEBR 102 Elementary Modern Hebrew** This course is for students who have completed Hebrew 101 or whose test scores indicate that this is an appropriate level of placement. We continue expanding our vocabulary and grammar knowledge, integrating listening, speaking, reading, and writing in Hebrew. We also continue working with Israeli films and internet, particularly for a Karaoke in Hebrew group project which involves learning and performing an Israeli pop song and researching the artists' background and messages for a class presentation. Prerequisite: Hebrew 101 or equivalent. 6 credits; NE; Spring; S. Beckwith

**HEBR 103 Elementary Modern Hebrew** This course is for students who have completed Hebrew 102 or whose test scores indicate that this is an appropriate level of placement. We continue expanding our vocabulary and grammar knowledge, integrating listening, speaking, reading, and writing in Hebrew. We also continue working with Israeli films and internet, particularly to publish in-class magazines in Hebrew on topics related to Israel, the Middle East, and Judaic Studies. Prerequisite: Hebrew 102 or equivalent. 6 credits; NE; Not offered 2016-17

**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 equivalent. 6 credits; NE; Not offered 2016-17

**HEBR 222 Writing Tel Aviv Writing Jerusalem** In this course we will explore and compare the evolving character of Israel's two major cities. How are Tel Aviv's founding Zionist ideals and the Middle Eastern realities that challenged them portrayed in Israeli literature? Since Yitzhak Rabin's 1995 assassination in the city, writers remain conflicted over Rabin Square as both an urban hub and an epicenter of national loss and change. From Tel Aviv we will move to Jerusalem with its much longer multicultural history. Since the 1880s, how have Mediterranean Jewish, Northern European Jewish, and Palestinian authors portrayed it as home, with personal and collective captivity? In translation. 6 credits; LA, WR2, IS; Not offered 2016-17

### Middle Eastern Language Courses (MELA)

**MELA 121 Mid East Persp Israeli and Palestini Lit** 6 credits; LA, IS; Winter

**MELA 230 Jewish Collective Memory** Judaism emphasizes transmitting memory from one generation to the next. How have pivotal events and experiences in Jewish history lived on in Jewish collective memory? How do they continue to speak through artistic/literary composition and museum/memorial design? How does Jewish collective memory compare with recorded Jewish history? We will study turning points in Jewish history including the Exodus from Egypt, Jewish expulsion from medieval Spain, the Holocaust, and Israeli independence, as Jews in different times and places have interpreted them with lasting influence. Research includes work with print, film, and other visual/ performative media. 6 credits; HI, IS, WR2; Not offered 2016-17

### Pertinent Courses

- ARBC 185 The Creation of Classical Arabic Literature (not offered in 2016-17)
- ARTH 155 Islamic Art and Architecture (not offered in 2016-17)
- CAMS 236 Israeli Society in Israeli Cinema (not offered in 2016-17)
- CAMS 236F Israeli Society in Israeli Cinema - FLAC Hebrew Trailer (not offered in 2016-17)
- CCST 100 Cross Cultural Perspectives on Israeli and Palestinian Identity
- MUSC 172 Oud

# Music

## *General Information*

The Department of Music at Carleton enrolls several hundred students every term, both majors and non-majors, in a curriculum that offers a diverse and integrated approach to the areas of performance, composition, theory, history, and ethnomusicology. Students arrive at Carleton with a wide range of musical background and ability, all are encouraged to broaden, deepen, enrich and improve their engagement with music. In addition to applied music-making experiences in our performing ensembles and private lessons, the Department offers an array of classroom courses that range from those designed specifically for the introductory level student to advanced seminars for majors.

## *Courses in Applied Music*

All students, regardless of major, may study an instrument or voice at beginning through advanced levels, and may participate in the Department's musical ensembles by placement or audition. Registration for applied music lessons and ensembles must be included in the student's official registration.

There are several registration options for applied music lessons:

- a one-credit 100-level course, taken with or without the J (jury) designation
- a two-credit 200-level course, taken with or without the J (jury) designation

Courses with the J (jury) designation are graded, and include a small end-of-term jury performance for area faculty; students may elect to S/Cr/NC these courses in accordance with College guidelines. Courses without the J designation are mandatory S/Cr/NC. Permission of the instructor is required for registration for two credits.

The comprehensive fee does not include the cost of private instruction, and special fees are charged for applied lessons and some ensemble classes. Fees are not refundable for late drops except when a late drop is made for medical reasons or in similar emergency situations. In such cases, the student must consult with the Music Department.

## *Requirements for a Major*

The Music Major introduces students to the primary subfields of music, developing the skills of research, analysis, performance, and the creation of original work. Broadly diverse in its coverage of styles, cultures, and fields, the Music Department provides students foundational knowledge in multiple modes of music study, but offers students substantial freedom in crafting focus of courses relevant to individual interests. The skills in critical thinking, research, writing, and performance gained in the major have proven pertinent and applicable to alumni in a broad variety of fields. Students planning a professional career in music should consult with faculty members in their area for advice and assistance.

## **Requirements for the Music Major**

Sixty-four credits, including:

- **Musical Foundations (16 credits)**

- - MUSC 103, MUSC 104, MUSC 110, and MUSC 204
- **Musicology and Ethnomusicology (12 credits)**
  - - One course, chosen from MUSC 210, MUSC 211, or MUSC 312; and,
    - One course chosen from CAMS 242, MUSC 210, MUSC 211, MUSC 243, MUSC 245, MUSC 247, or MUSC 248
- **Composition (6 credits)**
  - - MUSC 208, MUSC 220, MUSC 304, MUSC 285J, MUSC 286J
- **Applied study (6 credits)**
  - - Juried lessons or recital (4 credits); Ensemble (2 credits from MUSC 185-195)
- **Seminar (6 credits)**
  - - MUSC 303-312 (MUSC 303, MUSC 304, MUSC 305, MUSC 306, MUSC 307, MUSC 312)
- **Integrative exercise (6 credits)**
  - - MUSC 400
- **Electives (12 credits)**
  - - Any MUSC courses

### Music Courses

**MUSC 100 Bob Dylan's America** Bob Dylan's music has a captivating relationship with the "American spirit." This course will look at select periods of Dylan's career to investigate the manner in which he has engaged themes of nationalism, protest, romanticism, and religion. We will use close listening of commercial recordings and live performance analysis to investigate Dylan's music, and read both primary sources and academic writings that speak to the ephemeral nature of his musical output. Using methods from both musicology and American Studies, students will engage with fundamental questions concerning national identity from the early 1960s to the present. 6 credits; AI, WR1; Fall; A. Flory

**MUSC 101 Music Fundamentals** A course designed for students with little or no music background as preparation and support for other music courses, ensemble participation and applied music study. The course covers the fundamentals of note and rhythmic reading, basic harmony, and develops proficiency in aural skills and elementary keyboard skills. This class will make regular use of the music computer lab for assignments. 3 credits; ARP; Spring; A. Mazzariello

**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; A. Mazzariello

**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

MUSC 108 Introduction to Music Technology A course in using the computer to make meaningful interventions into our practices as musicians. We'll explore a number of approaches to composing, producing, and hearing music, among them coding, visual programming, and working in a digital audio workstation. Students will ultimately combine and hybridize these different methods in order to create unique, individual systems, using them to make new work. Open to all interested students; no prior experience with music, programming, or production required. 6 credits; ARP; Fall, Winter; A. Mazzariello

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

MUSC 111 Western Art Music: The Last 1000 Years A general overview of art music practices in the European tradition from the medieval period to the present. Students will encounter representative examples from the major style periods-Medieval, Renaissance, Baroque, Classical, Romantic, Modern, and contemporary classical. Genres include chant, the madrigal, opera, symphony, and chamber music. Listening assignments introduce students to the music, and reading assignments explain relationships between music and politics, society, and the other arts. Ability to read music not required. Prerequisite: No prerequisite: the ability to read music is not necessary. 6 credits; LA, IS; Fall; M. Sarno

MUSC 115 Music and Film This course explores the history and development of film music along with theories of how music contributes to the meaning of moving images and narrative scenes. The primary focus of the course will be on film music in the U.S., but notable film scores from Europe and Asia will also be discussed. The film music history covers historical periods from the pre-cinematic Vaudeville era through the postmodern films of the early twenty-first century. Cross-cutting this chronological history will be discussion of film musicals as a separate genre. Ability to read music not required. 6 credits; LA, WR2; Winter; R. Rodman

MUSC 120 Introduction to Opera A survey of opera and its history with special emphasis on four major works, one each by Mozart, Bizet, Wagner, and Stravinsky. Operas will be studied through video presentation, listening, and readings. Librettos available in translation; ability to read music not required. 6 credits; LA, WR2; Not offered 2016-17

MUSC 121 Songs from Beethoven to Ben Folds This course will provide an overview of the song cycle genre from its beginning up to and including some popular albums. Our goal is to enhance listening and analytical skills through reading and listening assignments, in-class discussions, and analyses. Prerequisite: Ability to read music not required. 6 credits; LA, WR2; Not offered 2016-17

MUSC 122 Symphonies from Mozart to Mahler A survey of orchestral symphonies and related genres from the late eighteenth through the late nineteenth centuries with emphasis on the works of Mozart, Beethoven, Berlioz, Schubert, Schumann, Brahms, Mahler, and others. Symphonies will be studied through listening and readings; connections to other aspects of nineteenth-century European culture will be explored. Prerequisite: Ability to read music not required. 6 credits; LA, WR2; Not offered 2016-17

MUSC 126 America's Music A survey of American music with particular attention to the interaction of the folk, popular, and classical realms. No musical experience required. A one-credit trailing course, Ethics and Digital Ownership, PHIL 199, is available to interested students. 6 credits; WR2, LA, IDS; Winter; A. Flory

MUSC 128 Introduction to Conducting The course covers the fundamentals of conducting such as beat patterns, baton technique, score reading, cueing, fermatas, and releases. The class will function as an ensemble, with each student conducting short assignments as frequently as possible. Prerequisite: Ability to read music and active participation in a faculty conducted ensemble, or permission of instructor. 3 credits; ARP; Not offered 2016-17

MUSC 129 Rock on Record This course is devoted to deep listening and analysis of records illustrating the chief style trends and genres of rock's first three decades. During this period (1950s-1970s) popular music developed a new common language that bound together diverse stylistic and cultural elements through the medium of sound recording. We will trace the development of that language and its rhetorical elements through a series of guided listening projects. 6 credits; LA, IDS; Not offered 2016-17

MUSC 130 The History of Jazz A survey of jazz from its beginnings to the present day focusing on the performer/composers and their music. 6 credits; LA, WR2, IDS; Not offered 2016-17

MUSC 131 The Blues From the Delta to Chicago A history of the Delta blues and its influence on later blues and popular music styles, tracing its movement from the Mississippi Delta in the 1920s to Chess Records and the Chicago Blues of the 1940s and 50s (especially Howlin' Wolf and Muddy Waters). Music and musicians discussed will include the classic blues singers of the 1920s, early country music (Jimmie Rodgers), and the legacy of Robert Johnson. Issues of authenticity and "ownership" of both the music and its cultural legacy will also be discussed. The course involves readings, listening assignments, and some transcriptions of early recorded blues. No prerequisite, although the ability to read music is helpful. 6 credits; LA, IDS; Not offered 2016-17

MUSC 132 Golden Age of R and B A survey of rhythm and blues from 1945 to 1975, focusing on performers, composers, and the music industry. 6 credits; LA, WR2, IDS; Spring; A. Flory

MUSC 136 History of Rock A survey of rock and roll from its beginnings to the present day, focusing on the performers, composers and the music industry. 6 credits; LA, WR2, IDS; Fall; A. Flory

MUSC 140 Ethnomusicology: Local and Global in the World's Musical Cultures An introduction to the world's musical variety (including the study of musical genres, forms, instruments, and practices) and to ethnomusicology, the field dedicated to its study. We will examine traditional, popular, and even global genres, consider the relationships between sound, place, and cultural identity, and explore ethnomusicological theory and method. No previous musical experience is required. 6 credits; Not offered 2016-17

MUSC 141 Global Popular Music We will study the profusion of popular musics around the globe, and also music which has become global in its reach. Genres include reggae, bhangra, tango, salsa, huayno, highlife, filmi, Afrobeat, rai, soca, merengue, and soukous. Musics will be explored in their historical, political, and social contexts, with the goal of understanding both their sounds and their meanings. Students will engage multiple forms of ethnomusicological scholarship, develop critical listening skills, and learn to convey their growing understanding of musical elements in writing and oral presentation. No musical experience necessary. Not offered 2016-17

MUSC 150 Piano Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special reference to a composer's individual notation, technical challenges and stylistic interpretation. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; M. Widman, M. McCright, L. Fishman, N. Melville

MUSC 150J Piano (Juried) Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special reference to a composer's individual notation, technical challenges and stylistic interpretation. 1 credit; ARP; Fall, Winter, Spring; M. Widman, M. McCright, L. Fishman, N. Melville

MUSC 151 Voice A study of voice production, breathing, tone development, diction, and pronunciation. Selection (according to the individual voice) of Italian, German, French, and English songs of the Classic, Romantic, and Modern periods. Arias and songs from operas, oratorios, musical theater and popular songs from Western and non-Western traditions. In addition, one studio class per week. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; R. Penning, V. Vargas, P. Kent, B. Allen, L. Burnett

MUSC 151J Voice (Juried) A study of voice production, breathing, tone development, diction, and pronunciation. Selection (according to the individual voice) of Italian, German, French, and English songs of the Classic, Romantic, and Modern periods. Arias and songs from operas, oratorios, musical theater and popular songs from Western and non-Western traditions. In addition, one studio class per week. 1 credit; ARP; Fall, Winter, Spring; R. Penning, V. Vargas, P. Kent, B. Allen, L. Burnett

MUSC 152 Guitar Studies for the development of technique appropriate to the needs of the student. Music is chosen from all musical periods including folk picking, blues, ragtime, popular and classical styles. Students with no prior experience or lessons should take one term of class guitar (Music 197). 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; M. Kreitzer

MUSC 152J Guitar (Juried) Studies for the development of technique appropriate to the needs of the student. Music is chosen from all musical periods including folk picking, blues, ragtime, popular and classical styles. Students with no prior experience or lessons should take one term of class guitar (Music 197). 1 credit; ARP; Fall, Winter, Spring; M. Kreitzer

MUSC 155 Violin 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; M. Horozaniecki, L. Ericksen, H. Valdivia

MUSC 155J Violin (Juried) 1 credit; ARP; Fall, Winter, Spring; M. Horozaniecki, L. Ericksen, H. Valdivia

MUSC 156 Viola 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; M. Horozaniecki, L. Ericksen, H. Valdivia

MUSC 156J Viola (Juried) 1 credit; ARP; Fall, Winter, Spring; M. Horozaniecki, L. Ericksen, H. Valdivia

MUSC 157 Cello 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Z. Pelletier, T. Rosenberg

MUSC 157J Cello (Juried) 1 credit; ARP; Fall, Winter, Spring; Z. Pelletier, T. Rosenberg

MUSC 158 Classical String Bass The study of the acoustic string bass in the Classical style. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; C. Martin

MUSC 158J Classical String Bass (Juried) The study of the acoustic string bass in the Classical style. 1 credit; ARP; Fall, Winter, Spring; C. Martin

MUSC 159 Flute 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; M. Jamsa

MUSC 159J Flute (Juried) 1 credit; ARP; Fall, Winter, Spring; M. Jamsa

MUSC 160 Oboe 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; M. Klemp

MUSC 160J Oboe (Juried) 1 credit; ARP; Fall, Winter, Spring; M. Klemp

MUSC 161 Clarinet 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; N. Olsen

MUSC 161J Clarinet (Juried) 1 credit; ARP; Fall, Winter, Spring; N. Olsen

MUSC 162 Saxophone 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; G. Keel

MUSC 162J Saxophone (Juried) 1 credit; ARP; Fall, Winter, Spring; G. Keel

- MUSC 163 Bassoon 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; A. Pesavento
- MUSC 163J Bassoon (Juried) 1 credit; ARP; Fall, Winter, Spring; A. Pesavento
- MUSC 164 French Horn 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; G. Anderson
- MUSC 164J French Horn (Juried) 1 credit; ARP; Fall, Winter, Spring; G. Anderson
- MUSC 165 Trumpet 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; L. Deichert
- MUSC 165J Trumpet (Juried) 1 credit; ARP; Fall, Winter, Spring; L. Deichert
- MUSC 166 Trombone 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; R. Rodman
- MUSC 166J Trombone (Juried) 1 credit; ARP; Fall, Winter, Spring; R. Rodman
- MUSC 167 Tuba 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; R. Rodman
- MUSC 167J Tuba (Juried) 1 credit; ARP; Fall, Winter, Spring; R. Rodman
- MUSC 168 Orchestral Percussion Instruction on orchestral percussion instruments such as snare drum, mallets, and tympani. Equipment available for registered students. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Johnson
- MUSC 168J Orchestral Percussion (Juried) Instruction on orchestral percussion instruments such as snare drum, mallets, and tympani. Equipment available for registered students. 1 credit; ARP; Fall, Winter, Spring; J. Johnson
- MUSC 169 Harp Studies to develop technique and a varied selection of works from the Renaissance and Baroque periods. Works from the Romantic and Modern periods are also studied. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; E. Niemisto
- MUSC 169J Harp (Juried) Studies to develop technique and a varied selection of works from the Renaissance and Baroque periods. Works from the Romantic and Modern periods are also studied. 1 credit; ARP; Fall, Winter, Spring; E. Niemisto
- MUSC 170 Harpsichord 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Hall
- MUSC 170J Harpsichord (Juried) 1 credit; ARP; Fall, Winter, Spring; J. Hall
- MUSC 171 Organ Basic piano skills required. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Hall
- MUSC 171J Organ (Juried) Basic piano skills required. 1 credit; ARP; Fall, Winter, Spring; J. Hall
- MUSC 172 Oud Beginning through advanced study of the Arab oud. Previous musical experience is not necessary. Instruments are provided. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Y. Klein
- MUSC 172J Oud Beginning through advanced study of the Arab oud. Previous musical experience is not necessary. Instruments are provided. 1 credit; ARP; Fall, Winter, Spring; Y. Klein
- MUSC 174 Recorder 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; M. Krusemeyer
- MUSC 174J Recorder (Juried) 1 credit; ARP; Fall, Winter, Spring; M. Krusemeyer
- MUSC 175 Jazz Piano Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; L. Caviani

MUSC 175J Jazz Piano (Juried) Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. 1 credit; ARP; Fall, Winter, Spring; L. Caviani

MUSC 176 Electric & Acoustic Bass The study of either electric bass guitar or acoustic string bass in all contemporary styles including rock, jazz, pop, rap, and reggae. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; T. Schilling

MUSC 176J Electric & Acoustic Bass (Juried) The study of either electric bass guitar or acoustic string bass in all contemporary styles including rock, jazz, pop, rap, and reggae. 1 credit; ARP; Fall, Winter, Spring; T. Schilling

MUSC 177 Jazz and Blues Guitar Study of chord voicings, accompanimental techniques, and solo guitar performance in the jazz idiom. Prerequisites: previous study of guitar and the ability to read music, or the permission of the instructor. Students must provide their own instruments. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Z. Harris

MUSC 177J Jazz and Blues Guitar (Juried) Study of chord voicings, accompanimental techniques, and solo guitar performance in the jazz idiom. Prerequisites: previous study of guitar and the ability to read music, or the permission of the instructor. Students must provide their own instruments. 1 credit; ARP; Fall, Winter, Spring; Z. Harris

MUSC 178 Drum Set Instruction Drum Set Instruction on/in jazz and popular drumming styles which use the standard drum set. Equipment available for registered students. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Johnson

MUSC 178J Drum Set Instruction (Juried) Drum Set Instruction on/in jazz and popular drumming styles which use the standard drum set. Equipment available for registered students. 1 credit; ARP; Fall, Winter, Spring; J. Johnson

MUSC 179 Jazz Improvisation The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; L. Caviani

MUSC 179J Jazz Improvisation (Juried) The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. 1 credit; ARP; Fall, Winter, Spring; L. Caviani

MUSC 180 Raga: Vocal or Instrumental Study of Hindustani Music Beginning, intermediate, and advanced students of voice, guitar, violin, flute, clarinet, etc., approach raga from their current level of musicianship. In all cases, traditional practical instruction is complemented by some theoretical and philosophical exploration of the underpinnings of the music. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; D. Whetstone

MUSC 180J Raga: Vocal or Instrumental Study of Hindustani Music Beginning, intermediate, and advanced students of voice, guitar, violin, flute, clarinet, etc., approach raga from their current level of musicianship. In all cases, traditional practical instruction is complemented by some theoretical and philosophical exploration of the underpinnings of the music. 1 credit; ARP; Fall, Winter, Spring; D. Whetstone

MUSC 181 Sitar Beginning through advanced study of sitar in the gayaki ang style of Ustad Vilayat Khan. Previous musical experience is not necessary. Sitar is provided. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; D. Whetstone

MUSC 181J Sitar (Juried) Beginning through advanced study of sitar in the gayaki ang style of Ustad Vilayat Khan. Previous musical experience is not necessary. Sitar is provided. 1 credit; ARP; Fall, Winter, Spring; D. Whetstone

MUSC 182 Chinese Musical Instruments Beginning through advanced study on traditional Chinese instruments, pipa (Chinese lute), erhu (Chinese violin), guzheng (Chinese zither), zhongruan (Chinese moon guitar), hulusi, bawu and dizi (Chinese bamboo flutes). 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; G. Hong

MUSC 182J Chinese Musical Instruments (Juried) Beginning through advanced study on traditional Chinese instruments, pipa (Chinese lute), erhu (Chinese violin), guzheng (Chinese zither), zhongruan (Chinese moon guitar), hulusi, bawu and dizi (Chinese bamboo flutes). 1 credit; ARP; Fall, Winter, Spring; G. Hong

MUSC 183 Ethnic Drumming Instruction Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanaian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Johnson

MUSC 183J Ethnic Drumming Instruction (Juried) Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanaian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. 1 credit; ARP; Fall, Winter, Spring; J. Johnson

MUSC 184 American Folk Instruments Beginning to advanced study of technique and improvisational styles on American folk instruments. Students may study 5-string banjo (bluegrass or clawhammer style), bluegrass guitar, Dobro®, fiddle (violin, viola, cello), bass, ukulele, mandolin, mandola or mandocello. 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 credit; S/CR/NC; ARP; Fall, Winter, Spring; M. Kreitzer

MUSC 184J American Folk Instruments (Juried) Beginning to advanced study of technique and improvisational styles on American folk instruments. Students may study 5-string banjo (bluegrass or clawhammer style), bluegrass guitar, Dobro®, fiddle (violin, viola, cello), bass, ukulele, mandolin, mandola or mandocello. 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 credit; ARP; Fall, Winter, Spring; M. Kreitzer

MUSC 185 Carleton Choir: Bella Cantemus The Carleton Choir, the cornerstone of the choral program, is a select mixed chorus of Carleton students. Each term, the ensemble presents a concert of short and extended works from the large bodies of classical, ethnic and cultural repertoires, including works for mixed, treble and tenor-bass voices. Concerts are sometimes repeated off campus. Students must have good vocal skills, music reading ability, and a high degree of interest in performing quality choral music. Admission is by audition. Prerequisite: Audition. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; L. Burnett

MUSC 185 Carleton Choir: Men's Chorus The Carleton Choir, the cornerstone of the choral program, is a select mixed chorus of Carleton students. Each term, the ensemble presents a concert of short and extended works from the large bodies of classical, ethnic and cultural repertoires, including works for mixed, treble and tenor-bass voices. Concerts are sometimes repeated off campus. Students must have good vocal skills, music reading ability, and a high degree of interest in performing quality choral music. Admission is by audition. Prerequisite: Audition. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; L. Burnett

MUSC 186 Carleton Singers The Carleton Singers is a small, highly select vocal group dedicated to performing a cappella choral music of all periods and styles. The Singers comprise the core of the Carleton Choir. Membership is offered to students who demonstrate exceptional vocal and musical skills. The need to balance all parts (Soprano, Alto, Tenor and Bass) dictates the size of the ensemble. With few exceptions, membership is for the full year. Admission by audition and concurrent registration in Music 185 are required. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring

MUSC 187 Carleton Orchestra The Carleton Orchestra performs large symphonic masterpieces, such as Beethoven, Stravinsky and Bernstein. Concerti with students and faculty soloists, and smaller works for string and wind ensembles are also performed. Occasional sight-reading sessions. Admission by audition. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; H. Valdivia

MUSC 188 Carleton Chinese Music Ensemble The ensemble will use indigenous instruments and a Chinese approach to musical training in order to learn and perform music from China. Prerequisite: Previous experience in a music ensemble, Chinese Musical instruments or instructor permission. 1 credit; S/CR/NC; ARP, IS; Fall, Winter, Spring; G. Hong

MUSC 189 Carleton Symphony Band The Carleton Symphony Band performs music selected from the standard repertory, including compositions by Holst, Grainger, Nelybel, and Sousa. Regular sight-reading sessions. Admission by audition. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; C. Larson, R. Rodman

MUSC 190 Carleton Jazz Ensemble The Carleton Jazz Ensemble's focus is on improvisation and the fusion between jazz, rock, funk, and Latin influences. There is no predetermined instrumentation. Rather, the ensemble's size and instrumentation vary each term. String players, vocalists, and any brass or woodwind instrumentalists are welcome to register. The ensemble performs once each term. Prerequisite: Admission by audition. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; L. Caviani

MUSC 191 Karimba Ensemble This ensemble focuses on the 15-key Shona (Zimbabwe) karimba (sometimes called a "thumb piano"). Beginning students learn the fundamentals of solo and group playing on the karimba. No musical training or experience is necessary. 1 credit; S/CR/NC; ARP, IS; Fall, Winter, Spring

MUSC 192 West African Drum Ensemble The ensemble will use indigenous instruments and an African approach to musical training in order to learn and perform rhythms and songs from West Africa. Prerequisite: Music 199 and/or instructor permission. 1 credit; S/CR/NC; ARP, IS; Fall, Winter, Spring; J. Johnson

MUSC 193 Mbira Ensemble An ensemble of 22-key Shona (Zimbabwe) mbira dza vadzimu. Playing techniques, improvisational practices, and traditional repertoire will be taught. No previous musical experience required. 1 credit; ARP, IS; Not offered 2016-17

MUSC 194 Chamber Music Small groups, formed by at least three students, will participate in the study and performance of keyboard and instrumental chamber music, non-western, or small jazz ensemble repertory, coached weekly by music faculty. Students must be registered and may not audit or participate in more than one group. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Z. Pelletier, H. Valdivia, J. Johnson, G. Hong, L. Ericksen, G. Anderson, N. Melville

MUSC 195 Jubilee Singers The ensemble explores chants, spirituals and gospel music from the African-American communal singing tradition. Music reading skills are not required. A placement hearing is required to assess student's ability to match pitch and be assigned to a voice part. Prerequisite: A placement hearing. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; L. Burnett

MUSC 195 Opera Workshop Opera Workshop (MUSC 195.04) develops the vocal skills, acting, and technique needed for the demanding roles and musical styles of fully-staged productions, as well as smaller scenes (highlights) of musicals and operas. Winter 2015: Vilia - The Jukebox Recital. Prerequisite: Placement hearing. 1 credit; ARP; Not offered 2016-17

MUSC 197 Class Guitar An introduction to classical and folk guitar: styles, chords and music notation for persons with little or no previous music instruction. Special fee: \$85. Not to be taken concurrently with Music 152 or 252 (Guitar). 1 credit; 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: \$85. 1 credit; S/CR/NC; ARP; Fall, Winter, 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 or 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: Music 110 or Music 200, or instructor permission. Not offered 2016-17

MUSC 208 Computer Music and Sound This course will survey computer techniques for analyzing, synthesizing, manipulating and creating musical sounds. We'll study the basic components of digital sound: waveforms, oscillators, envelopes, delay lines, and filters. We'll analyze and modify sounds using the Fast Fourier Transform (FFT). We'll study several methods of sound synthesis and create and play original music using open source computer music languages. Course projects will include real-time performances on multiple computers using video game controllers. 6 credits; ARP; Spring; A. Mazzariello

MUSC 210 Medieval and Renaissance Music A study of the most characteristic forms of music from 800 to 1600 in the western tradition. Prerequisite: the ability to read music. 6 credits; LA, WR2; Not offered 2016-17

MUSC 211 Baroque and Classical Music An examination of western art music of the seventeenth and eighteenth centuries, including Monteverdi, Bach, Handel, Haydn, Mozart and Beethoven. Prerequisite: Music 200 or consent of the instructor. 6 credits; LA, WR2; Not offered 2016-17

MUSC 215 Music Theater in America This course outlines the history of the musical from Tin Pan Alley, through the golden age of Broadway with Rodgers and Hammerstein, to the current sensation "Hamilton," passing through the works of Stephen Sondheim. We will study the development of this hybrid genre by considering musical elements such as form, instrumentation, and harmony as well as dramatic, choreographic, and staging components. Additionally, social questions such as the representation of women and minority cultures, as they concern the works themselves and their audiences, will guide our readings and class discussion. Ability to read music not required. 6 credits; LA, WR2, IDS; Fall; M. Sarno

MUSC 220 Composition Studio This course focuses on creating new music, through several exercises as well as a substantial term composition. Class meetings reinforce key concepts, aesthetic trends, and compositional techniques, as well as provide opportunities for group feedback on works in progress. Individual instruction focuses on students' own creative work in depth and detail. Prerequisite: Music 110, 204, or 117, or instructor permission. 6 credits; ARP; Winter; A. Mazzariello

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. A grade of C- or better must be earned in both Music 227

and 228 to satisfy the LS requirement. Prerequisite: A previous course in Music or Psychology, or instructor permission; Concurrent registration in Music 228. 6 credits; QRE, LS; 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. A grade of C- or better must be earned in both Music 227 and 228 to satisfy the LS requirement. Prerequisite: Concurrent registration in Music 228. 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; Not offered 2016-17

MUSC 244 Music in Social Movements We'll consider the role of music in a variety of social movements, including the labor, civil rights, gay rights, and anti-war movements, the anti-nuclear and environmental movements, the American Indian Movement, the Black Arts movement, Rastafari, the Jesus Movement, the Arab Spring, Nueva Canción, and Black Lives Matter. How, specifically, is music instrumental in social change? What musical choices are made, and by whom? How are new musics made, and old musics repackaged, to help mobilize social movements and create collective identity? We'll approach these questions through focused listening and through the work of diverse scholars and participants. No musical experience required. Not offered 2016-17

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; IS, ARP; Winter; M. Russell

MUSC 247 The U.S. Folk Music Revival We'll consider the historical basis of musical style, the role of recorded music, the social construction of a "folk music" milieu, and explore the music of Pete Seeger, Woody Guthrie, Phil Ochs, Bob Dylan, Joan Baez, among others. No musical experience necessary; you need not read musical notation. Includes one day per week of applied instruction: Section 1 (beginning folk guitar--instruments provided) if you have no guitar experience; Section 2 (folk workshop --provide your own instruments) if you have one year or more experience on guitar, banjo, fiddle, mandolin, ukelele, Dobro, viola, cello, or bass. 6 credits; ARP, WR2, IDS; Winter; M. Russell

MUSC 248 Music of India This course focuses on the classical Hindustani and Carnatic music traditions of North and South India, with briefer coverage of folk and popular traditions, including Bollywood/film music. We will consider the historical and cultural contexts of several genres, reading the work of scholars from various disciplines, and studying relevant audio and video. Students will learn rudimentary theory of Indian classical music, understand its twentieth and twenty-first century developments, and develop listening skills to enable recognition of major genres, styles, and artists. One day a week will be devoted to applied study of Indian vocal raga. No musical background required. 6 credits; ARP, IS; Not offered 2016-17

MUSC 250 Piano Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special

reference to a composer's individual notation, technical challenges and stylistic interpretation. Music 250 is intended for the advanced piano student: permission of instructor is required. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; M. Widman, M. McCright, L. Fishman, N. Melville

MUSC 250J Piano (Juried) Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special reference to a composer's individual notation, technical challenges and stylistic interpretation. Music 250 is intended for the advanced piano student: permission of instructor is required. 2 credits; ARP; Fall, Winter, Spring; M. Widman, M. McCright, L. Fishman, N. Melville

MUSC 251 Voice A study of voice production, breathing, tone development, diction, and pronunciation. Selection (according to the individual voice) of Italian, German, French, and English songs of the Classic, Romantic, and Modern periods. Arias and songs from operas, oratorios, musical theater and popular songs from Western and non-Western traditions. In addition, one studio class per week. Prerequisite: Music 151 or permission of the instructor. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; R. Penning, V. Vargas, P. Kent, B. Allen, L. Burnett

MUSC 251J Voice (Juried) A study of voice production, breathing, tone development, diction, and pronunciation. Selection (according to the individual voice) of Italian, German, French, and English songs of the Classic, Romantic, and Modern periods. Arias and songs from operas, oratorios, musical theater and popular songs from Western and non-Western traditions. In addition, one studio class per week. Prerequisite: Music 151 or permission of the instructor. 2 credits; ARP; Fall, Winter, Spring; R. Penning, V. Vargas, P. Kent, B. Allen, L. Burnett

MUSC 252 Guitar Studies for the development of technique appropriate to the needs of the student. Music is chosen from all musical periods including folk picking, blues, ragtime, popular and classical styles. Students with no prior experience or lessons should take one term of class guitar (Music 197). Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; M. Kreitzer

MUSC 252J Guitar (Juried) Studies for the development of technique appropriate to the needs of the student. Music is chosen from all musical periods including folk picking, blues, ragtime, popular and classical styles. Students with no prior experience or lessons should take one term of class guitar (Music 197). Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; M. Kreitzer

MUSC 255 Violin Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; M. Horozaniecki, L. Ericksen, H. Valdivia

MUSC 255J Violin (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; M. Horozaniecki, L. Ericksen, H. Valdivia

MUSC 256 Viola Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; M. Horozaniecki, L. Ericksen, H. Valdivia

MUSC 256J Viola (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; M. Horozaniecki, L. Ericksen, H. Valdivia

MUSC 257 Cello Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Z. Pelletier, T. Rosenberg

MUSC 257J Cello (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Z. Pelletier, T. Rosenberg

MUSC 258 Classical String Bass The study of the acoustic string bass in the Classical style. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; C. Martin

- MUSC 258J Classical String Bass (Juried) The study of the acoustic string bass in the Classical style. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; C. Martin
- MUSC 259 Flute Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; M. Jamsa
- MUSC 259J Flute (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; M. Jamsa
- MUSC 260 Oboe Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; M. Klemp
- MUSC 260J Oboe (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; M. Klemp
- MUSC 261 Clarinet Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; N. Olsen
- MUSC 261J Clarinet (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; N. Olsen
- MUSC 262 Saxophone Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; G. Keel
- MUSC 262J Saxophone (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; G. Keel
- MUSC 263 Bassoon Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; A. Pesavento
- MUSC 263J Bassoon (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; A. Pesavento
- MUSC 264 French Horn Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; G. Anderson
- MUSC 264J French Horn (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; G. Anderson
- MUSC 265 Trumpet Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; L. Deichert
- MUSC 265J Trumpet (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; L. Deichert
- MUSC 266 Trombone Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; R. Rodman
- MUSC 266J Trombone (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; R. Rodman
- MUSC 267 Tuba Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; R. Rodman
- MUSC 267J Tuba (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; R. Rodman
- MUSC 268 Orchestral Percussion Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; J. Johnson
- MUSC 268J Orchestral Percussion (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; J. Johnson
- MUSC 269 Harp Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; E. Niemisto
- MUSC 269J Harp (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; E. Niemisto
- MUSC 270 Harpsichord Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; J. Hall
- MUSC 270J Harpsichord (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; J. Hall
- MUSC 271 Organ Basic piano skills required. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; J. Hall

MUSC 271J Organ (Juried) Basic piano skills required. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; J. Hall

MUSC 272J Oud Advanced study of the Arab oud. Instruments are provided. Instructor's permission required. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Y. Klein

MUSC 272 Oud Advanced study of the Arab oud. Instruments are provided. Instructor's permission required. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Y. Klein

MUSC 274 Recorder Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; M. Krusemeyer

MUSC 274J Recorder (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; M. Krusemeyer

MUSC 275 Jazz Piano Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; L. Caviani

MUSC 275J Jazz Piano (Juried) Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; L. Caviani

MUSC 276 Electric & Acoustic Bass The study of either electric bass guitar or acoustic string bass in all contemporary styles including rock, jazz, pop, rap, and reggae. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; T. Schilling

MUSC 276J Electric & Acoustic Bass (Juried) The study of either electric bass guitar or acoustic string bass in all contemporary styles including rock, jazz, pop, rap, and reggae. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; T. Schilling

MUSC 277J Jazz & Blues Guitar (Juried) Study of chord voicings, accompanimental techniques, and solo guitar performance in the jazz idiom. Prerequisites: previous study of guitar and the ability to read music, or the permission of the instructor. Students must provide their own instruments. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Z. Harris

MUSC 277 Jazz and Blues Guitar Study of chord voicings, accompanimental techniques, and solo guitar performance in the jazz idiom. Prerequisites: previous study of guitar and the ability to read music, or the permission of the instructor. Students must provide their own instruments. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Z. Harris

MUSC 278 Drum Set Instruction Drum Set Instruction on/in jazz and popular drumming styles which use the standard drum set. Equipment available for registered students. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; J. Johnson

MUSC 278J Drum Set Instruction (Juried) Drum Set Instruction on/in jazz and popular drumming styles which use the standard drum set. Equipment available for registered students. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; J. Johnson

MUSC 279 Jazz Improvisation The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; L. Caviani

MUSC 279J Jazz Improvisation (Juried) The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; L. Caviani

MUSC 280 Raga: Vocal or Instrumental Study of Hindustani Music Beginning, intermediate, and advanced students of voice, guitar, violin, flute, clarinet, etc., approach raga from their current level of musicianship. In all cases, traditional practical instruction is complemented by some theoretical and philosophical exploration of the underpinnings of the music. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; D. Whetstone

MUSC 280J Raga:Voc/Instr Study Hindustani (Juried) Beginning, intermediate, and advanced students of voice, guitar, violin, flute, clarinet, etc., approach raga from their current level of musicianship. In all cases, traditional practical instruction is complemented by some theoretical and philosophical exploration of the underpinnings of the music. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; D. Whetstone

MUSC 281 Sitar Beginning through advanced study of sitar in the gayaki ang style of Ustad Vilayat Khan. Previous musical experience is not necessary. Sitar is provided. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; D. Whetstone

MUSC 281J Sitar (Juried) Beginning through advanced study of sitar in the gayaki ang style of Ustad Vilayat Khan. Previous musical experience is not necessary. Sitar is provided. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; D. Whetstone

MUSC 282 Chinese Musical Instruments Beginning through advanced study on traditional Chinese instruments, pipa (Chinese lute), erhu (Chinese violin), guzheng (Chinese zither), zhongruan (Chinese moon guitar), hulusi, bawu and dizi (Chinese bamboo flutes). Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; G. Hong

MUSC 282J Chinese Musical Instruments (Juried) Beginning through advanced study on traditional Chinese instruments, pipa (Chinese lute), erhu (Chinese violin), guzheng (Chinese zither), zhongruan (Chinese moon guitar), hulusi, bawu and dizi (Chinese bamboo flutes). Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; G. Hong

MUSC 283 Ethnic Drumming Instruction Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanaian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; J. Johnson

MUSC 283J Ethnic Drumming Instruction (Juried) Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanaian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; J. Johnson

MUSC 284J American Folk Instrument (Juried) Beginning to advanced study of technique and improvisational styles on American folk instruments. Students may study 5-string banjo (bluegrass or clawhammer style), bluegrass guitar, Dobro®, fiddle (violin, viola, cello), bass, ukulele, mandolin, mandola or mandocello. 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. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; M. Kreitzer

MUSC 284 American Folk Instruments Beginning to advanced study of technique and improvisational styles on American folk instruments. Students may study 5-string banjo (bluegrass or clawhammer style), bluegrass guitar, Dobro®, fiddle (violin, viola, cello), bass, ukulele, mandolin, mandola or mandocello. 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. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; M. Kreitzer

MUSC 285J Composition (Juried) Individual instruction focusing on the student's original compositions. Course work includes the study of compositional techniques, analysis of relevant works, and computer/MIDI/synthesizer technologies. The course is particularly directed toward the major who wishes to pursue the composition option in the Senior Integrative Exercise. Prerequisite: Music 220 or instructor permission. 1 credit; ARP; Fall, Winter, Spring; A. Mazzariello

MUSC 286J Composition (Juried) Individual instruction focusing on the student's original compositions. Course work includes the study of compositional techniques, analysis of relevant works, and computer/MIDI/synthesizer technologies. The course is particularly directed toward the major who wishes to pursue the composition option in the Senior Integrative Exercise. Prerequisite: Music 220 or instructor permission. 2 credits; ARP; Fall, Winter, Spring; A. Mazzariello

MUSC 299 Recital A public music recital of a minimum of thirty minutes of solo performance (some chamber music may be included). Students enrolling in 299 do so in lieu of registering for applied lessons; 299 includes nine one-hour lessons. Prerequisite: completed recital form and permission of the Music Department the term prior to the recital. Fees and financial aid for 299 are the same as for two-credit applied lessons. 2 credits; ARP; Fall, Winter, Spring; L. Ericksen, B. Allen, L. Caviani, N. Melville, M. McCright, M. Horozaniecki, R. Penning

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; Not offered 2016-17

MUSC 304 Songwriters and Songwriting This course combines analysis of popular songs from various idioms with practical songwriting workshops. Songs from Tin Pan Alley to rock will serve as models illustrating principles of musical design and lyric writing. These, in turn, will inform students' creative efforts developed through a series of writing assignments leading ultimately to original songs. 6 credits; ARP; Not offered 2016-17

MUSC 305 Seminar in American Music A research seminar addressing issues in American Music with rotating topics. This course will allow students to build upon previous studies of American Music in a focused seminar environment. Bibliographic tools, historical artifacts, and critical readings will comprise course texts. Students will present short regular written reports in preparation for a research paper on a topic chosen in consultation with the instructor. Prerequisite: Music 130. 3 credits; LA; Spring; R. Rodman

MUSC 306 Seminar in American Music A research seminar addressing issues in American Music with rotating topics. This course will allow students to build upon previous studies of American Music in a focused seminar environment. Bibliographic tools, historical artifacts, and critical readings will comprise course texts. Students will present short regular written reports in preparation for a research paper on a topic chosen in consultation with the instructor. Prerequisite: Music 126. 6 credits; NE, WR2, IDS; Winter; A. Flory

**MUSC 307 Music in Childhood, Youth, and Adolescent Culture** A research seminar exploring children, youth, and adolescents as learners, creators, listeners, users, and critics of music. Using music drawn from diverse areas (roughly half of the United States), and scholarship from various disciplines, we will examine repertoires, practices, and beliefs. Students will conduct original research, sharing regular updates, and will complete a research paper and presentation, choosing a topic in consultation with the instructor. No specific previous experience (including musical) is required. An economics major might explore children's concert ticket pricing; an educational studies concentrator the history of music pedagogy. Many different kinds of research are appropriate, including fieldwork, the use of archival materials, and quantitative analysis. 6 credits; Not offered 2016-17

**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 204 or instructor permission. 6 credits; LA, WR2; Not offered 2016-17

**MUSC 332 Motown** A research-based course focused on the people, music, and cultural contributions of the Motown Record Company from its antecedents throughout the mid-1980s. *Prerequisite:* The ability to read music and a previous music course, or permission of the instructor. 6 credits; LA, WR2, IDS; Not offered 2016-17

**MUSC 333 The Beatles** A critical examination of the music and cultural impact of the Beatles. Students will engage with primary and secondary materials relating to the music of the Beatles, perform basic musical analyses, and participate in class presentations. The course will conclude with a research paper. Prerequisite: Ability to read music and previous music course, or instructor permission. 6 credits; LA, WR2; Not offered 2016-17

**MUSC 400 Integrative Exercise Required** of senior majors. The integrative exercise may be fulfilled by completion of a significant composition, performance, or research-paper project. Students who wish to fulfill Music 400 with such projects must meet department-specified qualifying criteria. 1-6 credit; S/NC; Fall, Winter, Spring

## Neuroscience Concentration

### Requirements for the Concentration

#### Core Courses:

There are four courses that are required as part of the concentration, including the capstone seminar. Only one of Biology 125 or 126 can be applied. Psychology 216 also requires completion of Psychology 217. Applicable courses are listed below:

(AP Biology does not count)

- BIOL 125 Genes, Evolution, and Development
- BIOL 125 Genes, Evolution, and Development: A Problem Solving Approach
- BIOL 126 Energy Flow in Biological Systems
- BIOL 386 Neurobiology
- PSYC 216 Behavioral Neuroscience
- PSYC 217 Laboratory Research Methods in Behavioral Neuroscience

#### Capstone:

- NEUR 395 Neuroscience Capstone Seminar

## Electives:

Students must take three elective courses. Among these, students must choose at least one course directly related to *neuroscience* and at least one that is *related* and relevant to the field. It is important to note that the *third elective must be outside the student's major*. See Neuroscience webpage to see which courses will complete which requirement.

- BIOL 240 Genetics
- BIOL 252 Environmental Animal Physiology
- BIOL 332 Human Physiology
- BIOL 333 Human Physiology Laboratory
- BIOL 342 Animal Developmental Biology
- BIOL 343 Animal Developmental Biology Laboratory
- BIOL 368 Seminar: Developmental Neurobiology (not offered in 2016-17)
- BIOL 379 Seminar: Behavioral Genetics (not offered in 2016-17)
- CS 254 Computability and Complexity
- CS 321 Artificial Intelligence
- LING 265 Language and Brain (not offered in 2016-17)
- MUSC 227 Perception and Cognition of Music
- PSYC 218 Hormones and Behavior
- PSYC 220 Sensation and Perception (not offered in 2016-17)
- PSYC 221 Laboratory Research Methods in Sensation and Perception (not offered in 2016-17)
- PSYC 260 Health Psychology (not offered in 2016-17)
- PSYC 263 Sleep and Dreaming (not offered in 2016-17)
- PSYC 267 Clinical Neuroscience (not offered in 2016-17)
- PSYC 318 Psychopharmacology
- PSYC 366 Cognitive Neuroscience
- PSYC 369 Neurochemistry of Love and Sex (not offered in 2016-17)
- PSYC 371 Evolutionary and Developmental Trends in Cognition (not offered in 2016-17)
- PSYC 379 Child and Adolescent Psychiatry

NEUR 395 Neuroscience Capstone Seminar This capstone seminar will cover current approaches and techniques in the field of neuroscience. Guest speakers and Carleton faculty in neuroscience and related areas will present their research. 3 credits; S/CR/NC; NE; Spring; M. Rand, J. Wolff, L. Wichlinski, J. Neiworth, S. Meerts

## Philosophy

Philosophy asks and attempts to answer questions about the nature of reality and our knowledge about it, moral goodness, justice, beauty and freedom. In the context of liberal arts, we help students develop critical thinking skills by focusing on argument construction and analysis. We offer a range of courses in traditional areas of philosophy, such as epistemology and ethics, as well as courses in history of philosophy and applied philosophy.

Our courses, except for the comps, are open to both majors and non-majors, although some upper level courses may require prior exposure to philosophy.

### Requirements for a Major

Sixty-nine credits in philosophy, including:

## 1. Core Courses (24 credits)

- PHIL 210 Logic
- PHIL 213 Ethics
- PHIL 270 Ancient Greek Philosophy *or*
- PHIL 271 Tragedy, Myth and Philosophy (not offered 2016-17)
- PHIL 272 Early Modern Philosophy

**2. Theoretical Philosophy Area Requirement** (6 credits) Theoretical philosophy courses include, but are not limited to, courses that predominantly cover themes from metaphysics, epistemology, the philosophy of language, the philosophy of science, logic, or the philosophy of mind.

One course at or above 200-level in *theoretical philosophy* (6 credits)

- PHIL 211 Being, Time and Identity
- PHIL 212 Epistemology
- PHIL 223 Philosophy of Language (not offered in 2016-17)
- PHIL 225 Philosophy of Mind (not offered in 2016-17)
- PHIL 226 Love and Friendship (not offered in 2016-17)
- PHIL 228 Heaps of Liars: Logic, Language, and Metaphysics (not offered in 2016-17)
- PHIL 235 Analytic Philosophy's Greatest Hits (not offered in 2016-17)
- PHIL 236 Philosophy of Mathematics: Methodology and Practice
- PHIL 243 Animal Ethics: The Moral Status of Animals
- PHIL 245 Cosmology and Ethics: Philosophical Visions (not offered in 2016-17)
- PHIL 251 Philosophy of Science
- PHIL 274 Existentialism (not offered in 2016-17)
- PHIL 301 Irrationality (not offered in 2016-17)
- PHIL 372 Kant's Critique of Pure Reason (not offered in 2016-17)

**3. Practical Philosophy/Value Theory Area Requirement** (6 credits). Practical Philosophy/Value Theory courses include, but are not limited to, courses that predominantly cover themes from ethics, political philosophy, social philosophy, or aesthetics.

One course at or above 200-level in *practical philosophy/value theory* (6 credits)

- PHIL 221 Philosophy of Law (not offered in 2016-17)
- PHIL 222 Topics in Medical Ethics
- PHIL 226 Love and Friendship (not offered in 2016-17)
- PHIL 227 Philosophy with Children
- PHIL 229 Philosophy of Film and Emotion (not offered in 2016-17)
- PHIL 231 Punishment and Imprisonment (not offered in 2016-17)
- PHIL 232 Social and Political Philosophy
- PHIL 243 Animal Ethics: The Moral Status of Animals

## 4. Advanced Courses and Integrative Exercise (21 credits)

- PHIL Advanced Courses (12 credits in Philosophy at the 300-level, excluding PHIL 399)
- PHIL 399 Senior Thesis (6 credits)
- PHIL 400 Integrative Exercise (3 credits)

Courses cannot be double counted to meet more than one of the above requirements. That is, if a student takes a 395 Advanced Seminar in the philosophy of mind, it cannot count as *both* a theoretical philosophy distribution requirement (#2 above) *and* an advanced seminar.

No more than six credits at the 100-level counts toward the major.

Depending on each student's individual educational goals, up to one course from another department can count toward the major. This is done in consultation with the chair of Philosophy.

### Philosophy Courses

**PHIL 100 Family Values: The Ethics of Being a Family** Everyone has a family of one kind or another. Whether you love them, hate them, or both at the same time, your family has played a huge role in making you the person you are. That fact raises all kinds of interesting philosophical questions such as: what limits should there be on how parents shape their kids' lives and values? Are there demands of justice that are in tension with the way families are "normally" constituted? What duties do parents have to their children and vice versa? And what makes a person someone else's parent or child in the first place--genetics, commitment, convention? This course will explore all these questions and more. 6 credits; AI, WR1; Fall; D. Groll

**PHIL 100 Science, Faith and Rationality** This seminar will introduce the student to the study of philosophy through a consideration of various epistemic and metaphysical issues surrounding science and religion. What distinguishes scientific inquiry from other areas of inquiry: Its subject matter, its method of inquiry, or perhaps both? How does scientific belief differ from religious belief, in particular? Is the scientist committed to substantive metaphysical assumptions? If so, what role do these assumptions play in scientific investigation and how do they differ from religious dogma (if they do)? Our exploration of these questions will involve the consideration of both classic and contemporary philosophical texts. 6 credits; AI, WR1; Fall; J. Decker

**PHIL 112 Mind, Matter, Consciousness** According to a common view of the mind, mental states are nothing more than states of the brain. There are certain features of human intellection, subjective experience, and action which have prompted some philosophers to argue that human mental activity is not reducible to brain activity. Some have gone on to argue that the human mind is immaterial and capable of surviving the death of the body. We will examine variants of these views as well as objections to them, reading selections from such historical figures as Plato, Aristotle, and Descartes, and such contemporary philosophers as Churchland, Nagel, and Searle. 6 credits; HI, WR2; Winter; A. Moltchanova

**PHIL 115 Skepticism, God, and Ethical Dilemmas** If I can't rule out that I'm dreaming, does it follow that I don't know that I'm in Minnesota right now? Are there sound arguments establishing either the existence or non-existence of God? If I can divert a train from one track to another so that only one person loses her life instead of five, am I morally required to do so? In this course we will address questions concerning skepticism, God, and moral dilemmas, and explore some of their interrelations. We will pay close attention to issues of philosophical methodology along the way. 6 credits; HI, WR2; Fall; D. Marshall

**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 phys ed 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; Not offered 2016-17; J. Decker

PHIL 117 Philosophical Problems: Mind, Free Will and Morality What is knowledge, and can we know anything at all? What is the mind, and how is it related to the body? What is consciousness? Is there free will? Are there universal moral truths, or is morality subjective? In this introduction to perennial philosophical questions (as well as the goals and methods of philosophy) we will read contemporary and historical philosophical texts. 6 credits; HI, WR2, IS; Not offered 2016-17

PHIL 118 Ancient Philosophy as a Way of Life: East and West How do we live good human lives? How does our individual happiness relate to familial, social and political flourishing? How can we best integrate the various parts of ourselves (and our societies)? What is worth pursuing, and how should we go about pursuing what we pursue? Through an exploration of ancient Greek, Roman and Chinese texts as diverse as Plato's *Philebus*, Seneca's letters and Confucius's *Analects*, we will explore these and other questions, with special emphasis on philosophy as a way of life. How did the ancients "live philosophically," and how might we? 6 credits; HI, IS; Spring; S. Jansen

PHIL 119 Life and Death Considered in the context of the universe humankind seems vanishingly insignificant. The entire history of humankind is but a blip on the map of space and time. Moreover, each of our lives is a blip on that blip. So what is the point of it all? In this course, we will look at the notion of "meaning" as it relates to human life, the universe, and the existence of God; whether death is something we should be afraid of; and the connections, if any, between happiness, morality and meaning. 6 credits; HI, WR2; Not offered 2016-17

PHIL 198 CRISPR and You CRISPR is a new genetic engineering technology that, according to a recent article in Gizmodo, "allows scientists to edit genomes with unprecedented precision, efficiency, and flexibility." While offering the promise of revolutionary medical breakthroughs, CRISPR also raises all kinds of knotty ethical issues. The purpose of this discussion course is to understand how CRISPR works and to get to the bottom of some of the ethical issues. Prerequisite: Concurrent registration in Biology 234 or 240 required. 1 credit; NE; Not offered 2016-17

PHIL 199 Ethics and Digital Ownership That song you were listening to last night: how did you get it? Did you buy it? Download it? Legally? Illegally? This course will meet five times throughout the term to discuss Stephen Witt's "How Music Got Free: The End of an Industry, the Turn of the Century, and the Patient Zero of Piracy." Our discussion will focus not only on the story of how the music industry was transformed by piracy over the last twenty years, but also what that transformation means for us as consumers: are we obligated to get our music in some ways and not in others? Prerequisite: Concurrent registration in Music 126 or 136. 1 credit; NE; Not offered 2016-17

PHIL 210 Logic The study of formal logic has obvious and direct applicability to a wide variety of disciplines (including mathematics, computer science, linguistics, philosophy, cognitive science, and many others). Indeed, the study of formal logic helps us to develop the tools and know-how to think more clearly about arguments and logical relationships in general; and arguments and logical relationships form the backbone of any rational inquiry. In this course we will focus on propositional logic and predicate logic, and look at the relationship that these have to ordinary language and thought. 6 credits; FSR; Fall, Winter; D. Marshall, J. Decker

PHIL 211 Being, Time and Identity The aim of metaphysics has traditionally been to identify the nature and structure of reality. The topics of this course are the topology of time, identity of things and individuals, causality, free will, and the referents of general terms. We will read a variety of classic and contemporary texts, which are

organized topically. Prerequisite: 100-level Philosophy course or instructor permission. 6 credits; HI, WR2; Spring; A. Moltchanova

PHIL 212 Epistemology Do you know that you're not just a brain, floating in a vat, receiving stimulations through electrodes? Or perhaps an immaterial soul being conned by a malicious demon? In this course, we will use these skeptical worries as a launching point for thinking about epistemological issues: What exactly is knowledge? Do we ever have it? If so, when, and how? We will approach these questions through an examination of theories of epistemic justification, including foundationalism, coherentism, internalism, externalism, and virtue epistemology. We will then consider some critiques of traditional epistemology, including feminist epistemology and naturalized epistemology. Prerequisite: 100-level Philosophy course or instructor permission. 6 credits; HI, WR2; Winter; J. Decker

PHIL 213 Ethics How should we live? This is the fundamental question for the study of ethics. This course looks at classic and contemporary answers to the fundamental question from Socrates to Kant to modern day thinkers. Along the way, we consider slightly (but only slightly) more tractable questions such as: What reason is there to be moral? Is there such a thing as moral knowledge (and if so, how do we get it)? What are the fundamental principles of right and wrong (if there are any at all)? Is morality objective? 6 credits; HI, WR2, IS; Winter; D. Groll

PHIL 221 Philosophy of Law This course provides students with an opportunity to engage actively in a discussion of theoretical questions about law. We will consider the nature of law as it is presented by natural law theory, legal positivism and legal realism. Then we will deal with responsibility and punishment, and challenges to the idea of the primacy of individual rights from legal paternalism and moralism. We will next inquire into the explanations of why individuals should obey the law, and conditions under which civil disobedience is justified. Finally, we will discuss issues raised by feminist legal theory and some theories of minority rights. 6 credits; HI, WR2, IDS; Not offered 2016-17

PHIL 222 Topics in Medical Ethics Over the past forty years, the idea that competent patients have the right to make decisions about their own care has become paramount in medical ethics and medical practice. But the primacy of patient autonomy as a value raises a host of interesting questions: What can (or should) clinicians do when patients make poor decisions? What does it mean for a patient to be competent? Who should make decisions in those cases where the patient is deemed incompetent or too young to make decisions for herself? This course examines these questions and, depending on interest, larger policy questions (like debates about organ markets) that revolve around the relationship between autonomy and paternalism. 6 credits; HI, WR2; Fall; D. Groll

PHIL 223 Philosophy of Language In this course we will look at how philosophers have tried to understand language and its connection with human thought and communication. The course will be split into two parts: Semantics and Pragmatics. In the first part, we'll look at general features of linguistic expressions like meaning and reference. In the second part, we'll look at the various ways in which speakers use language. Topics to be considered in the second part include speech acts, implicature, and presupposition. 6 credits; HI, WR2; Not offered 2016-17

PHIL 225 Philosophy of Mind What is the relationship between the mind and the brain? Are they identical? Or is there mental "stuff" in addition to physical stuff? Or perhaps some physical stuff has irreducibly mental properties? These, and related questions, are explored by philosophers under the heading of "the mind-body problem." In this course, we will start with these questions, looking at classical and contemporary defenses of both materialism and dualism. This investigation will lead us to other important questions such as: What is the nature of mental representation, what is consciousness, and could a robot have conscious states and mental representations? 6 credits; HI, WR2; Not offered 2016-17

PHIL 226 Love and Friendship This course will consider various philosophical views on the nature of love and friendship. It will focus on both the history of philosophical thinking about these notions from Plato and Aristotle to the twentieth century and a variety of contemporary views on the meaning of love and friendship that derive their insight from the most recent studies of emotion, agency, action, rationality, moral value, and motivation. We will also look at the variations in the understanding of love and friendship among the members of the same culture and across cultures. 6 credits; HI, WR2, QRE; Not offered 2016-17; A. Moltchanova

PHIL 227 Philosophy with Children Children are naturally curious. They want to know about the world and their place in it. In other words, children are naturally philosophical. This course is about helping children explore and develop their nascent philosophical abilities via children's literature. To that end, the bulk of this course is devoted to preparing for, and then making, visits to a first grade class at Greenvale Park Elementary School in Northfield. Along the way, we'll explore the philosophy that can be found in all kinds of kids' books and learn about presenting complicated ideas in simpler form. In consultation with the instructor, this course will count toward *either* the Practical/Value requirement or the Theoretical requirement in the Philosophy Major for students who elect to write a final research paper. Prerequisite: Previous Philosophy course. 6 credits; HI, WR2, IDS; Spring; D. Groll

PHIL 228 Heaps of Liars: Logic, Language, and Metaphysics The ancient paradox of the heap (the--sorites--paradox) starts with innocent-looking claims about heaps and grains of sand--claims most of us are eager to accept--and propels us headlong into a blatant and shocking contradiction. A second ancient paradox invites us to comment on--liar sentences--such as "this sentence is false." We quickly find that we have made liars out of--ourselves. Philosophical attempts to solve these puzzles have generated a vast wealth of independently interesting views in the philosophy of language, logic, and metaphysics. In this course, we will look at some of these theories. 6 credits; FSR, WR2; Not offered 2016-17

PHIL 229 Philosophy of Film and Emotion As moviegoers we have all had that wondrous experience of gasping, laughing or sniffing in response to fictional scenarios. However, sometimes we emotionally disengage from a film altogether (e.g., if it is morally offensive). These phenomena raise several philosophical puzzles, to be raised in this class: (1) Why do we care about the lives of purely fictional film characters? (2) Why do we enjoy films which evoke unpleasant emotions, like fear or sadness? (3) Why do we feel suspense even when we know a film's ending? (4) Why do we resist emotionally engaging with morally repugnant films? In exploring these and related questions we will survey various philosophers' views on the subject, relating them to particular films. 6 credits; HI, WR2; Not offered 2016-17

PHIL 230 Philosophy of Gender In this course we will study some of the ways feminist theorists have contributed to our understanding of gender in connection with knowledge, reality, and justice. We will consider both recent work in the field and classic discussions of these questions from the 70s, 80s, and earlier. In the first unit we will ask how a person's gender identity is related to knowledge and experience, particularly through a discussion of standpoint epistemology (according to which the experiences of marginalized and disadvantaged people provide special access to particular kinds of knowledge). In the second unit, we will discuss what gender difference is. This unit will begin with various approaches to the idea that gender is socially constructed, and then consider the connections between gender and other aspects of identity, like race and class. The third unit will ask how gender should inform our understanding of politics by considering a variety of feminist political projects and calls to action. 6 credits; HI, WR2, IDS; Not offered 2016-17

PHIL 231 Punishment and Imprisonment This course looks at punishment from two quite different philosophical perspectives. First we'll consider a variety of arguments designed to make sense of the morality of punishment. We'll consider the big three mainstream candidates (retribution, deterrence, and rehabilitation) and other interesting accounts (e.g. that punishment is primarily communicative). In the second half of the course,

we'll change gears; we'll turn to arguments that systems of punishment may call for critique rather than justification. In this second section, we'll take an extended look at mass incarceration in the United States. 6 credits; SI, WR2; Not offered 2016-17

PHIL 232 Social and Political Philosophy We will study several prominent late twentieth century philosophers writing about social and political justice and representing a variety of views, such as liberalism, socialism, libertarianism, communitarianism, feminism and post-modernism. The following are some of the authors we will read: John Rawls, Gerald Cohen, Robert Nozick, Charles Taylor, Iris Marion Young, Seyla Benhabib, Jurgen Habermas, Jean-Francois Lyotard. 6 credits; HI, WR2, QRE, IDS; Spring; A. Moltchanova

PHIL 235 Analytic Philosophy's Greatest Hits Around the turn of the last century, a movement arose in philosophy which threatened to destroy philosophy itself. It started with a simple conviction that "what can be said at all can be said clearly, and what we cannot talk about we must pass over in silence." This led to calls by analytically-minded philosophers to commit most of philosophy to the flames. After its self-destructive adolescence, however, analytic philosophy developed into something constructive. We'll look at some of the greatest hits from both phases. Authors to be read include Wittgenstein, Carnap, Quine, Anscombe, Goodman, Kripke, and Lewis. 6 credits; HI, WR2; Not offered 2016-17

PHIL 236 Philosophy of Mathematics: Methodology and Practice What is the relationship between a mathematical proof and our understanding of the result that it proves? Do some mathematical proofs manage to explain their results in addition to merely establishing them? How does mathematical knowledge grow? We will begin to address these questions by reading Imre Lakatos's classic text, *Proofs and Refutations*, along with reactions to Lakatos. We will then examine other philosophical accounts of mathematical thought and understanding sensitive to the history and practice of mathematics. No background beyond high school mathematics is presupposed. 6 credits; HI, WR2; Winter; D. Marshall

PHIL 243 Animal Ethics: The Moral Status of Animals In an era of rapid globalization and increasing dominion of humans over the natural world, we are all (often unwittingly) party to practices that seemingly exact grave harm on billions of nonhuman animals. This raises a pressing ethical question: what are our moral obligations (if any) to nonhuman animals, and how might we practically fulfill such moral obligations (if they exist)? Also, what bearing does the latest scientific research on animal behavior have on these questions? In this course we will explore these and related questions, through a study of various philosophers and ethologists. The course will culminate in a class project that addresses animal ethics related issues in the community. 6 credits; HI, WR2; Spring; S. Jansen

PHIL 245 Cosmology and Ethics: Philosophical Visions An overview of several prominent Western views, from Plato to the late twentieth century, on the fabric of the universe and the place of human agents within it. We will start with Plato's views on the body and the soul reflecting the structure of the cosmos. We will then consider the ideas of causation and human freedom as well as the problem of evil. We will discuss the notion of perspective, broadly construed, as the foundation of one's relationship with the world. This course emphasizes visualization, and several assignments will require either producing images or thinking and writing about images. 6 credits; HI, WR2; Not offered 2016-17

PHIL 251 Philosophy of Science In this course we survey the major developments in the philosophy of science since the 1920's, including: the rise of logical empiricism; Karl Popper's famous insistence that scientific claims must be subjected to possible falsification; Thomas Kuhn's account 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: How can we understand the relationship between a scientific claim and the evidence for it? To what extent are the activities of scientists rational? In what sense is there progress in the sciences? 6 credits; FSR, WR2; Fall; D. Marshall

## PHIL 270 Ancient Greek Philosophy

This limited survey of ancient Greek philosophy will center around its three most prominent figures (i.e. - Socrates, Plato and Aristotle) and their positions on the following topics: (1) virtue: What is virtue? Why be virtuous? Is/How is virtue taught? (Ethics segment) (2) reality: What are the basic constituents of reality? What is being? (Metaphysics segment) (3) explanation: What are the principles of change? What are the principles of the universe? (Physics and Cosmology segment). When appropriate, we shall also consider how these thinkers' positions compare and contrast to the views of their contemporaries and predecessors. *Prerequisite:* One 100 level course in Philosophy or permission of the instructor.

6 credits; HI, WR2; Fall; S. Jansen

PHIL 271 Tragedy, Myth and Philosophy In ancient Greece philosophy was continuous with poetry. Nevertheless, the modern distinction between the two shapes the way ancient texts are studied: philosophers focus on arguments and concepts, whereas classicists focus on literary and cultural dimensions. This class (taught by a classicist and philosopher) integrates these approaches and asks the following: Are epic and tragic poetry interested in the same questions as philosophy? Were philosophical texts crafted to produce effects similar to those of epic or tragedy? Can dramatic poetry be philosophy? The course culminates in a student production of Plato's *Phaedo*, as a test of the notions we develop. 6 credits; ARP, WR2, IS; Not offered 2016-17

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 Rene 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; Spring; D. Marshall

PHIL 274 Existentialism We will consider the emergence and development of major themes of existentialism in the works of Kierkegaard and Nietzsche, as well as "classical" existentialists such as Heidegger, Sartre and De Beauvoir. We will discuss key issues put forward by the existentialist movement, such as "the question of being" and human historicity, freedom and responsibility and look at how different authors analyzed the nature and ambitions of the Self and diverse aspects of subjectivity. 6 credits; HI, WR2, IS; Not offered 2016-17

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; Not offered 2016-17

PHIL 302 Purpose in Nature We often explain our actions by appeal to goals or ends. For example, to explain why you run, you might state a practical end running serves - e.g., health. Such an explanation is "teleological" in character, in that it appeals to an "end" or "telos" (rather than your particular biochemical makeup). Are there good philosophical reasons for thinking that ends *really* operate in nature, over and above material processes, or

are teleological explanations merely a heuristic or explanatory device helping us make sense of the world (but failing to capture any real feature of the world)? In the absence of a designer agent, how do we make sense of natural ends? What is the scope of natural teleology? Do natural ends operate only locally or more globally? This course explores these and related questions, through tracing the kinds of teleological explanations (and argument for teleology) philosophers, theologians and scientists employ, ranging from Presocratic natural science to contemporary biology, cosmology and philosophy. Prerequisite: 12 credits in philosophy or instructor permission. 6 credits; HI, WR2, IS; Winter; S. Jansen

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; Not offered 2016-17

PHIL 399 Senior Thesis The planning, preparation, and completion of a philosophical paper under the direction of a member of the department and as part of a seminar group. 6 credits; NE; Winter; S. Jansen

PHIL 400 Integrative Exercise A colloquium in which seniors defend their senior theses and discuss the senior theses of others. 3 credits; S/NC; Fall, Spring

## Physical Education, Athletics, and Recreation

The Physical Education Program includes a variety of activity courses from which the student may select. Emphasis is on an "activity for all" approach in hopes that each person will discover that physical activity can contribute to his/her well being now and in the future. Lifetime sports such as swimming, racquetball, tennis, aerobics, badminton, golf, skiing (downhill and cross country), and skating are particularly popular. To accommodate those who would prefer a team sport experience, classes in volleyball, basketball, frisbee, and hockey are offered. Weight training, aerobics, jogging, and cycling classes help those who wish to work on various components of their fitness. Classes are coed and instruction is given at beginning, intermediate, and advanced levels.

Courses are provided for those seeking American Red Cross certification in First Aid and CPR/AED, Life Guarding, and Water Safety Instructor.

Students interested in dance can elect to specialize in modern dance or ballet. Folk, social, and jazz classes are also popular (see the Department of Theater and Dance elsewhere in the Catalog for dance courses which may be taken for academic credit).

### Requirements

A total of four terms of physical education credit are required for graduation. It is strongly recommended that students complete this requirement by the end of their sophomore year. Classes usually meet twice a week. Students choose their activity class from a large selection of courses offered each term and may receive a maximum of one Physical Education activity credit per term.

Physical Education credit may be earned for participation in a varsity or club sport that meets the requirements stipulated by the department. Varsity student-athletes may be granted one credit for each

varsity sport. For approved club sports, club students-athletes may be granted one credit per academic year. Students may fulfill the required four PE credits for graduation by participating in the same varsity or approved club sport.

### *Facilities*

Classes and groups meet in the most ideal setting possible, making use of Cowling Gymnasium, Carleton Recreation Center, West Gymnasium, Laird Stadium, Arb, and Bell Field Tennis Courts, various outdoor playing fields around the campus and several off-campus sites. Physical Education classes, varsity teams, clubs, and intramurals are all tightly scheduled since the demands for use are very heavy.

### *Intercollegiate Athletics*

Carleton sponsors intercollegiate varsity teams for both men and women in the following sports: Basketball, Cross Country, Track and Field (indoor and outdoor), Soccer, Swimming/Diving, Golf and Tennis.

*Men only:* Baseball, Football

*Women only:* Softball, Volleyball

Physical Education credit can be earned for participation on an intercollegiate team, one credit per season of participation. Candidates for athletic teams must have a current physical examination within six months of practice in their sport.

**The College does not accept financial responsibility for medical, surgical, or other expenses arising out of athletic injuries which exceeds the care provided through the College Health Services and/or our authorized Athletic Trainer.**

Carleton is a member of the Minnesota Intercollegiate Athletic Conference which participates in Division III of the NCAA.

### **Intramural Sports**

The primary goal of the Carleton Intramural Sports Program is to give Carleton students, faculty and staff the opportunity to enjoy a good recreational athletics program. Such a program can provide a balance of activities, further the social and athletic components of a Carleton student's education and enhance the professional lives of faculty and staff. The program is designed to encourage dorm-floor participation; athletic activities provides the opportunity to interact in a fun, relaxing, healthy and cooperative environment. Similarly, faculty and staff participation is encouraged. The intramural program is a great opportunity for all members of the college community to interact in an extra-curricular environment.

Fall: 3 on 3 Basketball, Ultimate Frisbee, Tennis, Sand Volleyball, Dodgeball, Racquetball

Winter: Broomball, Indoor Soccer, 5x5 Basketball, Floor Hockey, Racquetball, Squash

Spring: Soccer, Ultimate Frisbee, Sand Volleyball, Tennis, Softball

**Club Sports** Student directed organizations allow interest groups to flourish in the following activities:

Aikido, Alpine Ski, Badminton, Competitive Dance, Cycling, Equestrian, Ice Hockey, Karate, Lacrosse, Nordic Ski, Rugby, Sailing, Synchronized Swimming, Table Tennis, Tae Kwon Do, Tennis, Ultimate Frisbee, Men's Volleyball, Water Polo.

### Activity Courses

All activity classes are offered on a S/NC basis.

PE 101 Aerobics Basic dance steps, calisthenic-type movements and locomotor skills (running, jumping, hopping, skipping, etc.) are combined into vigorous routines which are performed to the beat of popular music. All classes offer components of strength development, flexibility and cardio-vascular fitness. No experience necessary. Wear comfortable clothes and shoes with good support (no running shoes). Fall, Winter, Spring; N. Stuckmayer

PE 102 Aikido, Intermediate Empty-hand techniques are continued and weapon techniques are introduced (traditional Japanese wooden weapons are required-cost approximately \$50.) More varieties of breakfalls are learned as the emphasis of the class shifts to higher-level techniques. Class fee of \$30 is required. Prerequisite: PE 103. Fall, Winter, Spring

PE 103 Aikido, Beginning Developed from samurai traditions, Aikido is Japanese *budo*--a method of training and study that applies the physical principles of a martial art toward the goals of peace, harmony, and self-improvement. The movements of Aikido focus on learning to move in harmony with another, yet can be an effective self-defense. Students also learn many ways of falling safely and getting up quickly. Applied properly, the insights gained can lead to better self-respect and more harmonious relationships. An additional fee of \$30 is required. Fall, Winter, Spring

PE 104 Aikido, Advanced More complex empty-hand and weapon techniques are taught. Advanced breakfalls are added along with more intense physical and mental training. An additional fee of \$30 is required. Prerequisite: Beginning Aikido. Prerequisite: PE 103. Fall, Winter, Spring

PE 105 Beginning Badminton/Pickleball This course will introduce students to both badminton and pickleball, two sports that are quite similar in rules and method, but differ in equipment and some strategies. Both sports focus on building skill development and fitness in a fun, relaxed atmosphere. The goal of the course is to provide a great introduction to two potential lifetime sports. Fall, Winter, Spring; A. Erickson

PE 106 Badminton, Intermediate The objective of the course is to review basic skills and strategies of badminton, in addition to learn new techniques and strategies of singles and doubles play with greater emphasis on competition. Advanced singles and doubles strategies will be covered as well as involvement in tournament play. Fall, Winter; A. Erickson

PE 107 Ballet I A beginning course in ballet technique, including basic positions, beginning patterns and exercises. Students develop an awareness of the many ways their body can move, an appreciation of dance as an artistic expression and a recognition of the dancer as an athlete. Fall, Winter, Spring; J. Bader

PE 108 Ballet II For the student with previous ballet experience this course emphasizes articulation of the technique and development of ballet vocabulary and movement theories. Opportunity to continue to work on technique and to more finely tune the awareness of movement begun in Level I. Fall, Winter, Spring; J. Bader

PE 109 Ballet III This is an advanced class for students who have some capabilities and proficiency in ballet technique. Content is sophisticated and demanding in its use of ballet vocabulary and musical phrasing. Spring; J. Bader

PE 110 Fundamentals of Baseball Fundamental skills of the game are introduced including throwing, catching and hitting. Rules and strategies will be introduced but the focus will be on developing skills. Students must provide their own baseball or softball gloves. Fall; A. Rushing

PE 111 Basketball, Three on Three Open to all who enjoy basketball and have a basic understanding of the game. Stress will be placed upon vigorous activity, though instruction will be given on basic rules, strategy and skill improvement drills. This course offers an opportunity for a great workout in a co-ed team setting. Winter; G. Kalland

PE 113 Bowling The social and recreational values of a sport like bowling must be experienced to be appreciated. Students pay a fee per session for three games, equipment rental and bus ride to the lanes. Individual help is given as needed. Bowling does not develop physical fitness, but other skills are involved and can be developed in an atmosphere that encourages social interaction. Open to all levels of experience. Winter; B. Pagel

PE 114 Bollywood Dance Bollywood is the Indian film industry centered in Mumbai (the city formerly called Bombay). Bollywood dance has lately been popularized in American culture and is recognized by fast drumbeats, vibrant costuming, and highly energetic choreography. In this dance class, we will explore how culture and music in other parts of the Indian subcontinent have influenced choreography and performance seen in Bollywood film. Students from any and all skill and interest levels are welcome. Spring

PE 120 Diving This class is an introduction to 1-meter and 3-meter springboard diving. Students will first learn safety techniques for on the board, in the air, and while entering the water. They will then learn board work hurdles and back presses, "in-air" technique, and "entry" technique. At the end of this course, students will be able to safely execute and perform jumps, dives, flips and/or twists off a diving board and understand and appreciate diving as a participant and observer. Students should have intermediate swimming skills so that they are safe and comfortable in the water. Spring

PE 121 Fencing, Beginning An instructional class for beginners. Students learn footwork, techniques and simple attacks and defense. Foils, masks and fencing jackets are provided. Students are encouraged to continue with intermediate fencing to further develop skills. Not offered 2016-17

PE 124 Fitness for the Athlete For the off-season or pre-season competitor (IM, club, or varsity). The winter term course will focus on those who want to stay in shape and hone their flexibility, balance, strength and an aerobic threshold. This is a challenging course that will teach techniques and strategies to work out on your own as well as motivate you to improve or work weaker areas. Incorporating training on the track, free weights, bosu, plyometrics and much more. Winter; J. Keller

PE 125 Folk Dance Folk dance includes a variety of dances of varying intricacy from around the world. No experience necessary. Fall, Winter, Spring

PE 126 Hip-hop/House Street Dance Class Students are familiarized with street dance vocabulary and fundamentals. Emphasis on "finding your rhythm" through bodily awareness. Beginners can expect an aerobic workout until their movement becomes looser and more efficient. Excellent for core strength, balance and flexibility. The lessons are 70 minutes each and consist of a group warm-up (ten minutes), stretching (five minutes), hip-hop vocabulary (fifteen minutes), house vocabulary (twenty-five minutes), and choreography (fifteen minutes). No experience necessary. Fall

PE 127 Frisbee, Beginning Ultimate For the beginning or moderately experienced player who wants to develop basic skills. See what all the fuss is about. If a golden retriever can do it, so can you! Fall

PE 128 Frisbee, Advanced Ultimate Enhance your skills and abilities in Ultimate. Spring

PE 129 Golf, Beginning Basic instruction and opportunities to improve your game are provided. All equipment is provided. Experience not necessary. Spring; B. Pagel

PE 130 Advanced Golf For students who have experience with the fundamentals of the swing and the game and have also played (several times) on regulation golf courses. Each student must have (or have access to) their own set of clubs. Fall, Spring; G. Kalland

PE 131 Ice Hockey, Beginning This course is designed to give men and women the opportunity to play ice hockey together in a fun and non-competitive setting. Absolutely no body checking or rough play is allowed. Skill development in skating, stick handling, passing and shooting is stressed as well as position play and rules necessary to ensure the safety of the participants. Helmets are recommended and furnished. Students must provide their own skates and hockey sticks. Highly accomplished or "hard-core" hockey players have no place in this class. Winter

PE 133 Ice Skating, Beginning The class is divided into several ability groups with an instructor assigned to each small group. Figure skating skills are presented in progressive order allowing individuals to move along at their own pace. Classes meet outdoors on the Bald Spot rink. Students must provide their own figure skates. Winter

PE 134 Ice Skating, Intermediate Designed for students with previous skating experience, this course develops skills with emphasis on edges, backward stroking, basic combinations, jumps and figures. Classes meet outdoors on the Bald Spot rink. Students must provide their own figure skates. Winter

PE 136 Independent Activities S/CR/NC; Winter; F. Hagstrom

PE 137 Indoor Soccer Fundamental skills of indoor soccer are introduced. Skills will be developed using exercises, small-sided games and other methods. Rules and strategy will be introduced and full-sided games will be incorporated into each session. There is an emphasis on teamwork and enjoyment of the game. Winter; B. Carlson

PE 139 Outdoor Soccer Fundamental skills of outdoor soccer are introduced. Skills will be developed using exercises, small-sided games and other methods. Rules and strategy will be introduced and full-sided games will be incorporated into each session. There is an emphasis on teamwork and enjoyment of the game. Spring; B. Carlson

PE 140 Introduction to Art & Science of Tai-Chi This class embodies the four aspects of health, self-defense, meditation and philosophy. T'ai-Chi helps the practitioner to create a relaxed state of awareness while gently guiding and circulating the internal energy known as ch'i. T'ai-Chi's slow and relaxed movements, combined with body awareness, deep breathing and energy work provide numerous health benefits such as stress management/relief. Good posture, sleep habits, and energy maintenance will be emphasized to supplement study habits and time management. The class curriculum includes gentle warm-ups, standing meditation, qi gong or breath work, Yang Style T'ai-Chi movements, partner work, and an introduction to the Sword. Winter

PE 141 Intramural Sports This course is designed to give men and women the opportunity to play a variety of intramural sports together in a fun setting. Kickball, Dodgeball, Broomball, 3 v 3 basketball, Volleyball, Whiffle Ball, and other sports will be included. Open to all looking for an enjoyable workout and athletic social interaction. Winter; B. Carlson

PE 142 Karate An art of self-defense which originated in Okinawa. Karate involves mastering techniques, sharpening concentration and refining one's spirit. Karate develops self-confidence and self-discipline while providing a solid workout. Ideally, the Karateka carries a clarity of concentration and serenity of spirit every day in whatever she/he is doing. Beginners are welcome and appreciated. An additional fee of \$20 is required. Fall, Winter, Spring; B. Dobrow

PE 145 Krav Maga, Beginning Students meet with instructor twice a week to take part in drills that emphasize stopping opponent's attacks and striking quickly with power. General self-defense habits will be discussed with an emphasis on escaping an unarmed assailant. Towards the end of term, students will move from low-contact drills to padded medium-contact drills to provide better training. Students need not have any prior self-defense experience to enroll. Winter

PE 146 Lifeguarding American Red Cross course that encompasses training in aquatic safety and rescue skills. Upon successful completion of course, participants will receive two certifications: one for A.R.C. Lifeguarding and the second for First Aid, AED/CPR; valid for two years. The course is approximately 35 hours in length, with 80% of time spent in pool and 20% in classroom. Required \$50 textbook and pocket mask fee will automatically be charged on tuition bill. Prerequisite: Student must demonstrate competence in basic swim strokes (front crawl, breaststroke, and sidestroke), ability to tread water (without use of hands/arms) for two minutes and ability to swim underwater. Spring; A. Clark

PE 147 Moving Anatomy This course seeks to provide an underlying awareness of body structure and function. Using movement to expand knowledge of our anatomy will encourage participants to integrate information with experience. Heightened body awareness and class studies are designed to activate the general learning process. Spring; J. Shockley

PE 148 Modern Dance I A physical exploration at the introductory level of the elements of dance: time, motion, space, shape and energy. Students are challenged physically as they increase their bodily awareness, balance, control, strength and flexibility and get a glimpse of the art of dance. Fall, Winter, Spring; D. McCoy

PE 149 Modern Dance II Builds upon the concepts and experiences in Level I with more emphasis on the development of technique and expressive qualities as students are aided in a process of solving movement problems and finding solutions. Movement combinations are more complex and physical demands are challenging. Fall, Winter, Spring; D. McCoy

PE 150 Contact Improvisation This is a course in techniques of spontaneous dancing shared by two or more people through a common point of physical contact. Basic skills such as support, counterbalance, rolling, falling and flying will be taught and developed in an environment of mutual creativity. Fall, Winter; J. Shockley

PE 151 Modern Dance III Continues to challenge the dance student with more intensive work on technical, theoretical and expressive movement problems. Since students are more able and experienced, exploration of unusual and intricate forms and movements is possible and the goal of each class is to go as deeply into each idea as the limits of time and ability allow. Fall, Winter, Spring; J. Shockley

PE 152 Lindy Hop, Beginning Provides in-depth instruction in the Lindy Hop, a fun, energetic swing dance that developed from the jazz music of the 1920s and 1930s. Emphasizes lead-follow technique and social dance moves while providing an understanding of the dance's roots. Previous social dance experience is helpful but not required. Fall, Winter, Spring

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 seven or eight). Spring; J. Keller

PE 157 Tai Chi Tai-Chi embodies four aspects: health, self-defense, meditation and philosophy. This class will explore all of these aspects along with slow and relaxed movements, combined with body awareness, deep

breathing and energy work, provide numerous health benefits. Above all, the benefits include stress management and stress relief. Fall

PE 158 Rock Climbing The beginning of the course covers climbing knots, belaying and commands. Efficient movement and climbing styles will also be addressed. The majority of the term will allow students to apply their new skills on the Recreation Center's climbing wall and in the Bouldering Cave. Fall, Winter, Spring; A. Erickson

PE 159 Scuba PADI Open Water SCUBA certification can be earned. A SCUBA class involves three parts: class, pool and open water. Classroom and pool sessions are conducted over six nights at the West Gym classroom and Thorpe Pool. The open water portion (optional for PE activity credit but required for PADI certification) is conducted off campus. Lab fees apply, please contact instructor. Fall, Spring; J. Campion

PE 160 Rock Climbing, Advanced This course will teach advanced techniques in rock climbing including sport leading, rappelling, multi-pitch climbing and anchor building. The course is designed for experienced indoor climbers who are interested in making the transition to outdoor climbing as well as outdoor climbers who are looking to improve their knowledge of climbing skills and safety. As an addition, traditional climbing can be added to the curriculum if there is interest. Prerequisite: PE 158. Winter; A. Erickson

PE 161 Self Defense for Women Course consists of learning basic techniques (kicking, striking, blocking and shifting moves), analyzing and decision making in a crisis, and the role body language, eye contact and assertiveness can play in threatening and attack situations. There will be controlled practice drills with partners. Required \$10 book fee will be automatically charged on tuition bill. Fall, Spring; M. Brandl

PE 162 Women's Health & Fitness This class will explore current fitness, health, and nutrition topics. Each class will begin with discussion/dialogue between instructor and students, followed by physical activity. Over the course of this ten week class you will be introduced to a variety of physical activities both indoors and outside. This course is largely designed for non-athletes who are looking for fitness and nutrition exposure and the options available to them on or near Carleton's campus. The goal is to find an activity that will encourage students to engage in daily activity and improve their overall health and well-being. Each term this course is offered new activities will be introduced focusing on improving coordination, strength, flexibility and aerobic capacity. Winter; J. Keller

PE 167 Social Dance I This course provides instruction in basic steps, technique, and patterns of different partner dances. It covers waltz, foxtrot, tango, cha-cha, rumba, and East Coast swing. No prior dance experience is assumed. Fall, Winter, Spring

PE 167 Social Dance I, Winter Ball This course provides instruction in basic steps, technique, and patterns of different partner dances. It covers waltz, foxtrot, tango, cha-cha, rumba, and East Coast swing. No prior dance experience is assumed. Note: this is the same material and number of classes as the other section of Social Dance I, but is held three times a week and therefore finishes by the end of sixth week. Winter

PE 168 Social Dance II This course expands on the dances taught in Social Dance I, as well as teaching more challenging partner dances, such as hustle, samba, and nightclub 2-step. The course will cover additional technique and patterns in the dances from Social Dance I, and teach the basics, technique, and some patterns in the new dances. Prerequisite: PE 167, Social 1 or instructor permission. Fall, Winter, Spring

PE 170 Squash Students are introduced to this fast-paced racquet sport. Played on a court similar to racquetball, squash involves eye-hand coordination and quick reflexes. In general, the smaller squash ball and longer squash racquet create a game faster and more reactive than its relative, racquetball. This class will cover basic stroke production, rules and strategies of the game. Geared toward beginners, all equipment is furnished Not offered 2016-17

PE 171 Step Aerobics This class begins with a 5-7 minute warm-up and then moves toward a 20-25 minute straight aerobics routine. Then steps are incorporated into a 20-25 minute aerobics workout. The remaining class time ends with 5-7 minutes of stretches in which one muscle group is chosen for special emphasis and effort. Fall, Winter, Spring; R. Petricka

PE 172 Swimming, Fitness Designed for the accomplished swimmer who desires a vigorous workout as a means of improving or maintaining cardiovascular fitness. Instruction covers stroke mechanics, drills, use of training equipment and general workout design. Students must have the ability to swim front crawl, backstroke, and breaststroke. Fall, Winter, Spring; B. Plotz, A. Clark

PE 173 Swimming, Instructional Novice to intermediate swim. Introduction to basic swim skills and technique. Fall, Winter, Spring; B. Plotz

PE 174 Sport and Globalization in London and Seville: Introductory Coaching Activity As part of the Introductory Coaching Practicum abroad, students will actively participate in soccer as well as other sport exercises. Designed for students who may or may not have any previous playing or coaching experience, this course will cover introductory methods of coaching and teaching young athletes. Specifically, students will practice methods of teaching skills, structure, and strategies of team-oriented sports. Not offered 2016-17

PE 175 West Coast Swing, Beginning This course is designed to introduce people to West Coast Swing and give them the fundamentals to be able to appreciate and enjoy social dancing. It assumes no prior dance knowledge. The course covers basics of partner dancing, individual and partnership technique, and a variety of moves. At the end of the course, students should feel comfortable dancing West Coast Swing to a variety of different styles of music and with different partners, and have gained an understanding of the ways to communicate with their partner and express the music in their dancing. Fall, Winter, Spring

PE 177 Lindy Hop, Advanced Provides in-depth instruction in the Lindy Hop, a fun, energetic swing dance that developed from the jazz music of the 1920s and 1930s. Emphasizes lead-follow technique and social dance moves while providing an understanding of the dance's roots. Previous social dance experience is helpful but not required. Prerequisite: Some Lindy Hop experience, equivalent to, but not necessarily, PE 152, Lindy Hop, Beginning. Fall, Winter, Spring

PE 178 Tae Kwon Do The traditional martial art of Korea. The class meets in conjunction with the Tae Kwon Do Club. Its goal is to strengthen the physical and mental abilities of its members. Tae Kwon Do offers a well-balanced practical approach to training, promoting physical fitness, self control, confidence, leadership, discipline and an understanding of the art of Tae Kwon Do and the Korean culture from which it originated. Fall, Winter, Spring

PE 179 Intro Tap An introduction to the basics steps and motions of tap dance. The focus will be on building muscle memory in the ankles and feet from repetition of basic steps. The class will involve learning three dances: one dance choreographed by instructors for the end of first five weeks, another instructor choreographed dance for the end of the second five weeks, and choreographing one dance as small groups (four to eight people with instructor assistance) for the end of tenth week. Tap shoes are prohibited because they ruin the floors; socks or gym shoes are appropriate. Fall

PE 181 Table Tennis An introduction to the basics of table tennis. Winter; B. Pagel

PE 188 Triathlon Training An excellent preparation for the "Carleton Triathlon" held at the end of May. Students will learn how to effectively train in each of the three traditional sports of triathlon (swim, bike, run). Instruction covers basic training principles, technique development, competitive preparation. This course is open to all levels of experience from novice to advanced. Students must possess a minimal amount of skill and conditioning in the three sports prior to enrollment. Spring; A. Clark

PE 189 Tai-Chi, Advanced A class to further develop the knowledge and skills learned in PE 140, Intro Tai-Chi and PE 157, Tai-Chi classes. Alignment, relaxation, deep breathing, calm mind, whole-body movement, etc. will all be taken to higher levels and deeper understanding. The Tai-Chi Sword Form will be taught with body-mechanics, history, applications, fencing drills, and Taoist philosophy. In depth discussions on applying both Tai-Chi and Taoist principles to manage stress, improve flexibility, and gain better balance, both physically and mentally, will be an important part of this advanced class. Prerequisite: PE 140 or 157. NE; Winter, Spring

PE 190 Volleyball, Co-ed Open to all experience levels. It provides an introduction to basic volleyball skills, rules, and offensive/defensive strategies within a structure that provides both skill practice and scrimmage opportunities. There is an emphasis on teamwork and social interaction. Fall; C. Kosiba

PE 191 Water Polo, Beginning This class is designed to introduce you to the exciting sport of Water Polo. From learning how to tread water to shooting a ball, we will cover all the basics of the game of Water Polo. No experience with water polo required, but knowing how to swim is encouraged. Students should have intermediate swimming skills so that they are safe and comfortable in the water. Spring

PE 192 Water Safety Instructor American Red Cross certification course for those wishing to teach swimming and water safety classes. Although not mandatory, all instructor candidates should have current certification in first aid and CPR. This course requires time outside of class for teaching experiences. Certification is acquired by successfully passing all written tests and skillful demonstration of all required aquatic skills. Required \$50 textbook and pocket mask fee will be automatically charged on tuition bill. Prerequisite: Students must pass a pre-course written test and skills test. The written test and skills test are based on a proficiency level equal to the American Red Cross Community Water Safety course and Level VI of the American Red Cross Learn to Swim Program. Spring; A. Clark

PE 193 Winter Sport Fitness This course is designed to introduce students to winter sport and fitness activities. Nordic skiing, snowshoeing, skating, broomball, and all other sports will be included. Open to all looking for an enjoyable workout and athletic social interaction. Required \$100 fee for ski trip to Welch Village fee will be automatically charged on tuition bill. Winter; B. Carlson

PE 195 Weight Training and Conditioning The focus of this course is to assist students with developing a complete conditioning program, including resistance training, running (speed and endurance), agility, stretching (dynamic and static), proper nutrition and appropriate rest intervals. The instructor will assist students in the proper application of specific exercises and drills to maximize effectiveness of their conditioning program. Fall; A. Rushing

PE 196 Weight Training for Women This class is designed to introduce women students to the weight training facilities in a smaller group setting. Women students will learn to set up weight training programs based on physical assessment done at the beginning of the course and the students individual goals. Introduction technique and training principles are given as well as basic nutritional, health and wellness information. Not offered 2016-17

PE 199 Yoga Learn the basics of a variety of hatha yoga styles. Appropriate for all levels, this class will focus on a variety of seated, standing and balancing postures as well as core strength and breathwork. Fall, Winter, Spring; K. Layman

PE 205 Badminton Club An instructional and competitive opportunity to participate in the sport of badminton. Learn and develop new skills, improve your fitness levels, and enjoy club camaraderie. Prerequisite: Badminton Club Fall and Winter Term. Spring; A. Chaput

PE 210 Baseball Intercollegiate, Men Spring; A. Rushing

PE 211 Basketball Intercollegiate, Men Winter; G. Kalland

PE 212 Basketball Intercollegiate, Women Winter; C. Kosiba

PE 214 Competitive Dance Club Participants will practice techniques and moves for dances including: Waltz, Quickstep, Cha Cha, Swing, as well as other styles. Dancers will learn techniques through a general progression throughout practices. There will be sessions for newcomers, which will teach the basics of dance. There will also be sessions for intermediate and advanced dancers, which will be taught by a professional dance teacher and returning members. Winter; A. Chaput

PE 217 Cross Country Intercollegiate, Men Fall; D. Ricks

PE 218 Cross Country Intercollegiate, Women Fall; D. Ricks

PE 219 Cycling Club Spring; A. Chaput

PE 226 Football Intercollegiate Fall; B. Pagel

PE 227 Ultimate Frisbee Club, CUT and GOP Spring; A. Chaput

PE 228 Ultimate Frisbee Club, Syzygy and Eclipse Spring; A. Chaput

PE 229 Golf Intercollegiate, Men Fall; J. Ericksen

PE 230 Golf Intercollegiate, Women Fall; E. Sieger

PE 231 Ice Hockey Club, Men Winter; A. Chaput

PE 232 Ice Hockey Club, Women Winter; A. Chaput

PE 244 Lacrosse Club, Men Spring; A. Chaput

PE 245 Lacrosse Club, Women Spring; A. Chaput

PE 258 Rugby Club, Men Spring; A. Chaput

PE 259 Rugby Club, Women Spring; A. Chaput

PE 260 Sailing Club Not offered 2016-17

PE 263 Nordic Ski Club Winter; A. Chaput

PE 265 Alpine Ski Club Not offered 2016-17

PE 269 Soccer Intercollegiate, Men Fall; B. Carlson

PE 270 Soccer Intercollegiate, Women Fall; J. Keller

PE 271 Softball Intercollegiate, Women Spring; A. Erickson

PE 272 Swimming/Diving Intercollegiate, Men Winter; A. Clark

PE 273 Swimming/Diving Intercollegiate, Women Winter; A. Clark

PE 276 Synchro Swim Club Winter; A. Chaput

PE 282 Tennis Intercollegiate, Men Spring; S. Zweifel

PE 283 Tennis Intercollegiate, Women Spring; L. Battaglini

PE 284 Tennis Club Spring; A. Chaput

PE 286 Track and Field/Indoor Intercollegiate, Men Winter; D. Ricks

PE 287 Track and Field/Indoor Intercollegiate, Women Winter; D. Ricks

PE 288 Track and Field/Outdoor Intercollegiate, Men Spring; D. Ricks

PE 289 Track and Field/Outdoor Intercollegiate, Women Spring; D. Ricks

PE 290 Sports and Globalization in London and Seville: Directed Reading and Volunteer Coaching Project Prior to departure students will read selected works that highlight the sporting and cultural history of Great Britain and Spain. Understanding of these readings will be evaluated through discussion and written work in London and Seville. Students will also complete two short projects to prepare for observing, coaching, and examining sport abroad. 2 credits; NE; Not offered 2016-17

PE 290 Volleyball Club, Men Winter; A. Chaput

PE 291 Volleyball Intercollegiate, Women Fall; H. Jaynes

PE 293 Water Polo Club Spring; A. Chaput

PE 316 Principles of Athletic Training Introduction to human anatomy as it pertains to athletic training and prevention and care of athletic injuries. Consists of lecture, practical experiences, and use of rehabilitative modalities. Requirement for athletic training student assistant. 2 credits; NE; Winter, Spring; C. Alladin

PE 332 Foundations of Sport Psychology and Performance Mentality Research shows that the most successful athletes are those who are able to *think* consciously and *engage* differently than others before, during, and after competition. Like any other life skill, thinking differently and embracing active mindfulness takes training, a willingness to learn, and dedicated hard work. This course is designed to help students and athletes think differently about various aspects of training and competition, ultimately using these skills as they apply to sport, functioning in team environments, and most importantly to the other areas of their lives outside of athletics during and beyond their time at Carleton. 6 credits; NE; Not offered 2016-17

PE 338 Sports and Globalization in London and Seville: Global Athletics With their rich history and current success, English and Spanish sport will serve as a framework to examine the emergence of contemporary athletics and current issues facing participants, coaches, administrators, and spectators. The course will explore the world of sport and specifically football (soccer) from a generalist's perspective. London and Seville will provide rich and unique opportunities to learn how sport and society intersect. With classroom activities, site visits, field trips to matches, museums, and stadiums students will examine sport from an historical and cultural perspective while keeping in mind how our globalized world impacts sport. Lastly, we will seek to understand ways athletics can break down barriers and create understanding between others. 6 credits; NE, IS; Not offered 2016-17

PE 340 Sports and Globalization in London and Seville: Introductory Coaching Practicum Designed for students who may or may not have any previous playing or coaching experience, this course will cover introductory methods of coaching and teaching young athletes. Specifically, students will practice methods of teaching skills, structure, and strategies of team-oriented sports. Emphasis will be placed on understanding the coaching profession at different levels, developing coaching skills and creating a philosophy of coaching in a cross-cultural setting. 4 credits; NE; Not offered 2016-17

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; Not offered 2016-17

PE 350 Methods: Principles and Philosophy of Coaching This course emphasizes the methods of teaching skills, structure, and strategies of team oriented sports. Emphasis is placed on understanding the coaching profession at different levels, developing coaching skills and creating a philosophy of coaching. 3 credits; SI; Winter; A. Rushing

## Physics and Astronomy

Consonant with the liberal arts nature of Carleton, our department serves not only physics and astronomy majors but also other science majors requiring a background in physics or astronomy, and non-science majors desiring an introduction to these subjects. We have goals for the knowledge we would like students to acquire, the skills they should master, and the experiences they should have in learning and doing physics. For example, some of the general skills are the ability to communicate clearly in written work and oral presentation; the ability to locate information through library research and other means; and the ability to continue learning on a largely independent basis. More specific skills include logical problem-solving and mathematical analysis, experimental design and the use of measurement apparatus, and the use of computers for modeling physical phenomena and for data acquisition and analysis.

### Requirements for a Major

Prospective physics majors are strongly encouraged to begin their study of physics and mathematics in the first year. Physics courses are somewhat sequential and are developed in close association with mathematics courses. The curriculum provides an excellent basis for many post-Carleton career paths, including teaching, working in industry, and graduate study in physics, astronomy, and in various fields of engineering.

Most first-year students considering a major in physics will take either two 5-week courses (Physics 151 AND Physics 131 or Physics 141 or Physics 142) or one 10-week course (Phys 143 or Physics 144). Although taught from slightly different perspectives, the two 5-week courses or the 10-week course will cover fundamental topics in Newtonian mechanics and special relativity that prepare students for further work in physics and related fields. When scheduling permits, we also offer a section of Physics 143 with problem solving. This section will provide additional problem solving instruction and review and is appropriate for students who have had a high school physics course but could benefit from additional support in the study of college-level physics.

Required courses, 72 credits total

Introductory courses required are either:

- Physics 151 AND Physics 131 or Physics 141 or Physics 142 (3 credits each)
- Physics 143 or Physics 144 (6 credits each)

Other required Physics courses:

- Physics 228
- Physics 231-6 credits (or 229 and 230-3 credits each),
- Physics 235
- Physics 335

- Physics 342
- Physics 400
- plus one applied physics course:
  - - Physics 234
    - Physics 261
    - Physics 341
    - Physics 343
    - Physics 344
    - Physics 346
    - Physics 347
    - Physics 354
    - Astronomy 232
    - Astronomy 233
    - Environmental and Technology Studies 262
    - Geology 240
    - or others upon consultation with the department

#### Required mathematics courses:

- Mathematics 111
- Mathematics 121
- Mathematics 211
- Mathematics 232

Additional courses that are often recommended include Physics 123, 346, 356, Astronomy 113, 356, Chemistry 123, Mathematics 241, 261, 341, and Computer Science 111. Students considering graduate school in physics are strongly encouraged to take Physics 346, 352, and 355.

#### **Major Under Combined Plan in Engineering** (See Engineering):

In addition to completing the requirements for the physics major listed above, the student should also take the following courses required for admission to the engineering schools: Mathematics 241, Chemistry 123, 230, and Computer Science 111.

#### Physics Courses (PHYS)

**PHYS 100 The Physics of Phitness** An introduction to both physics and fitness that seeks to pair two seemingly disparate topics. Study work and energy with free weights, springs with resistance bands, fluids in the pool, power generation with stationary bikes, and more. Classes include lectures and workouts, so get ready to think on your feet! No experience with either subject required. 6 credits; AI, QRE, WR1; Fall; F. McNally

**PHYS 123 What Physicists Do** A program of five lectures by invited speakers that is intended to give students some perspective on the kinds of work done by people with a physics background. Visitors from industry, government, business, and research and educational institutions will discuss their work and work-related experiences. Prerequisite: Physics 131, 132, 141, 142, 143, 144, 145, 151, 152, 153, or 165. 1 credit; S/CR/NC; NE; Spring; J. Weisberg

**PHYS 131 Introduction to Physics: Newtonian Mechanics** A traditional introduction to classical mechanics using the Newtonian worldview. The kinematics and dynamics of some simple systems are investigated using Newton's laws, vector analysis, and the conservation laws of momentum and energy. Comfort with algebra and the

integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisite: Mathematics 111, not open to students who have completed Physics 132, 141, 142, 143, 144 or 145 at Carleton. Requires concurrent registration in Physics 131L. 3 credits; LS, QRE; Fall; E. Hazlett

PHYS 142 Introductory Mechanics: Matter and Interactions An introduction to classical mechanics using the Newtonian worldview and computational methods. The kinematics and dynamics of objects in motion are investigated using Newton's laws and related conservation laws. This course emphasizes a bottom-up atomic perspective and introduces a computational approach to allow the consideration of atoms and molecules inside solids as well. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory or computational work. Prerequisite: Mathematics 121 (completion or concurrent registration) Not open to students who have completed Physics 131, 132, 141, 143, 144 or 145 at Carleton. Requires concurrent registration in PHYS 142L. 3 credits; LS, QRE; Not offered 2016-17

PHYS 143 Physical Systems: Mechanics and Relativity This course begins with an introduction to classical mechanics using the Newtonian worldview. The kinematics and dynamics of some simple systems are investigated using Newton's laws, vector analysis, and the conservation laws of momentum and energy. The course moves beyond the Newtonian framework to address topics including special relativity and also selected applications to atomic, nuclear, and particle physics. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisite: Previous completion or concurrent registration in Mathematics 121. Not open to students who have completed Physics 131, 132, 141, 142, 144, 145 or 151 at Carleton. Requires concurrent registration in PHYS 143L. 6 credits; LS, QRE; Winter, Spring; M. Baylor

PHYS 144 Astrophysical Systems: Mechanics and Relativity This course begins by considering basic principles of physics in the realm of planetary systems, black holes and dark matter in the universe. Conservation of energy and momentum will be used to explore large-scale phenomena in the cosmos. The course moves beyond the Newtonian framework to address topics including special relativity and also selected applications to atomic, nuclear, and particle physics. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisite: Previous completion or concurrent registration in Mathematics 121. Not open to students who have completed Physics 131, 132, 141, 142, 143, 145 or 151 at Carleton. Requires concurrent registration in Physics 144L. 6 credits; LS, QRE; Winter; C. Blaha

PHYS 145 Mechanics and Waves This course begins with an introduction to classical mechanics using the Newtonian worldview. The kinematics and dynamics of some simple systems are investigated using Newton's laws, vector analysis, and the conservation laws of momentum and energy. The course moves on to a study of the properties of fluids (both static and dynamic) and the principles of waves and wave motion (including both sound and light). Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisite: Mathematics 111. Not open to students who have completed Physics 131, 132, 141, 142, 143, or 144 at Carleton. Requires concurrent registration in PHYS 145L. 6 credits; LS, QRE; Spring; J. Tasson

PHYS 151 Introduction to Physics: Relativity and Particles An introduction to principles of physics in the domain of the very small and very fast. Topics include the special theory of relativity, and selected applications to atomic, nuclear, and particle physics. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisite: Mathematics 121 (completion or concurrent registration) and Physics 131, 132, 141 or 142 (completion or concurrent registration). Not open to students who have completed Physics 143 or 144 at Carleton. Requires concurrent registration in PHYS 151L. 3 credits; LS, QRE; Fall; E. Hazlett

PHYS 152 Introduction to Physics: Environmental Physics An introduction to principles of physics and their application to the environment. Topics include energy and its flows, engines, energy efficiency, energy usage and

conservation in vehicles and buildings, the atmosphere, and climate change. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work or field trips. Prerequisite: Mathematics 111 (completion or concurrent registration) and Physics 131 (completion or concurrent registration), 132, 141, 142, 143, 144 or 145. Requires concurrent registration in Physics 152L. 3 credits; LS, QRE; Fall

PHYS 165 Introduction to Electricity, Magnetism, and Optics A study of the principles of electricity, magnetism, and optics with an emphasis on real-world applications including electronics, laser physics, astronomy, and medicine. Topics include electric and magnetic fields, electric potentials, DC and AC circuits, geometric and wave optics, and relevant properties of matter. Designed for science majors who want additional background in physics. Comfort with algebra and the integration and differentiation of elementary functions is assumed. One laboratory per week. Prerequisite: Physics 131, 132, 141, 142, 143, 144, or 145 and Mathematics 121 ; Concurrent registration in Physics 165L. 6 credits; LS, QRE; Winter; F. McNally

PHYS 210 Sustainable Energy Principles and Design Introduction to the basic physics, thermodynamics, and engineering of energy sources and sinks. Overview of relevant sustainable energy practices and design principles, as well consideration of broader impacts and policy implications. The course will consider the world energy landscape with particular local and global foci. Includes a significant group academic civic engagement project that focuses on renewable energy design. Design projects vary, but include aspects of energy auditing, regulatory evaluation, performance analysis, and system design and operation of solar PV, wind turbines, or other renewable energy technologies. Extra meetings required. Prerequisite: 6 credits of Physics, not Physics 100. Physics 211 required winter term. 6 credits; NE, QRE; Fall; A. Pattanayak

PHYS 211 Sustainable Energy Practice and Prospects (India) This course is the second part of a two term course sequence beginning with PHYS 210. We start with a two-week field trip in December to Auroville, on the Southeast coast of India near Chennai. Week one includes an introduction to local issues and meetings with local experts, site visits to installed systems, refining system designs submitted in fall term, and other preparation. Week two the sustainable energy system will be installed. On campus during winter term, we will meet once a week. Students will complete reports documenting the project and their learning experience for Auroville, and one of (i) case-studies and proposals for installation for future students and other locations, (ii) business plans/project design/application for junior fellowships, or (iii) educational materials for various possible audiences. There will be public presentations. Prerequisite: Physics 210 16/FA. 6 credits; NE; Winter; A. Pattanayak

PHYS 228 Atomic and Nuclear Physics An elementary but analytical introduction to the physics of atoms and nuclei. Topics include the particle aspects of electromagnetic radiation, an introduction to quantum mechanics, the wave aspects of material particles, the structure of atoms, X-ray and optical spectra, instruments of nuclear and particle physics, nuclear structure and elementary particles. One laboratory per week. Prerequisite: Physics 143, 144 or 151; Concurrent registration in Physics 228L. 6 credits; LS, QRE; Fall; M. Baylor

PHYS 231 Analytical and Computational Mechanics An analytical and computational treatment of classical mechanics using Lagrangian and Hamiltonian formalisms. A variety of systems, including some whose equations of motion cannot be solved analytically, will be explored. Possible examples include harmonic oscillators, central-force problems, chaotic dynamics, astrophysical systems, and medieval siege engines. Prerequisite: Physics 131, 132, 141 or 142 and Mathematic 211 or Instructor permission. 6 credits; NE, QRE; Winter; J. Tasson

PHYS 232 Astrophysics I A study of stellar structure and evolution with an emphasis on the physical principles underlying the observed phenomena. Topics include the birth, evolution, and death of stars, pulsars, black holes, and white dwarfs. Prerequisite: Physics 228, 231 (229 and 230). 6 credits; NE, QRE; Not offered 2016-17

PHYS 233 Astrophysics II A study of galactic and extragalactic astronomy with an emphasis on the physical principles underlying the observed phenomena. Topics include the structure and dynamics of the Milky Way Galaxy and other galaxies, the interstellar medium, quasars and active galaxies, clusters and superclusters, and cosmology. Prerequisite: Physics 228, 231 (229 and 230). 6 credits; QRE, NE; Spring; C. Blaha

PHYS 234 Computer Simulations in Complex Physical Systems The development of techniques to study complex physical systems from a probabilistic and numerical standpoint using *Mathematica*. Subject material is applicable to all the sciences and mathematics. Some topics considered are random walks, percolation clusters, avalanches, traffic flow, the spread of forest fires and diseases, and a brief introduction to Bayesian statistics. No *Mathematica* skills are assumed. Prerequisite: Physics 131, 132, 141, 142, 143, or 144, or instructor permission. 6 credits; LS, QRE; Not offered 2016-17

PHYS 235 Electricity and Magnetism Electric and magnetic fields in free space, and their interactions with charges and currents. Topics include DC and AC circuits, Maxwell's equations, and electromagnetic waves. Weekly laboratory work. Prerequisite: Physics 143, 144, 151, 161, or 165, and Mathematics 211 or instructor permission; Concurrent registration in Physics 235L. 6 credits; LS, QRE; Spring

PHYS 335 Quantum Mechanics An examination of the structure of non-relativistic quantum mechanics and how this theory differs from those of classical physics. Topics include the mathematics of Hilbert space, the postulates of quantum mechanics, the motion of a particle in one dimension (including the free particle and the simple harmonic oscillator), the Heisenberg uncertainty principle, and spin. Multidimensional applications will include the harmonic oscillator, the hydrogen atom. Approximation techniques and applications will be presented. Prerequisite: Physics 228, 231 (or 229/230) and Mathematics 232. Familiarity with matrix algebra is assumed. 6 credits; NE; Winter; A. Pattanayak

PHYS 341 Waves The analysis of wave phenomena, including normal mode expansions, the wave equation and boundary value problems, and interference, diffraction, and polarization. Applications are made to mechanical, sound, water and electromagnetic waves with particular emphasis on electromagnetism and optics. Prerequisite: Physics 231 (229) and 235, and Mathematics 232. 6 credits; NE; Not offered 2016-17

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 and 235 and 1-300 level Physics course; Concurrent registration in Physics 342L. 6 credits; LS, QRE; Spring; M. Eblen-Zayas

PHYS 343 Electronics A study of the electrical circuits and electronics underlying modern physics instrumentation. Includes an introduction to microprocessor and microcomputer design. Approximately equal emphasis on analog and digital electronics. One laboratory per week. Prerequisite: Physics 235; Concurrent registration in Physics 343L. 6 credits; LS, QRE; Not offered 2016-17

PHYS 344 Classical and Quantum Optics A junior/senior level course in classical and quantum optics. Includes the phenomena of interference, diffraction and coherence and quantum optical applications, such as unique statistical states of light or the operation of a laser. Modern applications of these areas are studied through such topics as fiber optics telecommunication, optical data storage, or manipulation of atoms by light. Prerequisite: Physics 235 and Mathematics 232. 6 credits; NE; Winter; M. Baylor

PHYS 345 Advanced Optics This is a laboratory course that will serve as a follow-up to Physics 344, Classical and Quantum Optics. Students will conduct a number of experiments pertaining to optical phenomena. The experiments will display effects pertaining to classical, quantum, and non-linear optics. The lab will take place once a week for four hours each session. Prerequisite: Physics 344 or permission of the instructor. 2 credits; QRE, LS; Winter; M. Baylor

PHYS 346 Thermodynamics and Statistical Mechanics The fundamentals of classical thermodynamics and statistical mechanics. Topics include the laws of thermodynamics; heat engines and refrigerators; the Maxwell-Boltzmann distribution; the various canonical distributions; the statistical concepts of temperature and entropy; Fermi-Dirac, and Bose-Einstein distributions with applications to black-body radiation, phonons, and electrons in solids; the Ising model; and an introduction to critical phenomena. Prerequisite: Physics 228. 6 credits; NE; Fall; F. McNally

PHYS 347 General Relativity Einstein's theory of general relativity is developed from basic physical principles. Also presented is the mathematics of curved space time. Astrophysical applications of general relativity, including spherically symmetric objects, black holes, cosmology and the creation and detection of gravitational waves are given. Prerequisite: Physics 235. 6 credits; NE; Not offered 2016-17

PHYS 352 Advanced Electricity and Magnetism The classical theory of fields and waves. Electromagnetic theory including Maxwell's equations, radiation and relativity. Prerequisite: Physics 235, Mathematics 341 strongly recommended. 6 credits; NE; Spring; A. Pattanayak

PHYS 354 Solid State Physics An introduction to the physics of solids. Particular attention is paid to the properties exhibited by atoms and molecules because of their association and regular periodic arrangement in crystals. Topics include crystal structure and diffraction, the reciprocal lattice, phonons and lattice vibrations, thermal properties, free-electron theory and band structure. Prerequisite: Physics 335 or 346. 6 credits; NE; Not offered 2016-17

PHYS 355 Topics in Advanced Classical Mechanics Lagrangian and Hamiltonian methods including central force motion, coupled harmonic oscillators, and the study of continuous systems. Additional subjects may include fluid dynamics, classical field theory or other specialized topics. Prerequisite: Physics 231 (229 and 230). 6 credits; NE, QRE; Fall; J. Tasson

PHYS 356 Special Project Individual projects in experimental, theoretical, or computational physics. Available projects are often related to faculty research interests or to the development of course-support materials, such as new laboratory exercises. Prerequisite: Permission of the instructor. 2-3 credits; NE; Not offered 2016-17

PHYS 400 Integrative Exercise An extensive study of a specific topic in physics, culminating in a 60-minute presentation during winter or spring term and a 7500 word paper. Students may arrange to complete the bulk of their work during winter or spring term (Physics 400, 6 credits), or divide their effort between terms (Physics 400, winter, 3 credits; Physics 400, spring, 3 credits). 3-6 credits; S/NC; Winter, Spring; J. Weisberg, E. Hazlett, F. McNally, A. Pattanayak, M. Eblen-Zayas, J. Tasson, C. Blaha, M. Baylor

### Astronomy Courses

ASTR 110 Introduction to Astronomy An introduction to current astronomy with an emphasis on how we know what we know. Topics include the solar system; the life cycles of stars; pulsars, quasars, and black holes; and the history and future fate of the universe. No mathematics background beyond high school algebra and trigonometry is assumed. 6 credits; QRE, LS; Fall, Spring; F. McNally, C. Blaha

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 228, 232, 233 or instructor permission. 3 credits; S/CR/NC; LS, QRE; Fall, Spring; C. Blaha, J. Weisberg

ASTR 127 Topics in Modern Astrophysics Special topics in modern astrophysics will be explored in order to understand the physical processes at work in a variety of cosmic settings. Possible topics include the solar weather and its impact on Earth, extra-solar planets, black holes, dark matter, gravitational lensing, large-scale structures and dark energy in an accelerating universe. Prerequisite: Astronomy 100, or 110, or Physics 131, 132, 141, 142, 143, 144 or 145. 6 credits; QRE, NE, WR2; Not offered 2016-17

ASTR 232 Astrophysics I A study of stellar structure and evolution with an emphasis on the physical principles underlying the observed phenomena. Topics include the birth, evolution, and death of stars, pulsars, black holes, and white dwarfs. Prerequisite: Physics 228, 231 (229 and 230) or instructor permission. 6 credits; NE, QRE; Not offered 2016-17

ASTR 233 Astrophysics II A study of galactic and extragalactic astronomy with an emphasis on the physical principles underlying the observed phenomena. Topics include the structure and dynamics of the Milky Way Galaxy and other galaxies, the interstellar medium, quasars and active galaxies, clusters and superclusters, and cosmology. Prerequisite: Physics 228, 231 (229 & 230) or instructor permission. 6 credits; NE, QRE; Spring; C. Blaha

ASTR 356 Special Project Individual projects in observational, theoretical, or computational astronomy. Available projects are often related to faculty research interests or to the development of course-support materials, such as new laboratory exercises. Prerequisite: Instructor Permission. 2-3 credits; NE; Not offered 2016-17

## Political Economy Concentration

The study of political economy involves issues that range from the analysis of American Public Policy, globalization, comparative national economic policies, the relationship of micro-level to macro-level activity, and the ways that public and private choices affect one another.

[Requirements for the Concentration:](#)

Since the study of politics and economics are closely and intimately related, we ask students (1) get a grounding in political science and economics, and perhaps a third discipline, sociology; (2) to specialize in either American Public Policy or World Trade and Development; and (3) to integrate their studies in a final senior seminar that cuts across the different fields of specialization.

Students who double major in Economics and Political Science/IR are not permitted to declare a concentration in Political Economy.

**Lower Level Course Requirements** (four courses required):

All three of the following:

- ECON 110 Principles of Macroeconomics
- ECON 111 Principles of Microeconomics

- POSC 265 Capitalist Crises, Power and Policy **or** POSC 263 European Political Economy (Not offered in 2016-2017)

plus one course from:

- ECON 250 History of Economic Ideas (Not offered in 2016-2017)
- HIST 141 Europe in the Twentieth Century
- POSC 170 International Relations and World Politics

**Middle-Division Requirement** (one course required):

The selected course must correspond with area of specialization.

**American Public Policy**

- ECON 270 Economics of the Public Sector
- POSC 201 Lobbyists, Wonks and Social Media: Public Policy Making in Democracy (not offered in 2016-17)

*or* **World Trade and Development**

- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- ECON 271 Economics of Natural Resources and the Environment
- ECON 280 International Trade
- ECON 281 International Finance (not offered in 2016-17)
- POSC 266 Urban Political Economy
- POSC 366 Urban Political Economy\*

**Upper Level Course Electives** (three courses required):

Each student will select at least three courses from the two areas of specialization listed below in consultation with the concentration coordinator. These courses must come from at least two different departments. Two of these courses will be in the same area of specialization with the third coming from the other area. Courses listed under Middle-Division Requirement (above) may also count as upper level course electives if they are not being used to satisfy the Middle-Division Requirement. Political Science 263 may be used to satisfy one upper level elective requirement in the area of World Trade and Development if Political Science 265 was used to satisfy the lower level course requirement. It may not satisfy both requirements simultaneously.

**American Public Policy**

- ECON 232 American Economic History: A Cliometric Approach
- ECON 246 Economics of Welfare
- ECON 262 The Economics of Sports
- ECON 264 Health Care Economics (not offered in 2016-17)
- ECON 273 Water and Western Economic Development (not offered in 2016-17)
- ECON 274 Labor Economics
- ECON 275 Law and Economics (not offered in 2016-17)
- ECON 276 Money and Banking
- ECON 278 Industrial Organization and Firm Behavior

- ECON 282 The Theory of Investment Finance
- POSC 231 American Foreign Policy
- POSC 266 Urban Political Economy
- POSC 288 Washington D.C.: A Global Conversation Part I (not offered in 2016-17)
- POSC 289 Washington D.C. Seminar: A Global Conversation Part II (not offered in 2016-17)
- POSC 366 Urban Political Economy\*
- SOAN 221 Law and Society (not offered in 2016-17)

### **World Trade and Development**

- ECON 221 Cambridge Program: Contemporary British Economy
- ECON 222 Cambridge Program: The Origins of the Modern Economy
- ECON 233 European Economic History (not offered in 2016-17)
- ECON 269 Economics of Climate Change
- ECON 271 Economics of Natural Resources and the Environment
- ECON 281 International Finance (not offered in 2016-17)
- ECON 284 Inequality in an Interconnected World (not offered in 2016-17)
- HIST 257 Urban History in Beijing and Beyond Program: History of Urban China and Korea (not offered in 2016-17)
- HIST 395 The Global Cold War
- POSC 264 Politics of Contemporary China (not offered in 2016-17)
- POSC 267 Comparative Foreign Policy (not offered in 2016-17)
- POSC 268 Global Environmental Politics and Policy
- POSC 322 Neoliberalism and the New Left in Latin America\*
- POSC 333 Global Social Changes and Sustainability\*
- POSC 334 Global Public Health\* (not offered in 2016-17)
- POSC 337 Political Economy of Happiness\* (not offered in 2016-17)
- POSC 338 Politics of Inequality and Poverty\* (not offered in 2016-17)
- POSC 361 Approaches to Development\*
- POSC 364 Capitalism and Its Critics\* (not offered in 2016-17)
- POSC 365 Political Economy of Global Tourism\* (not offered in 2016-17)
- POSC 378 Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia (not offered in 2016-17)
- POSC 379 Political Econ & Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2016-17)
- POSC 383 Identity and Belonging in the New Europe: Politics of the European Union (not offered in 2016-17)
- SOAN 234 Ecology, Economy, and Culture
- SOAN 239 Social Statistics

### **Upper Level Seminar Requirement** (one course)

- POSC 322 Neoliberalism and the New Left in Latin America\*
- POSC 334 Global Public Health\* (not offered in 2016-17)
- POSC 337 Political Economy of Happiness\* (not offered in 2016-17)
- POSC 338 Politics of Inequality and Poverty\* (not offered in 2016-17)
- POSC 361 Approaches to Development\*
- POSC 364 Capitalism and Its Critics\* (not offered in 2016-17)
- POSC 365 Political Economy of Global Tourism\* (not offered in 2016-17)
- POSC 366 Urban Political Economy\*

# Political Science

Political science encompasses the study of governments and international organizations, political behavior, public policies, political processes, systems, and theory. It includes American politics, comparative politics, political philosophy, international relations and world politics. The department's curriculum is designed to cultivate judicious and productive citizenship, as well as provide versatile skills and knowledge. These can be applied to a wide range of fields, including law, business, government, international service, education, journalism, and other fields.

Majors choose between two tracks: Political Science or Political Science/International Relations. Within each of these tracks, students have flexibility to plan their courses of study around subfields of interest.

[Requirements for the Political Science track](#)

## Sixty-six credits, including:

**1. Core Courses** (18 credits) Majors are required to complete *three* of the following core courses prior to their senior year.

- POSC 120 Democracy and Dictatorship
- POSC 122 Politics in America: Liberty and Equality
- POSC 160 Political Philosophy
- POSC 170 International Relations and World Politics

## 2. Methods Sequence (12 credits):

- MATH 115 Introduction to Statistics, MATH 215 Introduction to Probability and Statistics, MATH 245 Applied Regression Analysis (6 credits) or MATH Stats AP score of 4 or 5. Math courses may be taken on an elective S/CR/NC basis.
- POSC 230: Methods of Political Research (6 credits) This course should be taken as soon as possible after declaring a major, but not simultaneously with the math class listed above.

**3. Elective Courses** (30 credits in the department): At least two courses (12 credits) must be at the 300-level, and one of these two must be an asterisk \* designated seminar. It is recommended that majors take their seminar course during the junior year.

A maximum of 12 credits earned on a non-Carleton off campus studies program may be granted toward the electives requirement. These credits may not be used to replace a core course and should be distinct and independent from electives offered at Carleton. The chair may require a copy of the off-campus course syllabus.

**4. Integrative Exercise** (6 credits total - POSC 400): During their junior or senior year students will revise substantially the final paper from an advanced seminar in political science. (Department-approved courses are designated with an asterisk (\*). Also see separately published list, which does not include courses taken on non-Carleton off-campus programs.)

The professor in the course will act as the student's comps adviser. Usually revision will take place during the term following the seminar and the revision will be completed during that term. However, professors

and advisees may mutually define the scope of revision. The integrative exercise will be completed with preparation of a poster for a group poster presentation.

Requirements for the Political Science/International Relations track

**Coordinator:** Associate Professor Devashree Gupta

The International Relations Program was originated in 1937 by the former Secretary of State and Nobel Peace Prize winner, Frank B. Kellogg, through the establishment at Carleton of the Kellogg Foundation for Education in International Relations.

**Sixty-six credits, including:**

**1. Core Courses** (12 credits): Majors are required to complete the two core courses prior to their senior year, as listed below.

- POSC 170 International Relations and World Politics
- Plus one of the following:
  - - POSC 120 Democracy and Dictatorship
    - POSC 122 Politics in America: Liberty and Equality
    - POSC 160 Political Philosophy

**2. Methods Sequence** (12 credits):

- MATH 115 Introduction to Statistics, MATH 215 Introduction to Probability and Statistics, MATH 245 Applied Regression Analysis (6 credits) or MATH Stats AP score of 4 or 5. Math courses may be taken on an elective S/CR/NC basis.
- POSC 230 Methods of Political Research (6 credits) This course should be taken as soon as possible after declaring a major, but not simultaneously with the Math class listed above.

**3. Elective Courses** (36 credits): Six courses from the following four subfields of electives, and area studies, subject to the following distribution requirements. (May not be taken as S/Cr/NC).

- three of these six courses (or 18 credits) must come from the student's main subfield electives list and one (6 credits) from another subfield list.
- One of the six courses must be a non-POSC selection. (May not be taken as S/CR/NC)
- One of the six courses must be an area studies course (If a non-POSC course, it will also satisfy the (b) requirement.) Approved area studies courses are listed below. Area studies cannot be used as a main subfield.
- Two of the six courses must be 300-level courses in the Political Science Department, and one of those two 300-level courses must be an asterisk \* designated seminar in the student's main subfield.

It is recommended that majors take their seminar course during the junior year. A course which was listed as fulfilling the International Relations electives requirement at the time the student elected that course, but which has been deleted from the catalog simply because it has not been taught this year or last, will continue to be accepted in fulfillment of the IR requirement.

**a) Leadership, Peace and Security**

- HIST 124 History of the City in the United States
- HIST 281 War in Modern Africa (not offered in 2016-17)
- HIST 395 The Global Cold War
- POSC 201 Lobbyists, Wonks and Social Media: Public Policy Making in Democracy (not offered in 2016-17)
- POSC 204 Media and Electoral Politics: 2016 United States Election
- POSC 208 The American Presidency (not offered in 2016-17)
- POSC 226 Political Psychology
- POSC 231 American Foreign Policy
- POSC 232 Chinese Foreign Policy (not offered in 2016-17)
- POSC 235 Game Theory: Politics and Strategy
- POSC 236 Global, National and Human Security (not offered in 2016-17)
- POSC 241 Ethnic Conflict (not offered in 2016-17)
- POSC 267 Comparative Foreign Policy (not offered in 2016-17)
- POSC 274 Political Psychology of Presidential Foreign Policy Decision Making (not offered in 2016-17)
- POSC 278 Memory and Politics (not offered in 2016-17)
- POSC 282 Terrorism and Violence in World Politics
- POSC 284 War and Peace in Northern Ireland (not offered in 2016-17)
- POSC 285 Intelligence, Policy, and Conflict
- POSC 288 Washington D.C.: A Global Conversation Part I (not offered in 2016-17)
- POSC 289 Washington D.C. Seminar: A Global Conversation Part II (not offered in 2016-17)
- POSC 328 Foreign Policy Analysis\*
- RELG 265 Religion and Violence: Hindus, Muslims, Jews
- WGST 240 Gender, Globalization and War (not offered in 2016-17)

## **b) Globalization, Development and Sustainability**

- AMST 396 Place, Memory, and National Narrative in American Studies
- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- ECON 269 Economics of Climate Change
- ECON 271 Economics of Natural Resources and the Environment
- ECON 273 Water and Western Economic Development (not offered in 2016-17)
- ECON 274 Labor Economics
- ECON 275 Law and Economics (not offered in 2016-17)
- ECON 280 International Trade
- ECON 281 International Finance (not offered in 2016-17)
- ECON 284 Inequality in an Interconnected World (not offered in 2016-17)
- ENTS 310 Topics in Environmental Law and Policy
- HIST 262 Public Health: History, Policy, and Practice
- POSC 211 Environment and the Evolution of Rules: Designing Institutions to Solve Political Problems (not offered in 2016-17)
- POSC 212 Environmental Justice
- POSC 224 Measuring and Evaluating Social and Ecological Systems (not offered in 2016-17)
- POSC 225 Global-Local Commons: Sustainability, Diversity & Self-Gov't in Complex Social-Ecological Systems (not offered in 2016-17)
- POSC 238 Sport & Globalization London/Seville Pgm: Globalization and Development: Lessons from Int'l Football (not offered in 2016-17)
- POSC 263 European Political Economy (not offered in 2016-17)
- POSC 265 Capitalist Crises, Power, and Policy
- POSC 266 Urban Political Economy

- POSC 268 Global Environmental Politics and Policy
- POSC 330 The Complexity of Politics\*
- POSC 333 Global Social Changes and Sustainability\*
- POSC 334 Global Public Health\* (not offered in 2016-17)
- POSC 338 Politics of Inequality and Poverty\* (not offered in 2016-17)
- POSC 361 Approaches to Development\*
- POSC 364 Capitalism and Its Critics\* (not offered in 2016-17)
- POSC 365 Political Economy of Global Tourism\* (not offered in 2016-17)
- POSC 366 Urban Political Economy\*
- POSC 379 Political Econ & Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2016-17)
- SOAN 234 Ecology, Economy, and Culture

### c) Democracy, Society, and the State

- ECON 270 Economics of the Public Sector
- EUST 159 "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe
- HIST 209 The Revolutionary Atlantic
- HIST 264 Turkey Program: The Politics of Gender in the Modern Middle East (not offered in 2016-17)
- HIST 274 Drugs, Violence & Rebellion in Mexico: From the Dirty War to the Drug War (not offered in 2016-17)
- LTAM 382 Conflictive Development: Peru 1980 to Present
- POSC 202 Parties, Interest Groups and Elections
- POSC 203 Political Communication: Political Advertising in Elections and Public Policy (not offered in 2016-17)
- POSC 207 Urban Politics in a Global Era (not offered in 2016-17)
- POSC 214 Visual Representations of Political Thought and Action
- POSC 218 Schools, Scholarship and Policy in the United States
- POSC 220 Politics and Political History in Film (not offered in 2016-17)
- POSC 221 Latin American Politics
- POSC 237 Southeast Asian Politics
- POSC 245 Politics of the Middle East I (1918-67)
- POSC 246 Politics of the Middle East II (1967-2011)
- POSC 247 Comparative Nationalism (not offered in 2016-17)
- POSC 264 Politics of Contemporary China (not offered in 2016-17)
- POSC 277 Religion in Politics: Conflict or Dialogue? (not offered in 2016-17)
- POSC 281 Global Society: An Approach to World Politics (not offered in 2016-17)
- POSC 283 Separatist Movements (not offered in 2016-17)
- POSC 303 Political Communication: Political Advertising in Elections and Public Policy\* (not offered in 2016-17)
- POSC 320 Authoritarianism and Democratization in the Middle East\*
- POSC 322 Neoliberalism and the New Left in Latin America\*
- POSC 332 Religion and Politics\* (not offered in 2016-17)
- POSC 337 Political Economy of Happiness\* (not offered in 2016-17)
- POSC 348 Strangers, Foreigners and Exiles\* (not offered in 2016-17)
- POSC 358 Comparative Social Movements\* (not offered in 2016-17)
- POSC 359 Cosmopolitanism\*
- POSC 378 Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia (not offered in 2016-17)

- POSC 383 Identity and Belonging in the New Europe: Politics of the European Union (not offered in 2016-17)
- RELG 264 Islamic Politics (not offered in 2016-17)
- SOAN 219 Nations and Nationalism (not offered in 2016-17)
- SOAN 225 Social Movements (not offered in 2016-17)
- SOAN 283 Immigration and Immigrants in Europe and the United States (not offered in 2016-17)

#### **d) Philosophical and Legal Inquiries**

- POSC 250 Ancient Political Philosophy: Plato's *Republic*
- POSC 251 Modern Political Philosophy: Science and Humanity (not offered in 2016-17)
- POSC 254 Freedom, Excellence, Happiness: Aristotle's *Ethics*
- POSC 255 Post-Modern Political Thought
- POSC 256 Nietzsche: Beyond Good and Evil (not offered in 2016-17)
- POSC 258 Politics and Ambition (not offered in 2016-17)
- POSC 259 Justice Among Nations (not offered in 2016-17)
- POSC 261 Power, Freedom, and Revolution
- POSC 271 Constitutional Law I
- POSC 272 Constitutional Law II (not offered in 2016-17)
- POSC 276 Imagination in Politics (not offered in 2016-17)
- POSC 282 Terrorism and Violence in World Politics
- POSC 313 Legal Issues in Higher Education (not offered in 2016-17)
- POSC 349 Justice Among Nations (not offered in 2016-17)
- POSC 350 Ancient Political Philosophy: Plato's *Republic*\*
- POSC 351 Political Theory of Martin Luther King, Jr. (not offered in 2016-17)
- POSC 352 Political Theory of Alexis de Tocqueville\*
- POSC 354 Freedom, Excellence, Happiness: Aristotle's *Ethics*\*
- POSC 355 Identity, Culture and Rights\*
- POSC 371 Modern Political Philosophy: Science and Humanity\* (not offered in 2016-17)
- SOAN 221 Law and Society (not offered in 2016-17)
- WGST 234 Feminist Theory (not offered in 2016-17)

#### **Approved Area Studies Courses**

- AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America
- ECON 232 American Economic History: A Cliometric Approach
- ECON 233 European Economic History (not offered in 2016-17)
- EUST 100 Allies or Enemies? America through European Eyes
- EUST 110 The Nation State in Europe
- HIST 124 History of the City in the United States
- HIST 138 Crusades, Mission, and the Expansion of Europe (not offered in 2016-17)
- HIST 139 Foundations of Modern Europe (not offered in 2016-17)
- HIST 140 The Age of Revolutions: Modern Europe, 1789-1914 (not offered in 2016-17)
- HIST 141 Europe in the Twentieth Century
- HIST 142 Women in Modern Europe
- HIST 151 History of Modern Japan
- HIST 153 History of Modern China (not offered in 2016-17)
- HIST 156 History of Modern Korea (not offered in 2016-17)
- HIST 158 Cold War in East Asia (not offered in 2016-17)

- HIST 161 History of Modern India, c. 1700-1947
- HIST 162 Politics and Public Culture in Modern South Asia (not offered in 2016-17)
- HIST 165 From Young Turks to Arab Revolutions: A Cultural History of the Modern Middle East (not offered in 2016-17)
- HIST 167 Nuclear Nations: India & Pakistan as Rival Siblings (not offered in 2016-17)
- HIST 170 Modern Latin America 1810-Present (not offered in 2016-17)
- HIST 181 West Africa in the Era of the Slave Trade (not offered in 2016-17)
- HIST 182 Living in the Colonial Context: Africa, 1850-1950 (not offered in 2016-17)
- HIST 183 History of Early West Africa
- HIST 184 Colonial West Africa (not offered in 2016-17)
- HIST 209 The Revolutionary Atlantic
- HIST 240 Tsars and Serfs, Cossacks and Revolutionaries: The Empire that was Russia (not offered in 2016-17)
- HIST 241 Russia through Wars and Revolutions (not offered in 2016-17)
- HIST 242 Communism, Cold War, Collapse: Russia Since Stalin (not offered in 2016-17)
- HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2016-17)
- HIST 245 Ireland: Land, Conflict and Memory (not offered in 2016-17)
- HIST 249 Two Centuries of Tumult: Modern Central Europe
- HIST 250 Modern Germany
- HIST 254 Colonialism in East Asia (not offered in 2016-17)
- HIST 255 Rumors, Gossip, and News in East Asia
- HIST 257 Urban History in Beijing and Beyond Program: History of Urban China and Korea (not offered in 2016-17)
- HIST 260 The Making of the Modern Middle East (not offered in 2016-17)
- HIST 265 Central Asia in the Modern Age (not offered in 2016-17)
- HIST 266 History of Islam in South Asia (not offered in 2016-17)
- HIST 267 Muslims and Modernity (not offered in 2016-17)
- HIST 272 The Mexican Revolution: History, Myth and Art
- HIST 280 African in the Arab World
- HIST 281 War in Modern Africa (not offered in 2016-17)
- HIST 286 Africans in the Arab World: On Site and Revisited (not offered in 2016-17)
- HIST 360 Muslims and Modernity (not offered in 2016-17)
- LTAM 270 Chile's September 11th: History and Memory since the Coup (not offered in 2016-17)
- LTAM 300 Issues in Latin American Studies (not offered in 2016-17)
- POSC 122 Politics in America: Liberty and Equality
- POSC 221 Latin American Politics
- POSC 232 Chinese Foreign Policy (not offered in 2016-17)
- POSC 237 Southeast Asian Politics
- POSC 246 Politics of the Middle East II (1967-2011)
- POSC 264 Politics of Contemporary China (not offered in 2016-17)
- RELG 150 Religions of South Asia
- RELG 152 Religions in Japanese Culture (not offered in 2016-17)
- RELG 262 Islamic Africa (not offered in 2016-17)
- RELG 264 Islamic Politics (not offered in 2016-17)
- RUSS 150 Facts and Fairy Tales: Introduction to Russian Cultural History (not offered in 2016-17)
- SOAN 157 Culture and Politics in India (not offered in 2016-17)
- SOAN 252 Middle East: History and Society in Comparative Perspectives (not offered in 2016-17)
- SOAN 256 Africa: Representation and Conflict
- SOAN 257 Culture and Politics in India (not offered in 2016-17)

**4. Integrative Exercise** (Total of 6 credits - POSC 400): During their junior or senior year, students will revise substantially the final paper from an advanced seminar in international relations. (Department-approved courses are designated with an asterisk (\*). Also see separately published list, which does not include courses taken on non-Carleton off-campus programs.)

The professor in the course will act as the student's comps adviser. Usually revision will take place during the term following the seminar and the revision will be completed during that term. However, professors and advisees may mutually define the scope of revision. The integrative exercise will be completed with preparation of a poster for a group poster presentation.

**5. Study Abroad:** We recommend study in a Carleton College Off-Campus or non-Carleton program that includes a significant political component.

A maximum of 12 credits earned on a non-Carleton off campus studies program may be granted toward the electives requirement. These credits may not be used to replace a core course and should be distinct and independent from electives offered at Carleton. The chair may require a copy of the off-campus course syllabus.

#### Political Science and International Relations Courses

**POSC 100 American Elections of 2016** How can we understand the campaigns and results of the 2016 American elections? This course examines (1) the electoral role of parties, candidates and interest groups (2) prior "midterm" elections in U.S. history and (3) voting trends and policy results from the 2008, 2010 and 2012 elections. Students will analyze the activities and results from the 2016 General Election looking at trends in news coverage, political advertising, campaigns and candidate communication and public opinion. 6 credits; WR1, AI; Fall; B. Allen

**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, WR2; Fall, Spring; B. Daves

**POSC 122 Politics in America: Liberty and Equality** An introduction to American government and politics. Focus on the Congress, Presidency, political parties and interest groups, the courts and the Constitution. Particular attention will be given to the public policy debates that divide liberals and conservatives and how these divisions are rooted in American political culture. 6 credits; SI, IDS, QRE; Fall, Winter, Spring; R. Keiser, M. Freeze

**POSC 160 Political Philosophy** Introduction to ancient and modern political philosophy. We will investigate several fundamentally different approaches to the basic questions of politics--questions concerning the character of political life, the possibilities and limits of politics, justice, and the good society--and the philosophic presuppositions (concerning human nature and human flourishing) that underlie these, and all, political questions. 6 credits; HI; Fall, Spring; M. Czobor-Lupp, L. Cooper

**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, Spring; G. Marfleet, T. Myint, H. Bou Nassif

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 U.S. 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; Not offered 2016-17

POSC 202 Parties, Interest Groups and Elections Examination of the American electoral system and its components: parties, interest groups and the media. The impact of parties and interests on national policy making is also explored. The course will devote special attention to the 2016 election. 6 credits; SI, IDS; Fall; M. Freeze

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 six-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; QRE, SI, IS; Not offered 2016-17

POSC 204 Media and Electoral Politics: 2016 United States Election Our analysis of media influences on politics will draw from three fields of study: political psychology, political behavior and participation, and public opinion. Students will conduct a study of the effects of campaign ads and news using our multi-year data set of content analyzed election ads and news. We study a variety of quantitative and qualitative research methods to learn how political communication affects U.S. elections. Taking this course in conjunction with Political Science 328 is highly recommended. Political Science 328 will include a component on representations of foreign policy in electoral politics that contributes to our research in Political Science 204. 6 credits; QRE, SI, IDS; Fall; B. Allen

POSC 207 Urban Politics in a Global Era Are cities microcosms of state or nation? How has the role of immigrant-port-of-entry affected the politics of cities? What has been the impact of population shift to the suburbs? Are African-Americans and Latinos fighting over an inconsequential hole-in-the-doughnut in Chicago and Los Angeles? What is the significance of living wage and gay rights movements in cities? Why do European and American cities seem so different, and are there signs of convergence in the era of globalization? 6 credits; SI, IS; Not offered 2016-17

POSC 208 The American Presidency A study of the contemporary presidency, with a focus on the development of the institutional presidency, presidential personality, and the presidency's relations with other institutions in the American and international political systems. Particular attention will be devoted to the presidencies of Barack Obama and George W. Bush. 6 credits; SI, IDS; Not offered 2016-17

POSC 211 Environment and the Evolution of Rules: Designing Institutions to Solve Political Problems How can we design democratic institutions to deal with environmental and social problems? Are there universal approaches to solving political problems in physically and socially diverse communities? Do people come up with different institutional ways to address shared problems because of environmental or cultural differences? By examining basic principles of institutional design you will learn how to analyze constitutions, public policies, international treaties, and other "rule ordered relationships" that different people have created to deal with environmental concerns and, generally, the health and welfare of their communities. 6 credits; SI; Not offered 2016-17

POSC 212 Environmental Justice The environmental justice movement seeks greater participation by marginalized communities in environmental policy, and equity in the distribution of environmental harms and benefits. This course will examine the meaning of "environmental justice," the history of the movement, the empirical

foundation for the movement's claims, and specific policy questions. Our focus is the United States, but students will have the opportunity to research environmental justice in other countries. 6 credits; SI, QRE, IDS; Winter; K. Smith

POSC 214 Visual Representations of Political Thought and Action Visual media offer an alternative method of framing political ideas and events. Images found in such texts as film, posters, and even in statistical tables can enlighten--or mislead. Readings in visual theory, political psychology, and graphic representation will enable you to read images and use these powerful media to convey your ideas and research. 3 credits; LA, QRE; Spring; B. Allen

POSC 218 Schools, Scholarship and Policy in the United States What can scholarship tell us about educational strategies to reduce achievement gaps and economic opportunity? Do the policies promoted at the city, state and federal levels reflect that knowledge? How are these policies made? What is the relationship between schools and the economic class, racial composition and housing stock of their neighborhoods? Prerequisite: Sophomore Standing. 6 credits; SI, IDS, WR2, QRE; Fall; R. Keiser

POSC 220 Politics and Political History in Film How do representations of politics in film influence our ideas about governance, citizenship, power, and authority? How do film and TV reflect values and beliefs of democratic society, particularly in the United States? These are two questions that we will consider in the course as we study films representing politics and historical events in fiction and non-fiction genres for entertainment and education. Films to be analyzed include: *Battle of Algiers*, *Fog of War*, *Cape Fear (1963)*, *Manchurian Candidate (1960)*, *Advise and Consent*, *All the President's Men*, *Primary*, *War Room*, *The Mushroom Club*, *Fahrenheit 9/11*, *When the Levees Broke*. 6 credits; LA, IS; Not offered 2016-17

POSC 221 Latin American Politics Comparative study of political institutions and conflicts in selected Latin American countries. Attention is focused on general problems and patterns of development, with some emphasis on U.S.-Latin American relations. 6 credits; SI, IS; Spring; A. Montero

POSC 224 Measuring and Evaluating Social and Ecological Systems The Institutional Analysis and Development (IAD) and Social Ecological Systems (SES) Frameworks are designed to provide data on social, economic, and political institutions and the physical environment in such a way that we can understand the reciprocal effects of institutional and environmental change. We will learn these frameworks and the methods used to measure changes in various natural resource systems. Our focus in 2015 will be on the measurement of forests and the microclimates produced by trees in, for example, urban areas. 3 credits; SI, QRE, IS; Not offered 2016-17

POSC 225 Global-Local Commons: Sustainability, Diversity & Self-Gov't 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, QRE, IS; Not offered 2016-17

POSC 226 Political Psychology This course is an introduction to political psychology, an inter-disciplinary field of study that applies psychological theory and research to the study of politics, as a theoretical alternative to rational choice models. Study will include applying psychological models to elite decision making and to political behavior of ordinary citizens. Topics include personality and political leadership, group processes and foreign policy, theories of information processing and elite decision making, malignant political aggression and punitive politics, altruism and heroic political action, etc. in light of important political issues and events. 6 credits; SI, QRE; Spring; M. Freeze

**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; B. Daves, M. Freeze

**POSC 231 American Foreign Policy** An introduction to the actors and processes of American foreign policymaking and to the substance of American foreign policy. The course aims to provide students with an understanding of how knowledge of the past, the global policy environment, the processes of foreign policymaking, and the specifics of a foreign policy issue come together to help determine modern American foreign policy. The course will review the structure of the international system of states, state power and interests, the historical context of American foreign policy, actors in American foreign affairs, models of foreign policy decision making, and the instruments of foreign policy. Prerequisite: Political Science 122, AP American Government, or AP US History is highly recommended. 6 credits; SI, IS; Winter; G. Marfleet

**POSC 232 Chinese Foreign Policy** The "Rise of China" over the past thirty-five years presents challenges and opportunities for the United States and other countries around the world. This course examines China's growing and changing influence in the world. The course starts by exploring historical Chinese foreign policy, from Imperial China through the Cold War. The course then examines a variety of different theories and factors explaining the general nature of China's foreign policy. The course concludes by detailing China's current bilateral relationships with specific countries and regions around the world. 6 credits; IS, SI; Not offered 2016-17

**POSC 235 Game Theory: Politics and Strategy** In politics, competition is common and cooperation is problematic. Elemental to both are the strategies that individuals, movements, parties and countries choose to achieve their goals, given what others are doing. This course introduces the basic concepts and tools of game theory—which is the formal representation of the strategic relationships of actors—to understand whether, how and when political actors get what they want. Examples from different political contexts will be used to illustrate real life examples of theoretical insights. 6 credits; SI, QRE; Fall; B. Daves

**POSC 236 Global, National and Human Security** What are the greatest threats to national and global security? In this course we will explore a range of traditional security topics including: the proliferation of WMDs, terrorism, piracy, insurgencies, arms races, territorial disputes and strategic rivalries. In addition to these classic concerns, we also consider newer ones such as cyber-security, the threat of global pandemics, unmanned warfare and the impact of climate change. Our study begins and concludes with the debate over the concept of security in the twenty-first century. 6 credits; SI, IS; Not offered 2016-17

**POSC 237 Southeast Asian Politics** This course will cover key thematic issues of Southeast Asian politics, including the challenges of democracy, regional integration, environmental politics, the rise of the power of non-state actors, and struggles for citizen-sovereignty of the people. We will examine these frontier issues against the background of Southeast Asia's societal evolution through kingdoms, colonial eras, emergence of nation-states, and the influence of globalization on politics. 6 credits; SI, WR2, QRE, IS; Winter; T. Myint

**POSC 238 Sport & Globalization** London/Seville Pgm: Globalization and Development: Lessons from Int'l Football This course uses international football (soccer) as a lens to analyze topics in globalization, such as immigration and labor, inequality, foreign investment, trade in services, and intellectual property. Students will be presented with key debates in these areas and then use cases from international football as illustrations. Focusing on the two wealthiest leagues in Europe, the English Premier League and the Spanish *Liga*, students will address key issues in

the study of globalization and development, and in doing so enhance their understanding of the world, sports, and sport's place in the world. 6 credits; SI, IS; Not offered 2016-17

POSC 241 Ethnic Conflict Ethnic conflict is a persistent and troubling challenge for those interested in preserving international peace and stability. By one account, ethnic violence has claimed more than ten million lives since 1945, and in the 1990s, ethnic conflicts comprised nearly half of all ongoing conflicts around the world. In this course, we will attempt to understand the conditions that contribute to ethnic tensions, identify the triggers that lead to escalation, and evaluate alternative ideas for managing and solving such disputes. The course will draw on a number of cases, including Rwanda, Bosnia, and Northern Ireland. 6 credits; SI, IS; Not offered 2016-17

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; Not offered 2016-17

POSC 250 Ancient Political Philosophy: Plato's *Republic* *Cross-listed with POSC 350*. In this course we will examine ancient political philosophy through the intensive study of Plato's *Republic*, perhaps the greatest work of political philosophy ever written. What is morality? Why should a person behave morally? Wouldn't it be more satisfying to be a tyrant? What is the best way of life? What would a perfect society look like? What would be its customs and institutions, and who would rule? What would it demand of us, and would that price be worth paying? These are some of the politically (and personally) vital questions addressed by the book. 6 credits; HI; Fall; L. Cooper

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; Not offered 2016-17

POSC 254 Freedom, Excellence, Happiness: Aristotle's *Ethics* *Cross-listed with POSC 354*. What does it mean to be morally excellent? To be politically excellent? To be intellectually and spiritually excellent? Are these things mutually compatible? Do they lie within the reach of everyone? And what is the relation between excellence and

pleasure? Between excellence and happiness? Aristotle addresses these questions in intricate and illuminating detail in the *Nicomachean Ethics*, which we will study in this course. The *Ethics* is more accessible than some of Aristotle's other works. But it is also a multifaceted and multi-layered book, and one that reveals more to those who study it with care. 6 credits; HI; Winter; L. Cooper

POSC 255 Post-Modern Political Thought The thought and practice of the modern age have been found irredeemably oppressive, alienating, dehumanizing, and/or exhausted by a number of leading philosophic thinkers in recent years. In this course we will explore the critiques and alternative visions offered by a variety of post-modern thinkers, including Nietzsche (in many ways the first post-modern), Heidegger, Foucault, and Derrida. 6 credits; HI; Winter; M. Czobor-Lupp

POSC 256 Nietzsche: Beyond Good and Evil Nietzsche understood himself to be living at a moment of great endings: the exhaustion of modernity, the self-undermining of rationalism, the self-overcoming of morality--in short, and most stunningly, the "death of God." Nietzsche both foresaw and tried to accelerate these endings. But he also tried to bring about a new beginning, a culture that he believed would be life-affirming and life-enhancing. In this course we will engage in a close study of *Beyond Good and Evil*, perhaps Nietzsche's most beautiful book and probably his most political one. Selections from some of his other books will also be assigned. 6 credits; HI; Not offered 2016-17

POSC 258 Politics and Ambition Is personal ambition a threat to peace and the public good or is it a prod to nobility and heroism? Does it exemplify the opposition between self and society or does it represent their intersection and mutual support--or both? Drawing on literary, philosophical, and historical works this course will take up these and other questions as part of a broad examination of the role of ambition in politics. 6 credits; HI; Not offered 2016-17

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; Not offered 2016-17

POSC 261 Power, Freedom, and Revolution Politics can be defined as struggle for power. However, what power means is neither self-evident nor a non-controversial issue. The course explores different definitions of power, its difference from violence and force, as well as the extent to which criticism, resistance, and freedom are intrinsic components of power. Special attention will be given to the relationship between power and revolution, especially to the difficulty of turning revolutionary violence into political representation. In the attempt to answer these questions we will read texts by Arendt and Foucault and will consider the concrete examples of the French, Soviet, and Iranian Revolutions. 6 credits; HI, IS; Fall; M. Czobor-Lupp

POSC 263 European Political Economy An introduction to the politics of the European region during the post-World War II period. Students will examine the political conditions that gave impetus to the creation, maintenance, crisis, and decline of Keynesian economic policies, social welfare states, social democratic partisan alliances, and cooperative patterns of industrial relations. The course will examine the rise and reform of the project of European integration. The course will also address the particular problems faced by the East European countries as they attempt to make a transition from authoritarian, command economies to democratic, market-based economies. 6 credits; SI, QRE, IS; Not offered 2016-17

POSC 264 Politics of Contemporary China This course examines the political, social and economic transformation of China over the past thirty years. Students will explore the transformation of the countryside from a primarily agricultural society into the factory of the world. Particular emphasis will be placed on economic development

and how this has changed state-society relations at the grassroots. The class will explore these changes among farmers, the working class and the emerging middle class. Students will also explore how the Chinese Communist Party has survived and even thrived while many other Communist regimes have fallen and assess the relationship between economic development and democratization. 6 credits; SI, IS; Not offered 2016-17

POSC 265 Capitalist Crises, Power, and Policy This course examines the interaction of national politics and international economic activity. Topics include the relationship between national and international finance, global competitiveness, and economic development. Case studies drawn from every continent. 6 credits; SI, QRE, IS; Winter; A. Montero

POSC 266 Urban Political Economy City revenue is increasingly dependent on tourism. Cities manufacture identity and entertainment, whether we think of Las Vegas or Jerusalem, Berlin or Bilbao, the ethnoscapes of Copenhagen or the red light district of Amsterdam. As cities compete in the global economy to become playgrounds for a transnational tourist class, what is the role of urban residents? Who governs? Who benefits? Short essays or exams will be required. 6 credits; SI, IDS; Winter; R. Keiser

POSC 267 Comparative Foreign Policy Why do states act the way they do internationally? Why do some states act like "rogues" while others support the system? How do countries choose their allies or enemies? How do governments define their country's national interest and respond to global changes? Foreign policy is where internal politics and external politics intersect. Understanding any country's foreign policy requires that we pay attention to its position in the international system and its internal politics. In this course we will employ approaches from international relations and comparative politics to explore these questions across a range of countries. 6 credits; SI, IS; Not offered 2016-17

POSC 268 Global Environmental Politics and Policy Global environmental politics and policy is the most prominent field that challenges traditional state-centric ways of thinking about international problems and solutions. This course examines local-global dynamics of environmental problems. The course will cover five arenas crucial to understanding the nature and origin of global environmental politics and policymaking mechanisms: (1) international environmental law; (2) world political orders; (3) human-environment interactions through politics and markets; (4) paradigms of sustainable development; and (5) dynamics of human values and rules. 6 credits; SI, WR2, QRE, IS; Fall; T. Myint

POSC 271 Constitutional Law I Covers American constitutional law and history from the founding to the breakdown of the constitution in secession crisis. Extensive attention will be paid to the constitutional convention and other sources of constitutional law in addition to Supreme Court cases. 6 credits; SI; Fall; K. Smith

POSC 272 Constitutional Law II Covers American constitutional law and history from Reconstruction to the contemporary era. Extensive attention will be paid to the effort to refound the American constitution following the Civil War as manifest in the thirteenth, fourteenth, and fifteenth amendments, and to the successive transformations which the Supreme Court worked in the new constitutional order. Political Science 271 is not a prerequisite. 6 credits; SI; Not offered 2016-17

POSC 274 Political Psychology of Presidential Foreign Policy Decision Making This course examines the intersection of politics, personality and social psychology as applied to the analysis of U.S. foreign policy. It investigates the impact of individuals, group processes, political and social cognition, and political context on foreign policy decision-making. It explores questions such as: How do personalities of political leaders affect decision-making? How do processes of group decision making affect outcomes? How do individual differences in social and political perception shape elite decision-making? Case studies will be drawn from major episodes in U.S. foreign policy during the Cold War and post-Cold War era. 6 credits; SI, IS; Not offered 2016-17

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; Not offered 2016-17

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 Zizek. 6 credits; HI, IS; Not offered 2016-17

POSC 278 Memory and Politics The ways in which human societies narrate their past can powerfully impact their politics. It can enhance their capacity to be just or it can undermine it. The fashion in which history is told can help societies avoid conflict and it can heal the lingering memory of previous wars. At the same time, historical narratives can escalate violence and deepen socio-cultural and political divisions, inequality, and oppression. In this course we will learn about the various connections between history and politics by reading the works of G. W. F. Hegel, Friedrich Nietzsche, Michel Foucault, Hannah Arendt, and Paul Ricoeur. 6 credits; HI, IS; Not offered 2016-17

POSC 281 Global Society: An Approach to World Politics One of the features of the Post-Cold War world has been the increased salience of issues such as terrorism, the environment, the influence of transnational corporations, the world-wide AIDS epidemic, the drug trade, and the crisis of refugees. The proliferation of such problems illustrates the limitations of state-centric international relations theory. This course examines new theoretical approaches to global politics that seek to understand how non-state actors and structures influence emerging patterns of global governance. We will debate as a class the extent to which a global society approach to world politics helps us to understand these transnational problems. 6 credits; SI, IS, QRE; Not offered 2016-17

POSC 282 Terrorism and Violence in World Politics This course will focus on the use of violence in world politics, with a specific emphasis on terrorism and crimes against humanity. The atrocities perpetrated by ISIS are the latest examples of violence targeting non-combatants. What is the strategic logic of terrorism? Why do some militant organizations resort to terror tactics but not others? What are the micro-dynamics of terrorist organizations pertaining to recruitment and indoctrination? We will tackle these questions from theoretical and empirical perspectives. We will also discuss issues such as genocides, humanitarian intervention, and the emergence of the right to protect doctrine. 6 credits; SI, IS; Fall; H. Bou Nassif

POSC 283 Separatist Movements This course explores the emergence and resolution of separatist movements around the world. While separatist movements are often associated with the violent dissolution of states, not all separatist movements result in violence and not all separatist movements seek independence. We will investigate the conditions under which separatist pressures are most likely to develop and when such pressures result in actual separation. We will contrast the tactics of movements, from peaceful approaches in places like contemporary Quebec or Scotland, to peaceful outcomes like the "velvet divorce" of Czechoslovakia, to violent insurrections in places like the Philippines, Spain, and Northern Ireland. 6 credits; SI, QRE, IS; Not offered 2016-17

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; Not offered 2016-17

POSC 285 Intelligence, Policy, and Conflict This course will study the U.S. Intelligence Community and how intelligence complements policy development and supports the creation and implementation of national security and foreign policy strategy. Using case studies, we will examine forms of conflict and assess how intelligence supported or failed policymakers in the areas of conventional warfare, counterinsurgency, and counterterrorism. We will conclude with the study of asymmetric warfare in our modern age. 6 credits; SI, IS; Winter; J. Olson

POSC 288 Washington D.C.: A Global Conversation Part I Students will participate in a seminar involving meetings with leading Washington figures in areas of global policy making and regular discussions of related readings. 6 credits; SI, IS; Not offered 2016-17

POSC 289 Washington D.C. Seminar: A Global Conversation Part II Students will engage with leading scholars and practitioners in the field of political communication to learn how mass media, particularly TV news, influences politics. We will be especially attentive to United States news coverage of international events in new and old media and its importance in international relations, domestic perceptions of global political concerns (e.g. climate change and universal declarations of human rights). Our seminar readings will draw on research in political psychology and democratic theory. 6 credits; SI, IDS; Not offered 2016-17

POSC 293 Washington D.C. Seminar: Global Conservation Internship 6 credits; NE; Not offered 2016-17

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, QRE, IS; Not offered 2016-17

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; Not offered 2016-17

POSC 320 Authoritarianism and Democratization in the Middle East\* This course analyzes theories of authoritarianism and prospects for democratization in the Middle East. The course is divided into three sections: the first covers the main theoretical perspectives explaining the persistence of authoritarian rule in the Middle East. The second is devoted to the events of the Arab Spring, with an emphasis on Egypt, Syria, and Tunisia. Finally, the third section deals with two of the most pressing issues facing the countries of the Arab Spring: 1) the political role of Arab armed forces, 2) the integration of the long-banned Islamist groups into the public sphere as legitimate political parties. 6 credits; SI, IS; Winter; H. Bou Nassif

POSC 322 Neoliberalism and the New Left in Latin America\* This seminar will examine the "post-neoliberal" politics of Latin America, beginning with a reconsideration of the market-oriented turn in the region during the

1980s and 1990s. The seminar will then focus on the rise of leftist governments as diverse as Hugo Chávez' Venezuela, Evo Morales' Bolivia, and Lula da Silva's Brazil. Other topics will include the emergence of anti-neoliberal movements, the wave of indigenous politics, new social movements, environmental politics, and experiments with anti-poverty programs throughout Latin America. 6 credits; SI, IS, WR2; Fall; A. Montero

POSC 328 Foreign Policy Analysis\* Foreign policy analysis is a distinct sub-field within international relations that focuses on explaining the actions and choices of actors in world politics. After a review of the historical development of the sub-field, we will explore approaches to foreign policy that emphasize the empirical testing of hypotheses that explain how policies and choices are formulated and implemented. The psychological sources of foreign policy decisions (including leaders' beliefs and personalities and the effect of decision-making groups) are a central theme. Completion of a lower level IR course and the stats/methods sequence is recommended. 6 credits; SI, QRE; Fall; G. Marfleet

POSC 330 The Complexity of Politics\* Theories of complexity and emergence relate to how large-scale collective properties and characteristics of a system can arise from the behavior and attributes of component parts. This course explores the relevance of these concepts, studied mainly in physics and biology, for the social sciences. Students will explore agent-based modeling to discover emergent properties of social systems through computer simulations they create using NetLogo software. Reading and seminar discussion topics include conflict and cooperation, electoral competition, transmission of culture and social networks. Completion of the stats/methods sequence is highly recommended. 6 credits; SI, QRE; Winter; G. Marfleet

POSC 332 Religion and Politics\* In this class, we will investigate the relationship between politics and religion around the world. It is not a class on theology or belief systems. Instead, we will focus on describing and explaining how religious beliefs and organizations affect political outcomes and vice-versa. Topics will include the relationship between religion and the state, the political dimensions of religious movements, the religious dimensions of political movements, and how religious perspectives on such issues as gender, sexuality, race, and war reinforce or clash with political values and policy. 6 credits; SI, IS; Not offered 2016-17

POSC 333 Global Social Changes and Sustainability\* This course is about the relationship between social changes and ecological changes to understand and to be able to advance analytical concepts, research methods, and theories of society-nature interactions. How do livelihoods of individuals and groups change over time and how do the changes affect ecological sustainability? What are the roles of human institutions in ecological sustainability? What are the roles of ecosystem dynamics in institutional sustainability? Students will learn fundamental theories and concepts that explain linkages between social change and environmental changes and gain methods and skills to measure social changes qualitatively and quantitatively. 6 credits; SI, WR2, QRE, IS; Spring; T. Myint

POSC 334 Global Public Health\* This seminar covers a variety of public health issues in advanced capitalist and developing countries, including communicable diseases, neglected tropical diseases and scourges such as malaria, dengue, and AIDS, the effectiveness of foreign aid, and the challenges of reforming health care systems. Emphasis will be on how these issues interact with patterns of economic and social development and the capacity of states and international regimes. Students will develop a perspective on public policy using materials from diverse fields such as political science, epidemiology, history, economics, and sociology. 6 credits; SI, QRE, IS; Not offered 2016-17

POSC 337 Political Economy of Happiness\* This course explores the political determinants of happiness in the United States and around the world. What makes citizens happier in one country compared to another? When might political institutions be most successful at producing happiness among people? What is the relationship between economic inequality, development, redistribution and happiness? The course starts by examining how

happiness is conceptualized and measured in public opinion data, before exploring the political economy of happiness globally. 6 credits; SI, WR2, QRE, IS; Not offered 2016-17

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; Not offered 2016-17

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; Not offered 2016-17

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 359 version will complete a more detailed and longer seminar paper that may be the basis for comps in a subsequent term. 6 credits; SI; Not offered 2016-17

POSC 350 Ancient Political Philosophy: Plato's *Republic*\* *Cross-listed with POSC 250*. In this course we will examine ancient political philosophy through the intensive study of Plato's *Republic*, perhaps the greatest work of political philosophy ever written. What is morality? Why should a person behave morally? Wouldn't it be more satisfying to be a tyrant? What is the best way of life? What would a perfect society look like? What would be its customs and institutions, and who would rule? What would it demand of us, and would that price be worth paying? These are some of the politically (and personally) vital questions addressed by the book. 6 credits; HI; Fall; L. Cooper

POSC 351 Political Theory of Martin Luther King, Jr. This seminar will examine the speeches, writings, and life of Dr. Martin Luther King, Jr. Students will study King as an example of the responsible citizen envisioned by the theory expressed in *The Federalist*, as a contributor to the discourse of civil religion, and as a figure in recent American social history. 6 credits; SI, IDS; Not offered 2016-17

POSC 352 Political Theory of Alexis de Tocqueville\* This course will be devoted to close study of Tocqueville's *Democracy in America*, which has plausibly been described as the best book ever written about democracy and the best book every written about America. Tocqueville uncovers the myriad ways in which equality, including especially the passion for equality, determines the character and the possibilities of modern humanity. Tocqueville thereby provides a political education that is also an education toward self-knowledge. 6 credits; HI, WR2, IDS; Winter; B. Allen

POSC 354 Freedom, Excellence, Happiness: Aristotle's *Ethics*\* *Cross-listed with POSC 254*. What does it mean to be morally excellent? To be politically excellent? To be intellectually and spiritually excellent? Are these things mutually compatible? Do they lie within the reach of everyone? And what is the relation between excellence and pleasure? Between excellence and happiness? Aristotle addresses these questions in intricate and illuminating detail in the *Nicomachean Ethics*, which we will study in this course. The *Ethics* is more accessible than some of

Aristotle's other works. But it is also a multifaceted and multi-layered book, and one that reveals more to those who study it with care. Seminar paper required. 6 credits; HI; Winter; L. Cooper

POSC 355 Identity, Culture and Rights\* This course will look at the contemporary debate in multiculturalism in the context of a variety of liberal philosophical traditions, including contractarians, libertarians, and Utilitarians. These views of the relationship of individual to community will be compared to those of the communitarian and egalitarian traditions. Research papers may use a number of feminist theory frameworks and methods. 6 credits; SI, WR2, IS; Winter; B. Allen

POSC 358 Comparative Social Movements\* This course will examine the role that social movements play in political life. The first part of the course will critically review the major theories that have been developed to explain how social movements form, operate and seek to influence politics at both the domestic and international levels. In the second part of the course, these theoretical approaches will be used to explore a number of case studies involving social movements that span several different issue areas and political regions. Potential case studies include the transnational environmental movement, religious movements in Latin America and the recent growth of far right activism in northern Europe. 6 credits; SI, IS; Not offered 2016-17

POSC 359 Cosmopolitanism\* Stoic philosophers saw themselves as citizens of the world (cosmopolitans). In the eighteenth century, Kant thought that the increasingly global nature of the world requires international political institutions to guarantee peace and human rights. After the Cold War cosmopolitanism was back in fashion. Even the favorite drink of the girls on TV's *Sex and the City* was called Cosmopolitan. This course explores different meanings of cosmopolitanism: moral, political, and cultural. The intention is to show that cosmopolitanism is a complex reality that requires political institutions, as well as a new ethics to be cultivated through a particular engagement of culture. 6 credits; HI; Spring; M. Czobor-Lupp

POSC 361 Approaches to Development\* The meaning of "development" has been contested across multiple disciplines. The development and continual existence of past civilizations has been at the core of the discourse among those who study factors leading to the rise and fall of civilizations. Can we reconcile the meaning of development in economic terms with cultural, ecological, political, religious, social and spiritual terms? How can we measure it quantitatively? What and how do the UNDP Human Development Indexes and the World Development Reports measure? What are the exemplary cases that illustrate development? How do individual choices and patterns of livelihood activities link to development trends? 6 credits; SI, WR2, QRE, IS; Fall; T. Myint

POSC 364 Capitalism and Its Critics\* This research seminar examines the major debates in studies of contemporary capitalism in advanced capitalist and developing countries around the world. Moving beyond the classic theoretical debates of liberal, Marxist, developmentalist, and post-industrial arguments, the seminar will focus on recent debates concerning changes in labor markets, class structures, production systems, political institutions and social distribution, corporate governance, the multilateral system (e.g., IMF, the World Bank), supranational entities such as the European Union, and critical approaches on economic development, including new studies of the informal labor market. 6 credits; SI, QRE, IS; Not offered 2016-17

POSC 365 Political Economy of Global Tourism\* As manufacturing has migrated to places with cheaper labor, many cities have turned to tourism to attract capital, employ low-skilled labor, and develop a niche in the global economy. We will pay particular attention to the consequences, for cities and their inhabitants, of the policy of tourism-driven economic development. We will also consider what it is that is being manufactured, marketed and sold in the tourist economy. Our investigation will proceed in an interdisciplinary manner, with inquiry into the political, sociological, anthropological, and economic consequences of tourism. Prerequisite: There are no prerequisites but participation in a college-level study abroad program will be an asset. 6 credits; SI, IS; Not offered 2016-17

POSC 366 Urban Political Economy\* *Cross-listed with POSC 266*. City revenue is increasingly dependent on tourism. Cities manufacture identity and entertainment, whether we think of Las Vegas or Jerusalem, Berlin or Bilbao, the ethnoscapes of Copenhagen or the red light district of Amsterdam. As cities compete in the global economy to become playgrounds for a transnational tourist class, what is the role of urban residents? Who governs? Who benefits? A research paper will be required. 6 credits; SI, IS; Winter; R. Keiser

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; Not offered 2016-17

POSC 378 Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia Informed by the assigned readings, students will visit markets, factories, farms, and various cultural and natural sites to see first-hand the changes and challenges occurring in these areas. The course covers: (1) issues of livelihood transition from rural to urban; (2) the interaction between market systems and social relations; and (3) the impact on society of changes in physical infrastructures such as roads and telecommunication. Students will keep a journal and produce three thematic short essays, a 15-20-minute video, or a well-organized blog to document their learning. 6 credits; SI, IS; Not offered 2016-17

POSC 379 Political Econ & Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia Connecting the first and the second components, this course examines key actors, issues, and interests in the political economy of and ecology of Southeast Asia. Students will connect economy to ecology in Southeast Asia by connecting field experiences and observation to real data, facts, and cases that illustrate the interaction between economy and ecology. This course requires students to identify a topic of interest based on their field experience, research it using techniques taught in the field research and methods course, and write a research report in the form of a term paper. 6 credits; SI, IS; Not offered 2016-17

POSC 383 Identity and Belonging in the New Europe: Politics of the European Union This course examines the formation, development, institutions, laws, and major policies of the European Union. It will introduce students to some of the key challenges of EU-level governance and pressing policy problems facing the European community. In addition to classroom activities, students will travel to Brussels and other sites to meet with policy makers and observe the dynamics of EU institutions, including the Committee of the Regions, the European Parliament in Strasbourg, and Frontex (the EU's border control agency) in Warsaw. 6 credits; SI, IS; Not offered 2016-17

POSC 400 Integrative Exercise 1-6 credit; S/NC; Fall, Winter, Spring; M. Czobor-Lupp, G. Marfleet, L. Cooper, B. Allen, T. Myint, A. Montero, H. Bou Nassif, R. Keiser

## Psychology

Psychology at Carleton provides a systematic approach to the study of behavior and experience. It examines processes of physiological functioning, human and animal learning, human and animal cognition, cognitive and social development, personality, social influence, and psychopathology, and treats particular topics (e.g., prejudice, real-life decision making, and psychopharmacology) that are representative of the diversity and complexity of psychology. It also strongly emphasizes the development of analytic and expressive skills that are the basis of investigation, evaluation, and communication in the field.

Psychology 110 is the basic introductory course in the department and is a prerequisite for all other courses in psychology. Only in exceptional circumstances (e.g., an advanced placement score of 4 or 5 or a higher level IB score of 6 or 7) will a student be allowed to enroll in an upper-level psychology course without having taken Psychology 110. Majors in the department generally enroll in mid-level courses in our three core areas:

Biological and Behavioral Processes Courses: 210, 216, 218, 220, 263, 267

Cognitive Studies Courses: PSYC 220, CGSC/PSYC 232, PSYC 234, CGSC 236, PSYC 238

Social Behavior, Development, and Personality Courses: 248, 250, 252, 254, 256, 258, 260

Majors are advised to plan their schedules carefully in light of the prerequisites listed for upper-level courses in each area and the schedule of course offerings. A major in psychology prepares students for graduate study toward an advanced research degree in psychology and for a variety of professional programs and careers in psychological and social service areas. It also serves those intending to pursue careers in law, medicine, education, and business.

#### Requirements for a Major

- The introductory course, PSYC 110 or an advanced placement score of 4 or 5 or a higher level IB exam score of 6 or 7, and successful completion of a mid-level course)
- the measurement and methods course and lab, PSYC 200 and PSYC 201 (to be taken during the sophomore or junior year)
- four courses from a list of core courses (courses numbered PSYC 210-267, MUSC 227) including:
  - - one from the Biological and Behavioral Processes group (PSYC 210, 216, 218, 220, 263, 267)
    - one from the Cognitive Studies group (PSYC 220, 232, 234, 238, CGSC 236)
    - one from the Social Behavior, Development and Personality group (PSYC 248, 250, 252, 254, 256, 258, 260)
- two upper-level courses (PSYC 318-384, CGSC 380, CGSC 385, CGSC 386) including:
  - - at least one seminar (courses numbered 360 to 386)
    - two laboratory courses (PSYC 211, 217, 221, 233, 235, 239, 257, 259, 261)
- a capstone seminar, PSYC 399
- the integrative exercise PSYC 400

Particular courses in biology, education, linguistics, mathematics and computer science, economics, philosophy, and sociology-anthropology may also be recommended, depending on an individual's interests and plans.

For future planning purposes, majors graduating in 2017 should have taken capstone seminar PSYC 299/397,398,399 during the spring term of their junior year and will take PSYC 400 during the fall and winter terms of their senior year with their integrative exercise being completed during the fall and possibly winter term of their senior year depending on the nature of their comps. Those majors graduating in 2018 and in subsequent years will take the capstone seminar (PSYC 299 and PSYC 397/398/399) during the fall term of their senior year and their integrative exercise (comps) in PSYC 400 during the winter and spring terms of their senior year.

## Psychology Courses

**PSYC 110 Principles of Psychology** This course surveys major topics in psychology. We consider the approaches different psychologists take to describe and explain behavior. We will consider a broad range of topics, including how animals learn and remember contexts and behaviors, how personality develops and influences functioning, how the nervous system is structured and how it supports mental events, how knowledge of the nervous system may inform an understanding of conditions such as schizophrenia, how people acquire, remember and process information, how psychopathology is diagnosed, explained, and treated, how infants and children develop, and how people behave in groups and think about their social environment. 6 credits; SI; Fall, Winter, Spring; S. Akimoto, J. Neiworth, A. Putnam, L. Wichlinski, N. Lutsky

**PSYC 200 Measurement and Data Analysis in Psychology** The course considers the role of measurement and data analysis focused on behavioral sciences. Various forms of measurement and standards for the evaluation of measures are explored. Students learn how to summarize, organize, and evaluate data using a variety of techniques that are applicable to research in psychology and other disciplines. Among the analyses discussed and applied are tests of means, various forms of analysis of variance, correlation and regression, planned and post-hoc comparisons, as well as various non-parametric tests. Research design is also explored. Prerequisite: Psychology 110; Requires concurrent registration in Psychology 201. 6 credits; FSR, QRE; Winter, Spring; K. Abrams, J. Neiworth

**PSYC 201 Measurement and Data Analysis Lab** This lab course accompanies the lecture course, Psychology 200, and must be taken during the same term. The lab will provide an opportunity to explore lecture topics more deeply, and in particular emphasize data collection and computational skills. Prerequisite: Concurrent registration in Psychology 200; Psychology 110. 2 credits; FSR, QRE; Winter, Spring; K. Abrams, J. Neiworth

**PSYC 210 Psychology of Learning** A summary of theoretical approaches, historical influences and contemporary research in the area of human and animal learning. The course provides a background in classical, operant, and contemporary conditioning models, and these are applied to issues such as behavioral therapy, drug addiction, decision-making, education, and choice. It is recommended that students enroll concurrently in Psychology 211. A grade of C- or better must be earned in both Psychology 210 and 211 to satisfy the LS requirement. Prerequisite: Psychology 110 or instructor permission. 6 credits; WR2, QRE, LS; Not offered 2016-17

**PSYC 211 Laboratory Research Methods in Learning** This course accompanies Psychology 210. Students will replicate classical studies and plan and conduct original empirical research projects in the study of human and animal learning. Psychology 211 requires concurrent or prior registration in Psychology 210. A grade of C- or better must be earned in both Psychology 210 and 211 to satisfy the LS requirement. Prerequisite: Psychology 110 or instructor permission. 2 credits; QRE, LS, WR2; Not offered 2016-17

**PSYC 216 Behavioral Neuroscience** An introduction to the physiological bases of complex behaviors in mammals, with an emphasis on neural and hormonal mechanisms. A grade of C- or better must be earned in both Psychology 216 and 217 to satisfy the LS requirement. Requires concurrent registration in Psychology 217. Prerequisite: Psychology 110. 6 credits; LS; Winter, Spring; L. Wichlinski, S. Meerts

**PSYC 217 Laboratory Research Methods in Behavioral Neuroscience** The course provides instruction and experience in methods of behavioral neuroscience, the study of the inter-relation of the brain (and hormonal systems) and behavior. The focus of this laboratory will be on standard methods of inducing behavioral changes via neural and hormonal manipulations in mammals. Psychology 217 requires concurrent registration in Psychology 216. A grade of C- or better must be earned in both Psychology 216 and 217 to satisfy the LS requirement. Prerequisite: Psychology 110. 2 credits; LS; Winter, Spring; L. Wichlinski, S. Meerts

**PSYC 218 Hormones and Behavior** In this course, students will learn about how hormones act in the brain and the body to affect behaviors. This course draws heavily on biological psychology and students learn about techniques in neuroendocrinology to better understand cellular function, neural circuits, and the display of behaviors. Team-based learning and case studies are used to explore the endocrine system, sexual differentiation, the stress response, thirst and digestion, and reproductive behaviors. The experimental evidence upon which our understanding of hormones, brain, and behavior is constructed is emphasized. Prerequisite: Psychology 110. Psychology 216 recommended or permission of the instructor. 6 credits; NE, WR2, QRE; Fall; S. Meerts

**PSYC 220 Sensation and Perception** We will address the question of how humans acquire information from the world to support action, learning, belief, choice, and the host of additional mental states that comprise the subject matter of psychology. In other words "How do we get the outside inside?" We will initially consider peripheral anatomical structures (e.g. the eye) and proceed through intermediate levels of sensory coding and transmission to cover the brain regions associated with each of the major senses. Readings will include primary sources and a text. In addition to exams and papers, students will conduct an investigation into an area of personal interest. A grade of C- or better must be earned in both Psychology 220 and 221 to satisfy the LS requirement. Prerequisite: Psychology 110 or instructor consent. Requires concurrent registration in Psychology 221. 6 credits; LS; Not offered 2016-17

**PSYC 221 Laboratory Research Methods in Sensation and Perception** This course accompanies Psychology 220. Students will replicate classical phenomena and plan and conduct original empirical research projects in the study of human perceptual processes. Psychology 221 requires concurrent or prior registration in Psychology 220. A grade of C- or better must be earned in both Psychology 220 and 221 to satisfy the LS requirement. 2 credits; LS, QRE, WR2; Not offered 2016-17

**PSYC 232 Cognitive Processes** An introduction to the study of mental activity. Topics include attention, pattern recognition and perception, memory, concept formation, categorization, and cognitive development. Some attention is given to gender and individual differences in cognition, as well as cultural settings for cognitive activities. Prerequisite: Psychology 110 or permission of the instructor. A grade of C- or better must be earned in both Psychology/Cognitive Science 232 and 233 to satisfy the LS requirement. Requires concurrent registration in Psychology 233. 6 credits; WR2, LS; Winter; K. Galotti

**PSYC 233 Laboratory Research Methods in Cognitive Processes** Students will participate in the replication and planning of empirical studies, collecting and analyzing data relevant to major cognitive phenomena. Prerequisite: Psychology 110. Requires concurrent registration in Psychology 232. A grade of C- or better must be earned in both Psychology/Cognitive Science 232 and 233 to satisfy the LS requirement. 2 credits; LS, QRE; Winter; K. Galotti

**PSYC 234 Psychology of Language** This course will cover a range of aspects of language use. We will spend time discussing language production and comprehension, discourse processing, the relationship between language and thought, and language acquisition. Additionally, we will touch on issues of memory, perception, concepts, mental representation, and neuroscience. Throughout the course, we will emphasize both the individual and social aspects of language as well as the dynamic and fluid nature of language use. Requires concurrent registration in Psychology 235. A grade of C- or better must be earned in both Psychology 234 and 235 to satisfy the LS requirement. Prerequisite: Psychology 110. 6 credits; LS; Fall; M. Van Der Wege

**PSYC 235 Psychology of Language Laboratory** This laboratory experience will expose students to a variety of methodologies employed by researchers interested in studying language. 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 235 requires concurrent registration in

Psychology 234. A grade of C- or better must be earned in both Psychology 234 and 235 to satisfy the LS requirement. Prerequisite: Psychology 110. 2 credits; LS, QRE; Fall; M. Van Der Wege

PSYC 238 Memory Processes Memory is involved in nearly every human activity: We use our memory not only when we reminisce about the past, but when we study for our exams, talk to our friends, and tie our shoes. This course explores the psychological science of human memory. We will examine different types of memory, how we encode new memories and retrieve old ones, how to ensure a memory is never forgotten, and how to implant a false memory in someone else. In doing so we will look at both old and new research, and discuss how memory research can be applied to some real world environments, such as courtrooms and classrooms. By the end of the course you will be familiar with the major issues in the field of memory research, be able to evaluate the quality of the studies used as evidence in these debates, and be able to conduct experimental research of your own. You must enroll in both the lecture and a lab section; although you will receive two separate grades for each component, the two will be closely integrated. A grade of C- or better must be earned in both Psychology 238 and 239 to satisfy the LS requirement. Prerequisite: Psychology 110 and concurrent registration in Psychology 239. 6 credits; LS; Spring; A. Putnam

PSYC 239 Memory Processes Lab This course accompanies Psychology 238. Students will replicate classic studies in human memory and will plan and conduct original projects. Students will get experience evaluating research, designing and conducting studies, and sharing their findings in a clear and persuasive manner. A grade of C- or better must be earned in both Psychology 238 and 239 to satisfy the LS requirement. Prerequisite: Psychology 110 and concurrent registration in Psychology 239. 2 credits; LS, QRE; Spring; A. Putnam

PSYC 248 Cross-Cultural Psychology Do psychological principles apply universally or are they culture specific? How does the exploration of psychological phenomenon across cultures inform our understanding of human behavior? This course examines major theoretical and empirical work in the field of Cross-Cultural Psychology. A major component will be on applied products, such as a web site containing 1) a critical analysis of a particular cross cultural psychological phenomenon, and 2) an evidence-based proposal for improving cross cultural interaction. Prerequisite: Psychology 110. 6 credits; SI, IS; Winter; S. Akimoto

PSYC 250 Developmental Psychology An introduction to the concept of development, examining both theoretical models and empirical evidence. Prenatal through late childhood is covered with some discussion of adolescence when time permits. Topics include the development of personality and identity, social behavior and knowledge, and cognition. In addition, attention is paid to current applications of theory to such topics as: day care, the role of the media, and parenting. Prerequisite: Psychology 110 or instructor permission. 6 credits; SI, WR2; Fall; K. Galotti

PSYC 252 Personality An examination of analytic models that attempt to characterize and explain aspects of behavior, thought, and emotion that are central to our conceptions of ourselves as distinctly human beings and as individuals. Original theoretical statements and relevant empirical literature will be consulted. Prerequisite: Psychology 110 or consent of the instructor. 6 credits; SI; Winter; N. Lutsky

PSYC 253 Research Methods in Personality Laboratory A laboratory to be taken concurrently with Psychology 252, to undertake research on topics in personality. Prerequisite: Concurrent registration in Psychology 252. 2 credits; SI, QRE; Winter; N. Lutsky

PSYC 254 Psychopathology An introduction to theories, research, treatments, and issues in the field of psychopathology. This course will be run as a seminar. Prerequisite: Psychology 110 or instructor permission. Recommended Psychology 252. 6 credits; SI; Spring; S. Kozberg

**PSYC 256 Social Behavior and Interpersonal Processes** The social psychological analysis of human social behavior, interpersonal processes, and group influences. Concurrent registration in Psychology 257 is strongly recommended. A grade of C- or better must be earned in both Psychology 256 and 257 to satisfy the LS requirement. Prerequisite: Psychology 110. 6 credits; LS; Not offered 2016-17

**PSYC 257 Laboratory Research Methods in Social Behavior and Interpersonal Processes** Students will participate in the planning and replication of empirical studies of the social psychology of social behavior. A grade of C- or better must be earned in both Psychology 256 and 257 to satisfy the LS requirement. Prerequisite: Psychology 110 and concurrent registration in Psychology 256. 2 credits; LS, QRE; Not offered 2016-17

**PSYC 258 Social Cognition** This course will focus on a social psychological analysis of social cognition, perception and judgment. It includes the examination of attitudes, stereotyping, attribution and the self. Concurrent registration in Psychology 259 is strongly suggested. A grade of C- or better must be earned in both Psychology 258 and 259 to satisfy the LS requirement. Prerequisite: Psychology 110 or permission of the instructor. 6 credits; LS; Spring; S. Simon

**PSYC 259 Laboratory Research Methods in Social Cognition** Students will participate in the design and replication of social psychological studies related to social cognition. This course requires concurrent registration in Psychology 258. A grade of C- or better must be earned in both Psychology 258 and 259 to satisfy the LS requirement. 2 credits; LS, QRE; Spring; S. Simon

**PSYC 260 Health Psychology** This course will examine how psychological principles can be employed to promote and maintain health, prevent and treat illness, and encourage adherence to disease treatment regimens. Within a biopsychosocial framework, we will analyze behavioral patterns and public policies that influence risk for cardiovascular disease, cancer, chronic pain, substance abuse, and sexually transmitted diseases, among other conditions. Additionally, students in groups will critically examine the effects of local policies on health outcomes and propose policy changes supported by theory and research. A grade of C- or better must be earned in both Psychology 260 and 261 to satisfy the LS requirement. Prerequisite: Psychology 110. 6 credits; LS; Not offered 2016-17

**PSYC 261 Health Psychology Lab** This course provides students with direct experience applying principles of health psychology. Students will engage in a term-long self-directed project aimed at increasing the frequency of a healthy behavior (such as exercising) or decreasing the frequency of an unhealthy behavior (such as smoking). Additionally, we will read and discuss case studies that relate to the current topic in the lecture portion of the course. Concurrent registration in Psychology 260 is required. A grade of C- or better must be earned in both Psychology 260 and 261 to satisfy the LS requirement. Prerequisite: Psychology 110. 2 credits; LS, QRE; Not offered 2016-17

**PSYC 262 Interpersonal Relationships** This course is intended to be a research-based examination of close relationships. The goal will be to analyze why and how people think, feel, and behave the way they do toward close others, focusing primarily on romantic partners, but also incorporating research and theory on friendships, family relationships, and workplace relationships. By the end, students will have an evidence-based understanding of 1) the underlying motivations and goals people bring into various relationships, 2) the rules and norms that seem to govern different types of relationships, 3) the cultural differences in relationship expectations, 4) the positive and negative consequences that relationships can have on people's wellness, and 5) the methods we use as a science to understand each of these four areas. Prerequisite: Psychology 110 is recommended but not required. 6 credits; SI; Not offered 2016-17

PSYC 263 Sleep and Dreaming This course will examine recent experimental findings and current perspectives on sleep, dreaming, sleep disorders, and states of consciousness. Prerequisite: Psychology 110. 6 credits; SI; Not offered 2016-17

PSYC 267 Clinical Neuroscience This course will explore brain disorders with significant psychological manifestations, such as Alzheimer's disease, anxiety, depression, schizophrenia, and substance abuse, among others. Students will also receive a foundation in brain anatomy, physiology, and chemistry so that they may better understand the biological correlates of these clinical conditions. Prerequisite: Psychology 110. 6 credits; NE; Not offered 2016-17

PSYC 290 Cross-Cultural Seminar in Prague: Directed Reading 2 credits; S/CR/NC; Fall; K. Abrams

PSYC 299 Capstone Seminar: General This capstone seminar focuses on issues of interest to all students planning to choose a comprehensive project. The course is a lead in to the more specialized core seminars of Psychology 397, 398, and 399. The goal of the course is to provide a broad review of subject matter and options that would aid students in their selection of a specific topic. Students will then be assigned to Psychology 397, 398, or 399 depending upon discussions and expressed interest. 3 credits; NE; Not offered 2016-17

PSYC 300 Special Topics in Psychological Research This course is a hands-on empirical research seminar related to a faculty member's research program. Students are expected to collect and analyze data, read primary literature, meet regularly with the faculty supervisor, and submit a final paper. Prerequisite: Psychology 110 or instructor permission. 1-6 credit; NE; Fall; S. Meerts

PSYC 318 Psychopharmacology This course will cover the major categories of drugs that possess psychoactive properties, with an emphasis on their effects on the nervous system. In addition, drug use and abuse in a larger societal context will be examined. Prerequisite: Psychology 216 or instructor permission. 6 credits; SI; Winter; L. Wichlinski

PSYC 354 Counseling Psychology An introduction to theories, research, techniques, and issues in the field of counseling psychology. This course will be run as a seminar. Prerequisite: Psychology 110 or instructor permission. Psychology 252 is recommended. 6 credits; SI; Not offered 2016-17

PSYC 358 Cross-Cultural Psychology Seminar in Prague: Psychopathology In the West mental illness has traditionally been approached with a biomedical model that views it as independent of culture. By contrast the "relativist" position assumes that, to a large extent, human behaviors are culturally determined and that the etiology and manifestation of mental disorders are affected by society and culture. This course will address such issues as well as their implications for assessment and treatment through an examination of several Western and non-Western societies, with a special emphasis on Czech society. There will be several guest lectures by Czech psychology professors as well as excursions within Prague to psychiatric hospitals and clinics, where students will meet with Czech clinicians and patients. Prerequisite: OCS Cross-Cultural Studies in Prague. 6 credits; SI, IS; Fall; K. Abrams

PSYC 362 Psychology of Spoken Words This course explores the cognitive and perceptual processes that allow humans to understand and produce spoken words. We will review major findings on word perception and production, and then focus on specific topics including the perception of accents in speech, language disorders, the links between music and speech, the connection between sounds and meaning, the influence of gesturing on word production, slips of the tongue, bilingualism, tip-of-tongue-states (being temporarily unable to recall a word), and other related issues. Prerequisite: Psychology 110 or Linguistics 110. 6 credits; SI; Not offered 2016-17

PSYC 365 Science and Pseudoscience in Psychology In this seminar we will explore the differences between scientific and pseudoscientific approaches to the study of human behavior. Common characteristics of

pseudoscientific approaches as well as tools for critically evaluating claims to knowledge will be identified. Topics covered will include controversial assessment techniques (astrology, hypnosis), treatments for psychological conditions (homeopathy, facilitated communication), treatments for medical conditions (psychic surgery, faith healing), and paranormal phenomena (extrasensory perception, UFO abductions). Students will be encouraged to maintain a healthy degree of skepticism toward controversial claims and utilize a high standard of evidence before accepting them. Prerequisite: Psychology 110 or consent of the instructor. 6 credits; SI; Not offered 2016-17

**PSYC 366 Cognitive Neuroscience** It should be obvious that every process that goes on in the mind has physiological underpinnings. But, whether we can unlock the secrets of learning, memory and perception as they are supported by neurons and neural connections is a longstanding and elusive problem in psychology. Contemporary articles are the text for this discussion-driven course. The student should leave the class with a working understanding of brain processes and of contemporary theories of brain processes that may support perception, memory, language, and consciousness. Prerequisite: Psychology 110 or Biology 125 or Psychology 216 or permission of the instructor. 6 credits; SI, QRE; Spring; J. Neiwirth

**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; Not offered 2016-17

**PSYC 371 Evolutionary and Developmental Trends in Cognition** Recent findings have brought to light some very compelling examples of humanlike cognition in nonhuman primates: tool use and tool making, family bonding, complex social behaviors such as cooperation, altruism, communication, and emotion. The study of infant cognition has also revealed more complex cognitive abilities in developing humans. Each of these topics is considered in the context of the cognitive workings of the primate mind, with emphases on apes (gorilla, chimpanzee), monkeys (particularly cebus and rhesus varieties) and human children. The goal is to evaluate the uniqueness of primate cognition, both human and nonhuman. Prerequisite: Psychology 110 or Biology 126 or Psychology 216 or instructor permission. 6 credits; SI, QRE; Not offered 2016-17

**PSYC 372 Perceptual & Cognitive Expertise** Some people are able to play (and win!) a dozen games of chess simultaneously or remember thousands of digits of pi. Most people can effortlessly recognize thousands of faces and easily discriminate between similar speech sounds. How do people develop these levels of expertise? This course will explore the processes underlying perceptual and cognitive expertise. Topics include the development of expertise in music perception and performance, memory, sports, visual processing, and taste perception. We will also discuss how attaining expertise in a given domain changes information processing. Prerequisite: Psychology 220 or Psychology/Cognitive Science 232 or permission of the instructor. 6 credits; SI; Not offered 2016-17

**PSYC 374 Applying Cognitive Psychology to Education** In this seminar we will explore how findings from cognitive psychology can be used to improve education. The course will cover three main areas. First we will review research on learning and memory and the effectiveness of different student study strategies, such as highlighting, rereading, and quizzing yourself. Then we will explore some metacognitive aspects of learning--what students know about their own thinking--and how motivation affects performance in school. Finally, we will discuss some current issues in education (do learning styles exist? are standardized tests good for education?) and examine research exploring those issues. Students will be asked to evaluate basic research and consider how such

research can be applied to educational contexts. Prerequisite: Psychology 110 required and a course in cognitive psychology is recommended. 6 credits; NE; Not offered 2016-17

PSYC 375 Language and Deception In this course we will examine deception and persuasion in language use. We will take up three main issues. The first is what it means to deceive and how people deceive others through language. What methods do they use, and how do these methods work? The second issue is why people deceive. What purposes do their deceptions serve in court, in advertising, in bureaucracies, in business transactions, and in everyday face-to-face conversation? The third issue is the ethics of deception. Is it legitimate to deceive others, and if so, when and why? Prerequisite: Psychology/Cognitive Science 232, 234, or 236. 6 credits; SI, QRE; Spring; M. Van Der Wege

PSYC 376 Neural Plasticity This seminar will examine how the brain changes in response to experience, with a focus on the mammalian brain. Examples will be drawn from the literature on "normal" development as well as from recent clinical research, both basic and applied. Prerequisite: Psychology 216. 6 credits; NE; Not offered 2016-17

PSYC 378 Consciousness This seminar will center on contemporary theories of consciousness, exploring the topic from a variety of perspectives, including both psychological and biological ones. An examination of altered states of consciousness will also be an important part of this course, including hypnosis, meditation, coma, and out-of-body experiences, among others. We'll also consider unconscious processes and their relationship to conscious ones. Prerequisite: Psychology 110. 6 credits; NE; Not offered 2016-17

PSYC 379 Child and Adolescent Psychiatry This seminar will focus on the biological and psychological components of psychiatric disorders in children and adolescents. We will also address the possible causes of these disorders, and examine some current controversies surrounding diagnosis and treatment. Prerequisite: Psychology 110. 6 credits; NE; Fall; S. Kozberg, L. Wichlinski

PSYC 382 Topics in Social and Personality: Endings This seminar will examine the psychology of endings, including endings associated with psychotherapy, social interactions, personal relationships, social roles, literature and the arts, and life itself. We will address when and how endings occur, how we experience endings, and what makes an ending a good or poor one, among other issues. Prerequisite: Psychology 252, 256, 258, or instructor permission. 6 credits; SI; Not offered 2016-17

PSYC 383 The Social Psychology of Gender: Playing by the "Gender" Rules Gender rules operate and occur in almost all aspects of social life. Thus, an analysis of gender can inform most aspects of social psychology. In this course, we will systematically review and analyze psychological theory and empirical research related to gender roles, gender stereotypes, and power differentials in society. We will discuss how and why social norms are related to gender and influence the experiences of men and women. Topics will include historical and theoretical perspectives on gender, differentiation of sex versus gender, gender similarities and differences, masculinity, sexism, feminism, body image, and media influence. We will also discuss gender issues important to contemporary society such as sexual orientation, transgender identities, and intersectionality approaches. Prerequisite: Psychology 110 required, Psychology 256 or 258 recommended. 6 credits; SI, WR2, QRE; Fall; S. Simon

PSYC 384 Psychology of Prejudice This seminar introduces students to major psychological theories and research on the development, perpetuation and reduction of prejudice. A social and historical approach to race, culture, ethnicity and race relations will provide a backdrop for examining psychological theory and research on prejudice formation and reduction. Major areas to be discussed are cognitive social learning, group conflict and contact hypothesis. Prerequisite: Psychology 110 or instructor permission. Psychology 256 or 258 recommended. 6 credits; SI, IDS; Winter; S. Akimoto

**PSYC 388 Social Neuroscience** This upper level seminar will explore how the brain functions in social contexts. We will examine how brain events bias social behavior and cognition, as well as how social behavior and cognition influence brain functioning. Course readings will emphasize the primary literature in the field. Prerequisite: Psychology 110 required, Psychology 216 and 256 or 258 recommended. 6 credits; NE; Not offered 2016-17

**PSYC 397 Biological and Behavioral Psychology** This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of biological and behavioral psychology. The goals of the course are to review skills pertinent to scholarly investigation of topics within biological and behavioral psychology, introduce a variety of topics that are of current interest in the respective fields, mentor students in scientific proposal development and guide students in preparing the construction of comps projects. Prerequisite: Several 200-level Psychology courses. 3 credits; NE; Not offered 2016-17

**PSYC 398 Cognitive and Developmental Psychology** This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of cognitive and developmental psychology. The goals of the course are to review skills pertinent to scholarly investigation of topics within cognitive and developmental psychology, introduce a variety of topics that are of current interest in the respective fields, mentor students in scientific proposal development and guide students in preparing the construction of comps projects. Prerequisite: Several 200-level Psychology courses. 3 credits; NE; Not offered 2016-17

**PSYC 399 Social, Personality, Clinical and Health Psychology** This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of social, personality, clinical and health. The goals of the course are to review skills pertinent to scholarly investigation of topics within social, personality, clinical and health psychology, introduce a variety of topics that are of current interest in the respective fields, mentor students in scientific proposal development and guide students in preparing the construction of comps projects. Prerequisite: Several 200-level Psychology courses. 3 credits; NE; Not offered 2016-17

**PSYC 400 Integrative Exercise** Prerequisite: Psychology 397, 398, or 399. 1-6 credit; S/NC; Fall, Winter; J. Strand, K. Galotti, A. Putnam, S. Simon, L. Wichlinski, M. Van Der Wege, J. Neiworth, S. Meerts, N. Lutsky, S. Kozberg, S. Akimoto, K. Abrams

### Other Courses Pertinent to Psychology

- CGSC 232 Cognitive Processes
- CGSC 236 Thinking, Reasoning, and Decision Making (not offered in 2016-17)
- CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool Years (not offered in 2016-17)
- CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2016-17)
- MUSC 227 Perception and Cognition of Music

## Religion

The study of religion, in the context of a liberal arts education, draws upon multiple disciplines in the humanities and the social sciences. This is reflected in the variety of courses offered within the department: some introduce a religious tradition and trace its development historically; others examine in a cross-cultural context the issues faced by various religious communities and individuals; and still others explore and compare diverse theories and methods employed in the study of religions. The department is concerned with traditional and contemporary forms of both major and more marginal religions, and with both "elite" and "popular" forms of religious

expression. We examine the existential, intellectual, and social problems to which religions respond, and probe the dynamic and often ambiguous relationship between religious beliefs and practices and the social order in which they are embedded. Throughout the curriculum, religion is approached as a significant and pervasive expression of human culture, both in the past and the present.

### Requirements for a Major

#### **For Class of 2017 only:**

Sixty-nine credits in the department, of which no more than twelve from outside the department (either non department off-campus studies or outside department).

#### **Required courses:**

- RELG 110 Understanding Religion, taken by the end of fall of the junior year
- RELG 300 Theories and Methods in the Study of Religion, winter term of the junior year
- RELG 399 Senior Research Seminar, winter term of the senior year
- RELG 400 Integrative Exercise 3 credits, spring term of the senior year
- 12 credits of 300-level seminars other than 300 and 399

- **Breadth**

- Two 100-level survey courses numbered between 120-170

- **Depth**

**Traditions:** twelve or more credits corresponding to one of the following traditions:

- - Buddhist Traditions
  - Christian Traditions
  - Hindu Traditions
  - Islamic Traditions
  - Jewish Traditions
  - Traditions in the Americas
- **Themes:** eighteen or more credits corresponding to one of the following themes:
  - Religious Thought and Philosophy
  - Ethics, Law, and Politics
  - Lived Religion and Culture
  - Religion and Social Power: Gender, Race, Ethnicity, Colonialism

#### **For Class of 2018 and beyond:**

Sixty-nine credits earned through courses in the department, and in “Religion Pertinent” courses offered by other departments, and in select courses from off-campus study programs.

#### **Required courses:**

- RELG 110 Understanding Religion, taken by end of fall of the junior year

- RELG 300 Theories and Methods in the Study of Religion, winter term of the junior year
- RELG 399 Senior Research Seminar, winter term of the senior year
- RELG 400 Integrative Exercise 3 credits, spring term of the senior year
- 12 credits of 300-level seminars other than 300 and 399
  
- **Breadth requirement**
  - Two 100-level survey courses numbered between 120-170
  
- **Depth requirement**
  - A minimum of two courses (12 credits) that are focused on the same tradition or region of the world

### **Other notes:**

Religion 100s (A & I Seminars) count as electives in the religion major

No cap on number of Religion Pertinent courses from other departments that can count toward the religion major

Courses taken for the depth and breadth requirements can be double-dipped and used for another requirement in the major as well.

### Religion Courses

RELG 100 Christianity and Colonialism From its beginnings, Christianity has been concerned with the making of new persons and worlds: the creation of the Kingdom of Heaven on earth. It has also maintained a tight relationship to power, empire, and the making of modernity. In this course we will investigate this relationship within the context of colonial projects in the Americas, Africa, India, and the Pacific. We will trace the making of modern selves from Columbus to the abolition (and remainders) of slavery, and from the arrival of Cook in the Sandwich Islands to the journals of missionaries and the contemporary fight for Hawaiian sovereignty. 6 credits; AI, WR1, IS; Fall; K. Bloomer

RELG 100 Muhammad The Muslim prophet Muhammad has been the object of both curious fascination and vociferous debate from the era in which he lived until today. This course will examine both Muhammad's life in Arabia in the sixth and seventh centuries and his global afterlife: that is, how and why Muhammad has become both a source of inspiration and consternation for billions around the world. Through careful attention to the various genres in which this life has been remembered and reactivated within the Islamic tradition, we will spend a portion of the term inhabiting an alternative scholarly tradition, which nevertheless will come to shed light on the limits and possibilities of our own processes of inquiry and critical thinking. Though looking at the life of the Prophet Muhammad as an object of debate, we will come to hone our own self-awareness of the rhetorical strategies we employ in argument-making, examining the role of contemporary historical and political contexts on how we construe truth. 6 credits; AI, WR1, IS; Fall; N. Salomon

RELG 100 Religion and the American Landscape The American landscape has shaped and has been shaped by the religious imaginations, beliefs, and practices of diverse inhabitants. This course explores the variety of ways of imagining relationships between land, community, and the sacred, and how religious traditions have been inscribed on land itself. Indigenous and Latino/a traditions will be considered, as will Euro-American traditions

ranging from Puritans, Mormons, immigrant farmers, utopian communities, and Deep Ecologists. 6 credits; AI, WR1, IDS; Fall; M. McNally

RELG 110 Understanding Religion How can we best understand the role of religion in the world today, and how should we interpret the meaning of religious traditions -- their texts and practices -- in history and culture? This class takes an exciting tour through selected themes and puzzles related to the fascinating and diverse expressions of religion throughout the world. From politics and pop culture, to religious philosophies and spiritual practices, to rituals, scriptures, gender, religious authority, and more, students will explore how these issues emerge in a variety of religions, places, and historical moments in the U.S. and across the globe. 6 credits; HI, WR2, IDS; Fall, Winter, Spring; S. Anderson, S. Sippy, N. Salomon

RELG 120 Introduction to Judaism How does a religious tradition evolve over time? This course provides an overview of the Judaic tradition as a whole, exploring its history, modes of expression, and characteristic polarities as they have emerged in various times and places. The contours of classical Jewish life and thought are explored, as well as the crises, challenges, and choices confronting Jews and Judaism today. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 121 Introduction to Christianity This course will trace the history of Christianity from its origins in the villages of Palestine, to its emergence as the official religion of the Roman Empire, and through its evolution and expansion as the world's largest religion. The course will focus on events, persons, and ideas that have had the greatest impact on the history of Christianity, and examine how this tradition has evolved in different ways in response to different needs, cultures, and tensions--political and otherwise--around the world. This is an introductory course. No familiarity with the Bible, Christianity, or the academic study of religion is presupposed. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 122 Introduction to Islam This course provides a general introduction to Islam, as a textual and lived tradition. Students will read from the Qur'an and the traditions of the Prophet Muhammad, engaging them both as historical resources and as dynamic and contested objects that have informed Muslim life in diverse ways throughout the centuries. Through following a thread from scripture, through the interpretive sciences (chiefly law and theology), and into an analysis of Muslim life in the contemporary world, students will explore answers Muslim thinkers have given to major questions of our shared existence, with both fidelity to the texts and flexibility to present demands. Though the focus of this course is not on Islam's role in current events, through attaining a solid introduction to the tradition--its sociology, its history, and its modes of reasoning--students will attain the knowledge necessary to begin to engage those events with a critical and informed mind. 6 credits; HI, IS, WR2; Winter; N. Salomon

RELG 130 Native American Religions This course explores the history and contemporary practice of Native American religious traditions, especially as they have developed amid colonization and resistance. While surveying a broad variety of ways that Native American traditions imagine land, community, and the sacred, the course focuses on the local traditions of the Ojibwe and Lakota communities. Materials include traditional beliefs and practices, the history of missions, intertribal new religious movements, and contemporary issues of treaty rights, religious freedom, and the revitalization of language and culture. 6 credits; HI, WR2, IDS; Not offered 2016-17

RELG 140 Religion and American Culture This course explores the colorful, contested history of religion in American culture. While surveying the main contours of religion in the United States from the colonial era to the present, the course concentrates on a series of historical moments that reveal tensions between a quest for a (Protestant) American consensus and an abiding religious and cultural pluralism. 6 credits; HI, WR2, IDS; Spring; M. McNally

RELG 150 Religions of South Asia A survey of the origins and classical development of the major religious traditions of the Indian subcontinent. Primary attention will be given to the Hindu and Buddhist communities, but Islam and the Jain and Sikh traditions also are considered. Readings are drawn mainly from Indian sources in English translation. 6 credits; HI, IS, WR2; Winter; K. Bloomer

RELG 151 Religions in Chinese Culture An introduction to the major religious traditions of China, from earliest times to the present. Combining thematic and historical approaches, this course will scrutinize both defining characteristics of, and interactions among, various religious traditions, including Buddhism, Daoism, and the Confucianism, as well as Christianity and new religious movements. We also will discuss issues crucial in the study of religion, such as the relation between religion and violence, gender, modernity, nationalism and war. 6 credits; HI, IS; Not offered 2016-17

RELG 152 Religions in Japanese Culture An introduction to the major religious traditions of Japan, from earliest times to the present. Combining thematic and historical approaches, this course will scrutinize both defining characteristics of, and interactions among, various religious traditions, including worship of the kami (local deities), Buddhism, shamanistic practices, Christianity, and new religious movements. We also will discuss issues crucial in the study of religion, such as the relation between religion and violence, gender, modernity, nationalism and war. 6 credits; HI, IS; Not offered 2016-17

RELG 153 Introduction to Buddhism This course offers a survey of Buddhism from its inception in India some 2500 years ago to the present. We first address fundamental Buddhist ideas and practices, then their elaboration in the Mahayana and tantric movements, which emerged in the first millennium CE in India. We also consider the diffusion of Buddhism throughout Asia and to the West. Attention will be given to both continuity and diversity within Buddhism--to its commonalities and transformations in specific historical and cultural settings. We also will address philosophical, social, political, and ethical problems that are debated among Buddhists and scholars of Buddhism today. 6 credits; HI, IS, WR2; Spring; A. Sango

RELG 161 Making Meaning of the Hebrew Bible Since antiquity, the Hebrew Bible has been read through various lenses and made meaningful to communities of readers through a range of interpretive methodologies and techniques. In this introductory class, we will survey different genres of literature found in the Hebrew Bible and consider how interpreters, classical and modern, have read the text and found it relevant in their lives. We will also consider creative, artistic and political interpretations of the Hebrew Bible--poetry, fiction, film, visual art and public discourse--as we examine how the Bible has endured as a text, and inspired devotion, critiques, political and social movements. Requires no previous knowledge and will use sources in translation. Students with background in Hebrew, who wish to use their language skills, will have the opportunity to look at primary textual sources. 6 credits; HI, WR2; Spring; S. Anderson

RELG 162 Jesus, Paul, and Christian Origins (New Testament) This course introduces students to the diverse literature and theologies of the New Testament and to the origins and social worlds of early Christian movements. Possible topics include: Jesus and his message; Paul and women's spiritual authority; non-canonical gospels (Mary, Thomas, Judas, etc.); relations between Christians and Jews in the first century; and more. Attention is given to the interpretation of New Testament texts in their historical settings, and to the various ways contemporary scholars and groups interpret the New Testament as a source for theological reflection. 6 credits; HI; Fall; S. Anderson

RELG 210 Prophecy and Social Criticism in 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? This course counts as an African/African American interdisciplinary course. 6 credits; HI, WR2, IDS; Not offered 2016-17

RELG 215 Muslim Misfits: Islam and the Question of Orthodoxy "Islam began strange, and it will return to being strange in the same way as it began. So good tidings to the strange ones!" So goes a famous saying (*hadith*) attributed to the Prophet Muhammad, placing the virtue of nonconformity at the very heart of what it means to be Muslim. Islam's beginnings as something strange and rebellious within the context of its polytheistic Arabian birthplace, and the virtue of truth over numbers more generally, is seen by many not only as a noble past from which Islam emerged, but its inevitable future. This course will examine three non-conformist movements throughout Islamic history. The movements will be discussed for their unique contributions to Islamic theology, practice and social life as well as in regards to what they tell us about the orthodoxies against which they came to rebel, all within the context of submission to a higher power and truth. 6 credits; HI, WR2, IS; Not offered 2016-17; N. Salomon

RELG 221 Judaism and Gender Questions raised by feminism and gender studies have transformed religious traditions and dramatically changed the way scholars approach the study of religion. In this course, we will consider how reading Jewish tradition with attention to gender opens up new ways of understanding Jewish history, texts, theology and ritual. We will also consider how women and feminism have continually and newly envisioned Jewish life. We will interrogate how Jewish masculinity and femininity have been constituted through, reinforced by, and reclaimed/transformed in Jewish texts, law, prayer, theology, ethics and ritual, in communal as well as domestic contexts. 6 credits; HI, WR2, IDS; Winter; S. Sippy

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; Not offered 2016-17

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. Not offered 2016-17

RELG 227 Liberation Theologies An introduction to liberationist thought, including black theology, Latin American liberation theology, and feminist theology through writings of various contemporary thinkers. Attention will be directed to theories of justice, power, and freedom. We will also examine the social settings out of which these thinkers have emerged, their critiques of "traditional" theologies, and the new vision of Christian life they have developed in recent decades. Previous study of Christianity is recommended but not required. 6 credits; HI, IDS, WR2; Not offered 2016-17

RELG 228 Martyrdom What does it mean to be a martyr? How have various traditions understood bodily suffering, violence, and integrity in relation to gender, piety, the divine, empire, and conflicts with other groups? We will examine the noble death tradition in Greco-Roman antiquity, various Jewish and Christian martyrdom accounts, the artistic depiction of martyrdom, and the cultural function this material has had from antiquity into

modernity. The course will also consider martyrdom in Islam and the rhetoric of persecution in contemporary religious and political events. 6 credits; HI, WR2; Fall; S. Anderson

RELG 230 Feminist Theologies How have feminist theologians attempted to understand and transform religious traditions they find both oppressive and liberating where justice for women is concerned? This course examines works by feminist scholars (from Christian and Jewish traditions) who have sought to re-think fundamental categories, symbols, questions, and methods related to the study of scripture, ethics, and theology. We explore the ways in which theologians from various cultural backgrounds have worked toward women's empowerment through critiques of sexism, racism, and colonialism, and through feminist models of community, identity, and justice. Topics include: gender and biblical interpretation, God-language, redemption, sexual ethics, and ecofeminism. 6 credits; Not offered 2016-17

RELG 231 From Luther to Kierkegaard Martin Luther and the Reformation have often been understood as crucial factors in the rise of "modernity." Yet, the Reformation was also a medieval event, and Luther was certainly a product of the late Middle Ages. This class focuses on the theology of the Protestant Reformation, and traces its legacy in the modern world. We read Luther, Calvin, and Anabaptists, exploring debates over politics, church authority, scripture, faith, and salvation. We then trace the appropriation of these ideas by modern thinkers, who draw upon the perceived individualism of the Reformers in their interpretations of religious experience, despair, freedom, and secularization. 6 credits; HI, WR2; Not offered 2016-17

RELG 233 Gender and Power in the Catholic Church This course introduces students to the structure, history, and theology of the Catholic Church through the lens of gender and power. Through a combination of readings and conversations with living figures, students will develop the ability to critically and empathetically interpret Catholicism in its various manifestations. Topics include: God, rituals, salvation, the body, women, materiality, sex; the authority of persons, texts, and tradition; conflicts and anxieties involving masculinity, feminist theologies, the ordination of women as priests, the censuring of heretical theologians, and the clerical sex abuse crisis. Conditions permitting, this course will include trips to local Catholic sites. 6 credits; HI, WR2, IDS; Winter; S. Anderson

RELG 237 Yoga: Religion, History, Practice This class will immerse students in the study of yoga from its first textual representations to its current practice around the world. Transnationally, yoga has been unyoked from religion. But the Sanskrit root *yuj* means to "add," "join," or "unite"—and in Indian philosophy and practice it was: a method of devotion; a way to "yoke" the body/mind; a means to unite with Ultimate Reality; a form of concentration and meditation. We will concentrate on texts dating back thousands of years, from Patanjali's *Yoga Sutras* to the *Bhagavad Gita*—and popular texts of today. Come prepared to wear loose clothing. 6 credits; HI, WR2; Spring; K. Bloomer

RELG 238 The Sacred Body The human body has been a focus of reflection throughout history and across traditions. This course will draw particularly on Hawaiian, South Indian, Native American, Euro-American-Christian, and ecological approaches to "the sacred body," from ancient to contemporary times. We will explore numerous ways of cultivating, imagining, representing, disciplining, inhabiting, and adorning the body—in daily life and in religious fields. Theoretically, we will consider the body in relation to gender, subjectivity, personhood, and performativity. We will also enjoy "live" visits ranging from a male Hawaiian hula halau (hula school), to a yoga teacher, and educational excursions in the Arb. 6 credits; HI, WR2, IDS; Not offered 2016-17

RELG 239 American Holy Lands From the fifteenth-century "discovery" of the New World to twenty-first-century construction of a "Holy Land" theme park in Orlando, this course explores how diverse religious, racial, and political communities have understood America as a "holy land." In particular, we examine how certain religious communities (e.g. Puritans, Mormons, Native Americans, Jewish immigrants) have re-centered sacred history—even the future—on the American continent. Examining "America" at a macro-level as well as exploring specific,

local "sacred spaces," this course studies reoccurring themes of revelation, exodus, conquest, and pilgrimage, which frame America as "the promised land," but sometimes modern-day "Babylon." Not offered 2016-17

RELG 243 Native American Religious Freedom This course explores historical and legal contexts in which Native Americans have practiced their religions in the United States. Making reference to the cultural background of Native traditions, and the history of First Amendment law, the course explores landmark court cases in Sacred Lands, Peyotism, free exercise in prisons, and sacralized traditional practices (whaling, fishing, hunting) and critically examines the conceptual framework of "religion" as it has been applied to the practice of Native American traditions. Service projects will integrate academic learning and student involvement in matters of particular concern to contemporary native communities. 6 credits; HI, IDS; Fall; M. McNally

RELG 244 Hip Hop, Reggae, and Religion: Music and the Religion-Political Imagination of the Black Atlantic Hip-hop and reggae are among the world's most popular musical art forms. While contextualizing the emergence of these cultural formations, students will interrogate the dynamic relationships between them and the religio-political imagination of the Black Atlantic. The course will pay particular attention to the ways that the various cultures of hip-hop and reggae offer critique to Christianity and contemporary arrangements of power. Listening to the religio-political perspectives expressed in these cultural formations students will question whether or not the music provides a prophetic challenge to the status quo of our political and economic arrangements. Giving attention to the music, from Otis Redding to Vybz Kartel, we will contextualize it with an interest in understanding how it (if it) reflects a unique political imagination. Weekly, we will encounter material from a number of genres as we theorize the music. Assignments will include presentations, a music review, and two papers. 6 credits; HI, IDS, WR2; Fall; K. Wolfe

RELG 245 Buddha Buddha, "the awakened," is the ideal being--and state of being--in all Buddhist traditions. This course will explore the contours of the Buddha-ideal as revealed in legendary narratives, devotional poems, ritual texts, visionary accounts, philosophical treatises, meditation manuals, and artistic representations. We will draw primarily on classical South Asian and Tibetan sources from the Theravada, Mahayana, and Tantric traditions, but also will consider East Asian (e.g., Pure Land and Zen) conceptions of Buddha and modern reinterpretations of the idea. In addition, we will compare Buddha with the "ideal being" of other traditions, e.g., Brahman, the Dao, and God. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 250 Buddhism and Ecology Both environmental scholars and activists have been vigorously discussing the role that religion plays in shaping our attitudes towards the environment. In this course, we carry on this conversation through a unique vantage point, Buddhism. Western environmentalists often assume Buddhism to be "eco-friendly." Together, we will critically rethink this benign image, exploring the parallels and the divergences between Buddhism and ecological practice, as well as the problems and the prospects of Buddhist environmentalism. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 254 Zen Buddhism An exploration of the "meditation" school of East Asian Buddhism. We will trace Zen back to its purported origins in India, through its development in China, while focusing on its history in Japan. In addition to its philosophy and practice, we will study its influence on various aspects of Japanese culture--ink painting, calligraphy, Noh theater, tea ceremony, samurai ethics, and martial arts. We will also consider Zen's participation in Japan's nationalism and wartime aggression as well as its place in America, where it has influenced art, literature, and religion for over a century. 6 credits; HI, IS, WR2; Not offered 2016-17

RELG 255 Social Engagement in Asian Religions This course explores religions in contemporary Asia while focusing on their energetic engagement with social and political issues and crises. In Vietnam, Burma, and Tibet, for example, Buddhists famously protested against war and violence by quietly marching, fasting, or immolating themselves. Yet in Japan and China, many religious groups are criticized for having justified imperialism, engaged in terrorist activities, or become mere money-making machines. Can religions serve as a vehicle of social and

political activism? Do they potentially change or passively maintain the status quo? We will critically examine both examples and counter-examples of social engagement in Asian religions. 6 credits; HI, IS, WR2; Not offered 2016-17

RELG 256 Modern Hinduism: Encounters with the West A controversial statement: "Modern Hinduism was defined in engagement with Western discourses of 'religion.'" This course will begin with the ideas of such prominent Hindu thinkers as Rammohan Ray, Vivekananda, Savarkar, and Gandhi, looking to a range of historical and critical materials to ground their voices in the experience of colonialism. We'll move on to consider contemporary contexts: strains of Indian nationalism; migration and the growth of diasporic Hindu communities overseas; conversion and the transnational spread of modern guru movements; consumerism and globalization. Throughout we'll remain mindful of the question: Why is the theme of this class controversial? 6 credits; HI, IS, WR2; Not offered 2016-17

RELG 258 Issues in Japanese Religions and Ecology This is a two-credit course that meets once a week for seventy 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 Religion 152: Religions in Japanese Culture. 2 credits; HI, IS; Not offered 2016-17

RELG 260 Tantra: Secrecy, Sex, and the Sublime This course focuses on the esoteric South Asian approach to religion commonly known as "Tantra." Inspired by revealed texts called tantras, medieval Hindus, Buddhists, and Jains developed a rich, complex approach to spiritual life that focused not on ascetic transcendence of the world but on utilizing and sublimating bodily and mental processes, including sex, violence, death, and the imagination. We will explore the ideology, rhetoric, praxis, and social consequences of Tantra in its original Indic setting, and its echoes in Tibet, elsewhere in Asia, and the modern West--where it has been a source of fascination, revulsion, and much misunderstanding. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 261 Hearing Islam This course explores the ways in which religion, Islam in particular, has been conceived and represented through sound. How does hearing or saying affect the practice of religion? What makes a particular sound religious, with regard to either its production or its experience? Topics will include the call to prayer, recitation of the Qur'an, genres of Islamic music from a wide range of historical and cultural contexts (such as ghazals--love poems set as songs --and Islamic rap, for example), sermons, and other audio artifacts. The course will draw on both reading and listening assignments. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 262 Islamic Africa This course rethinks how we understand Africa through attention to the role of Islam and Arabic culture in its past and present. In introducing these often-marginalized variables, this course will seek to unbind Africa from the restricted domains in which it is often studied and to address its important place as an agent within global history. Through a study of several distinct Muslim cultures, we will examine the Sahara, the Red Sea and the Indian Ocean, not as barriers, but as sites of creative, complex and often fraught exchange. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 263 Sufism From Rumi to the Whirling Dervishes, Islam's Sufi mystical tradition has sparked the fascination of Western observers for many decades. Its music, its poetry and its esoteric sciences have been embraced as part of global heritage. However, where these colorful practices fit into the Islamic tradition is less well understood. This course will situate the Sufi tradition within Islam's broader framework, tracing its development from an elite philosophical system to a mode of popular practice. 6 credits; HI, IS, WR2; Not offered 2016-17

RELG 264 Islamic Politics From the Islamic state to Islamic secularism, from progressivism to jihadism, this course examines a broad range of Islamic political thought and practice. Through exploring thinkers and movements both classical and modern who have shaped contemporary conversation, students will get beneath the headlines and come to a robust understanding of the role of Islam in modern politics across the globe. 6 credits; HI, IS, WR2; Not offered 2016-17

RELG 265 Religion and Violence: Hindus, Muslims, Jews Whether seen on TV screens or in history books, the horror of war, genocide, terrorism, communal violence, and land disputes often prompts the question: *is religion the problem?* Conversely, one may point to the peaceful aspirations and non-violent social movements that have been led by religious leaders, and motivated by religious philosophies and impulses and ask: *can religion be the solution?* This course will explore the complex, and sometimes paradoxical roles religious ideas, practices, communities, and leaders play in both the perpetuation and cessation of violence. Case studies will be drawn from Hindu, Muslim, and Jewish conflicts in recent history. 6 credits; HI, WR2, IS; Spring; S. Sippy

RELG 266 Religion and the Senses Looking across a range of religious traditions, this course examines the modes of the human senses in relation to religious experience, drawing on both primary and secondary literature. We will ask such questions as: Are the senses acting as a means allowing for perception of the divine, or some kind of experience or contact? Are they a medium for self-discipline, in either a positive sense through the cultivation of a pious self, or negatively, through denial? Are the senses serving as a metaphor, and, if so, to what end? We will also interrogate the boundaries and relationships between senses. 6 credits; HI, WR2, IS; Not offered 2016-17

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; Not offered 2016-17

RELG 270 Philosophy of Religion A study of classic issues in the philosophy of religion and philosophical theology. Possible topics include: the existence and nature of God; the status and nature of religious experience; the problem of evil; the meaning of faith, belief, and truth; definitions of the self and salvation; and the significance of religious pluralism for claims about truth and God. Readings are drawn from the work of modern and contemporary philosophers and theologians. Prerequisites: Previous work in religion or philosophy will be helpful but is not required. 6 credits; HI, WR2; Not offered 2016-17

RELG 274 Pessimism and the Affirmation of Existence In this course we will examine some of the cultural, intellectual, and religious transformations occurring in the nineteenth century that have given the turn of the twentieth century the reputation of being "the age of anxiety." We will engage Arthur Schopenhauer's philosophical pessimism, and wrestle with Friedrich Nietzsche's "affirmation of existence." Grappling with questions such as "Is life worth living?" and "If there is no God, is existence meaningless?" we will also turn to the U.S. context, looking at the ways some of the classical pragmatists contend with the specter of pessimism. 6 credits; HI, WR2; Winter; K. Wolfe

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, IDS; Not offered 2016-17

RELG 280 The Politics of Sex in Asian Religion This course will explore the intersection of religion, sex, and power, focusing on Asian religions. Key questions include: In what ways do religions normalize certain constructions of sex, gender, and sexuality while marking others deviant and unnatural? How do they teach us to perform (and sometimes to overcome) "masculinity" or "femininity"? We will probe these questions by studying both traditional and contemporary examples--such as the erotic discourse of the Kama Sutra, concepts of "Women's Hell" in medieval East Asia, attitudes toward abortion in Buddhism, Confucian-influenced practice of foot binding, homosexuality in Japanese Buddhism, and queer Buddhists in North America. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 281 Performing Tradition: Art, Religion, and Globalization Visit a museum and it is not uncommon to find--along side visual displays--exhibitions of "culture" in the form of performances. Building upon the idea that "art is a bridge to understanding," festivals, fairs, and classrooms have become venues for artists and religious leaders to bring the global local. Tracing the history of exhibiting cultures, beginning in the late nineteenth century, we will consider how religions and traditions are represented in different contexts with a range of political and social implications. We will also work with artists-in-residence to consider the role performance plays in constructions of rituals, religions and cultures. 6 credits; IS, HI, WR2; Not offered 2016-17

RELG 287 Many Marys The history of Christianity usually focuses on Jesus: the stories and doctrines that have revolved around him. This course will focus on Mary and the many ways she has contributed to the various lived traditions of Christianity. We will, for example, consider the mother of Jesus (Miriam, as she was first called) as she has figured in literature, art, apparition, and ritual practice around the world. We will also consider Mary Magdalene, her foil, who appears in popular discourse from the Gnostic gospels to The Da Vinci Code. Case studies, texts, images, and film will be our fare. 6 credits; HI, WR2, IDS; Not offered 2016-17

RELG 289 Global Religions in Minnesota Somali Muslims in Rice County? Hindus in Maple Grove? Hmong shamans in St. Paul hospitals? Sun Dances in Pipestone? In light of globalization, the religious landscape of Minnesota, like America more broadly, has become more visibly diverse. Lake Wobegon stereotypes aside, Minnesota has always been characterized by some diversity but the realities of immigration, dispossession, dislocation, economics, and technology have made religious diversity more pressing in its implications for every arena of civic and cultural life. This course bridges theoretical knowledge with engaged field research focused on how Midwestern contexts shape global religious communities and how these communities challenge and transform Minnesota. 6 credits; HI, IDS, WR2; Not offered 2016-17

RELG 300 Theories and Methods in the Study of Religion What, exactly, is religion and what conditions of modernity have made it urgent to articulate such a question in the first place? Why does religion exert such force in human society and history? Is it an opiate of the masses or an illusion laden with human wish-fulfillment? Is it a social glue? A subjective experience of the sacred? Is it simply a universalized Protestant Christianity in disguise, useful in understanding, and colonizing, the non-Christian world? This seminar, for junior majors and advanced majors from related fields, explores generative theories from anthropology, sociology, psychology, literary studies, and the history of religions. 6 credits; HI; Winter; K. Bloomer

RELG 325 Ritual, Transformation, Tradition Ritual connotes patterns and adherence to traditional pasts, and yet the workings of ritual often imply intentions to effect change, invoking the power of ritual transformation. In this, the study of ritual invokes central tensions animating the study of religion: continuity and change, social stability and transformation. This course explores "ritual" and "tradition" from a range of scholarly perspectives: theoretical; anthropological; textual; sociological; political; and psychological. Working at the level of the individual and communal, or the cosmic and political, we will consider the processes of ritual preservation and innovation. 6 credits; HI, WR2, IDS; Not offered 2016-17

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 Worlds "encounter" with European and American colonialism. 6 credits; HI, IS; Not offered 2016-17

RELG 329 Theology, Pluralism, and Culture Is there one Christianity or are there many Christianities? Is Christianity separate from, or shaped by, its surrounding culture? Do religious traditions have boundaries? How and why do beliefs and doctrines change? How much should contemporary culture influence the ways we talk about God? In this course we analyze the complex relationship between theology and culture. We consider the influence of cultural identity on religious belief and practice, and we learn about theories of tradition and culture from a variety of disciplines. Throughout the term we explore the implications of relativism, pluralism, and diversity for theological reflection on the identity of Christianity. 6 credits; HI; Not offered 2016-17

RELG 340 Contemporary Islamic Renewal This course will explore the intellectual origins and contemporary manifestations of movements of Islamic renewal. First, by reading the classical texts which undergird the theology and social action of revivalist trends while simultaneously examining how such texts attain new meaning in the present moment, we will problematize the oft-stated dichotomy between tradition and modernity. Next, through exploring ethnographic and sociological accounts of contemporary Islamic piety movements (of Sufi and Salafi varieties, and the unaffiliated) we will explore the relevance of religion to current debates about ethics, politics, gender, and the arts in the Islamic world and beyond. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 344 Lived Religion in America The practices of popular, or local, or lived religion in American culture often blur the distinction between the sacred and profane and elude religious studies frameworks based on the narrative, theological, or institutional foundations of "official" religion. This course explores American religion primarily through the lens of the practices of lived religion with respect to ritual, the body, the life cycle, the market, leisure, and popular culture. Consideration of a wide range of topics, including ritual healing, Christmas, cremation, and Elvis, will nourish an ongoing discussion about how to make sense of lived religion. 6 credits; HI, IDS; Not offered 2016-17

RELG 350 Emptiness An exploration of the central concept of Mahayana Buddhism, shunyata, translated as emptiness. We will trace prefigurations of emptiness in early Buddhism, then examine its classical expression in the Perfection of Wisdom sutras and the treatises of the Madhyamaka school, and its gnostic application in tantric traditions. Throughout, we will try to understand how the "emptiness factor" affects basic questions in Buddhist metaphysics, epistemology, meditation-theory, and ethics. Our primary focus will be on Indian and Tibetan texts, but we also will consider interpretations from East Asian and modern Buddhist writers, and reflect on emptiness vis á vis Western philosophies. 6 credits; HI, WR2, IS; Not offered 2016-17

RELG 357 Televangelists and Cyber-Shaykhs: Explorations in Religion and Media Beyond the mystic ideal of approaching the divine without intermediary, all believers have encountered religious truth only by the use of certain material objects, certain media that act as tools to help the believer develop piety or communicate theological truth. This course is interested in these "in-betweens," these media, objects and material that religious people use to approach the divine, as well as the impact of new medias (electronic or otherwise) on the development of modern religiosity. Students will be asked to roll-up their sleeves and delve into primary source material gathered from internet, television, popular literature and material culture. 6 credits; SI, WR2, IS; Winter; N. Salomon

RELG 362 Spirit Possession This course considers spirit possession in relation to religion, gender, and agency. Through surveying a number of works on spirit possession--recent and past, theoretical and ethnographic--we will analyze representations of the female subject in particular and arguments about agency that attend these representations. This class will explicitly look at post-colonial accounts of spirit possession and compare them to Euro-American Christian conceptions of personhood. We will consider how these Euro-Christian conceptions might undergird secular-liberal constructions of agency, and contribute to feminist ideas about the proper female subject. 6 credits; HI, WR2, IS; Spring; K. Bloomer

RELG 365 Mysticism Drawing from selected traditional texts and modern analyses, we will investigate the human encounter with ultimate reality. Questions we will consider include: What is the definition and typology of mysticism? Is mystical experience truly ineffable? What are its modes of expression? Do all mystics experience the same reality? Is unmediated experience possible? Do mystical experiences show us the truth? Is there a place for reason on a mystical path? What is the role of the body and brain in mystical practice? Does mystical experience make us good? Does it free us? Are mystics critics of institutional religion or social injustice? 6 credits; HI; Not offered 2016-17

RELG 371 The Poetics of Enlightenment Study of selected Asian and Western poetical texts that are purported to express the experience of spiritual illumination. The major focus will be on understanding a range of poems both in their cultural settings and as exemplars of human spirituality. We also will consider Asian and Western theories of "religious poetics;" cross-cultural views of the relation among poetry, holiness and madness; philosophical discussions of the connection between silence and speech; and studies of the nature of metaphor. 6 credits; HI; Not offered 2016-17

RELG 380 Radical Critiques of Christianity This course introduces students to some of the most radical critiques brought against the foundations of Christian theology (by philosophers and theologians, outsiders and insiders, alike) in the modern period. We examine critiques concerning the authority and historical veracity of scripture, the nature and status of Christian doctrines, the true meaning of faith, the relation between Christian theology and oppressive power, and the value of Christian morality. We also consider the work of Christian theologians who have embraced these critical perspectives and who have put them to use in their efforts to reform and redefine Christianity. Prerequisites: Prior coursework in philosophy or Christian theology is desirable, but there is no prerequisite for the course. 6 credits; HI; Not offered 2016-17

RELG 399 Senior Research Seminar This seminar will acquaint students with research tools in various fields of religious studies, provide an opportunity to present and discuss research work in progress, hone writing skills, and improve oral presentation techniques. Prerequisite: Religion 300 and acceptance of proposal for senior integrative exercise and instructor permission. 6 credits; HI; Winter; M. McNally

RELG 400 Integrative Exercise 3 credits; S/NC; Spring; M. McNally

### Other Courses Pertinent to Religion

- ARTH 164 Buddhist Art (not offered in 2016-17)
- HIST 131 Saints, Sinners, and Philosophers in Late Antiquity
- HIST 267 Muslims and Modernity (not offered in 2016-17)
- HIST 360 Muslims and Modernity (not offered in 2016-17)
- MELA 230 Jewish Collective Memory (not offered in 2016-17)
- SOAN 260 Myth, Ritual, and Symbolism (not offered in 2016-17)
- WGST 210 Sexuality and Religious Controversies in the United States and Beyond (not offered in 2016-17)
- WGST 310 Asian Mystiques Demystified

## Russian

Students considering language study outside the Western European offerings will find Russian a refreshing change. In our first-year sequence we cover the fundamentals with equal emphasis on speaking, listening, writing, and reading. Traditional materials are supplemented by fairy tales, folk songs, rock music video, film clips and internet materials. By the end of Russian 204, students are able to read short prose by Chekhov, Dostoevsky, and Tolstoy, and to communicate functionally with native speakers. Language courses beyond 204 address contemporary Russian cultural and social issues while focusing on skill development at the intermediate (205), and advanced level (301). Students with pre-college Russian, either acquired or native, should consult the department for placement information.

### Literature and Cultural Studies

We teach a variety of courses in English translation with no prerequisites (230-295). Courses at the 330-395 level that are conducted entirely in Russian aim to expand students' linguistic range as well as their understanding of analytical techniques and cultural contexts. See individual listings below for prerequisites.

#### Requirements for a Major

66 credits, including the following:

- Russian 205; 207 or 307;
- 12 credits of survey courses in English (Russian 150, 244, 268, Cinema and Media Studies 237);
- 18 credits numbered 330 or above, six of which will normally be Russian 395; and
- the integrative exercise.

Courses 101, 102 and 103 do not count toward the major. Elective credits may include LCST 245 (strongly recommended) and History 240-242.

**Study Abroad:** Participation in foreign study programs is highly recommended. Consult the "Off-Campus Studies" section of the catalog for a description of the Carleton Moscow Program. Departmental approval of credit for participation in non-Carleton overseas programs should be sought before leaving campus.

**Certificate of Advanced Study in Foreign Language and Literature or Foreign Language and Area Studies:** In order to receive the Certificate of Advanced Study in Russian, students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses beyond 103, including 205 and two courses numbered 330 or above. Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy course requirements. Additional courses may be chosen from among other offerings in the Russian section, and History 240-242.

**Language House:** Students have the opportunity to immerse themselves in the language by living in Parish House. A native Russian Resident Associate provides opportunities for conversation practice and assists students in organizing a variety of cultural activities.

## Russian Courses

**RUSS 101 Elementary Russian** For students with no previous training in or minimal knowledge of Russian. Simultaneous development of skills in speaking, reading, aural comprehension, writing. Students with prior instruction or who speak Russian at home should consult the department for placement information. Class meets five days a week. 6 credits; NE; Fall; A. Dotlibova, L. Goering

**RUSS 102 Elementary Russian Continues Russian 101.** Prerequisite: Russian 101 or equivalent. 6 credits; NE; Winter; L. Goering, A. Dotlibova

**RUSS 103 Elementary Russian Concludes introductory method of Russian 101-102.** Prerequisite: Russian 102 or equivalent. 6 credits; NE; Spring; L. Goering, A. Dotlibova

**RUSS 107 Moscow Program: Beginning Grammar** This course will focus on continued study of the fundamentals of Russian grammar, vocabulary expansion, and activation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. Prerequisite: For students who have just recently begun their study of the Russian language, having completed or tested beyond elementary Russian 102. 4 credits; NE; Not offered 2016-17

**RUSS 108 Moscow Program: Beginning Phonetics** This course is taken in combination with Russian 107. Students focus on the essentials of Russian pronunciation with preliminary work in intonation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. 2 credits; NE; Not offered 2016-17

**RUSS 109 Moscow Program: Beginning Conversation** This course is taken in combination with Russian 107. Emphasis on socially relevant material. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. 3 credits; NE; Not offered 2016-17

**RUSS 150 Facts and Fairy Tales: Introduction to Russian Cultural History** This course explores issues central to life in Russia today--e.g., ethnic and religious diversity, gender equality, ecology, poverty (and wealth), demographics, and corruption--through the lens of Russia's arts as developed over the last thousand years. Media include architecture, folklore, nineteenth- and twentieth-century fiction, painting, music, and cinema. Theoretical texts address different approaches to the study of national cultures. Discussions are supplemented by occasional lectures; student assessment is based on participation, a final exam, and short papers designed for inclusion in the portfolio. No knowledge of Russian language or Russian studies assumed or required. 6 credits; HI, WR2, IS; Not offered 2016-17

**RUSS 204 Intermediate Russian Continued** four-skill development using texts and resources from a variety of sources. Emphasis on communicative skills. Prerequisite: Russian 103 or equivalent. 6 credits; NE; Fall; D. Nemeč Ignashev

**RUSS 205 Russian in Cultural Contexts** In this course students continue to develop skills of narration, listening comprehension, and writing, while exploring issues of contemporary Russian life and consciousness. The issues are examined from the position of two cultures: American and Russian. The course draws on a variety of sources for reading and viewing, including the periodic press, film, and music. Prerequisite: Russian 204 or equivalent. 6 credits; IS, NE; Winter; A. Dotlibova

**RUSS 206 Russian Practicum** In this three-credit course students will both refresh their knowledge of Russian acquired in the 101-204 sequence as well as develop intermediate-level skills in grammar, reading, listening, and speaking. Curriculum from term to term will be adjusted by the instructor to student needs. Prerequisite: Open to students who have completed Russian 204 and not yet embarked on Russian 330 or above courses, or by permission of the instructor. 3 credits; NE; Not offered 2016-17

RUSS 207 Moscow Program: Intermediate Grammar This course aims at vocabulary expansion and the assimilation and activation of formulaic conversational structures and speech etiquette at the same time it develops familiarity with more complex principles of Russian grammar. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. Prerequisite: Russian 205 or equivalent. 4 credits; NE; Not offered 2016-17

RUSS 208 Moscow Program: Intermediate Phonetics This course is taken in combination with Russian 207. Students focus on the essentials of Russian pronunciation and correction. Preliminary work in intonation will be offered. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. 2 credits; NE; Not offered 2016-17

RUSS 209 Moscow Program: Intermediate Conversation This course is taken in combination with Russian 207. Emphasis will be placed on socially relevant reading materials. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. 3 credits; NE; Not offered 2016-17

RUSS 226 Moscow Program: Russia's Hallowed Places This course explores localities in Russia that have acquired the significance of hallowed or sacred places, the reasons underlying their designation, and the diversity of belief systems they embody. Localities considered include places in and around Moscow (some holy, others cursed), the routes of literary heroes (and their creators) in St. Petersburg, sites of legendary historical significance in Central Russia, and the "sacred sea" of Siberia, Lake Baikal, and its Buryat-Mongol shamanist-Buddhist environs. Course materials: readings, films, excursions, lectures, and travel. Student learning is assessed through occasional quizzes, weekly discussions, and integrative blog writing assignments. Prerequisite: Acceptance in Russian OCS Program. 6 credits; HI, IS; Not offered 2016-17

RUSS 244 The Rise of the Russian Novel From the terse elegance of Pushkin to the psychological probing of Dostoevsky to the finely wrought realism of Tolstoy, this course examines the evolution of the genre over the course of the nineteenth century, ending with a glimpse of things to come on the eve of the Russian Revolution. Close textual analysis of the works will be combined with exploration of their historical and cultural context. No prior knowledge of Russian or Russian history is required. 6 credits; LA, WR2, IS; Not offered 2016-17

RUSS 266 Dostoevsky An introduction to the works of Dostoevsky. Readings include *Poor Folk*, *Notes from the Underground*, and *The Brothers Karamazov*. Conducted entirely in English. Prerequisite: No prerequisites and no knowledge of Russian literature or history required. 3 credits; LA, IS; Spring; L. Goering

RUSS 267 War and Peace Close reading and discussion of Tolstoy's magnum opus. Conducted entirely in English. Prerequisite: No prerequisites and no knowledge of Russian literature or history required. 3 credits; LA, IS; Spring; L. Goering

RUSS 280 Russian History Through Song In this course we will analyze, sing, and stage some of the best-known Russian songs of the twentieth century, songs that have become the "prayers" of the new civic religion. Prerequisite: Russian 205 or instructor permission. 2 credits; NE, IS; Not offered 2016-17

RUSS 307 Moscow Program: Advanced Grammar This course combines advanced work in Russian grammar (largely corrective) and fundamentals in composition, with conversational Russian. Prerequisite: At least 6-12 credits beyond Russian 205/206. 4 credits; NE; Not offered 2016-17

RUSS 308 Moscow Program: Advanced Phonetics and Intonation This course is taken in combination with Russian 307. Students focus on corrective pronunciation and theory and practice of Russian intonation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. 2 credits; NE; Not offered 2016-17

**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. Prerequisite: Russian 205 and 6 credits in Russian at the 330 level. 3 credits; NE; Not offered 2016-17

**RUSS 341 The Russian Short Story** A survey of representative short stories from the past two hundred years. Works by Gogol, Leskov, Chekhov, Babel, Nabokov, Petrushevskaya, Ulitskaya and others. Conducted in Russian. Prerequisite: Russian 205 or the equivalent. 3 credits; LA, IS; Not offered 2016-17

**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 instructor permission. 3 credits; LA, IS; Not offered 2016-17

**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 instructor permission. 3 credits; LA, IS; Not offered 2016-17

**RUSS 351 Chekhov** A study of Chekhov's short fiction, both as an object of literary analysis and in the interpretation of critics, stage directors and filmmakers of the twentieth century. We will also examine the continuation of the Chekhovian tradition in the works of writers such as Bunin, Petrushevskaya and Pietsukh. Conducted in Russian. Prerequisite: Russian 205 or permission of the instructor. 6 credits; LA, IS; Fall; A. Dotlibova

**RUSS 395 Senior Seminar: The Cult of Stalin** Drawing on materials from film, literature, architecture, and mass culture, we will examine the cult of Iosif Stalin during "the Leader's" lifetime and continuing into subsequent eras through both repudiation and periodic revivals. We will address the pagan and Christian foundations of the Stalin cult, as well as its connections with the cult of Lenin. Conducted entirely in Russian. Prerequisite: At least 6 credits at the level of Russian 330 or higher or instructor permission. 6 credits; LA, IS; Not offered 2016-17

**RUSS 400 Integrative Exercise** 1-6 credit; S/NC; Fall, Winter, Spring

## Sociology and Anthropology

Joining two disciplines as it does, the Sociology and Anthropology Department at Carleton seeks to present a truly unified vision of the disciplines, both in the major as a whole and in many of the individual courses. Our principal goal is to give students a comparative perspective on human societies, exploring the vast range of similarities and differences among them in space and time.

The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above.

### Requirements for a Major

Seventy-two credits including:

- Sociology/Anthropology 110 or 111

It is *recommend but not required* that majors and students considering a major take both 110 and 111, preferably by the end of their sophomore year

- Sociology/Anthropology 239 or Mathematics 115 or 215 or a score of 4 or 5 on the AP Math Statistics exam

Students must fulfill the statistics requirement before taking Sociology/Anthropology 240

- Sociology/Anthropology 240
- Sociology/Anthropology 330
- Sociology/Anthropology 331

Students should plan on taking the theory courses, 330 and 331, and the research methods course, 240 no later than their junior year

- Sociology/Anthropology 396, taken fall of the senior year
- Sociology/Anthropology 400

The integrative exercise is spread out over the senior year, with most of the work falling in winter term.

A maximum of 12 credits can be applied toward the major from relevant courses in off-campus programs. African/African American Studies 125, Archeology 246, 395, Women's and Gender Studies 200, 205, 240, and 241 may be applied toward the major.

In keeping with our philosophy of comparative studies and commitment to understanding human societies other than the one we live in, majors are strongly urged to develop an in depth study of a culture other than their own. This may be done through regular courses, independent study, or on off-campus programs. Early in their junior year, students should discuss ways of integrating such an in-depth study into their work in the major with their advisers.

### Sociology/Anthropology Courses

SOAN 100 Asian Americans: From Forever Foreigner to the Model Minority Are Asian Americans forever foreigners or honorary whites? This class introduces you to the sociological research on Asian Americans. We begin by a brief introduction of U.S. immigration history and sociological theories about assimilation and racial stratification. Paying particular attention to how scholars ask questions and evaluate evidence, we will cover research on racial and ethnic identity, educational stratification, mass media images, interracial marriage, multiracials, transracial adoption, and the viability of an Asian American panethnic identity. The course will examine the similarities and differences among Asian Americans relative to other minority groups when applicable. 6 credits; AI, WR1, IDS; Fall; L. Raleigh

SOAN 110 Introduction to Anthropology An introduction to cultural and social anthropology which develops the theoretical rationale of the discipline through the integration of ethnographic accounts with an analysis of major trends in historical and contemporary thought. Examples of analytical problems selected for discussion include the concepts of society and culture, value systems, linguistics, economic, social, political and religious institutions, as well as ethnographic method and the ethical position of anthropology. 6 credits; SI, IS; Fall, Winter, Spring; J. Levi, J. Rothenberg

SOAN 111 Introduction to Sociology An introduction to sociology, including analysis of the sociological perspective, culture, socialization, demography, and social class and caste institutions in modern industrial

societies and cultures; stability and change in societies of the twentieth and twenty-first centuries. Pros and cons of various theoretical strategies will be emphasized. 6 credits; SI; Fall, Winter, Spring; W. Markofski, A. Nierobisz

SOAN 114 Modern Families: An Introduction to the Sociology of the Family What makes a family? How has the conception of kinship and the 'normal' family changed over the generations? In this introductory class, we examine these questions, drawing on a variety of course materials ranging from classic works in sociology to contemporary blogs on family life. The class focuses on diversity in family life, paying particular attention to the intersection between the family, race and ethnicity, and social class. We'll examine these issues at the micro and macro level, incorporating texts that focus on individuals' stories as well as demographics of the family. 6 credits; SI, QRE; Winter; L. Raleigh

SOAN 115 Inequality in American Society This course examines the emergence and persistence of inequality in the contemporary United States. We will examine how institutions, ideas and interactions each contribute to the making of inequalities in education, employment, and other major social institutions of society. In doing so, we will pay particular attention to how class, race, gender and other social constructs matter to the making of inequality. We will consider how various theoretical traditions in sociology explain inequality. Finally, we will look at strategies for resistance and challenging inequalities. 6 credits; SI, IDS; Not offered 2016-17

SOAN 119 Chinese Society in Transition: Up Close and Personal This course examines how China's post-1979 transition toward a market economy affects people's everyday lives. We will explore some of the most pressing issues Chinese citizens face today. How did Chinese hospitals evolve into dangerous grounds where patients violently attack their doctors? Why do Chinese women feel "leftover" despite China's 34 million male-female gender imbalance? Why do we witness increasing public dissent and protest in China today despite the dramatic improvements in standard of living throughout the past thirty years? This course will explore some of the deeply rooted causes behind social phenomenon that may appear inexplicable to onlookers, and examine the causes and consequences of social inequality, social conflict, and social change in contemporary China. Moreover, we will look at China as not only a location where globalization takes effect, but also a site where new cultures, visions, and practices are being produced and making a significant impact on the rest of the world. 6 credits; SI, IS; Not offered 2016-17

SOAN 122 Anthropology of Humor Laughter is found in all human societies, but we do not all laugh at the same things. In this course we will discuss why, cross-culturally, some things are funny and others are not, and what forms humor may take (jokes, riddles, teasing, banter, clowning). We will look at such topics as joking relationships, evolutionary aspects of laughter and smiling, sexual inequality in humor, ethnic humor, and humor in religion and language. Some prior exposure to anthropology is desirable but not required. The main prerequisite for the course is a serious sense of humor. 6 credits; SI; Fall; J. Levi

SOAN 150 Who Cares and Who Gets Care? Women and Health This course will focus on the organization of the health care system in the United States and its impact on women's health. We will explore the politics of women's health from the perspective of women of different races, ethnicities, classes and sexual orientations. Gender and the social construction of health and illness, and women's activism (as consumers and health care practitioners) shall frame our explorations of menstruation, sexuality, nutrition, body image, fertility control, pregnancy, childbirth, and menopause. We will focus on the medicalization of these processes and explore alternatives that center on reproductive justice. 6 credits; SI, IDS; Not offered 2016-17

SOAN 157 Culture and Politics in India India is a region of immense diversity where more than one billion people live. This course will explore social structures in India--through a focus on key areas of everyday life such as family, religion, economy, systems of stratification and social movements. Close attention will be given to religious nationalism, globalization and militarism as dominant trends affecting contemporary India. Questions we will consider include: How has India been represented in the Western imagination and why do such representations

matter? What are the forces of modernity and tradition in India? What are the similarities and differences in systems of stratification in India and the United States? 6 credits; SI, IS; Not offered 2016-17

SOAN 202 Girls Gone Bad: Women, Crime, and Criminal Justice Criminologists agree that sex is a major correlate of criminal activity. Whether we examine official statistics, self-report data, or victimization surveys, the pattern is strong and persistent: males commit more crime than females and the types of offenses males commit tend to be more serious. While crime is predominantly a male phenomenon, in this course we examine female criminality. In doing so, we learn about the social basis of criminal activity, the assumptions present in criminological theory, and the ways in which criminal justice practices are gendered. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; QRE, SI, IDS; Not offered 2016-17

SOAN 203 Anthropology of Good Intentions Is the environmental movement making progress? Do responsible products actually help local populations? Is international AID alleviating poverty and fostering development? Today there are thousands of programs with sustainable development goals yet their effectiveness is often contested at the local level. This course explores the impacts of sustainable development, conservation, and AID programs to look beyond the good intentions of those that implement them. In doing so we hope to uncover common pitfalls behind good intentions and the need for sound social analysis that recognizes, examines, and evaluates the role of cultural complexity found in populations targeted by these programs. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IS; Fall; J. Rothenberg

SOAN 204 Media and Society Do you feel lost without your iPhone? Did you feel empty when Breaking Bad ended? Have Twitter and Instagram improved your life? In this course we critically examine the socio-cultural origins and impact of media technologies. Using perspectives from sociology, critical theory and cultural studies, we investigate the ways in which media of communication help shape ourselves and our social world. From mass media to social media, we focus on issues of power and inequality to understand and evaluate our media-saturated world. 6 credits; SI, WR2, IDS; Not offered 2016-17

SOAN 217 Capitalism, Consumption, and Culture Our contemporary world is importantly structured by the market system. In this course we'll explore the significance of the economy for our everyday lives. Grounding our analysis in political economy and critical sociology, we'll explore the nature and origins of our economic system, and the economic dynamics which help to structure our selves, lives, and communities. Significant themes will include inequality, identity, morality, and freedom. 6 credits; SI, IS; Not offered 2016-17

SOAN 218 Asians in the United States Are Asian Americans forever foreigners or honorary white? This class introduces you to the sociological research on Asian Americans. We begin by a brief introduction of U.S. immigration history and sociological theories about assimilation and racial stratification. We then cover research on racial and ethnic identity, educational stratification, mass media images, interracial marriage, multiracials, transracial adoption, and the viability of an Asian American panethnic identity. We will also examine the similarities and differences of Asian Americans relative to other minority groups when applicable. 6 credits; SI, IDS; Not offered 2016-17; L. Raleigh

SOAN 219 Nations and Nationalism Emergence of national states has been one of the most consequential developments in the modern world in the last two centuries. How did national identities gain such an importance? How do nationalisms differ and on what basis do nations reconstruct their pasts differently? The course begins by considering influential theories of nationalism (and state formation). Extensive case studies from Western and Eastern Europe, Africa, India, and the Middle East advance our theoretical understanding, and examine our theories in context. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IS; Not offered 2016-17

**SOAN 221 Law and Society** Law has an impact on every aspect of our lives, from the conditions of our birth to the conditions of our death and everything else in between. As we enter the twenty-first century, the pervasiveness of law continues to grow. We begin this course by exploring the ubiquity of law and the implications of this for our day-to-day lives. Next we examine definitions of law, the development of law, and the extent to which law is shaped by the wider social and cultural contexts in which it is embedded. We conclude by examining specific issues such as legal consciousness, the legal profession, and law and social inequality. Readings include classic and contemporary theoretical works on law and society, and current empirical applications. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI; Not offered 2016-17

**SOAN 223 Sport and Society** Our love of sport is matched only by the belief that it is not worthy of deeper thought, inquiry, or critique. In this course we will work through theoretical approaches that help us understand the social phenomenon and its seemingly paradoxical position as both one of our most powerful and least respected institutions. We will then examine the way sport intersects with and shapes our understanding of important social issues such as gender, race, politics, nationality, and the human body. Our discussions will cover a wide-range of sports and physical practices ranging from the mainstream to the subcultural to the extreme. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, WR2, IDS; Not offered 2016-17

**SOAN 225 Social Movements** In this course we will consider questions of how ordinary women and men have come together to reshape the societies in which they live and the difficult choices they have faced in the process. We will explore factors affecting the emergence, growth, structure and impact of social movements as their participants intentionally attempt to bring about social change, transform social relationships and reshape social values. Major theoretical perspectives (concerning collective behavior, resource mobilization, and new social movements) will be examined in light of some of the most important social movements from around the world. 6 credits; SI, IS; Not offered 2016-17

**SOAN 226 Anthropology of Gender** This course examines gender and gender relations from an anthropological perspective. We discuss such key concepts as gender, voice/mutedness, status, public and private spheres, and the gendered division of labor, and explore the intellectual history of these terms and how they have been used. The course focuses on two areas: 1) the role of sex, sexuality, and procreation in creating cultural notions of gender, and 2) the impacts of colonialism, globalization, and economic underdevelopment on Third World women. Readings include both theoretical articles and ethnographic case studies from around the world. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, WR2, IS; Spring; P. Feldman-Savelsberg

**SOAN 227 Masculinities and Gender** In the study of gender, masculinity has been largely hidden as a social construct; yet masculinity informs and shapes nearly all aspects of social life. In this course, we examine how masculinity operates in institutions such as schools, the workplace, sports, and the family; in social interactions and identities in everyday life; and in popular culture, media, and national and social formations. As a socio-historical construct, there is not one, but multiple masculinities. We will therefore adopt a comparative, intersectional lens, examining how masculinity is simultaneously constructed through categories of difference such as race, nationality, class, and sexuality. 6 credits; SI, IDS; Not offered 2016-17

**SOAN 228 Sociology of Religion** From its earliest days, sociology has found religion to be a fascinating and perplexing object of study. A powerful social force, sociologists have argued over religion's place in the development of collective emotions, social inequality, social order, social movements, political oppression, political revolution, capitalism, and democracy. Other work has focused on secularization and post-secularism, race and religion, religious conversion, and lived religion. How do religion and society interact? How do we think

about religion and politics in America? We will explore these themes through the writings of Weber, Durkheim, Berger, Habermas, Nancy Ammerman, James Hunter, and Christian Smith, among others. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses number 200 or above. 6 credits; SI, IDS; Winter; W. Markofski

SOAN 231 Transnational Migrations and Diasporic Communities This class studies transnational migration and global diasporas. Students will learn theoretical perspectives on contemporary migration, transnational linkages, and the imaginative connections maintained by globally dispersed peoples. Special attention will be paid to the global flow of people across national boundaries and the ways in which dispersed peoples build and maintain social networks across national borders. As such, the course considers: the reasons that impel people to move about the globe, the ways that diaspora and transnational social identities are constructed among globally dispersed peoples, and the challenges that new social formations pose to the nation-state. 6 credits; SI, IS, WR2; Not offered 2016-17

SOAN 233 Anthropology of Food Food is the way to a person's heart but perhaps even more interesting, the window into a society's soul. Simply speaking understating a society's foodways is the best way to comprehend the complexity between people, culture and nature. This course explores how anthropologists use food to understand different aspects of human behavior, from food procurement and consumption practices to the politics of nutrition and diets. In doing so we hope to elucidate how food is more than mere sustenance and that often the act of eating is a manifestation of power, resistance, identity, and community. 6 credits; SI, IS; Not offered 2016-17

SOAN 234 Ecology, Economy, and Culture This course examines the ways in which economic goods are embedded in social relations. When does a thing become a commodity? What relationships exist between culture and ecology? Formulating an anthropological perspective for the interpretation of "economic facts," we will examine similarities and differences among hunter-gatherers, horticulturalists, and peasants. We will also discuss the interpretation of traders in the brokering of culture, asymmetrical articulation of local and transnational economies, gender bias in classical exchange theory, Mauss on gift-giving and Marx on "commodity fetishism." Theoretical material will be illustrated with ethnographic examples from Africa, Asia, Oceania, and the Americas. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IS; Fall; J. Levi

SOAN 239 Social Statistics What does it for something to be statistically significant? This course will ask and answer this question by teaching social science students how to interpret data. This elementary statistics course covers descriptive and inferential statistics up to regression. Whenever possible, we will 'flip' the classroom -- using class time for activities and problem sets, and using out of class time for online lectures to introduce new material. We will focus on calculating and applying social statistics, rather than statistical theory. No prior knowledge of statistics is required. 6 credits; FSR, QRE; Spring; L. Raleigh

SOAN 240 Methods of Social Research The course is concerned with social scientific inquiry and explanation, particularly with reference to sociology and anthropology. Topics covered include research design, data collection, and analysis of data. Both quantitative and qualitative methods are considered. Student will demonstrate their knowledge by developing a research proposal that is implementable. Prerequisite: Sociology/Anthropology 110 or 111; Sociology/Anthropology 239 or Mathematics 115 or 215. 6 credits; SI, QRE, WR2; Spring; A. Nierobisz

SOAN 241 Guatemala Program: Mesoamerican Cultures Mesoamerica, a major area of pre-Columbian civilization, is a region generally extending from around the Tropic of Cancer in Mexico to northwestern Costa Rica. This course will examine both ancient and modern peoples of Mesoamerica, with special reference to the Maya peoples of Guatemala and southern Mexico. Students will cover topics including economic, social, political, and

religious organization as well as cosmology and symbolism. Course materials should assist students in selecting a topic for their individual research projects. 6 credits; SI, IS; Not offered 2016-17

SOAN 243 Social Research Practicum Ethnographic methodologies are more than just observing while immersed in a cultural space. A good ethnographer goes into the field with an intricate research protocol that helps systematically sort, record, and interpret observations. This workshop is designed to help students develop an ethnographic toolkit for an existing independent research project. Students will learn how to hone research questions, develop hypotheses, and operationalize variables in the field for ethnographic projects. Ethnographic toolkits will include products such as interactive interviews, cultural mapping activities, pile sorting activities, network analysis, audio/visual methodologies, etc. 3 credits; Not offered 2016-17

SOAN 250 Ethnography of Latin America This course explores the historical development and contemporary experience of selected peoples and cultures of Latin America. We will examine the historical and structural processes that have shaped contact among indigenous, European, and African peoples in Latin America during Conquest and the colonial period, under conditions of global economic expansion and state formation, and in present day urban centers and extractive "frontiers." Special attention will be given to local-level transformations and resistance as well as issues of migration and gender construction. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, WR2, IS; Not offered 2016-17

SOAN 251 Guatemala Prog: Resource Management and Sustainable Development in the Maya World 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 community engagement with human rights activists, conservation experts, development practitioners, and farmers and foragers in the Maya tropical forest, students will learn about the complex interplay between cultural ecology, resource management, and community revitalization. Prerequisite: Sociology/Anthropology 110 or 111. 4 credits; SI, IS; Not offered 2016-17

SOAN 252 Middle East: History and Society in Comparative Perspectives The great majority of the modern Middle East was born in the aftermath of WWI and breakdown of the Ottoman Empire. Iran was an exception as it lay outside the Ottoman fold, but in many respects its modern history developed in tandem as it reacted to the same influences. This course examines the state and society in the Middle East from the early nineteenth century to the present. Particular attention is paid to Turkey, Iran and Egypt, that are here approached comparatively. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IS; Not offered 2016-17

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. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IS, WR2; Spring; P. Feldman-Savelsberg

SOAN 257 Culture and Politics in India India is a region of immense diversity where more than one billion people live. We will explore social structures in India--through a focus on key areas of everyday life such as family, religion, economy, systems of stratification and social movements. Close attention will be given to religious

nationalism, globalization and militarism as dominant trends affecting contemporary India. We will consider: How has India been represented in the Western imagination and why do such representations matter? What are the forces of modernity and tradition in India? What are the similarities and differences in systems of stratification in India and the United States? Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IS; Not offered 2016-17

SOAN 259 Comparative Issues in Native North America This course examines the cultural and historical situation of indigenous groups in the United States, Mexico, and Canada to develop a comparative perspective for understanding native peoples in North America. How have indigenous peoples variously coped with continuity and change? What strategies have they employed in pursuit of political sovereignty, economic survival, and cultural vitality? In answering these questions, we will explore the politics of representation regarding "the Indian" as a symbol in national consciousness; the negotiation of identity in inter-ethnic contexts; patterns of resistance; the impact of European powers and state agendas; and the resurgence of tradition. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IDS; Not offered 2016-17

SOAN 260 Myth, Ritual, and Symbolism Exploring the ways in which people make sense of their world through myth, ritual and symbolism, this course takes an anthropological approach to the study of comparative religion. What is the relationship between "myth" and "history?" How do animals, food, color, music, and the human body function as idioms of symbolic communication? Why is ritual credited with the ability to heal illnesses, offer political commentary, maintain cosmic harmony, and foster social cohesion through the exhibition of interpersonal tensions? Examining major theories in the anthropology of religion, students learn to record and analyze both "familiar" and "unfamiliar" myths, rituals, and symbols. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IS; Not offered 2016-17

SOAN 262 Anthropology of Health and Illness An ethnographic approach to beliefs and practices regarding health and illness in numerous societies worldwide. This course examines patients, practitioners, and the social networks and contexts through which therapies are managed to better understand medical systems as well as the significance of the anthropological study of misfortune. Specific topics include the symbolism of models of illness, the ritual management of misfortune and of life crisis events, the political economy of health, therapy management, medical pluralism, and cross-cultural medical ethics. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, WR2, IS; Winter; P. Feldman-Savelsberg

SOAN 272 Race and Ethnicity in the United States This course considers the construction of race and ethnicity from a sociological perspective. We examine the changing boundaries of racial and ethnic identities, with a particular emphasis on the construction of whiteness. Drawing on population-based research as well as ethnographic studies, we will explore how immigration and multiracial identities complicate and potentially challenge the black/white paradigm. In addition, we will incorporate intersectional perspectives that highlight the importance of gender and social class in the construction of race in the United States. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IDS, QRE; Winter; L. Raleigh

SOAN 283 Immigration and Immigrants in Europe and the United States Immigration has always been a defining feature of American society, yet in European countries it has also been raising a number of questions about national identity, citizenship, belonging and rights. Who are contemporary immigrants in the United States and Europe? How are they received in host societies? How do they participate in and become incorporated into the host society? What ties do they maintain to their countries of origin? How do policies respond to and shape

immigrants and immigration? In this course, we will consider these questions and more from the perspectives of immigrants as well as host societies. 6 credits; SI, IS; Not offered 2016-17

SOAN 285 The Ethics of Civic Engagement In this course, students will discuss the ethical questions that arise when they engage with others in research, service, organizing, or policy work. Students will read and talk about the meanings and forms of civic engagement and use these readings to reflect upon their own research or service projects, or to reflect upon the college's role in Haiti or Faribault, two areas where college members are actively engaged. Gaining insights from sociological and practice based readings, we will examine different perspectives on the ways that power and privilege relate to civic engagement. 3 credits; S/CR/NC; SI; Winter; A. Falcón

SOAN 295 Guatemala Program: Field Methods and Individual Research Project The first part of the course is designed to prepare students for their individual field research projects. Students will cover participant observation, interview methods, research ethics, and develop a prospectus for their field research. In the second part of the course, students will apply their knowledge of field methods and conduct four weeks of ethnographic research in a highland Maya community in western Guatemala based on their prospectus, followed by a one week period in Quetzaltenango during which students will write their research papers and present their findings in a research symposium. 6 credits; SI, IS; Not offered 2016-17

SOAN 302 Anthropology and Indigenous Rights This seminar examines the relationship between culture and human rights from an anthropological perspective. By asking "who are indigenous peoples?" and "what specific rights do they have?" this course introduces students to a comparative framework for understanding cultural rights discourse. Given the history of intolerance to difference, the seminar demonstrates the need to explore the determinants of violence, ethnocide, and exploitation routinely committed against the world's most marginalized peoples. At the same time, it also asks about the limits of tolerance, if human rights abuses are perpetrated under the banner of cultural pluralism. Students will analyze case studies drawn from Africa, Asia, and the Americas, as well as issues that cross-cut these regions. Prerequisite: Sociology/Anthropology 110, 111 or permission of the instructor; upper division coursework in anthropology, sociology, history or philosophy recommended. 6 credits; SI, IS; Not offered 2016-17

SOAN 314 Contemporary Issues in Critical Criminology This course examines contemporary criminological issues from a critical, sociological perspective. Our focus is on the United States with topics under examination including white collar crime, racial disparities in the criminal justice system, mass incarceration and other transformations in punishment, prisoner reentry, and the risk of recidivism. In addition to understanding both classic and contemporary sociological research and theory, we will seek answers to questions like: What is crime? Who is considered a criminal? What social changes drove the United States to get "tough" on crime? What effects does incarceration have on prisoners, their families, their neighborhoods and communities? What happens when prisoners return to society? Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, QRE, IDS; Winter; A. Nierobisz

SOAN 323 Mother Earth: Women, Development and the Environment Why are so many sustainable development projects anchored around women's cooperatives? Why is poverty depicted as having a woman's face? Is the solution to the environmental crisis in the hands of women the nurturers? From overly romantic notions of stewardship to the feminization of poverty, this course aims to evaluate women's relationships with local environments and development initiatives. The course uses anthropological frameworks to evaluate case studies from around the world. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, WR2, IS; Not offered 2016-17

SOAN 325 Sociology of Adoption and Assisted Reproduction Where do babies come from? Whereas once the answer was relatively straight forward, the growth of assisted reproductive technologies (ART) and adoption has changed the field of potential answers. Nowadays babies can come from birthmothers, egg donors, and

surrogates. In this course we will examine the meaning and making of families across these different types of formations and contextualize the popularity of ART relative to the decrease in adoption. We will take a sociological approach to analyzing these issues, paying particular attention to questions surrounding women's rights, baby "markets," and the racialization of children placed for adoption in the U.S. Prerequisite: Prior Sociology/Anthropology course or instructor permission. 6 credits; SI, IDS; Fall; L. Raleigh

SOAN 330 Sociological Thought and Theory Classical sociological theory has been concerned with at least three fundamental questions. They are the nature of the historic transition from feudalism to capitalism, the appropriate method of social studies, and the form of a rational society. Beginning with the Enlightenment and romanticism, we study nineteenth century positivism, liberalism, Marxism and nihilism, and investigate the ideas of Weber and Durkheim at the turn of the century. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, WR2; Fall; W. Markofski

SOAN 331 Anthropological Thought and Theory A systematic introduction to the theoretical foundations of social and cultural anthropology with special emphasis given to twentieth century British, French and American schools. The course deals with such seminal figures as Morgan, Boas, Malinowski, Radcliffe-Brown, Levi-Straus, Harris, Sahlins, Bourdieu, Geertz, and Appadurai. The reading strikes a balance between ethnographic accounts and theoretical statements. Prerequisite: Sociology/Anthropology 110 or 111 or instructor permission. 6 credits; SI, IS, WR2; Winter; J. Levi

SOAN 333 Environmental Anthropology Can we learn to use resources sustainably? Are there people in the world that know how to manage their environment appropriately? What are the causes behind environmental degradation? These questions are commonly asked in public and academic forums but what discussions often overlook is the fact that these are fundamentally social questions and thus social analysis is needed to understand them fully. This course aims at exploring key issues of human/nature interactions by using anthropological critiques and frameworks of analysis to show how culture is a critical variable to understanding these interactions in all their complexity. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, WR2, IS; Not offered 2016-17

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, Jurgen Habermas, Donna Haraway, Axel Honneth, Julia Kristeva, Paul Ricoeur, Edward Said, Dorothy Smith. Prerequisite: Sociology/Anthropology 330 or instructor permission. 6 credits; SI, WR2, IDS; Not offered 2016-17

SOAN 350 Diversity and Democracy in America The classical American pragmatist tradition of Jane Addams and John Dewey presents us with a vision of ethical democracy that accounts for the vast ethnic, religious, and cultural diversity of the United States. But what are we to make of this vision in practice? Can the cultivation of diverse human experiences and relationships among citizens lead to more robust and ethical democratic institutions? Or, as the culture war thesis implies, are our differences so great that American democracy is doomed to a future of intractable conflict? We will explore these questions drawing on influential studies of democratic theory and practice. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses number 200 or above. 6 credits; SI, IDS; Spring; W. Markofski

**SOAN 395 Ethnography of Reproduction** This seminar explores the meanings of reproductive beliefs and practices in comparative perspective. Using ethnographies, it explores the relation between human and social reproduction. It focuses on (but is not limited to) ethnographic examples from the United States/Canada and from sub-Saharan Africa (societies with relatively low fertility and high utilization of technology and societies with mostly high fertility and low utilization of technology). Topics examined include fertility and birth, fertility rites, new reproductive technologies, abortion, population control, infertility, child survival and child loss. Prerequisite: Sociology/Anthropology 110 or 111 and 226, 260 or 262; or instructor permission. 6 credits; SI, WR2, IS; Not offered 2016-17

**SOAN 396 Advanced Sociological and Anthropological Writing** This course explores different genres of writing and different audiences for writing in the social sciences, focusing particular attention on scholarly articles published in professional journals in sociology and anthropology. To that end, students both analyze sociological and anthropological articles regarding commonalities and differences in academic writing in our two sister disciplines. Students work on their own academic writing process (with the help of peer-review and instructor feedback). The writing itself is broken down into component elements on which students practice and revise their work. Prerequisite: Completion of Sociology/Anthropology 240 or submission of a topic statement in the preceding spring term and submission of a comps thesis proposal on the first day of fall term. Senior Sociology/Anthropology major or instructor permission. 6 credits; SI, WR2; Fall; P. Feldman-Savelsberg

**SOAN 400 Integrative Exercise** Senior sociology/anthropology majors fulfill the integrative exercise by writing a senior thesis on a topic approved by the department. Students must enroll in six credits to write the thesis, spread as the student likes over Fall, Winter, and Spring terms. The process begins with the submission of a topic statement in the preceding spring term and concludes with a public presentation in spring of the senior year. Please consult the Sociology and Anthropology website for a full description. 1-6 credit; S/NC; Fall, Winter, Spring; C. Ocampo-Raeder, A. Nierobisz, J. Levi, P. Feldman-Savelsberg, L. Raleigh

#### Other Courses Pertinent to Sociology/Anthropology:

- AFAM 125 New African Migrations (not offered in 2016-17)
- ARCN 246 Archaeological Methods
- ARCN 395 Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered in 2016-17)
- ENTS 244 Biodiversity Conservation and Development
- ENTS 301 Science and Society (not offered in 2016-17)
- RELG 300 Theories and Methods in the Study of Religion
- WGST 200 Gender, Power and the Pursuit of Knowledge
- WGST 205 The Politics of Women's Health (not offered in 2016-17)
- WGST 240 Gender, Globalization and War (not offered in 2016-17)
- WGST 241 India Program: Gender & Sexuality in India

## South Asian Studies Concentration

South Asia, which contains nearly a quarter of the world's people, refers to the countries comprising the South Asian subcontinent: Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, Maldives, and sometimes Afghanistan and Tibet. The concentration consists of required core courses in various disciplines; supporting courses, including a designated capstone course; and normally, off-campus study in South Asia and some study of a South Asian language. The purpose of the concentration is to provide cross-cultural interdisciplinary understanding of a complex civilization that is both ancient and modern, and of great significance in the contemporary world.

### Requirements for the Concentration:

A total of 42 credits, with at least 6 credits drawn from each of the three ASST distribution areas (Literary/Artistic Analysis; Humanistic Inquiry; Social Inquiry)

18 credits in core courses, drawn from at least two of the three ASST distribution areas

24 credits from supporting courses, drawn from at least two of the three ASST distribution areas, and including a designated South Asia-related capstone course

Courses taken on off-campus programs in South Asia may be applied to the concentration

Normally, at least one term of off-campus study in South Asia

Normally, the closest equivalent to one year of study of a South Asian language, obtained through one or more of the following: off-campus study; summer programs at colleges, universities, or institutes; independent study at Carleton; native proficiency

**Core Courses:** 18 credits from among the following; courses must be from at least two distribution areas

- ENGL 250 Modern Indian Fiction (Not offered in 2016-2017)
- ENGL 251 Contemporary Indian Fiction (Not offered in 2016-2017)
- HIST 161 History of Modern India c. 1700-1947 (Not offered in 2016-2017)
- HIST 167 History of Modern South Asia 1947 Onwards (Not offered in 2016-2017)
- RELG 150 Religions of South Asia
- SOAN 157 Cultures and Politics in India (Not offered in 2016-2017)
- SOAN 257 Cultures and Politics in India (Not offered in 2016-2017)

**Supporting Courses:** 24 credits from among the following: courses must be from at least two distribution areas.

- ASST 260 Resistance Struggles and People's Movement in India (Not offered in 2016-2017)
- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- ENGL 245 Bollywood Nation (Not offered in 2016-2017)
- ENGL 252 Caribbean Fiction (Not offered in 2016-2017)
- ENGL 335 England in India/India in England (Not offered in 2016-2017)
- HIST 162 Politics and Public Culture in Modern South Asia (Not offered in 2016-2017)
- HIST 259 Women in South Asia: Histories, Narratives and Representation
- HIST 263 Plaques of Empire
- HIST 266 History of Islam in South Asia (Not offered in 2016-2017)
- LCST 101 Elementary Hindi Language
- MUSC 180 or 280 Raga: Vocal or Instrumental Study of Hindustani Music
- MUSC 181 or 281 Sitar
- MUSC 248 Music of India (Not offered in 2016-2017)
- POSC 237 Southeast Asian Politics
- POSC 241 Ethnic Conflict (Not offered in 2016-2017)
- POSC 378 Political Economy and Ecology of Southeast Asia: Social Changes in Southeast Asia (Not offered in 2016-2017)

- POSC 379 Political Econ and Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (Not offered in 2016-2017)
- RELG 122 An Introduction to Islam
- RELG 233 Gender and Power in the Catholic Church
- RELG 245 Buddha (Not offered in 2016-2017)
- RELG 250 Buddhism and Ecology (Not offered in 2016-2017)
- RELG 253 Tibetan Buddhism (Not offered in 2016-2017)
- RELG 255 Social Engagement in Asian Religions (Not offered in 2016-2017)
- RELG 256 Modern Hinduism: Encounters with the West (Not offered in 2016-2017)
- RELG 257 Shari'a (Not offered in 2016-2017)
- RELG 259 Gandhi (Not offered in 2016-2017)
- RELG 260 Tantra: Secrecy, Sex, and the Sublime (Not offered in 2016-2017)
- RELG 261 Hearing Islam (Not offered in 2016-2017)
- RELG 263 Sufism (Not offered in 2016-2017)
- RELG 265 Religion and Violence: Hindus, Muslims and Jews
- RELG 266 Religion and the Senses (Not offered in 2016-2017)
- RELG 267 The Bhagavad Gita (Not offered in 2016-2017)
- RELG 280 The Politics of Sex in Asian Religion (Not offered in 2016-2017)
- RELG 281 Performing Tradition: Art, Religion and Globalization (Not offered in 2016-2017)
- RELG 289 Global Religions in Minnesota (Not offered in 2016-2017)
- RELG 350 Emptiness (Not offered in 2016-2017)
- RELG 362 Spirit Possession

**Capstone Course:** For 2016-17, the designated capstone course is to be announced

## Spanish

### Language Courses

Language courses 101, 102, 103, 204 are a sequential series of courses designed to prepare the student in the basic language skills (listening, speaking, reading, and writing) through the study of grammar, literature, and culture, and/or to provide the foundation for pursuing advanced work in language and literature. Spanish 205, 206 and 207 are designed to develop the student's spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. Admission to these courses is determined either by appropriate high school CEEB or Carleton placement test scores or by completion of the previous course in the sequence with a grade of C- or better.

### Literature Courses

We examine literary works for both their aesthetic and human values. Our literature courses have a number of goals: to refine and expand students' linguistic ability, to broaden their cultural understanding, to improve their ability to engage in literary analysis, to enhance their knowledge of literary history and criticism, and to help students better understand themselves and the human condition. In our discussions, we address universal themes and concerns, but we also try to uncover what is peculiarly Hispanic or Latin American about the works.

### Requirements for a Major

Sixty-six credits in Spanish including the following:

- no more than eighteen credits in the sequence 204-219;
- no more than eighteen credits from courses numbered 220-299

A limit of three 200-level literature courses (may include one in translation) within the range of 220-299 guarantees that our students will proceed in a timely fashion to the upper division seminars and yet allows both flexibility and transition. All our courses demand that students learn and apply critical skills for literary and cultural analysis. However, it is at the 300-level that our majors complete a paper that can often form the basis for the senior comprehensive project, the capstone experience in our major.

- At least three courses in Latin American literature, film and/or culture and three courses in Peninsular literature, literature, film and/or culture must be completed before winter term of the senior year
- Six credits in literature or film other than in Spanish
- Integrative Exercise

The spring term of our majors' junior year, students consult with faculty and begin the process of their comps or senior comprehensive exercise. Comps is completed spring term, senior year. Six credits for work in the comprehensive exercise are also included in the required 66 credits.

**Programs Abroad:** Participation in a Carleton or in another approved foreign study program is highly recommended for students majoring or concentrating in the above areas. Students interested in study abroad should consult the section on international off-campus programs, and discuss alternatives with faculty in Spanish and with the Director of Off-Campus Studies.

**Language Houses:** Students have the opportunity to immerse themselves in the language by living in the Language House. The Associate is a native speaker, and students organize and participate in numerous cultural activities in the language houses.

**Certificate of Advanced Study in Foreign Language and Literature:** Most students in our courses are not necessarily majoring in Spanish. Often students continue to take Spanish while pursuing a major in a different department simply because they are interested in the language and culture. An increasing number of students pursue the certificate of advanced study (the equivalent of what would be considered a minor area of study at many universities and colleges).

Students who pursue the Certificate of Advanced Study in Spanish are required to complete 36 credits beyond the 103 level with grades of C- or better in each course. Although courses for the Certificate may be taken on an S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy the credit requirement. The courses must be taught in Spanish. We limit the number of non-Carleton OCS credits that can be applied to the certificate to a total of 12, and these credits do not substitute for the 12 credits at the 300-level that these students must complete on campus or through the departmental OCS programs.

The Certificate allows for a maximum of flexibility in that students can take as many as 24 credits in the 204-299 range. However, the most common scenario is that these students follow the progression that our majors follow and benefit from the general goals of the Spanish major.

Students need to fill out the Certificate Form and turn it into the Department's Administrative Assistant, LDC 340, mtatge@carleton.edu. Forms must be completed no later than fall term of senior year. Courses being taken during that term will be counted upon completion of course.

## Spanish Courses

**SPAN 101 Elementary Spanish** This course introduces the basic structures of the Spanish language, everyday vocabulary and cultural situations. Students practice all four skills (reading, writing, listening and speaking) in Spanish. Taught five days a week in Spanish. Prerequisite: none (Placement score for students with previous experience in Spanish). 6 credits; NE; Fall; M. Valdecantos, C. Lange, D. Pearsall

**SPAN 102 Elementary Spanish** This course introduces complex sentences and various tenses and short literary and cultural texts. Students practice all four skills (reading, writing, listening and speaking) in Spanish. Taught five days a week in Spanish. Prerequisite: Spanish 101 or equivalent. 6 credits; NE; Winter; H. Huergo, C. Lange, F. Contreras, B. Pariente-Beltrán, L. Burdell, D. Pearsall

**SPAN 103 Intermediate Spanish** This course continues the study of complex sentence patterns and reviews basic patterns in greater depth, partly through the discussion of authentic short stories. Students practice all four skills (reading, writing, listening and speaking) in Spanish. Taught five days a week in Spanish. Prerequisite: Spanish 102 or equivalent. 6 credits; NE; Spring; C. Lange, H. Huergo, F. Contreras, B. Boling, L. Burdell, D. Pearsall

**SPAN 204 Intermediate Spanish** Through discussion of literary and cultural texts and films, as well as a review of grammar, this course aims to help students acquire greater skill and confidence in both oral and written expression. Taught three days a week in Spanish. Some Spanish 204 sections include a service-learning component, to enrich students' understanding of course material by integrating academic study with public service. The language classes team up with the Northfield public schools to help both Northfield and Carleton students improve their language skills. Prerequisite: Spanish 103 or equivalent. 6 credits; NE; Fall, Winter; F. Contreras, E. Lacave Rodero, B. Pariente-Beltrán, B. Boling, L. Burdell

**SPAN 205 Conversation and Composition** A course designed to develop the student's oral and written mastery of Spanish. Advanced study of grammar. Compositions and conversations based on cultural and literary topics. There is also an audio-video component focused on current affairs. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Fall, Winter, Spring; J. Brioso, H. Huergo, J. Cerna-Bazán

**SPAN 206 Introduction to Public Speech in Spanish** In this course the students will learn the process of shaping ideas into an effective oral presentation in Spanish. We will pay particular attention to the process of selecting supporting data and other materials as well as the mechanics of arranging ideas in a logical manner, and delivering the speech effectively. The course will offer several opportunities for impromptu speaking experiences. Through the course, the students will prepare and deliver specialized forms of public speeches. Emphasis will be placed on a variety of types of persuasive and ceremonial speeches. There will be some mandatory films and talks outside of class. Prerequisite: Spanish 204 or equivalent. Not offered 2016-17

**SPAN 207 Exploring Hispanic Culture** Designed for the person who wants to develop greater fluency in speaking, writing, and reading Spanish in the context of a broad introduction to Hispanic culture. Short stories, plays, poems, films, and short novels are read with the goal of enhancing awareness of Hispanic diversity and stimulating classroom discussion. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

**SPAN 208 Coffee and News** An excellent opportunity to brush up your Spanish while learning about current issues in Spain and Latin America. The class meets only once a week for an hour. Class requirements include reading specific sections of Spain's leading newspaper, *El País*, everyday on the internet (*El País*), and then meeting once a week to exchange ideas over coffee with a small group of students like yourself. Prerequisite: Spanish 204 or equivalent. 2 credits; S/CR/NC; LA, IS; Fall, Winter, Spring; S. López

**SPAN 210 Improving Spanish through Translation** The focus of this course is to review some key grammatical structures through communicative translation exercises, as well as to become more aware of pragmatic and

discursive differences between Spanish and English. Translation exercises are prepared at home and class time is devoted to discussion and constructive criticism about grammar and style. The course will be taught primarily in Spanish. This course will enhance students' skills in Spanish writing, reading, speaking and listening. Prerequisite: Spanish 204 or its equivalent. 6 credits; HI, IDS; Not offered 2016-17

SPAN 215 Peru Program: Spanish Open Classroom This course aims at further development of communicative skills in Spanish. The class focuses on the expression of subjective reactions to personal experiences and opinions on the social and material world. The main material for class activities will come from what students encounter in their interactions with native speakers and their daily routine. The class will have an *aula abierta* (*open classroom*) format, which will encourage maximum student production, both inside and outside the formal setting of the classroom. Prerequisite: Spanish 204 or the equivalent. 3 credits; NE; Spring; J. Cerna-Bazán

SPAN 220 Magical Realism in Latin American Narrative Is it real? A concern with the interplay between reality and fiction rests at the heart of Magical Realism--a mode of discourse and a perspective on the problem of representation that informs a good many of the best known works in Latin American literature. This course will examine works in translation by authors such as Alejo Carpentier, Gabriel García Márquez, Julio Cortázar, Isabel Allende, Laura Esquivel. We'll close the course with a nod to those authors who reject Magical Realism as the primary mode of fiction in Latin American prose. 6 credits; LA, IS; Not offered 2016-17

SPAN 221 Madrid Program: Filming Madrid This course is a ten-week video workshop designed to prepare students to shoot and edit a short video by the end of their term in Madrid. Students will work in teams of four under the guidance of David Redondo, president of Walkabout Creatividad Audiovisual. Video projects need to focus on an aspect of urban life in Madrid. 2 credits; S/CR/NC; NE, IS; Fall; H. Huergo

SPAN 222 Two Voices: Gabriel García Márquez and Laura Restrepo Considered one of the greatest writers of the twentieth century, Gabriel García Márquez defines magical realism. His works record the reality of his native Colombia, embedding it within the mythic patterns of Latin American cultures and histories. Like García Márquez, Laura Restrepo began her writing career as a journalist, but her lens remains firmly anchored in the reality of Colombia's encounters with political violence and drug cartels. In what she calls "report style," Restrepo, too, tells the story of Colombia. The course focuses on selected works by these two authors, a study of contexts, themes, and styles. In translation. 6 credits; LA, IS; Fall; B. Boling

SPAN 225 Exile in Literature and History "Exiles" —claims Palestinian exile Edward Said— "are always eccentrics who feel their difference as some sort of orphanhood while defending zealously their refusal to belong." This course examines four different moments in the history of Spanish exile: the mass expulsion of Jews in 1492, that of *moriscos* (Moors converted to Christianity) in 1609, the Liberal exile in 1823, and the Republican exile at the end of the Spanish Civil War in 1939. Prerequisite: Spanish 204 or equivalent. 6 credits; NE, WR2, IS; Spring; H. Huergo

SPAN 226 Art as an Instrument for Change This course is designed for students with a desire to discover and experiment with their creative capacity, as well as those eager to use it as a tool for reflection on the current world, the past and the future. This course will take place through workshops. It is designed to use creativity as a way to develop personal expression and critical capacity. Special attention will be given to the ways in which humor can be used to help us appreciate and understand difficult questions, such as the complex functions of the global world, social unawareness, and systematic injustices. We will look at specific examples of the above-mentioned cases as we try to recreate these mechanisms for individual and daily use. Prerequisite: Spanish 204 or equivalent. 2 credits; ARP, IS; Winter; M. Brieua

SPAN 229 Madrid Program: Current Issues in Spanish Politics **[COPIED from 2016-06-30 course proposal. Review text and delete this note.]**

This course offers a fresh look of Spain's current political and economic life. Discussion topics include the rise of Podemos and the new Spanish political scene, the Catalan separatist movement, political corruption, illegal immigration, and the role of the European Union. Prerequisite: Spanish 205 or higher. 4 credits; SI, IS; Fall; H. Huergo

SPAN 240 Survey of Spanish Literature This course offers an introduction to the principal works, authors, and currents of Spanish literature from the Middle Ages to the present day. Topics of discussions include: Arab, Jews, and Christians in Spain, the discovery of the New World, the Age of Cervantes, Larra's Spain, the Spanish-American War, Lorca's generation, the outbreak of the Civil War, Franco's Spain, and the democratic transition. Recommended for students who have fulfilled their language requirement and would like to gain insight into Spanish cultural and literary history. Prerequisite: Spanish 204 or equivalent. Not offered 2016-17

SPAN 242 Introduction to Latin American Literature An introductory course to reading major texts in Spanish provides an historical survey of the literary movements within Latin American literature from the pre-Hispanic to the contemporary period. Recommended as a foundation course for further study. Not open to seniors. Prerequisite: Spanish 204 or proficiency. 6 credits; LA, IS; Winter; S. López

SPAN 244 Spain Today: Recent Changes through Narrative and Film Since the death of Franco in 1975, Spain has undergone huge political, socio-economic, and cultural transformations. Changes in the traditional roles of women, the legalization of gay marriage, the decline of the Catholic church, the increase of immigrants, Catalan and Basque nationalisms, and the integration of Spain in the European Union, have all challenged the definition of a national identity. Through contemporary narrative and film, this course will examine some of these changes and how they contribute to the creation of what we call Spain today. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17; P. Álvarez-Blanco

SPAN 247 Madrid Program: Spanish Art Live This course offers an introduction to Spanish art from el Greco to the present. Classes are taught in some of the finest museums and churches of Spain, including the Prado Museum, the Museo Nacional de Arte Reina Sofía, the Thyssen-Bornemisza Museum, Toledo Cathedral in Toledo, and the Church of Santo Tomás. To better understand today's art market, students also visit the Estampa Art Fair, the largest platform for the dissemination of contemporaneous multiple art held in Spain. Prerequisite: Spanish 205 or equivalent. 6 credits; LA, IS; Fall; H. Huergo

SPAN 256 Lorca, Buñuel, and Dalí: Poetry, Film, and Painting in Spain Lorca, Buñuel, and Dalí attended the same college in Madrid. It was the 1920s and the young were truly young and almost everything was possible. Soon Lorca became Dalí's secret lover and muse, inspiring many of his early paintings and launching his career in the artistic circles of Barcelona and Madrid. At the same time, Dalí collaborated with Buñuel in two landmarks of experimental cinema--*The Andalusian Dog* and *The Golden Age*. This course examines the friendship between the three artists and their place in the history of twentieth-century art, film, and literature. Extra time. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

SPAN 260 Forces of Nature This course examines nature and its relationship to Latin American identity across the last two hundred years, but with emphasis on the twentieth century. Paradise regained and lost, monster or endangered habitat, nature plays a central role in Latin American development and its literature. Its literary image has varied greatly in the nineteenth and twentieth centuries, at times suggesting the lost Garden of Eden, at other times mirroring human cruelty, and recently coming center stage in the ecological novel. Among the authors studied in this course are Sarmiento, Quiroga, Gallegos, Rulfo, Sepúlveda, Belli, and Montero. Prerequisite: Spanish 204 or proficiency. 6 credits; LA, IS; Not offered 2016-17

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 Salarrué. 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 Lión. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

SPAN 263 History of Human Rights This course proposes a genealogical study of the concept of Human Rights. The course will begin with the debates in sixteenth century Spain about the theological, political and juridical rights of "Indians." The course will cover four centuries and the following topics will be discussed: the debates about poverty in sixteenth century Spain; the birth of the concept of tolerance in the eighteenth century; the creation of the modern political constitution in the United States, France and Spain; the debates about women's rights, abortion and euthanasia, etc. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

SPAN 265 Peru Program: Cultures in Transition: The Old and the New in Contemporary Peru This class focuses on the cultural manifestations of social fragmentation brought to Peru by the uneven development resulting from increasing insertion of both "traditional" and "modern" sectors of society into global capitalism. We will examine a variety of cultural artifacts simultaneously and indelibly marked by traditional-popular culture and by the changing effects of mass-media culture and technology. Classes will be supplemented by visits to relevant sites and events, and lectures by local experts. 6 credits; NE; Spring; J. Cerna-Bazán

SPAN 266 Postwar Central American Literature We study the resurgence of literature in Central America during the 1990s after the various political conflicts in the region (a civil war, a revolution and an insurgence). We will examine how the reconstruction of the public sphere in these countries included a rethinking of civil society via literature. We will study how literature from this period reimagines national frontiers as members of the diasporic communities that resulted from the political conflicts produced texts and posed difficult questions about what is a national literature. Among the authors studied will be Horacio Castellanos Moya, Jacinta Escudos Rodrigo Rey Rosa and Franz Galich. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Not offered 2016-17

SPAN 277 The Poem as Artifact: Art and Work in Contemporary Spanish American Poetry Poetry will be studied as an activity that shares a common ground with other social practices. In particular, we will examine particular moments and cases of Latin American literature in which the poem (the making of poetry and the form of the text) has been conceived in its connection with work, that is, with the process of transformation of materiality into specific "objects," involving a necessary social use of time and space. We will explore this topic starting with Modernismo and, after covering the Vanguardias, will get to some key developments from the 1960s to present. Prerequisite: Spanish 204 or equivalent. 6 credits; LA; Not offered 2016-17

SPAN 320 New Spanish Voices Since 1980, Spain has experienced a literary and artistic boom, with scores of young novelists and filmmakers whose works challenge traditional notions of the individual and society. This course will examine some of these works, paying attention to regions of Spain normally excluded from the curriculum--Galicia, the Basque Country, and Catalonia. Discussions topics include gender and sexuality, cultural and personal memory, exile and migration, and the relationship between voice and power. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Not offered 2016-17

SPAN 321 Murder as a Fine Art: The Detective Novel in Latin America We will study the socio-historical factors that gave rise to the genre as well as some of its classical predecessors (Poe, Chandler). We will then turn our attention to some prominent heirs of this genre in Latin America (Borges, Piglia, Bolaño) and end by studying why in contemporary Central American literature the genre is enjoying a resurgence (Menjívar, Castellanos Moya and Rey Rosa). We will study the specific traits the genre has adopted in Latin America and how it has become a mirror that often reflects the political and social realities confronting the region, particularly in Central America. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Not offered 2016-17

SPAN 323 The Other American Revolutions An interdisciplinary exploration of the ways in which the Haitian, Mexican, Cuban and Sandinista revolutions have been imagined in literature, art and film. Through the lens of cultural texts, we will study how the concept of revolution evolves in each of these cases and what new promises each case brings to our conception of the American continent. Authors read will include Alejo Carpentier, Guillermo Cabrera Infante, Mariano Azuela, Derek Walcott and Ernesto Cardenal. Prerequisite: Spanish 205 and above. 6 credits; LA, IS; Not offered 2016-17

SPAN 328 The Contemporary Spanish Fictional Essay In this course we will study the various meanings of what has been labeled, aesthetically and sociologically, as the Post-Modernist age, or Late Modernity. We will also study the relationship between "postmodernism," the late-capitalist era and what has been called the "culture of contentment" or "culture of well-being." In addition, we will attempt to understand the interactions that exist between consumer culture, market societies and dominant ideology. To develop this theme we will focus on Spain, but will also continually establish cross-cultural comparisons with other countries. This course addresses many different genres (e.g. fictional essays, documentaries, gag cartoons, graphic novels, comics). The course also features evening films and guest lectures. Prerequisite: Spanish 205 or 207. 6 credits; LA, IS; Winter; P. Álvarez-Blanco

SPAN 330 The Invention of the Modern Novel: Cervantes' *Don Quijote* Among other things, *Don Quijote* is a "remake," an adaptation of several literary models popular at the time the picaresque novel, the chivalry novel, the sentimental novel, the Byzantine novel, the Italian novella, etc. This course will examine the ways in which Cervantes transformed these models to create what is considered by many the first "modern" novel in European history. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Not offered 2016-17

SPAN 331 Baroque Desires According to Gracián's influential *The Art of Worldly Wisdom* (1647), it is essential "to have always something still to desire, that one may not be unhappy in his happiness." This course explores this curious conundrum--that perhaps real happiness lies in the *unfulfillment* of desire--through a number of "biggies," including Cervantes, Therese of Avila, John of the Cross, Garcilaso, Quevedo, Calderón, and the precursor of Nietzsche's *Gay Science*--Gracián himself. If by the end of the course you still do not understand Gracián, at least you will know why Mick Jagger "can't get no satisfaction." Prerequisite: Spanish 205 or above. 6 credits; IS, HI; Not offered 2016-17

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; Not offered 2016-17

SPAN 344 Women Writers in Latin America: Body and Text This course examines texts by women authors who write from a critical and gendered perspective about women, desire, and identity. Through the metaphor of the body, the narratives disclose both the limits and the implicit/explicit resistance the protagonists embody. Emphasis is on texts from the twentieth century to the present. Among the authors included: Bombal, Castellanos, Valenzuela, Peri Rossi, Poniatowska, Buitrago, Serrano, Luiselli. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Winter; B. Boling

SPAN 349 Madrid Program: Theory and Practice of Urban Life More than a study of the image of Madrid in Spanish literature, this course examines the actual experience of living in a cosmopolitan city through a variety of disciplines, including Urban Studies, Philosophy, Architecture, Sociology, and Spanish poetry and fiction. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Fall; H. Huergo

SPAN 356 The Political and Cultural History of the Cuban Revolution In 2014 Obama and Castro simultaneously announced the end of an era: the Cold War. This announcement was a turning point for one of the most influential and symbolically important political movements in Latin America: The Cuban Revolution. We will study the political and historical background that sustained this revolution for over fifty years. We will read historical, political, philosophical, and cultural texts to understand this process and the fascination that it commanded around the world. We will also examine the different exoduses that this revolution provoked and the exile communities that Cubans constructed in different parts of the world. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Spring; J. Brioso

SPAN 358 The Spanish Civil War Considered by many historians the beginning of the II World War, the Spanish Civil war served as the arena where the main ideologies of the twentieth century--Capitalism, Fascism, and Communism--first clashed. The result was not only one of the bloodiest wars in history, but also was of the most idealistic, with 40,000 volunteers from all over the world willing to die in defense of a country they did not even know. This course will explore the meaning of the war through a variety of mediums and disciplines, including literature, history, graphic arts, and films. Prerequisite: Spanish 205 or above. 6 credits; IS, HI; Not offered 2016-17

SPAN 366 Jorge Luis Borges: Less a Man Than a Vast and Complex Literature Borges once said about Quevedo that he was less a man than a vast and complex literature. This phrase is probably the best definition for Borges as well. We will discuss the many writers encompassed by Borges: the vanguard writer, the poet, the detective short story writer, the fantastic story writer, the essayist. We will also study his many literary masks: H. Bustoc Domecq (the apocryphal writer he created with Bioy Casares) a pseudonym he used to write chronicles and detective stories. We will study his impact on contemporary writers and philosophers such as Foucault, Derrida, Roberto Bolaño, etc. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Not offered 2016-17

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; Spring; S. López

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; Fall; J. Cerna-Bazán

SPAN 400 Integrative Exercise 6 credits; S/NC; Fall, Winter, Spring

## Theater and Dance

The Department of Theater and Dance offers courses in each of the major areas of interest. Theater offerings include acting, voice, movement, directing, design-technical, and performance as well as courses in literature, history and criticism. In all of our courses our goal is to examine the intersection of critical thought and creative practice. Theater is an ever-changing art, and we strive to expose students to its most recent innovations and the cultural currents that influence them.

Dance gives students at all levels opportunities for active participation in three basic areas: technique, choreography and analysis, and performance. The broadest goal of these offerings is to increase understanding of the art of dance as a contribution to a liberal arts education and to connect theory and practice through embodied learning. Goals that are more specific are the development of a trained, articulate body, somatic research, and increased choreographic skill and performance skills.

While there is a regular major in Theater Arts, advanced students may apply to the chair of Dance for a special major in Dance.

### Dance Courses (DANC)

Technique Courses: 107, 147, 148, 150, 200, 204, 205, 206, 208, 214, 215, 300, 301, 309

Classes in Modern Dance Technique and Ballet are offered on at least two levels during all terms. Other technique classes offered on a rotating schedule are Moving Anatomy and Contact Improvisation. All courses may be taken any number of terms at the appropriate level. A maximum of 24 credits from dance technique classes may be counted toward graduation.

History Courses: Dance: 115, 266, 315

Choreography Courses: 190, 253, 268, 350

DANC 107 Ballet I A beginning course in ballet technique, including basic positions, beginning patterns and exercises. Students develop an awareness of the many ways their body can move, an appreciation of dance as an artistic expression and a recognition of the dancer as an athlete. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Bader

DANC 115 Cultures of Dance The study of dance is the study of culture. We will look at dance as culturally-coded, embodied knowledge and investigate dance forms and contexts across the globe. We will examine, cross-culturally, the function of dance in the lives of individuals and societies through various lenses including feminist, africanist and ethnological perspectives. We will read, write, view videos and performances, discuss and move. This course in dance theory and practice will include a weekly movement lab. No previous dance experience necessary. 6 credits; HI, IS; Winter; J. Howard

DANC 147 Moving Anatomy This course seeks to provide an underlying awareness of body structure and function. Using movement to expand knowledge of our anatomy will encourage participants to integrate information with experience. Heightened body awareness and class studies are designed to activate the general learning process. 1 credit; S/CR/NC; ARP; Spring; J. Shockley

DANC 148 Modern Dance I: Technique and Theory A physical exploration at the introductory level of the elements of dance: time, motion, space, shape and energy. Students are challenged physically as they increase their bodily awareness, balance, control, strength and flexibility and get a glimpse of the art of dance. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; D. McCoy

DANC 150 Contact Improvisation This is a course in techniques of spontaneous dancing shared by two or more people through a common point of physical contact. Basic skills such as support, counterbalance, rolling, falling and flying will be taught and developed in an environment of mutual creativity. 1 credit; S/CR/NC; ARP; Fall, Winter; J. Shockley

DANC 190 Fields of Performance This introductory course in choreography explores games, structures, systems and sports as sources and locations of movement composition and performance. Readings, viewings and discussion of postmodernist structures and choreographers as well as attendance and analysis of dance performances and sports events will be jumping off point for creative process and will pave the way for small individual compositions and one larger project. In an atmosphere of play, spontaneity and research participants will discover new ways of defining dance, pushing limits and bending the rules. Guest choreographers and coaches will be invited as part of the class. Open to all movers. No previous experience necessary. 6 credits; ARP; Spring; J. Howard

DANC 200 Modern Dance II: Technique and Theory A continuation of Level I with more emphasis on the development of technique and expressive qualities. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; D. McCoy

DANC 205 Winter Dance Intensive rehearsal and performance of a work commissioned from a professional guest choreographer. Open to all levels. 1 credit; S/CR/NC; ARP; Winter

DANC 206 Spring Dance Rehearsal and full concert performance of student dance works created during the year and completed in the spring term. Open to all levels. Prerequisite: Dance 204, 205, 214, or 215. 1 credit; S/CR/NC; ARP; Spring; J. Howard, J. Shockley

DANC 208 Ballet II For the student with previous ballet experience. This course emphasizes articulation of technique and development of ballet vocabulary. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Bader

DANC 215 Winter Dance, Student Choreography For students enrolled in Dance 205, supervised student choreography with two public showings. Prerequisite: Dance 205. 1 credit; S/CR/NC; ARP; Winter

DANC 253 Movement for the Performer This course investigates the structure and function of the body through movement. Applying a variety of somatic techniques (feldenkrais, yoga, improvisation, body-mind centering). The emphasis will be to discover effortless movement, balance in the body and an integration of self in moving. 3 credits; ARP; Winter; J. Shockley

DANC 266 Reading The Dancing Body: Topics in Dance History Dance is an art of the body in time and space and culture. This course will look at dance as a symbolic system of meanings based on bodily display. The investigation of the body as a "text" will be anchored by, but not limited to, feminist perspectives. Through reading, writing, discussing, moving, viewing videos and performances the class will "read" the gender, race, and politics of the dancing body in a historical context from Romanticism through Post-modernism. 6 credits; HI, IDS; Not offered 2016-17

DANC 268 The Body as Choreographer *"The pleasure of the text is that moment when my body pursues its own ideas-for my body does not have the same ideas I do."* -Roland Barthes. Through guided movement sessions we will explore the body as a source for ideas. Using "Authentic Movement," experiential anatomy practices and compositional strategies, students will generate several small compositions and one larger gallery project exploring alternative spaces and the influx of various media (movement, text, images, technology, objects, sites, fabric). This choreography "lab" will help answer the question: How do you make a dance? For both beginning and advanced dance students. 6 credits; ARP; Winter; J. Howard

DANC 300 Modern Dance III: Technique and Theory Intensive work on technical, theoretical, and expressive problems for the experienced dancer. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Shockley

DANC 301 Contemporary Styles and Techniques: African Dance A physical exploration of the technical, theoretical and stylistic bases of different approaches to modern dance movement chosen yearly from such techniques as:

Body Mind Centering; Limon; Cunningham; Graham; African-Caribbean. Prerequisite: Some previous dance experience. 2 credits; S/CR/NC; ARP; Fall; W. McClusky, J. Howard

DANC 309 Ballet III This is an advanced class for students who have some capabilities and proficiency in ballet technique. Content is sophisticated and demanding in its use of ballet vocabulary and musical phrasing. 1 credit; S/CR/NC; ARP; Spring; J. Bader

DANC 315 Reading The Dancing Body: Topics in Dance History This course will look at dance as a field in which bodies articulate a history of sexuality, nation, gender, and race. Students will survey a range of dance forms in the United States and indigenous communities of the Americas as well as the Caribbean, South Asia, and South Africa. Specific explorations will include classical Indian dance, Native American performance, jazz, contact improvisation, and Hip-Hop performance. Through reading comprehension, written reflections and analyses, classroom dialogue, and oral presentation work, we will outline dance history in terms of anti-colonial and civil rights movements from Modernism through Post-Modernism—that is, from the imperialism at the dawn of the twentieth century to current late-capitalism. Students will be introduced to interdisciplinary methodologies in dance studies by learning to: conduct dance analysis in their accounts for gesture and social context; theorize according to the intersection of multiple social categories; and write autoethnographies or critical inquiries into personal experience. 6 credits; HI, IDS; Fall; A. Williams

DANC 350 Semaphore Repertory Dance Company Provides advanced dance students with an intensive opportunity to develop as performers in professional level dances. Skills to be honed are: the dancer as "tool" and contributor to the process of art-making; defining individual technical and expressive gifts; working in a variety of new technical and philosophical dance frameworks. In addition to regular training during the academic terms, participation in a "preseason" rehearsal period before fall term is required. A few pieces of student choreography will be accepted for repertory. The group produces an annual concert, performs in the Twin Cities and makes dance exchanges with other college groups. Prerequisite: Audition required. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; J. Howard, J. Shockley

## Theater Arts (THEA)

Requirements for the major:

Note: any single course may satisfy only one requirement.

Sixty-eight credits distributed as follows:

1. 6 credits in theater history and theory

- THEA 225 Theater History and Theory

2. 6 credits of one of the following courses in design or technical theater:

- THEA 115 Principles of Design
- THEA 229 Make-Up Design
- THEA 233 Sculptural Space and Performance Design

- THEA 237 Scenic Design for the Performing Arts (Not offered in 2016-2017)
- THEA 238 Costume Design for Theater (Not offered in 2016-2017)
- THEA 239 Topics in Theater: Costume Design (Not offered in 2016-2017)
- THEA 320 Live Performance and Digital Media (Not offered in 2016-2017)

3. 18 credits from the following courses in practical theater:

- DANC 150 Contact Improvisation
- DANC 253 Movement for the Performer
- DANC 268 The Body as a Choreographer
- THEA 110 Beginning Acting
- THEA 185 The Speaking Voice
- THEA 226 Avant-Garde Theater and Performance (Not offered in 2016-2017)
- THEA 245 Directing
- THEA 246 Playwriting (Not offered in 2016-2017)
- THEA 255 Acting Shakespeare (Not offered in 2016-2017)
- THEA 312 Topics in Theater: Acting
- THEA 345 Devised Theater and Collective Creation (Not offered in 2016-2017)

4. 18 credits at the 300 level, at least six of which should be English 310 or Theater Arts 351 if possible (additional courses may be added to this group as approved):

- THEA 312 Topics in Theater: Acting
- THEA 315 Creativity and Aesthetics (Not offered in 2016-2017)
- THEA 320 Live Performance and Digital Media
- THEA 345 Devised Theater and Collective Creation (Not offered in 2016-2017)
- THEA 351 Women Playwrights and Women Roles (Not offered in 2016-2017)
- ENGL 310 Shakespeare II (Not offered in 2016-2017)
- GRK 351 Aristophanes (Not offered in 2016-2017)
- RUSS 351 Chekhov

5. 12 additional credits, in literature, criticism, or history courses from the following list:

- CLAS 116 Ancient Drama: Truth in Performances
- ENGL 129 Introduction to British Comedy
- ENGL 144 Shakespeare I
- ENGL 209 The Merchant of Venice: A Project Course
- ENGL 213 Christopher Marlowe (Not offered in 2016-2017)
- ENGL 214 Revenge Tragedy (Not offered in 2016-2017)
- ENGL 244 Shakespeare I
- ENGL 258 Contemporary American Playwrights of Color
- ENGL 282 London Program: London Theater
- THEA 226 Avant-Garde Theater and Performance (Not offered in 2016-2017)
- THEA 242 Twentieth Century American Drama (Not offered in 2016-2017)
- THEA 351 Women Playwrights, Women Roles (Not offered in 2016-2017)

6. 2 credits of THEA 190, Players Production

7. 6 credits of 400, Integrative Exercise

## Theater Courses

THEA 110 Beginning Acting Introduces students to fundamental acting skills, including preliminary physical and vocal training, improvisational techniques, and basic scene work. The course includes analysis of plays as bases for performance, with a strong emphasis on characterization. 6 credits; ARP; Fall, Spring; R. Bechtel

THEA 115 Principles of Design Explores the process of communicating ideas and experience through visual means. Whether that process begins with a written text, choreographed movement or abstract idea, such elements as color, shape, space, value and balance inevitably come into play in its visual representation. This course teaches these fundamental principles and how to apply them in practice. Principles of Design is an essential course for students interested in any aspect of theater, dance, or performance. 6 credits; ARP; Fall; M. Kelling

THEA 185 The Speaking Voice This course seeks to provide a practical understanding of the human voice, its anatomy, functioning and the underlying support mechanisms of body and breath. Using techniques rooted in the work of Berry, Linklater and Rodenburg, the course will explore the development of physical balance and ease and the awareness of the connection between thinking and breathing that will lead to the effortless, powerful and healthy use of the voice in public presentations and in dramatic performance. 6 credits; ARP; Fall; D. Wiles

THEA 190 Carleton Players Production Each term students may participate in one Players production, a hands-on, faculty-supervised process of conceptualization, construction, rehearsal, and performance. Credit is awarded for a predetermined minimum of time on the production, to be arranged with faculty. Productions explore our theatre heritage from Greek drama to new works. Students may participate through audition or through volunteering for production work. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; R. Bechtel, P. Hecker, D. Wiles

THEA 225 Theater History and Theory The theater has often had a vexed and volatile relationship with its cultural moment, and its history is as much one of revolution as of evolution. This course will look across the broad contours of theater history to examine the questions and challenges that consistently recur, including the relationship between representation and the real, between politics and aesthetics, and between the text and the body. Historical eras covered will include ancient Greece, medieval Japan, early modern Europe, and twentieth and twenty-first century Europe and America. Some class time will be spent doing performative explorations of historical texts. 6 credits; LA, WR2; Fall; R. Bechtel

THEA 226 Avant-garde Theater and Performance "Make it new!" was the rallying cry of the modernists, and ever since, the theater has never ceased its efforts to break both aesthetic and social conventions, boundaries, and taboos. Beginning with some of the important precursors of the twentieth century--Artaud, Brecht, and Meyerhold--this course will explore the history and theory of the contemporary avant-garde, charting the rise of interdisciplinary "performance" and exploring such topics as politics and aesthetics, site-specificity, body art, solo performance, and multimedia. Students will also spend significant time creating their own performance works. 6 credits; LA; Not offered 2016-17

THEA 229 Makeup Design Theory and practice of two and three dimensional makeup design for the performer. This course explores corrective, character and specialized makeup techniques as well as rendering techniques. 3 credits; ARP; Spring; M. Kelling

THEA 233 Sculptural Space and Performance Design In this course we will explore set design from the perspective of site-specific sculpture. Working in the theater at the Weitz Center for Creativity we will collaboratively design and help construct the set for the upcoming student production. The work in this class will be front-loaded (mostly weeks one to six). Several field trips and group work outside of the scheduled class time will be required. Prerequisite: Theater, construction, or sculpture experience. 3 credits; S/CR/NC; ARP; Winter; S. Mohring

THEA 234 Lighting Design for the Performing Arts An introduction to and practice in stage lighting for the performing arts. Coursework will cover the function of light in design; lighting equipment and technology; communication graphics through practical laboratory explorations. Application of principles for performance events and contemporary lighting problems will be studied through hands-on application. 6 credits; ARP; Spring

THEA 237 Scenic Design for the Performing Arts This course will focus on the art and practice of creating scenic designs for the performing arts. It will introduce basic design techniques while exploring the collaborative process involved in bringing scenery from concept to the stage. The course will include individual and group projects utilizing collage, sketching, and model-making. 3 credits; ARP; Not offered 2016-17

THEA 238 Costume Design for Theater An introductory course in costume design. This course will examine the basic concepts of design and how they apply to costumes. In depth analysis of the script and characters will lead to an exploration of how costume design can be used to enhance the production. Basic rendering techniques and clothing history will also be studied. 3 credits; ARP; Not offered 2016-17

THEA 239 Topics in Theater: Costume Design A series of specialized courses in costume design and technical theater. The topic of this course is determined according to the opportunities offered by the departmental production of the term and the needs of the students, with consideration to the rotation of the topics. Topics offered may include: Costume Construction, Costume Patterning, Millinery, Mask Making, Textile Manipulation, Fabric Art and Clothing History. Please see the courses page of the Department of Theater and Dance website for further description of the current term's topic. 3 credits; ARP; Not offered 2016-17

THEA 242 Modern 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 some of the transformative events of American history. 6 credits; LA; Not offered 2016-17

THEA 245 Directing Although many directors begin their artistic careers in some other discipline (usually acting), there is a set of skills particular to the director's art that is essential to creating life on stage. Central is the ability to translate dramatic action and narrative into the dimensions of theatrical time and space: the always-present challenge of "page to stage." In this course, students will learn methods of text analysis strategic to this process as well as the rudiments of using that analysis to generate effective staging and powerful acting. Having mastered the fundamentals, students will then explore and enhance their theatrical imagination, that creative mode unique to the medium of live performance. Class time will be devoted to work on three major projects and almost daily exercises. 6 credits; ARP; Winter; R. Bechtel

THEA 246 Playwriting A laboratory to explore the craft of playwriting, concentrating on structure, action and character. The class uses games, exercises, scenes, with the goal of producing a short play by the end of the term. 6 credits; ARP; Not offered 2016-17

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; Not offered 2016-17

THEA 312 Problems in Acting Topics in Theater Acting will encompass a series of specialized courses in acting at the advanced level. Topics offered may include non-Western performance forms, Restoration comedy, Theater of the Absurd, Chekhov, and other period- or genre-based modes. Prerequisite: Theater 110. 6 credits; ARP; Winter

THEA 315 Creativity and Aesthetics With the rise of the "creative economy" and the "creative class," "creativity" itself has become a buzzword. But what do we talk about when we talk about creativity? This course will begin with the premise that creativity is not necessarily an innate attribute, but one that can be cultivated, and students will explore and expand their own creative resources. Importantly, we will explore the intersection of personal creativity and cultural aesthetics. How is creativity released, restrained, or channeled through aesthetics? In addition to theoretical readings, student artists of all kinds will have the opportunity to create a variety of projects. 6 credits; ARP; Not offered 2016-17

THEA 320 Live Performance and Digital Media Digital media has so infiltrated live performance that it has become almost as common as sets, lights, and costumes. With video technology becoming increasingly powerful and affordable, the screen has become ubiquitous on stage, sometimes eclipsing the performers. Media culture has also become a recurrent subject for critical exploration both on and off stage. In this class, students will learn the software and hardware skills necessary to incorporate digital media into performance projects, as well as the historical and theoretical context necessary to bring a critical approach to their work. Prerequisite: Any course in Theater Arts, Dance, Cinema and Media Studies, Studio Art, creative writing or musical composition. 6 credits; ARP; Spring; R. Bechtel

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, Dance 150 or 190. 6 credits; ARP; Not offered 2016-17

THEA 351 Women Playwrights/Women's Roles A study of images of women in plays by Shakespeare, Ibsen, Strindberg, Tennessee Williams, and a number of women playwrights from Hellman and Clare Booth Luce to Caryl Churchill to Ntozane Shange. 6 credits; LA, IDS; Not offered 2016-17

THEA 400 Integrative Exercise 1-6 credit; S/NC; Fall, Winter, Spring

## Women's and Gender Studies

The Women's and Gender Studies Program provides an interdisciplinary meeting ground for exploring questions about women and gender that are transforming knowledge across disciplinary lines in the sciences, social sciences, arts, and humanities. Its goal is to include gender, along with class, sexuality and race, as a central category of social and cultural analysis. Courses focusing on women and gender are offered by the departments of Asian Languages and Literatures, Classics, English, German and Russian, French and Spanish, History, Cinema and Media Studies, Music, Religion, Philosophy, Political Science, Art, Sociology and Anthropology, as well as Women's and Gender Studies itself. Carleton offers both a Major and a Concentration in Women's and Gender Studies that allows students to complement their major field with an interdisciplinary focus on women and gender. All courses are open to all students, if they have fulfilled the prerequisites.

Women's and Gender Studies 110 or Women's and Gender Studies 112, entry points to the major, are topical introductions to the field. Women's and Gender Studies 200 and 234 provide the theoretical and methodological tools for advanced work on women and gender. The capstone course offers students the opportunity to study a topic in depth and to produce a substantial research paper. The major culminates in a senior comprehensive project, directed by advisers from two disciplines, that builds on the skills and interests developed in previous coursework in Women's and Gender Studies. Each student devises an appropriate program of courses in consultation with the major adviser.

### Requirements for a Major

Total of 66 credits

- One introductory course, Women's and Gender Studies 110 or 112
- One methodology course, Women's and Gender Studies 200 or 234
- One capstone seminar, Sociology/Anthropology 325, Women's and Gender Studies 310
- Comprehensive Exercise, Women's and Gender Studies 400
- In addition to these 24 credits, students must complete an additional 42 credits from the Women's and Gender Studies offerings listed below. Of these 42, no more than 12 credits should be at the 100-level and at least 12 credits should be at the 300-level. Ordinarily, no more than 18 credits may be applied to the major from outside of Carleton.

Students will plan these courses in consultation with the Program Director or a designated faculty adviser when they declare their major, and review their plan each term. The major they design should provide both breadth of exposure to Women's and Gender Studies across fields and depth of study in one discipline (normally at least two courses in one area or from one department).

### Women's and Gender Studies Courses

**WGST 110 Introduction to Women's and Gender Studies** This course is an introduction to the ways in which gender structures our world, and to the ways feminists challenge established intellectual frameworks. However, because gender is not a homogeneous category but is differentiated by class, race, sexualities, ethnicity, and culture, we also consider the ways differences in social location intersect with gender. 6 credits; HI; Winter, Spring; A. Igra, I. Jusová

**WGST 112 Introduction to LGBT/Queer Studies** This course is an introduction to the interdisciplinary examination of sexual desires, sexual orientations, and the concept of sexuality generally, with a particular focus on the construction of lesbian, gay, bisexual, and transgender identities. The course will look specifically at how these identities interact with other phenomena such as government, family, and popular culture. In exploring sexual diversity, we will highlight the complexity and variability of sexualities, both across different historical periods, and in relation to identities of race, class, and ethnicity. 6 credits; HI, IDS; Winter; K. Bashore

**WGST 130 Politics of Sex** The politics of sex are everywhere--in media, law, medicine, and everyday life. To say that sex is political is to imply that sex intersects with other interests--nation and market building, globalization, and so forth. In this course, we will explore various "sex panics," as they ask us to revisit the boundaries of the "normative" in relation to sex and its intersections with race, class, gender, sexuality, nation, and ability. Sex panics--and, as we'll also explore, "sex scandals" occasion not only the revision of discourses on sex but on identity, politics, and cultures more broadly. 6 credits; NE, IDS; Spring; K. Bashore

**WGST 200 Gender, Power and the Pursuit of Knowledge** In this course we will examine whether there are feminist ways of knowing, the criteria by which knowledge is classified as feminist and the various methods used by

feminists to produce this knowledge. Some questions that will occupy us are: How do we know what we know? Who does research? Does it matter who the researcher is? How does the social location (race, class, gender, sexuality) of the researcher affect research? Who is the research for? How can research relate to efforts for social change? While answering these questions, we will consider how different feminist researchers have dealt with them. 6 credits; SI, IS; Fall; M. Sehgal

WGST 205 The Politics of Women's Health This course will explore the politics of women's health from the perspective of women of different races, ethnicities, classes and sexual orientations in the U.S. The organization of the health care system and women's activism (as consumers and health care practitioners) shall frame our explorations of menstruation, sexuality, nutrition, body image, fertility control, pregnancy, childbirth, and menopause. We will cover basic facts about the female body and pay particular attention to adjustments the body makes during physiological events (i.e. menstruation, sexual and reproductive activity, and menopause). We will focus on the medicalization of these processes and explore alternatives to this medicalization. Prerequisite: Women's and Gender Studies 110. 6 credits; IDS, SI; Not offered 2016-17

WGST 210 Sexuality and Religious Controversies in the United States and Beyond From pulpits to political campaigns, notions of sexuality are deployed in religious discourse to develop definitions of morality, ethics, family, marriage, gender, citizenship, civil liberties, righteousness and sinfulness. Religious concepts have also been used as creative tools to repress, liberate, legislate, and re-vision various conceptions of sexuality. This course will examine the ways in which religious ideologies, theologies, motivations, and practices function in both public and private contexts in debates over a range of topics, including homosexuality, abortion, and public comportment. We will consider questions about how ideas of sexuality are established as normative through scriptural, ritual, and rhetorical devices. 6 credits; HI, IDS; Not offered 2016-17

WGST 220 LGBTQ Movements in the U.S. In this course we will examine what constitutes an LGBTQ social movement in the U.S. 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; Not offered 2016-17

WGST 234 Feminist Theory Feminism has to do with changing the world. We will explore feminist debates about changing the world using a historical framework to situate feminist theories in the context of the philosophical and political thought of specific time periods and cultures. Thus, we will follow feminist theories as they challenged, critiqued, subverted and revised liberalism, Marxism, existentialism, socialism, anarchism, critical race theories, multiculturalism, postmodernism and post-colonialism. We will focus on how theory emerges from and informs matters of practice. We will ask: What counts as theory? Who does it? How is it institutionalized? Who gets to ask the questions and to provide the answers? 6 credits; SI, IS; Not offered 2016-17

WGST 240 Gender, Globalization and War This course examines the relationship between globalization, gender and militarism to understand how globalization and militarism are gendered, and processes through which gender becomes globalized and militarized. We will focus on the field of transnational feminist theorizing which both "genders the international" and "internationalizes gender." We will take up the different theoretical and disciplinary approaches to this project, as well as the perspectives and methods put forth for studying gender, race and class transnationally. We will explore how economic development, human rights, and the politics of resistance (particularly in the NGO sector) are gendered. 6 credits; SI; Not offered 2016-17

WGST 241 India Program: Gender & Sexuality in India This course explores gender and sexuality as key institutions that structure and stratify Indian society through intersections with other systems of stratification (like class,

caste, and region). We will focus on family and gender relations, heteronormativity, homosociality and queer subversions as well as feminism, women's and queer movements--situating these historically and regionally in South Asia. We will also consider how gender and sexuality in India have been represented in the western imagination. Toward the end of the course, we will pay close attention to the gendered and sexualized politics of globalization, economic development and tourism in India. 6 credits; SI, IS; Winter; M. Sehgal

WGST 265 Black Feminist Thought: The Everyday World When sociologist Dorothy Smith coined the phrase "The Everyday World as Problematic," she set about to argue for the importance of theorizing from one's everyday life. In this course we will explore the ways in which black feminists have used the everyday as a point of departure for their theorizing. We will draw on the many ways in which black feminists produce knowledge (e.g. critical texts, fiction, plays, music, poetry). Further, as we examine how black feminists have theorized the "everyday," we will engage the many valences of the word "problematic," as a thing to be studied and as a locus of difficulty. 6 credits; NE, IDS; Fall; M. Rowley

WGST 266 Caribbean Queer Matters: Exploration & Research Caribbean Queer Matters invites students to think about the complexities, contradictions and activist possibilities of gender non-conforming and same-gender desiring individuals in the English-speaking Caribbean. The course will serve as an incubator where students will develop the skills to understand and analyze these non-U.S. contexts, all the while foregrounding attention to the local, regard for difference and a commitment to issues of justice. The course will draw on a range of genres and disciplinary vantage points. Students will engage film, biographical narratives, music, critical texts, poetry, as well as the fields of Caribbean Studies, Women's Studies, Critical Race and LGBT Studies. 6 credits; HI, IS; Fall; M. Rowley

WGST 285 Gender Violence & Feminist Self-Defense 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; Fall; M. Sehgal

WGST 310 Asian Mystiques Demystified This class will focus on the topic of Asian sexuality and gender, considering traditional, transnational, and transgressive representations of Asian sexualities, femininities, masculinities and bodies. Often associated with paradoxical images of sensuality, spirituality, repression, and femininity, Asian sexuality has a long history, shaped by enduring colonial imaginaries and our transnational, capitalist present. Tracing a genealogy of Asian mystiques, we will study classical sources that have served as "prooftexts" for these images, and will then focus our attention on Asian literature, film, art, religious traditions, and social movements that have produced their own, often alternative, conceptions of Asian sexualities and gender. 6 credits; HI, IS; Spring; S. Sippy

WGST 396 Transnational Feminist Activism This course focuses on transnational feminist activism in an era of globalization, militarism and religious fundamentalism. We will learn about the debates around different theories of social change, the challenges and pitfalls of global sisterhood and the various "pedagogies of crossing" borders. We will explore case studies of how feminists have collaborated, built networks, mobilized resources and coalitions for collective action, in addition to the obstacles and constraints they have encountered and surmounted in their search for gender and sexual justice. 6 credits; SI, IS, WR2; Not offered 2016-17

WGST 400 Integrative Exercise 6 credits; S/NC; Fall, Winter, Spring; K. Bashore, S. Sippy

## Other Courses Pertinent to Women's and Gender Studies

This is a selective and suggestive list. A variety of courses are by visitors or offered only occasionally and may be considered. Contact the director for consideration of other courses to satisfy this requirement.

- AMST 225 Beauty and Race in America
- ARTH 220 The Origins of Manga: Japanese Prints (not offered in 2016-17)
- ARTH 223 Women in Art (not offered in 2016-17)
- ASST 260 Resistance Struggles & People's Movements in India (not offered in 2016-17)
- BIOL 101 Human Reproduction and Sexuality
- CAMS 225 Film Noir: The Dark Side of the American Dream (not offered in 2016-17)
- CLAS 214 Gender and Sexuality in Classical Antiquity (not offered in 2016-17)
- DANC 266 Reading The Dancing Body: Topics in Dance History (not offered in 2016-17)
- ENGL 217 A Novel Education (not offered in 2016-17)
- ENGL 218 The Gothic Spirit (not offered in 2016-17)
- ENGL 319 The Rise of the Novel (not offered in 2016-17)
- ENGL 327 Victorian Novel
- FREN 241 The Lyric and Other Seductions
- GERM 253 In the Shadow of Goethe and Schiller: German Women Writers around 1800 (not offered in 2016-17)
- HIST 122 U.S. Women's History to 1877 (not offered in 2016-17)
- HIST 123 U.S. Women's History Since 1877 (not offered in 2016-17)
- HIST 142 Women in Modern Europe
- HIST 167 Nuclear Nations: India & Pakistan as Rival Siblings (not offered in 2016-17)
- HIST 229 Working with Gender in U.S. History
- HIST 236 Women and Gender in Europe before the French Revolution
- HIST 259 Women in South Asia: Histories, Narratives, and Representations
- HIST 264 Turkey Program: The Politics of Gender in the Modern Middle East (not offered in 2016-17)
- HIST 270 Nuclear Nations: India and Pakistan as Rival Siblings
- HIST 280 African in the Arab World
- HIST 286 Africans in the Arab World: On Site and Revisited (not offered in 2016-17)
- HIST 310 Black Women Intellectuals
- IDSC 203 Talking about Diversity
- PHIL 230 Philosophy of Gender (not offered in 2016-17)
- POSC 276 Imagination in Politics (not offered in 2016-17)
- POSC 359 Cosmopolitanism\*
- PSYC 383 The Social Psychology of Gender: Playing by the "Gender" Rules
- RELG 161 Making Meaning of the Hebrew Bible
- RELG 221 Judaism and Gender
- RELG 227 Liberation Theologies (not offered in 2016-17)
- RELG 228 Martyrdom
- RELG 230 Feminist Theologies (not offered in 2016-17)
- RELG 233 Gender and Power in the Catholic Church
- RELG 238 The Sacred Body (not offered in 2016-17)
- RELG 255 Social Engagement in Asian Religions (not offered in 2016-17)
- RELG 265 Religion and Violence: Hindus, Muslims, Jews
- RELG 280 The Politics of Sex in Asian Religion (not offered in 2016-17)
- RELG 281 Performing Tradition: Art, Religion, and Globalization (not offered in 2016-17)
- RELG 287 Many Marys (not offered in 2016-17)
- RELG 362 Spirit Possession

- RELG 380 Radical Critiques of Christianity (not offered in 2016-17)
- SOAN 114 Modern Families: An Introduction to the Sociology of the Family
- SOAN 150 Who Cares and Who Gets Care? Women and Health (not offered in 2016-17)
- SOAN 202 Girls Gone Bad: Women, Crime, and Criminal Justice (not offered in 2016-17)
- SOAN 226 Anthropology of Gender
- SOAN 227 Masculinities and Gender (not offered in 2016-17)
- SOAN 257 Culture and Politics in India (not offered in 2016-17)
- SOAN 323 Mother Earth: Women, Development and the Environment (not offered in 2016-17)
- SOAN 325 Sociology of Adoption and Assisted Reproduction
- SOAN 340 Topics in Critical Social Theory (not offered in 2016-17)
- SOAN 395 Ethnography of Reproduction (not offered in 2016-17)
- SPAN 244 Spain Today: Recent Changes through Narrative and Film (not offered in 2016-17)
- SPAN 344 Women Writers in Latin America: Body and Text
- THEA 351 Women Playwrights/Women's Roles (not offered in 2016-17)
- WGST 112 Introduction to LGBT/Queer Studies
- WGST 200 Gender, Power and the Pursuit of Knowledge
- WGST 205 The Politics of Women's Health (not offered in 2016-17)
- WGST 210 Sexuality and Religious Controversies in the United States and Beyond (not offered in 2016-17)
- WGST 220 LGBTQ Movements in the U.S. (not offered in 2016-17)
- WGST 234 Feminist Theory (not offered in 2016-17)
- WGST 240 Gender, Globalization and War (not offered in 2016-17)
- WGST 241 India Program: Gender & Sexuality in India
- WGST 265 Black Feminist Thought: The Everyday World
- WGST 266 Caribbean Queer Matters: Exploration & Research
- WGST 285 Gender Violence & Feminist Self-Defense
- WGST 310 Asian Mystiques Demystified
- WGST 396 Transnational Feminist Activism (not offered in 2016-17)

## Women's and Gender Studies Concentration

The Women's and Gender Studies Concentration offers students the opportunity to complement their major field with an interdisciplinary focus on women and gender.

### Requirements for the Concentration

Six courses will be required from the following three groups. The range of courses must include at least two disciplines.

#### I. Women's and Gender Studies 110: Introduction to Women's and Gender Studies

II. Core Courses (4 courses or 24 credits): This is a selective and suggestive list. A variety of courses are by visitors or offered only occasionally and may be considered. Contact the director for consideration of other courses to satisfy this requirement.

- AMST 225 Beauty and Race in America
- ARTH 220 The Origins of Manga: Japanese Prints (not offered in 2016-17)
- ARTH 223 Women in Art (not offered in 2016-17)
- ASST 260 Resistance Struggles & People's Movements in India (not offered in 2016-17)
- BIOL 101 Human Reproduction and Sexuality

- CAMS 225 Film Noir: The Dark Side of the American Dream (not offered in 2016-17)
- CLAS 214 Gender and Sexuality in Classical Antiquity (not offered in 2016-17)
- DANC 266 Reading The Dancing Body: Topics in Dance History (not offered in 2016-17)
- ENGL 217 A Novel Education (not offered in 2016-17)
- ENGL 218 The Gothic Spirit (not offered in 2016-17)
- ENGL 319 The Rise of the Novel (not offered in 2016-17)
- ENGL 327 Victorian Novel
- FREN 241 The Lyric and Other Seductions
- GERM 253 In the Shadow of Goethe and Schiller: German Women Writers around 1800 (not offered in 2016-17)
- HIST 122 U.S. Women's History to 1877 (not offered in 2016-17)
- HIST 123 U.S. Women's History Since 1877 (not offered in 2016-17)
- HIST 142 Women in Modern Europe
- HIST 167 Nuclear Nations: India & Pakistan as Rival Siblings (not offered in 2016-17)
- HIST 229 Working with Gender in U.S. History
- HIST 236 Women and Gender in Europe before the French Revolution
- HIST 259 Women in South Asia: Histories, Narratives, and Representations
- HIST 264 Turkey Program: The Politics of Gender in the Modern Middle East (not offered in 2016-17)
- HIST 270 Nuclear Nations: India and Pakistan as Rival Siblings
- HIST 280 African in the Arab World
- HIST 286 Africans in the Arab World: On Site and Revisited (not offered in 2016-17)
- HIST 310 Black Women Intellectuals
- IDSC 203 Talking about Diversity
- PHIL 230 Philosophy of Gender (not offered in 2016-17)
- POSC 276 Imagination in Politics (not offered in 2016-17)
- POSC 359 Cosmopolitanism\*
- PSYC 383 The Social Psychology of Gender: Playing by the "Gender" Rules
- RELG 161 Making Meaning of the Hebrew Bible
- RELG 221 Judaism and Gender
- RELG 227 Liberation Theologies (not offered in 2016-17)
- RELG 228 Martyrdom
- RELG 230 Feminist Theologies (not offered in 2016-17)
- RELG 233 Gender and Power in the Catholic Church
- RELG 238 The Sacred Body (not offered in 2016-17)
- RELG 255 Social Engagement in Asian Religions (not offered in 2016-17)
- RELG 265 Religion and Violence: Hindus, Muslims, Jews
- RELG 280 The Politics of Sex in Asian Religion (not offered in 2016-17)
- RELG 281 Performing Tradition: Art, Religion, and Globalization (not offered in 2016-17)
- RELG 287 Many Marys (not offered in 2016-17)
- RELG 362 Spirit Possession
- RELG 380 Radical Critiques of Christianity (not offered in 2016-17)
- SOAN 114 Modern Families: An Introduction to the Sociology of the Family
- SOAN 150 Who Cares and Who Gets Care? Women and Health (not offered in 2016-17)
- SOAN 202 Girls Gone Bad: Women, Crime, and Criminal Justice (not offered in 2016-17)
- SOAN 226 Anthropology of Gender
- SOAN 227 Masculinities and Gender (not offered in 2016-17)
- SOAN 257 Culture and Politics in India (not offered in 2016-17)
- SOAN 323 Mother Earth: Women, Development and the Environment (not offered in 2016-17)
- SOAN 325 Sociology of Adoption and Assisted Reproduction
- SOAN 340 Topics in Critical Social Theory (not offered in 2016-17)
- SOAN 395 Ethnography of Reproduction (not offered in 2016-17)

- SPAN 244 Spain Today: Recent Changes through Narrative and Film (not offered in 2016-17)
- SPAN 344 Women Writers in Latin America: Body and Text
- THEA 351 Women Playwrights/Women's Roles (not offered in 2016-17)
- WGST 112 Introduction to LGBT/Queer Studies
- WGST 200 Gender, Power and the Pursuit of Knowledge
- WGST 205 The Politics of Women's Health (not offered in 2016-17)
- WGST 210 Sexuality and Religious Controversies in the United States and Beyond (not offered in 2016-17)
- WGST 220 LGBTQ Movements in the U.S. (not offered in 2016-17)
- WGST 234 Feminist Theory (not offered in 2016-17)
- WGST 240 Gender, Globalization and War (not offered in 2016-17)
- WGST 241 India Program: Gender & Sexuality in India
- WGST 265 Black Feminist Thought: The Everyday World
- WGST 266 Caribbean Queer Matters: Exploration & Research
- WGST 285 Gender Violence & Feminist Self-Defense
- WGST 310 Asian Mystiques Demystified
- WGST 396 Transnational Feminist Activism (not offered in 2016-17)

III. Capstone Seminar: SOAN 325 or WGST 310 for 2016-17. Other advanced seminars may be substituted for the designated capstone seminar only with the approval of both the instructor and the Women's and Gender Studies director.

## Prior Credits Policy

Carleton accepts up to 36 credits toward the Carleton degree from the following: College Board Advanced Placement, Higher Level International Baccalaureate, select British A-level Examinations with grades of B or higher or approved pre-matriculation credits (credits earned in college-level courses taken before graduation from high school or before matriculation at a college or university). These credits may not be applied to general education requirements.

The faculty urges prospective students to take advantage of opportunities for advanced study available to them.

Several departments on campus offer tests to determine student placement into appropriate level Carleton courses. Some placement examinations are administered via the Web during the summer prior to matriculation; others are offered during New Student Week.

Carleton language and math placement test scores indicate the course the student should register for (e.g., a 204 in Spanish means you should register for Spanish 204). A score of 205 in French, German, Latin, Russian or Spanish (or 206 in Arabic, Chinese or Japanese) means that the language requirement has been satisfied. SAT II scores of 690 and above for French or 650 or above for Spanish or 680 and above for German successfully fulfill the Language Requirement.

Courses and credits completed with a grade of C- or better at other regionally accredited institutions prior to matriculation at Carleton are transferable to Carleton—with limitations mentioned elsewhere in this Catalog—providing Carleton deems the course level and content to be compatible with its undergraduate liberal arts curriculum. Prior credits earned from colleges otherwise accredited may be considered for transfer upon receipt of documentation that demonstrates comparability of course level and content. Carleton does not grant transfer credit for independent study or credit by examination completed at a prior

college. Carleton does not grant transfer credit for life or work experience, nor does it grant credit for vocational study.

In the disciplines of foreign language and mathematics, Carleton requires placement exam results to determine transferability of credits earned at a prior college.

Students who are admitted as transfer students are expected to complete a minimum of 108 credits and six terms at Carleton to be eligible for the degree.

College credits completed elsewhere after matriculation at Carleton will not be considered for transfer to Carleton unless preapproved by the Academic Standing Committee and the Registrar or unless they were completed as part of an approved off-campus study program.

#### College Entrance Examination Board (CEEB) Advanced Placement

The following policies regarding CEEB Advanced Placement examination scores apply for the 2016-17 academic year:

**ART AND ART HISTORY—Art History:** Score of 5: 6 credits granted. Credits do not apply to the major. **Studio Art (2D, 3D or Drawing):** Score of 4 or 5: 6 credits granted (maximum twelve credits from Studio Art AP) Placement awarded beyond ARTS 110, but only after departmental review of the portfolio. Credits do not apply to the major.

**BIOLOGY**—Score of 5: 6 credits granted that count toward the biology major and placement is awarded into Biology 126; Biology 125 is not required for upper-level courses in biology. Score of 3 or 4: 6 credits granted, both introductory courses are required for upper-level courses in biology.

**CHEMISTRY**—Score of 3: Placement is awarded into Chemistry 123 or 128. Score of 4 or 5: 6 credits granted that count toward a chemistry major and placement is awarded into Chemistry 230 (Equilibrium and Analysis). Students receiving this AP credit cannot also get credit for Chemistry 123 or 128. The Chemistry Department strongly encourages students receiving AP credit to wait until their sophomore year to take Chemistry 233 (Organic Chemistry I).

**CLASSICAL LANGUAGES—Greek:** There is no Greek Advanced Placement Test, however, credits, placement, and fulfillment of the Language Requirement may be awarded to new students with the appropriate knowledge of ancient Greek. Take the Greek placement exam on-line. **Latin Literature, Virgil:** Score of 1-4: No credit granted. Placement determined after taking the on-line Latin exam. Score of 5: 6 credits granted and the Language Requirement fulfilled either by passing the departmental on-line Latin Placement Test or by placing into and successfully completing Latin 204 with a grade of C- or above.

**COMPUTER SCIENCE—Computer Science A:** Score of 3, 4, 5: exemption granted for Computer Science 111; 6 credits granted which count toward a computer science major (for Computer Science 111).

**ECONOMICS—Only Economics Micro:** Score of 5: 6 credits and exemption granted from Principles of Economics 111 course. **Only Economics Macro:** Score of 5: 6 credits and exemption granted from Principles of Economics 110 course. **Both Economics Micro and Macro:** Score of 5: 6 credits and exemption granted from Principles of Economics 110 and 111 courses.

**ENGLISH—Language/Composition:** Score of 4 or 5: 6 credits granted. **Literature/Composition:** Score of 4 or 5: 6 credits granted.

**ENVIRONMENTAL SCIENCE**—Score of 4 or 5: 6 credits granted.

**FRENCH—Language:** Score of 1, 2, 3: No credit or placement awarded. If the Language Requirement is to be fulfilled with the French language or placement in the French course sequence is desired, take the French Placement Test. Score of 4 or 5: 6 credits granted; placement awarded into any course above Level 204; Language Requirement fulfilled.

**GEOGRAPHY**—No course credit offered.

**GERMAN—Language:** Score of 1, 2, 3: No credit or placement awarded. If the Language Requirement is to be fulfilled with the German language, or placement with the German course sequence is desired, take the German Placement Test. Score of 4 or 5: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

**HISTORY**—Score of 4 or 5: 6 credits granted for each exam. The History department grants credit toward the major and toward certain fields within the major for scores of 4 or 5 on the Advanced Placement examinations in United States and European history only. Although AP World History does not count toward the History major fields, it may be used to fulfill the 210 distribution credits needed for graduation. The History department will count no more than 12 pre-matriculation credits total toward the major from approved exams (AP and/or IB), and majors are strongly encouraged to count no more than 6 such credits toward the major.

**MATHEMATICS and STATISTICS—Calculus AB:** Score of 4 or 5: 6 credits granted (for Mathematics 111) after successful completion of Mathematics 121 with a grade of C- or better. Awarded credits can count toward a Mathematics major. **Calculus BC:** Score of 4 or 5: 12 credits granted (for Mathematics 111 and 121) after successful completion of Mathematics 211 with grade of C- or better. Awarded credits can count toward a Mathematics major. **Statistics:** Score of 4 or 5: placement into Mathematics 245; 6 credits granted after successful completion of Mathematics 245 with a grade of C- or better.

**MUSIC—Theory:** Score of 4 or 5: 6 credits granted.

**PHYSICS 1:** Score of 3, 4, or 5: 3 credits granted. **Physics 1 and 2:** Score of 3, 4, or 5 on both exams: 6 credits granted. Score of 3 suggested placement into Physics 131 or 132. Score of 4 or 5 suggested placement into Physics 141 or 142 with appropriate math preparation. **Physics C Mechanics:** Score of 3, 4, or 5: 3 credits granted. **Physics C Mechanics and Physics C Electricity/Magnetism:** Score of 3, 4 or 5 on both exams: 6 credits granted. Score of 4 or 5 suggested placement into Physics 141 or 142. Placement into higher courses possible, but will be determined individually upon consultation with the department. No more than 6 total credits can be granted for AP Physics exams.

**POLITICAL SCIENCE—American Government** Score of 5: 6 credits granted which fulfill the Political Science 122 requirement for a major in the Department of Political Science. **Comparative Government** Score of 5: 6 credits granted which fulfill the Political Science 120 requirement for a major in the Department of Political Science.

**PSYCHOLOGY**—Score of 4 or 5: 6 credits and exemption from Psychology 110 granted after successful completion (C- or better) of any 200 or 300 level Psychology course.

**SPANISH**—**Language:** Score of 4 or 5: 6 credits granted; placement awarded into any course above Level 204; Language Requirement fulfilled. **Literature:** Score of 4 or 5: 6 credits granted and placement awarded into any course above Level 204; Language Requirement fulfilled.

#### International Baccalaureate

Carleton's policy for the 2016-17 academic year on awarding credit for International Baccalaureate Higher level examinations is as follows:

**ART**—Studio Art (Drawing and General): Score of 6 or 7: 6 credits granted. Placement awarded beyond ARTS 110, but only after departmental review of the portfolio.

**BIOLOGY**— Score of 6 or 7: 6 credits granted that count toward the biology major and placement is awarded into Biology 126, Biology 125 is not required for upper-level courses in biology. Score of 4 or 5: 6 credits granted, both introductory courses are required for upper-level courses in biology.

**CHEMISTRY**—Score of 4: Placement is awarded into Chemistry 123 or 128. Score of 5, 6, or 7: 6 credits are granted that count toward the chemistry major and placement is awarded into Chemistry 230 (Equilibrium and Analysis). Students receiving this IB credit cannot also get credit for Chemistry 123 or 128. The Chemistry Department strongly encourages students receiving IB credit to wait until their sophomore year to take Chemistry 233 (Organic Chemistry I).

**CHINESE**—Score of 5, 6 or 7: 6 credits granted if student successfully fulfills the language requirement through the Carleton Chinese placement exam.

**ECONOMICS**—Score of 6 or 7: 6 credits and exemption granted from Economics 110 and 111.

**ENGLISH**—Score of 5, 6, or 7: 6 credits granted.

**FRENCH**—Score of 6 or 7: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

**GERMAN**— Score of 6 or 7: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

**HISTORY**—Score of 5, 6, or 7: 6 credits granted for each exam. The History department grants credit toward the major and toward the “Early Modern/Modern Europe” field within the major for scores of 5, 6, or 7 on the International Baccalaureate Higher Level examination in European history. I.B. History of East and South East Asia and Oceania, History of South Asia and the Middle East, or History of Africa may be used to fulfill the 210 distribution credits needed for graduation and may be applied toward a History major field and/or total major credits upon approval by the History Department Chair. The History department will count no more than 12 pre-matriculation credits total toward the major from approved exams (AP and/or IB), and majors are strongly encouraged to count no more than 6 such credits toward the major.

**JAPANESE**—Score of 5, 6, or 7: 6 credits granted if student successfully fulfills the language requirement through the Carleton Japanese placement exam.

**LATIN**—No course credit offered. Placement subject to Carleton Placement Exam.

**MATHEMATICS**—Score of 5, 6, or 7: credits are granted when a student successfully completes the course into which placement was awarded with a grade of C- or better. See the Department Chair for placement.

**MUSIC**—Score of 5, 6, or 7: 6 credits granted.

**PHILOSOPHY**—Score of 5, 6, or 7: 6 credits granted.

**PHYSICS**—Score of 5, 6, or 7: 6 credits granted. Placement into courses will be determined individually upon consultation with the Department.

**PSYCHOLOGY**—Score of 6 or 7: 6 credits and exemption from Psychology 110 granted after successful completion (C- or better) of any 200 or 300 level Psychology course.

**RUSSIAN**—Score of 5, 6, or 7: 6 credits granted if student successfully fulfills the language requirement through the Russian placement exam.

**SPANISH**—Score of 6 or 7: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; language requirement fulfilled.

## Off-Campus Studies Programs

78% of Carleton students participate in off-campus study program during their years at Carleton. To meet the needs of individual students, Carleton offers and supports a wide variety of off-campus study programs: Carleton seminars, winter break programs, and spring break programs in the United States and abroad, led by Carleton faculty; Carleton co-sponsored programs, and other non-Carleton programs. Students expecting credit for participation in an off-campus program, whether in the United States or abroad, during the academic year or the summer, should check with the Off-Campus Studies Office, Leighton 119, for procedures, required forms, applications, and deadlines.

### Carleton Off-Campus Study Programs

Carleton offers a changing selection of seminars, winter break, and spring break programs every year. These programs offer a related group of courses designed and led by Carleton faculty for Carleton students, using the resources of a site other than the Northfield campus. Students are selected by application two to three terms preceding the actual program. Students pay the Carleton comprehensive fee, which covers room, board, tuition, plus excursions and social events at the program site. Transportation to the site, books, and personal expenses are the responsibility of each student. Financial aid applies to these programs.

In addition to the Carleton seminars and break programs, students can choose from four Carleton-Antioch Global Engagement programs that enroll students from institutions nationwide.

- Carleton summer seminars require students to take a required leave of absence during the following winter term.
- Cancellation Policy: Carleton College shall have the right, at its option and without liability, to make cancellations, changes, or substitutions in cases of emergency or changed conditions or in the interest of the program.

### **Other Programs for Off-Campus Study**

Students can also select from a variety of co-sponsored programs and over 80 additional non-Carleton programs. Students who plan to participate in a co-sponsored or non-Carleton program must complete the online OCS Application for Approval prior to participation. Students participating in these programs pay a \$500 administrative fee. The fee will be charged to the student's Carleton account after the Off-Campus Studies Office has approved the application. Students who are approved for off-campus study by the College may earn up to 54 credits (one year's worth) to be applied to their Carleton degree. Financial aid applies to one non-Carleton off-campus study program approved by the College.

Students are encouraged to learn more about off-campus study opportunities and information about specific programs by visiting the Off-Campus Studies office in Leighton 119 and by visiting its website: [go.carleton.edu/ocs](http://go.carleton.edu/ocs).

[Carleton Programs 2016-17](#)

### **Economics Seminar in Cambridge, England, summer term (winter term 2017 required Leave of Absence)**

Faculty Director: Martha Paas

Residing at Hughes Hall of Cambridge University, students will study British Economics, past and present. Numerous excursions, including London, sites near Cambridge in East Anglia, and the Midlands, will expand the classroom study.

[Cambridge Courses](#)

### **Cross-Cultural Psychology in Prague, fall term**

Faculty Director: Ken Abrams

Students live and study in Prague, the capital of the Czech Republic. To help experience the culture and history of the region firsthand, students will participate in lectures, discussions, cultural events, walking tours, and out-of-town trips, including Krakow and the Auschwitz concentration camp in Poland, Poprad and the High Tatra mountains in Slovakia, and the medieval towns of Karlovy Vary and Cesky Krumlov in the Czech Republic.

[Prague courses](#)

### **Spanish Studies in Madrid, fall term**

Faculty Director: Humberto Huergo

Spanish language program for advanced students, based at the Universidad Complutense in Madrid. Course work focuses on providing a comprehensive view of Spanish literature, history and art. Home stays, group excursions, and participation in lecture series, theater programs, music and art seminars.

### [Madrid courses](#)

#### **Cinema and Cultural Change in Chile and Argentina, winter break**

Faculty Directors: Jay Beck and Cecilia Cornejo

The program goal in the courses and off-campus study trip is to start an investigation of how these two Latin American countries view cinema from industrial, aesthetic, cultural, and personal contexts. The fall term course offers a broad historical and cultural overview of Chile and Argentina and the December study trip and winter term course concentrate on examining mainstream, alternative, and independent/marginal cinemas and the cultural movements that seek to enact change in both countries.

### [Cams courses](#)

#### **Geology and Natural History in Tasmania, winter break**

Faculty Directors: Mary Savina and Nancy Braker

This program explores values of *conservation*, *wilderness*, and *restoration* in the unique historical and natural setting of Tasmania, an outstanding natural laboratory for studying the geology, natural history and biogeography inherited from the Gondwana supercontinent. This program deals with the intersection of these issues in a manner that complements and does not replicate material studied in other Carleton off-campus programs.

### [Tasmania courses](#)

#### **Public Health in Practice in the Twin Cities, winter break**

Faculty Director: Debby Walser-Kuntz

Everyone in the United States is affected in some way by issues of public health. The program will explore the many dimensions of public health within the United States and will provide an introduction to community based work and research. Public health is by nature interdisciplinary, and the program will address local public health issues through the lenses of social, biological, and physical determinants of health.

### [Public Health courses](#)

#### **Sustainable Energy Principles and Practice in India, winter break**

Faculty Director: Arjendu Pattanayak

The goal of this program is for students to understand the differences between energy issues for the future of industrialized and developing economies, as well as the complexities of the sustainable energy problem, ranging from scientific and engineering challenges to social context and economic policy issues.

Field work in Auroville, India includes refining and installing the sustainable energy system designed during fall term, while learning how the local and geographical context matters, as well as the differences between the energy challenges for industrialized and developing countries.

### [India courses](#)

#### **Ecology in Australia, winter term**

Faculty Director: Annie Bosacker

The main goal of the program is to explore ecological features of coastal environments in order to understand how natural and anthropogenic disturbances are impacting these systems. Fieldwork is the essential part of the program. Shorelines, rocky intertidal areas, the Great Barrier Reef, and the rain forests will be the classroom. Variety of lodging at research stations, dorms, hostels, and camping.

### [Australia courses](#)

#### **Digital Photography and New Media in Europe, winter term**

Faculty Director: John Schott

This program has as its focus contemporary art and new media, particularly the philosophy and experience of place and location in Rabat, Morocco, Lisbon, Portugal, and Berlin, Germany. Students will explore genius loci or spirit of place in cultural, artistic, technological, physical, virtual and personal terms, and will create individual media projects reflecting and instantiating our studies.

### [Digital Photography courses](#)

#### **India: Globalization and Local Responses, winter term**

Faculty Director: Meera Sehgal

This seminar will explore social structures and institutions through a focus on key areas of everyday life such as systems of stratification (class, gender and caste), economy, governance, family, religion, and protest movements. The program travels to several regions including Uttarkhand and Goa. Includes a homestay for most of the program.

### [Globalization courses](#)

#### **Studio Art in the South Pacific, winter term**

Faculty Director: Fred Hagstrom

The goal of this program is to bring together studio art practice with the challenges and advantages of off-campus study—drawing from nature in a new environment, studying social issues in the context of a foreign setting, and producing narrative work in response to travel. In the first half of the seminar students will study Polynesian culture, the Coromandel Peninsula, and the Tongariro National Park. The second half of the seminar will include a few weeks in Sydney, Australia, a trip to the rain forest of Lamington, and a visit to the Great Barrier Reef.

## [South Pacific Courses](#)

### **Visions of California: Searching for the Golden State, winter term**

Faculty Director: Michael Kowalewski

An intensive, *total immersion* experience, the seminar is a broad-ranging exploration of California literature, art, history, society, and environment. An experiment in putting education *in place*, the seminar features multiple fieldtrips to literary and historical sites. It also features an array of guest speakers – writers, artists, historians, actors, geologists, winemakers, architects, surfers, movie-makers – sharing their knowledge of and passion for the complex life and history of the Golden State

## [Visions of California courses](#)

### **English Theater and Literature in London, spring term**

Faculty Director: Arnab Chakladar

The goal of the London program is to immerse the students in the best and most varied performance the city has to offer, and to make use of local museums and other cultural sites to enhance the study of British literature. The group will attend productions of classical and contemporary plays in London and will travel to Stratford-on-Avon to see Royal Shakespeare Company productions.

## [London courses](#)

### **French Studies in Paris, spring term**

Faculty Director: Éva Pósfay

The program will make extensive use of local resources both in Paris and Morocco, providing students with a unique opportunity for language immersion, cultural analysis, and personal growth. In addition to classes and excursions, students may pursue activities such as sports, dance, music lessons, etc. There will also be an opportunity to volunteer in a school in a disadvantaged neighborhood on the outskirts of Paris.

## [Paris courses](#)

### **Gardens, Landscape and the Built Environment in Japan, spring term**

Faculty Director: Kathleen Ryor

Based in Kyoto, the program is a field study of Japanese architecture and gardens, an exploration of the ways in which garden construction in Japan has been related to the built environment and how gardens express various types of meaning, whether religious, political or social. Knowledge of the Japanese language is not required, though students may elect to take a Japanese language course on site.

## [Japan Gardens courses](#)

### **History, Religion and Urban Change in Medieval and Renaissance Rome, spring term**

Faculty Directors: William North and Victoria Morse

Centered in Rome, this program will provide students with opportunities to study the people, identity, politics, urban landscape, and religion of the historically rich city, during Late Antiquity, the Middle Ages, the Renaissance, and beyond. Students will experience and explore the city and environs in depth, and learn how to investigate this experiential knowledge through the examination of texts, images, sites, and landscapes. Each course will have many site visits inside and outside Rome, as well as assignments that require independent exploration.

[Rome courses](#)

**Society, Culture and Language in Peru, spring term**

Faculty Director: José Cerna Bazán

Based in Lima, Peru's capital, students will observe the differing sides and the contradictions and paradoxes of modernization in the developing world. The program's primary objective is to create conditions for the students to reflect on such reality and the cultural artifacts created by the peoples of Peru.

[Peru courses](#)

**Carleton-Antioch Global Engagement Program: Arts and Culture in West Africa, fall semester**

Faculty Director: Nick Hockin

The program allows students to expand their creative faculties in the visual and performing arts in an enriching cross-cultural learning environment. Participants live and work with local artists, artisans, musicians, and dancers, study French, and explore indigenous, Christian, Islamic, colonial, and global influences on current social conditions. Artistic apprenticeships, rigorous study, group arts workshops, extended homestays, an independent project, are integrated into an exciting multi-faceted educational experience.

[Global Engagement Programs](#)

**Carleton-Antioch Global Engagement Program: Buddhist Studies in India, fall semester**

Faculty Director: Arthur McKeown

Through comparative study, the program examines each of the three major Buddhist traditions and their historical development: Theravada, Mahayana and Vajrayana. Students live in a Burmese Vihar, or monastery, where the highly qualified team of faculty and on-site staff provide an engaging and supportive environment. In addition, the program includes group travel to Varanasi and New Delhi, as well as a month-long Independent Study Project at the end of the semester that includes the opportunity to travel to a Buddhist community in India or neighboring countries.

[Global Engagement Programs](#)

### **Carleton-Antioch Global Engagement Program: Globalization and Sustainable Development in Cameroon, fall semester**

Faculty Director: Nick Hockin

The program allows students to engage in meaningful local development projects in an enriching cross-cultural learning environment. Participants live and work with local families, study French, and explore indigenous, Christian, Islamic, colonial, and global influences on current social conditions. Apprenticeship/internships with local NGOs, rigorous study, experiential group workshops, extended homestays, and independent project are integrated into an exciting multi-faceted educational experience.

#### [Global Engagement Programs](#)

### **Carleton-Antioch Global Engagement Program: Comparative Women's and Gender Studies in Europe, fall semester**

Faculty Director: Iveta Jusová

The program offers students a unique opportunity to explore feminist and queer theory in practice across Western and East Central Europe. Participants examine the trends and dynamics of European social, economic, and political systems as they influence contemporary gender theory, policy, and women's identities. Students come face to face with leading theories in WGS and have the opportunity to test their knowledge while working on their independent research projects.

#### [Global Engagement Programs](#)

#### Carleton Co-Sponsored Programs 2016-17

For specialized areas of study, Carleton has partnered with other colleges to develop off-campus study programs. For each of these programs, Carleton representatives participate in the management, Carleton faculty often serve as instructors and directors, and Carleton students participate along with others from the member colleges and universities.

**Associated Kyoto Program (AKP), in Kyoto, Japan**, fall and spring semester, academic year  
Students with background in Japanese live with Kyoto families and enroll at Doshisha University in intensive language classes plus two courses each term conducted by visiting professors from AKP member colleges or Doshisha faculty.

#### **Higher Education Consortium for Urban Affairs (HECUA)**, fall and spring semester

These 15-week programs provide the opportunity to learn from local and international faculty who integrate theory with real-life urban issues. Home stays, internships, community immersion activities, and field research are used throughout the programs, which are open to all majors.

- **Art for Social Change: Intersections of Art, Identity, and Advocacy, in Minneapolis and St. Paul, Minnesota**, spring semester only
- **Community Internships in Latin America (CILA), in Quito, Ecuador**, fall and spring semester
- **Democracy and Social Change in Northern Ireland**, fall and spring semester
- **Environmental Sustainability: Science, Public Policy, and Community Action, in Minnesota**, fall semester only

- **Inequality in America: Policy, Community, and the Politics of Empowerment, in Minneapolis and St. Paul, Minnesota**, fall and spring semester
- **The New Norway: Globalization, National Identity, and the Politics of Belonging, in Oslo, Norway**, fall semester only
- **New Zealand Culture and the Environment: A Shared Future**, fall semester only
- **Sustainable Agriculture, Food, and Justice in Italy**, fall semester only

### **Inter-Collegiate Sri Lanka Program (ISLE)**, fall semester only

This 15-week program enrolls 15-20 students from eight consortium colleges to study the culture, history, religion, political structure of Sri Lanka. In-depth studies include Buddhist thought and practice, conversational Sinhala, and an independent research project. Students live with host families in Kandy.

### **Associated Colleges of the Midwest (ACM)**

The ACM programs in the United States and abroad have a resident director for each program recruited from the member colleges. Courses are conducted by the ACM director and by staff at the program site.

- **ACM Botswana: Development in Southern Africa**, spring semester, adviser: Bereket Haileab
- **ACM Brazil: Semester Exchange Program at UFJF**, fall semester, spring semester, adviser: Silvia L. López
- **ACM Brazil: Culture, Community, and Language at PUC-Rio**, fall semester, spring semester, adviser: Silvia L. López
- **ACM Chicago Programs**: fall semester, spring semester, spring trimester, advisers: Arts: David Lefkowitz, Entrepreneurship: Nathan Grawe, Social Justice: Rich Keiser
- **ACM Costa Rica: Community Engagement in Public Health, Education, and the Environment**, fall semester, adviser: José Cerna Bazán
- **ACM Costa Rica: Field Research in the Environment, Social Sciences, and Humanities**, spring semester, spring quarter/trimester, adviser: Mark McKone
- **ACM Florence, Italy: Arts, Humanities, and Culture**, fall semester, winter quarter/trimester, adviser: Ross Elfline
- **ACM India: Culture, Traditions, and Globalization**, fall semester, adviser: Kristin Bloomer
- **ACM India: Development Studies and Hindi Language**, winter quarter/trimester, spring semester, adviser: Kristin Bloomer
- **ACM Japan Study**, academic year, fall semester, fall semester with cultural practicum, spring semester, adviser: Noboru Tomonari
- **ACM Jordan: Middle Eastern and Arabic Studies**, fall semester, adviser: Yaron Klein
- **ACM London and Florence: Arts in Context**, spring semester; winter quarter/trimester, adviser: Susan Jaret McKinsty
- **ACM Newberry Seminar: Research in the Humanities**, fall semester, adviser: Victoria Morse, Kristi Wermager
- **ACM Oak Ridge Science Semester, Oak Ridge, National Laboratory, Tennessee**, fall semester, adviser: Cindy Blaha
- **ACM Shanghai: Perspectives on Contemporary China**, fall semester, adviser: Mark Hansell
- **ACM Tanzania: Ecology and Human Origins**, fall semester, adviser: Bereket Haileab

## **Professional Preparation**

### **Professional Preparation**

Preparation for Professional Schools: Each year, many Carleton graduates and alumni continue their education in a variety of professional and graduate schools. Carleton does not provide a set curriculum for

professional/graduate school preparation, and does not offer pre-professional (i.e. pre-law, pre-med) majors. Instead, a regular program of studies in one of the established major fields is recommended as the best preparation for further training. In consultation with their faculty advisers, department chair, and other academic and career advisers, students can arrange a program of study which best suits their own needs and objectives.

Students planning to enter any of the professions listed below should see the chair of their department and the appropriate pre-professional adviser. The staff at the Career Center can provide assistance to students who are seeking more information about these career fields as well as internship and other exploratory opportunities and information.

**ARCHITECTURE:** Graduate schools of architecture do not require a specific major but most require or recommend drawing (ARTS 110, see also ARTS 113 and 210), calculus, and physics. A portfolio of visual materials is also required; students may want to take additional courses in studio art in order to build up their portfolio. Courses in the history of art and architecture are further recommended. For information consult the chair of the Department of Art and Art History.

**BUSINESS AND MANAGEMENT:** Many Carleton grads obtain careers in the management of business firms, government agencies, and nonprofit enterprises. Potential employers as well as graduate schools of business urge students to take courses in economics, mathematics, and statistics. Interested students can discuss careers in these fields with the chair or any member of the economics department, as well as with advisers in the Career Center.

**CHEMISTRY:** The American Chemical Society Certified Chemistry Major. The American Chemical Society (ACS) is a professional society for chemists that has provided guidelines to baccalaureate institutions on best practices for teaching chemistry to undergraduate students. An ACS certified chemistry major requires more breadth and advanced study than the regular chemistry major. Students interested in continuing in chemistry after graduation in either graduate school or industry should consider the guidelines of the ACS certified chemistry major when planning their studies. More detailed information can be found at <https://apps.carleton.edu/curricular/chem/curriculum/>

**EDUCATION: Preparation for Careers in Public Education:** The Carleton licensure program is accredited by the Minnesota Board of Teaching and is in full compliance with federal Title II <http://www.ed.gov/about/reports/annual/teachprep/index.html> regulations for disclosure of state-mandated Praxis examination pass rates. For 2007-2008, the most recent year for which data are available, the Carleton licensure candidate pass rates were 100% for all areas. A detailed disclosure statement can be found here <https://apps.carleton.edu/curricular/educ/assets/CarletonTitleII.pdf> .

## **ENGINEERING:**

Carleton provides options for a 3-2 Engineering Program, also called the Combined Plan Program or Dual-Degree Program. The 3-2 program allows students to spend three years at Carleton and two years at an engineering school receiving dual degrees, a B.A. from Carleton and a B.S. in engineering from a partner engineering institution. We currently have formal partnerships with Columbia University and Washington University. There are also 4-2 (B.A./B.S.) and 3-3 (B.A./B.S./M.S.) versions of the program available to interested students.

More detailed information about the program can be found at [https://apps.carleton.edu/curricular/physics/for\\_students/department\\_links/engineering/](https://apps.carleton.edu/curricular/physics/for_students/department_links/engineering/)

**LAW:** The best pre-law education is a rigorous liberal arts education. You won't find a "pre-law" major at Carleton. In fact, most law schools discourage such programs. Any Carleton major can be a great background for someone considering a career in law. There are no specific courses you need to take to prepare for law school, but your schedule should include as many courses as possible requiring writing, oral analysis, research, and significant quantitative work. To help you prepare for the types of logic problems that appear on the LSAT and in law school courses, PHIL 210 (Logic), may be helpful.

A Combined Plan in Law is offered in cooperation with the Columbia University School of Law. Under this plan a student combines three years of study at Carleton with three years at Columbia Law School. After completion of the six year program, the student is awarded two degrees, a BA degree from Carleton and a JD degree from Columbia. Application should be made early in the junior year.

Any student interested in pursuing a career in law, should meet with Carleton's pre-law adviser, Erin Chamlee (Career Center)

**LIBRARY AND INFORMATION SCIENCE:** People with degrees in library and/or information science are employed in a wide range of settings, including academic, public, school and specialized libraries, archives, historical societies, and museums, as well as in business, government, and information technology. A master's degree from a school of library and information science accredited by the American Library Association is the credential usually needed by those planning a career in librarianship or related fields.

Any undergraduate major is acceptable for those planning to go to library school; however there is a particular demand for people with science and social science backgrounds. Course work and practical experience in organizing, retrieving, manipulating, and presenting information are highly valued, as is teaching and working directly with information seekers. Students with an interest in librarianship or related fields can gain practical experience through a wide variety of student jobs in the College library and Archives. Carleton's librarians and archivists are always eager to talk with students about work in library and information management settings. Contact the College Librarian for a referral to a local librarian or other information professional.

**HEALTHCARE:** Students interested in pursuing careers in healthcare fields (medicine, dentistry, veterinary medicine, public health, physical therapy and nursing, for example) should discuss their plans and questions with Pam Middleton, pre-med adviser during their first year at Carleton. Most students who plan to enter schools of allopathic or osteopathic medicine major in a science, but a major in any field is acceptable providing certain basic science courses are included. For detailed information, see the pre-med website at <http://apps.carleton.edu/curricular/premed/>

## Admissions

Admission to Carleton is based on several considerations. Of importance are superior academic achievement, as demonstrated in the applicant's school record and scores on the required entrance examinations; personal qualities and interests; participation in extracurricular activities; and potential for development as a student and a graduate of the College. The Committee on Admissions weighs all factors to ensure that those students offered admission are not only adequately prepared for the academic work, but also will benefit from their total experience at Carleton and add significantly to the College through their individual talents and personal qualities.

Carleton strives to enroll a diverse student body with varied racial, ethnic, socio-economic, religious, cultural and political backgrounds, as well as geographic origins of its students. The College believes such diversity promotes spirited classroom discussion, provides an opening to a variety of viewpoints and life experiences, helps prepare students for a diverse workplace, and develops interpersonal skills for a pluralistic world.

There is no composite Carleton student. He or she possesses a variety of qualities not measurable in test scores: warmth, openness, a sense of humor, an active interest in social service and in community involvement, initiative, resourcefulness, motivation and personal courage. Although many applicants rank in the top tenth of their high school classes with SAT critical reading, writing or math scores above 700, many attractive candidates do not. A sizeable number not possessing such lofty credentials are admitted in the belief that these are restrictive measures of ability and success and do not always assess adequately the human characteristics which are so important to the quality of a student's success in Carleton's residential liberal arts environment.

**Application for Admission:** Students interested in applying for admission should go online to [go.Carleton.edu/admissions](http://go.Carleton.edu/admissions). Each applicant is responsible for providing the admissions office with all items requested. Students apply online via the Common Application website, at <https://www.commonapp.org> or online at Carleton's website at [go.carleton.edu/apply](http://go.carleton.edu/apply).

**Early Decision:** Those who decide that Carleton is their first choice college are encouraged to apply under the Early Decision program. Early Decision is a commitment to attend if accepted. Students may submit applications to other colleges or universities, but *not* under another early decision plan. Those accepted will be expected to withdraw all other applications.

Early Decision candidates are reviewed at two different times of the year, but whenever the student applies, the criteria for selection are identical. Students electing the Early Decision option should submit all necessary materials by one of the following dates:

- a) November 15. The Admissions Committee will mail decisions by December 15 and admitted candidates will have until January 15 to submit the \$300 confirming deposit.
- b) January 15. The Admissions Committee will mail decisions by February 15 and admitted candidates will have until March 1 to submit the \$300 confirming deposit.

**Regular Decision:** Application deadline is January 15. Applicants on Regular Decision will receive notification from the College by April 15 of the senior year. Those offered admission will have until May 1 to make the \$300 deposit.

#### APPLICATION SCHEDULE FOR FALL TERM ADMISSION

All Application Materials Must Be Postmarked by:	Complete Testing by:	File CSS Financial Aid PROFILE Application by:	Mailing of Admissions Decisions On or Before:	Applicant's Reply Date

EARLY DECISION (Fall)	Nov. 15	Nov. 15	Nov. 15	Dec. 15	Jan. 15
EARLY DECISION (Winter)	Jan. 15	Dec. 31	Jan. 15	Feb. 15	March 1
REGULAR DECISION	Jan. 15*	Feb. 1	Jan. 15	April 15	May 1
TRANSFER	March 31*	Feb. 28	March 31	May 15	June 1

\* *Applications may be submitted after this date, but priority will be given to those applying on or before the deadline.*

The initial \$300 payment will only be refunded in case of illness which makes it impossible for a student to enter the College at the time for which he or she has been accepted.

**Late Applicants:** Students who submit applications postmarked after January 15 each year must recognize they are applying on a space-if-available basis. In some years, the College is able to offer admission to late applicants; in other years, the first-year student class may be filled and students to whom we would like to offer admission must be placed on a waiting list to see if vacancies occur in late spring or early summer.

**Early Admission:** Each year, a number of students apply for admission following the junior year of high school. Some may be graduating early, others may be willing to forego the senior year to begin college early. The College will consider such applications with the following understanding: Successful Early Admission candidates almost always display a high degree of social and emotional maturity, present unusually strong academic credentials and have exhausted their secondary school curricular possibilities.

**Deferred Admission:** Deferred admission is not for an alternative college academic experience. If a deferred student chooses to study elsewhere, credit will not be transferred to Carleton. Deferred students who take post-secondary courses elsewhere cannot do so on a full-time basis or as a degree-seeking student without violating the terms of their deferral.

Candidates who wish to defer college for a year (a gap year) following completion of secondary school may apply for admission during their senior year. The application should be accompanied by a statement describing the candidate's reasons for desiring a gap year, plans for the interim year and perceived benefits of the delay. Such requests should be made by May 1 if at all possible.

**Transfer Students:** Carleton accepts a number of transfer students for each fall term. Students wishing to apply for the fall term should submit applications prior to March 31 and will be notified of the Admissions Committee's decision before May 15. All transfer applicants are expected to submit results from the College Board's SAT I or ACT. To qualify for the Carleton degree, students must spend at least two years in residence including the senior year.

**Requirements for Admission:** The strongest candidates for admission to Carleton have taken four years of English, three or more years of mathematics, two or more years of science and three or more years of social science. At a minimum, applicants should have three or more years of English (with a stress on writing), at least two years of algebra and a year of geometry, two years of social science and one year of a laboratory science. Most Carleton students go well beyond this minimum, and the Admissions

Committee is usually attracted to candidates who take advantage of the opportunity to do honors or advanced placement work. Normally, students will be expected to take two or more years of a foreign or classical language unless it is not offered in the school. The greater the number of courses in the subjects listed above, the more the applicant's qualifications for admission are strengthened. An applicant of unusual ability and interest whose secondary school program does not include all of these courses may be granted admission on the basis of his or her school record, the scores on standardized tests, and the recommendations of school officials.

Carleton recognizes achievement in the arts and encourages students to submit a CD, DVD, weblinks or other evidence of their work with their application. Once a student has applied to Carleton, they will receive a link and password to their own application status page. They can submit supplementary material on their application status page at [go.Carleton.edu/appstatus](http://go.Carleton.edu/appstatus).

**Admissions Testing:** Believing that the Admissions Committee is best able to make sound judgments about candidates' academic abilities when the secondary school record is supplemented by the results of standardized examinations, Carleton requires each applicant to submit results of the SAT I or ACT prior to admission. If the ACT is submitted, Carleton requires the writing component of that test. Further, we recommend but do not require, that candidates submit the results of their SAT II subject tests. We have found these tests valuable aids in the assessment of the quality of student achievement in a wide variety of secondary school programs. It has been our experience that SAT II test results usually enhance a candidate's credentials and only rarely constitute a negative factor.

Students whose first or native language is not English should submit official TOEFL (Test of English as a Foreign Language) scores.

**Interviews and Visits:** When possible, each applicant may have a personal interview with a member of the admissions office staff, an alumni admissions representative or a designated representative of the College. Information on campus visits is detailed at our website [go.Carleton.edu/visits](http://go.Carleton.edu/visits). The admissions office is open for appointments on weekdays from 8:30 a.m. to 12 noon and 1 to 4:30 p.m., and during the academic year on most Saturdays from 8:30 a.m. to 12 noon. From June through September, the office is closed on Saturdays. The admissions office is located in Johnson House, 100 South College Street.

**Rooms:** In the late summer, all new students are assigned rooms which will be held until the first day of registration. The College reserves the right to change students' room assignments whenever such changes are deemed advisable and to use student rooms for its own purpose during vacation periods.

**Financial Assistance:** Carleton's financial aid policy is based on the premise that the family has the primary responsibility for meeting the expenses associated with attending the College, to the extent they are able. Families applying for financial aid will undergo a "need analysis" to determine their ability to contribute. The difference between the cost of attendance, as set by the College, and a family's expected contribution equals the demonstrated financial need, which Carleton will endeavor to meet through grants, loans and work-study.

There is no separate Carleton application for financial aid. Carleton requires financial aid applicants to complete both the Free Application for Federal Student Aid (FAFSA) and the College Board's Financial Aid PROFILE form.

## Expenses

**Comprehensive Fee:** Students attending Carleton pay an all-inclusive fee, called a comprehensive fee, which is regarded as an annual charge rather than the sum of charges for each term covering tuition, room, board, and student activities. There are no special fees charged for laboratory work or field trips, or for diplomas upon graduation. All students are entitled to admission without charge to most athletic contests, concerts, plays, movies, lectures and other campus events. These activities as well as subscriptions to the student publications are covered by the Carleton Student Association (CSA) activity fee. For 2016-2017 the comprehensive fee totals \$64,071 and it is allocated as follows:

Tuition .....	\$50,580
Room .....	\$6,864
Board .....	\$6,333
CSA Activity Fee .....	\$294

**Special Fees:** The department of music offers private lessons in applied music. The fees for 2016-2017 per term for individual instruction in all instruments, and use of practice facilities are: after the drop/add deadline, a term fee of \$304 is billed to each student for weekly (normally 9) half-hour lessons (1 credit) per term, or \$602 for weekly (normally 9) hour lessons (2 credits). Class Guitar and Class African Drum are \$85 each. Junior and senior music majors receive up to 4 credits per term of lessons free of charge. Students on financial aid who experience difficulty in meeting the cost of private lessons may apply for financial assistance for such expenses directly to the Student Financial Services Office.

Many art classes and various other classes require consumable materials and supplies which are not included in the comprehensive fee; special fees may apply to these classes. Contact the Student Financial Services Office for financial assistance eligibility requirements.

Student health insurance is available at additional cost for those not covered by another plan. Note: proof of health insurance is required. For possible financial assistance to cover the cost of health insurance, contact the Student Financial Services Office for eligibility requirements.

Students residing in the Village Apartments and Carleton owned houses, except for Parish House, are assessed a \$25 per term laundry facilities fee for use of non-coin operated machines in these facilities.

For off-campus independent study, including summer reading not required for a fall term course, the fee for each two credits or fraction thereof is the tuition for one credit during the academic year in which the credit is granted.

Students participating in non-Carleton off-campus programs will be assessed a \$500 administrative fee. The fee will be charged to the student's Carleton student account after the Off-Campus Studies Petition has been approved.

**Enrollment Deposit:** In addition to the comprehensive fee, all enrolling students are required to pay and maintain an enrollment deposit of \$300, which functions as a confirming admissions deposit. \$250 of this total becomes a continuing enrollment deposit for subsequent years and the remaining \$50 of the deposit is used as a lifetime transcript fee, where students may request college transcripts from the Registrar without cost. The deposit (\$250) will be returned upon graduation. Any unpaid student account obligation will be applied against this deposit at the time of graduation.

**Calendar of Payments:**

When filing for admission (application fee, only applies to paper applications)	\$30
When accepted (enrollment deposit)	\$300
August 15	\$21,357
December 15	\$21,357
March 15	\$21,357
Total	\$64,071

Students are held responsible for payment of their college fees. Students will receive e-mail notifications, using the student's Carleton e-mail address, when the term bills are available on-line.

A monthly payment plan is available through Higher One, an outside vendor.

**Penalties:** Students' accounts are regarded as delinquent and subject to penalty if payments are not made at the specified times, or if arrangements have not been made for later payment. The penalty for late payment of fees is \$35.

A student will not be permitted to register for the following term until his or her account has been cleared by the Business Office. The student will be withdrawn from the College if the Business Office has a financial block on the student's account for a prior term's past due balance. The student will not be permitted to return to campus when classes start for the upcoming term. If otherwise eligible, the student may apply for readmission for the subsequent term.

In cases of postponed account settlement, for which special arrangements are made in the Business Office, a note must be signed covering the amount of the unpaid balance. An 8% per annum charge will be made on postponed accounts.

College policies on deposits and refunds apply to Carleton off-campus study seminars; in addition, a \$500 penalty is assessed for late withdrawals before the start of the program. See the Carleton Seminars Withdrawal policy.

Students who withdraw from a non-Carleton program are responsible for informing the program provider and abiding by their withdrawal policies.

**Refunds:** Students will be eligible for a refund of tuition, room, board and student activity fees if they have paid for the upcoming term and then decide to withdraw or take a leave of absence and they notify the Dean of Students before the term starts.

If a student leaves and notifies the Dean of Students Office by 5:00 p.m. on the tenth day of class a 25% tuition refund is available:

Term	Last day available
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Fall 2016	September 23, 2016
Winter 2017	January 17, 2017
Spring 2017	April 7, 2017

If a student leaves due to illness during the first half of the term and notifies the Dean of Students Office by 5:00 p.m. on the Monday of mid-term break, as defined by the academic calendar; a 50% tuition refund is available:

Term	Last day available
Fall 2016	October 17, 2016
Winter 2017	February 6, 2017
Spring 2017	May 1, 2017

Room charges will not be refunded if a student leaves after the term starts.

Board charges will be refunded for the remaining weeks of the term.

Financial aid will be reduced according to federally mandated guidelines.

Applied music fees will not be charged to students who drop by the end of the drop/add period. Fees are not refundable for late drops, except when a late drop is made for medical reasons or in similar emergency situations.

For service members recalled charges will be refunded pro rata unless they have attended courses a sufficient length of time to earn academic credit.

If a student wishes to transfer to another institution he or she must settle their student account in the Business Office by making necessary payments or arrangements for extension before a transcript of credits will be issued.

No refunds will be made to students suspended or dismissed from the College.

A more restrictive refund policy governs withdrawal from Carleton off-campus programs. This policy is explained in the Carleton Seminars Withdrawal policy.

## **Housing and Residential Life**

As a residential college, Carleton requires all students to live in College operated residences and participate in the College dining plan for all four years.

Residence halls and campus houses are an integral part of the Carleton learning experience. Living with other students provides many informal opportunities for students to learn about themselves, develop friendships, and discuss new ways of thinking. The mission of Residential Life is to create a healthy, safe

and thriving environment where students can gain experience, be involved and develop their interpersonal, academic, and leadership potential. Our professional Area Directors and student Resident Assistants (RA's) help plan social, educational, and recreational activities in the halls and houses. These staff members are available to assist students in many ways throughout the academic year.

Carleton College offers a variety of housing options because we recognize that multiple residential options are desirable and beneficial for students. Housing opportunities include traditional residence halls, suites, houses, apartments and Northfield Option. Northfield Option is a program that allows a very limited number of seniors to live in non-College owned housing. Students must receive prior approval from Residential Life to be eligible for this option.

Students who are married or have dependent children living with them will be exempted from the residency and board requirements upon providing documentation to the Residential Life Office.

## Financial Aid

**Philosophy:** Carleton's tradition of extending educational opportunities to academically qualified students and meeting their financial need is based on a deep commitment to the belief that a true liberal arts education exposes students to varying backgrounds and points of view outside as well as inside, the classroom. For this reason, in addition to the more pragmatic one that many parents cannot afford the cost of education today, Carleton encourages high school students to apply for admission without regard to their financial circumstances. The basic philosophy underlying the student financial aid program at Carleton is that families have the primary responsibility to finance their children's education to the extent that they are able. When a family cannot afford our costs, Carleton is committed to meeting a student's need with various types of aid for all those admitted, for all four years.

**How to Apply:** Carleton is a member of the College Scholarship Service (CSS), a division of the College Board, which processes the confidential statements submitted by families in support of their application for financial assistance. The many colleges using the service join in the belief that financial aid should be awarded to students only after careful consideration of the family's ability to contribute to the cost of their children's education and determination of their demonstrated financial need. All families who wish to be considered for financial aid must complete the CSS PROFILE. In addition, the Free Application for Federal Student Aid (FAFSA) must be completed to qualify for any applicable federal and state assistance. No separate Carleton aid form is required for students. However, all student applicants and their parents must submit completed copies of their previous year's federal income tax returns, including W-2 forms and all schedules, to finalize any financial aid award. In selected cases, Carleton reserves the right to request copies of tax returns directly from the IRS.

**Terms of Assistance:** When financial need is demonstrated, assistance will be granted under the following conditions:

All financial aid awards are made for only one year at a time. It is customary to meet the student's total demonstrated need by utilizing a combination of Carleton grants/scholarships, student employment, and student loans. With the exception of student employment, financial aid is usually distributed equally at the beginning of each term (i.e. fall, winter, spring terms). Student employment earnings are direct deposited to the student and are paid according to the number of hours worked at the end of each pay period. The student may arrange with the Business Office to have all or part of these earnings applied directly to their tuition account.

Receipt of any financial assistance from sources other than Carleton College must be reported to the Office of Student Financial Services. These outside awards will result in an adjustment in the financial aid package in order to remain within a student's calculated financial need and to utilize all resources available to that student. Under Carleton's outside aid policy, outside or private scholarships first reduce the student's self-help awards (student loans and/or student employment) on a dollar-for-dollar basis. In this way, the students benefit directly by reducing their loan debt and/or their work hours. It is the College's policy to not reduce Carleton grants/scholarships until all self-help components of the award have been eliminated. The exception to this policy involves Federal Pell Grants, Minnesota State Grants, and other need-based federal or state grant programs. Adjustments to the student loan or student employment awards resulting from outside aid are made in succeeding years upon receipt of those funds.

It is the responsibility of the student to submit a complete financial aid application (CSS PROFILE, FAFSA, parent and student federal tax returns and follow-up forms) before established deadlines. Deadline dates are "priority deadlines" and will be enforced according to the availability of aid funding for that year. Those that meet the deadline will be given consideration for assistance first. Other applications will be considered according to the date received and current funding levels.

**Renewal of Aid:** Financial aid forms must be completed each year. A student and his or her family may assume that the College will continue to provide comparable assistance for subsequent years insofar as the family's financial circumstances remain stable. As those circumstances change, financial aid may also change. It is important to understand that financial aid administered by the College is not renewed automatically. Parents and students must complete and submit the necessary forms and need analysis documents each year (i.e. CSS PROFILE, FAFSA, parent and student federal tax returns). At Carleton, financial aid is related to demonstrated financial need rather than academic measures. However, students must make satisfactory academic progress toward graduation in order to have their aid renewed.

#### Types of Financial Aid Available

**Merit Aid:** A small proportion of Carleton's financial aid is given as non-need or merit based aid. The scholarships that are merit based are the National Merit Scholarship, and the National Hispanic Recognition Scholarship. Those students who select Carleton as their first-choice college with the National Merit Scholarship Corporation will receive a scholarship worth \$2,000 per year, for four years. The Bailey Instrumental Music Scholarship is also considered merit based aid available to students majoring or intending to major in music and who study and perform on orchestra strings, woodwinds, or brass instruments. Auditions are required and the scholarship is worth a minimum of \$2,000 per year, plus approved music lessons. Bailey scholars are eligible to apply for a summer of music study at a national or international music institute.

**Need-Based Aid:** There are two major categories of need-based aid: gift aid and self-help aid. The gift aid is given to the student in the form of grants/scholarships and does not need to be repaid. Self-help aid needs to be either earned (student employment) or repaid (student loans).

**Gift Aid** includes grants and scholarships. The majority of the dollars received by students at the College is in the form of Carleton grants and Carleton scholarships. To the student, there is no difference whether they have received a grant or scholarship from the College. Any student who is eligible for need-based aid is reviewed to determine if they have the appropriate characteristics for one of the many Carleton scholarships (no separate scholarship application is required). Students receiving a Carleton scholarship are informed of the donor or source of their scholarship and may be asked to recognize them for their gift. All students are also reviewed for eligibility for federal and state grants. To be eligible for gift aid, a

student must apply for financial aid by completing the CSS PROFILE and FAFSA and submitting parent and student federal tax forms before the established deadline.

The majority of gift aid that Carleton distributes includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Minnesota State Grant, and Carleton grants/scholarships. A description of each of these aid types may be found on the Student Financial Services website.

**Self-Help Aid** comes in two forms. The first is student employment. Most students receiving need-based financial aid are awarded student employment, with first-year students authorized to work up to eight hours per week and returning students up to ten hours per week. The dollars awarded for the hours worked represent an opportunity for students to earn money toward college expenses, and represent a maximum that can be earned during the academic year. The exact dollars earned may be influenced by the hours available from the employer and student schedule for a term. Hours not worked and awarded dollars not earned may be converted to additional self-help aid (i.e. loans). Students are usually assigned campus jobs, although some students are assigned off-campus jobs at non-profit organizations. Student employees may choose to apply all or a portion of their earnings to their tuition account through the Business Office website. Otherwise, earnings are directly deposited into the student's checking or savings account at the end of each pay period.

The second form of self-help aid is student loans. Loans allow students to finance a portion of their education through utilization of future earnings resulting from and enhanced by the benefits of their college education. These loans must be repaid after the student has graduated or enrollment has ceased. Most student loans may be deferred if the student continues their education beyond their Bachelor's Degree.

The self-help aid distributed most commonly at Carleton College includes student employment, Perkins Loans, Federal Direct Stafford Loans (subsidized and unsubsidized) and Federal Direct PLUS (Parent Loans for Undergraduate Students). A description of each loan, including eligibility, annual loan limits, current interest rates, and repayment terms can be found on the Student Financial Services website.

**Other Financing Option:** Families at Carleton College may participate in an interest-free monthly payment plan that allows for payment of the comprehensive fee for a particular academic year. Equal payments for a 12 month or 11 month period begin June 1 and July 1 respectively. The plan may be used to cover all or a portion of the annual tuition, fees, room and board charges. There is a \$55 annual fee to enroll. The deadline to enroll is August 15. The exact terms and conditions of the monthly payment plan are determined annually and may differ from what is described here.

The monthly payment plan is administered by Higher One and additional information can be found at [www.tuitionpaymentplan.com](http://www.tuitionpaymentplan.com) or contact the Carleton Business Office at [businessoffice@carleton.edu](mailto:businessoffice@carleton.edu).

## Special Funds

**Support of the College:** As an independent, privately endowed institution, Carleton's development has been made possible by the support of interested individuals, foundations, and corporations. Student tuition payments cover only about one-half of the College's educational and general expenses. Most of the balance comes from gifts for current purposes and from income earned by the College's endowment, which was itself provided by gifts.

**Honorary Scholarships: WILLIAM CARLETON SCHOLARSHIPS**, given to entering students in memory of the man for whom Carleton is named, are honorary awards in recognition of outstanding qualities of scholarship, character, and promise of achievement.

## Endowed Scholarship Awards

Income from the endowed funds described here provides scholarship assistance to enable qualified students to attend Carleton College. All scholarship recipients must maintain academic excellence and must, unless otherwise noted, demonstrate financial need. Students need not apply for these scholarships directly; they are awarded at the discretion of the College and administered as an integral part of Carleton's financial aid program. The minimum amount currently designated for endowing and administering a new scholarship fund is \$100,000.

### ABC Diversity Scholarship

The ABC Diversity Scholarship was created in 1998 by Ervin and Louise Shames in honor of their daughter, Allyson Shames Argo '93. This fund was established to support Carleton students who are graduates of A Better Chance (ABC), a program founded in 1963 to support students of color who are preparing for college studies. The Shames family, Carleton College, and other donors have joined efforts to support ABC graduates who are studying at Carleton.

### Access Scholarship

This scholarship was established in 2014 by an anonymous donor. It is to be awarded to students with demonstrated need.

### George I. Alden Trust Scholarship

The George I. Alden Trust Scholarship was initiated by the Alden Trust through challenge grants to the College in 1986 and 1989 to support mathematics and science majors. These grants were matched by gifts from several corporate, foundation, and individual donors.

### Alliss Educational Foundation Scholarship

The Alliss Educational Foundation Scholarship was made possible through the will of the late Charles Clifford and Ellora Martha Alliss of Cass County, Minnesota. Mr. Alliss was an executive of Minnesota Mining and Manufacturing Company (3M). The Foundation was set up exclusively to support the education of young people from Minnesota. The Alliss's concern and foresight is being realized through your education.

### Lesley K. Anderson '94 Memorial Scholarship

The Lesley K. Anderson '94 Memorial Scholarship was created in 2003 by the family, friends, and classmates of Lesley. This fund is intended to support a student studying psychology.

### Robert W., Mildred S., and Jane '41 Andrews Memorial Scholarship

This scholarship was established in 1961 to honor Robert W. and Mildred S. Andrews, parents of Jane Andrews, Carleton Class of 1941. Jane was a long-time staff member and alumni volunteer at Carleton. When Jane passed away in January 1997, the Andrews Scholarship fund expanded to commemorate her life as well. This fund is intended to support a deserving student with financial need.

### Walter G. and Louise Seeger Andrews Scholarship

This scholarship was created in 2003 through a bequest from Walter G. Andrews, a member of the Class

of 1935, and from family members. This fund is intended to support a deserving student with financial need.

#### **Anonymous Endowed Scholarship**

This scholarship was established in 2010 by anonymous donors. In establishing this fund, the donors affirm the College's mission of academic excellence by ensuring that all students of academic merit have access to a Carleton education. This scholarship is awarded to students with financial need.

#### **Anonymous Endowed Scholarship II**

This scholarship was established in 2010 by anonymous donors to provide scholarship assistance to students with financial need.

#### **Lois L. Arnegard Scholarship**

This scholarship was created in 2001 through a bequest from Lois L. Arnegard, a member of the Class of 1933. This fund is intended to support freshmen and sophomore students who show academic promise.

#### **Richard D. Arney Scholarship**

This scholarship was established by the Arney family in 2005 to honor the memory of Richard Arney, Class of 1933. It is the donors' preference that this scholarship benefit junior or senior students majoring in economics who are participating in active recreational activities.

#### **S. Eugene Bailey Instrumental Music Scholarship**

This scholarship was created in 1997 through a bequest from S. Eugene Bailey which celebrates his ardent support of the music program at Carleton College and his belief in the value of music as an integral part of a strong liberal arts education.

#### **Winfield and Harold Baird Scholarship**

This scholarship was created in 1964 by the Winfield and Harold Baird Foundation and by David Baird in honor of his friend W. Stewart McDonald, Carleton Class of 1922 and a trustee of the College from 1951 until his death in 1967. David Baird is a retired New York businessman and long time friend of Carleton.

#### **Baucus & Company Scholarship**

This scholarship was created in 1992 by the Holly Beach Public Library of Wildwood, New Jersey, and augmented by Mrs. Harold J. Fox to assist students with financial need. Mrs. Fox passed away in 2002.

#### **Lucille H. Beckhart Memorial Scholarship**

This scholarship was created in 1991 through a bequest from Maurice H. Beckhart in memory of his wife, Lucille H. Beckhart, Class of 1927, for the purpose of aiding deserving students.

#### **Harold P. Bend Scholarship**

Harold P. Bend, a friend of the College, made a gift to establish this fund in 1965. He was glad to support financial aid for students with need, given the rising costs of higher education.

#### **Benoit Family Scholarship**

This scholarship was established by Madeline Benoit in 2004 because of her deep appreciation for the education that is provided at Carleton. This fund is intended to support deserving students with financial need.

**Mary Lathrop Benton Scholarship**

This scholarship was established in honor of Mary Lathrop Benton who served as Dean of Women and as professor of Latin and French at Carleton for eight years in the early 1900s. During this time, Dr. Evelyn Anderson Haymaker was a student. She and her husband Dr. Webb Haymaker created this fund in Mrs. Benton's honor in 1978. The Haymakers, both deceased, were eminent research scientists. Evelyn was an endocrinologist with NASA after she and her husband worked for fifteen years with the National Institute of Health. She served as a Carleton trustee from 1965-1973 when she became Trustee Emeritus. She obtained her B.A. from Carleton in 1921, her M.D. from the University of California, and her Ph.D. from McGill University. This fund is intended to support a deserving student with financial need.

**William Benton Scholarship**

This scholarship was created in 1976 by a gift from Mrs. Webb Haymaker to honor William Benton. This fund is intended to support a deserving student with financial need.

**Robert R. and Josephine F. '47 Berg Scholarship**

This scholarship was created in 2007 with a generous gift from Mrs. Robert Berg and is intended to support a deserving student with financial need.

**Mark H. Berman Scholarship**

This scholarship was created in 1999 as a memorial to Mark Berman, Class of 1991, by his family and friends. This fund is intended to support a deserving student with financial need.

**F. R. Bigelow Foundation Minority Scholarship**

This scholarship was created by the Bigelow Foundation in 1985. It provides financial assistance to minority students from Ramsey, Washington, and Dakota counties in Minnesota.

**Lucetta O. Bissell Memorial Scholarship**

Miss Lucetta Bissell, Class of 1909, established this scholarship through a provision in her will. She ensured that future generations of students would have the opportunity to have the Carleton experience as she did.

**Robert and Barbara Bonner Scholarship**

This scholarship was created in 2000 by Roy S. Rogers IV, Class of 1989. The Fund recognizes Robert's service to Carleton as a member of the History Department and Dean of Students and Barbara's service to both the Carleton and Northfield communities. The Fund also serves as a memorial to Jennifer Bonner, Class of 1989. The Bonner Fund provides scholarship aid to students interested in the humanities.

**Elizabeth S. Boyles Scholarship**

Created in 1949 through the will provision of Charles D. Boyles '06, this scholarship honors Elizabeth S. Boyles, member of Carleton class of 1906. The scholarship supports worthy students in the field of music.

**Professor Violette Browne Memorial Scholarship**

This scholarship was created through a bequest of Robert L. Currie, Class of 1944. Mr. Currie established this scholarship as a memorial to Professor Browne and the impact she had on his life. Professor Browne taught voice at Carleton. The scholarship provides financial assistance to students studying music, with a preference for voice students.

**Marian Bryn-Jones Scholarship**

Established in 1985 by dedicated alumna and generous supporter Mrs. Marian Bryn-Jones '23, the Bryn-Jones Scholarship supports minority students with financial need.

**Campus Endowed Scholarship**

This scholarship was established by gifts from Carleton's faculty and staff during the Assuring Excellence Campaign. A generous bequest from the estate of Ms. Dorothy J. Cole, Carleton Class of 1940, was added in 2009. The purpose of the fund is to provide scholarships based on financial need for a student enrolled at Carleton.

**David L. Canmann '36 Scholarship**

This scholarship was established in 2006 by the Canmann family in memory of David L. Canmann '36. It is intended to provide scholarship aid to Carleton students with demonstrated financial need and a record of academic excellence majoring in economics, in consultation with the chair of the economics department.

**Harold G. and Robert A. Cant Memorial Scholarship**

This scholarship was created in 1974 through a bequest from Harold Cant's estate to assist deserving students who have financial need.

**Arnold W. Carlson '52 Memorial Scholarship**

This scholarship was created in 2003 by Barbara Gray Koch '52 in honor of her very close friend and classmate, Arnie Carlson. This fund recognizes Mr. Carlson, his long association with Carleton and his deep impact on classmates and other members of the Carleton community. He was serving as co-chair of his 50th reunion before his untimely death in 2001. This fund is intended to support deserving students with financial need.

**Wendell Ramberg Carlson Scholarship**

This scholarship was created in 1955 by Anna Carlson Hall, Class of 1910, as a memorial to her brother who died in 1915 while attending Carleton. This fund is intended to support deserving male students with financial need.

**Carolyn Foundation Scholarship**

This scholarship was created in 1969 by the trustees of the Carolyn Foundation to provide financial assistance to minority students.

**Patricia D. '46 and George L. '46 Cassat Scholarship**

This scholarship was established in 2008 by a provision in the Patricia D. Cassat Trust. The purpose of the scholarship is to provide aid to either domestic or international students with demonstrated financial need.

**Christian Higher Education Scholarship**

This scholarship was created in 1962 by the United Church Board for Homeland Ministries to benefit students in obtaining a high quality educational opportunity, especially those intending to go into the ministry or who are studying in religion-related fields.

**Class of 1929 Scholarship**

This scholarship was created in 1984 with gifts from members of the Class of 1929 for their 55th reunion. This fund is intended to support deserving students with financial need.

**Class of 1931 Scholarship**

This scholarship was created in 1981 with gifts from members of the Class of 1931 for their 50th reunion. This fund is intended to support deserving students with financial need.

**Class of 1933 Scholarship**

This scholarship was created in 1983 with gifts from members of the Class of 1933 for their 50th reunion. This fund is intended to support deserving students with financial need.

**Class of 1934 Scholarship**

This scholarship was created in 1984 with gifts from members of the Class of 1934 for their 50th reunion. This fund is intended to support deserving students with financial need.

**Class of 1937 Scholarship**

This scholarship was created by members of Carleton's Class of 1937 as a class project for the College. This fund is intended to support deserving students with financial need.

**Class of 1944 Scholarship**

This scholarship was created in 1994 by members of Carleton's Class of 1944 on their 50th reunion. Students who are recognized as Class of 1944 Scholars, beyond brains, demonstrate qualities of imagination, diversity of talents, self-reliance, creativity, integrity, good citizenship, and a strong sense of community.

**Class of 1945 Scholarship - Remembrance of War, Pursuit of Peace**

This scholarship was created in 1995 by members of Carleton's Class of 1945 on their 50th reunion. The class established a scholarship for Carleton Students, which honors peace and remembers war, "in the hope that their education will have some impact on the world's search for peace." The Class of 1954 asks "each scholarship recipient to be aware of the sacrifice often necessary for liberty . . . and to prepare your mind to pursue those things that will help bring a just and lasting peace for the country and for the whole world."

**Class of 1947 Laurence McKinley Gould Scholarship**

This scholarship was created by members of Carleton's Class of 1947 for their 50th reunion. This fund was created as a tribute to Laurence McKinley Gould, who was inaugurated as the third president of Carleton in the junior year of the Class of 1947, and to provide financial aid for future generations of Carleton students.

**Class of 1950 Scholarship**

This scholarship was created in 2000 with gifts from members of Carleton's Class of 1950 for their 50th reunion.

**Class of 1953 Scholarship**

This scholarship was created in 2003 by members of Carleton's Class of 1953 as part of their 50th reunion gift. This fund is intended to support deserving students with financial need. The Class of '53 has long exhibited a unique enthusiasm for Carleton, academic excellence, and life itself.

**Class of 1954 Scholarship**

This scholarship was created in 2004 by members of Carleton's Class of 1954 as part of their 50th reunion gift. This fund is intended to support deserving students with financial need.

**Class of 1958 Scholarship**

This scholarship was created in 2008 by members of the Class of 1958 on the occasion of their 50th reunion. This fund is intended to ensure that financially deserving young men and women continue to have access to a Carleton education.

**Class of 1959 Scholarship**

This scholarship was established by members of the Class of 1959 on the occasion of their 50th reunion. The fund is intended to provide financial aid to students with demonstrated need. In establishing this scholarship, the Class of 1959 affirms one of the College's highest aspirations, which is to make an exceptional undergraduate liberal arts education accessible to students of all economic backgrounds.

**Class of 1962 Scholarship**

This scholarship was created by members of Carleton's Class of 1962 on the occasion of their 25<sup>th</sup> reunion. The scholarship supports deserving students with financial need.

**Class of 1964 Scholarship**

The Class of 1964 Endowed Scholarship was created in 2014 at the occasion of the class's 50th reunion. Awards are made to students with need with a preference for first generation college students.

**Class of 1966 Diversity of Achievement Scholarship**

This award was created in 1991 by members of Carleton's Class of 1966 on their 25th Reunion. This award is given to students who have made a unique or distinctive contribution to the College or to the community. The recipients would have to qualify for financial aid under the College's standards. They would have already demonstrated excellence in their own way in diverse areas such as the arts, community service, student government, academic research, or other areas of contribution. Award recipients are nominated by college officials across campus.

**Class of 1968 Scholarship**

This scholarship was created by members of Carleton's Class of 1968 on their 25th reunion. The Scholarship is dedicated to the memory of 17 classmates who were deceased at the time of the 25th reunion.

**Bruce Colwell Scholarship**

This scholarship was established in 2009 by a Carleton parent to support students with financial need from non-urban areas. It is her preference that the scholarship be awarded to first-generation college students whenever possible.

**Barbara McCamus Conder Memorial Scholarship**

This scholarship was established in 2013 with a gift from the estate of Barbara Conder to support students pursuing studies in English literature.

**Fred Cooper '58 Endowed Scholarship**

This scholarship was established in 2013 by the Abe and Ida Cooper Foundation in memory of Fred Cooper '58. It supports students with financial need.

**Jennie Nason Crooker Memorial Scholarship**

This scholarship was created in 1978 by Harold N. Crooker, Carleton Class of 1918, as a memorial to his mother. Income from the fund provides scholarship assistance to women, preferably daughters of the clergy or missionaries.

**Thomas M. Crosby, Sr. Scholarship for Minority Students**

This scholarship for minority students was created in 1988 through a bequest from Thomas M. Crosby Sr., a trustee of the College from 1973 until his death in 1988.

**Custodial Scholarship**

This scholarship was created in 1993 through the generosity of many members of Carleton's Custodial Staff to provide scholarships based on financial need for a student enrolled at Carleton. Preference will be given to children of Carleton custodial employees.

**Daimler Chrysler Corporation Scholarship**

This scholarship was created in 1971 by the American Motors Corporation. Chrysler Corporation acquired American Motors in 1987. This fund is intended to support deserving students with financial need.

**Patricia V. Damon Scholarship**

This scholarship was created in 2003 through a bequest from Patricia V. Damon, a member of the Carleton Class of 1936. Ms. Damon died on November 1, 2002. Ms. Damon created this scholarship to recognize and reward students who exhibit a strong academic profile and accomplishment in extra-curricular activities. It was her wish that the recipients of this scholarship be of high moral character, self-reliant, self-confident, and display leadership ability.

**Carrie and James Davis Scholarship**

The Carrie and James Davis Scholarship was created by Stephen J. Davis '88, his wife Jill Cowan Davis, Christopher J. Davis '89, and his wife Jennifer Davis, to honor Stephen's and Christopher's parents, Carrie and James Davis. The fund is intended to provide scholarships to Carleton students of color with financial need, with preference given to African-American students.

**Dekko Scholarship**

This scholarship was established in 2008 by Jeffrey Dekko '88 and Christine Rhodes Dekko '87 to provide scholarship aid to students with demonstrated financial need.

**Diplomats Scholarship**

This scholarship was created in 2005 by an anonymous donor who is an alum of the College. The donor established this fund for students who are interested in international relations or have taken at least one course in international relations.

**Joyce P. and David F. Drake Scholarship**

This scholarship was established by Mr. and Mrs. David Drake, both members of the class of 1958, in celebration of their 50th reunion. Both David and Joyce are natives of Northfield, Minnesota. Through this scholarship fund, they wish to extend the opportunity of a Carleton education to young men and women from their hometown and the immediate surrounding area who demonstrate financial need.

**Philip R. Dunton Scholarship**

This fund was established in 1965 by a friend to Carleton College. Although not a graduate, Philip R. Dunton supported Carleton and its students generously. He had connections to the College first through a member of the Class of 1899, Mrs. C.O. Swanson. She nursed him back to health when he was turned away from a hospital during a typhoid outbreak. Later in life, Mr. Dunton generously offered to pay college tuition for two children of friends, one of whom chose Carleton. These connections, plus a later

lifetime love discovered in the Mississippi River and surrounding areas, inspired Mr. Dunton to create a fund to support Carleton students for years to come.

#### **Roger L. Eldridge International Student Scholarship**

This scholarship was created in 1992 by Mrs. Joanne E. Swenson-Eldridge in memory of her husband, Roger L. Eldridge, to assist students with financial need from foreign countries.

#### **Rudolph T. Elstad Scholarship**

This scholarship was established in 1961 by Mr. Elstad's wife, Elizabeth Dougher Elstad, Carleton Class of 1919, for students with financial need who have an interest in science, mathematics, or engineering.

#### **English Major Scholarship**

This scholarship was established in 2014 with a testamentary gift by Mary Miles Hajek '53. It is to be awarded to English majors with demonstrated need.

#### **Arthur T. Erickson Scholarship**

This scholarship was created in 1968 through a bequest from the estate of Mr. Erickson to provide scholarships to deserving Carleton students.

#### **Clark D. Evans Scholarship**

This scholarship was created in 1987 by the family and friends of Clark D. Evans, Carleton Class of 1980. The scholarship is awarded to a first-year student based on his or her academic achievement and ability, and is renewed annually, assuming continued scholastic achievement, during the student's four years at Carleton.

#### **First National Bank of Northfield Scholarship**

This scholarship was created in 1998 by a gift from the First National Bank of Northfield. The scholarship is for the benefit of qualified Northfield High School students who attend Carleton College.

#### **Ford Motor Company Scholarship**

This scholarship was established in 1996 by the Ford Motor Company to benefit students who are majoring in the physical sciences or mathematics.

#### **Winfield A. Foreman '37 Scholarship For Academic Excellence in Economics**

This scholarship was created in 2005 by Mr. Foreman's wife, Alice, in honor of her husband's 90th birthday. Mr. Foreman died on November 3, 2005. This fund is intended to support economics majors with financial need who are U. S. citizens and demonstrate great academic promise.

#### **Alice Bean Fraser Scholarship**

This scholarship was created in 1975 by a gift from the estate of Alice Bean Fraser, Carleton Class of 1900. Income from the fund provides financial assistance to minority students.

#### **Herb '73 and Barbara Fritch Scholarship**

The Fritch Endowed Scholars Program was created by Herb '73 and Barbara Fritch to give middle class students from rural and non-metropolitan areas of the country access to Carleton. The fund is used by the admissions office to provide financial incentive and support to students interested in attending Carleton. Once named a Fritch Scholar, support is given to the student throughout their Carleton career.

**Ruth Hartzell Gaumnitz Scholarship**

This scholarship fund was created in 1937 by Carl Gaumnitz in memory of his first wife, Ruth. Mr. Gaumnitz was an employee of Carleton, serving as its Land Manager. In 1924, he was sent to Chowchilla, California to manage a farm gifted to the College. The Gaumnitz's remained in California the rest of their years. After Ruth's death, Mr. Gaumnitz and the second Mrs. Gaumnitz continued generously supporting the fund.

**Charles Geyer Scholarship**

This scholarship was created in 1960 by Charles Geyer, who worked for the Industrial Publishing Company in Chicago, Illinois. Income from the fund is awarded to deserving students who might otherwise not be able to attend the College because of limited financial resources.

**Gillette-Pike Scholarship**

This scholarship was established in 1962 by Allen Pike '30 to support music students with financial need.

**Grace Cadwell Gilmore Family Scholarship**

This scholarship was established in 2010 by Curtis Gilmore '49, David Gilmore '74, and Andrea Gilmore '74 to honor the memory of their mother and grandmother, Grace Cadwell Gilmore. The fund is intended to support students with financial need. In establishing this scholarship, the family affirms one of the College's highest aspirations, which is to make an exceptional undergraduate liberal arts education accessible to students of all economic backgrounds.

**Laurence M. Gould Scholarship**

This scholarship was created in 1974 by Mr. DeWitt Wallace to honor his good friend, former Carleton President Dr. Laurence McKinley Gould. Mr. Wallace was the founder and publisher of Reader's Digest magazine. The scholarship provides assistance to students with financial need

**Laurence McKinley Gould Science Scholarship**

This scholarship was created in 1952 as a living memorial to Dr. Laurence McKinley Gould in recognition of his distinguished career as a scientist, educator, and president of Carleton. Dr. Gould passed away in June 1995, just shy of his 99th birthday. He joined the Carleton faculty in 1937 and became the College's President in 1945. He received his education at the University of Michigan, was a member of Phi Beta Kappa and Sigma XI, and held a B.A., M.A. and Ph.D. This fund is intended to support a deserving student with financial need who is majoring in science.

**Spencer Gould '52 and Barbara Sharp Gould '57 Scholarship**

This scholarship was established in 2002 by members of Carleton's Class of 1952 on their 50th reunion. The class established this scholarship as a tribute to Spencer and Barbara Gould to acknowledge their quiet leadership and generosity to Carleton College. This fund is intended to support a deserving student with financial need.

**Green Family Endowed Scholarship**

Mary Scott Green '35 established this fund in 2003 in honor of Harry E. Green '33, the first member of his family to attend college. Harry's example paved the way for many other family members including Mary '35, Thomas W. Green '64, Mary Anna Miller '66, Charles H. Green '70, Barbara Arnett Green '71, and Corey S. Green '02. The scholarship was funded through Mary's estate and provides financial aid for students with need.

**Sue Sparling Grieff Scholarship**

This scholarship was established in 2013 by Sue Sparling Grieff '53 and the Ueland Foundation. It is to be awarded to a student with financial need.

**Hazel Lillian Amland Grose Scholarship**

This scholarship was created in 1975 in memory of Mrs. Hazel Grose, Carleton Class of 1922, by her husband, Frederick, and son, Thomas. The scholarship recognizes Mrs. Grose's deep love for Carleton and its excellent educational program. She was a member of Phi Beta Kappa. This fund is intended to support a deserving student with financial need.

**Dr. M. Stuart and Marion Burnett Grove Scholarship**

This scholarship was created in 2007 by Marion Burnett Grove '29, with a charitable gift annuity. Gifts from family and friends were added in memory of Dr. M. Stuart Grove '29. The fund is intended to provide scholarships to Carleton students with financial need.

**Hamilton Scholarship for Women in Mathematics, Engineering and the Sciences**

This scholarship was established in 2013 by Dr. Ann Hamilton '70 for students with financial need. It is the donor's preference that the scholarship benefit female students majoring in mathematics or the sciences.

**Alice Dau Han, R.N. Scholarship**

This scholarship was created in 1976 through a bequest from the estate of Dr. Maolin Han, husband of Alice Dau Han. Dr. Han named his children and a family friend as co-founders: May Feng, Han Schmit, Richard Han, Sheng Han, and family friend, Mrs. Murphy Sun. The scholarship provides financial aid to students who are studying in any of the following academic areas: Chinese language, Chinese history, and/or Chinese culture and humanities. Dr. Han was a graduate of Carleton's Class of 1945.

**Malcolm B. Hanson Memorial Scholarship**

This scholarship was named for Dr. Malcolm Hanson, Carleton Class of 1920. His wife, Josephine O. Hanson, created this scholarship in his honor through a bequest from their estate in 1974. The scholarship provides financial assistance to outstanding students of Scandinavian descent.

**Ada M. Harrison Memorial Scholarship**

This scholarship was created from Professor Ada M. Harrison's estate and memorial gifts from her former students and colleagues. The fund honors Ada M. Harrison, a former Economics Department faculty member whose 30 years of dynamic teaching deeply affected many Carleton students. This fund is intended to support a deserving student with financial need.

**William Randolph Hearst Scholarship**

This scholarship was created in 1991 by The Hearst Foundation, Inc. of San Francisco for deserving students with financial need.

**Lucille R., Peter F., and William A. Heintz Scholarship**

This scholarship was created in 1997 through a bequest by William A. Heintz. William graduated from Carleton in 1947 and was the son of Lucille R. and Peter F. Heintz. In 1948, Lucille and Peter moved to a farm near Fredericksburg, Iowa. Following her husband's death in 1993, Lucille moved to New Hampton, Iowa. The fund provides for students from Chickasaw County, Iowa, or to students from other areas of rural Iowa. Mrs. Lucille Russell Heintz passed away in 2003.

**Dow Zachary Helmerich Scholarship**

This scholarship was created in 1989 by Mr. Walter G. Helmerich III, and his wife Peggy, to honor their son Zak, Carleton Class of 1980. The scholarship is given to a deserving student from Oklahoma who has financial need.

**Pat and Pauline Herman Scholarship**

This scholarship was created in 2001 through the estates of Mr. Pat Herman '36 and Mrs. Pauline Herman. This scholarship provides financial assistance for students from India with preference for students who attended the Kodaikanal School in South India or Woodstock School in North India; students from Guam; and students from Oak Park-River Forest High School in suburban Chicago, Illinois.

**Robert J. "Bob" Hermecke and Arnold J. "Arnie" Hillestad Scholarship**

This scholarship was created through the estate of Arnold J. "Arnie" Hillestad, Carleton class of 1951. The scholarship provides financial aid to students studying piano at Carleton.

**Jean R. and Richard H. Hoppin Scholarship**

This scholarship was created by Mr. Richard Hoppin in 1986, at the time of his wife's death, to assist students in the departments of English and music on an alternating basis each year. Jean Hoppin, Carleton Class of 1935, was an English major, and Richard Hoppin, Carleton Class of 1936, was a music major. He became a professor at Ohio State University, and she became a homemaker. Both are now deceased.

**George A. Hormel and Company Scholarship**

This scholarship was created by the Hormel Company in 1984 to assist students from Austin, Minnesota, and the vicinity.

**Hulings Memorial Scholarship**

This scholarship was created by Carleton alumni, faculty, staff, and friends in memory of A. D. "Bill" and M. A. "Betty" Hulings, both Class of 1936. The scholarship assists deserving students who have demonstrated financial need.

**Hunt Scholarship**

This scholarship was created in 1999 by Sam E. Hunt, Jr. in memory of his wife, Marcia Kundert Hunt, and in honor of his four children, Thomas C. Hunt '60, Donald S. Hunt '60, Penelope Hunt '64, and Patricia Hunt Preheim '72, and in honor of his granddaughter, Marcia Hunt '92, and grandson Clayton Hunt Preheim '99.

**James and Joanne Sill Huntting Scholarship**

This scholarship was established in 2009 by James '50 and Joanne '50 Huntting on the occasion of their 50th reunion. The fund is intended to provide financial aid to students with demonstrated financial need.

**ING Reliastar Scholarship**

This scholarship was established in 1997 by the Minnesota-based ReliaStar Foundation. The scholarship is awarded to juniors and seniors majoring in economics, mathematics, computer science, or related fields. Preference is given to students who have demonstrated excellent academic ability and have shown interest in the field of financial services, and among those students with demonstrated ability and the majors and interests noted, preference will be given to students of color.

### **International Scholarship**

This scholarship fund, created in 2004 with a gift from an anonymous donor, builds on Carleton's established programs in cross-cultural studies.

### **Horace Hills Irvine Scholarship**

This scholarship was created in 1958 by Mrs. Horace H. Irvine in memory of her husband. Mr. Irvine was a trustee of Carleton for 17 years, a lumber man, and a very good friend of the College. This fund is intended to support a deserving student with financial need who is pursuing a career in the field of science.

### **Jarchow Scholarship**

This scholarship was made possible through the generosity of alumni, friends, and colleagues of Merrill E. "Casey" Jarchow, who served as Carleton's Dean of Men from 1946 to 1967. As the College's historian-in-residence, he wrote several history books, including the College's official 100-year history, published in 1966. The Jarchow Scholarship is awarded annually to an RA who is chosen for outstanding service to fellow students.

### **Owen and Barbara Jenkins Scholarship**

This scholarship was created in 1999 by alumni, family and friends of Professor Owen Jenkins to honor and carry on his tradition of mentoring and inspiring generations of Carleton students. Professor Jenkins passed away on October 6, 2002. The fund agreement was modified in 2008 to recognize his wife, Barbara Jenkins, and her significant contributions to Carleton upon her retirement. This fund is intended to support a deserving junior or senior student with financial need who is majoring in English.

### **Rosalind Gesner Johnson Memorial Scholarship**

This scholarship was created in 2001 by Louise Heffelfinger '54 in memory of her close friend and classmate, Rosie Johnson '54. This fund is intended to support a deserving student with financial need.

### **Joyce Foundation Scholarship**

This scholarship was created by The Joyce Foundation of Chicago in 1983 to assist minority students at Carleton.

### **Charlotte Kafitz Scholarship**

Charlotte Kafitz '73 established this scholarship in 2014 to support Carleton students with financial need.

### **Robert H. Karatz Scholarship**

Bob Karatz graduated from Carleton in 1942 with a degree in history. The opportunities for speech and debate he experienced while at Carleton, both in the classroom, through student government, and as CSA President, strengthened and shaped his life experiences. The Robert H. Karatz Endowed Scholarship is a permanently endowed fund intended to provide scholarship aid to Carleton College students who meet the guidelines of the Office of Student Financial Services. It is the donor's preference that this scholarship support students engaged in programs directly related to public speaking, including but not limited to the Model United Nations program, the Speakeasy, theater productions, or other programs that enhance the oral communication skills of students at Carleton.

### **Kautz Family Scholarship**

This scholarship was created in 2008 through a gift from the Kautz Family Foundation to honor Leslie Barnes Kautz '80 for the excellent liberal arts education she received at Carleton. The fund is intended to

provide aid to Carleton students with financial need. Preference will be given to students who are also the first generation in their families to attend college.

### **Kelley Scholarship**

This scholarship was established in 2005 by Christina Kelley Sriver '93 and Joe Kelley Sriver because of their deep appreciation for the education that is provided at Carleton. This fund is intended to support deserving students with financial need with preference for TRIO/SSS program students.

### **Walter and Carolyn Kern Scholarship**

Established in 1944, the Walter and Carolyn Kern Scholarship was created through a testamentary gift upon Walter's death. The fund provides financial aid for students with need. In documents regarding the gift, the trustees of the Kern estate emphasized that particularly Mrs. Kern, a graduate of the Class of 1900 at Carleton College, had a "deep and appreciative interest" in the school.

### **Harold P. Klug and Helen Symons Klug Scholarship**

This scholarship was created through the estate gift of Harold Klug, Carleton chemistry professor from 1927-1945. The fund, created in memory of his wife Helen Symons Klug, Class of 1922, provides scholarships for music students.

### **Warren P. Knowles Memorial Scholarship**

This fund was created in 1996 through a bequest left by the Honorable Warren P. Knowles '30, H '80, governor of Wisconsin from 1965 to 1971. Supporting sophomores, juniors, or seniors with financial need, the Knowles Scholarship highlights Governor Knowles's deep belief in the importance of the liberal arts.

### **Kueffner Scholarship**

This scholarship was created in 2000 by Mary-Hill French, Class of 1938 and William R. Kueffner, Class of 1941, in honor of their parents, Helen S. and William Ruesch Kueffner. The fund is intended to support deserving students with financial need.

### **Honorable Melvin R. Laird '44 Scholarship**

This scholarship was established in 2014 by Dante S. Stephensen '58, in honor of American politician and writer Melvin R. Laird '44 H'10. It is awarded to at least five students with financial need, each representing one of the following majors: economics, geology, philosophy, political science and sociology/anthropology.

### **George H. Lamson Scholarship for International Students**

This scholarship was established as a memorial to Professor George Lamson in 2003 by Wallace R. '70 and Barbara Weitz '70, and by family, friends, alumni, and colleagues of Professor Lamson. The fund is intended to provide scholarship assistance to international students with financial need.

### **Eric Lasley '66 Scholarship**

This scholarship was established in 2010 by Eric Lasley, Carleton Class of 1966, to provide financial support to Carleton students who are junior or senior majors in physics, astronomy, mathematics, or computer science and who plan to attend graduate school to pursue a career in their major. They must also have, in the opinion of Carleton faculty, demonstrated academic excellence in their major.

**Robert F. Leach Memorial Scholarship**

This scholarship was created in 1971 by friends and associates of Robert F. Leach to assist students who have financial need.

**Ralph N. Leuthold Scholarship**

Funded by its namesake, Ralph Leuthold, a member of the Class of 1904, this fund was established in 1961 to provide financial aid for students from Southern Minnesota. Mr. Leuthold generously supported Carleton, despite only attending the College for two years. Mr. Leuthold's children, Richard and Martha, also attended, but did not graduate from Carleton in the 1930s.

**Scott Levin Memorial Scholarship**

This fund was established in 1970 in memory of Scott S. Levin, Class of 1972. The fund provides financial aid to students with need.

**Hazel M. Lewis Memorial Scholarship**

This scholarship was created in 1962 by friends and family of Dr. Hazel M. Lewis. The fund is intended to support deserving students with financial need.

**Mary Ellen Lewis '28 Scholarship**

This scholarship was created in 1998 through a bequest from the estate of Mary Ellen Lewis. The fund is intended to support deserving students with financial need. This is a particularly appropriate way for Miss Lewis to support the College given her devotion to and appreciation of education, the pursuit of knowledge, and life-long learning.

**Ward B. and Susan E. Lewis Scholarship**

This scholarship was established by Ward and Susan Lewis, members of the Class of 1932 and 1934, respectively, through the distribution of two charitable remainder unitrusts in 2010. It is intended to provide scholarship support for students with financial need. Ward and Susan Lewis established this scholarship in appreciation for the educational opportunities they were provided by the College and in recognition of the happy memories of their student years.

**Miriam Loss Lewy '44 Scholarship**

This scholarship was created in 1996 by Adith Loss Miller, Carleton Class of 1939, and her husband, Benjamin Miller, in honor of Mrs. Miller's sister and to support deserving Carleton students.

**Dr. and Mrs. Hyme Loss Scholarship**

This scholarship was created in 1974 by Adith Loss Miller, Carleton Class of 1939, and her husband, Benjamin Miller, in honor of Mrs. Miller's parents and to support deserving Carleton students.

**Frances P. Lucas Scholarship**

This scholarship was created by Mrs. Frances P. Lucas in 1975 to assist students from Winona County, Minnesota, or vicinity. Mrs. Lucas's family has several generations of connections to Carleton.

**Ward Lucas Scholarship**

This scholarship was created in 1956 by Mrs. Ward Lucas as a memorial to her husband, and supports deserving students with financial need.

**Jacky Trager Maguire Scholarship in English Literature**

This scholarship was created in 1994 by Walter Maguire and his daughters, Jacky Eckard, Pat Nietrzeba,

and Margaret Douville, in memory of Jacky Trager Maguire, Carleton Class of 1947, wife and mother, respectively. As Mrs. Maguire was an avid reader, income from the fund is awarded to deserving students in need of financial aid who are pursuing studies in English Literature.

#### **Joseph & Donna Markley Scholarship**

This scholarship was created in 1979 by Joseph H. Markley and Donna R. Markley to support a deserving student with financial need.

#### **Marjorie Marshall Scholarship**

This scholarship was created in 1962 by Mr. Irl H. Marshall in honor of his daughter, Marjorie, Carleton Class of 1951. She currently is a retired high school psychologist. This fund is intended to support deserving students with financial need.

#### **Maryhill Scholarship**

This scholarship was created in 2007 by Mary F. Carson and K. Paul Carson, Jr. (now deceased), who have long believed in the value of a liberal arts education as the springboard for an interesting and generous life. This fund is intended to support deserving students with financial need.

#### **James C. Masson Scholarship**

This scholarship was created in 1976 through a bequest from the estate of Dr. James C. Masson to assist deserving students with financial need.

#### **Philip A. McAdam Scholarship**

This scholarship was created in 1959 with a gift from Mr. and Mrs. E. L. McAdam to honor their son, Philip, Carleton Class of 1941. This fund is intended to support deserving students with financial need.

#### **Multicultural Alumni Network Scholarship**

This scholarship was created in 1997 by members of the Multicultural Alumni Network (MCAN) to provide financial assistance to minority students.

#### **McDonald Scholarship**

This scholarship was created in 1964 to honor the memories of Willis James McDonald and Isabelle Stewart McDonald, K.J. McDonald, Class of 1920, and W. Stewart McDonald, Class of 1922 and a trustee of the College from 1951 to 1967. The fund supports deserving Carleton students with financial need.

#### **McKnight Foundation Scholarship**

This scholarship was created by the McKnight Foundation in 1975 to assist minority students with financial need at Carleton.

#### **Mead Witter Foundation Scholarship**

This scholarship was created by the Mead Witter Foundation in 2004 to assist students from Wisconsin who qualify for financial assistance at Carleton.

#### **Charles E. Merrill Scholarship**

The Charles E. Merrill Scholarship was established through the Charles E. Merrill Trust, which distributed the estate of the late Mr. Merrill, founder and namesake for Merrill Lynch and Company. His estate supported hospitals, churches, and educational causes throughout the country. Mr. Merrill was an alumnus of Amherst College.

**George and Ruth Mestjian Scholarship**

This scholarship was established through a bequest in 1996 from Mr. Mestjian and another in 2005 from Mrs. Mestjian. Both were members of the class of 1936. The fund is intended to support students with financial need who have "struggled mightily to help themselves."

**John M. and Minnie S. Millen Memorial Scholarship**

This scholarship was established in 1931 by friends and colleagues of Mr. John Millen, a Carleton track coach in the 1920s, and Mrs. Minnie Millen, a housemother at Carleton. The fund is intended to support deserving students with financial need.

**Adith Loss Miller '39 Scholarship**

This scholarship was created in 1998 by Benjamin Miller in loving memory of his wife, Adith, who graduated from the College in 1939. It is intended to provide scholarship aid to qualified Carleton students who demonstrate financial need.

**Benjamin Franklin Miner Music Scholarship**

This fund was created in 1985 with a gift from Mr. and Mrs. Theodore Miner, both Carleton Class of 1936, in memory of B. Franklin Miner, Theodore's brother, also a member of the class of 1936. This fund supports a deserving music student with financial need.

**Susan B. Monson '63 Merit Scholarship**

The Susan B. Monson '63 Merit Scholarship was established in 2013 by Susan B. Monson '63 to provide scholarships to Carleton's National Merit Scholars.

**Charles A. Moses '49 Scholarship**

This scholarship was established in 2003 through a bequest from Charles Moses, Class of 1949. Mr. Moses passed away in 2001. This fund is intended to support a deserving student with financial need, with a preference for students majoring in economics.

**Laura Jane Musser Scholarship**

This scholarship was created in 1992 by the trustees of The Musser Fund in memory of Laura Jane Musser to provide aid to students of color with demonstrated financial need.

**Robert Eaton Nason Memorial Scholarship**

This scholarship was created in 1931 by family, friends and classmates of Robert Nason, who died of poliomyelitis while at Carleton in 1930. This fund is intended to support a deserving student with financial need.

**Earl A. Neil '57 Scholarship**

This scholarship was established in 2006 by Dr. Phillip G. Schmid '57 and Joanne M. Schmid P '84 in honor of Phillip's classmate, the Reverend Earl A. Neil, who has served as an inspiration to all those who share an affiliation with the Class of 1957. This fund is intended to support a deserving minority student with financial need.

**Ann Nicole Nelson '93 Memorial Scholarship**

This scholarship was established in 2003 by the John Larson '60 family and through a bequest from the estate of Ann Nelson. Suki Larson '93 was a classmate and good friend to Ann. The Larson family established this scholarship to honor the memory of Ann Nicole Nelson who lost her life in the World Trade Center on September 11, 2001. Recipients of this scholarship should reflect the hallmark

characteristics of Ann: intellectual curiosity, adventurous spirit, enthusiastic participation in both formal and informal activities, respect for others, and a sense of humor. In sum, recipients should show promise of being both a "thinker" and a "doer."

### **Malcolm J. Nelson Scholarship**

This scholarship was established by Robert and Carolyn Nelson in recognition of Robert's father, Malcolm, who in spite of significant talents, did not have the opportunity to attend college. Robert Nelson is a member of the Carleton Class of 1962, and Carolyn Williamson Nelson is a member of the Carleton Class of 1963. The scholarship is awarded to qualified Carleton students from rural towns in Minnesota, with preference for Otter Tail and Mahanomen counties.

### **Nini's Scholarship**

Nini's Scholarship was established in 2010 with an anonymous gift from two dedicated alumni. The fund is intended to provide financial aid to students with financial need. Preference will be given to students who are in the first generation of their family to attend college, who contribute to the diversity of Carleton through their background and experiences, and who have succeeded academically despite limited access to educational opportunities.

### **Northwest Paper Foundation Scholarship**

This scholarship was created in 1969 by the Directors of the Northwest Paper Foundation to provide assistance to deserving students with financial need.

### **Ogden-Wilkinson Scholarship**

This scholarship was created in 1980 by J. Humphrey Wilkinson, Carleton Class of 1916, and enlarged by gifts from Dr. Warner Ogden, Class of 1916, and his son Dr. Harry S. Ogden, Class of 1945. Dr. Harry Ogden's gift was given in honor of Dr. Warner Ogden and his classmate and friend, Mr. Wilkinson. All of Dr. Ogden's sons attended Carleton: Harry '45, Warner, Jr. '47, and Donald '50. This fund is intended to support a deserving student with financial need.

### **Ann Elizabeth Oliver '94 Scholarship**

This scholarship was created in 1993 in memory of Ann Oliver, Carleton Class of 1994, by her parents, Gay and Julia Oliver, and the Borg Warner Foundation. Ann died of cancer, but her life was a ministry of hope, courage, love, and determination lived in gentleness, inner strength and sensitivity. This fund is intended to support a deserving student with financial need.

### **Robert J. Owens '66 Scholarship**

This scholarship was established in 2009 by Robert J. Owens and is awarded to students with financial need.

### **Clifton E. Peterson, MD '50 Scholarship**

This scholarship was created by Dr. Clifton E. Peterson in 1998. Dr. Peterson established this scholarship to support students with financial need. Scholarship recipients must come from rural backgrounds and be a resident of one of the following counties: Franklin, Hancock and Wright counties in Iowa, and Ozaukee and Polk counties in Wisconsin. Establishment of the scholarship is in recognition of Dr. Peterson's belief that a liberal arts education prepares one for a successful career and fulfilling life.

### **Professor John Phelan Memorial Scholarship**

This scholarship was created through a bequest of Robert L. Currie, Class of 1944. Mr. Currie established this scholarship as a memorial to Professor Phelan and the influence he had on Mr. Currie's decision to

pursue a career in social work. Professor Phelan taught political and social science at Carleton from 1932 until 1950. The scholarship provides financial assistance to students studying sociology or social work.

#### **Jennifer A. Pietenpol Scholarship**

This scholarship was established by Dr. Jennifer A. Pietenpol '86 in 2010 to support students with financial need with preference for students interested in the sciences.

#### **Pillsbury Scholarship**

This scholarship was created in 1985 by the Pillsbury Corporation to assist deserving minority students with financial need.

#### **Charles N. Poskanzer Scholarship**

This scholarship was established in 2010 with outright gifts from President Steven G. Poskanzer and his family to honor President Poskanzer's father, Dr. Charles N. Poskanzer, for his inspirational life and the example he set for leadership in higher education. The fund is intended to support students with financial need, with preference for students who are first generation in their families to attend college.

#### **Posse Leadership Scholarship**

This scholarship was created at Carleton in 2003 by an anonymous donor to provide financial assistance to minority students.

#### **Samuel and Maude Prentiss Scholarship**

This scholarship was created in 1933 through a bequest from the estate of Maude Laird Prentiss. A bequest gift from the estate of Mr. Samuel Prentiss was added to the fund in 1942. Their scholarship supports students of unusual ability and promise who demonstrate financial need.

#### **Nicholas and Virginia G. Puzak Endowed Scholarship**

This scholarship was created in 1999 by Nicholas and Virginia Puzak. Mr. Puzak was a member of the Class of 1937 and graduated cum laude with a degree in economics. He went on to receive a master in business from Harvard University. Mrs. Puzak attended Skidmore College, graduating in 1944 with a degree in music. Mr. Puzak passed away in December 2003. The scholarship is intended to provide scholarship aid to students who graduate from high schools in Minnesota.

#### **Young-Quinlan Scholarship**

The Young-Quinlan Scholarship was established in 1968 to support students with financial need. Funds were raised from an annual benefit fashion show. The fashion shows continued until 1974, and after that time, the Young-Quinlan Company supported the scholarship itself. Young-Quinlan is a name synonymous with fashion in the Twin Cities. The first ready-to-wear dress shop was opened in the city by Elizabeth Quinlan and Fred Young in 1894. They and their company were pioneers in the world of ready to wear fashion, and were Twin Cities icons in their own right. Their support of Carleton through this scholarship showed a commitment to community as well as entrepreneurship.

#### **William Herman Quirnbach Scholarship**

This scholarship was created in 1985 by friends and family of William H. Quirnbach, Class of 1934, to be awarded to "a student of high academic achievement who participates fully in the extracurricular life of the College."

#### **Reader's Digest Foundation Scholarship**

This scholarship was created in 1965 by the Reader's Digest Foundation to support deserving students

with financial need. "The Reader's Digest Association, Inc. is committed to making a difference in people's lives...funded solely by contributions from Readers Digest."

### **Edith Garrison Reynolds Scholarship**

This scholarship was created by Edith Garrison Reynolds in 1992 through a bequest gift. Mrs. Reynolds, Carleton Class of 1932, held a deep belief in the importance of the liberal arts and in Carleton's ability to provide students with an education of the highest caliber. This fund is intended to support a deserving student with financial need.

### **Richard and Elizabeth Rodgers Scholarship**

Dr. Richard Rodgers '26, P '59 established this fund in 1996 in his and his late wife Elizabeth's name through gifts during his lifetime and planned gifts from his estate. Rodgers was a loyal alumnus of Carleton who believed in the power of a liberal arts education.

### **Kathleen Roskopf and Roland Pesch Scholarship**

This scholarship was established in 2009 by Kathleen Roskopf '72 and Roland Pesch to support students with financial need.

### **Janet Vieregg Rossow '59 Scholarship**

This scholarship was created by Edwin C. Rossow '58 to support a senior student majoring in studio art or art history. The fund is named in memory of Mr. Rossow's wife, Janet Vieregg Rossow '59, who passed away in 1995. The scholarship is awarded to a senior majoring in studio art or art history who best exemplifies Janet Vieregg Rossow's love of art and the commitment she made to enrich the lives of the members of the local community.

### **Victoria Anne Rupp '66 Scholarship**

This scholarship was created in 2007 by Ms. Victoria Rupp, Carleton Class of 1966, to provide scholarship aid to Carleton students with demonstrated financial need.

### **Louise E. Schutz Scholarship**

This scholarship was created in 1966 through a bequest from Louise Schutz, Carleton Class of 1907. The scholarship provides assistance to students who demonstrate financial need.

### **Hiram Arthur Scriver Scholarship**

This scholarship was created in 1944 by Arthur T. Scriver's family in honor of Mr. Scriver's father and son, both of whom carry the same name, Hiram. The scholarship provides financial assistance to deserving students.

### **William H., Mary L. and M. Leith '29 Shackel Scholarship**

This scholarship was created in 1955 by Miss M. Leith Shackel, Carleton Class of 1929, as a memorial to her parents. When Miss Shackel passed away in April of 1996, the memorial scholarship expanded to commemorate her life, as well. The fund is intended to support a deserving student with financial need.

### **Sheldahl-James S. Womack Scholarship**

This scholarship was established in 1992 by Sheldahl, Inc. to honor James S. Womack, former CEO and Chairman of the Board. The purpose of the fund is to assist deserving students and to recognize Mr. Womack's strong commitment to the Northfield community and to Carleton College. Mr. Womack passed away on May 15, 2000.

**Michael T. Shelton '79 Memorial Scholarship**

This scholarship was created in 1998 by the family of Michael T. Shelton '79, who passed away in 1997. The fund is intended to provide assistance to students who demonstrate financial need and, like Michael, have a proven record of helping others and exhibit a good sense of humor. Preference is given to those in their senior year at Carleton.

**Frank Shigemura Scholarship**

This scholarship was established in 1951 by Mr. and Mrs. T. Shigemura to honor the memory of their son, Frank Shigemura, who was killed in World War II. The fund is intended to support a student with financial need.

**Professor Ross Shoger Scholarship**

This scholarship was created in 2007 by Professor Shoger and his wife, Jan, to assist students with financial need, with preference to students participating in Carleton's pre-medical program.

**Skillman Foundation Scholarship**

This scholarship was created in 1975 to honor Rose P. Skillman and to assist students with financial need. Mrs. Skillman incorporated the Skillman Foundation in 1960. Her husband, Robert, was a vice president and director of 3M until his death in 1945. Mrs. Skillman served as member and trustee of the foundation, and later as president and honorary chair, until her death in 1983.

**Natalie Towers Slack Scholarship**

This scholarship was created in 1966 by Mrs. Slack's father in her honor and to benefit music students, especially those studying piano.

**Slocum Scholarship**

This scholarship was created in 1984 by members of the Slocum family to assist deserving students.

**George T. Somero Memorial Scholarship**

This scholarship was created in 1972 by Mr. Somero's wife, Mary E. Somero, and his son and daughter-in-law, Dr. George N. Somero and Ms. Amy Elin Anderson, to assist students preferably from Ely, Minnesota, or within a 100 mile radius of Ely.

**Southwick Family Scholarship**

The Southwick Family Scholarship was established in 2012 by the family of Susan D. Southwick '58 in her memory. The Scholarship is an endowed fund intended to provide financial aid to students with financial need as determined by the Office of Student Financial Services. It is the donors' preference that it be awarded to women majoring in math, science, or music.

**C. V. Starr Scholarship**

This scholarship was created in 1987 by The Starr Foundation to provide financial assistance to students connected with the Asian Studies Program at Carleton.

**Ella Anderson Sterrie '12 Scholarship**

The Ella Anderson Sterrie '12 Scholarship was established in 2013 by Dr. Norman L. Cadman and Mrs. Eloise S. Cadman '49 to provide aid to Carleton students with financial need. In establishing this scholarship, the family affirms one of the College's highest aspirations, which is to make an exceptional undergraduate liberal arts education accessible to students of all economic backgrounds.

**Norman A. and Betsy Bullis Sterrie Scholarship**

This scholarship was established in 2001 by Norman and Betsy Sterrie, both from the Class of 1939. Dr. and Mrs. Sterrie initiated this fund in 1997 through yearly payments to the College. Mrs. Sterrie passed away in 1998. The Sterrie Scholarship is an endowed fund intended to support academically qualified students who demonstrate financial need. Dr. and Mrs. Sterrie established this scholarship with the hope that they could help future Carleton students as they were helped when they were students at the College.

**Surdna Foundation Scholarship**

This scholarship was created in 1985 to assist minority students.

**Sweitzer Family Scholarship**

This scholarship was created in 2008 by Caesar F. '72 and Peggy A. Salagovic '71 Sweitzer to provide financial aid to students with demonstrated need. Preference will be given to first generation college students.

**Thurlo Bates Thomas Scholarship**

This scholarship was created in 1972 by friends and students to honor Dr. Thurlo B. Thomas, a former member of Carleton's faculty. More than two hundred students and friends of Dr. Thomas contributed to the fund which supports students majoring in biology with preference to those who intend to pursue a career in medicine.

**James R. Thorpe Scholarship**

This scholarship was created through a bequest from James R. Thorpe to assist students from Minnesota or the Upper Midwest (North Dakota, South Dakota, Iowa, and Wisconsin).

**Anna and Theodore Thorsen Scholarship**

This scholarship was established in 2010 through a bequest from Helen Blomquist '37 in honor of her parents.

**Current Scholarship Awards**

The following grants and awards provide scholarship money for students demonstrating financial need. As with the endowed scholarship funds, students need not apply for these scholarships directly; they are awarded at the discretion of the College and administered as an integral part of Carleton's financial aid program.

**John D. Boyd '63 Memorial Scholarship**

This scholarship was established in 2011 by Professor Anne Williams in memory of her husband, John D. Boyd '63. The fund provides aid to students with financial need with preference for English majors.

**Class of 1983 Geology Scholarship**

This scholarship was established in 2013 by Robert J. Alexander '83 and Don J. Frost Jr. '83 and several other geology majors from the Class of 1983 on the occasion of their 30th reunion. The fund supports geology majors with financial need.

**Petra Crosby International Scholarship**

This scholarship was created in 2010 by alumni, colleagues and friends of Petra Crosby to honor her service to international students at Carleton College and to carry on her commitment to seeing that every talented international student who wants a Carleton education will have the resources to make that dream

come true. This fund is intended to support a deserving international student with demonstrated financial need.

#### **Davies Scholarship**

This scholarship was created by Mr. and Mrs. John Griffith Davies in 1983 for deserving students who are supported by a single-parent household. Mrs. Davies, who is now deceased, was a single parent for a time and understood the financial challenges single parents face. The Davies are the parents of Wanda Davies, Carleton Class of 1978.

#### **Davis United World College Scholarship**

This scholarship was created by Mr. and Mrs. Shelby M. C. Davis in an effort to promote international understanding through education.

#### **Mary Fjelstad Facciani Music Scholarship**

This scholarship was created in memory of Mary Fjelstad Facciani, Carleton Class of 1971, who died in 1980. Her mother- and father-in-law, Clara and Rudolph Facciani, have continued to fund the scholarship annually, preserving the memory of Mary and her love of music. The scholarship provides assistance to junior and senior music students. Mr. and Mrs. Facciani's son (Mary's husband), Gerald Facciani, graduated from Carleton in 1970.

#### **George International Fellows Scholarship**

This scholarship was created in 1999 by the George Family Foundation for the support of international students at Carleton. The George family has a strong interest in supporting international students and the perspective they bring to the academic community. For this reason, the George family created the George International Fellows Scholarship for students from developing nations who demonstrate economic need and exceptional academic potential and promise.

#### **Graduation Celebration Scholarship**

The Graduation Celebration Scholarship Fund was established in 2013 by Barbara Levine in honor of her granddaughter, Becca Greenstein '13, on the occasion of her graduation from Carleton.

#### **Vernon James Pick Foundation Scholarship**

This scholarship was created by the Vernon James Pick Foundation in 1998. This scholarship was established to support junior and senior science majors of outstanding merit, with preference for geology majors.

#### **Phyllis J. Powell '45 and Leslie Powell History Scholarship**

This scholarship was established in 2013 by Leslie E. Powell in memory of her mother, Phyllis J. Powell '45. It is to be awarded to a student with financial need majoring in history.

#### **Starr Foundation Scholarship for the "Asia in Comparative Perspective" Program**

This scholarship was created in 1998 by The Starr Foundation to provide financial assistance to students who are attending Carleton from Asian countries.

#### **Carl D. Weiner and Paul D. Wellstone Scholarship**

This scholarship was established in 2013 by Eric M. Robinson '88, and his wife Lisa, on the occasion of his 25th Reunion. Financial aid will be given to students in good academic standing, with demonstrated financial need, who have engaged in a notable manner with the College community within and outside the classroom.

## Fellowships and Prizes

The following prizes and research opportunities are open to all students in the groups indicated.

### **Carolyn Applebaum Prize in the Arts**

The Carolyn Applebaum Prize in the Arts was established by Dr. Mark S. Applebaum '89 and Ms. Joan Friedman in 2014 in memory of Carolyn Applebaum, Mark's sister. Carolyn was devoted to theater and worked as a drama teacher. She was an advocate, cheerleader, mentor, and friend to her students. The prize recognizes students who have made a meaningful impact on the arts in student life.

### **John K. Bare Prize in Psychology**

Established in 1983, this prize, endowed by his students, colleagues, friends, and family, is awarded annually to members of the senior class who have demonstrated outstanding achievement in the study of psychology. The prize was created to honor Professor John Bare for his many contributions to his students, to Carleton's Department of Psychology, and to teaching in American psychology more generally.

### **James S. Berglund Social Science Prize**

Established in memory of James S. Berglund '61 by his friends and classmates, this prize is awarded for the best essay or research paper in the social sciences.

### **Scott Tyler Bergner Prize**

This prize recognizes members of the senior class who have outstanding academic records and who have demonstrated excellence of thought and character. This prize was established in 1978 to honor the memory of Scott Tyler Bergner, son of Jeffrey T. Bergner '69 and Susan D. Bergner '69.

### **Warren L. Beson Memorial Award**

Awarded for athletic and academic excellence to seniors who have achieved one or more accolades in any sport and have a high scholastic average, this award was established in memory of former Carleton football coach, Warren L. Beson.

### **Catherine E. Boyd Prize in Medieval and Renaissance Studies**

Established in 2001 by anonymous donors, this prize honors Professor Catherine E. Boyd, a renowned medieval historian and member of the history faculty (1947-1966). The prize is awarded for the best research essays in any relevant field.

### **Carleton Science Fellowship**

The Carleton Science Fellowship program, which was established in 2009, serves to broaden participation of historically underrepresented groups in the sciences. The Science Fellowship provides mentoring and two summers of research laboratory experience, and is supported by funding from the Howard Hughes Medical Institute.

### **Charles Carlin Prize in Chemistry**

This prize was established in 2011 by Charles H. Carlin, Charles "Jim" and Marjorie Kade Professor of the Sciences, Emeritus. The prize honors senior chemistry majors whose enjoyment of chemistry and gracious good humor has inspired and assisted others in the field.

### **Mike Casper Award**

The Barry M. "Mike" Casper Award was established in 2011 by the environmental studies (ENTS)

program to honor the memory of Mike Casper, professor of physics from 1966 to 2003 and long-time cornerstone of the environmental studies program at Carleton. This prize honors the graduating ENTS majors who best personify Professor Casper's commitment to superior academic achievement and his energy and leadership in support of understanding and protecting the environment.

### **Class of 1885 Prize**

Judged by members of the English department, this prize is awarded annually to the Carleton students who submit the best work of imagination in prose.

### **Class of 1963 Fellowship**

This fellowship was established by the Class of 1963 on the occasion of their 25th Reunion and provides opportunities for qualified students to pursue intellectual or creative interests.

### **Class of 1966 Diversity of Achievement Award**

The Class of 1966 Diversity of Achievement Award is given to Carleton students who have made a unique or distinctive contribution to the College or the community. The recipients have demonstrated excellence in their own way in such diverse areas as the arts, community service, student government, academic research, or other areas of contribution.

### **Margaret Dalton Curran Prize**

Established in 1986 by family and friends of Margaret Dalton Curran '26, this prize recognizes Curran's lifelong interest in excellent writing, which she developed at Carleton. It is awarded annually by the English department faculty to students submitting the most accomplished academic essay.

### **Dana Award for Personal Achievement**

Established in memory of the Reverend Malcolm McGregor Dana, who was a Carleton trustee from 1878 to 1888, this award is given annually to young men in the senior class who during four years at Carleton have achieved a balance of high scholarship, exceptional leadership abilities, and outstanding Christian character. The award is made in the hope that these qualities will be dedicated to public service.

### **Davis Projects for Peace**

The Davis Projects for Peace Initiative allows students at schools associated with the Davis United World College Scholars Program to design and implement their own grassroots "projects for peace." The initiative was established in 2007 by Kathryn Wasserman Davis in commemoration of her 100th birthday. Davis was a lifelong internationalist and philanthropist and the mother of Davis United World College Scholars Program namesake Shelby M.C. Davis.

### **Dimsdale Prize for Undergraduate Medical Research**

The Dimsdale Prize is awarded to students with outstanding academic achievement who are interested in pursuing a career in medicine. The prize, which is awarded to students having completed at least their sophomore year, supports off-campus research or other experiences that would help prepare students for medical school.

### **David C. Donelson '77 Fellowship**

The David C. Donelson '77 Fund was established in memory of Mr. Donelson who treasured learning and a free spirit. The fellowship is intended to support the very spirit of a liberal arts education through the funding of a student or students to, in the words of Walt Whitman, "loaf and invite the soul" through a special project, trip, or other initiative. The award is meant simply to broaden intellectual, cultural, or creative horizons of its recipients.

**Roy Elveton Prize**

The Roy O. Elveton Prize Fund in Cognitive Science and Philosophy was established in 2014 in commemoration of the retirement of Roy Elveton, the Maxine H. and Winston R. Wallin Professor of Philosophy and Cognitive Science. Roy joined the faculty in 1968 and was instrumental in founding the interdisciplinary program in cognitive science at Carleton. The Roy Elveton Prize will honor two senior students a year: the cognitive science student and philosophy student judged to excel in their senior integrative exercise (comps).

**Mike Ewers Award from the Minnesota Space Grant Consortium**

Colin Michael "Mike" Ewers drowned in the Tanama River near Puerto Rico in 2003 while on a research trip to the Arecibo Radio Observatory. He would have graduated with the Class of 2004. This prize is awarded to junior or senior students involved in space-related research who best exemplify Mike's vision for the exploration of space and his enthusiasm for public outreach.

**David John Field Prize**

This prize is awarded each year to members of the senior class whose nonathletic activities best exhibit the qualities of imagination, ingenuity, energy, verve, and zest for life that David Field '64 exemplified while living joyfully with his fellow students.

**James Finholt Prize in Inorganic Chemistry**

This prize was established by friends and colleagues in honor of the 42 years of service of professor James E. Finholt to the chemistry department at Carleton. The prize is awarded each year to graduating seniors who excelled in the study of inorganic chemistry and who share the type of enthusiasm and love of the molecular world exhibited by Professor Finholt.

**Winfield A. Foreman Jr. '37 Endowed Scholarship**

This scholarship was created in 2005 by Mr. Foreman's wife, Alice, in honor of her husband's 90th birthday. Winfield A. Foreman Jr. graduated summa cum laude from Carleton in 1937 with a degree in economics. He became involved in a number of business enterprises including Foreman & Clark, a clothing company founded by his father, and later became vice president at John Wanamaker, a department store in Philadelphia. During WWII, Mr. Foreman served in the Navy and ended his military career as a Lieutenant Senior Grade. The Winfield A. Foreman Jr. '37 Endowed Scholarship for Academic Excellence is awarded to economics majors who are U.S. citizens and demonstrate great academic promise. The scholarship encourages students to pursue community-inspired business and service, as modeled by Winfield A. Foreman Jr.

**Four Friends Fellowship**

The Four Friends Fellowship was established in 2012 with gifts to the college from Danal Abrams '80, Jeff Appelquist '80, Peter Ross '80, and John Youngblood '81 (collectively, the "Four Friends") in appreciation for all the experiences they have had together since meeting at Carleton in the late 70s. The Fellowship is awarded to a group of two or more Carleton students who propose a compelling, feasible experience off campus.

**Steven P. Galovich Prize in Mathematics**

This prize was established in 2009 by the generosity of alumni and friends to honor the memory of Steve Galovich, professor of mathematics from 1974 to 1994. The prize honors graduating mathematics majors who best reflect Professor Galovich's enthusiasm for and love of mathematics, zestful joy in life, sense of humor, and compassion for others.

### **Talia Goldenberg '12 Award in Studio Art**

This award recognizes senior studio art majors receiving distinction on their comprehensive exercise who also have extraordinary promise and embody Talia's spirit of community and humaneness. Selections are made by the art department. This award was established in 2014 to honor the memory of Talia Goldenberg '12. Talia exhibited delight in the world, compassion for others, and courage and tenacity in facing life's challenges.

### **Goodsell Award**

This award is given to the graduating seniors whose service and enthusiasm best exemplify support for the astronomy program at Goodsell Observatory. The award honors the long-standing tradition of astronomical observing and public outreach at Carleton College.

### **Laurence McKinley Gould Prize in Natural Science**

This prize was established in 1979 to recognize the accomplishments made to science research and to liberal education by Laurence McKinley Gould, who served as Carleton's president from 1945 to 1962. The prize is awarded annually to members of the senior class who have demonstrated excellence in experimental scientific research either in biology, chemistry, geology, physics, or psychology and who have studied one of the other humanities at a level well beyond the minimum college requirements.

### **Professor Roy F. Grow Endowed Fellowship Fund**

Established in 2014, the Professor Roy F. Grow Fellowship Fund celebrates the career and life of Roy F. Grow, the Frank B. Kellogg Professor of International Relations, Emeritus. Created by Michael Hasenstab '95 and Mary Hasenstab, and contributed to by many students, colleagues, family, and friends of Roy, the fund supports student fellowship and research opportunities in Asia.

### **Ele Hansen Award**

This award is given annually to two senior female students who bring to sport the joy of participation and who have positively influenced others through their example, service, and leadership in the athletic or recreation program. This award also publicly honors Professor Eleanor Hansen, chair of the women's physical education department from 1952 to 1986, in appreciation for the generosity, enthusiasm, and warmth she shared with generations of Carleton students. It is endowed by a fund created by her friends, colleagues, and former students at the time of her retirement in 1986.

### **Dale and Elizabeth Hanson Fellowship in Ethics**

This fellowship, made possible through the generosity of Dale Hanson '60 and Elizabeth Hanson, supports student research in the field of ethics. Hanson Fellows partner closely with faculty members, and are expected to produce an academic paper, public presentation, or other product based on their research at the conclusion of the fellowship.

### **Ada M. Harrison Prize in Economics**

This prize recognizes the outstanding academic achievements of graduating economics majors for coursework and independent study in the field of economics at Carleton. It publicly honors Professor Ada M. Harrison and was established in 1979 by her former students, friends, and colleagues at the time of her retirement from 30 years of distinguished service to Carleton.

### **Honors in Independent Study**

This award is presented for outstanding independent work. Such recognition is based solely on the excellence of the special project and is considered independently of a student's academic average or other

qualifying factors. The independent study project need not be in the student's major field and may be awarded to a student in any class year.

### **Honors in Music Performance**

This award celebrates music students, majors and nonmajors, for excellence in performance and significant contributions as performers.

### **Huntington Poetry Prize**

Endowed in memory of George Huntington, poet, novelist, and professor of logic, rhetoric, and elocution at Carleton from 1879 to 1906, this prize recognizes distinguished work in poetry.

### **Independent Research Fellowship**

These fellowships are awarded to enable qualified students to carry out independent research activities in any field taught at the College or to undertake projects in the creative and performing arts.

### **Andrea Grove Iseminger '59 Fund for Off-Campus Studies**

The Andrea Grove Iseminger '59 Fund for Off-Campus Studies was created in 2001 to honor Andrea Grove Iseminger '59 and her distinguished service to Carleton as the director of off-campus studies. The awards are made competitively and are intended to remove financial barriers to participation in Carleton-sponsored off-campus study programs.

### **Jonathan Paradise Israel Experience Fund**

This fund was established by Mansoor Alyeshmerni, Carleton's Hebrew instructor for many years, to honor his teacher, Professor Jonathan Paradise. Its purpose is to provide financial support to Carleton students who wish to learn more about the culture, history, and politics of Israel in order to better understand the global community in which we live. Students must be enrolled in Israel in a structured educational program, which need not be through a university.

### **Jefferson Natural Sciences Teaching Award**

Given annually to current students who have demonstrated an interest in and capacity for teaching children or adults in the natural sciences, this award is named in honor of Constance Jefferson Sansome '68 and her family, many of whom are or have been extraordinary teachers of the natural sciences. The award may be used for any purpose that furthers the student's teaching career.

### **Ursula Hemingway Jepson Memorial Award**

This award recognizes outstanding junior studio art students. The award was established in 1968 by Jasper Jepson to honor his wife, Ursula Hemingway Jepson, both members of the Class of 1925.

### **Paul and Lynn Kelley International Fellowship**

The Kelley Fellowship was created to honor Paul and Lynn Kelley, who have done a great deal to support and promote cultural understanding, including medical travels to Central America, years-long service to indigenous and tribal peoples, AIDS work, and much more. The fund is intended to support students with financial need who are doing research fellowships abroad.

### **Kolenkow Reitz Fund for Undergraduate Research**

The Robert J. Kolenkow and Robert A. Reitz Fund for Undergraduate Research was established by David Ignat '63 in 2007 to support students pursuing research projects during summer or winter breaks. The fund honors Ignat's past mentors in the physics department at Carleton, Professors Robert J. Kolenkow and

Robert A. Reitz. The fund seeks to expand the opportunities for research beyond Carleton's campus to research universities, including areas that are not always well represented at an undergraduate college.

### **Ian Kraabel Memorial Prize**

Established in 1987 by the classmates and friends of Ian Kraabel '85, who died in an avalanche on Mount Baker in the summer of 1986, this award honors Kraabel's unusual intensity, originality, and athletic ability. The prize is awarded each year by the history department to a history major who best reflects Kraabel's personal qualities and his desire to pursue knowledge and understanding.

### **Pat Lamb Award**

This award is given to outstanding senior female athletes who have achieved athletic excellence and a high level of academic achievement. Awards are given for both team sports and individual sports. The award publicly honors Pat Lamb, Carleton's first director of women's athletics (1970-1985). Professor Lamb was an influential leader in the early development of increased opportunities for women not only at Carleton, but also at state, regional, and national levels. This award is endowed by a fund created by colleagues, former students, and friends upon Lamb's retirement in 1994.

### **Sigrid and Erling Larsen Award in Performing Arts**

This award honors the memory of Sigrid Larsen '62 and her father, Erling Larsen, professor of English at Carleton from 1956 to 1974. It is made annually to students who, either as creators or performers, have done the most memorable or distinguished work in literature, music, drama, art, dance, photography, or film.

### **Larson International Fellowship**

This fellowship was established in 1986 by Robert Larson '56, John Larson '60, and David Larson '63 in memory of their parents, Frances W. and Eugene Larson, who had a deep interest in Carleton and were champions of international understanding and involvement. The fellowship fund enables students with leadership promise to have a significant international summer experience.

### **Clare Boothe Luce Research Scholars Program**

The Clare Boothe Luce Research Scholars Program was established through a grant from The Henry Luce Foundation. Awards support female science majors who are pursuing summer research projects in physics and astronomy, computer science, or interdisciplinary research related to these fields.

### **David Maitland - Robert Will Prize**

Pastor Kirbyjon H. Caldwell '75 and his wife, Suzette, established this prize in honor of Professor David J. Maitland and Professor Robert E. Will '50, both of whom had a major impact on Pastor Caldwell when he was a student. This prize recognizes qualities important in defining a Carleton education-in this instance, involvement in one's community. It is awarded to students who are completing their sophomore year and have shown the greatest capacity for transforming their community through service.

### **Mellon Mays Undergraduate Fellowship**

The Mellon Mays Undergraduate Fellowship program, which was established in 1989 and is funded by grants from the Andrew W. Mellon Foundation, provides mentoring and research opportunities for students committed to increasing the diversity of the American professoriate by pursuing doctorates in the humanities, select social sciences, and sciences, and eventually a career in higher education.

### **Jerry Mohrig Prize in Chemistry**

This prize was established in 2006 by friends and students of Jerry R. Mohrig, professor of chemistry

from 1967 to 2003, in honor of his many contributions to Carleton. The award recognizes outstanding senior chemistry majors who have excelled in the study of chemistry and undergraduate scientific research. The award recognizes two hallmarks of excellence: achievement in formal academic coursework and success in a significant research experience.

### **Mortar Board Prize**

The Mortar Board Prize, established by its members, is awarded each year for the purchase of books to a member or members of the previous first-year class who has achieved a distinguished grade point average.

### **Dacie Moses Award**

Established by the Alumni Association to celebrate the warmth, generosity, and hospitality of Candace K. "Dacie" Moses, who contributed so much to the lives of Carleton students. This award is given each year to the senior or seniors who most exemplify the characteristics of Dacie Moses.

### **William Muir Scholars**

This fund was established in 1985 to support the biology department. The fund provides a stipend for outstanding juniors interested in plant sciences.

### **Edward "Ted" Mullin Memorial Fellowship in History**

The Edward "Ted" Mullin Fellowship in History was established in memory of Ted, who lost his life to cancer in September 2006 while he was a student at Carleton. The fellowship is awarded to junior history majors to support research opportunities in the field of history that enhance a student's academic or broader learning journey. The fellowship recipients, selected by the history department, exemplify Ted's love of history, academic excellence, selflessness, courage, and tenacity.

### **Philip H. Niles Prize in Medieval and Renaissance Studies**

Established in 2001 by an anonymous donor, this award is presented for the best short essays in any related field and honors Philip H. Niles, a member of the history faculty (1966-1999) and the first director of the medieval studies concentration.

### **Noyes Prize**

The Noyes Prize was founded in 1908 by Daniel R. Noyes of St. Paul. Distinguished scholars are selected from a list of eligible members of the senior class based on grade point average.

### **Dave Okada Memorial Prize**

Established to honor the memory and life of Professor Dave Okada, a member of the Department of Sociology and Anthropology from 1948 to 1958, this prize recognizes senior majors in one of the social sciences. It is awarded to students who have demonstrated remarkable intellectual achievement in their studies.

### **Phi Beta Kappa First Year Prize**

Phi Beta Kappa Prizes are offered annually by the Carleton Chapter of Phi Beta Kappa to the sophomore and junior who in the previous year held the highest class ranking in scholarship among the members of his or her respective class.

### **Phi Beta Kappa Second Year Prize**

Phi Beta Kappa Prizes are offered annually by the Carleton Chapter of Phi Beta Kappa to the sophomore

and junior who in the previous year held the highest class ranking in scholarship among the members of his or her respective class.

### **David Pollatsek '96 Prize in Computer Science**

This prize, established in 2013 by family and friends of David Pollatsek '96, is awarded each year to computer science majors who best reflect David's special strengths: his intellectual curiosity, his creativity, his imaginative programming, his love of art, and his flair for design.

### **Reeve Prize**

The Reeve Prize was established in 1881 in memory of Minnie A. Reeve of Minneapolis. Distinguished scholars are selected from a list of eligible members of the senior class based on grade point average.

### **Warren Ringlien Memorial Prize**

The Warren Ringlien Memorial Prize honors graduating physics majors who have demonstrated the ability to construct complicated scientific instruments and then use them in real applications. Warren Ringlien was Carleton's instrument maker for many years, and had the ability to build wonderful devices for use in the sciences. This prize recognizes students who have similar skills.

### **Rachel Rosenfeld Prize**

The Rachel A. Rosenfeld Prize for Excellence in the Study of Sociology and Anthropology was established in 2011 in memory of Rachel A. Rosenfeld '70, professor of sociology at the University of North Carolina, Chapel Hill. The prize is awarded each spring by the sociology and anthropology department to a senior who exhibits promise in making professional contributions in the areas of sociology or anthropology, a high level of intellectual curiosity, courage in the face of challenges, devotion to our community, and enthusiasm for making connections between social theory and practice.

### **Allen and Irene G. Salisbury Student Fellowship**

The Allen and Irene G. Salisbury Student Fellowship was established by Richard A. Salisbury '66 and Irene G. Salisbury and recognizes the service of James F. Fisher, the John W. Nason Professor of Asian Studies and Anthropology, Emeritus. This endowed fund supports student research fellowships in any field taught at Carleton or projects in the creative or performing arts. Preference is given to students who are studying any aspect of Nepal or Asia.

### **Richard Salisbury Student Fellowship**

This fellowship was established by Richard A. Salisbury '66 to provide junior or senior students with valuable opportunities for independent research in any field taught at the College or to allow students to undertake projects in the creative or performing arts. Preference is given to students who are studying in Latin America or Africa.

### **Jean Schmidt Prize**

Established in 1973 in memory of Jean Schmidt '73, the prize is awarded each year to members of the graduating class who best exemplify Schmidt's enthusiasm for learning and love of people.

### **Second Century Student Award**

This award was established to honor Carleton students who have made an outstanding contribution to the College through significant service to others. The award is not intended to recognize academic or political success, but rather to honor service on or off campus that enriches and strengthens the institution and the lives of its members.

**Harriet Sheridan Endowed Prize**

Pastor Kirbyjon H. Caldwell '75 and his wife, Suzette, established this prize in honor of Harriet Sheridan, former acting president, dean, and professor of English, who had a major impact on Pastor Caldwell when he was a student. Additional funding has been provided by John Bullion '74 and his wife, Betty. The purpose of the prize is to recognize qualities that are important in defining a Carleton education—in this instance, writing ability.

**Lee Sigelman Prize**

The Lee Sigelman Prize honors Professor of Political Science Lee Sigelman, who graduated from Carleton College in 1967 and served as the editor-in-chief of the *American Political Science Review* from 2001-2007. The prize recognizes the best paper written by a junior political science major.

**Bardwell Smith Prize for Excellence in the Study of Religion**

Established in 2006 on the occasion of the 50th anniversary of Carleton's religion department, this prize celebrates the leadership and career of Bardwell L. Smith, the John W. Nason Professor of Religion and Asian Studies, Emeritus. The award honors Professor Smith's intellectual legacy of cross-cultural study and commitment to lifelong learning. The prize is awarded by the religion department to students who exhibit a passion for the life of the mind, a willingness to take intellectual risks, and a desire to grow and change as young scholars.

**Ellen Rogers Steif Memorial Award**

Established by the family and friends of Ellen Steif '77, who died in the fall of 1979, this award honors Steif's interest in history and her personal courage in the face of death during a long and painful illness. The prize is awarded each year by the history department to history majors who best reflect Steif's personal qualities and academic achievements.

**Duncan Stewart Fellows**

Each spring the geology department selects Duncan Stewart Fellows from the junior and senior classes. This fellowship was established in 1976 by Daniel Gainey '49 in honor of Duncan Stewart, professor of geology at Carleton for nearly 25 years. The principal criteria for selection are excellence in scholarship, a high level of intellectual curiosity, potential for scientific growth, a demonstrated ability to work independently, and involvement in department activities.

**Stewsie Sustainability Award**

The Stewsie Sustainability Award is given to Carleton students whose characters reflect the determination, conviction, and innovation of the lifelong service of Dresdon Blake Stewart, better known as "Stewsie." Concluding a varied career at Carleton as superintendent of grounds, Stewsie served the College for more than 50 years, eventually receiving the title "landscape architect." Never found without a shovel in hand, he was dedicated to improving his community's environment and keeping strong his deep convictions about preserving the natural order of the local habitat.

**Stimson Prize**

This prize was founded in 1873 by Carleton Trustee Reverend Henry A. Stimson to encourage public speech. It is awarded to students who contribute most to the quality of debate or public speaking at the College.

**Frank E. Stinchfield Prize**

This prize is named for Dr. Frank E. Stinchfield '32, H '60. The prize was established at his request, but

after his death, through the Margaret and Frank Stinchfield Foundation. The prize is awarded to academically outstanding members of the senior class.

### **Samuel Strauss Prize**

Endowed in 1982 by Robert S. Strauss '73 in memory of his father, this prize is awarded to recognize accomplished humorous writing.

### **Mel Taube Award**

Awarded for exceptional loyalty, dedication, and achievement in varsity athletics, the recipients of this award must be graduating seniors who have participated in at least two sports with emphasis on team sports in at least one category. Taube served as Carleton's athletic director from 1960 to 1970 and head basketball coach from 1950 to 1960.

### **Technos International Week Fellows**

The Tanaka Ikueikai Educational Trust invites two students and a faculty member from select institutions in the United States, England, and New Zealand to participate in Technos International Week. The two-week program encourages cultural understanding between the program's guest participants and the students and faculty members of Technos College in Tokyo, Japan.

### **Technos International Prize**

Presented to a graduating senior for outstanding academic achievement and a commitment to furthering the cause of international understanding, this award is balanced by a similar award given by Carleton to a student at Technos College in Tokyo.

### **Carleton Toni Award in the Arts**

This prize, established in 1996 in honor of Antoinette (Toni) Sostek, dance instructor at Carleton from 1971 to 1996, is awarded to juniors or seniors who embody the spirit of Sostek's teachings through artistic expression. The following attributes summarize the people with that spirit: finds the fun in shared experience, understands that major challenges are overcome through small steps and small triumphs, exults in the joy of personal achievement, and does not let personal limitations or conventional wisdom discourage creative expression.

### **VOP Fellowship**

The VOP Fellowship was established by Pauline Vo Benson '97 to provide scholarships to Carleton students studying abroad in Japan, South Korea, China, Taiwan, Vietnam, Thailand, Cambodia, Malaysia, the Philippines, Laos, Burma, and Nepal. In helping students gain a global perspective, it is hoped that recipients will seek opportunities to participate in activities that are greater than themselves.

### **Ann Goodson Weiner Prize in Theater and Dance**

This prize was established in 2004 by Carl and Ruth Weiner to honor Carl Weiner's mother and Ruth Weiner's mother-in-law, Ann Goodson Weiner. The Ann Goodson Weiner Prize is awarded annually to students who, in the judgment of the section leaders of the theater and dance department, have contributed the most significant performance in theater or dance. The purpose of the prize is to honor Ann Goodson Weiner and recognize the hard work and dedication involved in creating a truly inspirational performance.

### **Mary Wiese Endowed Prize**

Established in 1992 to honor the memory of Carleton employee and parent Maria "Mary" Eugenia Wiese, this prize honors Wiese's respect for education, her profound love for students, and her understanding of the place of education in their futures. Qualities Wiese valued in others and that formed the core of her

own character were: cultural pride, kindness, perseverance, self-reliance, discipline, and respect and care for other people. This prize is awarded to graduating seniors who embody the above qualities and who have demonstrated perseverance in overcoming challenging circumstances. To honor the pride Wiese had in her Latino culture, preference is given to Latino students.

### **Robert E. Will Economics Prize**

This prize was established by alumnae, faculty, and friends of Robert E. Will '50, Raymond Plank Professor of Incentive Economics, Emeritus, to honor his professional time spent at Carleton. The prize is awarded to the senior economics majors who demonstrate excellent academic achievement and breadth of intellectual interests in the best tradition of the liberal arts education.

### **Williams-Harris Prize in African American Studies**

This prize was established on history professor Harry Williams's 50th birthday to honor his mother, Edith Moselle Harris Williams (1931-1992); his grandmother, Patsy Harris Tunson (1914-1998); and his great-aunt, Ellen Harris Brooks (1909-1998). This prize recognizes their respect for the transformative power of education, the vast richness of their life experiences, and the strength of their character. The prize recognizes members of the senior class who have produced a distinguished integrative exercise on any aspect of the African American experience in the New World.

### **Neil Isaacs and Frank Wright '50 Fellowship**

This fellowship was established in 2007 by Ian Isaacs '77 and Cliff Wright '78 to honor their fathers, Neil Isaacs and Frank Wright '50. The award supports fellowship or internship opportunities that enable students to pursue their professional interests in investigative journalism.

### **Laurence and Lucille Wu Family Endowed Fund**

This fund supports joint study and research projects of faculty and students with emphasis on the collaboration between faculty and students. Ideally, the fund will foster not only scholarship, but close friendships between faculty members and students.

### **Yueh-Townsend Asian Fellowship**

The Yueh-Townsend Asian Fellowship Fund was created by Emily Yueh '02 and Seth Townsend in 2013. Emily's studies at Carleton included an off-campus experience with Professor Roy Grow, which ultimately led to Emily's passion and curiosity for international studies. By establishing this fund, Emily is giving Carleton students who have completed their first year a similar opportunity to expand their cultural understanding and complement their academics through study in Asia. The Yueh-Townsend Asian Fellowship Fund will support research or other experiences in Asia (defined as East Asia, Southeast Asia and South Asia) during either summer or winter breaks.

## **Trophy Awards**

The following trophy awards are made annually to individual students in the groups indicated.

**The Warren L. Beson Memorial Award** for athletic and academic excellence is given to a senior who has won one or more awards in any sport, has a high scholastic average, and is unanimously recommended by the Director of Athletics, the Dean of Students, the faculty representative to the Minnesota Intercollegiate Athletic Conference, and the officers of the "C" Club. The award is not necessarily given annually.

**The C. J. Hunt Football Award** was established in 1957 by Carleton alumni in the Twin Cities area to honor Mr. C. J. Hunt, who was head football coach and Director of Athletics at Carleton from 1913 to 1917 and from 1920 to 1931. The award is given annually to the Carleton football player who has shown the most improvement during the current season.

**The Kelly Memorial Baseball Award** was established in 1949 by Mr. and Mrs. Thomas R. Kelly of Owatonna, Minnesota, as a memorial to their son, Lieutenant James M. Kelly, Class of 1945. Lieutenant Kelly, an officer in the United States Army, died in France on September 1, 1944, of wounds received in the Battle for Brest. The trophy is awarded each year to the player making the most outstanding contribution to the Carleton baseball team.

**The William S. And Mary Agnes Kelly Memorial Award** was established in 1988 by Mr. Kelly's children and friends as a memorial tribute and to honor one male and female track athlete annually judged by the coaches as the most improved track team members. Mr. and Mrs. Kelly were the parents of two Carleton alumni: William S. Kelly, Jr., Class of 1957, and Thomas S. Kelly, Class of 1960.

**The Lippert Memorial Football Award** was established in 1953 by Mr. and Mrs. Cort Lippert of Northfield, Minnesota. Cort Lippert, Class of 1939, is a brother of Lieutenant James A. Lippert, United States Army Air Corps, who died in 1943 in Italy. The trophy, a memorial to Lieutenant Lippert, is awarded each year to the player who contributes the most to the Carleton football team.

**The John M. Millen Track Award**, established in 1959 by Mr. Theodore Kolderie, Class of 1926, is presented to the athlete "who has contributed the most in the interest of track." The award memorializes John M. Millen, track coach and resident head of men's dormitories at Carleton from 1923 until his death in 1930.

**The Stephen F. Smith Memorial Cross Country Award** was established in 1966 by the family and friends of Stephen F. Smith, who drowned in a boating accident during the summer of his junior year. It is presented annually to the athlete who displays the greatest dedication to cross country running and to Carleton athletics.

**The Mike Stam Memorial Award** was established in 1988 by friends and family of Mike Stam '89, a Carleton athlete who died in a snowmobiling accident in January of 1988. The award is presented to the outstanding defensive lineman in the MIAC as voted on by the MIAC coaches.

**The Mel Taube Award**, established in 1980 by the Alumni "C" Club and other friends, is given for dedication, loyalty, competitive spirit, and excellence in varsity athletics. The award, presented in memory of Melvin H. Taube, who coached at Carleton from 1950 to 1970, is not necessarily given annually.

**The Marc Von Trapp Spirit Award** was created by family, friends and teammates in 1998 to memorialize Marc von Trapp, Class of 2000, who died during his sophomore year. The award is presented annually to the most outstanding member of the Carleton College Hockey Team who contributes the most both on and off the ice. The Marc von Trapp Spirit Award is the highest honor given to a Carleton hockey player.

**The Warnecke Swimming Award** was established in 1956 by Mr. Frederic E. Warnecke of Evanston, Illinois. It is presented each year to the senior swimmer who has made the greatest contribution to the Carleton swim team.

**The Matt Zell Sophomore Player Award** was established in 1968 by his former teammates, as a memorial to Major Matthew N. Zell IV, Class of 1959, who died in 1967. The trophy is awarded each year to a sophomore football player for dedication and loyalty to the Carleton football team.

## Carleton Alumni Association

The Carleton Alumni Association is as old and vibrant as the College itself. Its membership consists of all persons who ever matriculated as students at the College. It is now an organization that is international in scope with more than 27,000 alumni throughout the world.

The purpose of the Carleton Alumni Association is to strengthen the ties between alumni and the College, and among alumni, developing and affirming the culture of alumni stewardship. The Association is comprised of individual members, class organizations (particularly active during their reunion years) and groups of alumni (e.g. the Chicago Carleton Club, the Multicultural Alumni Network, etc.) organized to promote and coordinate alumni activities.

The Association is led by the Carleton Alumni Council, with about 25 active directors. The Alumni Council selects individuals to receive Alumni Association Awards for Distinguished Achievement, Exceptional Service and In the Spirit of Carleton, presented at an awards ceremony during Reunion weekend each June.

Alumni support Carleton through both organized and individual activities, on and off campus, including assistance to the Office of Admissions (through the Alumni Admissions Program) the Career Center, the Alumni Annual Fund and academic departments of the College. Alumni are also represented on the Board of Trustees and on the College Council. In turn, Carleton serves its alumni by keeping them informed through publications like *The Carleton Voice*, regional and class communications and the Carleton web site. The College also sponsors reunions, meetings, seminars, workshops, off-campus activities, lifelong learning opportunities, and other functions which bring together alumni, faculty, parents, friends, and students. The Office of Alumni Relations is the primary point of contact between the College and its alumni.

### [Board of Trustees](#)

## Guiding and Advising Carleton College

The Board of Trustees are responsible for policy making and sound resource management of the College. The Board of Trustees also determines the general, educational, and financial policies of the College.

Officers of the Board:

**Chair:**

Wally Weitz '70, P'96, P'99, P'02

**Vice Chairs:**

Carol Barnett '86

Martha Kaemmer '66, P'95

**President:**

Steven G. Poskanzer P'15

**Secretary:**

Thomas Bonner

**Treasurer:**

Frederick A. Rogers '72

**President Emeritus:**

Robert H. "Bob" Edwards H'86

Stephen R. Lewis, Jr. P'86, H'02

Robert A. Oden, Jr.

**Treasurer Emeritus:**

Frank I. Wright '50, P'77, P'78, H'90

Numbers denote Carleton class year; P = Parent of Carleton Student; H = Honorary Degree from Carleton

## Trustees

- Mark S. Applebaum '89
- Alumni Trustee
- Professor of Composition, Stanford University
- Current Term: 2015-2019
- Stanford, CA
  
- Carol A. Barnett '86
- Founder, Creek School, LLC
- Current Term: 2014-2018
- Evanston, IL
  
- McKay Barra '10
- Young Alumni Trustee
- Division Administrator for Hospital Medicine, Northwestern Memorial Hospital /Northwestern Medical Group
- Current Term: 2016-2020
- Chicago, IL
  
- Dorothy H. Broom, Ph.D. '66
- International Advisor
- Professor Emerita (Retired), Australian National University
- Current Term: 2015-2017
- Canberra ACT
  
- William C. Craine '70, P '00
- Treasurer, Chenango County

- Current Term: 2013-2017
- Norwich, NY
  
- Arnold W. Donald '76, P '02
- President and Chief Executive Officer, Carnival Corporation
- Current Term: 2016-2020
- Saint Louis, MO
  
- Maureen G. Gupta, Ph.D. '78
- Current Term: 2013-2017
- Bonsall, CA
  
- John F. Harris '85
- Co-Founder and Editor-in-Chief, Politico
- Current Term: 2014-2018
- Arlington, VA
  
- Michael J. Hasenstab, Ph.D. '95
- EVP, Portfolio Manager & CIO, Templeton Global Macro, Franklin Templeton
- Current Term: 2014-2018
- San Mateo, CA
  
- Michele F. Joy '77
- Alumni Trustee
- Vice President, Regulatory and Major Projects, Shell Midstream Partners, L.P.
- Current Term: 2014-2018
- Houston, TX
  
- Martha H. Kaemmer '66, P '95
- Partner, HRK Group, Inc.
- Current Term: 2015-2019
- St. Paul, MN
  
- Pamela Kiecker Royall '80
- Head of Research, EAB / Royall & Company
- Current Term: 2014-2018
- Richmond, VA
  
- Arthur D. Kowaloff '68
- President, Kowaloff & Co. LLC
- Current Term: 2014-2018
- New York, NY
  
- Richard R. Kracum '76, P '07
- Managing Director, Wind Point Partners
- Current Term: 2015-2019
- Chicago, IL
  
- Laird McCulloch P '12, P '15
- Current Term: 2016-2020

- Redwood City, CA
- Bradford T. Nordholm '78, P '06
- Alumni Trustee
- CEO and Sr Managing Director, Starwood Energy Group Global, LLC
- Current Term: 2013-2017
- Greenwich, CT
- Gary T. O'Brien P '08, P '10, P '14
- Managing Director, Quetico Partners LLC
- Current Term: 2013-2017
- Minneapolis, MN
- Steven C. Parrish P '12
- Founder, Steve Parrish Consulting Group, LLC
- Current Term: 2015-2019
- Westport, CT
- Rolf S. Peters '86
- CEO, AgMotion, Inc.
- Current Term: 2016-2020
- Minneapolis, MN
- Steven G. Poskanzer P '15
- President, Carleton College
- Current Term: 2014-2018
- Northfield, MN
- Nicholas J. Puzak '81, P '20
- Property Manager, Self Employed
- Current Term: 2016-2020
- Minneapolis, MN
- David B. Smith, Jr. '88, P '19
- Executive Vice President and General Counsel, Mutual Fund Directors Forum
- Current Term: 2014-2018
- Washington, DC
- Frances L. Spangler '91
- Alumni Trustee
- CFO, Sugarloaf Crush
- Current Term: 2016-2020
- Healdsburg, CA
- William P. Sterling '76, P '05, P '08, P '11
- CEO & CIO, Trilogy Global Advisors
- Current Term: 2015-2019
- New York, NY
- Gary L. Sundem '67

- Professor of Accounting Emeritus Foster School of Business (Retired), University of Washington
- Current Term: 2013-2017
- Seattle, WA
  
- Wallace R. Weitz '70, P '96, P '99, P '02
- President, Weitz Investment Management
- Current Term: 2016-2020
- Omaha, NE
  
- Justin B. Wender '91
- Managing Partner, Stella Point Capital, LLC
- Current Term: 2016-2020
- New York, NY
  
- Bonnie M. Wheaton W '66, '66
- Circuit Judge, 18th Judicial Circuit Court, DuPage County IL
- Current Term: 2015-2019
- Wheaton, IL
  
- Byron White '08
- Young Alumni Trustee
- Business Development, Google Inc.
- Current Term: 2014-2018
- Mountain View, CA
  
- John L. Youngblood '81, P '14
- Managing Partner, Gallatin Capital LLC
- Current Term: 2016-2020
- New York, NY
  
- Alison M. von Klemperer '82, P '16
- Consultant, Consultant
- Current Term: 2015-2019
- Darien, CT

#### Board of Trustee Liaisons

- Sarah A. Maris '85, P '19
- Alumni Council President
- Small Business Consultant/Free Lance Web Development, Self Employed
- Fair Haven, NJ
  
- Elizabeth L. Sylvester '06
- Alumni Annual Fund Chair
- Chicago, IL
  
- Simon J. Foster P '16
- Parents Advisory Council Co-Chair
- Partner, SpencerStuart
- Minneapolis, MN

- Nikki L. Sorum P '16
- Parents Advisory Council Co-Chair
- Divisional Vice President, West Division, Thrivent Financial
- Minneapolis, MN

### Trustees Emeriti

- Judd H. Alexander '49, H '01
- Executive Vice President (Retired), James River Corporation
- Trustee Term: 1974-2000
- Exeter, NH
  
- Michael H. Armacost '58, H '89
- Shorenstein Distinguished Fellow, The Asia/Pacific Research Center
- Trustee Term: 1994-2010
- Stanford, CA
  
- Kenneth Baum '52
- Chairman, George K. Baum Group, Inc.
- Trustee Term: 1996-2004
- Kansas City, MO
  
- William M. Bracken '63
- Executive Advisor (Retired), Northco Corporation
- Trustee Term: 1979-1983, 1984-2008
- Minneapolis, MN
  
- Thomas G. Colwell '52
- Chairman of the Board (Retired), Colwell Industries, Inc.
- Trustee Term: 1991-2005
- Wayzata, MN
  
- William A. Feldt '61, P '87
- President and Chief Executive Officer (Retired), Flohr Metal Fabricators, Inc.
- Trustee Term: 1995-1999, 2001-2013
- Federal Way, WA
  
- Joyce A. Hughes '61, H '01
- Professor of Law, Northwestern University Law School
- Trustee Term: 1969-1994
- Chicago, IL

### The Faculty

- [African/African American Studies](#)
- [American Studies](#)
- [Art & Art History Faculty](#)
- [Archaeology](#)
- [Asian Languages Faculty](#)
- [Asian Studies Faculty](#)

- [Biochemistry Concentration Faculty](#)
- [Biology Faculty](#)
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- [Geology Faculty](#)
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- [Latin American Studies Faculty](#)
- [Linguistics Faculty](#)
- [Mathematics and Statistics Faculty](#)
- [Medieval and Renaissance Studies Faculty](#)
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- [Sociology and Anthropology Faculty](#)
- [Spanish Faculty](#)
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- [Women's and Gender Studies Faculty](#)