

2020-2021 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

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.

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 2046 (Fall 2018).

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 avocations. 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

The Carleton Board of Trustees is responsible for the general educational and financial policies and operations of the College. Many of the policies and procedures that guide the day-to-day operation of the College originate in and are implemented by the shared governance system of college committees and the President's senior leadership team. Carleton's shared governance is historically separated into two categories: educational policy, as determined by the faculty, and non-educational policy, as carried forward by the College Council.

The faculty receive policy recommendations from the Education and Curriculum Committee (ECC). The ECC, co-led by a faculty member and the Dean of the College, is comprised of faculty and students, who will function as a hearing and policy formulation committee. They are responsible for the articulation of educational policy and will receive occasional reports from other committees (such as the Academic Standing Committee) that are primarily concerned with educational or curricular matters.

The College Council oversees non-educational policy which may be forwarded on to the Board of Trustees for approval. The Council, chaired by the President, is made up of faculty, staff and students, including the faculty president and the president of the Carleton Student Association. The Board of Trustees and the Alumni Council also designate a non-voting representative to attend each meeting. The Council may create subcommittees, consisting of members of the Council and other campus constituents, to consult and produce policy recommendations when needed. There are currently three subcommittees of the College Council: the Budget Committee, the Campus Design Advisory Committee, and the Community, Equity, and Diversity Initiative (CEDI).

The Student Life Advisory Committee is constituted as an advisory committee to the Vice President for Student Life and Dean of Students to address challenges and opportunities specifically concerning student life, and to help develop policies and practices for review by College Council or the Board of Trustees.

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 CSA activities fees, chartering new student organizations, and the appointment of student representatives to various campus 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 with a distinguished faculty and a diverse student body of about 2,000.

In fall of 2019, 34% of Carleton's 2,064 students came from the Midwest, 23% from the West, 19% from the East, 13% from the South, and 11% from outside the United States. Approximately 28% are African American, Asian, Native Hawaiian/Pacific Islander, Hispanic, Native American or of two or more races. 55% of Carleton students receive institutional need-based aid.

Carleton has 212 full-time faculty, and 100% of all tenured and tenure-track 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 2019, 69 percent of class sections had under 20 students, and no class had over 50 students. Each year, students can choose from approximately 1000 courses in 33 majors and several interdisciplinary programs. 76 percent of students in the 2018 graduating class participated in off-campus study for Carleton credit at least once during their undergraduate years, with study in 54 countries.

In the fall of 2019, 95% of the cohort of 2018 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 of 2013 was 92%, and 88% of that cohort graduated in four years or fewer. Of the cohort that entered in fall of 2011, 94% 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) 222-7732.

Since 2013, about one-sixth of graduates enrolled in graduate or professional study within one year of graduation. Of the graduates from 2000-2009, 75% had done so within ten years. The six most common fields of graduate study for Carleton graduates since 1999 have been: health professions (15%), legal professions (10%), education (9%), physical sciences (9%), business (7%), and biological sciences (6%).

Carleton ranks first among nearly 243 baccalaureate-level arts and sciences colleges in graduates who have earned doctoral degrees in academic fields between 2007 and 2018 (the most recent year for which data are available). In that period, according to the National Science Foundation Survey of Earned Doctorates, Carleton graduates earned 1,043 academic doctorates, including 266 in the life sciences, 223 in physical and earth sciences, 197 in psychology and social sciences, and 182 in humanities and the arts.

From 2000 to 2019, Carleton graduates have won 144 National Science Foundation Graduate Fellowships, 143 Fulbright Fellowships, 25 Watson Fellowships, 17 Goldwater Scholarships, and 1 Rhodes Scholarship. At one to five years after graduation, the most common occupations are graduate student (20%), business/finance/sales (7%), higher education (7%), and elementary/secondary education (5%). Six to ten years after graduation, the most common occupations are medicine (7%), business/finance/sales (7%), attorney (7%), and college instructor or professor (6%). For more detailed breakdowns of post-Carleton and employment by undergraduate major, see the Career Center's page on [Employment and Education After Carleton](#).

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 29 college-owned student houses, including 14 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, and seminar room

Goodsell Observatory, 1887

Archaeology laboratory, astronomy, 16-inch visual refractor telescope, 8-inch photographic refractor telescope, astronomy laboratory, environmental studies, linguistics, and other faculty offices

Scoville Hall, 1896

Admissions and Student Financial Services offices. Renovated in 2017.

Laird Hall, 1906

Closed for renovation fall of 2020

Sayles-Hill Campus Center, 1910

Student social, organizational, and activity spaces; student post office; café; bookstore; administrative offices; classrooms. Renovated in 1979, addition completed in 1988.

The Music Hall, 1914

Temporary English offices, classrooms, President and Deans' Offices, Registrar's Office, and administrative 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 and 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

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

510,370 volumes, 262,879 government documents, 380 print journals currently received, access to over 186,080 electronic journals, over 1,281,388 electronic books, 414 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 as well as the Quantitative Resource Center.

Musser Hall, 1958

Residence hall

Myers Hall, 1958

Residence hall

Olin Hall of Science, 1961

Cognitive Science, computer science, physics, psychology offices, classrooms, auditorium, and laboratories, renovations completed in 1997, and in 2020.

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 Gymnasium, 1965

Gymnasium, pool, dance studio and offices

Watson Hall, 1967

Residence hall

The Music and Drama Center, 1971

Closed

Johnson House and Alumni Guest House, 1992

Linked structures, Johnson House contains offices and support space for Career Center, and the Alumni Guest House has guest quarters, a library/lounge, and meeting room.

Center for Mathematics and Computing, 1993

Mathematics and statistics 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, Russian, French, 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

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), 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. **Music addition**, in 2017, added a 400-seat performance hall, two rehearsal rooms, 13 practice rooms, and music faculty offices.

Anderson Hall, 2019

The integrated science complex is home to the Chemistry, Geology, and Physics departments. Features include state-of-the-art labs, classrooms, and the Class of 1969 Makerspace, a collaborative space stocked with tools to design, prototype, and build. The Daugherty Atrium, a three-story glass foyer, functions as a "living room" for the science departments, including Olin and Hulings Halls. The East Energy Station is housed under the basement.

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.

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 in the areas of waste, land management, energy supply and demand, procurement, and transportation.

Carleton is transitioning to a [campus-wide geothermal heating and cooling system](#) that will reduce operating costs and carbon-emissions enabling the campus to use more sources of renewable energy. The geothermal system is currently providing heating and cooling to the east side campus buildings. This project will be completed in 2021.

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.

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.

New Construction LEED Projects

In keeping with Carleton values, two new residence halls, **Cassat and James Halls** and **Weitz Center for Creativity** received LEED gold certification through the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) program. The new *Integrated Science Complex* is being built to platinum certification level.

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. Many details helped the Weitz Center for Creativity achieve LEED gold certification.

Carleton's new integrated science complex includes renovation of Hulings and Olin Hall, and construction of **Evelyn M. Anderson Hall** in the courtyard connecting the buildings into one facility. The project is tracking to platinum level and has implemented many sustainable practices to optimize energy performance, water efficiency, enhanced mechanical/electrical systems, indoor air quality management, reduced light pollution, and recycling more than 75% construction waste.

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 point average of C (2.0) or better.

Liberal Arts Requirements: (AI, Curricular Exploration, Global Citizenship, Writing, QRE and PE)

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 ensure 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 S or 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.

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, see the [Writing Rich Guidelines](#).

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 33 majors are available at Carleton:

- Africana Studies
- American Studies
- Art History
- Art (Studio)
- Asian Studies
- Biology
- Chemistry
- Cinema & Media Studies
- Classics
- Cognitive Science
- Computer Science
- Economics
- English
- Environmental Studies
- French & Francophone Studies
- Gender, Women's & Sexuality Studies
- Geology
- German
- History
- Latin American Studies
- Linguistics
- Mathematics
- Music
- Philosophy
- Physics
- Political Science/International Relations
- Psychology
- Religion
- Russian
- Sociology/Anthropology
- Spanish
- Statistics
- Theater Arts

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.

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 their 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.

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.

Summer Study

Carleton does not ordinarily give degree credit for courses taken elsewhere during the summer. Permission may occasionally 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 are available on the [Academic Standing Committee website](#). 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.

Courses of Instruction

The [Departments of Instruction 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 minors, which represent either an integrated disciplinary or an interdisciplinary program of study.

Courses are numbered with the following general scheme:

- 000-099 Pre-College
- 100 Argument and Inquiry Seminar
- 101-199 Introductory
- 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 their 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 on the [Registrar's Office website](#). Independent study, in any form, does not count toward Argument and Inquiry, Curricular Exploration, Writing, Quantitative Reasoning Encounter, or Global Citizenship requirements.

- **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)

Departmental seminars 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.

Minors

All students at Carleton must complete an academic major. In addition, students may elect to complete a minor as part of their academic program. A minor represents either an integrated disciplinary or an interdisciplinary program of study that may strengthen and complement a major, but a student pursuing any major can potentially pursue a minor in a different discipline. Disciplinary minors recognize the student's acquisition of in-depth knowledge of a single discipline; interdisciplinary minors recognize the completion of a program of study that links and integrates multiple academic disciplines. Minors are also intended to promote communities of learning and may offer opportunities to relate academic studies to issues that students confront outside of Carleton. Full descriptions of the minors are included in the alphabetical listing of departments and programs.

The following 37 minors are offered for the current academic year:

- Africana Studies
- American Music
- Arabic
- Archaeology
- Art History
- Biochemistry
- Chinese

- Classics
- Cognitive Science
- Cross-Cultural Studies
- Dance
- Digital Arts and Humanities
- East Asian Studies
- Educational Studies
- English Creative Writing
- European Studies
- French
- French and Francophone Studies
- Gender, Women's & Sexuality Studies
- German
- Greek
- History
- Japanese
- Latin
- Latin American Studies
- Mathematics
- Medieval and Renaissance Studies
- Middle East Studies
- Music
- Music Performance
- Neuroscience
- Philosophy
- Public Policy
- Russian
- South Asian Studies
- Spanish
- Theater

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

These codes are indicated on each course description or in the 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

Africana Studies

The program in Africana 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 Africana 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. Africana 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 Africana 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 Africana 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 AFSTPERT 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 Africana Studies before declaring their major.

Requirements for the Africana Studies Major

Admission to the program will depend upon the acceptance, by the Africana Studies Committee, of a written proposal outlining the student's program of study. Courses cannot double count for two requirements.

- **Interdisciplinary Course** (6 credits). Each student must complete one interdisciplinary 6-credit course which, in part, specifically discusses Africana Studies as an interdisciplinary field:
 - [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
 - [AFST 113](#) Introduction to Africana Studies (not offered in 2020-21)
 - [AFST 125](#) New African Migrations (not offered in 2020-21)
 - [AFST 200](#) The Black Intellectual Tradition in the Twentieth Century (not offered in 2020-21)
 - [AFST 230](#) Black Diaspora, Politics of Place
 - [POSC 275](#) Black Radical Political Thought, 1919-1969 (not offered in 2020-21)

- **Survey Courses** (18 credits). Each student must take three of the following 6-credit courses:
 - [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
 - [AFST 113](#) Introduction to Africana Studies (not offered in 2020-21)
 - [AFST 120](#) Gender and Sexuality in the African Diaspora (not offered in 2020-21)
 - [ARTH 140](#) African Art and Culture (not offered in 2020-21)
 - [ENGL 117](#) African American Literature (not offered in 2020-21)
 - [ENGL 238](#) African Literature in English
 - [HIST 126](#) African American History II (not offered in 2020-21)
 - [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2020-21)
 - [HIST 183](#) History of Early West Africa
 - [HIST 184](#) Colonial West Africa (not offered in 2020-21)
 - [HIST 218](#) The Black Graphic Novel as Historical Narrative (not offered in 2020-21)
 - [HIST 284](#) History, Culture and Commerce Program: Heritage in Africa and Arabia (not offered in 2020-21)
 - [POSC 239](#) The Poor and the Powerless (not offered in 2020-21)

- **Distribution Courses** (30 credits). Each student should take 30 credits of distribution that are essential to Africana Studies. Among these distribution courses, students must choose at least one 6-credit course each from among the three disciplinary groups: Humanistic Inquiry, Social Inquiry and Literary and Artistic Analysis; 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 Africana Studies. In addition, majors are highly encouraged to take the [AMST 345](#) junior methods course, [GWSS 200](#) (formerly [WGST 200](#)), or a methods course in one of the academic disciplines that contribute to Africana Studies. Course cannot double count for two requirements.

Literary and Artistic Analysis

 - [CAMS 219](#) African Cinema: A Quest for Identity and Self-Definition (not offered in 2020-21)
 - [DANC 266](#) Reading The Dancing Body: Topics in Dance History
 - [ENGL 136](#) Black Speculative Fiction (not offered in 2020-21)
 - [ENGL 230](#) Studies in African American Literature: From the 1950s to the Present
 - [ENGL 233](#) Writing Empathy/Writing Black Life (not offered in 2020-21)
 - [ENGL 237](#) Black British Literature (not offered in 2020-21)
 - [ENGL 238](#) African Literature in English
 - [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)

- [ENGL 258](#) Contemporary American Playwrights of Color
- [ENGL 350](#) The Postcolonial Novel: Forms and Contexts
- [ENGL 352](#) Toni Morrison: Novelist
- [FREN 245](#) Francophone Literature of Africa and the Caribbean (not offered in 2020-21)
- [FREN 308](#) France and the African Imagination (not offered in 2020-21)
- [FREN 395](#) The Mandé of West Africa
- [MUSC 126](#) America's Music
- [MUSC 130](#) The History of Jazz
- [MUSC 131](#) The Blues From the Delta to Chicago (not offered in 2020-21)
- [MUSC 140](#) Ethnomusicology and the World's Music (not offered in 2020-21)
- [MUSC 232](#) Golden Age of R & B
- [MUSC 245](#) Tradition, Innovation, and Globalization in African Music
- [MUSC 332](#) Motown (not offered in 2020-21)
- [MUSC 334](#) Marvin Gaye

Humanistic Inquiry

- [AFST 130](#) Global Islam and Blackness
- [HIST 125](#) African American History I: From Africa to the Civil War
- [HIST 127](#) The Roaring Twenties & the Rough Thirties in U.S. History (not offered in 2020-21)
- [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2020-21)
- [HIST 184](#) Colonial West Africa (not offered in 2020-21)
- [HIST 214](#) Sport and the Color Line (not offered in 2020-21)
- [HIST 218](#) The Black Graphic Novel as Historical Narrative (not offered in 2020-21)
- [HIST 219](#) Black Revolutions in the Atlantic World
- [HIST 220](#) North of Jim Crow, South of Freedom (not offered in 2020-21)
- [HIST 221](#) Nat Turner, Booker T. Washington, and Fannie Lou Hamer in History and Memory (not offered in 2020-21)
- [HIST 222](#) Slavery in Film, Literature, and History (not offered in 2020-21)
- [HIST 223](#) The Presidents and their Slaves (not offered in 2020-21)
- [HIST 225](#) James Baldwin and Black Lives Matter (not offered in 2020-21)
- [HIST 228](#) Civil Rights and Black Power (not offered in 2020-21)
- [HIST 230](#) Black Americans and the U.S. Civil War and Reconstruction
- [HIST 280](#) African in the Arab World (not offered in 2020-21)
- [HIST 281](#) War in Modern Africa
- [HIST 282](#) History, Culture, and Commerce Program: Zanzibar's Indian Ocean Links (not offered in 2020-21)
- [HIST 283](#) Christian Encounter, Conversion, and Conflict in Modern Africa (not offered in 2020-21)
- [HIST 284](#) History, Culture and Commerce Program: Heritage in Africa and Arabia (not offered in 2020-21)
- [HIST 285](#) History, Culture and Commerce Program: Critical Historical Research (not offered in 2020-21)
- [HIST 382](#) Slavery & Abolition in Africa and its Diaspora (not offered in 2020-21)
- [HIST 383](#) Africa's Colonial Legacies
- [HIST 386](#) Africa: Art, Nation, and Politics (not offered in 2020-21)
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy
- [PHIL 288](#) A Survey of Historical Ideas of Race (not offered in 2020-21)
- [PHIL 304](#) Epistemology and Oppression (not offered in 2020-21)

- [PHIL 305](#) Frederick Douglass: The Philosophies of a Slave, Citizen, and Diplomat (not offered in 2020-21)
- [RELG 211](#) Race and Religion: Slavery, Colonialism, and their Afterlives (not offered in 2020-21)
- [RELG 227](#) Liberation Theologies (not offered in 2020-21)
- [RELG 262](#) Islamic Africa (not offered in 2020-21)

Social Inquiry

- [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
- [AFST 125](#) New African Migrations (not offered in 2020-21)
- [AFST 200](#) The Black Intellectual Tradition in the Twentieth Century (not offered in 2020-21)
- [AFST 220](#) Intersectionality (not offered in 2020-21)
- [EDUC 225](#) Issues in Urban Education
- [EDUC 245](#) The History of American School Reform (not offered in 2020-21)
- [EDUC 338](#) Multicultural Education
- [HIST 128](#) Slavery and Universities: Past and Present
- [POSC 207](#) Global Decline of Democracy: Urban Revanchism and Popular Resistance (not offered in 2020-21)
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2020-21)
- [POSC 239](#) The Poor and the Powerless (not offered in 2020-21)
- [POSC 266](#) Urban Political Economy
- [POSC 273](#) Race and Politics in the U.S. (not offered in 2020-21)
- [POSC 275](#) Black Radical Political Thought, 1919-1969 (not offered in 2020-21)
- [POSC 302](#) Subordinated Politics and Intergroup Relations* (not offered in 2020-21)
- [POSC 351](#) Political Theory of Martin Luther King, Jr. (not offered in 2020-21)
- [POSC 366](#) Urban Political Economy* (not offered in 2020-21)
- [PSYC 384](#) Psychology of Prejudice
- [SOAN 151](#) Global Minnesota: An Anthropology of Our State
- [SOAN 180](#) Anthropology and Colonialism in Africa (not offered in 2020-21)
- [SOAN 256](#) Africa: Representation and Conflict (not offered in 2020-21)
- [SOAN 263](#) Terrorism (not offered in 2020-21)
- [SOAN 268](#) African Popular Culture (not offered in 2020-21)
- [SOAN 272](#) Sociological Perspectives on Race and Ethnicity in the United States (not offered in 2020-21)
- [SOAN 314](#) Contemporary Issues in Critical Criminology
- [SOAN 326](#) Ecology and Anthropology Tanzania Program: Cultural Anthropology of East Africa
- [SOAN 395](#) Ethnography of Reproduction (not offered in 2020-21)
- [WGST 140](#) Politics of Women's Health (not offered in 2020-21)

Additional Distribution Electives: Arts Practice

- [DANC 301](#) Contemporary Styles and Techniques: West African Dance
- [MUSC 183](#) World Drumming Instruction
- [MUSC 183J](#) World Drumming Instruction (Juried)
- [MUSC 191](#) African Karimba Ensemble (not offered in 2020-21)
- [MUSC 192](#) West African Drum Ensemble
- [MUSC 283](#) World Drumming Instruction
- [MUSC 283J](#) World Drumming Instruction (Juried)

- **Senior Seminar/Capstone Experience** (3 credits)

This 3-credit course gives Africana Studies majors and minors the opportunity to apply what they have learned by preparing for and presenting at the annual National Council for Black Studies (NCBS) conference. Under the guidance of Africana Studies faculty members, students will interrogate the origins and institutionalization of Africana Studies; revise an Africana Studies-themed research paper completed in a previous course into a conference paper; and prepare and submit a paper proposal for NCBS. At NCBS, students will present their own research and engage with the work of Africana Studies scholars at panels, plenaries and workshops. Afterward, they will write a short assessment of the conference and their experience in Africana Studies at Carleton.

- **Comprehensive Exercise [AFST 400](#)** (6 credits)

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.

Other Courses Pertinent to Africana Studies

- [ARTH 160](#) American Art to 1940 (not offered in 2020-21)
- [ECON 240](#) Microeconomics of Development
- [EDUC 340](#) Race, Immigration, and Schools (not offered in 2020-21)
- [ENGL 234](#) Literature of the American South (not offered in 2020-21)
- [FREN 246](#) Contemporary Senegal (not offered in 2020-21)
- [HIST 121](#) Rethinking the American Experience: American Social History, 1865-1945 (not offered in 2020-21)
- [HIST 304](#) Black Study and the University
- [MUSC 136](#) History of Rock (not offered in 2020-21)
- [POSC 122](#) Politics in America: Liberty and Equality
- [POSC 241](#) Ethnic Conflict (not offered in 2020-21)
- [RELG 122](#) Introduction to Islam (not offered in 2020-21)

African Studies Minor

The Africana Studies minor 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 Africana Studies minor 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 Africana Studies minors draw connections among these courses through an interdisciplinary reflective capstone experience.

Fostering interdisciplinary critical thinking, the Africana Studies minor 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.

Africana Studies Minor Requirements

The Africana Studies minors requires seven courses as follows. Courses cannot double count for two requirements.

One core interdisciplinary (6-credit) course which, in part, specifically discusses Africana Studies as a coherent field of study.

- [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
- [AFST 113](#) Introduction to Africana Studies (not offered in 2020-21)
- [AFST 125](#) New African Migrations (not offered in 2020-21)
- [AFST 200](#) The Black Intellectual Tradition in the Twentieth Century (not offered in 2020-21)
- [AFST 230](#) Black Diaspora, Politics of Place
- [POSC 275](#) Black Radical Political Thought, 1919-1969 (not offered in 2020-21)

Two survey courses (12 credits) that introduce the "state of the field" of African and/or African Diaspora studies within specific disciplines

- [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
- [AFST 113](#) Introduction to Africana Studies (not offered in 2020-21)
- [AFST 120](#) Gender and Sexuality in the African Diaspora (not offered in 2020-21)
- [ARTH 140](#) African Art and Culture (not offered in 2020-21)
- [ENGL 117](#) African American Literature (not offered in 2020-21)
- [ENGL 238](#) African Literature in English
- [HIST 126](#) African American History II (not offered in 2020-21)
- [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2020-21)
- [HIST 183](#) History of Early West Africa
- [HIST 184](#) Colonial West Africa (not offered in 2020-21)
- [HIST 218](#) The Black Graphic Novel as Historical Narrative (not offered in 2020-21)
- [HIST 284](#) History, Culture and Commerce Program: Heritage in Africa and Arabia (not offered in 2020-21)
- [POSC 239](#) The Poor and the Powerless (not offered in 2020-21)

Three distribution courses (18 credits) that combine depth and breadth in the field. Each student should take 18 credits chosen from at least two of the following disciplinary groups: Literary and Artistic Analysis; Humanistic Inquiry and Social Inquiry. 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 Africana Studies encompassing African, African American and African Diaspora 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.

- Literary/Artistic Analysis
 - [CAMS 219](#) African Cinema: A Quest for Identity and Self-Definition (not offered in 2020-21)
 - [DANC 266](#) Reading The Dancing Body: Topics in Dance History

- [ENGL 136](#) Black Speculative Fiction (not offered in 2020-21)
 - [ENGL 230](#) Studies in African American Literature: From the 1950s to the Present
 - [ENGL 233](#) Writing Empathy/Writing Black Life (not offered in 2020-21)
 - [ENGL 237](#) Black British Literature (not offered in 2020-21)
 - [ENGL 238](#) African Literature in English
 - [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)
 - [ENGL 258](#) Contemporary American Playwrights of Color
 - [ENGL 350](#) The Postcolonial Novel: Forms and Contexts
 - [ENGL 352](#) Toni Morrison: Novelist
 - [FREN 245](#) Francophone Literature of Africa and the Caribbean (not offered in 2020-21)
 - [FREN 308](#) France and the African Imagination (not offered in 2020-21)
 - [FREN 395](#) The Mande of West Africa
 - [MUSC 126](#) America's Music
 - [MUSC 130](#) The History of Jazz
 - [MUSC 131](#) The Blues From the Delta to Chicago (not offered in 2020-21)
 - [MUSC 140](#) Ethnomusicology and the World's Music (not offered in 2020-21)
 - [MUSC 232](#) Golden Age of R & B
 - [MUSC 245](#) Tradition, Innovation, and Globalization in African Music
 - [MUSC 332](#) Motown (not offered in 2020-21)
 - [MUSC 334](#) Marvin Gaye
- Humanistic Inquiry
 - [AFST 130](#) Global Islam and Blackness
 - [HIST 125](#) African American History I: From Africa to the Civil War
 - [HIST 127](#) The Roaring Twenties & the Rough Thirties in U.S. History (not offered in 2020-21)
 - [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2020-21)
 - [HIST 184](#) Colonial West Africa (not offered in 2020-21)
 - [HIST 214](#) Sport and the Color Line (not offered in 2020-21)
 - [HIST 218](#) The Black Graphic Novel as Historical Narrative (not offered in 2020-21)
 - [HIST 219](#) Black Revolutions in the Atlantic World
 - [HIST 220](#) North of Jim Crow, South of Freedom (not offered in 2020-21)
 - [HIST 221](#) Nat Turner, Booker T. Washington, and Fannie Lou Hamer in History and Memory (not offered in 2020-21)
 - [HIST 222](#) Slavery in Film, Literature, and History (not offered in 2020-21)
 - [HIST 223](#) The Presidents and their Slaves (not offered in 2020-21)
 - [HIST 225](#) James Baldwin and Black Lives Matter (not offered in 2020-21)
 - [HIST 228](#) Civil Rights and Black Power (not offered in 2020-21)
 - [HIST 230](#) Black Americans and the U.S. Civil War and Reconstruction
 - [HIST 280](#) African in the Arab World (not offered in 2020-21)
 - [HIST 281](#) War in Modern Africa
 - [HIST 282](#) History, Culture, and Commerce Program: Zanzibar's Indian Ocean Links (not offered in 2020-21)
 - [HIST 283](#) Christian Encounter, Conversion, and Conflict in Modern Africa (not offered in 2020-21)
 - [HIST 284](#) History, Culture and Commerce Program: Heritage in Africa and Arabia (not offered in 2020-21)
 - [HIST 285](#) History, Culture and Commerce Program: Critical Historical Research (not offered in 2020-21)
 - [HIST 382](#) Slavery & Abolition in Africa and its Diaspora (not offered in 2020-21)
 - [HIST 383](#) Africa's Colonial Legacies
 - [HIST 386](#) Africa: Art, Nation, and Politics (not offered in 2020-21)

- [PHIL 228](#) Freedom and Alienation in Black American Philosophy
- [PHIL 288](#) A Survey of Historical Ideas of Race (not offered in 2020-21)
- [PHIL 304](#) Epistemology and Oppression (not offered in 2020-21)
- [PHIL 305](#) Frederick Douglass: The Philosophies of a Slave, Citizen, and Diplomat (not offered in 2020-21)
- [RELG 211](#) Race and Religion: Slavery, Colonialism, and their Afterlives (not offered in 2020-21)
- [RELG 227](#) Liberation Theologies (not offered in 2020-21)
- [RELG 262](#) Islamic Africa (not offered in 2020-21)
- Social Inquiry
 - [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
 - [AFST 125](#) New African Migrations (not offered in 2020-21)
 - [AFST 200](#) The Black Intellectual Tradition in the Twentieth Century (not offered in 2020-21)
 - [AFST 220](#) Intersectionality (not offered in 2020-21)
 - [EDUC 225](#) Issues in Urban Education
 - [EDUC 245](#) The History of American School Reform (not offered in 2020-21)
 - [EDUC 338](#) Multicultural Education
 - [HIST 128](#) Slavery and Universities: Past and Present
 - [POSC 207](#) Global Decline of Democracy: Urban Revanchism and Popular Resistance (not offered in 2020-21)
 - [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2020-21)
 - [POSC 239](#) The Poor and the Powerless (not offered in 2020-21)
 - [POSC 266](#) Urban Political Economy
 - [POSC 273](#) Race and Politics in the U.S. (not offered in 2020-21)
 - [POSC 275](#) Black Radical Political Thought, 1919-1969 (not offered in 2020-21)
 - [POSC 302](#) Subordinated Politics and Intergroup Relations* (not offered in 2020-21)
 - [POSC 351](#) Political Theory of Martin Luther King, Jr. (not offered in 2020-21)
 - [POSC 366](#) Urban Political Economy* (not offered in 2020-21)
 - [PSYC 384](#) Psychology of Prejudice
 - [SOAN 151](#) Global Minnesota: An Anthropology of Our State
 - [SOAN 180](#) Anthropology and Colonialism in Africa (not offered in 2020-21)
 - [SOAN 256](#) Africa: Representation and Conflict (not offered in 2020-21)
 - [SOAN 263](#) Terrorism (not offered in 2020-21)
 - [SOAN 268](#) African Popular Culture (not offered in 2020-21)
 - [SOAN 272](#) Sociological Perspectives on Race and Ethnicity in the United States (not offered in 2020-21)
 - [SOAN 314](#) Contemporary Issues in Critical Criminology
 - [SOAN 326](#) Ecology and Anthropology Tanzania Program: Cultural Anthropology of East Africa
 - [SOAN 395](#) Ethnography of Reproduction (not offered in 2020-21)
 - [WGST 140](#) Politics of Women's Health (not offered in 2020-21)
- Additional Distribution Electives:
 - [DANC 301](#) Contemporary Styles and Techniques: West African Dance
 - [MUSC 183](#) World Drumming Instruction
 - [MUSC 183J](#) World Drumming Instruction (Juried)
 - [MUSC 191](#) African Karimba Ensemble (not offered in 2020-21)
 - [MUSC 192](#) West African Drum Ensemble
 - [MUSC 283](#) World Drumming Instruction
 - [MUSC 283J](#) World Drumming Instruction (Juried)

Senior Seminar/Capstone Experience (3 credits)

- [AFST 398](#) Africana Studies Capstone

This 3-credit course gives Africana Studies majors and minors the opportunity to apply what they have learned by preparing for and presenting at the annual National Council for Black Studies (NCBS) conference. Under the guidance of Africana Studies faculty members, students will interrogate the origins and institutionalization of Africana Studies; revise an Africana Studies-themed research paper completed in a previous course into a conference paper; and prepare and submit a paper proposal for NCBS. At NCBS, students will present their own research and engage with the work of Africana Studies scholars at panels, plenaries and workshops. Afterward, they will write a short assessment of the conference and their experience in Africana Studies at Carleton.

Minors are highly encouraged to take the [AMST 345](#) junior methods course.

Africana Studies Courses

[AFST 100](#) Gender and Sex in African History This course looks at the ways that Africanist historians, art historians, anthropologists, and sociologists have examined gender and sexualities in selected cases on the African continent. Students will study the complexities of gender and sexual experiences, practices, identities, and communities within various historical and cultural contexts. 6 credits; AI, WR1, IS; Fall; Thabiti Willis

[AFST 112](#) Black Revolution on Campus This course explores the activist roots of Africana Studies. In the late 1960s and early 1970s, students organized hundreds of protests that sparked a period of unrest, retaliation, negotiation, and reform that fundamentally reshaped college campuses across the United States. Black students, along with their "Third World" and progressive white allies, demanded that academe serve their communities and provide a "more relevant education." The course will consider the influence of various movements, including Black power, anti-war, second wave feminism, and decolonization, on the creation of interdisciplinary fields including Black Studies, Ethnic Studies, and Women and Gender Studies. 6 credits; SI, WR2, IDS; Not offered 2020-21

[AFST 113](#) Introduction to Africana Studies This survey course introduces students to the content and contours of Africana Studies as a field of study--its genealogy, antecedents, development, and future challenges. The course focuses on historic and contemporary experiences of African-descended peoples, particularly in the United States, the Caribbean, Africa, and Europe. We will also give some attention to how members of the Diaspora remember and encounter Africa, and to how Africans respond to the history of enslavement, colonialism, apartheid, racism and globalization. 6 credits; HI, IDS; Not offered 2020-21

[AFST 120](#) Gender and Sexuality in the African Diaspora This course is an interdisciplinary examination of gender and sexualities throughout the Africa Diaspora. We will study the complexities of gender and sexual experiences, practices, identities, and community formations within various cultural contexts throughout the Black world. 6 credits; SI, IS; Not offered 2020-21

[AFST 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 2020-21

[AFST 130](#) Global Islam and Blackness This course will introduce students to key trends and moments in Islamic thought and activism in Africa and the black diaspora. It explores the historical construction of the categories of “race” and “religion” through a focus on Islam and blackness. We will analyze how blackness and Islam, and their relationship, has been conceptualized and presented by non-Africans, as well as the history of Islam in Africa and in the black diaspora. We will explore the construction of blackness within Islamic history and cultures, highlighting the notion of the Moor in medieval times and the Nation of Islam in U.S. history. 6 credits; SI, WR2, IS; Spring; Ahmed S Ibrahim

[AFST 200](#) The Black Intellectual Tradition in the Twentieth Century This course focuses on theories, ideologies, frameworks, and methodologies that constitute: 1) the Black intellectual tradition in the twentieth and twenty-first centuries, and 2) Africana Studies as an academic discipline. The course is structured around examinations of Black intellectual strategies and struggles for justice, recognition, self-determination, and freedom. We will read and discuss classic and contemporary scholarship concerning the study of the Black experience in the United States and the African Diaspora, and that has shaped the discipline of Africana Studies. 6 credits; SI, WR2, IDS; Not offered 2020-21

[AFST 220](#) Intersectionality This course is an in-depth examination of intersectionality, as a theory and analytic framework, and the socio/political projects out of which it emerges. We will focus on how intersecting categories of social difference such as race, class, gender, and sexuality create and maintain social inequalities in U.S. society and abroad. Some of the other intersecting forms of social difference we will explore include, ethnicity, nation/migration, dis/ability, and HIV/disease status. 6 credits; SI, IDS; Not offered 2020-21

[AFST 230](#) Black Diaspora, Politics of Place Central to diasporic identity formation and imagination is the simultaneous belonging to a multiplicity of places. For black diasporic subjects, struggles against oppression and for new political futures inspire transgression against normative political boundaries. This class explores the role of place and politics in the making of the black diaspora in Europe and the Americas. It emphasizes the intellectual and political connections and the sense of shared identity and destiny. Through an interdisciplinary approach, this course will offer a global history of race, identity, and politics through the lens of the black diaspora. 6 credits; HI, IS; Winter; Ahmed S Ibrahim

[AFST 398](#) Africana Studies Capstone This course gives Africana Studies majors and minors the opportunity to apply what they have learned by preparing for and presenting at the annual National Council for Black Studies (NCBS) conference. Under the guidance of Africana Studies faculty members, students will interrogate the origins and institutionalization of Africana Studies; revise an Africana Studies-themed research paper completed in a previous course into a conference paper; and prepare and submit a paper proposal for NCBS. At NCBS, students will present their own research and engage with the work of Africana Studies scholars at panels, plenaries and workshops. Afterward, they will write a short assessment of the conference and their experience in Africana Studies at Carleton. 3 credits; NE; Winter; Thabiti Willis

[AFST 400](#) Integrative Exercise 1-6 credit; Fall, Winter, Spring; Thabiti Willis

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 the American Studies Major

American Studies is an interdisciplinary major which a student constructs from offerings in two or more departments of instruction. Students take both core courses in the field of American Studies and additional courses from one of five broad, thematic streams (listed below). This theme will both provide additional structure and points of comparison and a foundation for a comprehensive exercise.

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 or [AMST 287](#) California Art and Visual Culture (offered as part of the "Visions of California" OCS Program) one or the other of these is a prerequisite for [AMST 345](#) and [AMST 396](#).
- [AMST 345](#) Theory and Practice of American Studies
- [AMST 396](#) Junior Research Seminar
- [AMST 398](#) Advanced Research in American Studies
- [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.
 - 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 116](#) Intro to Indigenous Histories, 1887-present
- [HIST 120](#) Rethinking the American Experience: American History, 1607-1865 (not offered in 2020-21)
- [HIST 121](#) Rethinking the American Experience: American Social History, 1865-1945 (not offered in 2020-21)
- [HIST 122](#) U.S. Women's History to 1877 (not offered in 2020-21)
- [HIST 123](#) U.S. Women's History Since 1877 (not offered in 2020-21)
- [HIST 125](#) African American History I: From Africa to the Civil War
- [HIST 126](#) African American History II (not offered in 2020-21)
- [POSC 271](#) Constitutional Law I
- [POSC 272](#) Constitutional Law II (not offered in 2020-21)

One-term survey courses:

- [AMST 254](#) The 1930s: Social and Cultural Impact of the Great Depression (not offered in 2020-21)
- [ARTH 160](#) American Art to 1940 (not offered in 2020-21)
- [ECON 232](#) American Economic History: A Cliometric Approach (not offered in 2020-21)
- [ENGL 117](#) African American Literature (not offered in 2020-21)
- [ENGL 212](#) Nineteenth-Century American Literature
- [ENGL 215](#) Modern American Literature (not offered in 2020-21)
- [MUSC 126](#) America's Music
- [POSC 122](#) Politics in America: Liberty and Equality
- [RELG 140](#) Religion and American Culture (not offered in 2020-21)

III. Topical Courses: Each student must take twenty-four credits that deal with elements of the American experience from one of the thematic streams below. Courses that will fulfill this requirement are listed under each group. No more than six of these credits may be from 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.) Students must take courses from at least two departments. In order that majors acquire the research skills necessary to complete the major, six of these twenty-four credits must be at the 300-level.

- Race, Ethnicity and Indigeneity: What is the relationship between race and ethnicity and U.S. cultures? Students will look at these questions in a comparative and interdisciplinary framework. Concentrators in this area should take a combination of courses that will allow them to comparatively assess the experiences of at least two ethno-racial groups in America.
 - [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
 - [AMST 218](#) Asian American Studies (not offered in 2020-21)
 - [AMST 225](#) Beauty and Race in America
 - [AMST 231](#) Contemporary Indigenous Activism (not offered in 2020-21)
 - [AMST 244](#) Approaches to Indigenous Studies
 - [AMST 267](#) Utopia, Dystopia, and Myopia: Suburbia in Fiction and Scholarship
 - [ECON 262](#) The Economics of Sports (not offered in 2020-21)
 - [EDUC 330](#) Refugee and Immigrant Experiences in Faribault, MN
 - [EDUC 338](#) Multicultural Education
 - [EDUC 340](#) Race, Immigration, and Schools (not offered in 2020-21)
 - [EDUC 344](#) Teenage Wasteland: Adolescence and the American High School
 - [ENGL 117](#) African American Literature (not offered in 2020-21)
 - [ENGL 119](#) Introduction to U.S. Latino/a Literature (not offered in 2020-21)
 - [ENGL 212](#) Nineteenth-Century American Literature
 - [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
 - [ENGL 233](#) Writing Empathy/Writing Black Life (not offered in 2020-21)
 - [ENGL 234](#) Literature of the American South (not offered in 2020-21)
 - [ENGL 235](#) Asian American Literature
 - [ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels (not offered in 2020-21)
 - [ENGL 241](#) Latinx Voices in the Age of Trump
 - [ENGL 248](#) Visions of California (not offered in 2020-21)
 - [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)
 - [ENGL 258](#) Contemporary American Playwrights of Color
 - [ENGL 352](#) Toni Morrison: Novelist
 - [HIST 116](#) Intro to Indigenous Histories, 1887-present
 - [HIST 122](#) U.S. Women's History to 1877 (not offered in 2020-21)

- [HIST 123](#) U.S. Women's History Since 1877 (not offered in 2020-21)
- [HIST 125](#) African American History I: From Africa to the Civil War
- [HIST 126](#) African American History II (not offered in 2020-21)
- [HIST 127](#) The Roaring Twenties & the Rough Thirties in U.S. History (not offered in 2020-21)
- [HIST 128](#) Slavery and Universities: Past and Present
- [HIST 203](#) American Indian Education (not offered in 2020-21)
- [HIST 211](#) Puritans, Sex and Slavery
- [HIST 212](#) The Era of the American Revolution (not offered in 2020-21)
- [HIST 219](#) Black Revolutions in the Atlantic World
- [HIST 220](#) North of Jim Crow, South of Freedom (not offered in 2020-21)
- [HIST 222](#) Slavery in Film, Literature, and History (not offered in 2020-21)
- [HIST 225](#) James Baldwin and Black Lives Matter (not offered in 2020-21)
- [HIST 228](#) Civil Rights and Black Power (not offered in 2020-21)
- [HIST 230](#) Black Americans and the U.S. Civil War and Reconstruction
- [HIST 304](#) Black Study and the University
- [MUSC 126](#) America's Music
- [MUSC 130](#) The History of Jazz
- [MUSC 131](#) The Blues From the Delta to Chicago (not offered in 2020-21)
- [MUSC 136](#) History of Rock (not offered in 2020-21)
- [MUSC 232](#) Golden Age of R & B
- [MUSC 247](#) 1950s/60s American Folk Music Revival
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy
- [POSC 122](#) Politics in America: Liberty and Equality
- [POSC 202](#) Tools of National Power: Statecraft and Diplomatic Power
- [POSC 204](#) Media and Electoral Politics: 2020 United States Election
- [POSC 207](#) Global Decline of Democracy: Urban Revanchism and Popular Resistance (not offered in 2020-21)
- [POSC 212](#) Environmental Justice
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2020-21)
- [POSC 219](#) Poverty and Public Policy in the U.S. (not offered in 2020-21)
- [POSC 271](#) Constitutional Law I
- [POSC 272](#) Constitutional Law II (not offered in 2020-21)
- [POSC 273](#) Race and Politics in the U.S. (not offered in 2020-21)
- [POSC 275](#) Black Radical Political Thought, 1919-1969 (not offered in 2020-21)
- [POSC 302](#) Subordinated Politics and Intergroup Relations* (not offered in 2020-21)
- [POSC 351](#) Political Theory of Martin Luther King, Jr. (not offered in 2020-21)
- [POSC 355](#) Identity, Culture and Rights* (not offered in 2020-21)
- [PSYC 384](#) Psychology of Prejudice
- [RELG 239](#) Religion & American Landscape
- [SOAN 100](#) Asian Americans
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2020-21)
- [SOAN 151](#) Global Minnesota: An Anthropology of Our State
- [SOAN 272](#) Sociological Perspectives on Race and Ethnicity in the United States (not offered in 2020-21)
- [SOAN 325](#) Sociology of Adoption and Assisted Reproduction
- [SPAN 206](#) Civic Engagement, Social Change, and the Participatory Video (not offered in 2020-21)
- [WGST 389](#) Race, Gender, and Sexuality in Popular Culture (not offered in 2020-21)
- Democracy, Activism, and Class: How does a longstanding American Studies emphasis on engaged scholarship reveal the relationships of politics, capitalism and power? This theme investigates the

emergence of social groups and their political struggles at the local and national levels emphasizing the themes of power, inequality, and social justice.

- [AMST 231](#) Contemporary Indigenous Activism (not offered in 2020-21)
- [AMST 254](#) The 1930s: Social and Cultural Impact of the Great Depression (not offered in 2020-21)
- [AMST 256](#) Walt Whitman's New York
- [AMST 267](#) Utopia, Dystopia, and Myopia: Suburbia in Fiction and Scholarship
- [ARTH 247](#) Architecture Since 1950 (not offered in 2020-21)
- [ARTH 341](#) Art and Democracy
- [CAMS 225](#) Film Noir: The Dark Side of the American Dream
- [ECON 232](#) American Economic History: A Cliometric Approach (not offered in 2020-21)
- [ECON 264](#) Health Care Economics (not offered in 2020-21)
- [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 2020-21)
- [EDUC 245](#) The History of American School Reform (not offered in 2020-21)
- [EDUC 250](#) Fixing Schools: Politics and Policy in American Education (not offered in 2020-21)
- [EDUC 330](#) Refugee and Immigrant Experiences in Faribault, MN
- [EDUC 340](#) Race, Immigration, and Schools (not offered in 2020-21)
- [ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels (not offered in 2020-21)
- [ENGL 241](#) Latinx Voices in the Age of Trump
- [HIST 116](#) Intro to Indigenous Histories, 1887-present
- [HIST 123](#) U.S. Women's History Since 1877 (not offered in 2020-21)
- [HIST 125](#) African American History I: From Africa to the Civil War
- [HIST 126](#) African American History II (not offered in 2020-21)
- [HIST 127](#) The Roaring Twenties & the Rough Thirties in U.S. History (not offered in 2020-21)
- [HIST 128](#) Slavery and Universities: Past and Present
- [HIST 205](#) American Environmental History
- [HIST 212](#) The Era of the American Revolution (not offered in 2020-21)
- [HIST 213](#) The Age of Hamilton (not offered in 2020-21)
- [HIST 216](#) History Beyond the Walls (not offered in 2020-21)
- [HIST 219](#) Black Revolutions in the Atlantic World
- [HIST 220](#) North of Jim Crow, South of Freedom (not offered in 2020-21)
- [HIST 226](#) U.S. Consumer Culture
- [HIST 228](#) Civil Rights and Black Power (not offered in 2020-21)
- [HIST 229](#) Working with Gender in U.S. History
- [HIST 230](#) Black Americans and the U.S. Civil War and Reconstruction
- [HIST 304](#) Black Study and the University
- [HIST 306](#) American Wilderness (not offered in 2020-21)
- [HIST 307](#) Advanced Wilderness Studies (not offered in 2020-21)
- [HIST 308](#) American Cities and Nature
- [MUSC 126](#) America's Music
- [MUSC 247](#) 1950s/60s American Folk Music Revival
- [MUSC 337](#) Music in Social Movements
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy
- [POSC 122](#) Politics in America: Liberty and Equality
- [POSC 180](#) Global Politics & Local Communities (not offered in 2020-21)
- [POSC 202](#) Tools of National Power: Statecraft and Diplomatic Power
- [POSC 204](#) Media and Electoral Politics: 2020 United States Election

- [POSC 207](#) Global Decline of Democracy: Urban Revanchism and Popular Resistance (not offered in 2020-21)
- [POSC 208](#) Presidential Elections, Gridlock and Policy Strategy (not offered in 2020-21)
- [POSC 209](#) Money and Politics
- [POSC 210](#) Misinformation, Political Rumors, and Conspiracy Theories (not offered in 2020-21)
- [POSC 212](#) Environmental Justice
- [POSC 213](#) Psychology of Mass Political Behavior
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2020-21)
- [POSC 219](#) Poverty and Public Policy in the U.S. (not offered in 2020-21)
- [POSC 220](#) Politics and Political History in Film
- [POSC 231](#) American Foreign Policy (not offered in 2020-21)
- [POSC 266](#) Urban Political Economy
- [POSC 271](#) Constitutional Law I
- [POSC 272](#) Constitutional Law II (not offered in 2020-21)
- [POSC 273](#) Race and Politics in the U.S. (not offered in 2020-21)
- [POSC 275](#) Black Radical Political Thought, 1919-1969 (not offered in 2020-21)
- [POSC 302](#) Subordinated Politics and Intergroup Relations* (not offered in 2020-21)
- [POSC 315](#) Polarization, Parties, and Power*
- [POSC 351](#) Political Theory of Martin Luther King, Jr. (not offered in 2020-21)
- [POSC 357](#) Politics and Ambition* (not offered in 2020-21)
- [RELG 130](#) Native American Religions
- [RELG 140](#) Religion and American Culture (not offered in 2020-21)
- [RELG 240](#) Investing in God: American Religion and Economic Life (not offered in 2020-21)
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2020-21)
- [SOAN 263](#) Terrorism (not offered in 2020-21)
- [SOAN 272](#) Sociological Perspectives on Race and Ethnicity in the United States (not offered in 2020-21)
- [SOAN 314](#) Contemporary Issues in Critical Criminology
- [SOAN 350](#) Diversity, Democracy, and Inequality in America (not offered in 2020-21)
- Space and Place: How is space organized, and how do people make place? This includes the study of natural and built environments; local, regional, national and transnational communities; and international and inter-regional flows of people, goods, and ideas.
 - [AMST 230](#) The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (not offered in 2020-21)
 - [AMST 240](#) The Midwest and the American Imagination
 - [AMST 256](#) Walt Whitman's New York
 - [AMST 267](#) Utopia, Dystopia, and Myopia: Suburbia in Fiction and Scholarship
 - [AMST 287](#) California Program: California Art and Visual Culture
 - [ARTH 171](#) History of Photography (not offered in 2020-21)
 - [ARTH 240](#) Art Since 1945
 - [ARTH 247](#) Architecture Since 1950 (not offered in 2020-21)
 - [ARTH 265](#) Planning Utopia: Ideal Cities in Theory and Practice (not offered in 2020-21)
 - [ARTH 341](#) Art and Democracy
 - [CAMS 225](#) Film Noir: The Dark Side of the American Dream
 - [CGSC 386](#) Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2020-21)
 - [ECON 232](#) American Economic History: A Cliometric Approach (not offered in 2020-21)
 - [ECON 271](#) Economics of Natural Resources and the Environment
 - [ECON 273](#) Water and Western Economic Development (not offered in 2020-21)

- [EDUC 338](#) Multicultural Education
- [EDUC 344](#) Teenage Wasteland: Adolescence and the American High School
- [ENGL 212](#) Nineteenth-Century American Literature
- [ENGL 221](#) "Moby-Dick" & Its Contexts
- [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
- [ENGL 234](#) Literature of the American South (not offered in 2020-21)
- [ENGL 236](#) American Nature Writing (not offered in 2020-21)
- [ENGL 247](#) The American West
- [ENGL 248](#) Visions of California (not offered in 2020-21)
- [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 2020-21)
- [ENGL 334](#) Postmodern American Fiction (not offered in 2020-21)
- [ENGL 352](#) Toni Morrison: Novelist
- [HIST 126](#) African American History II (not offered in 2020-21)
- [HIST 203](#) American Indian Education (not offered in 2020-21)
- [HIST 205](#) American Environmental History
- [HIST 220](#) North of Jim Crow, South of Freedom (not offered in 2020-21)
- [HIST 228](#) Civil Rights and Black Power (not offered in 2020-21)
- [HIST 229](#) Working with Gender in U.S. History
- [HIST 306](#) American Wilderness (not offered in 2020-21)
- [HIST 307](#) Advanced Wilderness Studies (not offered in 2020-21)
- [HIST 308](#) American Cities and Nature
- [MUSC 115](#) Listening to the Movies
- [MUSC 247](#) 1950s/60s American Folk Music Revival
- [POSC 180](#) Global Politics & Local Communities (not offered in 2020-21)
- [POSC 212](#) Environmental Justice
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2020-21)
- [POSC 273](#) Race and Politics in the U.S. (not offered in 2020-21)
- [POSC 302](#) Subordinated Politics and Intergroup Relations* (not offered in 2020-21)
- [POSC 357](#) Politics and Ambition* (not offered in 2020-21)
- [RELG 130](#) Native American Religions
- [RELG 239](#) Religion & American Landscape
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2020-21)
- [SOAN 151](#) Global Minnesota: An Anthropology of Our State
- [SOAN 272](#) Sociological Perspectives on Race and Ethnicity in the United States (not offered in 2020-21)
- [SOAN 278](#) Urban Ethnography and the American Experience
- Production and Consumption of Culture: How do people represent their experiences and ideas as culture? How is culture transmitted, appropriated and consumed? Students will examine the role of artists and the expressive arts, including literature, visual arts and performance as well as that of consumers and producers.
 - [AMST 225](#) Beauty and Race in America
 - [AMST 230](#) The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (not offered in 2020-21)
 - [AMST 240](#) The Midwest and the American Imagination
 - [AMST 254](#) The 1930s: Social and Cultural Impact of the Great Depression (not offered in 2020-21)
 - [AMST 256](#) Walt Whitman's New York

- [ARTH 171](#) History of Photography (not offered in 2020-21)
- [ARTH 240](#) Art Since 1945
- [ARTH 247](#) Architecture Since 1950 (not offered in 2020-21)
- [ARTH 265](#) Planning Utopia: Ideal Cities in Theory and Practice (not offered in 2020-21)
- [ARTH 341](#) Art and Democracy
- [CAMS 215](#) American Television History (not offered in 2020-21)
- [CAMS 216](#) American Cinema of the 1970s (not offered in 2020-21)
- [CAMS 225](#) Film Noir: The Dark Side of the American Dream
- [CGSC 386](#) Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2020-21)
- [DANC 266](#) Reading The Dancing Body: Topics in Dance History
- [ECON 262](#) The Economics of Sports (not offered in 2020-21)
- [EDUC 344](#) Teenage Wasteland: Adolescence and the American High School
- [ENGL 117](#) African American Literature (not offered in 2020-21)
- [ENGL 119](#) Introduction to U.S. Latino/a Literature (not offered in 2020-21)
- [ENGL 136](#) Black Speculative Fiction (not offered in 2020-21)
- [ENGL 212](#) Nineteenth-Century American Literature
- [ENGL 215](#) Modern American Literature (not offered in 2020-21)
- [ENGL 221](#) "Moby-Dick" & Its Contexts
- [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
- [ENGL 233](#) Writing Empathy/Writing Black Life (not offered in 2020-21)
- [ENGL 234](#) Literature of the American South (not offered in 2020-21)
- [ENGL 235](#) Asian American Literature
- [ENGL 236](#) American Nature Writing (not offered in 2020-21)
- [ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels (not offered in 2020-21)
- [ENGL 241](#) Latinx Voices in the Age of Trump
- [ENGL 247](#) The American West
- [ENGL 248](#) Visions of California (not offered in 2020-21)
- [ENGL 258](#) Contemporary American Playwrights of Color
- [ENGL 332](#) Studies in American Literature: Faulkner, Hemingway, and Fitzgerald (not offered in 2020-21)
- [ENGL 334](#) Postmodern American Fiction (not offered in 2020-21)
- [ENGL 352](#) Toni Morrison: Novelist
- [ENGL 366](#) The Carleton Miscellany (not offered in 2020-21)
- [HIST 122](#) U.S. Women's History to 1877 (not offered in 2020-21)
- [HIST 127](#) The Roaring Twenties & the Rough Thirties in U.S. History (not offered in 2020-21)
- [HIST 211](#) Puritans, Sex and Slavery
- [HIST 216](#) History Beyond the Walls (not offered in 2020-21)
- [HIST 222](#) Slavery in Film, Literature, and History (not offered in 2020-21)
- [HIST 225](#) James Baldwin and Black Lives Matter (not offered in 2020-21)
- [HIST 226](#) U.S. Consumer Culture
- [HIST 229](#) Working with Gender in U.S. History
- [HIST 304](#) Black Study and the University
- [HIST 306](#) American Wilderness (not offered in 2020-21)
- [HIST 307](#) Advanced Wilderness Studies (not offered in 2020-21)
- [HIST 308](#) American Cities and Nature
- [HIST 320](#) The Progressive Era?
- [MUSC 115](#) Listening to the Movies
- [MUSC 126](#) America's Music

- [MUSC 130](#) The History of Jazz
- [MUSC 131](#) The Blues From the Delta to Chicago (not offered in 2020-21)
- [MUSC 136](#) History of Rock (not offered in 2020-21)
- [MUSC 232](#) Golden Age of R & B
- [MUSC 247](#) 1950s/60s American Folk Music Revival
- [MUSC 332](#) Motown (not offered in 2020-21)
- [MUSC 341](#) Rock Lab and Lab (not offered in 2020-21)
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy
- [POSC 204](#) Media and Electoral Politics: 2020 United States Election
- [POSC 220](#) Politics and Political History in Film
- [POSC 355](#) Identity, Culture and Rights* (not offered in 2020-21)
- [POSC 357](#) Politics and Ambition* (not offered in 2020-21)
- [PSYC 384](#) Psychology of Prejudice
- [RELG 140](#) Religion and American Culture (not offered in 2020-21)
- [RELG 232](#) Queer Religion
- [RELG 249](#) Religion and American Public Life (not offered in 2020-21)
- [RELG 344](#) Lived Religion in America (not offered in 2020-21)
- [WGST 389](#) Race, Gender, and Sexuality in Popular Culture (not offered in 2020-21)
- America in the World (Migration, Borderlands, and Empire) How is the society and culture of the United States shaped by the historical and contemporary flows of people, goods and ideas from around the world? In turn, students will also focus on the various ways in which both colonial America and the United States have shaped the world.
 - [AMST 218](#) Asian American Studies (not offered in 2020-21)
 - [AMST 225](#) Beauty and Race in America
 - [ARTH 240](#) Art Since 1945
 - [ECON 232](#) American Economic History: A Cliometric Approach (not offered in 2020-21)
 - [ECON 262](#) The Economics of Sports (not offered in 2020-21)
 - [ECON 264](#) Health Care Economics (not offered in 2020-21)
 - [ECON 271](#) Economics of Natural Resources and the Environment
 - [ECON 273](#) Water and Western Economic Development (not offered in 2020-21)
 - [EDUC 330](#) Refugee and Immigrant Experiences in Faribault, MN
 - [EDUC 340](#) Race, Immigration, and Schools (not offered in 2020-21)
 - [ENGL 119](#) Introduction to U.S. Latino/a Literature (not offered in 2020-21)
 - [ENGL 221](#) "Moby-Dick" & Its Contexts
 - [ENGL 235](#) Asian American Literature
 - [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)
 - [ENGL 334](#) Postmodern American Fiction (not offered in 2020-21)
 - [HIST 128](#) Slavery and Universities: Past and Present
 - [HIST 211](#) Puritans, Sex and Slavery
 - [HIST 213](#) The Age of Hamilton (not offered in 2020-21)
 - [HIST 219](#) Black Revolutions in the Atlantic World
 - [LING 288](#) The Structure of Dakota
 - [POSC 122](#) Politics in America: Liberty and Equality
 - [POSC 180](#) Global Politics & Local Communities (not offered in 2020-21)
 - [POSC 207](#) Global Decline of Democracy: Urban Revanchism and Popular Resistance (not offered in 2020-21)
 - [POSC 220](#) Politics and Political History in Film
 - [POSC 231](#) American Foreign Policy (not offered in 2020-21)
 - [POSC 271](#) Constitutional Law I
 - [POSC 280](#) COVID-19 and Globalization

- [POSC 355](#) Identity, Culture and Rights* (not offered in 2020-21)
- [RELG 243](#) Native American Religious Freedom (not offered in 2020-21)
- [RELG 249](#) Religion and American Public Life (not offered in 2020-21)
- [RELG 289](#) Global Religions in Minnesota
- [SOAN 151](#) Global Minnesota: An Anthropology of Our State
- [SOAN 170](#) Investigating (In)Equality: Comparative Welfare States (not offered in 2020-21)
- [SOAN 263](#) Terrorism (not offered in 2020-21)

American Studies Courses

[AMST 115](#) Introduction to American Studies This overview of the "interdisciplinary discipline" of American Studies will focus on the ways American Studies engages with and departs from other scholarly fields of inquiry. We will study the stories of those who have been marginalized in the social, political, cultural, and economic life of the United States due to their class, race, ethnicity, gender, sexual orientation, religion, citizenship, and level of ability. We will explore contemporary American Studies concerns like racial and class formation, the production of space and place, the consumption and circulation of culture, and transnational histories. 6 credits; HI, IDS, WR2; Fall, Spring; Melinda Russell, Nancy J Cho

[AMST 218](#) Asian American Studies Are Asian Americans forever foreigners or honorary whites? This class provides an introduction to Asian American Studies and introduces you to the research on Asian Americans. We begin with brief introduction of U.S. immigration history and 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. Note: Students who have previously taken SOAN 100: Asians in the U.S. are not eligible to enroll in this course. 6 credits; SI, IDS; Not offered 2020-21

[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; Fall; Adriana Estill

[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; Not offered 2020-21

[AMST 231](#) Contemporary Indigenous Activism Indigenous peoples across Turtle Island and the Pacific Islands are fighting to revitalize Indigenous languages, uphold tribal sovereignty, and combat violence against Indigenous

women, among many other struggles. This course shines a light on contemporary Indigenous activism and investigates social justice through the lens of Indian Country, asking questions like: What tools are movements using to promote Indigenous resurgence? And what are the educational, gendered, environmental, linguistic, and religious struggles to which these movements respond? Students will acquire an understanding of contemporary Indigenous movements, the issues they address, and the responsibilities of non-Native people living on Indigenous lands. 6 credits; HI, IDS; Not offered 2020-21

[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; Spring; Elizabeth McKinsey

[AMST 244](#) Approaches to Indigenous Studies Indigenous Studies is both a body of content knowledge and a research methodology. This course provides an overview of the history of exploitative research dynamics between universities and Indigenous peoples while exposing students to alternative methodologies that center Indigenous perspectives and research priorities. Students will discuss what it means to be an ethical research partner as they learn about decolonizing and Indigenous research strategies. This course brings together ideas from History, Anthropology, Law, Public Health, Education, Literature, Art, and Social Work to evaluate studies relating to Indigenous peoples for their methods, contributions, and ethics. 6 credits; HI, IDS; Winter; Meredith L McCoy

[AMST 254](#) The 1930s: Social and Cultural Impact of the Great Depression Through cultural manifestations-- literature, painting, movies, radio, historic preservation, and music--we will trace progress from shock and despair to hope in the '30s and see how Americans of all races and classes coped with the disruptions and opportunities of economic cataclysm, political shifts, new social programs and expectations, and technology. Materials will include texts on the New Deal, labor, the Great Migration and race relations; fiction, essays, and plays by Steinbeck, Nathaniel West, James Agee, Thornton Wilder, Meridel LeSueur, Hurston, and Wright; popular movies and music; and photography, painting, Art Deco, and the 1939 World's Fair. 6 credits; HI, WR2, IDS; Not offered 2020-21

[AMST 256](#) Walt Whitman's New York An interdisciplinary investigation of the burgeoning, brash, alluring Other that the young Walter Whitman found in New York in the 1850s. Considering "Leaves of Grass," as well as his journalistic, "self-help," and political writings, we will reconstruct how Whitman found his muse, his voice, and his distinctively modern and democratic subject in the geography, demographics, markets, politics, and erotics of New York: "O City / Behold me! Incarnate me as I have incarnated you! I have rejected nothing you have offered me!--whom you adopted, I have adopted; good or bad..." 6 credits; HI, WR2; Fall; Peter J Balaam

[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; Spring; Richard A Keiser

[AMST 287](#) California Program: California Art and 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 promotional brochures and orange-crate labels). Prerequisite: Participation in AMST OCS program. 6 credits; LA; Winter; Michael J Kowalewski, Cathy Kowalewski

[AMST 289](#) California Program: California Field Studies Students will participate in a number of fieldtrips dealing with California's history, literature, and environment. Sites visited will include Sutter's Fort, Pt. Reyes, the Modoc Lava Beds, El Teatro Campesino, Hearst Castle, Silicon Valley, Joshua Tree, Watts Towers, the Rose Bowl and Yosemite National Park. Students will also complete an Oral Culture Project. 4 credits; S/CR/NC; NE; Winter; Michael J 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; NE; Winter; Michael J 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: American Studies 115, 287 or instructor permission. 6 credits; NE, IDS; Winter; Meredith L McCoy

[AMST 396](#) Commodifying and Policing: Globalization of the American Suburb and City How does the American export of suburban living, gated communities, and broken-windows policing reshape place, identity and the socio-economic hierarchy? We will also investigate how the commodification of the arts and the neoliberalization of education contribute to gentrification and other forms of spatial cleansing and rebranding. Required for juniors in the American Studies major. Prerequisite: American Studies 115, 287 or instructor permission. 6 credits; WR2, IDS, SI; Not offered 2020-21

[AMST 396](#) Producing Latindad As Arlene Dávila points out in *Latinos Inc*, Latinidad—the term that names a set of presumably common attributes that connects Latinxs in the U.S.—emerges in part from communities but, importantly, is developed heavily by the media, advertising, and other political and social institutions, including academia. In this course we consider how ideas and imaginings of who Latinxs are and what Latinidad is develop within political spaces (the electorate, the census), in local places, and through various media, including television, advertising, and music. We will consider how individual writers and artists contribute to the conversation. Throughout, we will engage with social and cultural theories about racial formation, gender, and sexuality. Prerequisite: American Studies 115 or instructor consent. 6 credits; HI, WR2, IDS; Spring; Adriana Estill

[AMST 398](#) Advanced Research in American Studies This seminar introduces advanced skills in American Studies research, focusing on the shaping and proposing of a major research project. Through a combination of class discussion, small group work and presentations, and one-on-one interactions with the professor, majors learn the process of imaging, creating, and preparing independent interdisciplinary projects as well as the interconnections of disparate scholarly and creative works. Prerequisite: American Studies 345. 3 credits; S/CR/NC; NE; Fall; Adriana Estill

[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 345. 3 credits; NE; Winter; Adriana Estill

[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

Arabic

See [Middle Eastern Languages](#).

Archaeology Minor

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 Minor 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 Minor; these include Classics, Geology, Art History, History, and Sociology and Anthropology. Students are highly encouraged (but not required) to become involved in archaeological fieldwork beyond the context of their coursework at Carleton.

Students from any major may participate in the Archaeology Minor. Students interested in the minor are encouraged to consult with the co-directors of the minor 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, especially because two required courses are offered only every other year.

Requirements for the Archaeology Minor

A total of forty-eight credits are required for the minor, including:

- **Core Courses** (24 credits required)
 - [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 (not offered 2020-21)
 - [GEOL 210](#) Geomorphology

or [GEOL 258](#) Geomorphology of Soils (not offered 2020-21)

(Note: there is a prerequisite of one 100-level geology courses to enroll in either of these courses)

- [SOAN 110](#) Introduction to Anthropology
- **Capstone Seminar** (6 credits required):
 - [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered 2020-21)
- **Supporting Courses** (18 credits required):

Supporting courses may be drawn from any of the core courses listed above (beyond the 24 credits required), or from selected 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 ARCN 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 with approval of the Program co-directors.

The co-directors of the minor can advise students about which courses may fulfill these requirements. These courses are in many College departments and include courses taught by visiting professors. Students are encouraged to consult with the Program co-directors, who are available to help students and instructors of supporting courses. The following courses with ARCN pertinent designations can be applied to the Minor. Note that 100-level Geology courses *may*, but do not always, count as supporting courses.

- [ARCN 222](#) Experimental Archaeology and Experiential History
- [ARTH 101](#) Introduction to Art History I
- [CLAS 100](#) The Trojan Legend: Mythology, Archaeology, and Legacy
- [CLAS 122](#) The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age (not offered in 2020-21)
- [CLAS 123](#) Greek Archaeology and Art
- [CLAS 124](#) Roman Archaeology and Art (not offered in 2020-21)
- [CLAS 145](#) Ancient Greek Religion (not offered in 2020-21)
- [CLAS 267](#) Political Landscapes: Archaeologies of Territory and Polity (not offered in 2020-21)
- [GEOL 110](#) Introduction to Geology and Lab
- [GEOL 115](#) Climate Change in Geology and Lab (not offered in 2020-21)
- [GEOL 120](#) Introduction to Environmental Geology & Lab
- [GEOL 125](#) Introduction to Field Geology and Lab
- [GEOL 210](#) Geomorphology and Lab
- [GEOL 245](#) "When the Earth Shook..." Earthquakes in Human History and Lab (not offered in 2020-21)
- [GEOL 258](#) Geology of Soils and Lab (not offered in 2020-21)
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150
- [HIST 238](#) The Viking World (not offered in 2020-21)
- [HIST 246](#) The Material World of the Anglo-Saxons (not offered in 2020-21)
- [HIST 338](#) Digital History, Public Heritage & Deep Mapping (not offered in 2020-21)

- [SOAN 110](#) Introduction to Anthropology

Archaeology Courses

[ARCN 222](#) Experimental Archaeology and Experiential History This course offers an experiential approach to crafts, technologies, and other material practices in premodern societies. Through hands-on activities and collaborations with local craftspeople, farmers, and other experts, this course will examine and test a variety of hypotheses about how people in the past lived their lives. How did prehistoric people produce stone tools, pottery, and metal? How did ancient Greeks and Romans feed and clothe themselves? How did medieval Europeans build their homes and bury their dead? Students will answer these questions and more by actively participating in a range of experimental archaeology and experiential history projects. Lab required. Prerequisite: One previous Archaeology pertinent course. 6 credits; LS; Spring; Alex R Knodell, Austin P Mason, Jake Morton

[ARCN 246](#) Archaeological Methods & Lab 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. 6 credits; LS, QRE; Spring; Alex R Knodell

[ARCN 250](#) Digital Archaeology The practice of archaeology in the twenty-first century is an inevitably digital undertaking: from the way we record data, process finds, map distributions, analyze patterns, and even publish our interpretations, it all passes through a 'digital filter.' This hands-on course will explore the different approaches that digital archaeologies take--from 3D imaging of objects and structures, spatial analysis in Geographic Information Systems (GIS), remote sensing initiatives in contested or inaccessible landscapes, to modeling in Virtual Reality (VR) environments--while also reading about and discussing the implications and challenges of digital approaches and technologies for the theory and practice of archaeology. 3 credits; NE, QRE; Not offered 2020-21

[ARCN 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 Minor; enrollment is also open to non-minors. 6 credits; NE; Not offered 2020-21

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. The Art History program also offers the possibility to minor in the discipline.

Requirements for the Art History 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.

Requirements for the Studio Art Major

Studio Art: 78 credits including:

- two six-credit courses with a 2-D emphasis from [ARTS 110](#), [ARTS 113](#), [ARTS 117](#), [ARTS 140](#), [ARTS 141](#), [ARTS 210](#), [ARTS 211](#), [ARTS 212](#), [ARTS 213](#), [ARTS 238](#), [ARTS 240](#), [ARTS 260](#), [ARTS 273](#), [ARTS 274](#) or 300-level 2-D ([ARTS 339](#), [ARTS 360](#), [ARTS 374](#)) ;
- two six credits courses with a 3-D emphasis from [ARTS 122](#), [ARTS 124](#), [ARTS 130](#), [ARTS 150](#), [ARTS 151](#), [ARTS 230](#), [ARTS 232](#), [ARTS 234](#), [ARTS 236](#), [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 from [ARTH 100](#), [101](#), [102](#), [140](#), [155](#), [160](#), [165](#), [166](#), [171](#), [209](#), [211](#), [212](#), [235](#), [236](#), [255](#), 263, 267, 268, 269, 323,
 - [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.

Requirements for the Art History Minor

36 credits, including:

- at least one 300-level seminar
- at least 30 elective credits

Minors are required to complete at least six credits in two of three art historical distribution areas: art history of the Western tradition before 1800, art history of the Western tradition after 1800, and non-Western art history.

Art History minors are encouraged to take advantage of off-campus study programs and to explore visual cultural analysis in other departments such as Studio Art, Cinema and Media Studies (CAMS) or Classics. However, no more than one art history course taken outside of the department can be counted toward the minor.

Finally, Senior Art History minors will work closely with Junior Art History majors assisting in the arrangements for the Art History Comps Symposium in Spring Term. This includes preparing response questions to the senior comps presentations.

Art History Courses (ARTH)

[ARTH 100](#) Renaissance, Revolution, and Reformation: The Life and Art of Albrecht Dürer "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; Jessica F 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, IS; Fall; Jessica F Keating

[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; Ross K Elflin, Jessica F 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 2020-21

[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 2020-21

[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 2020-21

[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; Fall; Kathleen M Ryor

[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; Spring; Kathleen M Ryor

[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 2020-21

[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 2020-21

[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. 6 credits; LA, IS; Not offered 2020-21

[ARTH 211](#) Contemporary Art Program: Critical Issues in Art Now In this survey, students will be exposed to the diverse range of themes, concepts, and mediums that contemporary artists are working with at the present

moment. After a brief historical overview of artistic practice since 1960, the course will be divided into a set of thematic concerns. Students will learn about how artists today respond to globalization, market capitalism, issues of racial and ethnic identity, and other issues within our complex contemporary geopolitical situation. Readings will be pulled from contemporary art journals, art blogs, e-journals, and statements by both artists and exhibition curators. 6 credits; LA, IS; Not offered 2020-21

[ARTH 212](#) Contemporary Art Program: The Art World and Its Institutions In this course, students will think critically about the institutions that present and frame contemporary art today, including the biennial exhibition, the museum, the commercial gallery, and the art journal. Critical questions include: If biennial exhibitions purport to be global surveys, how do they conceptualize “the global?” How have museums changed the ways in which they present such challenging works, and how do they make judgments about which works to acquire? What role do commercial galleries play in promoting certain artists over others, and has this skewed the survey of global artists toward certain kinds of art or artists? 6 credits; HI; Not offered 2020-21

[ARTH 213](#) Contemporary Art Program: Art Criticism in the Digital Age This course is a platform for students to reflect thoughtfully and critically on the works they have encountered abroad, the ideas raised by the visiting speakers, and the broader experiences they have had while traveling through Europe. The primary medium through which students will voice their reactions will be a student-authored art blog. Given that so much cultural criticism now takes place in these virtual forums, students will thus be part of a broader community of art critics and theorists as their contributions add productively to the ongoing virtual conversation around the art of this moment. 6 credits; NE; Not offered 2020-21

[ARTH 214](#) Queer Art Beyond surveying the rich history of arts by LGBTQA+ individuals, this course takes as its object of study the ways in which the arts have been used to question, undermine, and subvert the gendered and sexual norms of dominant cultures—in short, to queer them. In so doing, such visual and performative practices offer new, alternative models of living and acting in the world based on liberatory politics and aesthetics. This course will consider topics such as: censorship of queer artists; art of the AIDS crisis; activist performance; the sexual politics of public space; and queer intersections of race, class and gender in visual art among others. Prerequisite: Any one art history course. 6 credits; LA, IDS; Not offered 2020-21

[ARTH 215](#) Cross-Cultural Psychology in Prague: Czech 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; LA, IS; Not offered 2020-21

[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. 6 credits; LA, IS; Not offered 2020-21

[ARTH 230](#) Princesses as Patrons circa 1500 Three remarkable royal women (Queen Isabel of Castile, Anne of France, and Archduchess Margaret of Austria, regent of the Netherlands), linked by blood, marriage, and shifting dynastic alliances, provide a lens to examine patronage networks and collecting culture in France, Spain and the Netherlands circa 1500, at the transition from the late middle ages to the Renaissance. Isabel of Castile was exceptional as a sovereign queen; for most royal women power was indirect, delegated, and carefully masked, while the requirement to produce an heir was paramount. The course will consider the interplay of these constraints and the works of art these princesses commissioned and lived with by looking at topics like palace design, inventories of royal collections and the hierarchies of luxury arts they reveal, portraiture as an expression

of dynastic piety and marriage politics, and the new prominence of painting as an independent and collectable medium. Prerequisite: Any one art history course. 6 credits; LA, IS; Fall; Martha A Wolff

[ARTH 232](#) 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 Tomé. Prerequisite: Spanish 205. 6 credits; LA, IS; Not offered 2020-21

[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 2020-21

[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; Jessica F 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; Winter; Ross K 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. Not open to students who have previously taken Art History 240. 6 credits; LA; Spring; Ross K Elflin

[ARTH 245](#) Modern Architecture This course surveys the history of western architecture, chiefly in Europe and North America, from approximately 1800 to 1950, paying particular attention to new building practices spurred by technological innovations arising from the Industrial Revolution. Architectural theory, stylistic concerns, new building typologies (such as skyscrapers and railway stations), urbanization, and the professionalization of architecture receive attention in the context of different cultural and political settings. Architectural movements covered include neoclassicism, the gothic revival, art nouveau, the beaux-arts tradition, the arts and crafts movement, the prairie school, constructivism, art deco, international-style modernism, brutalism and others. Prerequisite: One Art History course or instructor permission. 6 credits; LA; Not offered 2020-21

[ARTH 246](#) What Has Been Happening in Modern Architectural Design? Architecture in our culture has become the art of solving spatial problems with large-scale constructions, at first in drawings but now as patterns on computer screens. This course examines four aspects of this Western building conceptualization during the last two hundred

years, beginning with the exploration of it as the art of *building* and ending in *coding*--in our digital world today. We will focus on four fundamental moments in this historical development: 1) the emergence of the architect as a new exploring, reasoning figure in European culture in the early nineteenth-century (Labrouste, Ruskin, Viollet-le-Duc); 2) transforming into a broad conceiver of whole cities facing the demands of the late-nineteenth century urban "explosion" (Haussmann, Burnham); 3) but rapidly progressing to the abstraction of "building art," a web of machine-like systems during the first half of the twentieth century (F. L. Wright, Le Corbusier, Hilberseimer); 4) to now sink—with struggles and false-starts—into our new computerized world. Prerequisite: Any one art history course. 6 credits; LA, IS; Fall; David T Van Zanten

[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 2020-21

[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 2020-21

[ARTH 263](#) European Architectural Studies Program: Prehistory to Postmodernism This course surveys the history of European architecture while emphasizing firsthand encounters with actual structures. Students visit outstanding examples of major transnational styles--including Greek, Roman, Byzantine, Moorish, Romanesque, Gothic, Renaissance, Baroque, Neoclassical and Modernist buildings--along with regionally specific styles, such as Spanish Plateresque, English Tudor and Catalan Modernisme. Cultural and technological changes affecting architectural practices are emphasized along with architectural theory, ranging from Renaissance treatises to Modernist manifestos. Students also visit buildings that resist easy classification and that raise topics such as spatial appropriation, stylistic hybridity, and political symbolism. 6 credits; LA, IS; Not offered 2020-21

[ARTH 264](#) European Architectural Studies Program: Managing Monuments: Issues in Cultural Heritage Practice This course explores the theory and practice of cultural resource management by investigating how various architectural sites and urban historic districts operate. Students will consider cultural, financial, ethical and pedagogical aspects of contemporary tourism practices within a historical framework that roots the travel industry alongside religious pilgrimage customs and the aristocratic tradition of the Grand Tour. Interacting with professionals who help oversee architectural landmarks and archaeological sites, students will analyze and assess initiatives at various locations, ranging from educational programs and preservation plans to sustainability efforts and repatriation debates. 6 credits; LA, IS; Not offered 2020-21

[ARTH 265](#) Planning Utopia: Ideal Cities in Theory and Practice This course will survey the history of ideal plans for the built urban environment. Particular attention will be given to examples from about 1850 to the present. Projects chosen by students will greatly influence the course content, but subjects likely to receive sustained attention include: Renaissance ideal cities, conceptions of public and private space, civic rituals, the industrial city, Baron Haussmann's renovations of Paris, suburbanization, the Garden City movement, zoning legislation, Le Corbusier's *Ville Contemporaine*, Frank Lloyd Wright's Broadacre City, New Urbanism and urban renewal, and

planned capitals such as Brasília, Canberra, Chandigarh, and Washington, D.C. Prerequisite: Any one Art History course or instructor permission. 6 credits; LA; Not offered 2020-21

[ARTH 266](#) Arts of the Japanese Tea Ceremony This course will examine the history and aesthetics of the tea ceremony in Japan (*chanoyu*). It will focus on the types of objects produced for use in the Japanese tea ceremony from the fifteenth century through the present. Themes to be explored include: the relationship of social status and politics to the development of *chanoyu*; the religious dimensions of the tea ceremony; gender roles of tea practitioners; nationalist appropriation of the tea ceremony and its relationship to the *mingei* movement in the twentieth century; and the international promotion of the Japanese tea ceremony post-WWII. Prerequisite: Requires concurrent registration in Studio Arts 236. 6 credits; LA, IS; Fall; Kathleen M Ryor

[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 recreations of gardens. 6 credits; ARP, IS; Spring; Kathleen M Ryor

[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; Not offered 2020-21

[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; Not offered 2020-21

[ARTH 288](#) Curatorial Seminar Through a discussion-based format, this course explores the nature of museums, the roles of contemporary curators, and the evolving functions of exhibitions. Theoretical investigations are complemented by practical, hands-on experiences. Working directly with artworks from the Carleton Art Collection, the group will prepare and execute an exhibition to be shown in the Perlman Teaching Museum. Students will conduct artist-specific research, draft interpretive text, formulate exhibition labels, and consider various exhibition formats. In the Fall 2018 seminar, students will create an exhibition that explores the roles text, symbols, and writing play when they are incorporated into visual art. Prerequisite: Any one Art History course or instructor permission. 6 credits; LA; Not offered 2020-21

[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; Winter; Jessica F Keating

[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. 6 credits; LA, IS; Not offered 2020-21

[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 2020-21

[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; Ross K Elflin

[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; Eleanor M Jensen, Daniel P Bruggeman, Juliane B Shibata, David H Lefkowitz, Fred Hagstrom

[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; Daniel P Bruggeman, Eleanor M Jensen

[ARTS 114](#) European Architectural Studies Program: Introduction to Drawing Architecture Suitable for students of any skill level, this course teaches different drawing techniques both in a classroom setting and on location at various architectural sites. The course aims to hone observational and sketching skills and to develop greater awareness of formal characteristics in the built environment. Consideration of line, tone, shape, scale, surface, volume and other foundational concepts and technical skills will be emphasized. Drawing practice will be

reinforced with sketching assignments throughout the trip at different locations and types of structures. 6 credits; ARP; Not offered 2020-21

[ARTS 116](#) Ireland Program: Visualizing Ireland In this introductory course, students will explore Ireland through on-site observational drawing, watercolor, and mixed media. The critical observation and artistic rendering of Ireland's artifacts, tombs, megaliths, artwork, metalwork, fashion, architecture, people, and landscapes will afford students a window into Irish culture as they acquaint themselves with the country's visual vocabulary. The course will address the technical aspects of drawing, including how to use line, shape, volume, tone, space, and composition effectively. Additional components will include journaling, museum and gallery visits, and artists' talks. 6 credits; ARP, IS; Not offered 2020-21

[ARTS 117](#) Visualizing Renaissance England In this introductory course, devised for all skill levels, students will explore England through on-site observational drawing, watercolor, and mixed media. The critical observation and artistic rendering of England's artifacts, artwork, architecture, gardens, and landscapes will afford students a window into British culture as they acquaint themselves with the country's visual vocabulary. The course will address the technical aspects of drawing, including how to use line, value, composition, and color effectively. Additional components will include journaling, tours of historical sites, and museum and gallery visits (including the National and National Portrait Galleries, Hampton Court Palace, St. Paul's Cathedral, etc.). Prerequisite: Participation in OCS Theater & Lit in London program. 6 credits; S/CR/NC; ARP, IS; Winter; Juliane B Shibata

[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; Stephen Mohring

[ARTS 124](#) Praxis and Poetics in 3D Art and Design In this course students will combine the fundamentals of 3D design and thinking with conceptual frameworks that incorporate model-making and architectural forms. The course will be composed of different sections of study, each relating to various ways of thinking in 3D, and each grounded in the praxis of informed action within a cultural context. Students will simultaneously develop an understanding of the history, context and generative possibilities of creative 3D work, while also developing a personal voice. 6 credits; ARP; Not offered 2020-21

[ARTS 130](#) Beginning Ceramics This course is an introduction to wheel throwing and handbuilding as primary methods of construction for both functional and non-functional ceramic forms. An understanding of ceramic history and technical skills are achieved through studio practice, readings, and demonstrations. Emphasis is placed on the development of strong three-dimensional forms as well as the relationship of form to surface. Coursework includes a variety of firing techniques and development of surface design. 6 credits; ARP; Fall, Spring; Juliane B Shibata, Kelly A Connole

[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 natural, urban and domestic landscapes of your community. Reflect on the ways in which nature has been visually represented throughout topographical spaces while 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, exploratory field trips we share together, and sensory examinations will help us create a final portfolio of digital images and text. Harness your own digital

camera (smartphone or DSLR) in new ways, while engaging in its relationship to analog photographic traditions. 6 credits; ARP; Spring; Linda K Rossi

[ARTS 141](#) Experimental Photography In this course we will explore the rich history of photography's experimental development through an examination of its lineage within digital photographic processes. Our focus will be on digital experimentation and harnessing experimental creative play with photoshop and the natural world. Demonstrations will cover a wide range of digital photography techniques, highlighting the digital relationship to analog photography, photomontage, digital post-production and its connection to toning, solarization and photograms. Students will harness their own digital cameras (DSLR or smartphone) in new ways to create a visual portfolio amongst writings of their experimental investigations. 6 credits; ARP; Spring; Linda K Rossi

[ARTS 142](#) The Book as Art Object With books we understand, in a contained object, specific qualities that an author conveys through composition, sequence, and information in an art form. Students will balance the cultivation of technical skills with exploration of personal vision in the creation and conceptualization of a series of books taking into consideration the diverse students' disciplines. The class incorporates both digital and analog book technologies. We will analyze an array of publications from classical to contemporary artist book, the journal, the fanzine, the comic book, the pulp, and the pamphlet. We will pay special attention to the conceptual space of the book, sequencing and layout of images, production, materials and distribution of books. Topics include the discussion of the decline and resurgence of the physical book, the poetics of the *books*, the *book* as metaphor, the conceptual space of the *book*, and *books* as narrative and non-narrative sequences. 6 credits; ARP; Fall; Xavier Tavera

[ARTS 150](#) Elements of 3-D Design This 3-D foundations course will engage students in learning to articulate and dissect the elements of three-dimensional design. Using metal, wire, clay, wood and found objects, students will construct and fabricate three dimensional objects while developing an understanding of visual language and its power to tell a story or convey a message. Students will also study examples of historical and contemporary artists and designers to provide context for their projects. 6 credits; ARP; Not offered 2020-21

[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; Danny Saathoff

[ARTS 161](#) Watercolor This five week course serves as a brief introduction to the medium of watercolor painting. Students will develop an understanding of basic color interactions and a wide spectrum of paint application strategies from meticulous refined brushwork to fluid, expressive markmaking. 3 credits; ARP; Not offered 2020-21

[ARTS 180](#) 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. 6 credits; ARP; Not offered 2020-21

[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, 113, 142 or 211. 6 credits; ARP; Winter; Daniel P Bruggeman

[ARTS 211](#) Topics in Art and the Environment: Drawing the Anthropocene Focused around studio projects emphasizing drawing media, this course explores the complexity and variety of representations of the natural world. Students will be introduced to artists and writers who address the impact of human activity on the environment from a range of historical and topical perspectives. Prerequisite: Studio Arts 110, 113, 114, 142 or instructor consent. 6 credits; ARP; Not offered 2020-21

[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 ongoing, self-directed drawing in these visual journals. Subjects will include landscape, nature study, figure, and portraits. The course will require some hiking in rugged areas. Prerequisite: Studio Art 110, 113, 114 or 142 or previous comparable drawing experience approved by the professor. Participation in OCS program. 6 credits; ARP; Winter; Eleanor M Jensen

[ARTS 230](#) Ceramics: Throwing This course is focused on the creative possibilities of the pottery wheel as a means to create utilitarian objects. Students are challenged to explore conceptual ideas while maintaining a dedication to function. An understanding of aesthetic values and technical skills are achieved through studio practice, readings, and demonstrations. Basic glaze and clay calculations, high fire and wood kiln firing techniques, and a significant civic engagement component, known as the Empty Bowls Project, are included in the course. Prerequisite: Studio Art 130, 236 or high school experience with wheel throwing and instructor permission. 6 credits; ARP; Spring; Kelly A Connole

[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 122, 130, 150, 151, 236 or instructor consent. 6 credits; ARP; Not offered 2020-21

[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 122, 130 or instructor's consent. 6 credits; ARP; Winter; Kelly A Connole

[ARTS 236](#) Ceramics: Vessels for Tea Students will learn techniques used by Japanese potters, and those from around the world, to make vessels associated with the production and consumption of tea. Both handbuilding and wheel throwing processes will be explored throughout the term. We will investigate how Japanese pottery traditions, especially the Mingei "arts of the people" movement of the 1920s, have influenced contemporary ceramics practice in the United States and how cultural appropriation impacts arts practice. Special attention will be paid to the use of local materials from Carleton's Arboretum as well as wood firing and traditional raku processes. Prerequisite: Requires concurrent registration in Art History 266. 6 credits; ARP, IDS; Fall; Kelly A 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. Prerequisite: Studio Art 110, 113, 114, 140, 141 or 142. 6 credits; ARP; Not offered 2020-21

[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. We encourage students to bring their own digital camera, however we do have some digital cameras to loan out. Film cameras will be provided. Prerequisite: Studio Art 110, 113, 114, 140, 141 or 142. 6 credits; ARP; Fall; Xavier Tavera

[ARTS 243](#) Fundamentals of Photography In this course we will explore photography as a means of understanding and interacting with both the world and the inner self. We will emphasize a balance of technical skills, exploration of personal vision, and development of critical thinking and vocabulary relating to photography. Our own image making will be considered in the context of photographic history, visual literacy, and the universe of imagery in which we live. We will work with Photoshop, scanners, printers, and digital cameras, as well as cell phone cameras, and found images. We encourage students to bring their own digital camera, however we do have some digital cameras to loan out. Prerequisite: Studio Art 110, 113, 114, 140, 141 or 142. 6 credits; ARP; Fall; Xavier Tavera

[ARTS 252](#) Metalsmithing: Ancient Techniques, New Technologies This course focuses on lost wax casting, 3D modeling and printing, and stone setting as methods to create jewelry and small sculptural objects in bronze and silver. Specific instruction will be given in the proper use of tools, torches, and other equipment, wax carving, and general metalsmithing techniques. Through the use of 3D modeling software and 3D printing, new technologies will expedite traditional processes allowing for a broad range of metalworking possibilities. Previous experience with metalsmithing is not required but may be helpful. Prerequisite: Studio Art 110, 113, 114, 122, 130, 142, 150 or 151. 6 credits; ARP; Spring; Danny 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. To ensure maximum flexibility and portability, we will be working in watercolor and gouache (opaque water-based) paints on paper surfaces. Prerequisite: Studio Art 110, 113, 114, 142 or 161. 6 credits; ARP; Fall, Spring; David H Lefkowitz

[ARTS 273](#) Studio Art Seminar in the South Pacific: Printmaking Intaglio and relief printmaking. Students will receive instruction in all of the processes of intaglio and relief printmaking. Students will explore the possibilities of these forms of printmaking in conjunction with their work in the drawing class. Prerequisite: Studio Arts 110, 113 or 114 and acceptance in OCS Program. 6 credits; ARP; Winter; Eleanor M Jensen

[ARTS 274](#) Printmaking Students will work in one of the four primary media of printmaking: intaglio, relief, lithography, or silkscreen. After students make their choice of which process they will use, demonstrations will be offered in each area. The goal includes building upon skills that were established in the pre-requisite drawing class. Each print media affords great potential in experimentation. Prerequisite: Studio Art 110, 113, 114 or 142. 6 credits; ARP; Fall, Winter; Fred Hagstrom

[ARTS 275](#) Studio Art Seminar in the South Pacific: The Physical and Cultural Environment of New Zealand and Australia This course examines how New Zealand and Australia have changed since colonization. Students will study the history of indigenous people and the environment of these countries, noting how the physical landscape has changed through agriculture, mining, and the introduction of non-native species. This course includes readings, films, lectures, meeting with locals, and site visits. Prerequisite: Acceptance to Carleton OCS program. 6 credits; S/CR/NC; SI, IS; Winter; Eleanor M Jensen

[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; Stephen Mohring

[ARTS 322](#) Sculpture 2: Form and Context A sculptor is a person obsessed with the form and the shape of things, and it's not just the shape of any one thing, but the shape of any thing and everything. -Henry Moore In this intimate and nimble seminar, we will continue our exploration of the wonders of sculpture, further developing our previous studio-based investigations. We'll be using tools and supplies sent to you in a care package, along with a creative array of local-to-you materials, online videos and readings, live discussion groups, and freely available computer-aided design programs to expand and deepen our appreciation of sculpture as an extraordinarily adaptive artform. Prerequisite: Studio Art 122, 150, 151, 232 or instructor permission. 6 credits; ARP; Spring; Stephen 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 or instructor permission. 6 credits; ARP; Fall; Stephen Mohring

[ARTS 330](#) Advanced Ceramics Designed to build on previous coursework in ceramics, this course focuses on sophisticated handbuilding and throwing techniques and advanced problem solving. 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. This course can be repeated for credit. Prerequisite: Studio Art 130, 230, 232, 234 or 236. 6 credits; ARP; Not offered 2020-21

[ARTS 332](#) Ceramic Design: The Vase In this seminar students expand on their knowledge of handbuilding and throwing techniques to focus specifically on the creation of vessels to hold flowers. A review of historic and contemporary vase forms will lead to exercises in designing objects that interact with natural materials. Surface design will focus on the use of local materials including clay from Carleton's Arboretum and wood ash from the studio's wood kiln. Prerequisite: Two Ceramics courses (Studio Art 130, 230, 232, 234, 236 or 330) or instructor consent. 2 credits; ARP; Not offered 2020-21

[ARTS 339](#) Advanced Photo: Digital Imaging This course will explore the technical, aesthetic and critical issues of analog and digital media. The student will work with large format analog cameras, digital cameras, scanners, printers, some darkroom work and the Photoshop program. Through specific assignments, field trips and personal

experimentation students will broaden their understanding of this media. Some digital cameras will be provided. Prerequisite: Studio Art 140, 141, 238 or 240 or instructor permission. 6 credits; ARP; Winter; Xavier Tavera

[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, 114, 210, 212, and 274 (for students focusing on drawing). 6 credits; ARP; Winter; David H 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. Prerequisite: Studio Art 273 or 274. 6 credits; ARP; Spring; Fred Hagstrom

[ARTS 394](#) Studio Art Research Individual projects in studio arts associated with ongoing research. Projects are undertaken with the direct supervision of a faculty member. Regular individual meetings, written progress reports, and group critiques sessions are integrated into the term to develop skills in individual studio practice. Prerequisite: Students will be admitted from the waitlist, instructor consent required. 2 credits; S/CR/NC; NE; Fall; Kelly A Connole, Fred Hagstrom

[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; David H Lefkowitz

[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.

Requirements for the Chinese Minor

A total of six courses (36 credits), passed with a C- or better from the following two categories:

- Four or five language courses beyond [CHIN 204](#) including [CHIN 205](#), [CHIN 206](#) and any 300-level course except [CHIN 310](#).
- One or two content courses in English from [CHIN 282](#), any Chinese courses numbered 230-270, [ASLN 111](#), [ASLN 260](#)

Appropriate language courses taken on overseas programs can apply.

Requirements for the Japanese Minor

A total of six courses (36 credits), passed with a C- or better from the following two categories:

- Four or five language courses beyond [JAPN 204](#) including [JAPN 205](#), [JAPN 206](#) and any 300-level course except [JAPN 310](#).
- One or two content courses in English from any Japanese courses numbered 230-270, [ASLN 111](#), [ASLN 260](#)

Appropriate language courses taken on overseas programs can apply.

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; Not offered 2020-21

[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 2020-21

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; Lin Deng

[CHIN 102](#) Elementary Chinese Continuation of Chinese 101. Prerequisite: Chinese 101 or equivalent. 6 credits; NE; Winter

[CHIN 103](#) Elementary Chinese Continuation of Chinese 101, 102. Prerequisite: Chinese 102 or equivalent. 6 credits; NE; Spring; Shaohua Guo

[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; Shaohua Guo, Lin Deng

[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; Shaohua Guo

[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; Shaohua Guo

[CHIN 239](#) Digital China: Media, Culture, and Society This course invites students to critically examine digital media technologies in relation to social change, cultural innovation, and popular entertainment. Drawing on literature from media, literary, and cultural studies, the course engages in topics such as new media institutions, Internet businesses, global activism, gender and sexuality, and mobile applications. Special attention is paid to the implications that digital media bring forth within particular social and historical contexts, as well as the ways in which the Internet serves as the site for the negotiation of various political, economic, and cultural forces. In translation. 6 credits; LA, IS; Winter; Shaohua Guo

[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 2020-21

[CHIN 245](#) Chinese Vision of the Past in Translation China—the modern nation—never escapes the influence of the past. But why do Chinese literature and movies like discussing and presenting the past? Do these works truly reflect the past? How is the past presented? What techniques impact the narration of the past and the audience's perceptions? Through comparison of historic texts and fictional retellings of the same stories, students will gain a better understanding of representation of the past and develop critical reading, analysis, discussion, and writing skills. Sources include historical narratives and biographies, classical texts, poems, fiction, and film. No knowledge of Chinese language required. 6 credits; LA; Fall; Lei Yang

[CHIN 250](#) Chinese Popular Culture in Translation 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; Not offered 2020-21

[CHIN 251](#) Heroes, Heroines, Exceptional Lives in Chinese Biographical Histories Through generic and historical analysis of the two-millennia long biographical tradition in Chinese historical writing, this project explores lives of heroes and heroines, including, but not limited to: dynastic founders, ministers, generals, poets, assassins, and exceptional women. In this introduction to pre-modern Chinese culture and literature, students will experience, in English translation, some of the most beautiful works of ancient Chinese literature from the second century BCE through the eighteenth century CE. 6 credits; LA, IS; Not offered 2020-21

[CHIN 252](#) The Chinese Language: A Linguistic and Cultural Survey This course offers a unique introduction to the Chinese language for anyone curious about its defining characteristics and how they shaped, impacted, or relate to certain social, political, and cultural practices and traditions in China, present and past. This course will prepare students with the knowledge to make informed judgment on common misconceptions or prejudices, by non-Chinese and Chinese speakers, concerning the Chinese language or its writing system. Students are expected to learn about some general linguistic concepts and notions in regard to structural features of human language and its relationship with mind, society, and culture through this course. No prior knowledge of Chinese or linguistics is required. 6 credits; LA, IS; Spring; Lin Deng

[CHIN 258](#) Classical Chinese Thought: Wisdom and Advice from Ancient Masters Behind the skyscrapers and the modern technology of present-day China stand the ancient Chinese philosophers, whose influence penetrates

every aspect of society. This course introduces the teachings of various foundational thinkers: Confucius, Mencius, Laozi, Sunzi, Zhuangzi, and Hanfeizi, who flourished from the fifth-second centuries B.C. Topics include kinship, friendship, self-improvement, freedom, the art of war, and the relationship between human beings and nature. Aiming to bring Chinese wisdom to the context of daily life, this course opens up new possibilities to better understand the self and the world. No knowledge of Chinese is required. 6 credits; HI, IS; Not offered 2020-21

[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; Shaohua Guo

[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 minor. Prerequisite: Chinese 206 or equivalent. 2 credits; NE; Not offered 2020-21

[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; Not offered 2020-21

[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: Chinese 206 or equivalent. 6 credits; NE, LA; Not offered 2020-21

[CHIN 349](#) Tasting China: Regional Geography and Food Culture This course creates a virtual journey that enriches students' knowledge and understanding of Chinese food culture in geographical context through a range of textual and non-textual materials including essays by renowned writers and food critics, illustrated book chapters and magazine articles and reports, and acclaimed documentary films and videos. The course will familiarize students with culturally authentic and stylistically appropriate vocabulary and structures commonly found in cultural narratives, increase their ability to converse with extended discourse in topics relating to food culture, and enhance their comprehension and writing skills of literary and written Chinese. Prerequisite: Chinese 206 or equivalent. 6 credits; LA; Winter; Lin Deng

[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 2020-21

[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; Not offered 2020-21

[CHIN 361](#) Advanced Chinese: Readings in Twentieth Century Literature Students will read, discuss, and write about major literary works from twentieth century China in order to both improve their language abilities and increase their understanding of the artistic and intellectual milieu in which the works were produced. Readings will include selections from modern and contemporary Chinese literature, including poetry, fiction, novels, and letters in the original Chinese. Prerequisite: Chinese 206 or equivalent. 6 credits; LA; Fall; Lei Yang

[CHIN 362](#) Advanced Chinese: Traditional Culture in Modern Language This course explores Chinese traditional culture in advanced Mandarin Chinese. The long history and rich culture in pre-modern China have produced a precious legacy that has been widely inherited by contemporary China and significantly impacted the modern society. To better understand present-day China and the Chinese language, it is crucial for advanced learners to track the evolution back while acquiring higher-level vocabulary and structures. Lesson topics center on literature, language, writing, and so on. Many of our texts are from ancient Chinese stories (Mencius, Brotherhood, Language of Flowers, Dream of Red Mansions, etc.) Prerequisite: Chinese 206 or equivalent. 6 credits; LA; Not offered 2020-21

[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 2020-21

[CHIN 364](#) Chinese Classic Tales and Modern Adaptation This course introduces to students influential Chinese classic tales and their modern adaptation across media platforms. Students improve their listening and speaking skills through viewing and discussing visual materials. Students develop their reading and writing proficiencies through analyzing authentic texts, formulating their own arguments, and writing critical essays. The overarching goal of this course is to increase students' fluency in all aspects of Chinese language learning and to deepen students' understanding of the role that cultural tradition plays in shaping China's present. Prerequisite: Chinese 206 or equivalent (students who have taken one 300-level course at Carleton are qualified to register). 6 credits; Spring; Shaohua Guo

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; Noboru Tomonari, Kevin P Mulholland

[JAPN 102](#) Elementary Japanese Continuation of Japanese 101. Prerequisite: Japanese 101 or equivalent. 6 credits; NE; Winter; Noboru Tomonari

[JAPN 103](#) Elementary Japanese Continuation of Japanese 102. Prerequisite: Japanese 102 or equivalent. 6 credits; NE; Spring

[JAPN 105](#) Pilgrimage and Sacred Space in Japan Program: Introduction to Japanese Language and Culture through Language Study Students with no prior Japanese language study will enroll in this course. It is designed to introduce basic pattern and vocabulary with a special emphasis on topics related to everyday life in Japan and interactions with people. As part of this course, students are required to complete before Spring online

assignments to learn to read the two forms of the Japanese phonetic script, hiragana and katakana. Prerequisite: Participation in OCS program. 6 credits; NE; Not offered 2020-21

[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; Miaki 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; Miaki 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; Miaki Habuka

[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 2020-21

[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 2020-21

[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; Not offered 2020-21

[JAPN 246](#) Monsters and Japan The monster always escapes and always returns. This course examines how the concept of monstrosity has manifested in Japan throughout the ages, taking different forms to reflect changing conditions. Surveying a broad range of media, including, literature, theater, manga, and anime, we will compare chimeric expressions of otherness in Japanese culture. No Japanese language is required. 6 credits; LA, IS; Fall; Kevin P Mulholland

[JAPN 247](#) Japanese Book Culture What is a book? The answer—from a nineteenth century Japanese perspective—may surprise you. This course looks at how the Japanese woodblock-printed book is the site of colliding worlds of creative, political, social, and technological challenges. The course materials will be both in translation and physical access to real historical examples. As a hands-on approach, the class will design and publish its own woodblock-printed book. No Japanese language is required. 6 credits; LA, IS; Winter; Kevin P Mulholland

[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 2020-21

[JAPN 347](#) Advanced Reading in Contemporary Japanese Prose: Newspapers Introduction to journalistic prose styles, with attention to vocabulary and syntax peculiar to newspapers. Discussion in Japanese. Prerequisite: Japanese 206 or the equivalent. 6 credits; NE; Not offered 2020-21

[JAPN 350](#) Pilgrimage & Sacred Space in Japan Program: Advanced Japanese through Place-Based Learning in Kyoto We will explore various cultural, historical and social issues of Japan in Japanese. The course aims to improve students' skills in reading, writing, listening, and speaking through place-based learning. Many of the assignments focus on what students will experience in Kyoto during the OCS program--local topics in Kyoto as well as ongoing social issues in Japan at large. Improving their Japanese linguistic and cultural fluency, students will learn to respond creatively and respectfully to stories of the place and become a part of the community, rather than a passive observer of it. Prerequisite: Japanese 206 or equivalent. 6 credits; NE; Not offered 2020-21

[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; Not offered 2020-21

[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 2020-21

[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; Not offered 2020-21

[JAPN 356](#) The Japanese Response to COVID-19: Japanese Language Sources How have the Japanese responded to COVID-19? By looking at newspaper articles, news videos, blogs, poems, manga, and other visual and verbal media sources, we will understand how the Japanese peoples are understanding and coping with the dramatic shifts in society caused by the pandemic. Students are encouraged to use their own localized experiences as a starting point for discussing and researching the Japanese responses. Prerequisite: Japanese 206 or equivalent. 6 credits; NE, IS; Winter; Kevin P Mulholland

[JAPN 357](#) Puppets, Dolls, Robots, and Vocaloids in Japanese Culture This course examines the representations and meanings of puppets, dolls, robots, and vocaloids in Japan from the seventeenth century until the twenty-first century. The Japanese developed their own strands of puppet cultures, starting in early modern Japan where the Japanese came to privilege puppets in the form of bunraku theater. Puppets functioned as a useful means for

Japanese rhetoric and self-expression, and this has been the case especially in popular culture. We will watch films, videos, and read works of fiction and manga to interpret Japan through puppets and their recent equivalents. Prerequisite: Japanese 206 or equivalent. 6 credits; NE; Spring; Noboru Tomonari

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 minor in East Asian Studies or South Asian Studies, although in exceptional cases a double major with Asian Studies can be approved.

Requirements for the Asian Studies 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 (not offered in 2020-21)
 - [HIST 298](#) Junior 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 165](#) Japanese Art and Culture
- [ARTH 166](#) Chinese Art and Culture
- [ARTH 209](#) Chinese Painting (not offered in 2020-21)
- [ARTH 220](#) The Origins of Manga: Japanese Prints (not offered in 2020-21)
- [ARTH 266](#) Arts of the Japanese Tea Ceremony
- [ARTH 267](#) Gardens in China and Japan
- [ARTH 268](#) Art History in Kyoto Program: History of Gardens and Landscape Architecture in Japan (not offered in 2020-21)
- [ARTH 269](#) Art History in Kyoto Program: Projects in Japanese Garden Design and History (not offered in 2020-21)
- [ARTH 321](#) Arts of the Chinese Scholar's Studio (not offered in 2020-21)
- [ARTS 236](#) Ceramics: Vessels for Tea
- [ASLN 111](#) Writing Systems (not offered in 2020-21)
- [ASLN 260](#) Historical Linguistics (not offered in 2020-21)
- [ASST 283](#) Japanese History and Culture (not offered in 2020-21)
- [ASST 284](#) Japanese Linguistics in Kyoto Seminar: History and Culture of Japan
- [CHIN 206](#) Chinese in Cultural Context
- [CHIN 240](#) Chinese Cinema in Translation (not offered in 2020-21)
- [CHIN 245](#) Chinese Vision of the Past in Translation
- [CHIN 250](#) Chinese Popular Culture in Translation (not offered in 2020-21)
- [CHIN 251](#) Heroes, Heroines, Exceptional Lives in Chinese Biographical Histories (not offered in 2020-21)
- [CHIN 258](#) Classical Chinese Thought: Wisdom and Advice from Ancient Masters (not offered in 2020-21)
- [CHIN 347](#) Advanced Chinese: Reading the News (not offered in 2020-21)
- [CHIN 348](#) Advanced Chinese: The Mass Media (not offered in 2020-21)
- [CHIN 355](#) Contemporary Chinese Short Stories (not offered in 2020-21)
- [CHIN 360](#) Classical Chinese (not offered in 2020-21)
- [CHIN 361](#) Advanced Chinese: Readings in Twentieth Century Literature
- [CHIN 362](#) Advanced Chinese: Traditional Culture in Modern Language (not offered in 2020-21)
- [CHIN 363](#) Conversation and Composition: The Liberal Arts in Chinese (not offered in 2020-21)
- [ECON 240](#) Microeconomics of Development

- [ECON 241](#) Growth and Development (not offered in 2020-21)
- [HIST 151](#) History of Modern Japan (not offered in 2020-21)
- [HIST 152](#) History of Early China (not offered in 2020-21)
- [HIST 153](#) Modern China: China with Mao
- [HIST 154](#) Social Movements in Postwar Japan
- [HIST 156](#) History of Modern Korea (not offered in 2020-21)
- [HIST 215](#) Carleton in the Archives: Carleton in China
- [HIST 253](#) The Cultural Revolution in China (not offered in 2020-21)
- [HIST 255](#) Rumors, Gossip, and News in East Asia (not offered in 2020-21)
- [HIST 256](#) Disaster, Disease, & Rumors in East Asia
- [HIST 365](#) Colonialism in East Asia (not offered in 2020-21)
- [JAPN 206](#) Japanese in Cultural Context
- [JAPN 231](#) Japanese Cinema in Translation (not offered in 2020-21)
- [JAPN 244](#) The World of Anime in Translation (not offered in 2020-21)
- [JAPN 245](#) Modern Japanese Literature and Manga in Translation (not offered in 2020-21)
- [JAPN 345](#) Advanced Reading in Modern Japanese Literature: The Short Story (not offered in 2020-21)
- [JAPN 347](#) Advanced Reading in Contemporary Japanese Prose: Newspapers (not offered in 2020-21)
- [JAPN 351](#) Advanced Japanese through Documentary Film (not offered in 2020-21)
- [JAPN 353](#) Thinking about Environmental Issues in Japanese (not offered in 2020-21)
- [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 2020-21)
- [POSC 237](#) Southeast Asian Politics (not offered in 2020-21)
- [POSC 241](#) Ethnic Conflict (not offered in 2020-21)
- [POSC 264](#) Politics of Contemporary China
- [RELG 152](#) Religions in Japanese Culture
- [RELG 153](#) Introduction to Buddhism (not offered in 2020-21)
- [RELG 254](#) Zen Buddhism (not offered in 2020-21)
- [RELG 276](#) Pilgrimage and Sacred Space in Japan Program: Field Studies Sacred Sites (not offered in 2020-21)
- [RELG 279](#) Pilgrimage and Sacred Space in Japan Program: Pilgrimage & Sacred Space in Japan (not offered in 2020-21)
- [RELG 280](#) The Politics of Sex in Asian Religion
- [RELG 282](#) Samurai: Ethics of Death and Loyalty (not offered in 2020-21)

SOUTH ASIA:

- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development (not offered in 2020-21)
- [ENGL 245](#) Bollywood Nation
- [ENGL 250](#) Indian Fiction 1880-1980
- [ENGL 251](#) Contemporary Indian Fiction
- [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)
- [HIST 161](#) History of Modern South Asia from the Mughals to Modi
- [HIST 259](#) Women in South Asia: Histories, Narratives, and Representations (not offered in 2020-21)
- [HIST 268](#) Globalization & Local Responses in India Program: History, Globalization, and Politics in Modern India

- [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2020-21)
- [HIST 359](#) Women in South Asia: Histories, Narratives, and Representations (not offered in 2020-21)
- [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 South Asia
- [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 (not offered in 2020-21)
- [POSC 241](#) Ethnic Conflict (not offered in 2020-21)
- [POSC 378](#) Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia (not offered in 2020-21)
- [POSC 379](#) Political Economy and Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2020-21)
- [RELG 122](#) Introduction to Islam (not offered in 2020-21)
- [RELG 150](#) Religions of India (not offered in 2020-21)
- [RELG 153](#) Introduction to Buddhism (not offered in 2020-21)
- [RELG 155](#) Hinduism: An Introduction
- [RELG 222](#) Politics, Medicine, and the Self in Asian Religion (not offered in 2020-21)
- [RELG 237](#) Yoga: Religion, History, Practice (not offered in 2020-21)
- [RELG 238](#) The Sacred Body (not offered in 2020-21)
- [RELG 245](#) Buddha (not offered in 2020-21)
- [RELG 263](#) Sufism (not offered in 2020-21)
- [RELG 265](#) Religion and Violence: Hindus, Muslims, Jews (not offered in 2020-21)
- [RELG 280](#) The Politics of Sex in Asian Religion
- [RELG 289](#) Global Religions in Minnesota
- [RELG 353](#) Saints, Goddesses, and Whores (not offered in 2020-21)
- [RELG 362](#) Spirit Possession (not offered in 2020-21)
- [SOAN 257](#) Culture and Politics in India
- [WGST 310](#) Asian Mystiques Demystified (not offered in 2020-21)

CENTRAL ASIA:

- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development (not offered in 2020-21)
- [HIST 265](#) Central Asia in the Modern Age
- [HIST 360](#) Muslims and Modernity
- [RELG 122](#) Introduction to Islam (not offered in 2020-21)
- [RELG 153](#) Introduction to Buddhism (not offered in 2020-21)
- [RELG 263](#) Sufism (not offered in 2020-21)

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 100](#) The Cultural Life of Plants in China This seminar will examine the role of plants have played in China from ancient times through the end of the imperial era. It will investigate the uses of different types of plants (fruits, vegetables, flowers, grasses, etc.) in such areas as medicine, food, literature, art, and landscape management. We will seek to understand the ways in which plants function across and make connection between various aspects of human activities. In addition, the course will emphasize how plants have actively helped form Chinese cultural practices and systems of meaning throughout various historical periods. 6 credits; AI, WR1, IS; Fall; Kathleen M Ryor

[ASST 110](#) Elementary Hindi-Urdu This course will introduce students to basic spoken and written Hindi and Urdu, languages spoken widely across India and Pakistan. The course will teach speaking, listening, reading and writing skills as these are used in everyday social and cultural situations. While in elementary spoken form Hindi and Urdu are almost indistinguishable, they are written in two distinct scripts, both of which students will learn. 6 credits; NE; Not offered 2020-21

[ASST 130](#) Globalization & Local Responses in India Program: Tourism and Development in India This course will examine concepts and practices regarding socio-economic development in India, with a special focus on the role of tourism as part of the process of globalization. We will study the scholarly writings and debates around the varied agendas and ideologies concerning development, and analyze the different approaches to economic growth that have historically been dominant in India. As part of our learning process, we will visit numerous sites wherein economic development is being undertaken, including urban and rural locales as well as tourist and pilgrimage sites. This course will include scholarly readings, instructor and guest lectures, and require student presentations of their work. 3 credits; S/CR/NC; HI, IS; Winter; Brendan P LaRocque

[ASST 135](#) Exploring India: Orientation/Orientalism Images of India are ever-present in American media and pop culture. The land of Gandhi, call-centers, a multitude of religious faiths, the Taj Mahal, oppressed women, vast poverty and wealth. Come and learn about India, a region of immense contrasts and diversities, home to more than one billion people. We will explore Indian history and geography, cuisine and traditions, people and their languages, art, architecture and music, while being introduced to the Hindi and Urdu languages. Our class materials will include scholarly writings, guest speakers, popular cinema, documentary films, poetry, music, and food. 3 credits; HI, IS; Not offered 2020-21

[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; Not offered 2020-21

[ASST 283](#) Japanese History and Culture In this seminar we will explore various aspects of Japan, including, but not limited to history, religion, literature (including poetry), music, anime and manga, film, food, political structures, and aspects of popular culture. 6 credits; HI, IS; Not offered 2020-21

[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; Spring; Mike Flynn

[ASST 286](#) Pilgrimage and Sacred Space in Japan Program: Topics in Japanese Religion and Culture This course will consist of a series of lectures on topics such as religious architecture and Buddhist meditation. In addition to the lectures, there will be related field trips. Prerequisite: Participation in OCS Program. 3 credits; HI, IS; Not offered 2020-21

[ASST 319](#) Buddhist Studies India Program: History of South Asian Buddhism This course provides students with an introduction to the history of South Asian Buddhism. Using primary and secondary sources and resources available to us in Bodh Gaya, we evaluate competing perspectives on the history of Buddhism and debate significant historical and ethical questions. How did Buddhism relate to other ancient Indian religions? What was the relationship between Buddhism and ancient Indian political, social, and economic structures? How did Buddhism change during its 2000 years in India? What impact did South Asian Buddhism have on the ancient and

medieval world? What is the relationship between modern Buddhism and ancient Buddhism? Prerequisite: Acceptance into the Buddhist Studies India Program required. 8 credits; NE; Fall; Arthur P McKeown

[ASST 391](#) Buddhist Studies India Program: Independent Study Project Students spend three weeks of the program engaged in independent study of a topic related to Buddhist Studies, utilizing the unique resources available in India and neighboring countries. At the completion of the Independent Study period, students return to the Burmese Vihar, where their work is reviewed by their advisor and presented to the group. Prerequisite: Acceptance into the Global Engagement Program required. 8 credits; NE; Fall; Arthur P McKeown

Astronomy

See Physics and Astronomy

Biochemistry

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 Biochemistry Minor

The biochemistry minor 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 minor will major in either biology or chemistry. To encourage breadth within the minor, no more than five six-credit courses from a student's own major may be counted toward the minimum requirements of the minor.

Both the biology and chemistry departments maintain vigorous weekly seminar programs, regularly bringing to the college distinguished scientists, including many biochemists. Each minor should make it a priority to attend relevant seminars whenever possible. At the beginning of each term, minors 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. Minors 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 I and Lab or [CHEM 128](#), Principles of Environmental Chemistry & Lab

- [BIOL 125](#) Genes, Evolution, and Development and Lab
- [BIOL 126](#) Energy Flow in Biological Systems and Lab
- [BIOL 380](#) Biochemistry
- [CHEM 224](#) Principles of Chemistry II and Lab
- [CHEM 233](#) Organic Chemistry I & Lab
- [CHEM 234](#) Organic Chemistry II & Lab
- [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 338](#) Genomics and Bioinformatics
- [BIOL 370](#) Seminar: Selected Topics in Virology (not offered in 2020-21)
- [BIOL 372](#) Seminar: Structural Biology (not offered in 2020-21)
- [BIOL 385](#) Seminar: Microbial Pathology (not offered in 2020-21)
- [CHEM 324](#) Chemistry and Biology of Antibiotics (not offered in 2020-21)
- [CHEM 343](#) Chemical Thermodynamics
- [CHEM 350](#) Chemical and Biosynthesis (not offered in 2020-21)
- [CHEM 360](#) Chemical Biology (not offered in 2020-21)

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 the Biology 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:

a. Molecular and Cell Biology

- [BIOL 240](#) Genetics
- [BIOL 280](#) Cell Biology
- [BIOL 310](#) Immunology
- [BIOL 380](#) Biochemistry

b. Organismic Biology

- [BIOL 234](#) Microbiology with Laboratory
- [BIOL 238](#) Entomology
- [BIOL 242](#) Vertebrate Morphology (not offered in 2020-21)
- [BIOL 262](#) Ecological Physiology
- [BIOL 272](#) Integrative Animal Physiology
- [BIOL 332](#) Human Physiology
- [BIOL 342](#) Animal Developmental Biology (not offered in 2020-21)
- [BIOL 386](#) Neurobiology

c. Ecology and Evolutionary Biology

- [BIOL 224](#) Landscape Ecology (not offered in 2020-21)
- [BIOL 238](#) Entomology
- [BIOL 248](#) Behavioral Ecology (not offered in 2020-21)
- [BIOL 321](#) Ecosystem Ecology
- [BIOL 338](#) Genomics and Bioinformatics
- [BIOL 350](#) Evolution
- [BIOL 352](#) Population Ecology

3. Three electives (which may include six credits of Biology 394) from the courses listed below. 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.

- [BIOL 210](#) Global Change Biology
- [BIOL 215](#) Agroecology (not offered in 2020-21)
- [BIOL 224](#) Landscape Ecology (not offered in 2020-21)
- [BIOL 234](#) Microbiology with Laboratory
- [BIOL 238](#) Entomology
- [BIOL 240](#) Genetics
- [BIOL 242](#) Vertebrate Morphology (not offered in 2020-21)
- [BIOL 248](#) Behavioral Ecology (not offered in 2020-21)
- [BIOL 280](#) Cell Biology
- [BIOL 310](#) Immunology
- [BIOL 321](#) Ecosystem Ecology
- [BIOL 332](#) Human Physiology
- [BIOL 338](#) Genomics and Bioinformatics
- [BIOL 342](#) Animal Developmental Biology (not offered in 2020-21)
- [BIOL 350](#) Evolution

- [BIOL 352](#) Population Ecology
- [BIOL 355](#) Seminar: The Plant-Animal Interface
- [BIOL 356](#) Seminar: Topics in Developmental Biology
- [BIOL 358](#) Seminar: Evolution of Sex and Sexes (not offered in 2020-21)
- [BIOL 363](#) Seminar: Ecomechanics
- [BIOL 365](#) Seminar: Topics in Neuroscience
- [BIOL 366](#) Seminar: Conservation Biology (not offered in 2020-21)
- [BIOL 368](#) Seminar: Developmental Neurobiology
- [BIOL 370](#) Seminar: Selected Topics in Virology (not offered in 2020-21)
- [BIOL 372](#) Seminar: Structural Biology (not offered in 2020-21)
- [BIOL 373](#) Seminar: Stem Cell Biology (not offered in 2020-21)
- [BIOL 374](#) Seminar: Grassland Ecology
- [BIOL 378](#) Seminar: The Origin and Early Evolution of Life
- [BIOL 379](#) Seminar: Behavioral Genetics
- [BIOL 380](#) Biochemistry
- [BIOL 382](#) Seminar: Molecular Biology
- [BIOL 385](#) Seminar: Microbial Pathology (not offered in 2020-21)
- [BIOL 386](#) Neurobiology
- [BIOL 394](#) Biology Research (not offered in 2020-21)

4. Data Interpretation: One of the three electives must be a seminar course that emphasizes data interpretation and analysis of the primary literature. Ideally, you should complete this seminar course prior to registering for Biology 400 (integrative exercise). A maximum of two courses may be taken from this category.

- [BIOL 355](#) Seminar: The Plant-Animal Interface
- [BIOL 356](#) Seminar: Topics in Developmental Biology
- [BIOL 358](#) Seminar: Evolution of Sex and Sexes (not offered in 2020-21)
- [BIOL 363](#) Seminar: Ecomechanics
- [BIOL 365](#) Seminar: Topics in Neuroscience
- [BIOL 366](#) Seminar: Conservation Biology (not offered in 2020-21)
- [BIOL 368](#) Seminar: Developmental Neurobiology
- [BIOL 370](#) Seminar: Selected Topics in Virology (not offered in 2020-21)
- [BIOL 372](#) Seminar: Structural Biology (not offered in 2020-21)
- [BIOL 373](#) Seminar: Stem Cell Biology (not offered in 2020-21)
- [BIOL 374](#) Seminar: Grassland Ecology
- [BIOL 378](#) Seminar: The Origin and Early Evolution of Life
- [BIOL 379](#) Seminar: Behavioral Genetics
- [BIOL 382](#) Seminar: Molecular Biology
- [BIOL 385](#) Seminar: Microbial Pathology (not offered in 2020-21)

5. Because of the close interrelationship of Biology to other STEM fields, 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 Biology 244 (Biostatistics) plus one 3 credit Introductory Physics course, or Statistics 120 (formerly Mathematics 215) or Computer Science 111; and 2) Chemistry 123 or 128; and 3) Chemistry 224 (230) or 233. The need for additional courses in allied sciences and mathematics will vary with the professional plans of the student.

6. Critical Reading and Analysis of Primary Literature (Biology 399).

7. 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 Chair and Biology faculty. Students may request that up to six credits of biology-related coursework from an off-campus program be applied to the major as one upper-level biology elective. To do this, you must discuss approval of these credits with the department chair, and complete an Approval of Special Credit for Off-Campus Study Form.

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 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; Winter; Matt Rand

[BIOL 125](#) Genes, Evolution, and Development and Lab 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. 6 credits; QRE, LS; Winter; Stephan G Zweifel, Mark McKone, Annie Bosacker, Sarah Deel

[BIOL 125](#) Genes, Evolution, and Development: A Problem Solving Approach and Lab 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. 6 credits; QRE, LS; Fall; Debby R Walserkuntz, Emily K Ho, Sarah Deel, Annie Bosacker

BIOL 126 Energy Flow in Biological Systems and Lab Follow the pathways through which energy and matter are acquired, stored, and utilized within cells, organisms, and ecosystems. The focus moves among the different levels of organization from protein function to nutrient movement through ecosystems. Prerequisite: Chemistry 123 or 128. 6 credits; LS, QRE; Winter, Spring; Mike Nishizaki, Raka M Mitra, David Hougen-Eitzman, Daniel L Hernández, Matt Rand, Sarah Deel

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

BIOL 215 Agroecology Agriculture comprises the greatest single type of land use on the planet--as such, what happens on farms will have far-reaching effects on all other systems on the biosphere. With world human population growing exponentially, the search for sustainable agricultural systems is more important than ever. This course focuses on the scientific aspects of food production, which will involve the application of the principles of ecosystem and population ecology to agricultural systems. Topics covered will include organic farming, biotechnology, and effects of pesticide use. Several types of local farms will be visited--large, small, organic, conventional. Prerequisite: One introductory science lab course (Biology 125, 126, Chemistry 123, 128, Geology 110, 115 or 120). Requires concurrent registration in Biology 216. 6 credits; NE, QRE; Not offered 2020-21

BIOL 216 Agroecology Lab These lab sessions will mainly involve visits to local area farms. The visits will provide an opportunity to examine biological processes on real farms and the environmental effects of different farming methods. This laboratory portion of the class will include a community engagement aspect, where class groups complete projects that provide services to farmers or community organizations. Prerequisite: Concurrent registration in Biology 215 is required. 2 credits; NE; Not offered 2020-21

BIOL 224 Landscape Ecology In the Anthropocene, there has been dramatic change in the distribution of species and communities across the global landscape. The primary objective of this course is to introduce the theory and practice of landscape ecology. Throughout this course, we will consider the major themes of scale and hierarchy theory, compositional analysis, fragmentation, meta-populations, and landscape metrics, all within the broad context of how landscape patterns influence ecological process. Prerequisite: Biology 125 and Biology 126 or permission of the instructor. Requires concurrent registration in Biology 225. 6 credits; NE, QRE; Not offered 2020-21

BIOL 225 Landscape Ecology Laboratory Laboratory component of Biology 224. Prerequisite: Requires concurrent registration in Biology 224. 2 credits; NE; Not offered 2020-21

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. Prerequisite: Biology 125 and 126 and concurrent registration in Biology 235. 6 credits; LS, QRE; Winter; Raka M Mitra

[BIOL 235](#) Microbiology Laboratory 2 credits; Winter; Raka M Mitra

[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; Fall; David Hougen-Eitzman

[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; Fall; David Hougen-Eitzman

[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; Emily K Ho

[BIOL 241](#) Genetics Laboratory Prerequisite: Biology 125 and 126 or instructor permission and concurrent registration in Biology 240. 2 credits; NE; Winter, Spring; Emily K Ho

[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; Not offered 2020-21

[BIOL 243](#) Vertebrate Morphology Laboratory 2 credits; NE; Not offered 2020-21

[BIOL 244](#) Biostatistics An introduction to statistical techniques commonly used in Biology. The course will use examples from primary literature to examine the different ways that biological data are organized and analyzed. Emphasis will be placed on how to choose the appropriate statistical techniques in different circumstances and how to use statistical software to carry out tests. Topics covered include variable types (categorical, parametric, and non-parametric), analysis of variance, generalized linear models, and meta-analysis. There will be an opportunity for students to analyze data from their own research experiences. Prerequisite: Biology 125 and 126 and one Biology 200 or 300 level course. 3 credits; FSR, QRE; Winter; Mark McKone

[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 2020-21

[BIOL 262](#) Ecological Physiology This course examines the physiological adaptations that allow species to inhabit a wide range of environments including polar regions, deserts, high alpine, the deep sea, and wave-swept coastal habitats. Emphasis will be placed on understanding how organisms cope with environmental extremes (e.g., temperature, low oxygen, pH, salinity and pressure) and in using metabolic theory to predict the ecological impacts of climate change (e.g., global warming, ocean acidification, hypoxia). Associated laboratory will emphasize experimentation and application of physiological concepts in living organisms. Prerequisite: Biology 125 and 126 and concurrent registration in Biology 263 required. 6 credits; LS; Spring; Mike Nishizaki

[BIOL 263](#) Ecological Physiology Laboratory Experimental approaches to study physiological responses of living organisms to their environment. Students conduct a semi-independent lab project with an emphasis on invertebrates. Prerequisite: Biology 125 and 126. Requires concurrent registration in Biology 262. 2 credits; NE; Spring; Emily K Ho

[BIOL 272](#) Integrative Animal Physiology This course explores biological functions from the biochemical level to the level of the whole organism. We will start with the regulatory systems exploring the function of neural and endocrine mechanisms. We will discuss the actions of a variety of toxins as adaptive components of venoms and pharmaceutical tools in human health research. Other topics include: muscle physiology, exercise and behavior; blood pressure regulation; salt and water balance in organisms from different environments; comparative reproduction, including human reproductive development and sexuality. Prerequisite: Biology 125 and 126. 6 credits; NE, QRE; Fall; Matt Rand

[BIOL 273](#) Integrative Animal Physiology Laboratory Concurrent registration in Biology 272 required. 2 credits; NE; Fall; Matt Rand

[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; Raka M 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; Raka M Mitra

[BIOL 303](#) Reflective Learning and ePortfolio Development for Biologists In this course you will synthesize your biology-related experiences, reflect on your strengths and goals, and design an ePortfolio. Developing an ePortfolio provides the opportunity to present yourself visually in a digital format and to be forward-looking as you consider your life post-Carleton. In addition to implementing the design elements of an effective digital resume, you will explore the primary literature to situate your work within the field of biology and read key research papers that led to the classification of the ePortfolio as a high impact practice. This class will be hands-on and interactive. Prerequisite: Junior or Senior Biology Major. 3 credits; NE; Not offered 2020-21

[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; Debby R Walser-Kuntz

[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. Prerequisite: Biology 126 and one 200 level course in Biology or Geology 230, 258, 285 or Environmental Studies 244, 254, 260, 265, 288. 6 credits; WR2, QRE, NE; Fall; Daniel L Hernández

[BIOL 322](#) Ecosystem Ecology Laboratory Prerequisite: Requires concurrent registration in Biology 321. 2 credits; NE; Not offered 2020-21

[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. Prerequisite: Concurrent registration in Biology 333; Biology 125 and 126. 6 credits; NE, QRE; Winter; Fernan Jaramillo

[BIOL 333](#) Human Physiology Laboratory Prerequisite: Concurrent registration in Biology 332; Biology 125 and 126. 2 credits; NE; Winter; Fernan Jaramillo

[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, QRE; Fall; Rika E Anderson

[BIOL 339](#) Genomics and Bioinformatics Laboratory Prerequisite: Concurrent registration in Biology 338. 2 credits; NE; Fall; Rika E 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; Not offered 2020-21

[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; Not offered 2020-21

[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; Mark 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: Statistics 120 (formerly Mathematics 215) or equivalent exposure to statistical analysis. Concurrent registration in Biology 353. 6 credits; QRE, NE; Spring; Mark McKone

[BIOL 353](#) Population Ecology Laboratory Prerequisite: Biology 125 & 126, and Mathematics 111 or other previous calculus course. Recommended course: Statistics 120 (formerly Mathematics 215) or equivalent exposure to statistical analysis; Concurrent registration in Biology 352. 2 credits; NE; Spring; Mark McKone

[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; Charles E Crutchfield

[BIOL 355](#) Seminar: The Plant-Animal Interface The primary objective of this seminar is to gain a better understanding of “the plant-animal interface,” with a specific focus on the interactions between plants and vertebrate herbivores. Topics covered include 1) the range of influences that the abiotic environment has on plants as a source of energy and nutrition for vertebrates; 2) how animals respond to heterogeneity in the plant communities with a specific focus on plant chemistry (i.e., nutritional indices and defensive chemistry); and 3) how heterogeneity in plant chemistry influences animal demographics and overall biological diversity. Prerequisite: Biology 125, Biology 126 and a 200-level course in Biology. 6 credits; NE; Fall; John L Berini

[BIOL 356](#) Seminar: Topics in Developmental Biology The development of an embryo from a single cell to a complex body requires the coordinated efforts of a growing number of cells and cell types. In this seminar course, we will use primary literature to explore recent advances in our understanding of the cellular processes such as intercellular signaling, migration, proliferation, and differentiation that make development possible. Additionally, we will consider how these developmental cellular processes, when disrupted, lead to cancer and other diseases. Prerequisite: Biology 240, Biology 280 or Biology 342. 6 credits; NE, QRE; Fall; Emily K Ho

[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 240 or Biology 350. 6 credits; NE, QRE; Not offered 2020-21

[BIOL 363](#) Seminar: Ecomechanics All organisms, from Common loons to Redwood trees to Basking sharks spend much of their lives bumping up against forces associated with the non-biological world. The manner in which ecological challenges are solved (e.g., moving around vs. staying put, finding food, avoiding predators) is often related to an individual’s biomechanical design. This class will challenge students to view their physical surroundings from the perspective of an organism. How do mussels feed in a fast stream vs. stagnant pond? Why do healthy trees uproot rather than break in half? How can a sea urchin with no eyes “see”? We will use primary scientific literature to examine the physical principles that underlie fundamental ecological processes. Prerequisite: Biology 125 and 126 and one additional 200 or 300 level Biology course or instructor permission. 6 credits; NE, QRE; Fall; Mike Nishizaki

[BIOL 365](#) Seminar: Topics in Neuroscience We will focus on recent advances in neuroscience. All areas of neuroscience (cellular/molecular, developmental, systems, cognitive, and disease) will be considered. Classical or foundational papers will be used to provide background. Prerequisite: Biology 125 and 126. 6 credits; NE, QRE; Fall; Eric D Hoopfer

[BIOL 366](#) Seminar: Conservation Biology Human activity has fundamentally altered the biosphere, resulting in the development of novel ecosystems and driving a global rate of species extinction not seen for millions of years. The field of Conservation Biology aims to understand and address the impact of human activity on ecological systems. In this seminar, we will use contemporary primary literature in Conservation Biology to examine the causes and consequences of species extinctions, as well as to assess efforts to conserve species and communities. Prerequisite: One previous upper-level course in ecology or evolution, from Biology 210, 248, 321, 350 or 352. 6 credits; Not offered 2020-21

[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. Prerequisite: Biology 240 or Biology 280. 6 credits; QRE, NE; Winter; Eric D Hoopfer

[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 2020-21

[BIOL 372](#) Seminar: Structural Biology The ability to visualize macromolecules at atomic detail has significantly advanced our understanding of macromolecular structure and function. This course will provide an overview of fundamental experimental methodologies underlying structure determination, followed by primary literature-based discussions in which students will present and critically discuss classic foundational papers as well as examples from the current literature that have advanced our understanding of macromolecule structure and function. Prerequisite: Biology 125 and 126; and either Biology 280, Biology 380 or Chemistry 320. 6 credits; NE, QRE; Not offered 2020-21

[BIOL 373](#) Seminar: Stem Cell Biology Stem cells have the unique qualities of self-renewal and the potential to differentiate into multiple cell types. Given these characteristics, research using stem cells have given us insight into normal developmental processes and repair mechanisms, and generated hope for therapeutic applications for a variety of diseases. In this course, we will examine contemporary stem cell biology, with emphasis on mechanisms and applications. Topics will include embryonic stem cells, tissue-specific stem cells, induced pluripotent stem cells, organoids, and potential uses in human disease. Prerequisite: Biology 125 and 126 and either Biology 240 or 280. 6 credits; NE, QRE; Not offered 2020-21

[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, 321 or 352 and instructor permission. 6 credits; WR2, QRE, NE; Spring; Daniel L Hernández

[BIOL 378](#) Seminar: The Origin and Early Evolution of Life The Earth formed four and a half billion years ago. Evidence suggests that within 700 million years, life had gained a foothold on this planet. We will delve into the primary literature to explore fundamental questions about the origin and evolution of life: How did life arise from non-life on the dynamic young Earth? Where on Earth did life begin? Did life only arise once? What did the first living organisms look like? What was the nature of our last universal common ancestor? How did life alter the planet on which it arose? Could life originate elsewhere in the cosmos? Prerequisite: Biology 125 and 126 and one additional 200- or 300-level Biology course, or permission of the instructor. 6 credits; NE, QRE; Spring; Rika E Anderson

[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; Spring; Matt Rand, Stephan G Zweifel

[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; Andrew W Grenfell

[BIOL 381](#) Biochemistry Laboratory Prerequisite: Concurrent registration in Biology 380; Biology 125 and 126 and Chemistry 233 and 234. 2 credits; NE; Not offered 2020-21

[BIOL 382](#) Seminar: Molecular Biology This seminar will explore the molecular underpinnings of biological systems. The main emphasis will be on the mechanisms of DNA replication and recombination, chromosome stability, DNA mutation and repair, the regulation of gene expression, and emerging biotechnologies such as CRISPR-cas. Throughout, we will consider how the molecular details we discuss contribute to the passage and propagation of biological information. Prerequisite: Biology 240. 6 credits; NE; Winter; Andrew W Grenfell

[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; Not offered 2020-21

[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; Fernan Jaramillo

[BIOL 387](#) Neurobiology Laboratory Prerequisite: Concurrent registration in Biology 386; Biology 125 and 126. 2 credits; NE; Spring; Fernan Jaramillo

[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; NE; Not offered 2020-21

[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; Sarah 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, Spring; Stephan G Zweifel, David Hougén-Eitzman, Debby R Walser-Kuntz, Fernan Jaramillo, Mark McKone, Matt Rand, Mike Nishizaki, Rika E Anderson, Raka M Mitra, Jennifer M Wolff, Rou-Jia Sung

[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; Fall, Winter, Spring; Daniel L Hernández, Jennifer M Wolff

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 more interaction with the instructor as they begin 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 the Chemistry Major

Chemistry 123 or 128, 224, 233, 234, 301, 302, 343, 344; one of the following: 320, 324, 330, 348, 350, 351, 353, 354, 358, 359, 361, 362, 363; and one of the following lab courses: 306, 321, 331, 338, 349, 352, 355, 364; Physics: two three-credit courses or one six-credit course from courses 131-165 and Mathematics 120 or 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

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 and Lab 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. 6 credits; LS, QRE; Not offered 2020-21

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 does not 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; Fall; Trish Ferrett

CHEM 123 Principles of Chemistry I and Lab An introduction to chemistry for students who have strong high school preparation in chemistry or who have taken Chemistry 122. Topics include the electronic structure of atoms, periodicity, molecular geometry, thermodynamics, bonding, equilibrium, reaction kinetics, and acids and bases. 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: Chemistry 122 or placement via Chemistry Placement Exam (see Chemistry Department webpage). 6 credits; LS, QRE; Fall, Winter, Spring; Julia G Bakker-Arkema, Deborah S Gross, Steven M Drew

[CHEM 123](#) Principles of Chemistry I With Problem Solving and Lab An introduction to chemistry for students who have strong high school preparation in chemistry or who have taken Chemistry 122. Topics include the electronic structure of atoms, periodicity, molecular geometry, thermodynamics, bonding, equilibrium, reaction kinetics, and acids and bases. Each offering will also focus on a special topic(s) selected by the instructor. Students cannot receive credit for both Chemistry 123 and 128. This section of Chemistry with problem solving is periodically offered for students who wish to further develop their general analytical and critical thinking skills. This smaller section will have additional class meetings for problem solving and review. Chemistry 123 with problem solving is appropriate for students who would like to have more scheduled time to work with a faculty member on developing their scientific reasoning skills and understanding of the foundations of chemistry. Prerequisite: Chemistry 122 or placement via Chemistry Placement Exam (see Chemistry Department webpage). 6 credits; LS, QRE; Winter; Daniela L Kohen

[CHEM 128](#) Principles of Environmental Chemistry and Lab 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: Chemistry 122 or placement via Chemistry Placement Exam (see Chemistry Department webpage). 6 credits; LS, QRE; Spring; Will Hollingsworth

[CHEM 224](#) Principles of Chemistry II and Lab A more advanced study of several core introductory chemistry principles. This course is suitable for students with advanced placement in chemistry or students who have completed Chemistry 123 or 128. Topics include coordination chemistry, advanced bonding models, spectroscopy, advanced acid/base and redox equilibria, and electrochemistry. The topics will be taught from varying perspectives using examples from biochemistry, the environment, energy, or materials chemistry. The lab will focus on developing computational, quantitative, and synthetic skills and will prepare students for more advanced laboratory work in chemistry. Prerequisite: Chemistry 123 or Chemistry 128. 6 credits; LS, QRE; Fall, Winter, Spring; Steven M Drew, Joe Chihade, Deborah S Gross

[CHEM 233](#) Organic Chemistry I and Lab 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. 6 credits; LS, QRE; Fall, Winter; David G Alberg, Joe Chihade

[CHEM 234](#) Organic Chemistry II and Lab 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. 6 credits; LS, QRE; Winter, Spring; Chris Calderone, Joe Chihade

[CHEM 289](#) Climate & Health: From Science to Practice in Ethiopia This course is the second part of a two-term course sequence beginning with ENTS 289. This course will start with a multi-week trip to Ethiopia. While there, we will carry out a research program to assess the impact of cooking technologies on air quality in peoples' homes, investigate the connections between regional and national environmental impacts and individual choices, and meet with national and international organizations working on these issues. We will work in both urban Addis Ababa and a rural area, Wolkite, to explore both types of settings. Back on campus during winter term, we will reflect on our experiences, analyze data, prepare and make public presentations, and propose appropriate follow-up projects. Prerequisite: Enrollment in ENTS 289 the term before. 6 credits; NE, QRE; Winter; Deborah S Gross

[CHEM 300](#) Chemistry Research Mentored Chemistry research in areas related to a faculty member's research program. Students will collaborate with a faculty member and peers to develop and carry out research projects. The class will meet regularly to discuss relevant primary literature and provide updates on research progress. The majority of the course will consist of laboratory research and a final report summarizing findings will be submitted. Students wishing to register for the course must contact the supervising faculty member to express interest and request an application. Prerequisite: Chemistry 234. Admission based on submitted application and interview. All students will waitlist. 6 credits; LS, QRE; Not offered 2020-21

[CHEM 301](#) Chemical Kinetics Laboratory A mixed class/lab course with one four hour laboratory per week and weekly discussion/problem sessions. 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 224 (230) and 233 and Mathematics 120 (121). 3 credits; QRE, NE, WR2; Fall; Deborah S Gross, Matt Whited

[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. 3 credits; QRE, NE; Winter; Will Hollingsworth, Trish Ferrett

[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 (^1H , ^{13}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; David G Alberg

[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 224 or Biology 380. 6 credits; NE, QRE; Spring; Chris 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 224 or Biology 380. 2 credits; NE, QRE; Spring; Chris 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; Not offered 2020-21

[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 224 (230) and Chemistry 233. Requires concurrent registration in Chemistry 331. 6 credits; NE, QRE; Winter; Steven M 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 224 (230), 233 and concurrent registration in Chemistry 330. 2 credits; NE, QRE; Winter; Steven M Drew

[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 120 or 211 and six credits from Physics courses number 131 to 165. 6 credits; NE, QRE; Fall; Will Hollingsworth

[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 120 or 211 and six credits from Physics 131 to 165. 6 credits; NE, QRE; Winter; Will Hollingsworth

[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 2020-21

[CHEM 349](#) Computational Chemistry Laboratory Credit for the laboratory portion of Chemistry 348. Prerequisite: Concurrent registration in Chemistry 348. 2 credits; NE, QRE; Not offered 2020-21

[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 2020-21

[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; Matt Whited

[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; Matt Whited

[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; Either previous or concurrent registration in Chemistry 301, 343 or 344. 6 credits; NE, QRE; Not offered 2020-21

[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; Not offered 2020-21

[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; Matt Whited

[CHEM 360](#) Chemical Biology Chemical biology is a burgeoning field at the intersection of chemistry and biology that involves the use of chemical tools and reactions to manipulate existing and even engineer completely new biological systems. This seminar course will focus on current literature to explore recent developments in this area, with topics including cell-surface engineering, chemical evolution, and synthetic biology. Prerequisite: Chemistry 234 and Biology 125 or 126. 6 credits; NE, QRE; Not offered 2020-21

[CHEM 361](#) Materials Chemistry Materials chemistry seeks to understand condensed matter through the study of its structural, electronic, and macroscopic properties with an eye on practical applications. Therefore, the study of matter from a materials perspective requires a multidisciplinary approach involving chemistry, physics, engineering, and technology. Some topics to be covered include crystalline structure, X-ray diffraction, band theory, conductivity, magnetic and optical properties, the effect of size on materials properties, and soft materials. Current research in materials chemistry will be explored through group presentation and discussion of primary literature papers. Prerequisite: Chemistry 224 and Chemistry 234 or instructor permission. 6 credits; NE; Not offered 2020-21

[CHEM 362](#) Chemistry at the Nanoscale This discussion-based seminar involves critical examination of research literature authored by prominent investigators in the interdisciplinary field of nanochemistry. Learning will draw upon the multiple disciplines of chemistry (physical, analytical, inorganic, and organic), physics, and biology. Includes a focus on the integrative themes of design, size, shape, surface, self-assembly, and defects. Novel and emerging applications in technology, biology, and medicine will be explored. Prerequisite: Chemistry 343 or 344 and 1-300 level Chemistry course. Any of these courses can be taken concurrently. 6 credits; NE; Fall; Trish Ferrett

[CHEM 394](#) Student-Faculty Research Independent and group projects related to faculty research programs, supervised by faculty in all areas of chemistry and typically associated with summer or winter-break research projects. 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. Regular 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; Spring

[CHEM 395](#) Research Experience Seminar in Chemistry This seminar course is intended for students who have completed a summer research project or internship in the chemical 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. 3 credits; S/CR/NC; NE, QRE; Fall; Sarah Deel

[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 credit; S/NC; Fall, Winter, Spring; Daniela L Kohen

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, sound design, 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 the Cinema and Media Studies Major

Seventy-two credits are required for the major: forty-eight credits in core courses and twenty-four credits in elective courses. In the core curriculum, students are required to enroll in [CAMS 110](#) and [CAMS 111](#), two 200-level production courses (one of which must be [CAMS 270](#) or [CAMS 271](#)), two 200-level film history courses (one of which must be [CAMS 210](#), [CAMS 211](#) or [CAMS 214](#)) and one 300-level theory seminar ([CAMS 320](#), [CAMS 330](#), [CAMS 340](#)). In addition to the core curriculum, students are required to enroll in four elective courses, choosing from courses taught departmentally as well as extra-departmentally, with limits of three production courses and two courses taught extra-departmentally counting towards elective credit for the major. In the senior-year comps project, students are asked to develop projects furthering their work in the curriculum.

- Two 100-level Introductory Courses (12 credits):
 - [CAMS 110](#) Introduction to Cinema and Media Studies
 - [CAMS 111](#) Digital Foundations
- Two 200-level Studio Production Courses (12 credits) one of which must be [CAMS 270](#) or [CAMS 271](#):
 - [CAMS 242](#) Sound and Music in TV and New Media (not offered in 2020-21)
 - [CAMS 245](#) The Essay Film (not offered in 2020-21)
 - [CAMS 263](#) The Element of Control: Studio Filmmaking (not offered in 2020-21)
 - [CAMS 265](#) Sound Design (not offered in 2020-21)
 - [CAMS 270](#) Nonfiction
 - [CAMS 271](#) Fiction
 - [CAMS 273](#) Digital Editing Workshop (not offered in 2020-21)
 - [CAMS 278](#) Writing for Television (not offered in 2020-21)
 - [CAMS 279](#) Screenwriting

- [CAMS 280](#) Advanced Screenwriting
- [CAMS 286](#) Animation (not offered in 2020-21)
- [CAMS 288](#) Experimental Film & Video Production (not offered in 2020-21)
- Two 200-level Film History Courses (12 credits) one of which must be [CAMS 210](#), [CAMS 211](#) or [CAMS 214](#).
 - [CAMS 210](#) Film History I
 - [CAMS 211](#) Film History II (not offered in 2020-21)
 - [CAMS 214](#) Film History III
 - [CAMS 215](#) American Television History (not offered in 2020-21)
 - [CAMS 246](#) Documentary Studies
- One 300-level Seminar (6 credits).
 - [CAMS 320](#) Sound Studies Seminar (not offered in 2020-21)
 - [CAMS 330](#) Cinema Studies Seminar (not offered in 2020-21)
 - [CAMS 340](#) Television Studies Seminar
- Four Elective Courses (24 credits). Credit for elective courses may be obtained by enrolling in any departmental or 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 limit of 18 credits in production courses count in fulfillment of elective credit for the major. The production courses currently taught in the department are listed below. Any of these courses can serve as electives for the major (up to a limit of 18 credits) as long as the course is not already serving in fulfillment of a core requirement for the major.
 - [CAMS 101](#) Making Media (not offered in 2020-21)
 - [CAMS 177](#) Television Studio Production
 - [CAMS 242](#) Sound and Music in TV and New Media (not offered in 2020-21)
 - [CAMS 245](#) The Essay Film (not offered in 2020-21)
 - [CAMS 263](#) The Element of Control: Studio Filmmaking (not offered in 2020-21)
 - [CAMS 265](#) Sound Design (not offered in 2020-21)
 - [CAMS 267](#) Contemporary Media Arts Program: Exploring Contemporary Media Arts in New York and Europe
 - [CAMS 268](#) Contemporary Media Arts Program: Media Production Workshop
 - [CAMS 270](#) Nonfiction
 - [CAMS 271](#) Fiction
 - [CAMS 273](#) Digital Editing Workshop (not offered in 2020-21)
 - [CAMS 278](#) Writing for Television (not offered in 2020-21)
 - [CAMS 279](#) Screenwriting
 - [CAMS 286](#) Animation (not offered in 2020-21)
 - [CAMS 288](#) Experimental Film & Video Production (not offered in 2020-21)
 - [CAMS 370](#) Advanced Production Workshop I
 - [CAMS 371](#) Advanced Production Workshop II
- A limit of 12 credits in extra-departmental elective courses count in fulfillment of elective credit for the major.
 - [ARTH 171](#) History of Photography (not offered in 2020-21)
 - [ARTH 172](#) Modern Art: 1890-1945 (not offered in 2020-21)
 - [ARTH 240](#) Art Since 1945
 - [ARTH 241](#) Contemporary Art for Artists
 - [ARTS 140](#) The Digital Landscape
 - [ARTS 141](#) Experimental Photography

- [ARTS 238](#) Photography I (not offered in 2020-21)
 - [ARTS 339](#) Advanced Photo: Digital Imaging
 - [CHIN 239](#) Digital China: Media, Culture, and Society
 - [CHIN 240](#) Chinese Cinema in Translation (not offered in 2020-21)
 - [CHIN 250](#) Chinese Popular Culture in Translation (not offered in 2020-21)
 - [CHIN 348](#) Advanced Chinese: The Mass Media (not offered in 2020-21)
 - [ENGL 245](#) Bollywood Nation
 - [ENGL 247](#) The American West
 - [ENGL 248](#) Visions of California (not offered in 2020-21)
 - [ENGL 288](#) California Program: The Literature of California
 - [ENGL 362](#) Narrative Theory (not offered in 2020-21)
 - [ENGL 395](#) Narrative
 - [FREN 233](#) French Cinema and Culture (not offered in 2020-21)
 - [HIST 222](#) Slavery in Film, Literature, and History (not offered in 2020-21)
 - [HIST 235](#) Bringing the English Past to (Virtual) Life (not offered in 2020-21)
 - [JAPN 231](#) Japanese Cinema in Translation (not offered in 2020-21)
 - [JAPN 244](#) The World of Anime in Translation (not offered in 2020-21)
 - [LCST 245](#) The Critical Toolbox: Who's Afraid of Theory?
 - [MELA 121](#) East-West in Israeli and Palestinian Fiction and Film (not offered in 2020-21)
 - [MUSC 115](#) Listening to the Movies
 - [POSC 203](#) Political Communication: Political Advertising in Elections and Public Policy
 - [POSC 204](#) Media and Electoral Politics: 2020 United States Election
 - [POSC 205](#) News Media and Democratic Electoral Processes (not offered in 2020-21)
 - [POSC 214](#) Visual Representations of Political Thought and Action
 - [POSC 220](#) Politics and Political History in Film
 - [POSC 303](#) Political Communication: Political Advertising in Elections and Public Policy*
 - [RELG 357](#) Televangelists and Cyber-Shaykhs: Explorations in Religion and Media (not offered in 2020-21)
 - [SPAN 244](#) Spain Today: Recent Changes through Narrative and Film
 - [SPAN 328](#) The Contemporary Spanish Fictional Essay (not offered in 2020-21)
 - [SPAN 356](#) The Political and Cultural History of the Cuban Revolution (not offered in 2020-21)
 - [THEA 320](#) Live Performance and Digital Media (not offered in 2020-21)
 - [WGST 389](#) Race, Gender, and Sexuality in Popular Culture (not offered in 2020-21)
- Integrative Exercise [CAMS 400](#) (6 credits)
Students proposing production projects for comps are strongly encouraged to apply to enroll in [CAMS 370](#) Production Workshop I during the fall term of their senior year and are expected to enroll in [CAMS 371](#) Production Workshop II and [CAMS 400](#) during the winter term of their senior year. Students proposing writing projects for comps have the option to enroll in [CAMS 400](#) in the fall or winter terms of their senior year.

Students considering a major in Cinema and Media Studies are encouraged to take [CAMS 110](#) Introduction to Cinema and Media Studies and [CAMS 111](#) Digital Foundations by the end of their sophomore year and at least one 200-level film history course ([CAMS 210](#) Film History I, [CAMS 211](#) Film History II, or [CAMS 214](#) Film History III), one 200-level production course ([CAMS 270](#) Nonfiction or [271](#) Fiction), and the 300-level theory seminar ([CAMS 320](#) Sound Studies Seminar or [CAMS 330](#) Cinema Studies Seminar or [CAMS 340](#) Television Studies Seminar) by the end of their junior year.

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; Jay S Beck

[CAMS 101](#) Making Media This class introduces students to the process of making moving-image media. How do we generate creative ideas? How do we translate those ideas into moving images and sound? Students will draw inspiration from a variety of sources that are personal, cultural, and observational, and in doing so, develop confidence in their own artistic practice and perspective. Production exercises using consumer tools (smartphones, basic editing software) will introduce students to strategies for ideation and development for narrative, documentary, and experimental approaches to media production. Those planning to enroll in 200-level CAMS production courses will need to take CAMS 111 as a prerequisite. 6 credits; ARP; Not offered 2020-21

[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; Fall, Spring; Jay S Beck, Carol 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; Catherine Licata, Cecilia M Cornejo

[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; Paul 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; Winter; Carol Donelan

[CAMS 187](#) Cult Television and Fan Cultures This course focuses on the history, production, and consumption of cult television. The beginning of the seminar will be focused on critically examining a number of theoretical approaches to the study of genre and fandom. Building on these approaches, the remainder of the course will focus on cult television case studies from the last eight decades. We will draw on recent scholarship to explore

how cult television functions textually, industrially, and culturally. Additionally, we will study fan communities on the Internet and consider how fansites, webisodes, and sites like YouTube and Netflix transform television genres. 6 credits; LA, WR2; Winter; Candace I Moore

[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; Carol 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 2020-21

[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; Spring; Jay S Beck

[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; Jay S Beck

[CAMS 215](#) American Television History This course offers a historical survey of American television from the late 1940s to today, focusing on early television and the classical network era. Taking a cultural approach to the subject, this course examines shifts in television portrayals, genres, narrative structures, and aesthetics in relation to social and cultural trends as well as changing industrial practices. Reading television programs from the past eight decades critically, we interrogate various representations of consumerism, class, race, ethnicity, gender, sexuality, lifestyle, and nation in the smaller screen while also tracing issues surrounding broadcasting policy, censorship, sponsorship, business, and programming. 6 credits; LA, IDS; Not offered 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[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 populated with tough guys and dangerous women lurking in the shadows of nasty urban landscapes. This course focuses on classic American noir as well as neo-noir from a variety of perspectives, including mode and genre, visual style and narrative structure, postwar culture and politics, and race, gender, and sexuality. Requirements include two screenings per week and several short papers. 6 credits; LA, IDS; Fall; Carol Donelan

[CAMS 237](#) Russian and Soviet Film in Context This course examines major achievements of the Russian and Soviet cinematic tradition, highlighting how the outstanding formal and thematic features of the films emerge from the cultural battles and social transformations of their particular time and place. Emphasis is on the late imperial, early Soviet, Stalinist and Thaw periods; topics include pre-revolutionary melodrama, “montage” cinema, socialist realism and musical comedy for the “masses.” Supplemental readings include contemporaneous theory as well as secondary scholarship focusing on contextualization and interpretation. Course goals include the acquisition of cultural knowledge, enhanced awareness of film form, and the development of independent analytic and interpretive skills. 6 credits; LA, IS; Not offered 2020-21

[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; Diane M 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. 6 credits; ARP; Not offered 2020-21

[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 2020-21

[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; Spring; Cecilia M Cornejo

[CAMS 248](#) From Cops to Cartoons: Television Genres This course is an introduction to television studies through examination of TV genres from early television to the present. Genres such as the Western, Cop/Detective drama, Soap Opera, Game Show, News/Sports, Reality TV, Situation Comedy, Animated Cartoons, and Advertising will be covered. The course will focus on how television genre categories are defined in theory, but often hybridized in practice. The course will also provide a historical perspective on these genres, and analysis of programs from visual, sound, and musical perspectives to observe how each has evolved over time. 6 credits; LA, WR2; Not offered 2020-21

[CAMS 256](#) Digital Cinema Culture The phrase “going to the movies” is perhaps more meaningless than ever. Not only do the proliferation of screens, ubiquity of cinematic conventions, and ease of media access make it seem as though we are always-already at the movies, but the definition of what a movie *is* seems to be in constant flux. This course addresses the issue of twenty-first century film culture by exploring how emerging media technologies have reconfigured the meaning and function of cinema in the “digital age.” Topics include media convergence, digital bodies, video games and VR, digital exhibition and distribution, social media, cinephilia, and fandom. 6 credits; LA; Not offered 2020-21

[CAMS 257](#) Video Games and Identity As video games have emerged as a dominant cultural form, they have become deeply intertwined with broader cultural debates around identity. By analyzing a variety of specific games as well as the industry that creates them and the communities who play them, we will think through topics such as liberal multiculturalism, neoliberal capitalism, feminism, queerness, ethical design, the military-entertainment complex, GamerGate, and discourses of political correctness. This course will avoid categorizing games as having “positive” or “negative” social effects and will instead focus on how video games function as a window into issues of identity in U.S. culture. 6 credits; LA; Not offered 2020-21

[CAMS 258](#) Feminist and Queer Media The focus of this course is on spectatorship—feminist, lesbian, queer, transgender. The seminar interrogates arguments about representation and the viewer’s relationship to the moving image in terms of identification, desire, masquerade, fantasy, power, time, and embodied experience. The course first explores the founding essays of psychoanalytic feminist film theory, putting these ideas into dialogue with mainstream cinema. Second, we consider the aesthetic, narrative, and theoretical interventions posed by feminist filmmakers working in contradistinction to Hollywood. Third, “queering” contemporary media, we survey challenges and revisions to feminist film theory presented by considerations of race and ethnicity, transgender experience, and queerness. 6 credits; LA, IDS; Not offered 2020-21

[CAMS 263](#) The Element of Control: Studio Filmmaking How do we bring attention to an artifact or object, a gesture or speech? In this class students will become familiar with strategies and techniques of studio practices in film making. Students will be asked to think through the ways control can heighten our conversations in film, or bring attention to specificities. Through lighting techniques and camera techniques students will learn the slippery art of controlled environments. Projects will place pressure on students to integrate elements learned in the studio into larger filmmaking practices while learning conceptual and historical conversations around the uses of the studio. Prerequisite: Cinema and Media Studies 111 or instructor permission. 6 credits; ARP; Not offered 2020-21

[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. Prerequisite: Cinema and Media Studies 111 or instructor permission. 6 credits; ARP; Not offered 2020-21

[CAMS 267](#) Contemporary Media Arts Program: Exploring Contemporary Media Arts in New York and Europe Experiential learning is at the heart of this course; students will engage directly with filmmakers and arts organizations through film screenings, studio visits, and workshops. Class discussions, written responses, and creative projects will provide opportunities for reflection and synthesis as students expand their knowledge of contemporary media practices. Prerequisite: Participation in OCS Media Arts Program. 6 credits; NE, IS; Winter; Laska Jimsen

[CAMS 268](#) Contemporary Media Arts Program: Media Production Workshop This course will combine classes taught by faculty director Laska Jimsen with specialized workshops by filmmakers and media artists in the cities we visit. Workshops will draw on strengths of the Cinema and Media Studies production curriculum, including a focus on form/content, sound/image, and theory/practice relationships, while introducing students to production practices not currently offered at Carleton. Each student will produce individual and collaborative creative media projects. Prerequisite: Students will need Adobe Creative Cloud Software and a laptop capable of running that software. Participation in OCS Media Arts Program. 6 credits; ARP, IS; Winter; Laska Jimsen

[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 Carleton's Center for Community and Civic Engagement and local organizations. The class culminates in the production of a significant independent nonfiction media project. Prerequisite: Cinema and Media Studies 111 and one additional Cinema and Media Studies course or instructor permission. 6 credits; ARP; Fall; Laska 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 and one additional Cinema and Media Studies course, or instructor permission. 6 credits; ARP; Spring; Catherine 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; Not offered 2020-21

[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 111 or instructor permission. 6 credits; ARP, WR2; Not offered 2020-21

[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 111 or instructor permission. 6 credits; ARP, WR2; Fall; Michael Elyanow

[CAMS 280](#) Advanced Screenwriting This is an intensive writing practicum for motivated, experienced students to develop high level skills required to transform original story ideas into well-structured scripts for feature film or television. The course will explore dramatic structure, telling a story cinematically in terms of action, the essential building blocks of classic narrative, and the complex interplay between plot and character. Students will pitch, outline, and complete a full feature screenplay or a teleplay pilot and twelve-episode-in-season arc story bible. In the final two classes, students will work with actors to table read and workshop the 'climax' scene of their script, two to five pages, for two to five characters. Prerequisite: Cinema and Media Studies 264, 278 or 279, or instructor consent. 6 credits; ARP; Spring

[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; Not offered 2020-21

[CAMS 288](#) Experimental Film & Video Production A process-based production course focused on the conceptual and technical concerns of experimental film, video, and other time-based arts. We will explore the personal, cultural, political, and formal/aesthetic aspects of experimental media through readings, writings, screenings, and the production of experimental media projects. Key course concerns include medium specificity and relationships between sound and image, form and content, and theory and practice. We will consider "experimental" as a working practice rather than a genre--a way of testing hypotheses and a process of discovery. Prerequisite: Cinema and Media Studies 111 or instructor permission. 6 credits; ARP; Not offered 2020-21

[CAMS 290](#) Contemporary Media Arts Program: Positionality and Place in Contemporary Media Arts How do the places we inhabit and visit shape us as individuals and communities? How do our experiences and identities influence how we encounter a place--as individuals and as artists? Directed readings and viewings over winter break will familiarize students with key concepts, ideas, artists, projects, and ethical considerations we will continue to explore on the trip. As we travel, students will respond through a series of short response papers. Prerequisite: Participation in OCS Media Arts Program. 6 credits; S/CR/NC; NE; Winter; Laska Jimsen

[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; Not offered 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[CAMS 340](#) Television Studies Seminar This seminar aims to develop students into savvy critical theorists of television, knowledgeable about the field, and capable of challenging previous scholarship to invent new paradigms. The first half of the course surveys texts foundational to television studies while the second half focuses primarily on television theory and criticism produced over the last two decades. Television Studies covers a spectrum of approaches to thinking and writing critically about television, including: semiotics; ideological critique; cultural studies; genre and narrative theories; audience studies; production studies; and scholarship positioning post-network television within the contexts of media convergence and digital media. Prerequisite: Cinema and Media Studies 110 or instructor permission. 6 credits; LA; Spring; Candace I Moore

[CAMS 370](#) Advanced Production Workshop I In this course, students will develop a concept and complete pre-production for their CAMS production comps. Students will draw inspiration from a variety of sources that are personal, cultural, and observational, and in doing so, develop confidence in their own artistic practice and perspective. We will refine technical and formal strategies, consider audience reception, and practice giving and

receiving constructive critique. Prior to registering for the course, students must submit a project proposal to the instructor. Final enrollment is based on the quality of the proposal. Prerequisite: Cinema and Media Studies 111, and either Cinema and Media Studies 270 or 271. 6 credits; ARP; Fall; Laska Jimsen

[CAMS 371](#) Advanced Production Workshop II Advanced Production Workshop II is taken in conjunction with CAMS 400 for students completing production comps. Production projects are inherently collaborative; this course supports collaboration through workshops, crewing, and informed critique. This course is the second in the advanced production workshop sequence with a focus on production and post-production. Please contact instructor for further information. Prerequisite: Cinema and Media Studies 370. 6 credits; ARP; Winter; Catherine Licata

[CAMS 400](#) Integrative Exercise 6 credits; S/NC; Fall, Winter; Laska Jimsen

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 Classics Major

75 credits total are required for a Classics major.

- 18 credits in Greek (GRK) and/or Latin (LATN) above the 102 level. This may include courses designated CLAS-F (and in some cases HIST-F)
- 18 credits in Classical Civilization (CLAS), with one course from each of the three groups below
 - - Historical Analysis: [CLAS 145](#), [CLAS 227](#), [CLAS 229](#), [CLAS 230](#), [CLAS 231](#), [CLAS 240](#), [HIST 131](#), [HIST 133](#)
 - Archaeological Analysis: [CLAS 122](#), [CLAS 123](#), [CLAS 124](#), [ARCN 222](#)
 - Literary Analysis: [CLAS 111](#), [CLAS 112](#), [CLAS 116](#), [CLAS 214](#)
- 6 credits from [CLAS 384](#), [CLAS 385](#), [CLAS 386](#) or [CLAS 387](#), required to be taken in the senior year
- [CLAS 400](#) (3 credits)
- Thirty additional credits in the general area of Classical Civilization (CLAS), Latin (LATN), or Greek (GRK), two of which must be at the 200 level or above.
 - - Up to 6 of these credits may be from a related department (History, Philosophy, Art History, Archaeology, Political Science, Religion), subject to adviser approval
 - Courses from [CLAS 384](#), [CLAS 385](#), [CLAS 386](#), [CLAS 387](#), if taken before the senior year, may count toward these 30 additional credits

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

Minors in the Classic Department

The Classics Department offers three Minors in addition to the Classics Major. Per the College's guidelines on minors, students who declare a Classics Major are not allowed also to declare a Minor in the department. For a course to count toward a minor, a grade of C- or better must be earned. These courses cannot be taken on an elective S/Cr/NC basis. The department may make exceptions if appropriate.

Requirements for the Classics Minor

The Classics Minor is intended for students who wish to gain broad exposure to the study of the ancient Mediterranean world without required coursework in Greek and/or Latin. To earn a Classics Minor students must complete 42 total credits as described below:

- 18 credits (three courses) in Classical Civilization (CLAS), with at least one course from each of the three groups below:
 - - Historical Analysis: [CLAS 145](#), [227](#), [229](#), [230](#), [231](#), [240](#), and [HIST 131](#), [133](#)
 - Archaeological Analysis: [CLAS 122](#), [123](#), [124](#)
 - Literary Analysis: [CLAS 111](#), [112](#), [116](#), [125](#), [214](#)
- 18 additional credits in the general area of Classical Civilization (CLAS); Latin (LATN) or Greek (GRK) at any level may also count toward the Classics Minor. Six of the 18 credits may be from a related department (History, Philosophy, Art History, Archaeology, Political Science, Religion), subject to department chair's approval.
- 6 credits from [CLAS 384](#), [CLAS 385](#), [CLAS 386](#), [CLAS 387](#)

Requirements for the Greek Minor

The Greek Minor is intended for students who wish to deepen their understanding of the language and develop a fuller context for the literature and culture of the classical period. Students wishing to earn a Greek Minor must complete 42 credits of course-work as described below:

- at least 18 credits in the Greek language (GRK) at the 200 level or above.
- 18 additional credits in upper-level Greek (GRK), Latin (LATN) at any level, or Classics (CLAS). Six of the 18 credits may be from a related department (History, Philosophy, Art History, Archaeology, Political Science, Religion), subject to department chair's approval.
- 6 credits from [CLAS 384](#), [CLAS 385](#), [CLAS 386](#), [CLAS 387](#)

Requirements for the Latin Minor

The Latin Minor is intended for students who wish to deepen their understanding of the language and develop a fuller context for the literature and culture of the classical period. Students wishing to earn a Latin Minor must complete 42 credits of course-work as described below:

- at least 18 credits in the Latin language (LATN) at the 200 level or above.
- 18 additional credits in upper-level Latin (LATN), Greek (GRK) at any level, or Classics (CLAS). Six of the 18 credits may be from a related department (History, Philosophy, Art History, Archaeology, Political Science, Religion), subject to department chair's approval.
- 6 credits from [CLAS 384](#), [CLAS 385](#), [CLAS 386](#), [CLAS 387](#)

Classics Courses (CLAS)

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

[CLAS 100](#) The Trojan Legend: Mythology, Archaeology, and Legacy The rage of Achilles, the face that launched a thousand ships, Greeks bearing gifts, Brad Pitt's leg double...The Trojan Legend is one of the most reproduced, adapted, and controversial stories of all time. Troy's roots at the foundations of western literature have inspired countless works of art, literature, and film, which for millennia have retold this epic set of tales. In this seminar we will explore the legend of the Trojan War through ancient and modern literature and art, as well as the archaeological sites, civilizations, and imaginary places that have contributed to this legend down to the present. 6 credits; AI, WR1; Fall; Alex R Knodell

[CLAS 112](#) The Epic in Classical Antiquity: Texts, Contexts, and Intertexts It would be difficult to overstate the importance of the early Greek epics for the classical world and the western literary tradition that emerged from that world. This course will study closely both the *Iliad* and the *Odyssey*, as well as Hesiod's *Theogony*, and then consider a range of works that draw upon these epics for their creator's own purposes, including Virgil's own epic, the *Aeneid*. By exploring the reception and influence of ancient epic, we will develop an appreciation for intertextuality and the dynamics of reading in general as it applies to generations of readers, including our own. 6 credits; LA, WR2; Not offered 2020-21

[CLAS 116](#) Ancient Drama: Truth in Performance What is theater for? Enormous and diverse audiences flocked to tragedy and comedy in Athens, drawn to the spectacle, music, and collective emotional experience. But drama also pushed the city to consider fundamental questions about power, conflicting values, competing obligations to family and community. Athenians believed that theater was beneficial to their democracy. Can these ancient plays help us, now, think about our own communal questions? This course will focus on plays of Aeschylus, Sophocles, Euripides and Aristophanes as they were first performed, and investigate how modern productions engage pressing current questions around race, immigration, and social justice. 6 credits; ARP, IS; Fall; Clara S Hardy

[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 2020-21

[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. 6 credits; HI, IS, QRE; Winter; Alex R Knodell

[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; Not offered 2020-21

[CLAS 130](#) The Greek and Latin Roots of English We speak it every day on campus, and it is the second most common language on the planet, but where did English come from? While its basic grammar is Germanic, much of its vocabulary—probably around 60 percent—comes from Greek and Latin. This course explores the varied and fascinating contributions that these two languages have made to English, focusing on the basic building blocks of words—bases, prefixes, and suffixes—while also considering the many routes the Classical languages have taken to enter modern English. This course is suitable for students of science, linguistics, and literature, as well as language lovers generally. 6 credits; NE; Spring; Chico Zimmerman

[CLAS 145](#) Ancient Greek Religion Greek religion played a crucial role in how the ancient Greeks understood the world around them. Mythology and cosmology shaped their understanding of how the world worked, while the ritual of sacrifice formed the basis of the social fabric underpinning all aspects of Greek society. In this course we will learn about Greece's polytheistic belief system--its gods and religious rites--as well as examining how religion shaped the daily lives of ordinary Greeks, often in surprising ways. We will read the works of ancient authors such as Homer and Hesiod, study the archaeological remains of sacred sites, inscriptions, and curse tablets, as well as engage with experimental archaeology. 6 credits; HI, IS; Not offered 2020-21

[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 2020-21

[CLAS 215](#) Ancient Greek and Roman Sexuality In this course we will question whether or not the ancient Greeks and Romans defined "sexuality" by object-choice, whether they understood sexuality as an integral component of one's personal identity, and whether they had a concept of "sexuality" as we currently understand it. Emphasis will be on primary texts that demonstrate notions of sexual normativity and/or identity, such as Aristophanes' *Thesmophoriazousae*, Plato's *Symposium*, Aeschines' *Against Timarchos*, and poetry of Sappho, Catullus, Ovid, Martial, and Juvenal. We will also read modern critical theorists (Foucault, Halperin, Richlin, Winkler), and will interrogate their arguments. 6 credits; LA, IS; Spring; Kirk W Ormand

[CLAS 227](#) Athens, Sparta, Persia and the Battle for Greece Forged in the crucible of wars fought between cultures with diametrically opposed views on politics and society, the fifth century BC witnessed arts, philosophy, and

science all flourish in thrilling new ways. The two radically different Greek states of Athens and Sparta first teamed up to defeat the invading Persian empire. While this shocking victory spurred their respective cultures to new heights, their political aspirations drove them to turn on each other and fight a series of wars over control of Greece--all the while with Persia waiting in the wings. We will study these events against the backdrop of the political, intellectual, and cultural achievements of Athens, Sparta and Persia, drawing on the rich body of literature and material culture from this period. 6 credits; HI, IS; Not offered 2020-21

[CLAS 227F](#) Greek Epigraphic Texts This course will introduce students to inscriptions from the Greek poleis of the classical period, especially the Athenian tribute lists and the legal code of Gortyn. In addition to translation, we will focus on the processes of deciphering and editing original physical texts and on the problems presented by fragments. Prerequisite: Greek 103 or equivalent, Concurrent registration in Classics 227. 2 credits; NE; Not offered 2020-21

[CLAS 229](#) Warlords and the Collapse of the Roman Republic The class will investigate the factors that led a Republican government that had lasted for 700 years to fall apart, leading to twenty years of civil war that only ended with the rise of a totalitarian dictatorship. We will look at the economic, social, military, and religious factors that played key roles in this dynamic political period. We will also trace the rise and influence of Roman warlords, politicians, and personalities and how they changed Roman politics and society. We will study many of the greatest characters in Roman history, as well as the lives of everyday Romans in this turbulent time. 6 credits; HI, IS; Not offered 2020-21

[CLAS 230](#) The Rise and Fall of the Great Hellenistic Kingdoms Alexander the Great united the Greek states by force before waging a ten-year campaign that brought Greek influence all the way to India. In the aftermath of Alexander's death, his generals divided the world into kingdoms. These kingdoms presided over an extraordinary flourishing of arts and science over the next 300 years. However, this period also saw these kingdoms continuously strive for domination over one another until they were ultimately dominated by the rising power of Rome. This class will explore one of the most exciting periods in ancient history, a time of great cultural achievements, larger than life characters, and devastating conflicts. 6 credits; HI, IS; Not offered 2020-21

[CLAS 240](#) Rome: From Village to Superpower This class will investigate how Rome rose from a humble village of outcasts and refugees to become the preeminent power in the entire Mediterranean. We will trace Rome's political evolution from kings to the Republic, alongside their gradual takeover of the Italian peninsula. We will study how Rome then swiftly overpowered what had been the most powerful kingdoms in the Mediterranean and established themselves as dominant. Who were these Romans and what were their political, military, religious, and social systems that enabled them to accomplish so much? What critical events shaped their development and ultimately led to total political control of the Mediterranean world? Students who previously took Classics 228 cannot take Classics 240. 6 credits; HI, IS; Winter; Jake Morton

[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; Not offered 2020-21

[CLAS 295](#) Junior Colloquium The Colloquium is designed to introduce and consolidate the research and interpretive skills required in the highly interdisciplinary study of Classical antiquity. Meeting weekly, three two-

week modules will be organized around the main areas identified in the Classics major requirements—historical analysis, literary analysis, archaeological analysis—in order to solidify skills in finding, reading/interpreting, and citing evidence and sources from, and about, the Classical world. Additionally, students will choose a Symposium theme for the following year and generate a common bibliography pertaining to the topic of the Symposium. Students will also draft a Call for Papers and identify potential Symposium respondents. 3 credits; NE; Spring

[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; Clara S Hardy

[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

Greek Courses (GRK)

These courses all involve acquiring or using ancient Greek

[GRK 101](#) Elementary Greek From the triceratops ("three-horned-face") to the antarctic ("opposite-the-bear-constellation"), ancient Greek has left traces in our language, literature (epic, tragedy, comedy), ways of organizing knowledge (philosophy, history, physics), and society (democracy, oligarchy, autocracy). It gives access to original texts from ancient Greece, early Christianity, and the Byzantine Empire, not to mention modern scientific terminology. In Greek 101 students will develop knowledge of basic vocabulary and grammar, and will begin reading short passages of prose and poetry. The class will meet five days a week. 6 credits; NE; Winter

[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; Clara S Hardy

[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; Rob Hardy

[GRK 204](#) Intermediate Greek Prose and Poetry The goal for Intermediate Greek Prose and Poetry is to gain experience in the three major modes of Greek expression most often encountered "in the wild"—prose, poetry, and inscriptions—while exploring the notion of happiness and the good life. 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 Greek literature and culture. Prerequisite: Greek 103 with a grade of at least C-. 6 credits; NE; Winter; Clara S Hardy

[GRK 220](#) Euripides We will read Euripides' *Helen* in Greek, in which the tragedian creates a plot around the non-standard version of events: Helen never went to Troy, she spent the entire war in Egypt; the Greeks and Trojans were fooled by a simulacrum. The resulting play is a tragicomedy or a romantragedy that deliberately skews literary expectations. We will read a number of Euripides' other extant tragedies in English, as well as critical studies that examine key issues in Euripidean criticism: the genre of tragedy, Euripides' depiction of women, and the role of rhetoric in late fifth-century Athens. Prerequisite: Greek 204 or the equivalent. 6 credits; LA, IS; Spring; Kirk W Ormand

[GRK 231](#) Homer: The Iliad Homer is perhaps the foundational poet of the western canon, and his work has been justly admired since its emergence out of the oral tradition of bardic recitation in the eighth century BCE. This

course will sample key events and passages from the *Iliad*, exploring the fascinating linguistic and metrical features of the epic dialect, as well as the major thematic elements of this timeless story of conflict and reconciliation during the war at Troy. Prerequisite: Greek 204 or equivalent. 6 credits; LA; Not offered 2020-21

[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; LA; Not offered 2020-21

[GRK 285](#) Weekly Greek This course is intended for students who have completed Greek 204 (or equivalent) and wish to maintain and deepen their language skills. Students will meet weekly to review prepared passages, as well as reading at sight. Actual reading content will be determined prior to the start of term by the instructor in consultation with the students who have enrolled. There will be brief, periodic assessments of language comprehension throughout the term. Prerequisite: Greek 204 or equivalent. 2 credits; S/CR/NC; NE; Fall, Winter; Clara S Hardy, Alex R Knodell

[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; Not offered 2020-21

[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 2020-21

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; Jake Morton

[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; Chico Zimmerman

[LATN 103](#) Introduction to Latin Prose and Poetry This course completes the formal textbook introduction to the morphology and syntax of Latin. The focus will be on consolidating and applying grammatical concepts learned throughout the Latin sequence to the reading of extended selections of authentic Roman prose and poetry. Prerequisite: Latin 102 with a grade of at least C- or placement. 6 credits; NE; Spring; Jake Morton

[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; Chico Zimmerman

[LATN 233](#) The Catilinarian Conspiracy In 63 BC, a frustrated Roman nobleman named Catiline attempted to start a revolution to overthrow the Roman government, only to be exposed and stopped by the politician Cicero. At least, that is how Cicero depicts it, and we will read part of Cicero's speech that led to Catiline's condemnation. However, we will also read the contemporary Roman historian Sallust's magisterial account of the events which reveals a more complicated story about both Catiline and the senators' response. These are two of the greatest works in Latin literature and reading them together will allow us to investigate what really happened in 63 BC. Prerequisite: Latin 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[LATN 234](#) Julius Caesar: the Gallic and Civil Wars Julius Caesar spent ten years campaigning in Gaul before being called back to Rome to face a splintered Republic and protracted Civil War. Caesar wrote fascinating accounts of both these wars, going beyond tactics to include ethnography, allegories of the Roman Republic in foreign societies, and analysis of why and how the civil war erupted and who was responsible. We will read significant portions of Caesar's Gallic War and Civil War, as well as writings about Caesar by contemporaneous authors. Caesar's elegant and clear prose belies a complex explanation and justification of the collapse of the Republic. Prerequisite: Latin 204 or equivalent. 6 credits; LA, IS; Winter; Jake Morton

[LATN 235](#) The Bacchanalian Affair In 186 BC stories of wild and debauched secret religious rites being celebrated under cover of night sparked panic in Rome, which led to a brutal state suppression of the cult. Was this a crackdown on impious behavior or political oppression? Over the course of the term we will translate three sources of evidence to determine what actually happened: the Roman historian Livy's scintillating and outrageous account of this conspiracy; works by the Roman comedic playwright Plautus that might have shaped Livy's storytelling; and the Senatus Consultum de Bacchanalibus, a detailed inscription found in southern Italy discussing the new laws Rome passed to suppress the cult. 6 credits; HI, IS; Not offered 2020-21

[LATN 243](#) Medieval Latin This course offers students an introduction to post-classical Latin (250-1450) through readings in prose and poetry drawn from a variety of genres and periods. Students will also gain experience with medieval Latin paleography and codicology through occasional workshops in Special Collections. Prerequisite: Latin 204 or equivalent, Latin placement exam or instructor's permission. 6 credits; LA; Not offered 2020-21

[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 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[LATN 285](#) Weekly Latin This course is intended for students who have completed Latin 204 (or equivalent) and wish to maintain and deepen their language skills. Students will meet weekly to review prepared passages, as well

as reading at sight. Actual reading content will be determined prior to the start of term by the instructor in consultation with the students who have enrolled. There will be brief, periodic assessments of language comprehension throughout the term. Prerequisite: Latin 204 or equivalent. 2 credits; S/CR/NC; NE; Fall, Spring; Chico Zimmerman

[LATN 360](#) Catullus and Horace: Poetry, Pleasure and Politics From the volatile background of civil war and the early years of Augustus' reign, we have two sets of Latin *carmina*: the vivid and passionate lyric poetry of Catullus, and Horace's quieter but equally moving odes. This course will investigate the poetic techniques of each as we consider the larger question of how a poet responds to the shifting political forces of his world. We will also sample current scholarship on each poet. Prerequisite: Latin 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

Cognitive Science

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 major and minor in Cognitive Science therefore represent 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 minor is designed for students majoring in psychology, philosophy, computer science, or linguistics, although all students are welcome.

Requirements for the Cognitive Science Major

Required courses: 46 credits

- [CGSC 130](#) Introduction to Cognitive Science (6 credits)
- [CGSC 232](#)/[CGSC 233](#)/[PSYC 232](#)/[PSYC 233](#) Cognitive Processes and Laboratory in Cognitive Processes (8 credits)
- [CS 111](#) Introduction to Computer Science or [PHIL 210](#) Logic (6 credits)
- [LING 115](#) Introduction to Theory of Syntax (6 credits)
- [PSYC 200](#)/[201](#) Measurement and Data Analysis (8 credits)
- [CGSC 391](#)/[392](#) (6 credits)
- [CGSC 396](#) Directed Research in Cognitive Studies (3 credits)
- [CGSC 400](#) Integrative Exercise (3 credits)

Elective Courses: 24 credits from the following list. At least two 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 365](#) Seminar: Topics in Neuroscience

- [BIOL 368](#) Seminar: Developmental Neurobiology
- [BIOL 379](#) Seminar: Behavioral Genetics
- [BIOL 386](#) Neurobiology
- [CGSC 100](#) How We Make Important Decisions
- [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2020-21)
- [CGSC 340](#) Phenomenology and Cognitive Science (not offered in 2020-21)
- [CGSC 386](#) Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2020-21)
- [CS 254](#) Computability and Complexity
- [CS 314](#) Data Visualization
- [CS 321](#) Artificial Intelligence (not offered in 2020-21)
- [CS 322](#) Natural Language Processing
- [CS 328](#) Computational Models of Cognition (not offered in 2020-21)
- [CS 344](#) Human-Computer Interaction (not offered in 2020-21)
- [CS 361](#) Evolutionary Computing and Artificial Life
- [ECON 265](#) Game Theory and Economic Applications
- [ECON 267](#) Behavioral Economics
- [EDUC 234](#) Educational Psychology
- [IDSC 250](#) Color!
- [LING 117](#) Sociophonetics (not offered in 2020-21)
- [LING 150](#) From Esperanto to Dothraki: The Linguistics of Invented Languages
- [LING 216](#) Generative Approaches to Syntax
- [LING 217](#) Phonetics and Phonology
- [LING 240](#) Semantics and Pragmatics
- [LING 275](#) First Language Acquisition (not offered in 2020-21)
- [LING 280](#) Field Methods in Linguistics (not offered in 2020-21)
- [LING 285](#) Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System
- [LING 288](#) The Structure of Dakota
- [LING 315](#) Topics in Syntax
- [LING 316](#) Topics in Morphology (not offered in 2020-21)
- [LING 317](#) Topics in Phonology
- [LING 325](#) Syntax of an Unfamiliar Language
- [LING 340](#) Topics in Semantics (not offered in 2020-21)
- [LING 375](#) Second Language Acquisition: Speech (not offered in 2020-21)
- [MUSC 227](#) Perception and Cognition of Music
- [PHIL 100](#) Science, Faith and Rationality
- [PHIL 112](#) Mind, Matter, Consciousness (not offered in 2020-21)
- [PHIL 116](#) Sensation, Induction, Abduction, Deduction, Seduction
- [PHIL 203](#) Bias, Belief, Community, Emotion
- [PHIL 212](#) Epistemology (not offered in 2020-21)
- [PHIL 217](#) Reason in Context: Limitations and Possibilities (not offered in 2020-21)
- [PHIL 223](#) Philosophy of Language (not offered in 2020-21)
- [PHIL 225](#) Philosophy of Mind (not offered in 2020-21)
- [PHIL 246](#) Probability: The Very Guide of Life? (not offered in 2020-21)
- [PHIL 251](#) Evidence, Objectivity, and Realism in the Sciences (not offered in 2020-21)
- [PHIL 272](#) Early Modern Philosophy
- [PHIL 273](#) Kant's Metaphysics
- [PHIL 287](#) Conspiracy Theories and Dogmatism
- [PHIL 303](#) Bias, Belief, Community, Emotion (not offered in 2020-21)
- [PHIL 372](#) Kant's Critique of Pure Reason (not offered in 2020-21)

- [PSYC 216](#) Behavioral Neuroscience
- [PSYC 220](#) Sensation and Perception
- [PSYC 234](#) Psychology of Language
- [PSYC 238](#) Memory Processes (not offered in 2020-21)
- [PSYC 250](#) Developmental Psychology
- [PSYC 258](#) Social Cognition (not offered in 2020-21)
- [PSYC 267](#) Clinical Neuroscience (not offered in 2020-21)
- [PSYC 362](#) Psychology of Spoken Words (not offered in 2020-21)
- [PSYC 366](#) Cognitive Neuroscience
- [PSYC 367](#) Neuropsychology of Aging (not offered in 2020-21)
- [PSYC 371](#) Evolutionary and Developmental Trends in Cognition (not offered in 2020-21)
- [PSYC 374](#) Applying Cognitive Psychology to Education (not offered in 2020-21)
- [PSYC 375](#) Language and Deception (not offered in 2020-21)

Requirements for the Cognitive Science Minor

To encourage breadth within the minor, normally no more than four courses taken from a single department or program may be counted toward the minimum eight courses 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](#)/[PSYC 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 365](#) Seminar: Topics in Neuroscience
- [BIOL 368](#) Seminar: Developmental Neurobiology
- [BIOL 379](#) Seminar: Behavioral Genetics
- [BIOL 386](#) Neurobiology
- [CGSC 100](#) How We Make Important Decisions
- [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2020-21)
- [CGSC 340](#) Phenomenology and Cognitive Science (not offered in 2020-21)
- [CGSC 386](#) Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2020-21)
- [CS 254](#) Computability and Complexity
- [CS 314](#) Data Visualization
- [CS 321](#) Artificial Intelligence (not offered in 2020-21)
- [CS 322](#) Natural Language Processing
- [CS 328](#) Computational Models of Cognition (not offered in 2020-21)

- [CS 344](#) Human-Computer Interaction (not offered in 2020-21)
- [CS 361](#) Evolutionary Computing and Artificial Life
- [ECON 265](#) Game Theory and Economic Applications
- [ECON 267](#) Behavioral Economics
- [EDUC 234](#) Educational Psychology
- [IDSC 250](#) Color!
- [LING 117](#) Sociophonetics (not offered in 2020-21)
- [LING 150](#) From Esperanto to Dothraki: The Linguistics of Invented Languages
- [LING 216](#) Generative Approaches to Syntax
- [LING 217](#) Phonetics and Phonology
- [LING 240](#) Semantics and Pragmatics
- [LING 275](#) First Language Acquisition (not offered in 2020-21)
- [LING 280](#) Field Methods in Linguistics (not offered in 2020-21)
- [LING 285](#) Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System
- [LING 288](#) The Structure of Dakota
- [LING 315](#) Topics in Syntax
- [LING 316](#) Topics in Morphology (not offered in 2020-21)
- [LING 317](#) Topics in Phonology
- [LING 325](#) Syntax of an Unfamiliar Language
- [LING 340](#) Topics in Semantics (not offered in 2020-21)
- [LING 375](#) Second Language Acquisition: Speech (not offered in 2020-21)
- [MUSC 227](#) Perception and Cognition of Music
- [PHIL 100](#) Science, Faith and Rationality
- [PHIL 112](#) Mind, Matter, Consciousness (not offered in 2020-21)
- [PHIL 116](#) Sensation, Induction, Abduction, Deduction, Seduction
- [PHIL 203](#) Bias, Belief, Community, Emotion
- [PHIL 212](#) Epistemology (not offered in 2020-21)
- [PHIL 217](#) Reason in Context: Limitations and Possibilities (not offered in 2020-21)
- [PHIL 223](#) Philosophy of Language (not offered in 2020-21)
- [PHIL 225](#) Philosophy of Mind (not offered in 2020-21)
- [PHIL 246](#) Probability: The Very Guide of Life? (not offered in 2020-21)
- [PHIL 251](#) Evidence, Objectivity, and Realism in the Sciences (not offered in 2020-21)
- [PHIL 272](#) Early Modern Philosophy
- [PHIL 273](#) Kant's Metaphysics
- [PHIL 287](#) Conspiracy Theories and Dogmatism
- [PHIL 303](#) Bias, Belief, Community, Emotion (not offered in 2020-21)
- [PHIL 372](#) Kant's Critique of Pure Reason (not offered in 2020-21)
- [PSYC 216](#) Behavioral Neuroscience
- [PSYC 220](#) Sensation and Perception
- [PSYC 234](#) Psychology of Language
- [PSYC 238](#) Memory Processes (not offered in 2020-21)
- [PSYC 250](#) Developmental Psychology
- [PSYC 258](#) Social Cognition (not offered in 2020-21)
- [PSYC 267](#) Clinical Neuroscience (not offered in 2020-21)
- [PSYC 362](#) Psychology of Spoken Words (not offered in 2020-21)
- [PSYC 366](#) Cognitive Neuroscience
- [PSYC 367](#) Neuropsychology of Aging (not offered in 2020-21)
- [PSYC 371](#) Evolutionary and Developmental Trends in Cognition (not offered in 2020-21)
- [PSYC 374](#) Applying Cognitive Psychology to Education (not offered in 2020-21)
- [PSYC 375](#) Language and Deception (not offered in 2020-21)

Cognitive Science Courses

[CGSC 100](#) **How We Make Important Decisions** This Argument and Inquiry seminar will focus on how individuals and groups of people make important decisions, both personal and professional, and how teams of people make policy decisions. We'll look at reasoning and decision-making from a variety of frameworks, including those of formal logic, cognitive psychology, social psychology, scientific hypothesis testing, business management. Case studies of major political, economic, or technology policy decisions will be examined and discussed. Students will also analyze and reflect on their own academic and career decisions, learning to describe and explore different decision-making styles and approaches. 6 credits; AI, WR1; Fall; Kathleen M Galotti

[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; Jason A Decker

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

[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; Not offered 2020-21

[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, Cognitive Science 100, Cognitive Science 130 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 req. 6 credits; WR2, LS; Winter; Kathleen M Galotti

[CGSC 233](#) **Laboratory Research Methods in Cognitive Processes** 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, Cognitive Science 100, Cognitive Science 130 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. 2 credits; LS; Winter; Kathleen M 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; FSR, WR2; Not offered 2020-21

[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; Not offered 2020-21

[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 2020-21

[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; NE; Not offered 2020-21

[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; Jason A Decker

[CGSC 400](#) Integrative Exercise 3 credits; S/NC; Fall, Spring; Kathleen M 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.

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 the Computer Science Major

The course requirements are Mathematics 111; Computer Science 111, 201, 202, 208, 251, 252, 254, and 257; and twelve additional credits from Computer Science courses numbered 200 or above (excluding independent study, senior seminar and comps). (Because the content of [CS 202](#) and Math 236 have sufficient overlap, we will accept Math 236 in lieu of the [CS 202](#) requirement). Majors must complete a capstone experience ([CS 399](#) and 400): during two consecutive 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 for those terms 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.

Although only one mathematics course is required for the CS major, we encourage our students to take mathematics and statistics courses beyond Mathematics 111. Students contemplating graduate study should consider taking the full Calculus sequence plus Statistics 120 (formerly Mathematics 215) and Mathematics 232, and additional computer science electives. Those interested in computer engineering should consider taking physics courses through Electricity & Magnetism and Electronics.

Computer Science Courses

[CS 099](#) Summer Computer Science Program 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 Liberal Arts Institute (SLAI) 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 SLAI 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; Not offered 2020-21

[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. 6 credits; FSR, QRE; Fall, Winter, Spring; Sneha Narayan, Eric C Alexander, David Liben-Nowell, Layla K Oesper, Anya E Vostinar, James O Ryan, Amy Csizmar Dalal, David R Musicant

[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, QRE; Fall, Winter, Spring; Anya E Vostinar, Anna N Rafferty, David R Musicant, Aaron W Bauer, Sneha Narayan

[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; Winter, Spring; Layla K Oesper

[CS 208](#) Introduction to Computer Systems Are you curious what's really going on when a computer runs your code? In this course we will demystify the machine and the tools that we use to program it. Our broad survey of how computer systems execute programs, store information, and communicate will focus on the hardware/software interface, including data representation, instruction set architecture, the C programming language, memory management, and the operating system process model. Prerequisite: Computer Science 111 or instructor permission. 6 credits; FSR; Fall, Spring; Aaron W Bauer

[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; Spring; Jeffrey R Ondich

[CS 232](#) 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 computer science, sculpture, engineering, and aesthetic design. Students will engage the nuts-and-bolts of fabrication, learn to program microcontrollers, and study the design of interactive constructions. Collaborative labs and individual projects will culminate in a campus wide exhibition. No prior building experience is required. Prerequisite: Computer Science 111. Not open to students who taken previous offering of Art, Interactivity and Robotics. 6 credits; ARP; Not offered 2020-21

[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, Winter, Spring; David R Musicant, Anna N Rafferty

[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 Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR; Fall, Winter, Spring; Layla K 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 201 and Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR; Fall, Winter; James O Ryan

[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; Fall, Winter, Spring; Jeffrey R Ondich, Amy Csizmar Dalal

[CS 298](#) Reading and Analysis Associated with External Computing Experience An independent study course intended for students who require Curricular Practical Training (CPT) or Optional Practical Training (OPT) to go with an external activity related to computer science (for example, an internship or an externship). The student will choose and read academic material relating to a practical experience (e.g., internship), and write a paper describing what the student learned from the reading, and how it related to the practical experience. Prerequisite: Instructor's permission. 1 credit; NE; Not offered 2020-21

[CS 301](#) History of Computing in England Program: History of Computing In the mid-1800s, Charles Babbage's analytical engine, inspired by programmable looms, was the first conception of an automated programmable computing device. A century later, British researchers built some of the first physical computers---particularly WWII-era code-breaking work, and programmable machines developed immediately after the war. We will explore those two eras, through historical writings (including Babbage and Ada Lovelace, who wrote programs for the analytical engine, and Alan Turing) and visits to relevant museums and archives. We will also study some of the more recent history of computing, particularly the major advances in the 1960s and 1970s. Prerequisite: Computer Science 201 and 202 (Math 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR; Not offered 2020-21

[CS 304](#) Social Computing The last decade has seen a vast increase in the number of applications that connect people with one another. This course presents an interdisciplinary introduction to social computing, a field of study that explores how computational techniques and artifacts are used to support and understand social interactions. We will examine a number of socio-technical systems (such as wikis, social media platforms, and citizen science projects), discuss the design principles used to build them, and analyze how they help people mobilize and collaborate with one another. Assignments will involve investigating datasets from online platforms and exploring current research in the field. Prerequisite: Computer Science 201. 6 credits; FSR, QRE; Fall; Sneha Narayan

[CS 311](#) Computer Graphics Scientific simulations, movies, and video games often incorporate computer-generated images of fictitious worlds. How are these worlds represented inside a computer? How are they “photographed” to produce the images that we see? What performance constraints and design trade-offs come into play? In this course we learn the basic theory and methodology of three-dimensional computer graphics, including both triangle rasterization and ray tracing. Familiarity with vectors, matrices, and the C programming language is recommended but not required. Prerequisite: Computer Science 201. 6 credits; QRE, FSR; Winter; Josh Davis

[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. During the Digital Audio portion of the course, you'll learn the basics of audio synthesis: oscillators, envelopes, filters, amplifiers, and FFT analysis.

Weekly homework assignments, two quizzes, and two independent projects. Prerequisite: Computer Science 201 or instructor permission. 6 credits; FSR; Not offered 2020-21

[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, QRE; Winter; Eric C Alexander

[CS 318](#) Computational Media How does computation enable new forms of creative expression? What kinds of media artifacts and experiences can only happen on computers? In this course, we'll explore these notions through a hands-on survey of various forms of computational media, such as: computer simulation, computer-generated visual art, poetry generation, story generation, chatbots, Twitter bots, explorable explanations, and more. For each topic in the survey, students will learn about the past, present, and future of a given form through short readings and direct engagement with major works. Assignments and a final project will center on the creation of novel media artifacts and also reimplementations of lost or defunct historical programs. Prerequisite: Computer Science 111 or 201. 6 credits; NE; Fall; James O Ryan

[CS 320](#) Machine Learning What does it mean for a machine to learn? Much of modern machine learning focuses on identifying patterns in large datasets and using these patterns to make predictions about the future. Machine learning has impacted a diverse array of applications and fields, from scientific discovery to healthcare to education. In this artificial intelligence-related course, we'll both explore a variety of machine learning algorithms in different application areas, taking both theoretical and practical perspectives, and discuss impacts and ethical implications of machine learning more broadly. Topics may vary, but typically focus on regression and classification algorithms, including neural networks. Prerequisite: Computer Science 201 and Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR; Fall; Anna N Rafferty

[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 is strongly recommended. 6 credits; FSR; Not offered 2020-21

[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 Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR, QRE; Spring; Anna N Rafferty

[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 is strongly recommended. 6 credits; FSR, QRE; Not offered 2020-21

[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 2020-21

[CS 330](#) Introduction to Real-Time Systems How can we prove that dynamic cruise control will brake quickly enough if traffic suddenly stops? How must a system coordinate processes to detect pedestrians and other vehicles to ensure fair sharing of computing resources? In real-time systems, we explore scheduling questions like these, which require provable guarantees of timing constraints for applications including autonomous vehicles. This course will start by considering such questions for uniprocessor machines, both when programs have static priorities and when priorities can change over time. We will then explore challenges introduced by modern computers with multiple processors. We will consider both theoretical and practical perspectives. Prerequisite: Computer Science 201 and Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR; Not offered 2020-21

[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; Fall; Amy Csizmar Dalal

[CS 332](#) Operating Systems If you're working in the lab, you might be editing a file while waiting for a program to compile. Meanwhile, the on-screen clock ticks, a program keeps watch for incoming e-mail, and other users can log onto your machine from elsewhere in the network. Not only that, but if you write a program that reads from a file on the hard drive, you are not expected to concern yourself with turning on the drive's motor or moving the read/write arms to the proper location over the disk's surface. Coordinating all this hardware and software is the job of the operating system. In this course we will study the fundamentals of operating system design, including the operating system kernel, scheduling and concurrency, memory management, and file systems. Prerequisite: Computer Science 201 and 208 or instructor permission. 6 credits; FSR; Not offered 2020-21

[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; Spring; Aaron W Bauer

[CS 341](#) History of Computing in England Program: 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. Topics will include public-key encryption, digital signatures, code-breaking techniques (like those used at Bletchley Park during WWII to break the Enigma machine's cryptosystem), pseudorandom number generation, and other cryptographic applications. Prerequisite: Computer Science 201 and 202. (Mathematics 236 will be accepted in lieu of CS 202). 6 credits; FSR, QRE; Not offered 2020-21

[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 2020-21

[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, and Map/Reduce. Prerequisite: Computer Science 201. 6 credits; FSR; Winter; David R Musicant

[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; Not offered 2020-21

[CS 358](#) Quantum Computing Quantum computing is a promising technology that may (or may not) revolutionize computer science over the next few decades. By exploiting quantum phenomena such as superposition and entanglement, quantum computers can solve problems in a fundamentally different way from that of conventional computers. This course surveys the computer science and mathematics of quantum algorithms, including Shor's and Grover's algorithms, error correction, and cryptography. No prior experience with quantum theory is needed. Prerequisite: Computer Science 201, Mathematics 232, and Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR; Not offered 2020-21

[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; Winter; Anya E Vostinar

[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 Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR, QRE; Not offered 2020-21

[CS 364](#) Molecular Programming and Nanoscale Self-Assembly Algorithms are ubiquitous in nature and are even present in biological and chemical processes. For example, cells receive molecular signals, execute procedures, and send signals of their own, and chemical reactions compute functions by transforming reactants into products according to molecular rules. In this course, we will investigate various mathematical models of chemistry, biology, and nanoscale self-assembly. We will use each model as a programming language to compute molecular algorithms, verify their correctness, and analyze their complexity and robustness. We will also discover that many of these models are algorithmically universal and are equivalent in power to modern programming languages. Prerequisite: Computer Science 201 and Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). No background in biology or chemistry is required, but it may be helpful. 6 credits; FSR, QRE; Not offered 2020-21

[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 Computer Science 257 before starting Computer Science 399. 3 credits; S/CR/NC; NE; Fall, Winter; Amy Csizmar Dalal, Aaron W Bauer, Sneha Narayan, Jeffrey R Ondich

[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, Spring; Amy Csizmar Dalal, Aaron W Bauer, Sneha Narayan, Jeffrey R Ondich

Cross-Cultural Studies

In our courses, Cross-Cultural Studies means comparing and contrasting two or more cultures in order to identify phenomena that are more universal or more culturally specific, as well as examining outcomes when two or more culturally different groups interact. In the minor, we engage in both trans-cultural and intercultural work through a blend of personal experience, reflection, theory, and analysis.

Requirements for the Cross Cultural Studies Minor

The minor consists of a minimum of 36 credits, at least 12 of which are at the 200-level, distributed across the following categories (with no courses applied to more than one category):

- a. Seeing and Being Cross-Cultural (minimum of 6 credits):
 - [AMST 115](#) Introduction to American Studies

- [CCST 100](#) Growing up Cross-Culturally
- [RELG 110](#) Understanding Religion
- [SOAN 110](#) Introduction to Anthropology
- [SOAN 111](#) Introduction to Sociology
- b. Reflecting on Cross-Cultural Experience (minimum of 4 credits):
 - [CCST 208](#) International Coffee and News
 - [CCST 270](#) Creative Travel Writing Workshop (not offered in 2020-21)
 - [IDSC 103](#) Student Conversations about Diversity and Community (not offered in 2020-21)
 - [IDSC 203](#) Talking about Diversity

(Certain OCS program courses may also apply to this category. [CCST 208](#) can be retaken once, for a total of four credits)

- c. Principles of Cross-Cultural Analysis (minimum of 12 credits, no more than 6 from any one program):
 - [CCST 180](#) Crossing Borders: Global Contexts of Migration and Immigration
 - [CCST 275](#) I'm A Stranger Here Myself
 - [LCST 245](#) The Critical Toolbox: Who's Afraid of Theory?
 - [POSC 120](#) Democracy and Dictatorship
 - [POSC 215](#) Political Communications in Comparative Context (not offered in 2020-21)
 - [POSC 247](#) Comparative Nationalism (not offered in 2020-21)
 - [POSC 358](#) Comparative Social Movements*
 - [PSYC 248](#) Cross-Cultural Psychology
 - [PSYC 358](#) Cross-Cultural Psychology Seminar in Prague: Psychopathology (not offered in 2020-21)
 - [RELG 300](#) Theories and Methods in the Study of Religion
 - [SOAN 330](#) Sociological Thought and Theory
 - [SOAN 331](#) Anthropological Thought and Theory
- d. Cross-Cultural Encounters (minimum of 12 credits): Can include, with approval of director, any course dealing substantively with the intersection of two or more cultures—including but not limited to:
 - [ARBC 286](#) Narratives of Arab Modernity (not offered in 2020-21)
 - [ASLN 111](#) Writing Systems (not offered in 2020-21)
 - [ENGL 228](#) Encountering the Other: The Crusades (not offered in 2020-21)
 - [ENGL 250](#) Indian Fiction 1880-1980
 - [ENGL 251](#) Contemporary Indian Fiction
 - [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)
 - [ENGL 350](#) The Postcolonial Novel: Forms and Contexts
 - [FREN 206](#) Contemporary French and Francophone Culture
 - [FREN 245](#) Francophone Literature of Africa and the Caribbean (not offered in 2020-21)
 - [FREN 255](#) Paris Program: Islam in France: Historical Approaches and Current Debates
 - [FREN 350](#) Middle East and French Connection
 - [FREN 352](#) The Arthurian Legend (not offered in 2020-21)
 - [FREN 359](#) Paris Program: Hybrid Paris
 - [FREN 360](#) The Algerian War of Liberation and Its Representations (not offered in 2020-21)
 - [GERM 215](#) Refugees Welcome? Debating Migration and Multiculturalism in Post-War Germany (not offered in 2020-21)
 - [HIST 141](#) Europe in the Twentieth Century (not offered in 2020-21)
 - [HIST 142](#) Women in Modern Europe (not offered in 2020-21)
 - [HIST 165](#) From Young Turks to Arab Revolutions: A Cultural History of the Modern Middle East (not offered in 2020-21)
 - [HIST 171](#) Latin America and the U.S. (not offered in 2020-21)
 - [HIST 184](#) Colonial West Africa (not offered in 2020-21)

- [HIST 260](#) The Making of the Modern Middle East (not offered in 2020-21)
- [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2020-21)
- [HIST 279](#) Latin America and the Global Cold War (not offered in 2020-21)
- [HIST 281](#) War in Modern Africa
- [HIST 360](#) Muslims and Modernity
- [MELA 121](#) East-West in Israeli and Palestinian Fiction and Film (not offered in 2020-21)
- [MELA 230](#) Jewish Collective Memory
- [POSC 180](#) Global Politics & Local Communities (not offered in 2020-21)
- [POSC 215](#) Political Communications in Comparative Context (not offered in 2020-21)
- [POSC 237](#) Southeast Asian Politics (not offered in 2020-21)
- [POSC 238](#) Sport & Globalization London/Seville Pgm: Globalization and Development: Lessons from Int'l Football (not offered in 2020-21)
- [POSC 247](#) Comparative Nationalism (not offered in 2020-21)
- [POSC 265](#) Public Policy and Global Capitalism
- [POSC 267](#) Comparative Foreign Policy (not offered in 2020-21)
- [POSC 268](#) Global Environmental Politics and Policy
- [POSC 294](#) Central and Eastern European Politics Program: Perceptions of Otherness in Modern Eastern and Central Europe
- [POSC 295](#) Central and Eastern European Politics Program: Nation-Building in Central and Eastern Europe between Politics and Art
- [POSC 296](#) Central and Eastern European Politics Program: Challenges to the Nation-State in Eastern and Central Europe: Immigrants and Minorities
- [POSC 348](#) Strangers, Foreigners and Exiles* (not offered in 2020-21)
- [POSC 358](#) Comparative Social Movements*
- [POSC 378](#) Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia (not offered in 2020-21)
- [POSC 379](#) Political Economy and Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2020-21)
- [RELG 227](#) Liberation Theologies (not offered in 2020-21)
- [RELG 228](#) Martyrdom (not offered in 2020-21)
- [RELG 234](#) Angels, Demons, and Evil (not offered in 2020-21)
- [RELG 238](#) The Sacred Body (not offered in 2020-21)
- [RELG 254](#) Zen Buddhism (not offered in 2020-21)
- [RELG 262](#) Islamic Africa (not offered in 2020-21)
- [RELG 287](#) Many Marys
- [RELG 289](#) Global Religions in Minnesota
- [RELG 353](#) Saints, Goddesses, and Whores (not offered in 2020-21)
- [RUSS 205](#) Russian in Cultural Contexts
- [SOAN 256](#) Africa: Representation and Conflict (not offered in 2020-21)
- [SPAN 242](#) Introduction to Latin American Literature
- e. Capstone (2 credits). [CCST 398](#): Cross-Cultural Panorama: A Capstone Workshop. After participating in selected co-curricular activities, students will curate work from their CCST courses and experiences in an instructor-guided e-portfolio, including a reflective essay. (Other capstone options may be approved by director.)

Participation in at least one OCS program, while not required, is strongly encouraged. Courses from OCS programs may be applied to categories A through E, with approval of the director (and subject to rules of the Registrar).

Cross-Cultural Studies Courses

[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 minor 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; Stephanie M Cox

[CCST 180](#) Crossing Borders: Global Contexts of Migration and Immigration This course will grapple with the issue of immigration and migration from both global and interdisciplinary perspectives. Through several different case studies (including such regions as the Americas, Africa, Europe, and more), taught by faculty from different departments, students will gain a deeper understanding of one of the burning issues of our time. 6 credits; HI, WR2, IS; Spring; David G Tompkins

[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) or instructor permission. 2 credits; S/CR/NC; HI, IS; Fall, Winter; Luciano H Battaglini, Mihaela Czobor-Lupp

[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 experimentation with blended media is also encouraged. Prerequisite: Students must have participated in an off-campus study program (Carleton or non-Carleton) or instructor permission. 6 credits; ARP, WR2, IS; Not offered 2020-21

[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; Éva S Pósfay

[CCST 398](#) The Cross-Cultural Panorama: A Capstone Workshop The work of Cross-Cultural Studies traverses many disciplines, often engaging with experiences that are difficult to capture in traditional formats. In this course students will create an ePortfolio that reflects, deepens, and narrates the various forms of cross-cultural experience they have had at Carleton, drawing on coursework and off-campus study, as well as such extra-curricular activities as talks, service learning, internships and fellowships. Guided by readings and prompts, students will write a reflective essay articulating the coherence of the parts, describing both the process and the results of their pathway through the minor. Considered a capstone for CCST, but for anyone looking to thread

together their experiences across culture. Course is taught as a workshop. 2 credits; S/CR/NC; HI, IS; Winter; Scott D Carpenter

Digital Arts and Humanities Minor

The Digital Arts and Humanities (DGAH) interdisciplinary minor provides students with a framework for studying, understanding, and actively participating in the integration of new digital methods, arts & humanities academic research and creative production. The evolving field of Digital Humanities uses digital tools and computational methods to enhance arts and humanities research and production, while also using traditional humanistic approaches to interrogate the impact of digital technologies. Bridging traditional divides between the humanities, arts, and computational sciences, the minor in Digital Arts and Humanities emphasizes multidisciplinary collaboration and experimentation while encouraging students to both practice and critically reflect on digital creation and interpretation. Students in the DGAH minor will learn to critically evaluate and creatively employ digital media, engage with emergent research questions related to digital culture and practices, and develop the skills that constitute digital fluency in the twenty-first century.

Learning Goals: Students who pursue a DGAH minor will:

1. Demonstrate proficiency in several disparate digital arts and humanities competencies (e.g. digital communication; data management, analysis and presentation; critical making, design and development)
2. Learn to reflect critically on the intersection between digital media and methodologies and non-digital materials and texts
3. Demonstrate an understanding of the social, cultural, political and ethical implications of digital technologies, scholarship, and artistic production
4. Gain hands-on experience with collaborative, creative, and interdisciplinary digital projects and demonstrate an ability to work both individually and in group settings

Requirements for the Minor

Students must complete at least 44 credits to complete the minor, including an introductory theory and methods course (6 credits) and capstone Digital Arts and Humanities ePortfolio seminar (2 credits).

The remaining 36 credits are drawn from a range of courses that foster digital skills, critical reflection on digital scholarship, and collaborative practices transferable across disciplines. At least 6 credits must be taken from each category (B, C, and D), and at least 12 credits must be at the 200-level or above. Students are strongly encouraged to explore different disciplines and the connections between them in the course of their study, and at least 12 credits must come from courses designated Arts Practice, Humanistic Inquiry or Literary/Artistic Analysis. No more than 12 elective credits may come from any one department and no more than 12 credits may count toward both the student's major and the DGAH minor.

A. Core Courses (6 credits)

The core courses give all students experiences in common by introducing them to a broad range of digital methodologies and ensuring critical reflection on their digital project work in a collaborative setting.

- [DGAH 110](#) Hacking the Humanities (6 credits) Offered annually, this course features a general introduction to the methods and implications of digital scholarship, as well as hands-on collaborative project work.
- [ENGL 285](#) Textual Technologies from Parchment to Pixel

B. Skill Building in Digital Media and Methodologies (at least 6 credits)

These courses teach fundamental skills of digital production or analysis including hardware, software, and methods that are widely transferable across the arts and humanities.

- [ARCN 246](#) Archaeological Methods
- [ARTS 141](#) Experimental Photography
- [ARTS 240](#) Introduction to Film and Digital Photography
- [CAMS 111](#) Digital Foundations
- [CS 111](#) Introduction to Computer Science (or [CS 201](#) Data Structures for students that place out of [CS 111](#))
- [ENTS 120](#) Introduction to Geospatial Analysis
- [HIST 200](#) Historians for Hire (up to 6 credits)
- [STAT 120](#) (formerly [MATH 215](#)) Introduction to Statistics (or equivalent, e.g. [STAT 250](#) (formerly [MATH 275](#)), [PSYC 200/201](#), [SOAN 239](#))
- [MATH 285](#) Introduction to Data Science
- [MUSC 108](#) Introduction to Music Technology

C. Critical and Ethical Reflection on Digital Scholarship (at least 6 credits)

Courses that directly engage with the implications of digital technologies and teach students to be critical consumers and producers of digital media.

- [ARTS 140](#) The Digital Landscape
- [ARTS 339](#) Advanced Photo: Digital Imaging
- [CAMS 246](#) Documentary Studies
- [CS 314](#) Data Visualization
- [CS 344](#) Human-Computer Interaction
- [ENGL 395](#) Narrative
- [LCST 245](#) The Critical Toolbox: Who's Afraid of Theory?
- [MUSC 208](#) Computer Music and Sound
- [POSC 214](#) Visual Representations of Political Thought and Action
- [POSC 217](#) Monuments, Museums & Meaning: How Politics Shapes Memory in Artifacts
- [SPAN 244](#) Spain Today: Recent Changes through Narrative and Film

D. Cross-disciplinary Collaboration in Digital Projects (at least 6 credits)

Courses that emphasize hands-on, experiential learning by creating digital projects that cross traditional disciplinary boundaries or engage authentically with community partners and public audiences.

- [CS 232](#) Art, Interactivity, and Robotics
- [CAMS 242](#) Sound and Music in TV and New Media

- [HIST 210](#) The Boston Massacre in 3D: Mapping, Modelling and Serious Gaming
- [HIST 235](#) Bringing the English Past to (Virtual) Life
- [HIST 238](#) The Viking World
- [HIST 316](#) History, Nature & Smartphones
- [HIST 338](#) Digital History, Public Heritage & Deep Mapping
- [MUSC 221](#) Electronic Music Composition
- [RELG 289](#) Global Religions in Minnesota
- [SPAN 206](#) Civic Engagement, Social Change, and the Participatory Video

E. Senior Capstone Experience (2 credits)

- [DGAH 398](#) Digital Arts & Humanities Portfolio: A Capstone Seminar (2 credits) In this advanced capstone seminar, seniors will create an instructor-guided ePortfolio that curates and critically reflects on the digital experiences in, and products of, courses taken for the minor. If appropriate, this may also highlight digital components of a comps project.

Students may count--with prior approval of both the course instructor and the minor coordinators-- other advanced courses (200 or 300 level) in which the minor makes significant use of digital technology to produce a research project or creative product. Additional courses that engage substantially with a significant number of the DGAH learning goals may also be added to this list at the director's discretion in consultation with the committee. Courses from OCS programs and independent studies may be submitted for consideration, but no more than six OCS credits may count towards the minor. For two-credit trailing courses and digital labs that require co-registration, only the digital component will be counted. Repeatable two-credit public outreach courses may be counted for up to six credits.

Digital Arts & Humanities Courses

[DGAH 110](#) Hacking the Humanities The digital world is infiltrating the academy and profoundly disrupting the arts and humanities, posing fundamental challenges to traditional models of university education, scholarly research, academic publication and creative production. This core course for the Digital Arts & Humanities minor introduces the key concepts, debates and technologies that shape DGAH, including text encoding, digital mapping (GIS), network analysis, data visualization, 3D imaging and basic programming languages. Students 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 in college and beyond. 6 credits; HI, QRE; Winter; Austin P Mason

[DGAH 398](#) Digital Arts & Humanities Portfolio: A Capstone Seminar The work of Digital Arts & Humanities takes place at the crossroads of computing, humanities, and creative production. While digital tools and computational methods can enhance humanities research and artistic production, traditional humanistic approaches must also question digital technologies. Both the processes and products of this work stretch the boundaries of familiar academic formats. In this course, students will create an ePortfolio that curates and critically reflects on the digital processes and products of courses and co-curricular experiences at Carleton, guided by readings on the current state of interdisciplinary digital scholarship. A capstone for the DGAH minor, the seminar will include numerous workshop events and culminate in public portfolio presentations. Prerequisite: Prior digital arts and humanities course work, including but not limited to core DGAH courses. 2 credits; NE; Spring; Austin P Mason

East Asian Studies

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 minor 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 minor 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 East Asian Studies Minor

The East Asian Studies Minor 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 minor.

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
- [ARTH 166](#) Chinese Art and Culture
- [ARTH 267](#) Gardens in China and Japan
- [ARTH 321](#) Arts of the Chinese Scholar's Studio (not offered in 2020-21)
- [HIST 152](#) History of Early China (not offered in 2020-21)
- [HIST 153](#) Modern China: China with Mao
- [HIST 156](#) History of Modern Korea (not offered in 2020-21)
- [JAPN 245](#) Modern Japanese Literature and Manga in Translation (not offered in 2020-21)
- [POSC 232](#) Chinese Foreign Policy (not offered in 2020-21)
- [RELG 152](#) Religions in Japanese Culture
- [RELG 153](#) Introduction to Buddhism (not offered in 2020-21)

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

- [ARTH 165](#) Japanese Art and Culture

- [ARTH 166](#) Chinese Art and Culture
- [ARTH 209](#) Chinese Painting (not offered in 2020-21)
- [ARTH 220](#) The Origins of Manga: Japanese Prints (not offered in 2020-21)
- [ARTH 266](#) Arts of the Japanese Tea Ceremony
- [ARTH 267](#) Gardens in China and Japan
- [ARTH 268](#) Art History in Kyoto Program: History of Gardens and Landscape Architecture in Japan (not offered in 2020-21)
- [ARTH 269](#) Art History in Kyoto Program: Projects in Japanese Garden Design and History (not offered in 2020-21)
- [ARTH 321](#) Arts of the Chinese Scholar's Studio (not offered in 2020-21)
- [ARTS 236](#) Ceramics: Vessels for Tea
- [ASLN 111](#) Writing Systems (not offered in 2020-21)
- [ASLN 260](#) Historical Linguistics (not offered in 2020-21)
- [ASST 282](#) Art History in Kyoto Program: Religion, Politics and Architecture in Pre-Modern Japan (not offered in 2020-21)
- [ASST 283](#) Japanese History and Culture (not offered in 2020-21)
- [ASST 284](#) Japanese Linguistics in Kyoto Seminar: History and Culture of Japan
- [CHIN 206](#) Chinese in Cultural Context
- [CHIN 240](#) Chinese Cinema in Translation (not offered in 2020-21)
- [CHIN 251](#) Heroes, Heroines, Exceptional Lives in Chinese Biographical Histories (not offered in 2020-21)
- [CHIN 347](#) Advanced Chinese: Reading the News (not offered in 2020-21)
- [CHIN 348](#) Advanced Chinese: The Mass Media (not offered in 2020-21)
- [CHIN 355](#) Contemporary Chinese Short Stories (not offered in 2020-21)
- [CHIN 360](#) Classical Chinese (not offered in 2020-21)
- [CHIN 361](#) Advanced Chinese: Readings in Twentieth Century Literature
- [CHIN 362](#) Advanced Chinese: Traditional Culture in Modern Language (not offered in 2020-21)
- [CHIN 363](#) Conversation and Composition: The Liberal Arts in Chinese (not offered in 2020-21)
- [ECON 240](#) Microeconomics of Development
- [ENTS 260](#) Comparative Agroecology (not offered in 2020-21)
- [HIST 154](#) Social Movements in Postwar Japan
- [HIST 156](#) History of Modern Korea (not offered in 2020-21)
- [HIST 158](#) Cold War in East Asia (not offered in 2020-21)
- [HIST 215](#) Carleton in the Archives: Carleton in China
- [HIST 255](#) Rumors, Gossip, and News in East Asia (not offered in 2020-21)
- [HIST 256](#) Disaster, Disease, & Rumors in East Asia
- [JAPN 206](#) Japanese in Cultural Context
- [JAPN 231](#) Japanese Cinema in Translation (not offered in 2020-21)
- [JAPN 244](#) The World of Anime in Translation (not offered in 2020-21)
- [JAPN 245](#) Modern Japanese Literature and Manga in Translation (not offered in 2020-21)
- [JAPN 345](#) Advanced Reading in Modern Japanese Literature: The Short Story (not offered in 2020-21)
- [JAPN 347](#) Advanced Reading in Contemporary Japanese Prose: Newspapers (not offered in 2020-21)
- [JAPN 350](#) Pilgrimage & Sacred Space in Japan Program: Advanced Japanese through Place-Based Learning in Kyoto (not offered in 2020-21)
- [JAPN 353](#) Thinking about Environmental Issues in Japanese (not offered in 2020-21)
- [LING 285](#) Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System
- [LING 286](#) Japanese Linguistics in Kyoto Seminar: The Structure of Japanese
- [MUSC 182](#) Chinese Musical Instruments
- [MUSC 182J](#) Chinese Musical Instruments (Juried)
- [MUSC 282](#) Chinese Musical Instruments
- [MUSC 282J](#) Chinese Musical Instruments (Juried)

- [POSC 120](#) Democracy and Dictatorship
- [POSC 170](#) International Relations and World Politics
- [POSC 232](#) Chinese Foreign Policy (not offered in 2020-21)
- [POSC 248](#) Weapons of Mass Destruction (WMD) (not offered in 2020-21)
- [POSC 264](#) Politics of Contemporary China
- [POSC 378](#) Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia (not offered in 2020-21)
- [POSC 379](#) Political Economy and Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2020-21)
- [RELG 153](#) Introduction to Buddhism (not offered in 2020-21)
- [RELG 254](#) Zen Buddhism (not offered in 2020-21)
- [RELG 279](#) Pilgrimage and Sacred Space in Japan Program: Pilgrimage & Sacred Space in Japan (not offered in 2020-21)
- [RELG 280](#) The Politics of Sex in Asian Religion
- [RELG 282](#) Samurai: Ethics of Death and Loyalty (not offered in 2020-21)
- [RELG 365](#) Mysticism

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 or 111 or both, are prerequisites to 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 the Economics Major

All economics majors are required to successfully complete:

- [ECON 110](#)
- [ECON 111](#)
- [MATH 111](#) or equivalent
- [STAT 120](#) (formerly [MATH 215](#)) or [STAT 250](#) (formerly [MATH 275](#)) or equivalent
- Three core courses
 - [ECON 329](#)
 - [ECON 330](#)
 - [ECON 331](#)
- Advanced Seminar, [ECON 395](#)

- [ECON 400](#)
- 24 additional credits in Economics courses numbered 215 or above (this includes 6 credits in [ECON 398](#))

Mathematics 111 (or equivalent) and Statistics 120 (formerly Mathematics 215) or Statistics 250 (formerly Mathematics 275) or equivalent, are prerequisites for Economics 329 and 331, and Mathematics 111 (or equivalent) is a prerequisite for Economics 330. We strongly encourage prospective majors to complete all mathematics prerequisites no later than the sophomore year. Math courses may be taken on an elective S/Cr/NC basis but we encourage student to take these on a graded basis. Completion of the core sequence is a prerequisite for Advanced Seminars and the integrative exercise and must occur by the end of the junior year. We encourage students to take Economics 329 in their sophomore spring or junior fall terms. All Advanced Seminars (395) are currently offered only in fall term.

Any student intending graduate work in economics should also take Mathematics 120, 210 or 211, 232, 236, 241 and Statistics 250 (formerly Mathematics 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; Michael T Hemesath, Eduard Storm, Yaniv Ben-Ami

[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; Faress Bhuiyan, Nathan D Grawe, Mark T Kanazawa, Jenny Bourne, Jonathan M Lafky, Prathi Seneviratne

[ECON 201](#) 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, 111 and 240. 6 credits; SI, QRE, WR2, IS; Not offered 2020-21

[ECON 221](#) Economics and European Studies 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; Not offered 2020-21

[ECON 230](#) Policy Analysis in Washington DC Students will participate in a seminar centered around meetings with experts in areas of global and domestic politics and policy. Over the course of the term they will collaborate in

groups to produce a presentation exploring the economic dimensions of public policy with a focus on identifying the costs and benefits to the various stakeholder groups and the methods economists use to measure those impacts. Prerequisite: Economics 110 or 111 and Statistics 120 (formerly Mathematics 215) or instructor consent. 6 credits; SI, QRE; Winter; Aaron M Swoboda

[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; Not offered 2020-21

[ECON 233](#) World Economic History This course surveys world economic history from Paleolithic times to today. It helps students understand the fundamental forces that drive economic growth and living standards. We address questions such as: How did economic systems function during the ancient and medieval periods? What caused the Industrial Revolution, allowing billions of humans to escape the “Malthusian trap”? Why haven’t all countries experienced economic growth? Finally, what lessons can we learn from the past to help us better understand what the future may hold? The course focuses on long-term trends, but we will also examine short-run cyclical phenomena such as financial crises. Prerequisite: Economics 110 and 111. 6 credits; SI, WR2, IS, QRE; Not offered 2020-21

[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 111. 6 credits; SI, QRE, IS; Fall; Faress 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. 6 credits; SI, QRE, IS; Not offered 2020-21

[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 Vickrey-Clarke-Grove mechanism, the Coase theorem, utilitarianism, Rawlsian ethics, and welfare theorems. Prerequisite: Economics 111. 6 credits; SI, QRE, IS; Not offered 2020-21

[ECON 257](#) Economics of Gender This course uses economic theory and empirical evidence to examine gender differentials in education, marriage, fertility, earnings, labor market participation, occupational choice, and household work. Trends and patterns in gender-based outcomes will be examined across time, across countries, and within socio-economic groups, using empirical evidence from both historical and recent research. The impact

of government and firm policies on gender outcomes will also be examined. By the end of the course, students will be able to utilize the most common economic tools in the study of gender inequality, as well as understand their strengths and weaknesses. Prerequisite: Economics 111. 6 credits; SI, QRE; Fall; Prathi Seneviratne

[ECON 258](#) Ethical Questions and Economic Models While economists generally follow Friedman's advice and so focus on positive questions, our models routinely raise questions concerning distribution and other normative issues. This course explores that intersection between the positive and the normative. After studying normative theories proposed by Mill, Nozick, Rawls, Sen, and others, students will explore these ideas in a series of applications to understand better the positive and normative implications of economic models of regulation of prescription drug prices, Pigouvian taxation of externalities, standards for FDA drug approval, rent ceilings, minimum wages, anti-gouging laws, macroeconomic stimulus policies, and more. Prerequisite: Economics 110 and 111. 6 credits; SI; Not offered 2020-21

[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 111. 6 credits; SI, WR2; Not offered 2020-21

[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; Not offered 2020-21

[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 110 or 111. 6 credits; SI; Fall; Bruce R 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 111. 6 credits; SI, QRE; Not offered 2020-21

[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 111. 6 credits; SI, QRE; Spring; Jonathan M Lafky

[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; Jonathan M 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: Economics 111. Some statistics background will be useful. 6 credits; SI, QRE; Not offered 2020-21

[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; Not offered 2020-21

[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, WR2; Fall; Jenny 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; Mark T Kanazawa

[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 111. 6 credits; SI, QRE; Not offered 2020-21

[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; Faress 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 111. 6 credits; SI, QRE, WR2; Spring; Jenny Bourne

[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; Spring; Yaniv Ben-Ami

[ECON 277](#) History and Theory of Financial Crises The course provides an historical perspective on financial bubbles and crashes and critically examines 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. Prerequisite: Economics 110 and 111. 6 credits; SI, IS; Winter; Eduard Storm

[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 111. 6 credits; SI, QRE; Not offered 2020-21

[ECON 279](#) Technological Change and the Labor Market This course studies dynamics in domestic labor markets in the context of technological advancements. Topics are centered around the impact of different types of technological change, implications on productivity, and job polarization. To gauge the economy's structural transformation due to adoption of new technologies, we explore rising levels of employment and income inequality, both from a theoretical and empirical perspective. These core subjects are accompanied by discussions on related phenomena, which shaped modern labor markets, such as immigration and institutional changes in form of unionization and minimum wages. Prerequisite: Economics 110 and Economics 111. 6 credits; SI, QRE; Spring; Eduard Storm

[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 111. 6 credits; SI, QRE; Spring; Prathi Seneviratne

[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. 6 credits; SI, QRE; Spring; Michael T Hemesath

[ECON 282](#) The Theory of Investment Finance This course provides an introduction to the main financial instruments that are used to fund economic activity. We will explore how investment products function and learn how to price a few of them. Attention will be given to the choices investors make, and should make, when allocating portfolios. Topics include bond pricing, stock pricing, option pricing, the mortgage market, hedge funds, private equity, optimal portfolios, defaults, financial intermediary capital, and investors' behavioral biases. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; Winter; Yaniv Ben-Ami

[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; Not offered 2020-21

[ECON 293](#) Theories of Economic Justice This course examines theories of economic justice proposed by Sen, Locke, Mill, Rawls, Nozick, and Roemer. Through small-group discussion and close reading, students will explore these influential perspectives while developing their own understanding of the principles defining a just distribution. In the final third of the course, students will study common ways that economists measure economic differences across groups and determine the degree to which those differences suggest the presence or absence of discrimination. Students will reflect on the alignment between these empirical methods and normative theories of justice considered in the first portion of the course. Subsequent tutorials in winter and spring will examine empirical economic studies of inequality along dimensions of race, sex, and class. Prerequisite: Economics 110 and 111. 2 credits; S/CR/NC; HI, WR2; Fall; Nathan D Grawe

[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 econometric theory and practical application through analysis of economic data sets using statistical software. Prior experience with R is strongly encouraged. Topics include two-variable and multiple regression, interval estimation and hypothesis testing, discrete and continuous structural change, parameter restrictions, model construction, experimental design, issues of functional specification, model overfitting and underfitting, heteroscedasticity, autocorrelation, and multicollinearity. Prerequisite: Mathematics 111 and either Statistics 120 (formerly Mathematics 215) or Statistics 250 (formerly Mathematics 275), and Economics 110 and 111 or instructor consent. 6 credits; SI, QRE; Fall, Spring; Mark T 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; Jenny Bourne

[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 Statistics 120 (formerly Mathematics 215) or Statistics 250 (formerly Mathematics 275) or permission of the instructor and Economics 110 and 111. 6 credits; SI, QRE; Winter, Spring; Nathan D Grawe

[ECON 395](#) Advanced Seminar in Experimental Economics Experimental economics focuses on using controlled experiments to demonstrate causal relationships in economic decision making. We will develop a deep understanding of both the methodology and major findings of experimental economics. Many discussions will be student-led, through in-depth presentation of journal articles. Topics covered will be determined largely by student interest, but might include subjects such as altruistic behavior, bargaining, market behavior, risk preferences, public goods, and auctions. Prerequisite: Economics 329, 330 and 331 or instructor permission. 6 credits; NE; Fall; Jonathan M Lafky

[ECON 395](#) Advanced Topics in Economics of Inequality This seminar focuses on empirical analysis of topics in the economics of inequality. Specific areas of study depend on student interest and may include: labor markets; earnings gaps across gender, race, sexual orientation, disability, and immigrant status; labor-market discrimination; gender inequality in different countries and regions; immigration and the role of cultural transmission; and family decision-making. Class time is primarily devoted to discussion of peer-reviewed journal articles, theory and application of advanced econometric techniques, and student-led presentations. Prerequisite: Economics 329, 330 and 331 or instructor permission. 6 credits; SI, WR2, QRE, IS; Fall; Prathi Seneviratne

[ECON 395](#) Advanced Topics in Macroeconomics This course studies empirical analyses of macroeconomic models. In addition to providing a survey of broad macro topics like growth, aggregate consumption, monetary policy,

unemployment, and finance, the course will introduce tools used by macroeconomists to understand how and why aggregate measures covary. In addition to large-class meetings, students will engage in a narrower topic area through weekly tutorial sessions. Prerequisite: Economics 329, 330, and 331, or instructor permission. 6 credits; SI, WR2, QRE; Fall; Nathan D Grawe

[ECON 398](#) Advanced Research in Economics This course is designed to support majors in developing advanced skills in economic research and communication. Through a combination of class discussion, small group work, and/or one-on-one interactions with the professor, majors learn the process of constructing strong, theoretically-grounded arguments through primary research, secondary research, or both. Students will also learn and practice strategies for engaging critically with contemporary scholarship and effective techniques of peer review and the oral presentation of research. Prerequisite: Economics 395 and concurrent registration in Economics 400. Instructor permission required. 6 credits; S/CR/NC; NE; Winter, Spring; Prathi Seneviratne, Nathan D Grawe, Jonathan M Lafky

[ECON 400](#) Integrative Exercise 3 credits; S/NC; Winter, Spring; Prathi Seneviratne, Nathan D Grawe, Jonathan M Lafky

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 minor for those students who are especially interested in educational studies but not necessarily in public school teaching.

Students may also 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. Students are encouraged to make formal application for admission to the teacher education program during the spring term of their sophomore year. Carleton licensure students will complete the majority of their course work at Carleton, but there will be courses only offered at St. Olaf through the inter-registration process which are required for licensure. St. Olaf will submit Carleton student's recommendation for licensure to the Minnesota Department of Education after completion of student teaching.

Educational Studies Minor

The Educational Studies Minor provides an interdisciplinary approach to the study of education as an individual pursuit, an institutional venture, and a societal imperative. The minor 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 minor is appropriate for students of all majors interested in the stewardship of education as a cornerstone of democracy.

Requirements for the Educational Studies Minor

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 minor 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 minor adviser 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 (not offered in 2020-21)
- [CGSC 232](#) Cognitive Processes
- [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2020-21)
- [CGSC 386](#) Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2020-21)
- [EDUC 262](#) Culturally Sustaining Pedagogy: Teaching and Learning in Diverse Classrooms (not offered in 2020-21)
- [EDUC 344](#) Teenage Wasteland: Adolescence and the American High School
- [PSYC 210](#) Psychology of Learning and Memory (not offered in 2020-21)
- [PSYC 232](#) Cognitive Processes
- [PSYC 250](#) Developmental Psychology
- [PSYC 251](#) Lifespan Development (not offered in 2020-21)
- [PSYC 258](#) Social Cognition (not offered in 2020-21)
- [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.

- [AFST 120](#) Gender and Sexuality in the African Diaspora (not offered in 2020-21)
- [AFST 200](#) The Black Intellectual Tradition in the Twentieth Century (not offered in 2020-21)
- [AFST 220](#) Intersectionality (not offered in 2020-21)
- [AMST 115](#) Introduction to American Studies
- [AMST 218](#) Asian American Studies (not offered in 2020-21)
- [EDUC 340](#) Race, Immigration, and Schools (not offered in 2020-21)
- [GWSS 110](#) Introduction to Gender, Women's & Sexuality Studies
- [HIST 116](#) Intro to Indigenous Histories, 1887-present
- [HIST 122](#) U.S. Women's History to 1877 (not offered in 2020-21)
- [HIST 123](#) U.S. Women's History Since 1877 (not offered in 2020-21)
- [HIST 125](#) African American History I: From Africa to the Civil War
- [HIST 126](#) African American History II (not offered in 2020-21)
- [HIST 203](#) American Indian Education (not offered in 2020-21)
- [HIST 224](#) Divercities: Exclusion and Inequality in Urban America (not offered in 2020-21)
- [HIST 228](#) Civil Rights and Black Power (not offered in 2020-21)
- [HIST 229](#) Working with Gender in U.S. History
- [IDSC 203](#) Talking about Diversity
- [PHIL 288](#) A Survey of Historical Ideas of Race (not offered in 2020-21)
- [PHIL 304](#) Epistemology and Oppression (not offered in 2020-21)
- [POSC 275](#) Black Radical Political Thought, 1919-1969 (not offered in 2020-21)
- [POSC 302](#) Subordinated Politics and Intergroup Relations* (not offered in 2020-21)
- [PSYC 384](#) Psychology of Prejudice
- [RELG 140](#) Religion and American Culture (not offered in 2020-21)
- [RELG 249](#) Religion and American Public Life (not offered in 2020-21)
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2020-21)
- [SOAN 226](#) Anthropology of Gender
- [SOAN 259](#) Comparative Issues in Native North America (not offered in 2020-21)
- [SOAN 272](#) Sociological Perspectives on Race and Ethnicity in the United States (not offered in 2020-21)
- [SOAN 288](#) Diversity, Democracy, Inequality in America
- [SOAN 350](#) Diversity, Democracy, and Inequality in America (not offered in 2020-21)
- [WGST 110](#) Introduction to Women's and Gender Studies (not offered in 2020-21)

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.

- [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
- [ECON 246](#) Economics of Welfare (not offered in 2020-21)
- [ECON 259](#) Economics of Higher Education (not offered in 2020-21)
- [ECON 270](#) Economics of the Public Sector
- [EDUC 100](#) Will This Be on the Test? Standardized Testing and American Education
- [EDUC 225](#) Issues in Urban Education
- [EDUC 245](#) The History of American School Reform (not offered in 2020-21)
- [EDUC 250](#) Fixing Schools: Politics and Policy in American Education (not offered in 2020-21)
- [EDUC 330](#) Refugee and Immigrant Experiences in Faribault, MN
- [EDUC 353](#) Schooling and Opportunity in American Society (not offered in 2020-21)
- [POSC 122](#) Politics in America: Liberty and Equality
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2020-21)
- [POSC 338](#) Politics of Inequality and Poverty* (not offered in 2020-21)

- [SOAN 170](#) Investigating (In)Equality: Comparative Welfare States (not offered in 2020-21)

Senior Seminar:

- [EDUC 395](#) Senior Seminar

Educational Studies Courses

[EDUC 100](#) Will This Be on the Test? Standardized Testing and American Education How and why have standardized tests become so central to our educational system? This seminar will explore the following topics, among others--the invention of standardized tests and the growth of the testing industry; psychometrics (the science of mental measurement); and the controversies surrounding the use of standardized tests, including charges that they are culturally biased and do not positively contribute to student learning. Our analyses will be informed by a close examination of authentic testing materials, ranging from intelligence tests to the SAT. 6 credits; AI, WR1, IDS; Fall; Jeff Snyder

[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; Anita P Chikkatur, Jeff Snyder

[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; Winter; Anita P Chikkatur

[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; Spring

[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, IDS; Not offered 2020-21

[EDUC 250](#) Fixing Schools: Politics and Policy in American Education How can we fix American public schools? What is "broken" about our schools? How should they be repaired? And who should lead the fix? This course will examine the two leading contemporary educational reform movements: accountability and school choice. With an emphasis on the nature of the teaching profession and the work of foundations, this course will analyze the policy agendas of different reform groups, exploring the dynamic interactions among the many different stakeholders responsible for shaping American education. 6 credits; SI, IDS; Not offered 2020-21

[EDUC 262](#) Culturally Sustaining Pedagogy: Teaching and Learning in Diverse Classrooms This course focuses on the importance of integrating students' cultural backgrounds in all aspects of learning. We will study various theoretical perspectives on culturally relevant, responsive, and sustaining pedagogy and will explore several school sites that incorporate that perspective into their approach to teaching and learning. Students will design and teach culturally sustaining curriculum from their own disciplinary background in K-16 setting. 6 credits; NE, IDS; Not offered 2020-21

[EDUC 330](#) Refugee and Immigrant Experiences in Faribault, MN This course will examine the intersection of immigration and education at all levels in rural communities in the U.S. with a site-specific focus on Faribault, MN. Through readings, primary document analyses, discussions, written assignments, and virtual dialogues with community collaborators, students will understand the challenges and opportunities in Faribault for people with refugee and immigrant backgrounds and for educators and community members working with those communities to create supportive contexts (including educational, social, economic, political) that meet the needs and aspirations of those communities. Prerequisite: 100 or 200 level Educational Studies course or instructor consent. 6 credits; SI, IDS; Fall; Anita P Chikkatur

[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; Fall, Spring; Jeff Snyder, Anita P 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 academic civic engagement projects. Prerequisite: 100 or 200-level Educational Studies course or instructor permission. 6 credits; SI, IDS; Not offered 2020-21

[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; Deborah Appleman

[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 2020-21

[EDUC 395](#) Senior Seminar This is a capstone seminar for educational studies minors. It focuses on a contemporary issue in American education with a different topic each year. Recent seminars have focused on the school to prison pipeline, youth activism, intellectual freedom in schools, and gender and sexuality in education. Senior

seminars often incorporate off campus work with public school students and teachers. Prerequisite: Educational Studies minor or instructor permission. 6 credits; NE; Spring; Anita P Chikkatur

English

General Information

In Carleton's English department, we are passionate about the study of literature and the teaching of writing. We offer a major in English as well as a minor in creative writing. The diverse backgrounds and specialties of English department faculty are reflected in the variety of our literature courses and creative writing workshops. Our courses examine a range of genres, historical eras, literary and cultural traditions, and critical approaches.

The skills in reading, interpretation, writing, creativity, and communication taught in the English department are essential to all fields of study, whether artistic, humanistic, or scientific. These skills also transfer readily to a broad range of careers.

Requirements for the English 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

- [ENGL 100](#) Imagining a Self
- [ENGL 100](#) Writing About America and Globalization
- [ENGL 100](#) Spirit of Place
- [ENGL 100](#) Milton, Shelley, Pullman
- [ENGL 100](#) How We Read: The History and Science of Reading
- [ENGL 100](#) Rhetoric: Art of Persuasion
- [ENGL 112](#) Introduction to the Novel
- [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2020-21)
- [ENGL 115](#) The Art of Storytelling
- [ENGL 116](#) Introduction to Drama
- [ENGL 117](#) African American Literature (not offered in 2020-21)
- [ENGL 118](#) Introduction to Poetry
- [ENGL 119](#) Introduction to U.S. Latino/a Literature (not offered in 2020-21)
- [ENGL 125](#) Norse and Celtic Mythology (not offered in 2020-21)
- [ENGL 129](#) Introduction to British Comedy (not offered in 2020-21)
- [ENGL 131](#) Reading Fiction (not offered in 2020-21)
- [ENGL 136](#) Black Speculative Fiction (not offered in 2020-21)
- [ENGL 144](#) Shakespeare I
- [ENGL 187](#) Murder

2. **Historical Eras:** 36 credits in literature courses numbered 200-394 (excluding 220 and 295) which must include:

- Group I: 12 credits in literature before 1660
 - [ENGL 126](#) Arthurian Tradition: From Medieval to Modern (not offered in 2020-21)
 - [ENGL 202](#) The Bible as Literature (not offered in 2020-21)
 - [ENGL 203](#) Other Worlds of Medieval English Literature
 - [ENGL 204](#) History of the English Language (not offered in 2020-21)
 - [ENGL 205](#) The Medieval Outlaw (not offered in 2020-21)
 - [ENGL 206](#) Arthurian Tradition: From Medieval to Modern (not offered in 2020-21)
 - [ENGL 207](#) Princes. Poets. Power
 - [ENGL 208](#) The Faerie Queene
 - [ENGL 209](#) The Merchant of Venice: A Project Course (not offered in 2020-21)
 - [ENGL 210](#) From Chaucer to Milton: Early English Literature (not offered in 2020-21)
 - [ENGL 213](#) Christopher Marlowe (not offered in 2020-21)
 - [ENGL 214](#) Revenge Tragedy (not offered in 2020-21)
 - [ENGL 216](#) Milton (not offered in 2020-21)
 - [ENGL 219](#) Global Shakespeare (not offered in 2020-21)
 - [ENGL 228](#) Encountering the Other: The Crusades (not offered in 2020-21)
 - [ENGL 244](#) Shakespeare I
 - [ENGL 278](#) London Program: Shakespeare's England
 - [ENGL 302](#) The Medieval Outlaw (not offered in 2020-21)
 - [ENGL 310](#) Shakespeare II (not offered in 2020-21)

- Group II: 12 credits in literature between 1660 and 1900
 - [AMST 230](#) The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (not offered in 2020-21)
 - [AMST 256](#) Walt Whitman's New York
 - [ENGL 212](#) Nineteenth-Century American Literature
 - [ENGL 217](#) A Novel Education
 - [ENGL 218](#) The Gothic Spirit
 - [ENGL 221](#) "Moby-Dick" & Its Contexts
 - [ENGL 222](#) The Art of Jane Austen
 - [ENGL 223](#) American Transcendentalism
 - [ENGL 225](#) 'Public Offenders': Pre-Raphaelites and Bloomsbury Group (not offered in 2020-21)
 - [ENGL 233](#) Writing Empathy/Writing Black Life (not offered in 2020-21)
 - [ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels (not offered in 2020-21)
 - [ENGL 319](#) The Rise of the Novel
 - [ENGL 323](#) Romanticism and Reform
 - [ENGL 327](#) Victorian Novel (not offered in 2020-21)
 - [ENGL 328](#) Victorian Poetry

- Group III: 12 credits in literature after 1900
 - [ENGL 215](#) Modern American Literature (not offered in 2020-21)
 - [ENGL 226](#) Modernism (not offered in 2020-21)
 - [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
 - [ENGL 230](#) Studies in African American Literature: From the 1950s to the Present
 - [ENGL 234](#) Literature of the American South (not offered in 2020-21)
 - [ENGL 235](#) Asian American Literature
 - [ENGL 236](#) American Nature Writing (not offered in 2020-21)
 - [ENGL 237](#) Black British Literature (not offered in 2020-21)
 - [ENGL 238](#) African Literature in English

- [ENGL 241](#) Latinx Voices in the Age of Trump
- [ENGL 247](#) The American West
- [ENGL 248](#) Visions of California (not offered in 2020-21)
- [ENGL 249](#) Modern Irish Literature: Poetry, Prose, and Politics
- [ENGL 250](#) Indian Fiction 1880-1980
- [ENGL 251](#) Contemporary Indian Fiction
- [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)
- [ENGL 253](#) Canadian Fiction
- [ENGL 256](#) Ireland Program: Irish History and Culture (not offered in 2020-21)
- [ENGL 258](#) Contemporary American Playwrights of Color
- [ENGL 264](#) American Lyric: Poetry, Pop and Rap (not offered in 2020-21)
- [ENGL 274](#) Ireland Program: Modern Irish Literature in Ireland (not offered in 2020-21)
- [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 2020-21)
- [ENGL 333](#) Margaret Atwood (not offered in 2020-21)
- [ENGL 334](#) Postmodern American Fiction (not offered in 2020-21)
- [ENGL 345](#) Queer Literature (not offered in 2020-21)
- [ENGL 350](#) The Postcolonial Novel: Forms and Contexts
- [ENGL 351](#) Zadie Smith (not offered in 2020-21)
- [ENGL 352](#) Toni Morrison: Novelist
- [ENGL 359](#) World Literature in the Twenty-First Century
- [ENGL 362](#) Narrative Theory (not offered in 2020-21)
- [ENGL 366](#) The Carleton Miscellany (not offered in 2020-21)
- [ENGL 395](#) Narrative
- [THEA 242](#) Modern American Drama

3. **English 295:** Critical Methods

4. **English 395:** Advanced Seminar

5. **English 400:** Senior Integrative Exercise (A senior may choose one of the following):

- *Colloquium Option:* A group option in which participants discuss, analyze and write about a thematically coherent list of literary works.
- *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.
- *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.
- *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:

- T1: Literature of Ireland and Britain
 - [ENGL 112](#) Introduction to the Novel
 - [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2020-21)
 - [ENGL 116](#) Introduction to Drama
 - [ENGL 126](#) Arthurian Tradition: From Medieval to Modern (not offered in 2020-21)
 - [ENGL 129](#) Introduction to British Comedy (not offered in 2020-21)
 - [ENGL 135](#) Imperial Adventures
 - [ENGL 144](#) Shakespeare I
 - [ENGL 202](#) The Bible as Literature (not offered in 2020-21)
 - [ENGL 203](#) Other Worlds of Medieval English Literature
 - [ENGL 204](#) History of the English Language (not offered in 2020-21)
 - [ENGL 205](#) The Medieval Outlaw (not offered in 2020-21)
 - [ENGL 206](#) Arthurian Tradition: From Medieval to Modern (not offered in 2020-21)
 - [ENGL 207](#) Princes. Poets. Power
 - [ENGL 208](#) The Faerie Queene
 - [ENGL 209](#) The Merchant of Venice: A Project Course (not offered in 2020-21)
 - [ENGL 210](#) From Chaucer to Milton: Early English Literature (not offered in 2020-21)
 - [ENGL 213](#) Christopher Marlowe (not offered in 2020-21)
 - [ENGL 214](#) Revenge Tragedy (not offered in 2020-21)
 - [ENGL 216](#) Milton (not offered in 2020-21)
 - [ENGL 217](#) A Novel Education
 - [ENGL 218](#) The Gothic Spirit
 - [ENGL 219](#) Global Shakespeare (not offered in 2020-21)
 - [ENGL 222](#) The Art of Jane Austen
 - [ENGL 225](#) 'Public Offenders': Pre-Raphaelites and Bloomsbury Group (not offered in 2020-21)
 - [ENGL 228](#) Encountering the Other: The Crusades (not offered in 2020-21)
 - [ENGL 244](#) Shakespeare I
 - [ENGL 249](#) Modern Irish Literature: Poetry, Prose, and Politics
 - [ENGL 256](#) Ireland Program: Irish History and Culture (not offered in 2020-21)
 - [ENGL 274](#) Ireland Program: Modern Irish Literature in Ireland (not offered in 2020-21)
 - [ENGL 278](#) London Program: Shakespeare's England
 - [ENGL 282](#) London Program: London Theater
 - [ENGL 302](#) The Medieval Outlaw (not offered in 2020-21)
 - [ENGL 310](#) Shakespeare II (not offered in 2020-21)
 - [ENGL 319](#) The Rise of the Novel
 - [ENGL 323](#) Romanticism and Reform
 - [ENGL 327](#) Victorian Novel (not offered in 2020-21)
 - [ENGL 328](#) Victorian Poetry
 - [ENGL 351](#) Zadie Smith (not offered in 2020-21)
 - [ENGL 395](#) T. S. Eliot and the Metaphysical Poet
 - [EUST 232](#) Economics and European Studies in Cambridge: The Great War in Poetry, History and Memory (not offered in 2020-21)

- T2: Literature of North America
 - [AMST 230](#) The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (not offered in 2020-21)
 - [AMST 256](#) Walt Whitman's New York
 - [ENGL 117](#) African American Literature (not offered in 2020-21)
 - [ENGL 136](#) Black Speculative Fiction (not offered in 2020-21)
 - [ENGL 212](#) Nineteenth-Century American Literature

- [ENGL 215](#) Modern American Literature (not offered in 2020-21)
- [ENGL 221](#) "Moby-Dick" & Its Contexts
- [ENGL 223](#) American Transcendentalism
- [ENGL 226](#) Modernism (not offered in 2020-21)
- [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
- [ENGL 230](#) Studies in African American Literature: From the 1950s to the Present
- [ENGL 233](#) Writing Empathy/Writing Black Life (not offered in 2020-21)
- [ENGL 234](#) Literature of the American South (not offered in 2020-21)
- [ENGL 235](#) Asian American Literature
- [ENGL 236](#) American Nature Writing (not offered in 2020-21)
- [ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels (not offered in 2020-21)
- [ENGL 241](#) Latinx Voices in the Age of Trump
- [ENGL 247](#) The American West
- [ENGL 248](#) Visions of California (not offered in 2020-21)
- [ENGL 253](#) Canadian Fiction
- [ENGL 258](#) Contemporary American Playwrights of Color
- [ENGL 264](#) American Lyric: Poetry, Pop and Rap (not offered in 2020-21)
- [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 2020-21)
- [ENGL 333](#) Margaret Atwood (not offered in 2020-21)
- [ENGL 352](#) Toni Morrison: Novelist
- [ENGL 366](#) The Carleton Miscellany (not offered in 2020-21)
- T3: Global Anglophone Literatures
 - [ENGL 237](#) Black British Literature (not offered in 2020-21)
 - [ENGL 238](#) African Literature in English
 - [ENGL 250](#) Indian Fiction 1880-1980
 - [ENGL 251](#) Contemporary Indian Fiction
 - [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)
 - [ENGL 350](#) The Postcolonial Novel: Forms and Contexts
 - [ENGL 359](#) World Literature in the Twenty-First Century

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

- [ARBC 144](#) Arabic Literature at War (not offered in 2020-21)
- [ARBC 185](#) The Creation of Classical Arabic Literature (not offered in 2020-21)
- [CHIN 245](#) Chinese Vision of the Past in Translation
- [CHIN 251](#) Heroes, Heroines, Exceptional Lives in Chinese Biographical Histories (not offered in 2020-21)
- [CHIN 355](#) Contemporary Chinese Short Stories (not offered in 2020-21)
- [CLAS 112](#) The Epic in Classical Antiquity: Texts, Contexts, and Intertexts (not offered in 2020-21)
- [CLAS 116](#) Ancient Drama: Truth in Performance
- [ENGL 202](#) The Bible as Literature (not offered in 2020-21)
- [FREN 233](#) French Cinema and Culture (not offered in 2020-21)
- [FREN 237](#) Page and Stage: The Performance of Culture (not offered in 2020-21)
- [FREN 238](#) Back to the Future: French Classics Reimagined (not offered in 2020-21)

- [FREN 239](#) Banned Books (not offered in 2020-21)
- [FREN 241](#) The Lyric and Other Seductions
- [FREN 242](#) Journeys of Self-Discovery (not offered in 2020-21)
- [FREN 244](#) Contemporary France and Humor
- [FREN 245](#) Francophone Literature of Africa and the Caribbean (not offered in 2020-21)
- [FREN 247](#) The Seven Deadly Sins (not offered in 2020-21)
- [FREN 248](#) Murder and Mayhem: Narratives of Suspense (not offered in 2020-21)
- [FREN 259](#) Paris Program: Hybrid Paris
- [FREN 340](#) Arts of Brevity: Short Fiction (not offered in 2020-21)
- [FREN 341](#) Madame Bovary and Her Avatars (not offered in 2020-21)
- [FREN 347](#) Gender and Sexuality in the Francophone World (not offered in 2020-21)
- [FREN 351](#) Love, War and Monsters in Renaissance France (not offered in 2020-21)
- [FREN 354](#) The World Beyond (not offered in 2020-21)
- [FREN 360](#) The Algerian War of Liberation and Its Representations (not offered in 2020-21)
- [FREN 395](#) The Mandé of West Africa
- [GERM 247](#) Mirror, Mirror: Reflecting on Fairy Tales and Folklore (not offered in 2020-21)
- [GRK 204](#) Intermediate Greek Prose and Poetry
- [LATN 204](#) Intermediate Latin Prose and Poetry
- [RELG 161](#) The Jewish Bible (not offered in 2020-21)
- [RELG 162](#) Jesus, the Bible, and Christian Beginnings (not offered in 2020-21)
- [RUSS 244](#) The Rise of the Russian Novel
- [RUSS 266](#) Dostoevsky (not offered in 2020-21)
- [RUSS 267](#) War and Peace (not offered in 2020-21)
- [RUSS 341](#) From Folktale to Fanfiction: Russian Short Prose (not offered in 2020-21)
- [RUSS 351](#) Chekhov
- [SPAN 242](#) Introduction to Latin American Literature
- [SPAN 262](#) Myth and History in Central American Literature
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2020-21)
- [SPAN 366](#) Jorge Luis Borges: Less a Man Than a Vast and Complex Literature
- [SPAN 371](#) Yours Truly: The Body of the Letter (not offered in 2020-21)

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 Creative Writing Minor

The English Creative Writing Minor is intended for students who wish to gain experience in creative writing by taking a series of writing workshops accompanied by the study of literature relevant to their writing interests. Students must complete 36 total credits as described below.

- 18 credits of creative writing workshops, chosen from college-wide offerings in prose fiction, poetry, playwriting, screenwriting, television writing, and/or creative nonfiction; including at least one course in the English Department and one course at the 300 level:
 - [CAMS 271](#) Fiction
 - [CAMS 278](#) Writing for Television (not offered in 2020-21)
 - [CAMS 279](#) Screenwriting
 - [CCST 270](#) Creative Travel Writing Workshop (not offered in 2020-21)
 - [ENGL 160](#) Creative Writing
 - [ENGL 263](#) Crafts of Writing: Creative Nonfiction (not offered in 2020-21)
 - [ENGL 264](#) American Lyric: Poetry, Pop and Rap (not offered in 2020-21)
 - [ENGL 265](#) News Stories
 - [ENGL 270](#) Short Story Workshop
 - [ENGL 271](#) Poetry Workshop
 - [ENGL 273](#) Writing Memoir (not offered in 2020-21)
 - [ENGL 370](#) Advanced Fiction Workshop
 - [ENGL 371](#) Advanced Poetry Workshop
 - [THEA 246](#) Playwriting (not offered in 2020-21)

- 18 credits of literature courses drawn from offerings in the Department of English, in courses numbered over 100. Must include at least one course at the 300 level. Students who wish to complete the Creative Writing Minor are encouraged to choose literature courses that are pertinent to their creative writing interests.

English majors who wish to also minor in Creative Writing may do so, but they may not count more than 18 credits of their major toward the 36 total credits for the minor.

English Courses

[ENGL 100](#) How We Read: The History and Science of Reading In recent years, a 500-year-old technology for reading (the printed book) has been challenged by a very new one (the LCD displays in our phones and tablets). At the same time, advances in cognitive neuroscience have deepened our understanding of reading as a mental process. This makes it a good moment to consider how we read now and how we read in the past. We will examine a variety of reading practices, including reading aloud and silent reading, as well as the emotional impact of reading. The course will emphasize the foundational skill of academic reading--“close” reading--but also consider “distant” and “surface” reading. In addition to relevant scholarship, we will read poetry and novels as we reflect on our own habits as readers. 6 credits; AI, WR1; Fall; George G Shuffelton

[ENGL 100](#) Imagining a Self This course examines how first-person narrators present, define, defend, and construct the self. We will read an assortment of autobiographical and fictional works, focusing on the critical issues that

the first-person speaker "I" raises. In particular, we will consider the risks and rewards of narrative self-exposure, the relationship between autobiography and the novel, and the apparent intimacy between first-person narrators and their readers. Authors will include James Boswell, Charlotte Bronte, Harriet Jacobs, Sylvia Plath, and Dave Eggers. 6 credits; AI, WR1; Fall; Jessica L Leiman

[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; Constance Walker

[ENGL 100](#) Rhetoric: Art of Persuasion Rhetoric's all around us: in political manifestos and legal pleadings; in professions of love and advertisements for dog food. We use it whenever we urge someone to believe what we say or do what we want. But how well do we understand the foundations and protocols of this art that teaches us "to see the available means of persuasion?" In this class we'll study the origins and theory of rhetoric (via Aristotle), examine exemplary instances (from Pericles to Trump), and consider the charges (via Plato) that it's all lies and trickery, while learning how to compose persuasive academic papers and presentations. 6 credits; AI, WR1; Fall; Timothy Raylor

[ENGL 100](#) Spirit of Place We will consider a range of texts (in fiction poetry, drama, nonfiction) that explore the intangible and multifaceted nature of "place" in literary works. We will attempt to determine what influence place has on human perception and behavior and study the variety of ways in which writers have attempted to evoke a "spirit of place." Authors read will include Shakespeare, Hardy, Frost, Erdrich and Heaney. 6 credits; AI, WR1; Fall; Michael J Kowalewski

[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 in the U.S. in a globalized world. Varied readings – journalistic and scholarly – as well as our own experiences, will inform discussion of the impact of globalization on particular issues, such as economic and social justice, national sovereignty, sustainability, and human rights in the context of economic interdependence and instant communication across the globe; topics this year will include gender, winners and losers, COVID-19, and the Black Lives Matter movement. Students will refine persuasive skills through research, writing, and revising several major essays, through peer review and feedback from the professor. 6 credits; AI, WR1; Fall; Elizabeth McKinsey

[ENGL 109](#) The Craft of Academic Writing This course is designed to demystify the practice of academic writing and to introduce students to the skills they'll need to write effectively in a variety of academic disciplines and contexts. Students will learn how to respond to other authors' claims, frame clear arguments of their own, structure essays to develop a clear logical flow, integrate outside sources into their writing, and improve their writing through revision. All sections will include a variety of readings, multiple writing assignments, and substantial feedback from the course instructor. 6 credits; NE, WR2; Winter, Spring; George Cusack, George G Shuffelton

[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; Winter; Jessica L Leiman

[ENGL 114](#) Introduction to Medieval Narrative This class will focus on three of the most popular and closely connected modes of narrative enjoyed by medieval audiences: the epic, the romance, and the saint's life. Readings, drawn primarily from the English and French traditions, will include *Beowulf*, *The Song of Roland*, the

Arthurian romances of Chretien de Troyes, and legends of St. Alexis and St. Margaret. We will consider how each narrative mode influenced the other, as we encounter warriors and lovers who suffer like saints, and saints who triumph like warriors and lovers. Readings will be in translation or highly accessible modernizations. 6 credits; LA, WR2; Not offered 2020-21

[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 Akseonov, 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; Kofi Owusu

[ENGL 116](#) Introduction to Drama An introduction to drama as an ancient and living art approached not only on the page but in performance. Drawing examples globally and across time, we will consider plays in their particular moments and cultural contexts. Students will develop critical vocabularies, debate interpretations, enact scenes, and hone analytical and interpretive skills in writing reviews and interpretive essays. Additional time required for viewing performances. 6 credits; LA, WR2; Fall, Spring; Pierre Hecker, Peter J Balaam

[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; Not offered 2020-21

[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; Fall, Winter; Timothy Raylor, Constance Walker

[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 2020-21

[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; Not offered 2020-21

[ENGL 126](#) Arthurian Tradition: From Medieval to Modern King Arthur is a figure from Western tradition whose name conjures a clear series of associations: the Sword in the Stone, the Round Table, the Holy Grail. This course traces the development of this tradition, from its origins in an obscure corner of the British Isles to its dominance within both European literature and the popular imagination. Similarly, Arthur himself takes on multiple,

sometimes contradictory guises—an enemy of the English and yet a symbol of England, the archetype of the perfect king but a champion of democracy, the epitome of Christian devotion yet suffused with pagan imagery. Our texts range from medieval Welsh legend to modern film; everything is in modern English translation. 6 credits; LA, WR2; Not offered 2020-21

[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; Not offered 2020-21

[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 2020-21

[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; Fall; Arnab Chakladar

[ENGL 136](#) Black Speculative Fiction This course introduces the black speculative tradition from the nineteenth century to *Black Panther* (2018). We will situate our readings within the science fiction/fantasy genre to investigate the ways black authors construct narratives about technology and the future to advocate for racial, sexual, and gender equality. We will discuss dichotomies of human/alien life, blackness and technology, and purity and hybridity, in addition to cosmic narratives of gender and sexuality and interspecies tolerance. Course materials include works by Octavia Butler, Samuel R. Delaney, Ta-Nehisi Coates, and Janelle Monae. 6 credits; LA, WR2, IDS; Not offered 2020-21

[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; Pierre Hecker

[ENGL 160](#) Creative Writing You will work in several genres and forms, among them: traditional and experimental poetry, prose fiction, and creative nonfiction. In your writing you will explore the relationship between the self, the imagination, the word, and the world. In this practitioner's guide to the creative writing process, we will examine writings from past and current authors, and your writings will be critiqued in a workshop setting and revised throughout the term. 6 credits; ARP, WR2; Fall, Winter, Spring; Gregory G Hewett, Susan Jaret McKinstry, Chris Martin

[ENGL 187](#) Murder From the ancient Greeks to the Bible to the modern serial killer novel, murder has always been a preeminent topic of intellectual and artistic investigation. Covering a range of genres, including fiction, nonfiction, drama, and film, this transhistorical survey will explore why homicide has been the subject of such fierce attention from so many great minds. Works may include: the Bible, Shakespeare, De Quincey, Poe, Thompson, Capote, Tey, McGinniss, Auster, French, Malcolm, Wilder, and Morris, as well as critical, legal, and other materials. Warning: not for the faint-hearted. (May not be retaken as ENGL 395.) 6 credits; LA, WR2; Spring; Pierre Hecker

[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; Not offered 2020-21

[ENGL 203](#) Other Worlds of Medieval English Literature When medieval writers imagined worlds beyond their own, what did they see? This course will examine depictions of the afterlife, the East, and magical realms of the imagination. We will read romances, saints' lives, and a masterpiece of pseudo-travel literature that influenced both Shakespeare and Columbus, alongside contemporary theories of postcolonialism, gender and race. We will visit the lands of the dead and the undead, and compare gruesome punishments and heavenly rewards. We will encounter dog-headed men, Amazons, cannibals, armies devoured by hippopotami, and roasted geese that fly onto waiting dinner tables. Be prepared. Readings in Middle English and in modern translations. 6 credits; LA, WR2; Winter; George G Shuffelton

[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; Not offered 2020-21

[ENGL 205](#) 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. 6 credits; LA, WR2; Not offered 2020-21

[ENGL 206](#) Arthurian Tradition: From Medieval to Modern King Arthur is a figure from Western tradition whose name conjures a clear series of associations: the Sword in the Stone, the Round Table, the Holy Grail. This course traces the development of this tradition, from its origins in an obscure corner of the British Isles to its dominance within both European literature and the popular imagination. Similarly, Arthur himself takes on multiple, sometimes contradictory guises—an enemy of the English and yet a symbol of England, the archetype of the perfect king but a champion of democracy, the epitome of Christian devotion yet suffused with pagan imagery. Our texts range from medieval Welsh legend to modern film; everything is in modern English translation. 6 credits; LA, WR2; Not offered 2020-21

[ENGL 207](#) Princes. Poets. Power Can you serve power without sacrificing your principles or risking your life? We examine the classic explorations of the problem--Machiavelli's *Prince*, Castiglione's *Courtier*, and More's *Utopia*--and investigate the place of poets and poetry at court of Henry VIII, tracing the birth of the English sonnet, and the role of poetry in the rise and fall of Anne Boleyn. 3 credits; LA; Spring; Timothy Raylor

[ENGL 208](#) The Faerie Queene Spenser's romance epic: an Arthurian quest-cycle, celebrating the Virgin Queen, Elizabeth I, and England's imperial destiny. Readers encounter knights, ladies, and lady-knights; enchanted groves

and magic castles; dragons and sorcerers; and are put through a series of moral tests and hermeneutic challenges. 3 credits; LA; Spring; Timothy Raylor

[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; Not offered 2020-21

[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; Not offered 2020-21

[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 historical and intellectual contexts including ideas about race, class, gender, and the nature of democracy. 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, Fuller, Jacobs, Douglass, Dickinson, Whitman, Twain, James, and Chopin. 6 credits; LA, WR2; Fall; Elizabeth McKinsey

[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, WR2, IS; Not offered 2020-21

[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, WR2, IS; Not offered 2020-21

[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 2020-21

[ENGL 216](#) *Milton* Radical, heretic, and revolutionary, John Milton wrote the most influential, and perhaps the greatest, poem in the English language. We will read the major poems (*Lycidas*, the sonnets, *Paradise Lost*, *Samson Agonistes*), a selection of the prose, and will attend to Milton's historical context, to the critical arguments over his work, and to his impact on literature and the other arts. 6 credits; LA, WR2; Not offered 2020-21

[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; Fall; Jessica L Leiman

[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; Fall; Jessica L Leiman

[ENGL 219](#) Global Shakespeare Shakespeare's plays have been reimagined and repurposed all over the world, performed on seven continents, and translated into over 100 languages. The course explores how issues of globalization, nationalism, translation (both cultural and linguistic), and (de)colonization inform our understanding of these wonderfully varied adaptations and appropriations. We will examine the social, political, and aesthetic implications of a range of international stage, film, and literary versions as we consider how other cultures respond to the hegemonic original. No prior experience with Shakespeare is necessary. 3 credits; LA, WR2, IS; Not offered 2020-21

[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; Timothy Raylor, Michael J Kowalewski

[ENGL 221](#) "Moby-Dick" & Its Contexts We will set out after Herman Melville's sublime romance of whale-hunting, researching as we go the myriad cultural contexts that speak within it-- romanticism, nationalism, humanism, religion, idealism, capitalism, science, race, labor, gender, sexuality, masculinity, whiteness. Attention to Melville's life, career, and other works, his nineteenth-century obscurity and twentieth-century canonization, will lead us to a history of interpretations of *Moby-Dick* from 1851 to the present. 6 credits; LA, WR2; Winter; Peter J Balaam

[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; Fall; Constance 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; Spring; Peter J 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; Not offered 2020-21

[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; Not offered 2020-21

[ENGL 227](#) *Imagining the Borderlands* This course engages the borderlands as space (the geographic area that straddles nations) and idea (liminal spaces, identities, communities). We examine texts from writers like Anzaldúa, Butler, Cervantes, Dick, Eugenides, Haraway, and Muñoz first to understand how borders act to constrain our imagi(nation) and then to explore how and to what degree the borderlands offer hybrid identities, queer affects, and speculative world-building. We will engage the excess of the borderlands through a broad chronological and generic range of U.S. literary and visual texts. Come prepared to question what is "American", what is race, what is human. 6 credits; WR2, IDS, LA; Not offered 2020-21

[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; Not offered 2020-21

[ENGL 230](#) *Studies in African American Literature: From the 1950s to the Present* We will explore developments in African American literature since the 1950s with a focus on literary expression in the Civil Rights Era; on the Black Arts Movement; on the new wave of feminist/womanist writing; and on the experimental and futuristic fictions of the twenty-first century. Authors to be read include Ralph Ellison, James Baldwin, Lorraine Hansberry, Malcolm X, Audre Lorde, Amiri Baraka, Ishmael Reed, Alice Walker, August Wilson, Charles Johnson, Ntozake Shange, Gloria Naylor, Suzan-Lori Parks, Kevin Young, and Tracy Smith. 6 credits; LA, IDS; Fall; Kofi Owusu

[ENGL 233](#) *Writing Empathy/Writing Black Life* At the end of the nineteenth century, amidst legalized segregation and widespread racism, U.S. black writers undertook radical experiments in literary art. We will read Charles Chesnutt, W.E.B. Du Bois, Pauline Hopkins, and Ida B. Wells, considering their strategies to inspire readers' empathy and to shape new possibilities in black life. We will end by discussing how conceptions of empathy in our own moment influence black writing, in works such as Paul Beatty's *The Sellout* (2015) or Danez Smith's *Don't Call Us Dead* (2017). 6 credits; LA, WR2, IDS; Not offered 2020-21

[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; LA, WR2, IDS; Not offered 2020-21

[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; Nancy J 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; Not offered 2020-21

[ENGL 237](#) Black British Literature A survey of black British literature across Great Britain, focusing on regional identity and tensions between rural and urban spaces. This course examines the history of black British communities and their overlapping diasporas, and the ways the British nation state has defined black British identity. Readings include poetry, novels, and short stories by John Agard, Jackie Kay, George Lamming, Grace Nichols, Helen Oyeyemi, Samuel Selvon, and Zadie Smith, and foreground issues of race, ethnicity, gender, sexuality, and class. 6 credits; LA, WR2, IS; Not offered 2020-21

[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; Kofi Owusu

[ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels An important preoccupation of nineteenth century America was the nature of democracy and the proper balance of individualism and the social good. An experiment in government, democracy also raised new questions about gender, class, and race. Citizenship was contested; roles in the new, expanding nation were fluid; abolition and emancipation, the movement for women's rights, industrialization all caused ferment and anxiety. The course will explore the way these issues were imagined in fiction by such writers as Cooper, Hawthorne, Maria Sedgwick, Stowe, Tourgee, Henry Adams, Twain, Gilman, and Chesnutt. 6 credits; LA, WR2, IDS; Not offered 2020-21

[ENGL 241](#) Latinx Voices in the Age of Trump The last few years have placed Latinx communities under siege and in the spotlight. The demands of the census and new policies around immigration mean that who counts as Latinx and why it matters has public visibility and meaning. Simultaneously, the last few years have seen an incredible growth of new literary voices and genres in the world of Latinx letters. From fictional and creative nonfiction accounts of detention camps, border crossings, and asylum court proceedings to lyrical wanderings in bilingualism to demands for greater attention to Afrolatinidad and the particular experiences of Black Latinxs--Latinx voices are rising. We will engage with current literary discussions in print, on twitter, and in literary journals as we chart the shifting, developing terrain of Latinx literatures. 6 credits; LA, WR2, IDS; Fall; Adriana Estill

[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, WR2; Fall; Pierre 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; Spring; Arnab Chakladar

[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; Fall; Michael J Kowalewski

[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 2020-21

[ENGL 249](#) Modern Irish Literature: Poetry, Prose, and Politics What can and should be the role of literature in times of bitter political conflict? Caught in partisan strife, Irish writers have grappled personally and painfully with the question. We will read works by Joyce, Yeats, and Heaney, among others, and watch films (*Bloody Sunday*, *Hunger*) that confront the deep and ongoing divisions in Irish political life. 6 credits; LA, WR2; Winter; Constance Walker

[ENGL 250](#) Indian Fiction 1880-1980 In this course we will follow the various paths that the novel in India has taken since the late nineteenth 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 odd 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; Fall; Arnab Chakladar

[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; Spring; Arnab Chakladar

[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 2020-21

[ENGL 253](#) Canadian Fiction This course will serve as an introduction to Canadian fiction in English of the twentieth and twenty-first centuries. We will read a number of major novelists and short story writers, as well as newer voices. Our attempt will be to trace the major trajectories along which Canadian literature has developed in the period and explore the faultlines that complicate the question of a national literature. 6 credits; LA, WR2, IS; Winter; Arnab Chakladar

[ENGL 256](#) Ireland Program: Irish History and Culture In this course we will examine the beliefs, practices, and relationships that shaped the Irish historical experience, providing students with an historical grounding for their explorations and studies in Ireland. In addition to history and politics, topics will include language, folklore, music, and visual culture. 6 credits; LA, WR2, IS; Not offered 2020-21

[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; Winter; Nancy J Cho

[ENGL 263](#) Crafts of Writing: Creative Nonfiction Do you like it when true things happen? Would you like to take those true things and make them sound truer than true? Would you like to use words while doing that? In this course, students will write an evocation, a piece of long-form narrative journalism, and a personal essay. Class time will be spent on live writing assignments, giving and receiving feedback, learning writing and research techniques, and having discussions about things that seem trivial right up until the moment that their ultimate significance is revealed. Prerequisite: One previous English course. 6 credits; ARP, WR2; Not offered 2020-21

[ENGL 264](#) 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 and is continually refurbished 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 in the overlap between T. S. Eliot and Missy Elliott? How is the new generation of American poets integrating song and rap into their work? Our answers will come in both critical and creative forms. Prerequisite: Not open to students who have taken ENGL 100.00 Fall 2016. 6 credits; ARP, WR2; Not offered 2020-21

[ENGL 265](#) News Stories This journalism course explores the process of moving from event to news story. Students will study and write different forms of journalism (including news, reviews, features, interviews, investigative pieces, and images), critique one another's writing, and revise their pieces for a final portfolio of professional work. 6 credits; ARP, WR2; Spring; Susan Jaret McKinstry

[ENGL 266](#) Research Writing This writing-rich course will address techniques for designing an extended research project and using that research to write in a variety of genres. Students will begin the term by designing an overall research topic in an area of their interests (not necessarily limited to literary studies or the humanities). Over the course of the term, students will research this topic independently while the class examines how different audiences and purposes determine the ways that writers use evidence, organize information, and convey their ideas. Writing assignments throughout the term will draw on students' research and may include project proposals, literature reviews, blog posts, op-ed pieces, and posters. 6 credits; NE, WR2; Winter; George Cusack

[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; Gregory B 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; Gregory G Hewett

[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 2020-21

[ENGL 274](#) Ireland Program: Modern Irish Literature in Ireland In Dublin we will read and discuss works by Joyce, Frank O'Connor, and Eavan Boland; in Galway, poems by Yeats; and in Northern Ireland, works by Seamus Heaney, Ciaran Carson, and Brian Friel, among others. We will also meet with writers and attend readings, lectures, films, and plays. 6 credits; LA, IS, WR2; Not offered 2020-21

[ENGL 278](#) London Program: Shakespeare's England This course concentrates on the relationship between the works of Shakespeare and his contemporaries, the world in which they lived, and the vitality of performance. Particular attention will be paid to Tudor and Stuart historical sites as students explore England through the lens of Renaissance literature and the literature through the lens of Renaissance England. 6 credits; LA, WR2, IS; Winter; Pierre Hecker

[ENGL 282](#) London Program: London Theater Students will attend productions of both classic and contemporary plays in London and Stratford-on-Avon and do related reading. Class discussions will focus on dramatic genres and themes, dramaturgy, acting styles, and design. Guest speakers may include actors, critics, and directors. Students will take backstage tours, keep a theater journal, and work on theater criticism and reviews. 6 credits; LA, WR2, IS; Winter; Pierre Hecker

[ENGL 285](#) Textual Technologies from Parchment to Pixel As readers, we rarely consider the technologies, practices, and transactions that deliver us our texts. This course introduces students to the material study of writing, manuscripts, books, printing, and digital media. It attends to the processes of copying, revision, editing, and circulation; familiarizes students with the disciplines of descriptive bibliography, paleography, and textual criticism; and introduces the principles of editing, in both print and electronic media. It offers hands-on practice in most of these areas. 6 credits; HI, WR2; Spring; George G Shuffelton, Austin P Mason

[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; Michael J 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, Spring; Peter J Balaam, Susan Jaret McKinstry

[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; Not offered 2020-21

[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 2020-21

[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; Winter; Jessica L Leiman

[ENGL 323](#) Romanticism and Reform Mass protests, police brutality, reactionary politicians, imprisoned journalists, widespread unemployment, and disease were all features of the Romantic era in Britain as well as our own time. We will explore how its writers brilliantly advocate for empathy, liberty, and social justice in the midst of violence and upheaval. Readings will include works by Blake, Wordsworth, Coleridge, Byron, Keats, Percy and Mary Shelley, and their contemporaries. Prerequisite: One English foundations course and one other 6 credit English course. 6 credits; LA, WR2; Fall; Constance Walker

[ENGL 327](#) Victorian Novel Puzzled about nineteenth century novels, Henry James asks, 'But what do such large loose baggy monsters with their queer elements of the accidental and the arbitrary, artistically mean?' ("Preface," *The Tragic Muse*). What, indeed? Practicing close reading, surface reading, and distant reading, we will examine the prose, design, and illustrations of Victorian editions, and ask how big data might help us define and interpret the nineteenth century novel. Authors might include George Eliot, Charles Dickens, Emily Bronte, Charlotte Bronte, E.M. Forster, Lewis Carroll. Prerequisite: One English foundations course and one additional 6 credit English course or instructor consent. 6 credits; LA, WR2, QRE; Not offered 2020-21

[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; Winter; Susan Jaret McKinstry

[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 and one other 6 credit English course, or instructor permission. 6 credits; LA, WR2; Spring; Nancy J 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 additional 6 credit English course. 6 credits; LA, WR2; Not offered 2020-21

[ENGL 333](#) Margaret Atwood Margaret Atwood is among the most influential and important writers of our time. In this class we will study a wide range of her major work from the beginning of her career to the present, asking questions about genre, feminism, form, etc. While her novels will be our focus, we will also read some of her poetry, short stories, and essays. There will be occasional out-of-class screenings of television and film adaptations of Atwood's work. Prerequisite: One Foundations course in ENGL and one additional 6 credit course in English courses. 6 credits; LA, WR2, IS; Not offered 2020-21

[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 Crazy 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; Not offered 2020-21

[ENGL 345](#) Queer Literature This course focuses on the relationship between literature and queer theory: how concepts of queerness have shaped, and been shaped by, literary art. Through the study of fiction, poetry, and essays, the class explores changing definitions of LGBTQ+ culture at the intersections of race, ability, size, class, and ethnicity. We will examine how queer political movements create radical spaces to rethink identity politics, and investigate queer literature's portrayal of queer themes and culture. Authors and theorists include: Judith Butler, Jack Halberstam, Audre Lorde, Jose Munoz, Leslie Feinberg, Michael Cunningham, James Baldwin, Carmen Maria Machado, and Roxane Gay. Prerequisite: One English foundations courses and one other six credit English course. 6 credits; LA, WR2, IDS; Not offered 2020-21

[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 additional 6 credit English course. 6 credits; LA, WR2, IS; Fall; Arnab Chakladar

[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 English foundations course and one additional 6 credit English course. 6 credits; LA, IS; Not offered 2020-21

[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; Fall; Kofi Owusu

[ENGL 359](#) World Literature in the Twenty-First Century Our focus will be on contemporary writers who tend to localize the global and/or globalize the local in their decidedly textured fiction and nonfiction published since 2001. Selected writers include Zinzi Clemmons, Ta-Nehisi Coates, J.M. Coetzee, Junot Diaz, Esi Edugyan, Nuruddin Farah, Yaa Gyasi, Dinaw Mengestu, Chigozie Obioma, and Zadie Smith. Prerequisite: One English foundations course and one additional 6 credit English course or instructor permission. 6 credits; LA, WR2, IS; Winter; Kofi 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; Not offered 2020-21

[ENGL 366](#) The Carleton Miscellany An in-depth study of the *Carleton Miscellany*, a nationally renowned literary quarterly once described as “the nation’s most delightful magazine.” Published at the college for two decades, from 1960-1980, the *Miscellany* featured the work of a dozen Pulitzer Prize winning authors and that of numerous Carleton faculty. The magazine had a cosmopolitan, international perspective but also reflected its origins in a small, leafy Midwestern college town. We will explore the significance of the *Miscellany* in the context of the history of “little magazines.” The class will include a variety of student research assignments, some of them from the Carleton archives. Prerequisite: One English foundations course and one additional 6 credit English course. 6 credits; LA, WR2; Not offered 2020-21

[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. Prerequisite: English 160, 161, 263, 265, 270, 271, 273, Cinema and Media Studies 271, 278, 279, Cross Cultural Studies 270 or Theater 246. 6 credits; S/CR/NC; ARP, WR2; Spring; Gregory B 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. Prerequisite: English 160, 161, 263, 265, 270, 271, 273, Cinema and Media Studies 271, 278, 279, Cross Cultural Studies 270 or Theater 246. 6 credits; ARP, WR2; Spring; Gregory G Hewett

[ENGL 395](#) Narrative Roland Barthes claims that “narrative is international, transhistorical, transcultural: it is simply there, like life itself.” Yet metahistorian Hayden White wonders, “Does the world really present itself to perception in the form of well-made stories?” To study narrative is to confront art’s distinctive interplay of fiction and nonfiction, invention and truth. We will read contemporary narrative theory by critics from several disciplines and apply their theories to textual and visual narratives such as literary texts, graphic novels, films, images, television shows, advertisements, and music videos. Students will collaborate on a digital storytelling project. Prerequisite: English 295 and one 300 level English course. 6 credits; LA, WR2; Fall; Susan Jaret McKinstry

[ENGL 395](#) T. S. Eliot and the Metaphysical Poet We will examine the impact of Donne and his followers on T. S. Eliot and the founding documents of modernism (especially *The Waste Land*); assess Eliot’s role in canonizing the metaphysical poets; and try to account for the literary and philosophical qualities which led Eliot to champion their work. Prerequisite: English 295 and one 300 level English course. 6 credits; LA, WR2; Spring; Timothy Raylor

[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, while also allowing students to focus their studies within specific interdisciplinary content areas supported by the curriculum. Currently those focus areas include: Conservation and Development, Food and Agriculture, Energy and Climate, Environmental Justice, Landscapes and Perception, and Water Resources.

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 the Environmental Studies 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 (12 credits):

- Introductory Lab Science Course (6 credits): Pick any *one* of the following:
 - [BIOL 126](#) Energy Flow in Biological Systems and Lab
 - [CHEM 128](#) Principles of Environmental Chemistry and Lab
 - [GEOL 110](#) Introduction to Geology and Lab
 - [GEOL 115](#) Climate Change in Geology and Lab (not offered in 2020-21)
 - [GEOL 120](#) Introduction to Environmental Geology & Lab
 - [GEOL 125](#) Introduction to Field Geology and Lab
 - [PHYS 152](#) Introduction to Physics: Environmental Physics and Lab

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

- [STAT 120](#) (formerly [MATH 215](#)) Introduction to Statistics or [STAT 230](#) (formerly [MATH 245](#)) Applied Regression Analysis or [MATH 240](#) (formerly [MATH 265](#)) Probability or [STAT 250](#) (formerly [MATH 275](#)) Introduction to Statistical Inference (6 credits). This requirement may be waived with a MATH Stats AP Score of 4 or 5, and with the completion of a higher level STAT course.

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. Electives (24 credits):

Twelve credits should consist of Society, Culture, Policy electives and twelve credits should consist of Environmental Science electives. Any one of these elective courses may be used to satisfy the 300-level topical seminar requirement in section VI, below.

In addition, students will work with their adviser to develop an interdisciplinary focus within environmental studies, such as food and agriculture, conservation and development, energy and climate, landscapes and perception, environmental justice, or water resources. This focus will be exhibited and explained in an e-portfolio (the "ENTS Profile"), to be completed by the end of Fall term senior year. Electives should be chosen to reflect this focus.

- Society, Culture and Policy: Take 12 credits from the following list:
 - [AMST 230](#) The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (not offered in 2020-21)
 - [AMST 240](#) The Midwest and the American Imagination
 - [AMST 287](#) California Program: California Art and Visual Culture
 - [ARTH 267](#) Gardens in China and Japan
 - [ARTS 113](#) Field Drawing
 - [ARTS 140](#) The Digital Landscape
 - [ARTS 211](#) Topics in Art and the Environment: Drawing the Anthropocene (not offered in 2020-21)
 - [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 of New Zealand and Australia
 - [ECON 240](#) Microeconomics of Development
 - [ECON 268](#) Economics of Cost Benefit Analysis (not offered in 2020-21)
 - [ECON 269](#) Economics of Climate Change (not offered in 2020-21)
 - [ECON 273](#) Water and Western Economic Development (not offered in 2020-21)
 - [ENGL 236](#) American Nature Writing (not offered in 2020-21)
 - [ENGL 247](#) The American West
 - [ENGL 248](#) Visions of California (not offered in 2020-21)
 - [ENGL 288](#) California Program: The Literature of California
 - [ENTS 215](#) Environmental Ethics
 - [ENTS 244](#) Biodiversity Conservation and Development (not offered in 2020-21)

- [ENTS 248](#) Sustainable Development (not offered in 2020-21)
- [ENTS 310](#) Topics in Environmental Law and Policy (not offered in 2020-21)
- [HIST 306](#) American Wilderness (not offered in 2020-21)
- [HIST 307](#) Advanced Wilderness Studies (not offered in 2020-21)
- [HIST 308](#) American Cities and Nature
- [PHIL 214](#) Ecology, Ethics, and Economics (not offered in 2020-21)
- [PHIL 243](#) Animal Ethics: The Moral Status of Animals (not offered in 2020-21)
- [POSC 180](#) Global Politics & Local Communities (not offered in 2020-21)
- [POSC 212](#) Environmental Justice
- [POSC 224](#) Measuring and Evaluating Social and Ecological Systems (not offered in 2020-21)
- [POSC 268](#) Global Environmental Politics and Policy
- [POSC 280](#) COVID-19 and Globalization
- [POSC 333](#) Global Social Changes and Sustainability*
- [POSC 379](#) Political Economy and Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2020-21)
- [RELG 239](#) Religion & American Landscape
- [RELG 243](#) Native American Religious Freedom (not offered in 2020-21)
- [SOAN 203](#) Anthropology of Good Intentions
- [SOAN 233](#) Anthropology of Food
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2020-21)
- [SOAN 333](#) Environmental Anthropology
- Environmental Science: Take 12 credits from the following list:
 - [BIOL 215](#) Agroecology (not offered in 2020-21)
 - [BIOL 216](#) Agroecology Lab (not offered in 2020-21)
 - [BIOL 224](#) Landscape Ecology (not offered in 2020-21)
 - [BIOL 225](#) Landscape Ecology Laboratory (not offered in 2020-21)
 - [BIOL 238](#) Entomology
 - [BIOL 262](#) Ecological Physiology
 - [BIOL 321](#) Ecosystem Ecology
 - [BIOL 350](#) Evolution
 - [BIOL 352](#) Population Ecology
 - [BIOL 366](#) Seminar: Conservation Biology (not offered in 2020-21)
 - [BIOL 374](#) Seminar: Grassland Ecology
 - [ENTS 225](#) Carbon and Climate
 - [ENTS 254](#) Topics in Landscape Ecology (not offered in 2020-21)
 - [ENTS 260](#) Comparative Agroecology (not offered in 2020-21)
 - [ENTS 261](#) Field Investigation in Comparative Agroecology (not offered in 2020-21)
 - [ENTS 265](#) The Science of the Earth System (not offered in 2020-21)
 - [ENTS 274](#) Applied Spatial Analysis & Lab (not offered in 2020-21)
 - [ENTS 288](#) Abrupt Climate Change (not offered in 2020-21)
 - [ENTS 289](#) Climate Change and Human Health
 - [GEOL 210](#) Geomorphology and Lab
 - [GEOL 245](#) "When the Earth Shook..." Earthquakes in Human History and Lab (not offered in 2020-21)
 - [GEOL 258](#) Geology of Soils and Lab (not offered in 2020-21)
 - [GEOL 270](#) Topics: Tasmania Geology and Natural History (not offered in 2020-21)
 - [GEOL 271](#) Tasmania: Geology, Natural History and Conservation Research (not offered in 2020-21)
 - [GEOL 340](#) Hydrology and Lab
 - [GEOL 370](#) Geochemistry of Natural Waters
 - [PHYS 210](#) Sustainable Energy Principles and Design (not offered in 2020-21)

- [PHYS 211](#) Sustainable Energy Practice and Prospects (India) (not offered in 2020-21)

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 an elective. Courses that fulfill this requirement are:

- [BIOL 355](#) Seminar: The Plant-Animal Interface
- [BIOL 366](#) Seminar: Conservation Biology (not offered in 2020-21)
- [BIOL 374](#) Seminar: Grassland Ecology
- [ENTS 310](#) Topics in Environmental Law and Policy (not offered in 2020-21)
- [GEOL 340](#) Hydrology and Lab
- [HIST 306](#) American Wilderness (not offered in 2020-21)
- [HIST 307](#) Advanced Wilderness Studies (not offered in 2020-21)
- [HIST 308](#) American Cities and Nature
- [POSC 333](#) Global Social Changes and Sustainability*
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2020-21)

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 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; Kimberly K Smith

[ENTS 120](#) Introduction to Geospatial Analysis & Lab 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. 6 credits; QRE, SI; Fall; Tsegaye H Nega

[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; Not offered 2020-21

[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; Kimberly K Smith

[ENTS 225](#) Carbon and Climate This course will focus on the interconnections between the Earth's carbon cycle and climate system. Particular interest will be given to how Earth system processes involved in the carbon cycle operate on geologic timescales and how these systems are responding to anthropogenic emissions. Required weekly laboratories will explore carbon cycle processes in local environments and will include outdoor field work, lab analyses, and computer modeling. Prerequisite: One lab science course. 6 credits; LS, QRE; Fall; Dan Maxbauer

[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; Fall; Mark T Kanazawa

[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; Not offered 2020-21

[ENTS 248](#) Sustainable Development Sustainable development is the internationally and nationally recognized framework for reconciling development (economic development, social wellbeing, and peace and security) with environmental protection and restoration. This course will examine the historical origin of this framework, its meaning, the enormous environmental and poverty challenges that sustainable development is intended to overcome, and its actual and potential effect at the international, national, state, and local levels. It is designed to give students the ability to recognize and address sustainable development issues in any context. There are no prerequisites. 6 credits; SI; Not offered 2020-21

[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; Not offered 2020-21

[ENTS 255](#) Ecology & Anthropology Tanzania Program: Field Methods in Ecology and Anthropology This course enables students with interests in both Ecology and Anthropology to conduct studies in partnership with Tanzanian host communities. The challenges facing cultural groups and socio-ecological systems in northern Tanzania are inherently multi-disciplinary, and students must be able to bridge disciplines. This Field Methods course provides students with a common set of skills from both the ecological and anthropological disciplines to be applied in their Independent Study projects. Topics covered in the course include: introduction to research ethics; conducting a literature review; design and implementation of data collection protocols and survey questionnaires; summary, analysis and presentation of qualitative and quantitative data. Prerequisite: Participation in Ecology & Anthropology Tanzania Program. 3-4 credits; NE; Fall; Anna B Estes

[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 2020-21

[ENTS 261](#) Field Investigation in Comparative Agroecology This course is the second part of a two-term course sequence beginning with Environmental 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 Studies 260. 6 credits; NE, IS; Not offered 2020-21

[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; Not offered 2020-21

[ENTS 274](#) Applied Spatial Analysis & Lab This course offers students with existing skills in data manipulation and analysis using Geographical Information Systems (GIS) and Remote Sensing to expand their knowledge of spatial information science and GIS procedures. Students will develop and apply advanced data analysis techniques to propose, construct and carry out a small research projects in an area of interest. The course has a strong practical focus, and students will gain experience in modeling spatially correlated data, quantifying spatial association and autocorrelation, landscape connectivity, spatial point patterns and exploratory analysis. Prerequisite: Environmental Studies 120 or consent of the instructor. 6 credits; LS, QRE; Not offered 2020-21

[ENTS 288](#) Abrupt Climate Change Abrupt climate change is very fast change, related to "tipping points" and thresholds, evident in current and historical climate records. Includes interpretation of historical climate data and measurement methods, evolving theories for abrupt change, the role of complex earth systems processes, and trends in global climate change today. The course will address our future through examining cases studies on past human civilizations and discussion of how to reduce our vulnerability to an unstable future climate. Includes a term-long project at the intersection of abrupt climate change and an issue of human concern. Prerequisite: One introductory course in Biology 125 or 126, or 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; Not offered 2020-21

[ENTS 289](#) Climate Change and Human Health This course will survey the relationship between climate change and human health. The course will begin by exploring the science of the Earth's climate before turning to an exploration of topics that illuminate the intimate relationship between climate change and human health. These include short-lived climate forcers and the climate and health impact of mitigation measures, extreme heat/drought, mosquito-borne diseases, indoor air pollution/biomass combustion/cookstoves, and biodiversity conservation. Project proposals for the off-campus component will be developed. 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, students must register for Chemistry 289 winter term. 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 Statistics 120, or consent of the instructor. 6 credits; SI, QRE; Fall; Deborah S Gross, Tsegaye H Nega

[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; Not offered 2020-21

[ENTS 355](#) Ecology & Anthropology Tanzania Program: Ecology and Conservation of Savanna Ecosystems in Northern Tanzania This course focuses on the foundational principles necessary to understand the ecology and conservation of savanna ecosystems in northern Tanzania, and the important roles that people and protected areas play within them. The course is based on the premise that a thorough understanding of Tanzania's ecosystems and the challenges facing them cannot be achieved without understanding the human and political contexts in which they exist. The course incorporates primary literature, frequent guest lecturers, stakeholder interactions and student-facilitated discussions. The experiential, site-based approach allows students to gain insight into the practical application of ecological concepts in monitoring and maintaining savanna ecosystems. Prerequisite: One Anthropology, Biology or Environmental Studies course or instructor consent. 7-8 credits; NE; Fall; Anna B Estes

[ENTS 392](#) Ecology & Anthropology Tanzania Program: Independent Research Students spend three weeks of the program working on a field research project with a small team of other students. The research projects are designed to be carried out in collaboration with local communities, NGOs or regional research organizations. The multi-disciplinary nature of the projects encourages students to identify roles on the team which align with their academic interests and abilities. Projects may be carried out over a number of years, giving each year's students the opportunity to build on the research carried out in the previous year. Students present their research at the end of the ISP. Prerequisite: Environmental & Technology Studies 255. 3-4 credits; NE; Fall; Anna B Estes

[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 Studies core courses except comps. 3 credits; SI; Fall; Mark T Kanazawa

[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 Studies 395. 6 credits; S/NC; Winter

European Studies

The European Studies minor 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 European Studies Minor

- One of the following gateway courses:
 - [EUST 110](#) The Nation State in Europe
 - [EUST 111](#) The Age of Cathedrals (not offered in 2020-21)
 - [HIST 140](#) The Age of Revolutions: Modern Europe, 1789-1914 (not offered in 2020-21)
 - [HIST 141](#) Europe in the Twentieth Century (not offered in 2020-21)
- Four transnational supporting courses that
 - approach a theme or issue from a pan-European perspective OR
 - compare European countries or regions OR
 - 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 minor director regarding other courses that may fulfill this requirement.

- [AFST 125](#) New African Migrations (not offered in 2020-21)
- [ARTH 101](#) Introduction to Art History I
- [ARTH 102](#) Introduction to Art History II
- [ARTH 172](#) Modern Art: 1890-1945 (not offered in 2020-21)
- [ARTH 235](#) Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2020-21)
- [ARTH 236](#) Baroque Art
- [ARTH 240](#) Art Since 1945
- [ARTH 245](#) Modern Architecture (not offered in 2020-21)
- [ARTH 247](#) Architecture Since 1950 (not offered in 2020-21)
- [ARTH 255](#) Islam in the Eyes of the West (not offered in 2020-21)
- [ARTH 263](#) European Architectural Studies Program: Prehistory to Postmodernism (not offered in 2020-21)
- [ARTH 264](#) European Architectural Studies Program: Managing Monuments: Issues in Cultural Heritage Practice (not offered in 2020-21)
- [ARTH 265](#) Planning Utopia: Ideal Cities in Theory and Practice (not offered in 2020-21)
- [ARTH 323](#) Idolatry (not offered in 2020-21)
- [ARTH 341](#) Art and Democracy
- [CAMS 211](#) Film History II (not offered in 2020-21)
- [CAMS 214](#) Film History III
- [CCST 270](#) Creative Travel Writing Workshop (not offered in 2020-21)
- [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2020-21)
- [ENGL 135](#) Imperial Adventures
- [ENGL 203](#) Other Worlds of Medieval English Literature
- [ENGL 219](#) Global Shakespeare (not offered in 2020-21)
- [ENGL 350](#) The Postcolonial Novel: Forms and Contexts
- [EUST 100](#) Allies or Enemies? America through European Eyes

- [EUST 159](#) "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe (not offered in 2020-21)
- [EUST 231](#) Economics and European Studies in Cambridge: Britain in Europe: Brexit and its Aftermath (not offered in 2020-21)
- [EUST 232](#) Economics and European Studies in Cambridge: The Great War in Poetry, History and Memory (not offered in 2020-21)
- [EUST 233](#) Economics and European Studies in Cambridge: Capitalism and Crises: Political Economy from Marx to Hayek (not offered in 2020-21)
- [FREN 206](#) Contemporary French and Francophone Culture
- [FREN 238](#) Back to the Future: French Classics Reimagined (not offered in 2020-21)
- [FREN 243](#) Cultural Reading of Food (not offered in 2020-21)
- [FREN 248](#) Murder and Mayhem: Narratives of Suspense (not offered in 2020-21)
- [FREN 255](#) Paris Program: Islam in France: Historical Approaches and Current Debates
- [FREN 259](#) Paris Program: Hybrid Paris
- [FREN 308](#) France and the African Imagination (not offered in 2020-21)
- [FREN 347](#) Gender and Sexuality in the Francophone World (not offered in 2020-21)
- [FREN 353](#) The French Chanson (not offered in 2020-21)
- [FREN 357](#) French and Francophone Autofiction
- [FREN 360](#) The Algerian War of Liberation and Its Representations (not offered in 2020-21)
- [GERM 241](#) Crisis of Identity/Identity of Crisis: Introduction to German Jewish Literature and Thought (not offered in 2020-21)
- [GERM 257](#) Berlin Program: Walking the Metropolis (not offered in 2020-21)
- [GERM 357](#) Berlin Program: Walking the Metropolis (not offered in 2020-21)
- [GWSS 243](#) Women's and Gender Studies in Europe Program: Situated Feminisms: Socio-Political Systems and Gender Issues Across Europe
- [GWSS 244](#) Women's & Gender Studies in Europe Program: Cross-Cultural Feminist Methodologies
- [GWSS 325](#) Women's & Gender Studies in Europe Program: Continental Feminist, Queer, Trans* Theories
- [HIST 100](#) Exploration, Science, and Empire
- [HIST 137](#) Early Medieval Worlds (not offered in 2020-21)
- [HIST 138](#) Crusades, Mission, and the Expansion of Europe (not offered in 2020-21)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 140](#) The Age of Revolutions: Modern Europe, 1789-1914 (not offered in 2020-21)
- [HIST 141](#) Europe in the Twentieth Century (not offered in 2020-21)
- [HIST 142](#) Women in Modern Europe (not offered in 2020-21)
- [HIST 202](#) Icons, Iconoclasm, and the Quest for the Holy in Byzantium and Its Neighbors (not offered in 2020-21)
- [HIST 204](#) Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2020-21)
- [HIST 209](#) The Revolutionary Atlantic (not offered in 2020-21)
- [HIST 231](#) Mapping the World Before Mercator (not offered in 2020-21)
- [HIST 233](#) Cultures of Empire: Byzantium, 843-1453 (not offered in 2020-21)
- [HIST 236](#) Women and Gender in Europe before the French Revolution (not offered in 2020-21)
- [HIST 237](#) The Enlightenment (not offered in 2020-21)
- [HIST 238](#) The Viking World (not offered in 2020-21)
- [HIST 247](#) The First World War as Global Phenomenon (not offered in 2020-21)
- [HIST 249](#) Two Centuries of Tumult: Modern Central Europe (not offered in 2020-21)
- [HIST 252](#) Fascism in Europe, 1919-1945 (not offered in 2020-21)
- [HIST 287](#) From Alchemy to the Atom Bomb: The Scientific Revolution and the Making of the Modern World

- [HIST 330](#) Ideas Incarnate: Institutional Formation, Reform, and Governance in the Middle Ages (not offered in 2020-21)
 - [HIST 341](#) The Russian Revolution and its Global Legacies (not offered in 2020-21)
 - [HIST 346](#) The Holocaust (not offered in 2020-21)
 - [HIST 347](#) The Global Cold War (not offered in 2020-21)
 - [MELA 230](#) Jewish Collective Memory
 - [MUSC 111](#) Music and Storytelling in the Western World
 - [MUSC 211](#) Western Music and its Social Ecosystems, 1600-1830
 - [PHIL 272](#) Early Modern Philosophy
 - [PHIL 274](#) Existentialism
 - [POSC 120](#) Democracy and Dictatorship
 - [POSC 247](#) Comparative Nationalism (not offered in 2020-21)
 - [POSC 255](#) Post-Modern Political Thought (not offered in 2020-21)
 - [POSC 265](#) Public Policy and Global Capitalism
 - [POSC 268](#) Global Environmental Politics and Policy
 - [POSC 276](#) Imagination in Politics: Resisting Totalitarianism
 - [POSC 277](#) Religion in Politics: Conflict or Dialogue?
 - [POSC 283](#) Separatist Movements
 - [POSC 284](#) War and Peace in Northern Ireland
 - [POSC 325](#) Corruption, Clientelism, and Political Machines* (not offered in 2020-21)
 - [POSC 352](#) Political Theory of Alexis de Tocqueville*
 - [POSC 358](#) Comparative Social Movements*
 - [POSC 359](#) Cosmopolitanism* (not offered in 2020-21)
 - [RELG 217](#) Faith and Doubt in the Modern Age
 - [RELG 225](#) Losing My Religion (not offered in 2020-21)
 - [RELG 231](#) From Luther to Kierkegaard (not offered in 2020-21)
 - [RELG 287](#) Many Marys
 - [RELG 329](#) Modernity and Tradition (not offered in 2020-21)
- 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.
 - [ARTS 116](#) Ireland Program: Visualizing Ireland (not offered in 2020-21)
 - [CAMS 212](#) Contemporary Spanish Cinema
 - [CAMS 237](#) Russian and Soviet Film in Context (not offered in 2020-21)
 - [ECON 221](#) Economics and European Studies Program: Contemporary British Economy (not offered in 2020-21)
 - [ENGL 144](#) Shakespeare I
 - [ENGL 207](#) Princes. Poets. Power
 - [ENGL 210](#) From Chaucer to Milton: Early English Literature (not offered in 2020-21)
 - [ENGL 213](#) Christopher Marlowe (not offered in 2020-21)
 - [ENGL 214](#) Revenge Tragedy (not offered in 2020-21)
 - [ENGL 216](#) Milton (not offered in 2020-21)
 - [ENGL 218](#) The Gothic Spirit
 - [ENGL 222](#) The Art of Jane Austen
 - [ENGL 244](#) Shakespeare I
 - [ENGL 249](#) Modern Irish Literature: Poetry, Prose, and Politics
 - [ENGL 256](#) Ireland Program: Irish History and Culture (not offered in 2020-21)
 - [ENGL 274](#) Ireland Program: Modern Irish Literature in Ireland (not offered in 2020-21)
 - [ENGL 278](#) London Program: Shakespeare's England

- [ENGL 282](#) London Program: London Theater
- [ENGL 310](#) Shakespeare II (not offered in 2020-21)
- [ENGL 319](#) The Rise of the Novel
- [ENGL 323](#) Romanticism and Reform
- [ENGL 327](#) Victorian Novel (not offered in 2020-21)
- [ENGL 328](#) Victorian Poetry
- [EUST 207](#) Rome Program: Italian Encounters
- [EUST 231](#) Economics and European Studies in Cambridge: Britain in Europe: Brexit and its Aftermath (not offered in 2020-21)
- [EUST 232](#) Economics and European Studies in Cambridge: The Great War in Poetry, History and Memory (not offered in 2020-21)
- [FREN 204](#) Intermediate French
- [FREN 208](#) Paris Program: Contemporary France: Cultures, Politics, Society
- [FREN 233](#) French Cinema and Culture (not offered in 2020-21)
- [FREN 238](#) Back to the Future: French Classics Reimagined (not offered in 2020-21)
- [FREN 239](#) Banned Books (not offered in 2020-21)
- [FREN 241](#) The Lyric and Other Seductions
- [FREN 242](#) Journeys of Self-Discovery (not offered in 2020-21)
- [FREN 243](#) Cultural Reading of Food (not offered in 2020-21)
- [FREN 244](#) Contemporary France and Humor
- [FREN 250](#) French History in 10 Objects (not offered in 2020-21)
- [FREN 254](#) Paris Program: French Art in Context
- [FREN 259](#) Paris Program: Hybrid Paris
- [FREN 308](#) France and the African Imagination (not offered in 2020-21)
- [FREN 340](#) Arts of Brevity: Short Fiction (not offered in 2020-21)
- [FREN 341](#) Madame Bovary and Her Avatars (not offered in 2020-21)
- [FREN 351](#) Love, War and Monsters in Renaissance France (not offered in 2020-21)
- [FREN 352](#) The Arthurian Legend (not offered in 2020-21)
- [FREN 353](#) The French Chanson (not offered in 2020-21)
- [FREN 354](#) The World Beyond (not offered in 2020-21)
- [FREN 359](#) Paris Program: Hybrid Paris
- [FREN 395](#) The Mande of West Africa
- [GERM 152](#) Personhood (not offered in 2020-21)
- [GERM 212](#) Contemporary Germany in Global Context
- [GERM 223](#) Thinking Green: Sustainability, Literature, and Culture in Germany
- [GERM 247](#) Mirror, Mirror: Reflecting on Fairy Tales and Folklore (not offered in 2020-21)
- [GERM 256](#) Berlin Program: Crossing Boundaries (not offered in 2020-21)
- [GERM 267](#) Catastrophe! Natural Disaster in German Literature (not offered in 2020-21)
- [GERM 320](#) Life under Socialism: Culture and Society in East Germany
- [HIST 143](#) Modern Italy in the Mediterranean World (not offered in 2020-21)
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150
- [HIST 206](#) Rome Program: The Eternal City in Time: Structure, Change, and Identity
- [HIST 207](#) Rome Program: Roman Journal: The Traveler as Witness (not offered in 2020-21)
- [HIST 240](#) Tsars and Serfs, Cossacks and Revolutionaries: The Empire that was Russia
- [HIST 241](#) Russia through Wars and Revolutions (not offered in 2020-21)
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2020-21)
- [HIST 245](#) Ireland: Land, Conflict and Memory
- [HIST 250](#) Modern Germany
- [HIST 250F](#) Modern Germany-FLAC German Trailer (not offered in 2020-21)

- [POSC 284](#) War and Peace in Northern Ireland
 - [RUSS 205](#) Russian in Cultural Contexts
 - [RUSS 226](#) Moscow Program: Russia's Hallowed Places (not offered in 2020-21)
 - [RUSS 237](#) Beyond Beef Stroganoff: Food in Russian Culture (not offered in 2020-21)
 - [RUSS 244](#) The Rise of the Russian Novel
 - [RUSS 266](#) Dostoevsky (not offered in 2020-21)
 - [RUSS 267](#) War and Peace (not offered in 2020-21)
 - [RUSS 341](#) From Folktale to Fanfiction: Russian Short Prose (not offered in 2020-21)
 - [RUSS 342](#) Post-Soviet film (not offered in 2020-21)
 - [RUSS 345](#) Russian Cultural Idioms of the Nineteenth Century (not offered in 2020-21)
 - [RUSS 351](#) Chekhov
 - [RUSS 395](#) Senior Seminar: The Cult of Stalin
 - [SPAN 227](#) Muslims, Christians, and Jews in Early Modern Spain (not offered in 2020-21)
 - [SPAN 229](#) Madrid Program: Current Issues in Spanish Politics (not offered in 2020-21)
 - [SPAN 244](#) Spain Today: Recent Changes through Narrative and Film
 - [SPAN 328](#) The Contemporary Spanish Fictional Essay (not offered in 2020-21)
 - [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2020-21)
 - [SPAN 349](#) Madrid Program: Theory and Practice of Urban Life (not offered in 2020-21)
 - [SPAN 358](#) The Spanish Civil War
 - [SPAN 366](#) Jorge Luis Borges: Less a Man Than a Vast and Complex Literature
- [EUST 398](#): Senior Colloquium.
 - Minors must normally participate in an off-campus study program in Europe.
 - 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 minor 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 minor 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; Paul 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; Paul Petzschmann

[EUST 111](#) The Age of Cathedrals Arising over a period of two medieval centuries, the gothic cathedrals of Europe symbolize at once faith, political and economic power, local identity, and technological and artistic achievement. Later generations commemorated them in literature and art, destroyed them in their political and religious zeal, and restored them (and continue to restore them) out of different sort of political zeal as well as a sense of duty and opportunity to preserve a national and European cultural inheritance and tourist treasure. In this course, we seek to understand the cathedral and its enduring legacy in Europe, and especially in France, from a variety of interdisciplinary perspectives and using a variety of media and sources. 6 credits; HI, IS; Not offered 2020-21

[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; Not offered 2020-21

[EUST 207](#) Rome Program: Italian Encounters Through a range of interdisciplinary readings, guest lectures, and site visits, this course will provide students with opportunities to analyze important aspects of Italian culture and society, both past and present, as well as to examine the ways in which travelers, tourists, temporary visitors, and immigrants have experienced and coped with their Italian worlds. Topics may include transportation, cuisine, rituals and rhythms of Italian life, urbanism, religious diversity, immigration, tourism, historic preservation, and language. Class discussions and projects will offer students opportunities to reflect on their own encounters with contemporary Italian culture. Prerequisite: Participation in OCS Rome Program. 3 credits; HI, IS; Spring; William L North, Victoria Morse

[EUST 231](#) Economics and European Studies in Cambridge: Britain in Europe: Brexit and its Aftermath As of March 29 2019 Britain will no longer be a member of the European Union. To understand the process that led to this remarkable and unexpected event, this course will introduce students to the institutions of the European Union and of Britain through reading, discussion, guest lectures and on-site visits in Brussels and London. Prerequisite: Participation in OCS Cambridge Program. 4 credits; SI, IS; Not offered 2020-21

[EUST 232](#) Economics and European Studies in Cambridge: The Great War in Poetry, History and Memory The memory of World War I looms large in British politics, especially around the centenary of the treaty of Versailles. While it has done much to unite European elites around ideas of shared governance and economic cooperation, it continues to divide historians and the general public in Britain. Beginning with a tour of the battlefields of Ypres and the Somme, we will be reading about these ongoing controversies. These readings will be accompanied by further visits to the Imperial War museum in Manchester and the war memorials in Cambridge and London. Prerequisite: Enrollment in Cambridge OCS Program. 3 credits; LA, IS; Not offered 2020-21

[EUST 233](#) Economics and European Studies in Cambridge: Capitalism and Crises: Political Economy from Marx to Hayek Britain was at the forefront of the Industrial Revolution during the eighteenth and nineteenth century. That rapid economic growth unleashed by free competition brought with it the constant threat of crisis was an insight developed by Marx and later Keynes. Britain was home to capitalism's cheerleaders as well as to its most important critics. Its economic dominance was accompanied by a tradition of tolerance, of open public discussion and free academic enquiry that made London and Cambridge attractive to students of political economy from Europe and across the world. Readings from the most important representatives will be supplemented by visits to industrial sites and museums in Manchester. Prerequisite: Enrollment in OCS Cambridge Program. 3 credits; SI, IS; Not offered 2020-21

[EUST 249](#) The European Union from Constitution to Crisis It has become commonplace to say that Europe is in crisis--yet what does that mean? It is difficult to overestimate the importance of crises considering that the European Union played a large part in overcoming Europe's "Long Civil War" between 1914 and 1945. The collective decision-making processes created by European treaties are often credited with bringing peace and prosperity to Europe. Yet they have also instituted idiosyncrasies, asymmetries and inequities that stand in the way of solving the continent's most pressing problems. We will examine decision-making processes in the European Union and the much-debated "democratic deficit" of its institutions. These debates about the foundations of the Union will be rounded off by an overview and brief history of Euroscepticism. The course will include a discussion of a number of case studies that confront member states of the European Union across the board: the reconstruction of the welfare state, immigration and the refugee crisis, and the rise of the far right. 6 credits; SI, IS; Spring; Paul Petzschmann

[EUST 278](#) Cross-Cultural Psychology Sem in Prague: Politics & Culture in Central Europe-Twentieth Century This course covers important political, social, and cultural developments in Central Europe during the twentieth century. Studies will explore the establishment of independent nations during the interwar period, Nazi occupation, resistance and collaboration, the Holocaust and the expulsion of the Germans, the nature of the communist system, its final collapse, and the post-communist transformation. 6 credits; HI, IS; Not offered 2020-21

[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; David G Tompkins

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 and Senegal provide 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

French 101, 102, 103, and 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 is 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 AP 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.

Programs Abroad Participation in a Carleton program or in another approved French language program is highly recommended for students majoring or minoring in the above areas. The department operates a program in Paris and 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.

Parish International House: The French Language Associate and the French Council (composed of students) organize numerous cultural activities at Parish House (films, political discussions, game nights, African dinners, crêpe-making gatherings, holiday celebrations) that provide opportunities for speaking French on campus.

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:

- [LCST 245](#) (Critical Toolbox, usually taken in the junior year)
Note: [HIST 298](#), (Junior Year History Colloquium) or [ENGL 295](#) (Critical Methods) may be substituted for [LCST 245](#) with departmental approval.
- Sixty 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 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 minor 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.
- 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) summarizing 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, subject to approval by the Department

Further details about these options are available on the Department's website.

Requirements for the French Minor

The French minor foregrounds students' proficiency and use of the French Language, since all required courses are taught in French. In order to complete the French Minor, students must fulfill the general requirements 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). No more than 12 credits from non-Carleton off-campus studies programs may be applied toward the minor

Requirements for the French and Francophone Studies Minor

The French and Francophone Studies Minor 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 minor 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 minor in French and Francophone Studies. No more than 12 credits from non-Carleton off-campus study programs may be applied toward the minor

- **Language Requirement:** French 204 or equivalent
- **Six Courses:** Four from Group I, one from Group II, and one from Group III.
 - Group I: French and Francophone Literature and Culture** (Four courses required, two of which must be at the 300 level)
 - [FREN 206](#) Contemporary French and Francophone Culture
 - [FREN 208](#) Paris Program: Contemporary France: Cultures, Politics, Society
 - [FREN 236](#) Francophone Cinema and the African Experience
 - [FREN 238](#) Back to the Future: French Classics Reimagined (not offered in 2020-21)
 - [FREN 239](#) Banned Books (not offered in 2020-21)
 - [FREN 241](#) The Lyric and Other Seductions
 - [FREN 242](#) Journeys of Self-Discovery (not offered in 2020-21)
 - [FREN 243](#) Cultural Reading of Food (not offered in 2020-21)
 - [FREN 244](#) Contemporary France and Humor
 - [FREN 245](#) Francophone Literature of Africa and the Caribbean (not offered in 2020-21)
 - [FREN 246](#) Contemporary Senegal (not offered in 2020-21)
 - [FREN 247](#) The Seven Deadly Sins (not offered in 2020-21)
 - [FREN 248](#) Murder and Mayhem: Narratives of Suspense (not offered in 2020-21)
 - [FREN 250](#) French History in 10 Objects (not offered in 2020-21)
 - [FREN 259](#) Paris Program: Hybrid Paris
 - [FREN 308](#) France and the African Imagination (not offered in 2020-21)
 - [FREN 340](#) Arts of Brevity: Short Fiction (not offered in 2020-21)
 - [FREN 341](#) Madame Bovary and Her Avatars (not offered in 2020-21)

- [FREN 347](#) Gender and Sexuality in the Francophone World (not offered in 2020-21)
- [FREN 351](#) Love, War and Monsters in Renaissance France (not offered in 2020-21)
- [FREN 352](#) The Arthurian Legend (not offered in 2020-21)
- [FREN 353](#) The French Chanson (not offered in 2020-21)
- [FREN 354](#) The World Beyond (not offered in 2020-21)
- [FREN 357](#) French and Francophone Autofiction
- [FREN 359](#) Paris Program: Hybrid Paris
- [FREN 360](#) The Algerian War of Liberation and Its Representations (not offered in 2020-21)
- [FREN 395](#) The Mandé of West Africa
- [LCST 245](#) The Critical Toolbox: Who's Afraid of Theory?

Group II History and Art History (One course required)

- [ARTH 140](#) African Art and Culture (not offered in 2020-21)
- [ARTH 172](#) Modern Art: 1890-1945 (not offered in 2020-21)
- [ARTH 236](#) Baroque Art
- [ARTH 245](#) Modern Architecture (not offered in 2020-21)
- [ARTH 255](#) Islam in the Eyes of the West (not offered in 2020-21)
- [ARTH 263](#) European Architectural Studies Program: Prehistory to Postmodernism (not offered in 2020-21)
- [EUST 111](#) The Age of Cathedrals (not offered in 2020-21)
- [FREN 254](#) Paris Program: French Art in Context
- [HIST 137](#) Early Medieval Worlds (not offered in 2020-21)
- [HIST 138](#) Crusades, Mission, and the Expansion of Europe (not offered in 2020-21)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 140](#) The Age of Revolutions: Modern Europe, 1789-1914 (not offered in 2020-21)
- [HIST 141](#) Europe in the Twentieth Century (not offered in 2020-21)
- [HIST 142](#) Women in Modern Europe (not offered in 2020-21)
- [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2020-21)
- [HIST 183](#) History of Early West Africa
- [HIST 184](#) Colonial West Africa (not offered in 2020-21)
- [HIST 236](#) Women and Gender in Europe before the French Revolution (not offered in 2020-21)
- [HIST 237](#) The Enlightenment (not offered in 2020-21)
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2020-21)
- [HIST 247](#) The First World War as Global Phenomenon (not offered in 2020-21)
- [HIST 280](#) African in the Arab World (not offered in 2020-21)

Group III: Anthropology, Political Science, Media Studies (One course required)

- [CAMS 219](#) African Cinema: A Quest for Identity and Self-Definition (not offered in 2020-21)
- [EUST 110](#) The Nation State in Europe
- [EUST 159](#) "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe (not offered in 2020-21)
- [FREN 233](#) French Cinema and Culture (not offered in 2020-21)
- [FREN 255](#) Paris Program: Islam in France: Historical Approaches and Current Debates
- [POSC 255](#) Post-Modern Political Thought (not offered in 2020-21)
- [POSC 261](#) Power, Freedom, and Revolution (not offered in 2020-21)

- [POSC 277](#) Religion in Politics: Conflict or Dialogue?
- [POSC 278](#) Memory and Politics (not offered in 2020-21)
- [POSC 282](#) Terrorism and Counterterrorism (not offered in 2020-21)
- [POSC 348](#) Strangers, Foreigners and Exiles* (not offered in 2020-21)
- [POSC 352](#) Political Theory of Alexis de Tocqueville*
- [POSC 359](#) Cosmopolitanism* (not offered in 2020-21)
- [SOAN 256](#) Africa: Representation and Conflict (not offered in 2020-21)

For students who wish to make the most of the French and Francophone Studies Minor, 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 department for other on- or off-campus courses that may count for the minor.

French and Francophone Studies Courses

[FREN 100](#) Balloons and Cultures: Graphic Novels of the French Speaking World Can everyone read graphic novels? Of course; however, their accessibility doesn't mean they are simple. In this course, students will learn to read graphic novels as cultural products generated by artists, places, and institutions. Coming from French-speaking countries in the Americas, Europe, the Middle East, and Africa, these texts argue for different (and sometimes contradictory) definitions of the genre; but also bring to the fore political and societal issues at stake in the francophone world. Using the tools of contemporary theory, students will draw connections between art and cultural representations. Conducted in English. Texts in translation. 6 credits; AI, WR1, IS; Fall; Sandra E Rousseau

[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; Christine Lac, Cédric Briand, Éva S Pósfay

[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; Christine Lac, Cédric Briand, Sandra E Rousseau

[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; Stephanie M Cox, Christine Lac, Scott D Carpenter, Cherif Keïta

[FREN 204](#) Intermediate French Through discussion of book-length literary and cultural texts (film, graphic novel, theater), 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; Cherif Keïta, Cathy Yandell, Cédric Briand

[FREN 206](#) Contemporary French and Francophone Culture Through texts, images and films coming from different continents, this class will present Francophone cultures and discuss the connections and tensions that have

emerged between France and other French speaking countries. Focused on oral and written expression this class aims to strengthen students' linguistic skills while introducing them to the academic discipline of French and Francophone studies. The theme will be school and education in the Francophone world. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Winter; Sandra E Rousseau

[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; Éva S 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 instructor approval. 2 credits; S/CR/NC; HI, IS; Fall, Winter, Spring; Cathy Yandell, Cherif Keïta

[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; Not offered 2020-21

[FREN 236](#) Francophone Cinema and the African Experience Born as a response to the colonial gaze (ethnographic films, in particular) and ideological discourse, African cinema has been a determined effort to capture and affirm an African personality and consciousness. Focusing on film production from Francophone Africa and its diaspora over the past few decades, this course will address themes such as slavery, colonialism, and national identity, as well as the immigrant experience in France and in Quebec. It will provide an introduction to African symbolisms, world-views, and narrative techniques. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Winter; Cherif Keïta

[FREN 237](#) Page and Stage: The Performance of Culture What better place to study notions of gender, identity, class, race (and more) than in the performative arena of the theater? In this class we'll examine a broad range of plays while staging excerpts of many of them. What is the importance of blocking and costume? How do modernizations and other modifications affect the reception of a dramatic work? We'll put these questions to the test while engaging with such authors as Molière, Marivaux, Beckett, Ionesco, Genet, and Reza. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[FREN 238](#) Back to the Future: 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. Conducted in French. Prerequisite: French 204 or instructor approval. 6 credits; LA, IS; Not offered 2020-21

[FREN 239](#) Banned Books Recent events in France have highlighted the issues of free speech and religious intolerance, among other cultural questions. Some of the most fascinating and now canonized works in French

and Francophone literature were once banned because they called into question the political, religious, or moral sensibilities of the day. Even now, books deemed to be subversive are routinely censored in certain Francophone cultures. Through readings of such writers as Rabelais, Voltaire, Sade, Camus, Franz Fanon, Assia Djebar, and Hergé (Tintin), as well as contemporary articles from Charlie Hebdo, we will explore the crucial role of forbidden works in their cultural contexts. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[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; Spring; Scott D 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 2020-21

[FREN 243](#) Cultural Reading of Food Through the thematic lens of food, we will study enduring and variable characteristics of societies in the French and Francophone world, with a comparative nod to the American experience. 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. Prerequisite: French 204 or equivalent. 6 credits; HI, QRE, WR2, IS; Not offered 2020-21

[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; Fall; Sandra E Rousseau

[FREN 245](#) Francophone Literature of Africa and the Caribbean Reading and discussion of literary works, with analysis of social, historical and political issues, with an emphasis on cultural and literary movements such as Négritude (El Negrismo, in Cuba) and their role in shaping ideas of self-determination, Nationalism and Independence in the French colonies of the Caribbean and Black Africa. We will read works by Aimé Césaire (Martinique), Léopold Sédar Senghor (Senegal), Léon Gontran Damas (French Guiana), Jacques Roumain (Haïti), Laye Camara (Guinea), Mongo Béti (Cameroun), Simone Schwartz-Bart (Guadeloupe) and Alain Mabanckou (Congo). Conducted in French. Prerequisite: French 204 or the equivalent. 6 credits; LA, IS; Not offered 2020-21

[FREN 246](#) Contemporary Senegal This course is the second part of a two-term course sequece beginning with French 308. This course will be a critical examination of the Francophone label within the context of literature, education, history and daily life in Senegal. During the December break field trip, students will visit significant cultural sites in Dakar and Saint Louis and meet with writers, artists, and other major thought leaders. During the

winter term, students will complete an independent project based on their experience in Senegal as part of this course. Prerequisite: French 308 term before. 6 credits; NE; Not offered 2020-21

[FREN 247](#) The Seven Deadly Sins The idea of the Seven Deadly Sins (the source of all vices) captured the medieval western imagination and continues to inspire diverse writers, artists, filmmakers, and graphic novelists to the present day. Through La Fontaine's fables, Maupassant's *Carmen* (and Bizet's eponymous opera), the African tales of Amadou Koumba, Camus's *The Stranger*, and Julie Mazoh's graphic novel, *Blue is the Warmest Color*, this course explores literary and filmic representations of such vices as pride, envy, and lust. Interrogating the presence and power of these categories in both historical and contemporary culture, the course also develops students' skills in analysis, writing, and discussion in French. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[FREN 248](#) Murder and Mayhem: Narratives of Suspense Mysteries and detective novels are tied to the French-speaking world: Poe's foundational tales take place in Paris and are translated by Baudelaire; murder and suspense run through the French fantastic; even Agatha Christie felt compelled to make her favorite detective a Belgian. Through the tradition of suspense in film and literature, we'll study how themes and techniques intersect with social anxieties to produce white-knuckle narratives. Readings include such authors as Poe, Baudelaire, Mérimée, Simenon, Daeninckx, Jonquet, Khadra, Vargas, Haneke. Conducted in French. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[FREN 250](#) French History in 10 Objects This class is an overview of French history through the analysis of ten cultural objects borrowed from different socio-political, geographic and aesthetic spaces. Starting with the Gauls, this class will take students across centuries and ask how cultural productions (the Vix Krater, the Versailles Palace, the guillotine, etc.) come to represent a *mentalité* and often become integrated in the French nationalist project. Prerequisite: French 204. 6 credits; LA, IS; Not offered 2020-21

[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 and Participation in OCS Paris Program. 6 credits; LA, IS; Spring; Éva S Pósfay

[FREN 255](#) Paris Program: 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 and participation in Paris OCS program. 6 credits; LA; Spring; Éva S 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 and participation in OCS Paris program. 6 credits; LA, IS; Spring; Éva S 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. This course is part of the OCS winter break French Program in Senegal, involving two linked courses in fall and winter terms. This courses is the first in the sequence, students must register for French 246 winter term. Prerequisite: One French course beyond French 204 and acceptance in OCS Winter Break French Program in Senegal. 6 credits; LA, IS; Not offered 2020-21

[FREN 335](#) Frenchness: 7 Views This course will examine the meaning of “being French” from several historical and contemporary perspectives: the establishment of French as the national language (and the rise of nationalism) in the sixteenth century, the Frenchness of Reason from Descartes to the Revolutionaries, the Romantic hero Cyrano de Bergerac, the Dreyfus Affair (and the current fall-out over Polanski's new film on the subject), postcolonial French identity as seen from former colonies, the populist anti-immigration party of Marine LePen, and finally, a snapshot of current, multicultural Frenchness. Historical studies, film, literature, podcasts, and songs will inform our discussions. Students taking the course at the the 300 level will be responsible for additional work. Prerequisite: French 204 or equivalent. Not offered 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[FREN 347](#) Gender and Sexuality in the Francophone World From Marie/Germain Garnier, an early modern trans figure, to the contemporary singer of Christine and the Queens (aka “Chris”), from Senghor's “Femme noire” to Sylvie Chalaye's “Corps marron” [brown body], conceptions of gender and sexuality are essential to the study of francophone cultures. We will explore examples of historical and contemporary manifestations of gender and sexuality in France, francophone Africa, Lebanon, and Québec. “GPS” (Genre, Politique, Sexualité), including the intersectional questions of race and class in context, will be analyzed through novels, films, graphic novels, sociological studies, poetry, and music. Conducted in French. Prerequisite: One course beyond French 204 or instructor permission. 6 credits; LA, IS; Not offered 2020-21

[FREN 350](#) 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; Spring; Sandra E Rousseau

[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; Not offered 2020-21

[FREN 352](#) The Arthurian Legend This course will familiarize students with the legends surrounding King Arthur and the other central figures of Camelot and the Round Table in the context of French and Francophone culture. Students will survey the development of the Arthurian legend from the twelfth century to its most modern adaptations, through multiple genres and media (medieval romance, novel, poetry, film, bande-dessinée, clips, etc.). Together, we will see how the Arthurian legend was --and still is--a persisting landscape for capturing the ideals and assumptions of its time. We will discuss topics like the characterizations, gender representations and performances of central figures (like Merlin, Lancelot and Guenevere), the semiotic implications of each text, and the political aspects they may reveal. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; Not offered 2020-21

[FREN 353](#) The French Chanson In Beaumarchais's oft-cited words, "Everything ends with songs." This course will study the distinctiveness of French *chanson* (song) and its unique role in French history and culture especially since the post-World War II years. We will examine the rise of the singer-songwriter; the changing dynamics between lyrics (poetry), music, and performance over time; song categories such as *yéyé*, the politically engaged song, and the eclectic *nouvelle chanson française*; rap and slam's poetic affiliation with *chanson*; and the clout of the music industry. Artists may include Trenet, Piaf, Gréco, Brel, Ferré, Brassens, Barbara, François, Aznavour, Renaud, Goldman, MC Solaar, Zaz, Stromae. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; Not offered 2020-21

[FREN 354](#) The World Beyond What do Peruvians, Tahitians, Senegalese and Eldoradians have in common? For one thing, they're all present in France's heavily fantasized view of the world beyond its borders. Drawing on travel literature, philosophy, politics, art, and other media, we will examine how the French used the outside world as a screen upon which to project its imaginings about ethnicity, gender, and culture during the period leading to and following the French Revolution. Authors may include Graffigny, Bougainville, Diderot, Voltaire, Sade, De Staël, Voltaire, De Duras, Balzac, and others. Conducted in French. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; Not offered 2020-21

[FREN 357](#) French and Francophone Autofiction How to transcribe the self? How is a self created, examined, or reinvented through storytelling? Is cultural context inextricable from the writing of a memoir? Such readings as Montaigne, Descartes, Nathalie Sarraute, and Assia Djebar, as well as the films of Agnès Varda and Guillaume Galiene, the graphic novel *L'Arabe du futur*, and the Franco-Rwandan singer Gaël Faye, will inform our inquiry. During the course of the term, students will also produce their own autobiographical/ autofictional projects. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; Winter; Cathy Yandell

[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 and participation in OCS Paris program. 6 credits; LA, IS; Spring; Éva S 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 2020-21

[FREN 395](#) The Mandé of West Africa This course examines the main aspects of social change in the area formerly covered by the medieval Empire of Mali, through anthropological texts, oral narratives, novels, films and both traditional and modern music. Some of the writers, film directors and musicians who will be studied are: Amadou Kourouma, Massa Makan Diabaté, Amadou Hampaté Bâ, Souleymane Cissé, Cheick O. Sissoko, Salif Keita, and others. Conducted in French. Prerequisite: French 200-level course or equivalent. 6 credits; LA, IS; Fall; Cherif Keïta

[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

Gender, Women's & Sexuality Studies

[GWSS 110](#) is the gateway to the major that provides an introductory overview and maps the field of gender, women's and sexuality studies. [GWSS 200](#) (Gender, Power and the Pursuit of Knowledge) examines feminist and queer theories of knowledge and provides methodological tools to conduct research. [GWSS 212](#), Foundations of LGBTQ Studies is an intermediate level course that provides an 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. [GWSS 334](#) (Feminist Theory) and GWSS 3xx (Queer and Trans Theory) are upper level seminars focusing on the theory necessary for advanced work on gender, women's and sexuality studies. The capstone course, [GWSS 398](#), offers students the opportunity to study a topic in depth and to produce a substantial research paper. Topics will rotate and change depending on the expertise and interest of the faculty teaching them. The major culminates in a senior comprehensive project, directed by advisers from two different disciplines, that builds on the skills and interests developed in previous coursework in GWSS. Each student devises an appropriate program of courses in consultation with the major adviser (i.e. the director of GWSS).

Requirements for the Gender, Women's & Sexuality Studies Major

Beginning with the Class of 2022

Total of 66 credits

- One gateway course, [GWSS 110](#): Introduction of Gender, Women's & Sexuality Studies

- One methodology course, [GWSS 200](#): Gender, Power & the Pursuit of Knowledge One intermediate course, [GWSS 212](#): Foundations of LGBTQ Studies
- One theory seminar, [GWSS 334](#): Feminist Theory or 3xx: Queer and Trans Theory
- One Capstone Seminar, [GWSS 398](#): GWSS Capstone Topics (a range of seminar topics can be taught by faculty under this number, depending on their expertise and interest, such as Transnational Feminist Activism; Race, Gender & Sexuality in Popular Culture).
- Comprehensive Exercise, [GWSS 400](#)
- In addition to the above listed five required courses and comps (36 credits), students must complete an additional five electives (30 credits) from the GWSS & WGST Elective/Additional Courses List below. These 30 credits must be spread across at least two disciplines, and include:
 - - One 300-level elective **and**
 - Four any-level* electives (*Max two 100-level elective courses can count toward the major)

Please note: a variety of courses are taught by visitors or offered only occasionally. These courses may still be considered. Contact the director for consideration of other courses to satisfy this requirement.

Please consult the program director to approve use of WGST courses to complete the major requirements.

Students will plan 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 Gender, Women's & Sexuality Studies across fields and depth of study in one discipline (normally at least two courses in one area or from one department).

OCS Programs: You may count up to two six credit courses taken on either Carleton or non-Carleton OCS programs toward the requirements of the GWSS major or minor. OCS program courses cannot be substituted for core GWSS courses on campus and will only count towards GWSS electives. Two courses from Carleton's Women's & Gender Studies in Europe program can count as two GWSS elective courses. Students will need to get all OCS program courses approved by the director of GWSS.

Gender, Women's & Sexuality Studies Minor

The Gender, Women's & Sexuality Studies minor offers students the opportunity to complement their major field with an interdisciplinary focus on gender, women's and sexuality studies.

Requirements for the Gender, Women's & Sexuality Studies Minor

Six courses (36 credits) will be required (three courses from GWSS and three courses from the GWSS & WGST Elective Additional Courses List.

- One gateway course, [GWSS 110](#) Introduction to Gender, Women's & Sexuality Studies
- One intermediate course, [GWSS 212](#), Foundations of LGBTQ Studies
- One capstone seminar, [GWSS 398](#) GWSS Capstone Topics (a range of seminar topics can be taught by faculty under this number, depending on their expertise and interest, such as Transnational Feminist Activism; Race, Gender & Sexuality in Popular Culture)
- Three courses (18 credits) from the GWSS & WGST Elective/Additional Courses List. These three courses must come from two different disciplines. Please note: 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.

OCS Programs: You may count up to two six credit courses taken on either Carleton or non-Carleton OCS programs toward the requirements of the GWSS major or minor. OCS program courses cannot be substituted for core GWSS courses on campus and will only count towards GWSS electives. Two courses from Carleton's Women's & Gender Studies in Europe program can count as two GWSS elective courses. Students will need to get all OCS program courses approved by the director of GWSS.

Requirements for the Women's and Gender Studies Major

Class of 2021

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, Sociology/Anthropology 395, Women's and Gender Studies 310, Women's and Gender Studies 389 or Women's and Gender Studies 396
- Comprehensive Exercise, Women's and Gender Studies 400
- In addition to these 24 credits, students must complete an additional 42 credits from the GWSS & WGST Elective/Additional Courses List. 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).

Requirements for the Women's and Gender Studies Minor

Class of 2021 and 2022 only

Six courses will be required from the following three groups. The range of courses must include at least two disciplines.

- Women's and Gender Studies 110: Introduction to Women's and Gender Studies or Women's and Gender Studies 112: Introduction to LGBT/Queer Studies
- Four courses (24 credits) from the list of GWSS & WGST Elective/Additional Course 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.
- Capstone Seminar: Sociology/Anthropology 325, Sociology/Anthropology 395, Women's and Gender Studies 310, Women's and Gender Studies 389 or Women's and Gender Studies 396. 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.

GWSS & WGST Elective/Additional Courses List

- [AFST 120](#) Gender and Sexuality in the African Diaspora (not offered in 2020-21)
- [AFST 220](#) Intersectionality (not offered in 2020-21)
- [AMST 225](#) Beauty and Race in America
- [ARTH 214](#) Queer Art (not offered in 2020-21)
- [ARTH 220](#) The Origins of Manga: Japanese Prints (not offered in 2020-21)
- [BIOL 101](#) Human Reproduction and Sexuality
- [CAMS 225](#) Film Noir: The Dark Side of the American Dream
- [CAMS 258](#) Feminist and Queer Media (not offered in 2020-21)
- [CLAS 214](#) Gender and Sexuality in Classical Antiquity (not offered in 2020-21)
- [DANC 266](#) Reading The Dancing Body: Topics in Dance History
- [ECON 257](#) Economics of Gender
- [ENGL 217](#) A Novel Education
- [ENGL 218](#) The Gothic Spirit
- [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
- [ENGL 319](#) The Rise of the Novel
- [ENGL 327](#) Victorian Novel (not offered in 2020-21)
- [ENGL 345](#) Queer Literature (not offered in 2020-21)
- [FREN 241](#) The Lyric and Other Seductions
- [FREN 347](#) Gender and Sexuality in the Francophone World (not offered in 2020-21)
- [GERM 221](#) (re/ex)press yourself: Sexuality and Gender in Fin-de-Siècle Literature and Art (not offered in 2020-21)
- [GWSS 212](#) Foundations of LGBTQ Studies
- [GWSS 243](#) Women's and Gender Studies in Europe Program: Situated Feminisms: Socio-Political Systems and Gender Issues Across Europe
- [GWSS 244](#) Women's & Gender Studies in Europe Program: Cross-Cultural Feminist Methodologies
- [GWSS 325](#) Women's & Gender Studies in Europe Program: Continental Feminist, Queer, Trans* Theories
- [GWSS 398](#) Capstone: Race, Gender, and Sexuality in Popular Culture
- [HIST 122](#) U.S. Women's History to 1877 (not offered in 2020-21)
- [HIST 123](#) U.S. Women's History Since 1877 (not offered in 2020-21)
- [HIST 142](#) Women in Modern Europe (not offered in 2020-21)
- [HIST 175](#) Gender and Sexuality in Latin American History
- [HIST 211](#) Puritans, Sex and Slavery
- [HIST 229](#) Working with Gender in U.S. History
- [HIST 236](#) Women and Gender in Europe before the French Revolution (not offered in 2020-21)
- [HIST 259](#) Women in South Asia: Histories, Narratives, and Representations (not offered in 2020-21)
- [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2020-21)
- [HIST 280](#) African in the Arab World (not offered in 2020-21)
- [HIST 310](#) Black Women Intellectuals (not offered in 2020-21)
- [HIST 359](#) Women in South Asia: Histories, Narratives, and Representations (not offered in 2020-21)
- [IDSC 203](#) Talking about Diversity
- [MUSC 210](#) Women and Gender in Western Art Music (not offered in 2020-21)
- [PHIL 120](#) Philosophy of Sex (not offered in 2020-21)
- [POSC 276](#) Imagination in Politics: Resisting Totalitarianism
- [POSC 280](#) Feminist Security Studies (not offered in 2020-21)
- [POSC 324](#) Rebels and Risk Takers: Women and War in the Middle East*
- [POSC 359](#) Cosmopolitanism* (not offered in 2020-21)
- [RELG 161](#) The Jewish Bible (not offered in 2020-21)
- [RELG 221](#) Judaism and Gender (not offered in 2020-21)

- [RELG 227](#) Liberation Theologies (not offered in 2020-21)
- [RELG 228](#) Martyrdom (not offered in 2020-21)
- [RELG 232](#) Queer Religion
- [RELG 233](#) Gender and Power in the Catholic Church (not offered in 2020-21)
- [RELG 234](#) Angels, Demons, and Evil (not offered in 2020-21)
- [RELG 238](#) The Sacred Body (not offered in 2020-21)
- [RELG 265](#) Religion and Violence: Hindus, Muslims, Jews (not offered in 2020-21)
- [RELG 280](#) The Politics of Sex in Asian Religion
- [RELG 287](#) Many Marys
- [RELG 353](#) Saints, Goddesses, and Whores (not offered in 2020-21)
- [RELG 362](#) Spirit Possession (not offered in 2020-21)
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2020-21)
- [SOAN 226](#) Anthropology of Gender
- [SOAN 257](#) Culture and Politics in India
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2020-21)
- [SOAN 325](#) Sociology of Adoption and Assisted Reproduction
- [SOAN 395](#) Ethnography of Reproduction (not offered in 2020-21)
- [SPAN 244](#) Spain Today: Recent Changes through Narrative and Film
- [WGST 112](#) Introduction to LGBT/Queer Studies (not offered in 2020-21)
- [WGST 140](#) Politics of Women's Health (not offered in 2020-21)
- [WGST 180](#) Power and Desire: Gender Relations in the Middle East (not offered in 2020-21)
- [WGST 200](#) Gender, Power and the Pursuit of Knowledge (not offered in 2020-21)
- [WGST 234](#) Feminist and Queer Theory (not offered in 2020-21)
- [WGST 240](#) Gender, Globalization and War (not offered in 2020-21)
- [WGST 310](#) Asian Mystiques Demystified (not offered in 2020-21)
- [WGST 396](#) Transnational Feminist Activism (not offered in 2020-21)

Gender, Women's & Sexuality Studies Courses

[GWSS 110](#) Introduction to Gender, Women's & Sexuality Studies This course is an introduction to the ways in which gender and sexuality structure our world, and to the ways feminists challenge established intellectual frameworks. However, since gender and sexuality are not homogeneous categories, but are crosscut by class, race, ethnicity, citizenship and culture, we also consider the ways differences in social location intersect with gender and sexuality. 6 credits; SI; Fall, Winter; Iveta Jusová

[GWSS 200](#) Gender, Sexuality & the Pursuit of Knowledge In this course we will examine whether there are feminist and/or queer ways of knowing, the criteria by which knowledge is classified as feminist and the various methods used by feminist and queer scholars 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? What is the relationship between knowledge, power and social justice? While answering these questions, we will consider how different feminist and queer studies researchers have dealt with them. 6 credits; SI, WR2, IS; Spring; Meera Sehgal

[GWSS 212](#) Foundations of LGBTQ Studies This course introduces students to foundational interdisciplinary works in sexuality and gender studies, while focusing on the construction of lesbian, gay, bisexual, transgender, and queer identities in the United States. In exploring sexual and gender diversity throughout the term, this seminar highlights the complexity and variability of experiences of desire, identification, embodiment, self-definition, and community-building across different historical periods, and in relation to intersections of race, class, ethnicity, and other identities. 6 credits; HI, IDS; Fall; Candace I Moore

[GWSS 243](#) Women's and Gender Studies in Europe Program: Situated Feminisms: Socio-Political Systems and Gender Issues Across Europe This course examines the history and present of feminist and LGBTQ activism across Western and East-Central Europe. We study the impact of the European colonial heritage on the lives of women and sexual/ethnic minorities across European communities, as well as the legacies of World War II, the Cold War, and the EU expansion into Eastern Europe. Reproductive rights, LGBTQ issues, “anti-genderism,” sex work, trafficking, and issues faced by ethnic minorities are among topics explored. These topics are addressed comparatively and historically, stressing their ‘situated’ nature and considering their divergent sociopolitical national frameworks. Prerequisite: Acceptance into the WGST Europe OCS Program required. 7-8 credits; HI, IS; Fall; Iveta Jusová

[GWSS 244](#) Women's & Gender Studies in Europe Program: Cross-Cultural Feminist Methodologies This course explores the following questions: What is the relationship between methodology and knowledge claims in feminist research? How do language and narrative help shape experience? What are the power interests involved in keeping certain knowledges marginalized/subjugated? How do questions of gender and sexuality, of ethnicity and national location, figure in these debates? We will also pay close attention to questions arising from the hegemony of English as the global language of WGS as a discipline, and will reflect on what it means to move between different linguistic communities, with each being differently situated in the global power hierarchies. Prerequisite: Acceptance into the WGST Europe OCS Program required. 7-8 credits; HI, IS; Fall; Iveta Jusová

[GWSS 325](#) Women's & Gender Studies in Europe Program: Continental Feminist, Queer, Trans* Theories Addressing the impact of Anglo-American influences in Women's, Gender and Sexuality Studies, this course examines European, including East-Central European, approaches to key gender and sexuality topics. It raises questions about the transfer of feminist concepts across cultures and languages. Some of the themes explored include nationalism and gender/sexuality, gendered dimensions of Western and East-Central European racisms, the historical influence of psychoanalysis on Continental feminist theories, the implications of European feminisms in the history of colonialism, the biopolitics of gender, homonationalism, as well as Eastern European socialist/communist theories of women's emancipation. Prerequisite: Acceptance to WGST Europe OCS Program. 7-8 credits; HI, IS; Fall; Iveta Jusová

[GWSS 334](#) Feminist Theory This seminar explores key feminist theoretical perspectives and debates, using a historical framework to situate these ideas in relationship to philosophical and political discourses produced during specific cultural moments. Focusing primarily on American feminist thought, this seminar ultimately aims to interrogate the positionality of the theorists we study, considering the cultural privileges as well as vectors of marginalization that influence those viewpoints. We follow feminist thinkers as they propose, challenge, critique, subvert, and revise theoretical traditions of liberalism, Marxism, Socialism, radicalism, separatism, utopianism, multiculturalism, postmodernism, queerness, and post-colonialism. We ask: What gets counted as feminist theory? What gets left out? 6 credits; HI, WR2, IDS; Winter; Candace I Moore

[GWSS 391](#) Women's & Gender Studies in Europe Program: Independent Field Research in Europe This is a self-designed project, and the topic will be determined by each student's research interests. It will build on readings and work by European women and/or sexual minorities, feminist and queer theory, cross-cultural theory and (if applicable) principles of field research. It should be cross-cultural and comparative, and ideally should involve field work. Drawing on skills developed in feminist theory and methodology seminars, students select appropriate research methods and conduct sustained research in two of the countries visited. The progress of each project will be evaluated regularly in relation to parameters established in conjunction with the Program Director. Prerequisite: Acceptance into the WGST Europe OCS Program required. 7-8 credits; NE; Fall; Iveta Jusová

[GWSS 398](#) Capstone: Race, Gender, and Sexuality in Popular Culture This capstone seminar reads representations of racial, gender, and sexual minorities in popular culture through the lenses of feminist, critical race, queer, and

trans theories. Kimberlé Crenshaw coined the term “intersectionality” in the late 1980s to describe an approach to oppression that considered how structures of power act multiply on individuals based upon their interlocking racial, class, gender, sexual, and other identities. This seminar takes up the charge of intersectional analysis—rejecting essentialist theories of difference while exploring pluralities—to interpret diversity (or lack thereof) in forms of art and entertainment, focusing on film, TV, and digital media. Prerequisite: Gender, Women's & Sexuality Studies 110 or 212 or Cinema and Media Studies 110 or Women's and Gender Studies 110 or 112 or instructor consent. 6 credits; HI, WR2, IDS; Fall; Candace I Moore

[GWSS 400](#) Integrative Exercise 1-6 credit; NE; Fall, Winter, Spring

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 the Geology Major

- Any introductory geology (100 level) course that includes a laboratory section (the requirement for introductory geology may be waived for juniors who come to geology from another science major).
- 36 credits from the 200- and 300-level Geology course offerings. (42 credits if the introductory geology requirement was not completed). 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. Geology students should take three or four 200-level courses before taking 300-level courses.
- 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).
- Six credits of Physics from courses numbered 131 and above;
- Six credits of Chemistry from courses numbered 123 and above;
- Twelve credits of Mathematics from courses numbered 111 (101) and above; Computer Science courses numbered 111 and above may count for six credits of the mathematics requirement.

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 geosciences 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 the Educational Studies department 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 110](#) Introduction to Geology and Lab 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 another 100-level Geology course. 6 credits; LS, QRE; Fall, Winter, Spring; Cameron Davidson, Bereket Haileab, Sarah J Titus

[GEOL 115](#) Climate Change in Geology and Lab 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; Not offered 2020-21

[GEOL 120](#) Introduction to Environmental Geology & Lab An introduction to geology emphasizing the physical basis of systems of interest to environmentalists, ecologists, and policy makers. Field trips and laboratories included. Prerequisite: Not open to students who have taken another Geology 100-level course. 6 credits; LS, QRE; Fall; Clint Cowan

[GEOL 125](#) Introduction to Field Geology and Lab This course introduces fundamental principles of geology and geological reasoning using the geology of southern Minnesota as a guide. Weather permitting, much of the classroom and lab time will be spent outdoors at nearby sites of geological interest. Using field observations, descriptions, data-gathering and interpretation, 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. Field trips, including one or two all-day weekend trips, and laboratories included. Prerequisite: Not open to students who have taken another 100-level Geology course. 6 credits; LS, QRE; Fall; Clint Cowan

[GEOL 130](#) Geology of National Parks This course introduces fundamental principles of geology and geologic reasoning with natural examples from the National Park system. Topics may range from volcanic hazards of Yellowstone to the geologic history recorded in the walls of the Grand Canyon to the effects of climate change on the Everglades. A multiday field trip over mid-term break is required; no camping experience or equipment is required but students should be prepared to spend time outdoors. The field trip may include some strenuous hiking. 6 credits; LS; Not offered 2020-21

[GEOL 135](#) Introduction to Climate Science This course aims to provide a survey of topics relevant to understanding Earth's climate past, present, and future. Topics of interest will include the Earth's climate system, rates and magnitude of change, methods for reconstructing and understanding Earth's climate history, and researching local climate archives including cave deposits, tree rings, lake sediments, and soils. Outdoor laboratories and one weekend field trip included. 6 credits; LS, QRE; Spring; Dan Maxbauer

[GEOL 200](#) Selected Field Topics in Geology This seminar course will investigate a variety of topics relevant to a specific field site. Participants will conduct fieldwork, which may involve recording observations, documenting field relationships, collecting samples, analyzing and taking *in situ* measurements, and collecting material for laboratory analysis. Coursework will also include group and independent study into the underlying geology of the region, as well as use of the primary literature to research topics of specific interest. Prerequisite: Instructor's Permission required. Students should waitlist. 2 credits; Not offered 2020-21

[GEOL 210](#) Geomorphology and Lab 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. 6 credits; LS, QRE, WR2; Fall; Jabari C Jones

[GEOL 220](#) Tectonics and Lab 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. 6 credits; LS, WR2; Fall; Sarah J Titus

[GEOL 230](#) Paleobiology and Lab 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. 6 credits; LS, WR2; Spring; Clint Cowan

[GEOL 235](#) Planetary Geomorphology and Lab Each time a new mission reaches an object in the solar system, results have surprised scientists and confounded their predictions. We will use imagery and mapping to explore the processes that form surfaces of solar system objects (including, but not limited to planets, and including, but not limited to, rock, water and water ice). We will compare histories of several of these objects and perhaps make some predictions of our own. Prerequisite: A previous geology course; Geology 210 recommended. 3 credits; NE, QRE; Not offered 2020-21

[GEOL 240](#) Geophysics and Lab 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 or instructor consent. 6 credits; LS, QRE; Not offered 2020-21

[GEOL 245](#) "When the Earth Shook..." Earthquakes in Human History and Lab Earthquakes (and associated tsunamis) are complex, fascinating geological events, and they often have profound and devastating effects on human societies. In this course, we will explore the changing human understandings of earthquakes and their geological mechanisms from antiquity to the present; the development of techniques for understanding them; and the ways in which societies prepare for and respond to life in seismically active zones of the world. Case studies will form an important element of the course and students will pursue research using scientific and humanistic sources to understand earthquakes in all their dimensions. There is a required lab. Prerequisite: 100 level Geology course or prior History course. 6 credits; LS, QRE, IS, WR2; Not offered 2020-21

[GEOL 250](#) Mineralogy and Lab 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. 6 credits; LS; Winter; Bereket Haileab

[GEOL 255](#) Petrology and Lab 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. 6 credits; LS; Spring; Bereket Haileab

[GEOL 258](#) Geology of Soils and Lab 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. 6 credits; LS, WR2; Not offered 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[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 2020-21

[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 2020-21

[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 2020-21

[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 2020-21

[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 2020-21

[GEOL 315](#) Paleoclimate The main objective of paleoclimatology is to reconstruct past climates in order to improve our understanding of the processes involved in controlling Earth's climate at various timescales. This course will focus on climate reconstructions from local climate archives. Lab and some class time will be dedicated to group research projects. Reading and discussing primary literature is expected along with presentations and writing assignments related to research topics. Laboratories and one weekend field trip included. Prerequisite: Two 200 level geology courses, or instructor consent. 6 credits; LS, QRE; Winter; Dan Maxbauer

[GEOL 340](#) Hydrology and Lab 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. 6 credits; LS, WR2, QRE; Spring

[GEOL 360](#) Sedimentology and Stratigraphy and Lab 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. 6 credits; LS, WR2; Not offered 2020-21

[GEOL 365](#) Structural Geology and Lab 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. 6 credits; LS; Winter; Sarah J 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. 6 credits; LS, WR2, QRE; Fall; Bereket Haileab

[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

German is spoken by more than 200 million people worldwide. At Carleton we strive to create a welcoming and inclusive learning environment that allows students to experience the richness of the German-speaking world.

After three terms of German at Carleton, students have the linguistic proficiency and cultural competence to read literature and newspapers and to live and study in a German-speaking country. They are encouraged to take part in our biennial [program in Berlin](#) or to pursue overseas study with other approved programs. To understand German-speakers we dive into German-language culture, including literary, philosophical, musical and artistic expressions right from the first course in the sequence. Students will gain the skills to engage with important writers, thinkers, creators, and discoverers in the original German.

The courses 101, 102, 103, and 204 (205 taught overseas in Berlin) are a sequential series of courses designed to provide the foundation for pursuing advanced work in language, literature and culture, while exposing students to examples of literary, philosophical, musical and artistic expression right from the start. German 210-219 offer students the opportunity to delve deeper into specific topics, ranging from current news, to genre studies, to themes such as migration, the body, or film. Admission to these courses without taking German 204 is determined either by appropriate AP or other placement test scores, or by successful completion of the previous course in the sequence. Courses beyond 103 have a number of goals: to refine and expand students' linguistic ability, to give students access to great works of literature and culture, 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. Courses numbered 150-159 are survey courses in translation with no prerequisites. Other courses in translation are also offered, which open interdisciplinary ways of study.

Requirements for the German Major

66 credits, including the following:

- 12 credits of [GERM 210](#)-219
- 6 credits of [GERM 150](#)-159
- 6 credits of [LCST 245](#) (best taken during the junior year)
- 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 (comps)

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 as well as the Registrar.

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 led by German-speaking language associate. Other activities outside the classroom include a German lunch table in the dining halls, film nights, Kaffeeklatsch, a German study table in the library, "Cook and Study" events, and many more.

Requirements for the German Minor

36 credits beyond German 103 as follows:

- 12 credits from courses numbered German 210-219
- 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, 150-159, 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 minor.

German Courses

[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; Juliane Schicker, Seth E Peabody

[GERM 102](#) Elementary German Further study of the basic structural patterns of the German language. Prerequisite: German 101 or equivalent. 6 credits; NE; Winter; Kiley Kost

[GERM 103](#) Intermediate German Continuation of the study of basic structural patterns of the German language, and the reading and discussion of longer texts, films, and other media from German-speaking cultures. Prerequisite: German 102 or equivalent. 6 credits; NE; Spring; Seth E Peabody

[GERM 150](#) German Music and Culture 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 music and culture of Germany, Austria, and Switzerland, starting in the 1750s and tracing its impact into the present time. The course includes 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. Taught in English. 6 credits; LA, IS, WR2; Winter; Juliane Schicker

[GERM 152](#) Personhood What is it to be human? What is the difference between human and animal? How do technology and AI alter our understanding of humanity? How does the rhetoric of personhood affect our judgment of others? What is an immigrant, a migrant, a refugee, a foreigner, an alien? In this English-language survey of German thought and literature, we will ask these questions with foundational philosophers from the Enlightenment to the present, engage with contemporary theorists on post-colonialism and nationalism, and rethink the concept of personhood by analyzing crucial new contributions from literature, theater, film, and art. Taught in English. 6 credits; LA, WR2, IS; Not offered 2020-21

[GERM 204](#) Intermediate German In this course, students build on their basic communication skills to engage in more in-depth spoken and written discussions of German-speaking literature and 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; Kiley Kost

[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 and acceptance in Berlin Program. 6 credits; NE; Not offered 2020-21

[GERM 208](#) Coffee and News An excellent opportunity to brush up your German while learning about current issues in German-speaking countries. Relying on magazines, newspapers, podcasts, and streamings, students will discuss common topics and themes once a week to exchange their ideas over snacks with a small group of students. Prerequisite: German 204 or equivalent. 2 credits; HI, IS; Not offered 2020-21

[GERM 210](#) What's Under Your Bed: Ghosts, Germans, and the Uncanny This class explores creepy and uncanny texts from the German-speaking world in the fields of literature, music, and film to examine their connections to the particular cultural moments in which they emerged. Horror themes such as madness, death, and the supernatural will haunt our texts and discussions and will shed light on the state of society in its different epochs. Along the way, we will discuss forms, conventions, and styles that connect the broad diversity of our texts. We will refine written expression in German and develop the ability to express, discuss, and argue opinions. Prerequisite: Take German 204 or equivalent. 6 credits; LA, IS, WR2; Not offered 2020-21

[GERM 212](#) Contemporary Germany in Global Context Over the past few years, Germany has been touted as the new leader of Europe, or even of the “free world,” and at the same time has seen a surge of bitter political division within its borders. The Berlin Wall fell thirty years ago, yet tensions between East and West remain stark. Chancellor Angela Merkel implemented an open-arms policy toward refugees, yet the extremist AfD party has orchestrated a troubling rise to power based on xenophobic sentiments. And while Germany has emerged as a global environmental leader, it has simultaneously faced passionate protest from its own youth regarding failure to meet the challenges of climate change. In this class, we examine the complexities behind these seeming contradictions in contemporary Germany by analyzing diverse texts ranging from political speeches to poetry slams. Taught in German; advanced grammar review supports analytical tasks. Prerequisite: German 204 or equivalent. 6 credits; HI, IS; Winter; Seth E Peabody

[GERM 213](#) Staging Revolution From classic drama to concrete poetry, from epigrams to Instagram, how are revolutions and social movements spurred forward by the medium in which they are promoted? Not just literal revolution, but what literary revolutions themselves have resulted from such processes? Students will be exposed to many different kinds of texts and films of varying length, and challenged to ask the question: how is language being used here? Course goals include refinement of written and spoken expression, and further development of reading and listening skills. Readings/viewings from Schiller, Schnitzler, Lang, Brecht, Dürrenmatt, Sander, Bachmann, Jandl, Bernhard, Maron, Jelinek, Otoo, #metoo. Conducted in German. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[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; Not offered 2020-21

[GERM 216](#) German Short Prose The course introduces students to the joys and challenges of reading short German fictional and non-fictional texts of various genres from three centuries, including fairy tales, aphorisms, short stories, novellas, tweets, essays, and newspaper articles. We will read slowly and with an eye to grammar and vocabulary building, while also concentrating on developing an understanding of German cultural history. Texts and class discussions will be in German. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[GERM 221](#) (re/ex)press yourself: Sexuality and Gender in Fin-de-Siècle Literature and Art This course explores German and Austrian literature and art of the turn of the century (c. 1880-1920) with a focus on the topics of sexuality and gender. We will read, among others, Freud, Schnitzler, Wedekind, Hofmannsthal; study artists such as Klimt and Kokoschka; and listen to composers such as Mahler, Zemlinsky, and Schoenberg. Texts and class discussions will be in English. 6 credits; HI, WR2, IS; Not offered 2020-21

[GERM 223](#) Thinking Green: Sustainability, Literature, and Culture in Germany Germany is a recognized worldwide leader in environmental movements thanks to the nuclear power phase-out, the renewable energy transition, and the rise of the Green Party. Similarly, there is a long aesthetic tradition depicting nature and the nonhuman world in German-language literature and poetry. In this course, conducted in English, we will trace the development of contemporary Germany's environmental practices through its literary and cultural legacy by reading and analyzing texts from established writers and thinkers. We will connect these literary and historic roots to contemporary environmental issues, look at successful protest movements, and explore Germany as a model for environmental initiatives and engaged citizenship around the globe. 6 credits; LA, IS; Spring; Kiley Kost

[GERM 241](#) Crisis of Identity/Identity of Crisis: Introduction to German Jewish Literature and Thought This course draws on short literary and philosophical texts, poems and visual artworks to examine the historical and cultural conditions of the "golden age" of German Jewish literature and thought surrounding the First World War. In response to the religious and philosophical "crisis" of Jewish identity during the late nineteenth and early twentieth centuries, we will explore what it means to live between two distinct cultural traditions, how this struggle impacts questions of authorship, cultural belonging and personal identity, and how critical engagement with the past helps to shape and determine our hopes and aspirations for the future. In English translation. 6 credits; HI, IS, WR2; Not offered 2020-21

[GERM 247](#) Mirror, Mirror: Reflecting on Fairy Tales and Folklore Many people are familiar with the fairy tales collected and published by the Brothers Grimm and have seen iterations of such stories in animated Disney films and live-action reboots. In this class, taught in English, we will critically examine folktales, consider their role in shaping societal standards and how they spread specific values across cultures. We will study the origins of Grimms' fairy tales before discussing their larger role across media and cultures. Our study of traditional German fairy tales will be informed by contemporary theoretical approaches including feminist theory, ecocriticism, psychology, and animal studies. 6 credits; LA, IS; Not offered 2020-21

[GERM 256](#) Berlin Program: Crossing Boundaries Who is allowed in? Who is refused entry? How is Berlin divided? How does the city come together? From the first city walls shortly after its 1237 founding to its most famous wall erected in 1961 to today's debate on accepting migrants, Berlin's borders have always had profound effects on its own residents and the world at large. In this course, we will encounter walls in texts, films, plays, museums, and excursions, as well as the difficulties in crossing these boundaries. We will thereby focus on issues of religious

tolerance, immigration, xenophobia, the Cold War, and Berlin as cultural and political capital. Prerequisite: Acceptance to Berlin Program. 6 credits; HI, IS; Not offered 2020-21

[GERM 257](#) Berlin Program: Walking the Metropolis As much as a place affects its people, every person's footprints leave a literal and figurative imprint on the place. This course investigates the relationship between space and thought, movement within the metropolis, and the influences between art and environment. We will encounter the texts of Kafka in Prague, the actress Marlene Dietrich in pre-war Berlin, the psychoanalyst Freud in Vienna, the stories of Tawada and Otoo in today's German capital, among many others. With visits to memorials and museums, to following the walks of famous thinkers down avenues and canals, we will analyze the thoughts of those before us and create our own new analysis in the old world. Prerequisite: Acceptance to Berlin Program. 6 credits; LA; Not offered 2020-21

[GERM 267](#) Catastrophe! Natural Disaster in German Literature Are natural disasters ever really natural? In this course, taught in German, we will read works of literature and poetry that portray disaster. Focusing on disaster as the site of interaction between humans and the environment, we will explore and discuss the impact of modern technology, contemporary environmental issues, and the concept of disaster in the shadow of war. Thinking in terms of environmental justice, we will also consider who is impacted by such disasters and in what ways. We will read various genres of literature including works by Hoffmann, Frisch, Wolf, Haushofer and Maron among many others. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[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 2020-21

[GERM 320](#) Life under Socialism: Culture and Society in East Germany What was life like under "actually existing socialism?" What films, books, music, and other media did people in the German Democratic Republic (or East Germany) consume and how did they cope with their country's dictatorship? How can the experiences of people—particularly women—living in the GDR provide useful context for contemporary socio-political issues in the United States and beyond? We will discuss topics such as gender equality, education, health care, and queer life in the GDR. Taught in German. Prerequisite: German 204 or equivalent. 6 credits; HI, IDS; Spring; Juliane Schicker

[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; Not offered 2020-21

[GERM 342](#) Faust and the Soul We all know the story: Faust sells his soul to the devil. It does change over time though: once for 24 years of magic, then for knowledge, also for bliss. From the first Faust book via Christopher Marlowe's play, to Goethe's masterpiece and Thomas Mann's novel, all the way to contemporary film and even Homer Simpson selling his soul for a donut, what is at stake in the Faust legend? Just what is the soul? Via the

figure of Faust, how can we understand key periods and works in German-language literature, film, and thought throughout the ages? Taught in German. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; Not offered 2020-21

[GERM 352](#) Spying and Surveillance in German Literature and Film Not limited to cell phone tapping or wartime intelligence, surveillance is a practice as old as sight itself. Its representations and reporting reach as far back as Actaeon and Diana and all the way forward to the NSA and Angela Merkel. In this course, students will undertake critical readings of surveillance and seminal portrayals of it from the history of German-language literature and film. We will examine the purposes surveillance has served throughout history, the effects it has had on people, the state, and technology, and the ways in which it has been aestheticized in modern fiction, press, and film. Conducted in German. Prerequisite: German 204 or the equivalent. 6 credits; HI, IS; Not offered 2020-21

[GERM 357](#) Berlin Program: Walking the Metropolis As much as a place affects its people, every person's footprints leave a literal and figurative imprint on the place. This course investigates the relationship between space and thought, movement within the metropolis, and the influences between art and environment. We will encounter the texts of Kafka in Prague, the actress Marlene Dietrich in pre-war Berlin, the psychoanalyst Freud in Vienna, the stories of Tawada and Otoo in today's German capital, among many others. With visits to memorials and museums, to following the walks of famous thinkers down avenues and canals, we will analyze the thoughts of those before us and create our own new analysis in the old world. Prerequisite: Acceptance to Berlin Program. 6 credits; LA; Not offered 2020-21

[GERM 400](#) Integrative Exercise Examining an aspect of German literature across eras or genres. 1-6 credit; S/NC; Fall, Winter, Spring

Hebrew

See Middle Eastern Languages.

History

The History major introduces students to major civilizations of the past and develops skills of research, analysis, expression that are essential to students in the Liberal Arts environment. These skills are also relevant to all careers and professions. 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 the History Major

All majors must complete 72 credits, fulfilling the following requirements:

- A primary history field (24 credits)
- Two historical subfields (12 credits each)
- [History 298: Junior Colloquium](#) (6 credits)
- [History 398: Advanced Historical Writing](#) (6 credits)
- [History 400: Comprehensive exercise](#) (6 credits)
- Two 300-level Research Seminars (12 credits total) (described below)

The History department offers eight broad Historical Fields. Majors select three fields from the eight that best relate to their research interests as their primary field and subfields. Courses can, of course be taken in all eight fields.

1. United States—U.S., AfAm, environment, immigration, labor, public and Women's and Gender History, with additional courses in American Studies and Economics.
2. Ancient/Medieval—The worlds of Classical and Hellenistic Greece, Republican and Imperial Rome, the world of Late Antiquity (fourth-seventh centuries), medieval Europe (fourth-fifteenth centuries), and the medieval Mediterranean (including Byzantium, the Near East, and North Africa). History courses in Classics count towards this field.
3. Early Modern/Modern Europe—Early Modern and Modern European history (including Russia) with additional courses in European Studies and Economics taught by historians.
4. Asia (East Asia, South Asia, Central Asia and Middle East)—Covers East, South and Central Asia (Middle East), with additional courses from Political Science.
5. Africa & Its Diaspora—People of African descent inside & outside the African continent.
6. Latin America—The pre-Hispanic, colonial and post-colonial eras of the region with an emphasis on Mesoamerica, the Andes, the Southern Cone, Brazil, and Cuba.
7. The Atlantic World—Relationship between Europe, Africa, & the Americas, ca. 1500-1820, through circulation of people, goods, and ideas.
8. Environment and Health—Environmental history, the history of disease, and the history of medicine.

Thematic primary historical field

In addition to these fields, a major may also design his/her own thematic primary field (four courses) in consultation with the major adviser to devise a program of study that uses existing courses, relevant courses from other departments, independent studies, and off-campus studies program courses. Examples of thematic primary field topics of past majors: Middle East History, Gender and History, Colonialism, Immigration History, Comparative Revolutions, Economic History, and others. Please note that a thematic historical sub-field (two courses) is not offered.

Please ask the History department chair or your adviser about any courses in Africana Studies, American Studies, Asian Studies, Classics, Cross Cultural Studies, Digital Humanities, Economics, Education, European Studies, Environmental and Technology Studies, Gender, Women's & Sexuality Studies, Latin American Studies, Religion, or other special courses offered by an historian in another department if you wish to apply them toward the history major.

Multiple Field Course Tags

Please note, some courses are tagged to count in more than one History field. It is possible to change your primary field or sub-fields should your interests change, and a multi-tagged course might be moved to one of your new fields. However, no course can ever count for more than one field at a time.

Off Campus Studies Courses

Approved History courses from [Off-Campus Study Programs](#) may also satisfy your History field requirements. For approval, please consult the Department Chair.

300-level Courses and Independent Studies

- If one of your two 300-level courses is counted toward your primary or subfields, you will not need another History course to reach your 72 credits. However, if both of your 300-level courses are counted toward your primary and/or sub-fields, one additional History course that has not been previously counted is required. This additional course can be a History department elective course in any field, or an AP, IB or College and department approved [OCS](#) course—any one of which can be used to help you to meet the 72-credit minimum.
- An Independent Study at any level may count toward your History field requirements with instructor approval. A 300-level Independent Study does not fulfill either of the two 300-level seminar requirements.
- History 398 does not fulfill either of the two 300-level seminar requirements.

Requirements for the History Minor

Historical knowledge and analysis play a central role in the humanities and social sciences. The skills in research and the evaluation of diverse forms of evidence can be transferred to many other disciplines across the College as well as careers. The global interests of the department's faculty also means that History is a very good place to develop an interest in a specific region of the world or time-period. The History minor requirements offer students a clear, flexible yet structured exposure to the discipline that provides a valuable complement to their other program/s.

Students must complete a total of 36 credits including:

- 30 elective credits to be drawn from at least two of our eight existing History fields:
 - - United States
 - Ancient and Medieval
 - Early Modern and Modern Europe
 - Asia-South, East, and Central (Middle East)
 - Africa and Its Diaspora
 - Latin America
 - The Atlantic World
 - Environment and Health
 - - Course must be drawn from both the modern and pre-modern eras
 - At least 6 credits must be a Carleton History department 300-level seminar. Note: a 300-level independent study does not fulfill the 300-level seminar requirement.

- A maximum of two courses from outside the History department or from Carleton or non-Carleton OCS programs may count towards the minor, subject to departmental approval.
- [HIST 298](#): Junior Colloquium (6 credits), to gain an understanding of historical methods and broader developments in the History field.

The progress to completion of a minor will be tracked by the Chair or History department adviser with the assistance of the Administrative Assistant for History, all of whom will serve as resources for minors should they require more specific guidance.

History Courses

[HIST 100](#) American Farms and Food What's for dinner? The answers to that question--and others like it--have never been more complicated or consequential than they are today. Behind a glance into the refrigerator or the shelves of any supermarket lie a myriad of concerns, ideas, and cultural developments that touch on everything from health and nutrition to taste, tradition, identity, time, cost, and environmental stewardship. This seminar will consider the evolution of these interconnected issues in American history, giving particular attention to the rise, inner workings, and effects of the agro-industrial food system and to contemporary movements that seek a new path forward. 6 credits; AI, WR1, IDS; Fall; George Vrtis

[HIST 100](#) Exploration, Science, and Empire This course provides an introduction to the global history of exploration. We will examine the scientific and artistic aspects of expeditions, and consider how scientific knowledge--navigation, medicinal treatments, or the collection of scientific specimens--helped make exploration, and subsequently Western colonialism, possible. We will also explore how the visual and literary representations of exotic places shaped distant audiences' understandings of empire and of the so-called races of the world. Art and science helped form the politics of Western nationalism and expansion; this course will explore some of the ways in which their legacy remains with us today. 6 credits; AI, WR1, IS; Fall; Tony Adler

[HIST 100](#) Gandhi, Nationalism and Colonialism in South Asia The struggle for independence from colonial rule in the Indian subcontinent involved a wide array of nationalist movements, prominently including the struggle led by M. K. Gandhi, who forged a movement centered on non-violence and civil disobedience which brought down the mighty British empire. We will study this alongside numerous other powerful nationalist currents, particularly those based on Islamic ideas and symbols. A significant part of the course will involve a historical role-playing game, *Reacting to the Past: Defining a Nation*, wherein students will take on roles of actual historical figures and recreate a twentieth century debate about religious identity and nation-building in the colonial context. 6 credits; AI, WR1, IS; Fall; Brendan P LaRocque

[HIST 100](#) Immigration, Conversion, and Cultural Change in Early England and Ireland In this seminar we explore dramatic cultural and religious changes that reshaped Britain and Ireland in the early Middle Ages. In particular, we will examine the complex and powerful role that outsiders and immigrants played in these transformations through a sustained conversation with voices from the past brought to life in written primary sources, objects, and images. We will work to develop our ability to read and analyze sources critically, to discern the different perspectives preserved in every source, and to formulate interpretations that do justice to the available evidence. A course goal will be to learn some of the ways to articulate uncertainties as well as arguments and claims with clarity and effectiveness. Our work will also provide opportunities to strengthen research skills and to understand better scholarly modes of argument and presentation. No previous knowledge of the Middle Ages is necessary or assumed. 6 credits; AI, WR1, IS; Fall; William L North

[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; David G Tompkins

[HIST 100](#) Trials in Early America Women and men of all races, ethnicities, and classes passed through the courts of early America. This course will be based primarily on trial transcripts and other court papers from seventeenth- and eighteenth-century America. We will use these documents as windows onto the contemporary legal, cultural, and social issues that these trials challenged. Using secondary sources, the seminar will then put these issues into the larger contexts of slavery, colonization and empire in Dutch, Spanish, French, and British America. 6 credits; AI, WR1; Fall; Serena R Zabin

[HIST 116](#) Intro to Indigenous Histories, 1887-present Many Americans grow up with a fictionalized view of Indigenous people (sometimes also called Native Americans/American Indians, Alaska Natives, and Native Hawaiians within the U.S. context). Understanding Indigenous peoples' histories, presents, and possible futures requires moving beyond these stereotypes and listening to Indigenous perspectives. In this class, we will begin to learn about Indigenous peoples across Turtle Island and the Pacific through tribal histories, legislation, Supreme Court cases, and personal narratives. The course will focus on the period from 1887 to 2018 with major themes including (among others) agency, resistance, resilience, settler colonialism, discrimination, and structural racism. 6 credits; HI, IDS; Fall; Meredith L McCoy

[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; Not offered 2020-21

[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; Not offered 2020-21

[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 2020-21

[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 2020-21

[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; Not offered 2020-21

[HIST 125](#) African American History I: From Africa to the Civil War This course is a survey of early African American history. It will introduce students to major themes and events while also covering historical interpretations and debates in the field. Core themes of the course include migration, conflict, and culture. Beginning with autonomous African polities, the course traces the development of the United States through the experiences of enslaved and free African American women and men to the Civil War. The main aim of the course is for students to become familiar with key issues and developments in African American history and their centrality to understanding U.S. history. 6 credits; HI, IDS, QRE; Fall; Mike Jirik

[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, IDS; Not offered 2020-21

[HIST 127](#) The Roaring Twenties & the Rough Thirties in U.S. History This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience. 6 credits; HI, IDS, QRE; Not offered 2020-21

[HIST 128](#) Slavery and Universities: Past and Present This class examines the history of colleges and universities and their connections to the political economy of Atlantic slavery and colonialism. Students will examine how the inception and evolution of American higher education was inextricably tied to the pocketbooks of enslavers as well as how colleges and universities directly benefited from the labor of enslaved people and the dispossession of Native Americans. Students will consider questions such as what is the role of the university in society. Central to the course will be studying this history's impact in our own time. We will examine how scholars, activists, and university communities are grappling with these histories and their legacies today. 6 credits; HI, IDS; Winter; Mike Jirik

[HIST 131](#) Saints, Sinners, and Philosophers in Late Antiquity Saints on pillars, hermits in deserts and mountains, ascetic communities that rivalled cities, urban centers of poor relief, households transformed into ascetic laboratories, and church spaces that sought to recreate heaven on earth: this course examines such people and places in the late antique Mediterranean (ca. 250-ca.700 CE). These people articulated and performed new ways of thought, life, and devotion that diverged, often starkly, from those of their contemporaries in their goals, rationales, and styles of living and yet became models for the wider society. The course also explores the ways in which contemporaries debated, transformed, and developed spaces and places where they believed that religious life and contact with the divine might best be secured, thereby transforming topographies of power, community, and sanctity in Late Antiquity. 6 credits; HI, WR2, IS; Winter; William L 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 2020-21

[HIST 135](#) Making and Breaking Institutions in the Middle Ages: Structure, Culture, Corruption, and Reform From churches and monasteries to universities, guilds, and governmental administrations, the medieval world was full of institutions. They emerged, by accident or design, to do particular kinds of work and to benefit particular persons or groups. These institutions faced hard questions like those we ask of our institutions today: How best to structure, distribute, and control power and authority? What is the place of the institution in the wider world? How is a collective identity and ethos achieved, maintained, or transformed? How does the institution as a material community relate to the institution's mission and culture, the institution as a concept/ideal? What characterizes good and bad leadership? Where does corruption and abuse of power come from and what motivates and advances reform? This course will explore these questions through discussion of case studies and primary sources from the medieval world as well as theoretical studies of these topics. 6 credits; HI, QRE, IS; Fall; William L North

[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.300 and c.1050. We will pay special attention to the structures, ideologies, practices, and social dynamics that shaped and energized communities large and small. We will also focus on developing the ability to observe and interpret various kinds of textual, visual, and material primary sources. 6 credits; HI, IS, WR2; Not offered 2020-21

[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 2020-21

[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, QRE; Winter; Susannah R Ottaway

[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 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[HIST 143](#) Modern Italy in the Mediterranean World Italy's path to modernity has been conditioned to a significant degree by its position in the Mediterranean. This course examines the history of the modern Italian nation-state from its formation during the nineteenth century up to the present day, paying special attention to Italy's engagement with the Mediterranean Basin. Looking at trade, culture, immigration, and colonialism in Libya and East Africa, the course stresses the extent to which Italians have shaped, and been shaped by, the Mediterranean world and its peoples. 6 credits; HI, IS; Not offered 2020-21

[HIST 145](#) History of Computing in England Program: World War II History This course will consider the broad context of World War II, from the British perspective. Topics will include a variety of aspects of the British experience both at home and abroad, including military, political, and social; the course will include a number of excursions to relevant sites, including the Churchill War Rooms, Bletchley Park, and buildings damaged or destroyed in the Blitz. 6 credits; HI, IS; Not offered 2020-21

[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; Not offered 2020-21

[HIST 152](#) History of Early China At what point can we talk about the formation of China as an organized political entity? What did it mean to be a Chinese at different points in time? This course is an introduction to the history of China from its beginnings to the end of the Han dynasty in 220. Students will examine the emergence of philosophical debates on human nature, historical consciousness of time and recording, and ritual theories in formation. Students will focus on the interplay between statecraft and religion, between ethnicity and identity, and between intellectual (e.g., Confucianism) and socio-cultural history (e.g., feminine and popular mentalities). 6 credits; HI, IS, WR2; Not offered 2020-21

[HIST 153](#) Modern China: China with Mao This survey course of twentieth-century China examines how ordinary people interacted with Mao, the chief architect of Communist China. We will scrutinize social change over time by looking at patterns of contestations and negotiations between Mao and his rivals among peasants, workers, students, women, intellectuals, ethnic minorities, and local cadres. Topics include the operation of the new democracy, social classification and distribution, food and famine politics, the changing meaning of family and education, body and biomedicine, mass science and archaeological projects, and Mao's exhibition culture.

Students will engage with images, memoirs, autobiographies, interviews, oral histories, films, “garbage materials,” and archival sources. 6 credits; HI, IS, WR2; Spring; Seungjoo Yoon

[HIST 154](#) Social Movements in Postwar Japan This course tackles an evolving meaning of democracy and sovereignty in postwar Japan shaped by the transformative power of its social movements. We will place the anti-nuclear movement and anti-base struggles of the 1950s, the protest movements against revision of the U.S.-Japan Security Treaty of the 1960s, and environmentalist movements against the U.S. Cold War projects in Asia to see how they intersect with the worldwide “New Left” movements of the 1960s. Topics include student activism, labor unionism, Marxist movements, and gangsterism (*yakuza*). Students will engage with political art, photographs, manga, films, reportage, memoirs, autobiographies, interview records, novels, and detective stories. 6 credits; HI, WR2, IS; Winter; Seungjoo Yoon

[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 2020-21

[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 2020-21

[HIST 161](#) History of Modern South Asia from the Mughals to Modi This course examines the history of the Indian subcontinent from 1500 to the current day. We will study the rise and decline of the powerful and religiously eclectic Mughal Empire, the subsequent expansion of the British Empire, and the emergence of the independent nation-states of Pakistan, India, and Bangladesh and their post-colonial societies. We will analyze the dramatic political, economic, and social upheavals of this era, including left-wing and right-wing movements, and developments among Hindu, Islamic, and Buddhist communities. A special focus will be given to caste-based movements for justice and equality. 6 credits; HI, IS; Fall; Brendan P LaRocque

[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 2020-21

[HIST 170](#) Modern Latin America 1810-Present Modern Latin American history is marked by both violent divisions and creative cooperation, nationalist proclamations and imperialist incursions, and democratic pursuits and dictatorial repression. This course offers a survey of this complex regional history from independence movements at the beginning of the nineteenth century through globalization in the twenty-first century. It addresses methodological issues that include the significance of multiple historical perspectives and the interpretation of sources. It considers the relationship between individuals and larger social contexts with an emphasis on race,

ethnicity, class, citizenship status, and gender. It places Latin American culture and politics in regional and global contexts. 6 credits; HI, IS; Fall; Jennifer L Schaefer

[HIST 171](#) Latin America and the U.S. This course provides an introduction to the rugged and highly contentious political and cultural history of Latin America--U.S. relations, from the era of Atlantic revolutions to the present. With a critical lens, we examine the forms and limits of U.S. imperial domination and coercion, as well as different strategies of collaboration, negotiation, and resistance devised by Latin Americans, from nineteenth century U.S. expansionism, to the challenges of the Mexican, Cuban and Nicaraguan Revolutions, to U.S. support for dictatorial regimes, and the evolution of neoliberal globalization, as well as recent disputes in the realms of the economy and migration. 6 credits; HI, IS; Not offered 2020-21

[HIST 172](#) Latin America's Global Migrations This course looks at Latin America as a site of global migrants and migrations. Alongside better-known cases of Latin American migration to the United States, we examine the long history of African, European, Asian, and Middle Eastern diasporas in the region. The course stresses the global interconnections of the region's circuits of mobility, as well as the various economic, political, and cultural factors informing the movement and settlement of diverse populations throughout the hemisphere. 6 credits; HI, IS; Not offered 2020-21

[HIST 173](#) Disaster and Society in Latin America Did an earthquake in the 1740s cause an anti-colonial uprising in Peru? Did a hurricane in Puerto Rico help justify U.S. colonization in 1899? Did the Sandinistas provide better disaster relief than the Nicaraguan state in 1976? In this class we will explore the relationship between natural disasters and social change in Latin America, paying attention to how environmental historians and social historians answer these questions differently. Along the way we will ask, what is a "natural" disaster? How does a society account for drastic change that is beyond human control? 6 credits; HI, IS; Not offered 2020-21

[HIST 174](#) Indigenous Rights in Latin American History What are the origins of the vibrant indigenous rights movements that have changed politics across Latin America today? Is there something that makes current struggles different from struggles of the past? In order to answer these questions, this course asks you to think about history differently: can we imagine history as something other than a line of progress? Can political struggles be the same if the language that describes them changes? This class will explore alternative conceptions of history, agency, and change as we examine the ways indigenous people have engaged states in Latin America since the nineteenth century. 6 credits; HI, IS; Not offered 2020-21

[HIST 175](#) Gender and Sexuality in Latin American History This course analyzes constructions of gender and sexuality in Latin America from the pre-colonial and colonial periods through nation building in the nineteenth century and globalization in the twentieth and twenty-first centuries. Drawing on sources including testimonies, legal documents, memoirs, and art, it considers how social, political, and economic structures created unequal power relations as well as how individuals moved within these frameworks, at times even challenging them. In particular, it explores how the racial and ethnic inequalities created through conquest, colonialism, and slavery both shaped and were shaped by gender and sexuality, as well as how these inequalities persisted. 6 credits; HI, IS, WR2; Winter; Jennifer L Schaefer

[HIST 176](#) Immigrants and Identity in Latin American History, 1845-present During the late nineteenth and twentieth centuries, immigration to Latin America rapidly increased and immigrant communities responded to and reshaped national identities, cultural production, political movements, and social structures. This course analyzes multiple immigrant experiences, including Eastern European Jewish immigration to Argentina, Japanese immigration to Brazil, and Middle Eastern immigration to Mexico. This course focuses on the experiences produced by the voluntary immigration that increased after the end of the transatlantic slave system and forced

migration. It considers how Afro-Latin American identities and the legacies of slavery intersected with narratives around citizenship, nationality, ethnicity, and race. 6 credits; HI, IS, WR2; Spring; Jennifer L Schaefer

[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 2020-21

[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; Spring; Thabiti 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 2020-21

[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; Tony Adler

[HIST 200](#) Historians for Hire A two-credit course in which students work with faculty oversight to complete a variety of public history projects with community partners. Students will work on a research project requiring them to identify and analyze primary sources, draw conclusions from the primary source research, and share their research with the appropriate audience in an appropriate form. We meet once a week at Carleton to ensure students maintain professional standards and strong relationships in their work. Potential projects include educational programming, historical society archival work, and a variety of local history opportunities. 2 credits; HI, IDS; Fall, Winter, Spring; Tony Adler

[HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150 Through site visits, on-site projects, and readings, this course explores the ways in which individuals and communities attempted to give physical and visual form to their religious beliefs and political ambitions through their use of materials, iconography, topography, and architecture. We will also examine how the material legacies of imperial Rome, Byzantium, and early Christianity served as both resources for and constraints on the political, cultural, and religious evolution of the Italian peninsula and especially Rome and its environs from late antiquity through the

twelfth century. Among the principal themes will be the development of the cult of saints, the development of the papal power and authority, Christianization, reform, pilgrimage, and monasticism. Prerequisite: Acceptance to Carleton Rome Program. 6 credits; HI, IS; Spring; William L North

[HIST 202](#) Icons, Iconoclasm, and the Quest for the Holy in Byzantium and Its Neighbors This course examines the nature, theory, and functions of religious images in Byzantium and surrounding regions (Armenia, Coptic Egypt, Ethiopia, the Slavic world, and the Latin West) as well as the perspectives of those who criticized them. Special attention will be paid to debates over the nature of icon veneration within Byzantine society itself and across religious boundaries; the role of images in the cult of saints; and the role of icons in the formation of religious, social, and political identities. 6 credits; WR2, HI, IS; Not offered 2020-21

[HIST 203](#) American Indian Education This course introduces students to the history of settler education for Indigenous students. In the course, we will engage themes of resistance, assimilation, and educational violence through an investigation of nation-to-nation treaties, federal education legislation, court cases, student memoirs, film, fiction, and artwork. Case studies will illustrate student experiences in mission schools, boarding schools, and public schools between the 1600s and the present, asking how Native people have navigated the educational systems created for their assimilation and how schooling might function as a tool for Indigenous resurgence in the future. 6 credits; HI, IDS; Not offered 2020-21

[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 2020-21

[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; Fall, Spring; George Vrtis

[HIST 206](#) Rome Program: The 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. Students 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; Victoria 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; Not offered 2020-21

[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 2020-21

[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; Not offered 2020-21

[HIST 210](#) The Boston Massacre in 3D: Mapping, Modeling and Serious Gaming In this highly experimental, demanding, and project-orientated Digital Humanities Lab, we will research, design, and produce immersive 3D experiences based on the events of the Boston Massacre. We will leverage all the critical, creative, and technical skills we can assemble to bring this pivotal moment in early American history to life in 3D. Tools will include GIS and CityEngine procedural mapping software, 3D modeling programs, and the Unity game engine. No technical experience necessary, but a willingness to learn independently is required. Prerequisite: Requires concurrent registration in History 212, prior coursework in Computer Science or Cinema and Media Studies, or instructor permission. 3 credits; ARP; Not offered 2020-21

[HIST 211](#) Puritans, Sex and Slavery 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; Winter; Serena R Zabin

[HIST 212](#) The Era of the American Revolution How Revolutionary was 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 1750-1790. Students currently enrolled in History 212 are eligible to take the optional three-credit digital lab, History 210, "Boston Massacre in 3D." We will use 3D modeling and GIS to create a Boston Massacre digital game. 6 credits; HI, IDS; Not offered 2020-21

[HIST 213](#) The Age of Hamilton 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 U.S. Constitution and the new nation's transnational connections, especially to France and Haiti. Other topics include partisan conflict, political culture, nation-building, the American character, and domestic life. We will also consider the contemporary interest in this period in both politics and musical theater. Some previous knowledge of American history assumed. 6 credits; HI, IDS; Not offered 2020-21

[HIST 214](#) Sport and the Color Line Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success in sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas—like movie theaters, railroads, schools, and other public sites—shaped what Historian Grace Elizabeth Hale has termed the “culture of segregation.” Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion. 6 credits; HI, IDS, WR2; Not offered 2020-21

[HIST 215](#) Carleton in the Archives: Carleton in China What stories do pictures and voices tell? What roles did Carletonians play in the making of the twentieth China during WWII, the Chinese Civil War, and the Communist revolution? What are the reflux effects of select Carls’ experiences in China under transformation? How do Carls project their voices and images to their audiences? Students conduct hands-on activities in the Gould Library Archives with its Carleton-in-China Collection consisting of photographs, film footage, field reports, interviews, and public lectures. Students will be introduced to a wide range of visual and aural methods to help complete a research paper based on their archival work by the end of the term. 6 credits; HI, WR2, IS; Spring; Seungjoo Yoon

[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. Prerequisite: One History course. 6 credits; HI, WR2, IDS; Not offered 2020-21

[HIST 218](#) The Black Graphic Novel as Historical Narrative This seminar considers what makes good graphic novels by non-historians and good history written by historians trained in American traditions of scholarship. Expressionist representational narratives concerning Nat Turner, Martin Luther King, Malcolm X, and Zora Neale Hurston challenge us to rethink definitions about what is history. Discussions and paper topics for graphic novels as popular history and academic history concentrate on these topics: the subject matter or plot; the techniques for narration and representation; the truth status of products; and audience. Prerequisite: One course in History, American Studies or Africana Studies. 6 credits; HI, IDS; Not offered 2020-21

[HIST 219](#) Black Revolutions in the Atlantic World The development of the modern world through the lens of Black revolutions is the analytical focus of this class. This course challenges eurocentric narratives of the development of the modern world and instead centers critiques of western civilization from what Cedric Robinson calls the Black Radical tradition and its liberatory project. Black resistance to the development of the Americas and the system of racial capitalism was continuous and evolved over time. Using a series of Black revolutions in the Atlantic World during the age of slavery as case studies, we will study historical manifestations of Black radicalism and use them to theorize new forms of knowledge, history, philosophy, and culture. 6 credits; HI, IDS; Spring; Mike Jirik

[HIST 220](#) North of Jim Crow, South of Freedom This course analyzes the freedom struggle in the Midwest during the twentieth century. Whereas black Midwesterners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs—all with an eye toward scrutinizing the freedom struggle in its Midwestern variety. 6 credits; HI, IDS; Not offered 2020-21

[HIST 221](#) Nat Turner, Booker T. Washington, and Fannie Lou Hamer in History and Memory This seminar explores history and memory as valuable lens to investigate constructions of competing narratives about three figures who loom large in our minds and imagination. Nat Turner, an extraordinary man inspired by religious visions, led what many historians consider to be the most significant slave rebellion in American history in 1831. Booker T. Washington's ideas about racial uplift dominated African American life in the last decade of the nineteenth century and the first decade of the twentieth century. Fannie Lou Hamer emerged from Mississippi sharecropper society to toil for voting rights and economic empowerment throughout the 1960s and 1970s. 6 credits; HI, IDS; Not offered 2020-21

[HIST 222](#) Slavery in Film, Literature, and History This course focuses on the representation of slavery in popular American movies and novels. Movies are a universal language and what most Americans know about the United States and World history today they have "learned" at the movies. Movies can make understanding the past seem easy because they do not require the people observing them to think—they can just sit and enjoy the story. But this is not true of films and novels that address crucial issues like slavery. Slavery in the U.S. and globally was and remains a moral question. People are pro, anti, or indifferent to slavery and its legacies, and their responses to representations of human bondage can reveal a lot about contemporary attitudes about race and gender. In this class we will examine this process by looking at a range of films (e.g., *Gone With The Wind*, *12 Years a Slave*, *Django*, and *Mandingo*). We will contextualize the films with both primary and secondary texts. 6 credits; HI, IDS; Not offered 2020-21

[HIST 223](#) The Presidents and their Slaves This course analyzes slavery, often referred to as the peculiar institution, through its most peculiar lens: the involvement in chattel slavery by the founding fathers and the federal government. We will explore the troubled history of our nation's founding fathers who, on the one hand, promoted democracy and liberty, and who, on the other hand, owned slaves. We will study the lives of Sally Hemings, Paul Jennings, Ona Judge and other slaves owned by Presidents and will probe how the White House emerged as a quasi-plantation built on the labor of enslaved people. Further, we will examine the federal government's legacy in perpetuating and protecting slavery, scrutinizing the Constitution, Fugitive Slave Act and other legislative actions that safeguarded the institution. 6 credits; HI, WR2, IDS; Not offered 2020-21

[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; Not offered 2020-21

[HIST 225](#) James Baldwin and Black Lives Matter This seminar is an inquiry into James Baldwin's rich political and cultural thought that animates racial justice demands that take shape under conditions of domination. Armed with critical tools from history, but also cultural studies and queer theory, we seek to understand connections between the civil rights/black power era in the 1950s and '60s and the Black Lives Matter movement of our time. Baldwin is an exemplar of critical conversations about black death by police in Cleveland, Chicago, Ferguson, and the Twin Cities and the disentanglement between Martin Luther King's dream and the American Dream. 6 credits; HI, WR2, IDS; Not offered 2020-21

[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; Winter; Annette Igra

[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; Not offered 2020-21

[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; Fall; Annette Igra

[HIST 230](#) Black Americans and the U.S. Civil War and Reconstruction What does a most turbulent period in U.S. history look like from the perspectives of Black women and men? What role did Black thought and resistance play in shaping the outcome of the war? What was interracial democracy during Reconstruction and why was it ultimately overthrown? These are a few of the myriad questions we will seek to answer by studying the central role of Black Americans in the Civil War and Reconstruction eras. We will examine how Black people participated in and shaped the politics of this period and we will critically engage the meanings of freedom, emancipation, and democracy. 6 credits; HI, IDS; Winter; Mike Jirik

[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 2020-21

[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 2020-21

[HIST 235](#) Bringing the English Past to (Virtual) Life This course will explore the history of England from the time of the Tudors through the Industrial Revolution, with a particular focus on the history of poverty and social welfare. We will use new technologies to develop innovative ways to teach and learn about the past. Using a specially designed digital archive, students will construct life stories of paupers, politicians and intellectuals. One day per week, the class will work in a computer lab constructing 3-Dimensional, virtual institutions and designing computer game scenarios that utilize their research to recreate the lived experience of the poor. 6 credits; HI, IS, WR2; Not offered 2020-21

[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; Not offered 2020-21

[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 2020-21

[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; Not offered 2020-21

[HIST 239](#) Hunger: Public Policy and Food Provision in History For the first four weeks, the course covers the comparative history of famine, and will be led by internationally renowned economic historian Cormac O'Grada, the 2020 Ott Family Lecturer in Economic History at Carleton College. We examine causes and consequences (political, economic, demographic) and the historical memories of famines as well as case studies from Imperial Britain, Bengal and Ireland. In the second half of term, the course broadens its focus to examine the persistence of hunger and the nature of public policies related to food provision in comparative historical contexts. 6 credits; Not offered 2020-21

[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; Spring; Adeb Khalid

[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 2020-21

[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 2020-21

[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, QRE; Not offered 2020-21

[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; Fall; Susannah R Ottaway

[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 2020-21

[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 2020-21

[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; Not offered 2020-21

[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; Winter; David G 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; HI, IS; Not offered 2020-21

[HIST 252](#) Fascism in Europe, 1919-1945 This course examines the history and historiography of European fascism from its origins through World War II, looking at national case studies including Italy, Germany, Spain, and France. Adopting a comparative perspective and offering conflicting historical interpretations, the course explores the differences between fascism and right-wing authoritarian movements, the fascist style(s) of rule, and fascism's ideological make-up. The course also covers the way fascists seized power, consolidated their rule through apparatuses of terror, won adherents through foreign and domestic policies, and manufactured consent through propaganda, cultural initiatives, and mass participatory politics. 6 credits; HI, IS; Not offered 2020-21

[HIST 253](#) The Cultural Revolution in China What is cultural about the Cultural Revolution in China? What is Chinese about it? This course explores the process of making the revolution that has left an indelible mark on the country that hosts a quarter of the world's population. Students will examine tabloids, wall posters, cartoons, photographs, pamphlets, play scripts, rumor mills, memoirs, films, and party documents to independently assess the official CCP verdict on it as a "failure." Themes include democracy and development in making a revolution, social stratification, spectacles and story-telling, legitimatization of violence, personality formation, operations of memory, and competing notions of time in historical thinking. 6 credits; HI, WR2, IS; Not offered 2020-21

[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; Not offered 2020-21

[HIST 256](#) Disaster, Disease, & Rumors in East Asia How are rumors generated and transmitted in a period of high anxiety like disaster? Do rumors and anxiety reciprocate? How do rumors enhance existing stereotypes and prejudices of people? Why do rumors arise in a society that suffers from inadequate information or the complete cutoff in communication? This course classifies the types and nature of rumors at the time of making modern East Asia. Thematically, it examines the interplay between wartime science, environmental conditions, and societal capacities in modern Japan, Korea, and China. Topics include rumor panics generated by epidemic, water pollution, atomic bomb, famine politics, industrial toxins, and lab leaks. 6 credits; HI, WR2, IS; Winter; Seungjoo Yoon

[HIST 257](#) Ott Family Lectureship in Economics and History: Chinese Capitalism in Global Perspective Chosen as the inaugural course to launch Carleton's new Ott Family Lectureship in History and Economics, this course includes the extended participation of three separate Ott Family Lecturers' visits. Together, we will explore comparative dimensions of Chinese economic history from the sixteenth century to the present, examine classical and recent scholarship on Chinese economic development, global movement of capital and labor, origins of Chinese capitalism, "world-system" theories, agrarian "involution," arguments about East Asia's economic divergence from Europe, and market reforms with "Chinese characteristics." Christopher Isett (University of Minnesota) will explain how economic historians apply history methods and approaches. Yingjia Tian (Wesleyan) will share his business history case study on 1950's Shanghai electric companies. Brent Irvin '94 (Tencent Corporation/China) will discuss the state of the business world in contemporary China. Each Ott Family Lecturer will also present a public talk for the class, campus, and wider community; public talk attendance is a required component of this course. 6 credits; HI, QRE, IS, WR2; Not offered 2020-21

[HIST 259](#) Women in South Asia: Histories, Narratives, and Representations The objective of this course is to analyze 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 honor 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, WR2; Not offered 2020-21

[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 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[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; Fall; Adeeb Khalid

[HIST 268](#) Globalization & Local Responses in 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: Acceptance into the India OCS Program required. 6 credits; HI, IS; Winter; Brendan P LaRocque

[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, WR2; Not offered 2020-21

[HIST 271](#) Resistance and Rights in Twentieth Century Latin American History Revolution, dictatorship, civil war, and armed resistance shaped twentieth century Latin American history. This course examines the Mexican Revolution, the Cuban Revolution, Argentina's Process of National Reorganization, the Guatemalan Civil War, and indigenous uprisings in Mexico and Bolivia. It analyzes practices of inclusion and exclusion, violent repression, demands for rights, and calls for justice. Drawing on sources including memoirs, testimonies, press accounts, and literature, the course considers how participants in revolution, survivors of repression, and advocates for rights drew from international precedents and shaped their narratives in appeals for transnational solidarity. 6 credits; HI, IS, WR2; Fall; Jennifer L Schaefer

[HIST 272](#) Music and Movement in Atlantic World History This course examines music and movement in Atlantic World history and introduces methods from the digital humanities. It analyzes how hybrid cultural practices began in the period of colonization and the transatlantic slave system. It considers how these practices influenced national identities during the nineteenth century and continued to cross between the Americas, Africa, and Europe in the twentieth and twenty-first centuries. The course addresses broad themes including immigration, race, class, nationalism, and transnational exchange. A digital humanities approach enables the course to ask and answer new questions about these topics. No previous experience with digital humanities is required. 6 credits; NE; Winter; Jennifer L Schaefer

[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; Not offered 2020-21

[HIST 275](#) U.S.-Mexican Border History What makes a border? How do borders affect the people who live along or between them? What tools can we use to tell the story of a land divided, and what would we miss if we only examined one side of this border? This is an interdisciplinary history course that explores the social, geographical, and political history of the U.S.-Mexico border from its origins to the present day. We will look at the ways people, places and governments have shaped and contested La Linea as well the ways that La Linea has influenced scholarly approaches to nations, identity, and citizenship. 6 credits; HI, IS; Not offered 2020-21

[HIST 276](#) Race, Sex, and Cold War in Latin America Wasn't the Cold War something the U.S. and the USSR fought over? What does it have to do with Latin America, race, and sex? This global conflict was in fact not "cold" at all, as Latin American social movements, revolutionaries, and states fought over how to create a better society. Topics will include the Cuban Revolution, the global youth rebellions, dirty wars, drug wars, and the emergence of feminist, indigenous rights, LGBT rights, and anti-racist movements. The course will end by exploring how the violence of the Cold War helped create drug violence and gang warfare in the present day. 6 credits; HI, IS; Not offered 2020-21

[HIST 277](#) Revolution, Rebellion, and Protest in Modern Mexico This course explores the afterlives and contemporary legacies of the Mexican Revolution of 1910. We engage with the history of those that rebelled against the “soft dictatorship” of Mexico’s postrevolutionary state: workers, peasants, students, intellectuals, women, indigenous peoples, and the urban poor. We examine the achievements and shortcomings of these actors and movements and their attempts to revitalize an “unfinished” revolution, and together we reflect on how old and new demands for social and political change coalesce in moments of crisis, often in radical ways. 6 credits; HI, IS; Not offered 2020-21

[HIST 279](#) Latin America and the Global Cold War This course explores the history, memory, and legacies of Latin America’s Cold War through a global lens. The course stresses the agency and autonomy of Latin American actors vis-à-vis U.S. and Soviet influence, and looks at the region as an active participant in larger global struggles over reform, revolution, and counterrevolution. Combining recent scholarly interpretations of the period and the use of primary sources for student projects, the course provides a grasp of how Latin Americans experienced the Cold War through resistance, consent, and negotiation in the realms of politics, culture, and the economy. 6 credits; HI, IS; Not offered 2020-21

[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; Not offered 2020-21

[HIST 281](#) War in Modern Africa This course examines the causes, features, and consequences of wars across two critical phases of African history, colonial and post-colonial. It covers four cases studies from modern Central, East, and West Africa: the Congo (first under the rule of King Leopold and later the Belgian colonial government), Tanganyika (under German colonial rule), Nigeria (during the first republic through the civil war), and Uganda (under the rule of Idi Amin). Students will learn how certain memories or interpretations of events are narrated, fashioned, truncated, contested, forgotten, or silenced. Students also will learn how different historical actors participated in and experienced war. 6 credits; HI, IS; Fall; Thabiti Willis

[HIST 282](#) History, Culture, and Commerce Program: Zanzibar’s Indian Ocean Links This course explores Zanzibar’s contribution to the history and culture of the Indian Ocean world. It covers the following events: contact with Arab, Persian, and Indian merchants since the first century AD; Arab expulsion of the Portuguese and incorporation of Zanzibar as an overseas Omani possession in 1698; relocation of the capital from Muscat to Stone Town in 1832; and British acquisition as a Protectorate in 1890. Students will learn about the unique maritime cultures, trading networks, migration patterns, cultural exchange, and religious tolerance that have shaped the character of this cosmopolitan community. Prerequisite: 100 or 200 level Africana Studies or History course and participation on OCS program. 6 credits; HI, IS; Not offered 2020-21

[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 field notes, 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; Not offered 2020-21

[HIST 284](#) History, Culture and Commerce Program: Heritage in Africa and Arabia Through lectures, readings, and extensive site visits to museums and archaeological sites, this course examines the rich cultural heritage of East Africa and Arabia. Students will investigate Persian, Arab, Indian, and Islamic sites in Zanzibar, Oman, and Bahrain, reflecting on the deep influence of the Indian Ocean on the region's historical trading systems and modern-day relations. The course also examines the influence of various European colonial powers during the era in which they ruled or wielded influence. Prerequisite: 100 or 200 level Africana Studies or History course and participation on OCS program. 6 credits; HI, IS; Not offered 2020-21

[HIST 285](#) History, Culture and Commerce Program: Critical Historical Research This course focuses on ethnographic research and writing with an emphasis on the practice of fieldwork. Students will conduct group research projects that include actively guiding and evaluating the work of their peers. The content of these projects will include maritime activities, health, music, economics, and heritage. Students will learn the benefits and challenges of examining oral tradition, oral history, poetry, visual art, material culture, and embodied practice. Service or experiential learning is another major point of emphasis. Students will develop their ability to question their knowledge, method, evidence, interpretation, experience, ethics, and power. Prerequisite: 100 or 200 level Africana Studies or History course and participation on OCS program. 6 credits; HI, IS; Not offered 2020-21

[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; Tony Adler

[HIST 298](#) Junior Colloquium In the junior year, majors must take this six-credit reading and discussion course taught each year by different members of the department faculty. The course is also required for the History minor. 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. Prerequisite: At least two six credit courses in History (excluding HIST 100 and Independents) at Carleton. 6 credits; HI; Fall, Winter, Spring; Adeb Khalid, Serena R Zabin

[HIST 301](#) Indigenous Histories of Carleton What are the Indigenous histories of Carleton College? Stories circulate on campus about Dakota connections to the land that is currently the Arb, but what else do we know? In this course, students will investigate the Indigenous histories of our campus and Northfield by conducting original research about how Carleton acquired its landbase, its historic relationships to Dakota and Anishinaabeg people, the shifting demographics of Native students on campus, and the history of Indigenous faculty and staff, among others. Students will situate these histories within the broader context of federal Indian policies and Indigenous resistance. 6 credits; NE, WR2, IDS; Winter; Meredith L McCoy

[HIST 304](#) Black Study and the University This course examines the historical relationship between Black intellectuals and the university. We will examine the juxtaposition between institutionalized white supremacy in universities and the work of Black students and faculty as well as the radical implications of Black knowledge production. Beginning with the writings of Anna Julia Cooper and W.E.B. Du Bois, the course traces how Black intellectuals have conceptualized the political utility of higher education and its liberatory potential over the course of the twentieth century. Emphases include the significance of Historically Black Colleges and Universities,

the advent of Black Studies departments, and the role of Black Studies today and in the future. 6 credits; HI, IDS; Spring; Mike Jirik

[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 2020-21

[HIST 307](#) Advanced Wilderness Studies 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 2020-21

[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 eighty-one 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; Winter; George Vrtis

[HIST 309](#) Crime & Punishment: American Legal History, 1607-1865. Legal documents such as depositions, file papers, complaints, accusations, confessions, and laws themselves offer a fascinating window into American history. Such documents lend themselves to the study of American Indian history, capitalism, family relationships, and slavery, to name only a few possible topics. This is an advanced research seminar in which students will write a 25-30 page paper based on original research. Participation in the seminar will also include some common readings that use a variety of approaches to legal history, and extensive peer reviews of research papers. 6 credits; HI, WR2, IDS; Not offered 2020-21

[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; Not offered 2020-21

[HIST 320](#) 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, WR2, IDS; Fall; Annette Igra

[HIST 330](#) Ideas Incarnate: Institutional Formation, Reform, and Governance in the Middle Ages Institutions emerge from the translation of ideas, ideals, needs, and values into human communities living in particular conditions, equipped with certain resources, guided and controlled by certain norms, and protected and challenged by particular ideas and actions. Once formed, institutions encounter further issues of governance and change as they evolve and encounter new realities, success, and failure. This seminar examines the complex histories and cultures of medieval institutions—churches, monasteries, secular and religious courts, households, and the universities. Through theoretical readings and case studies we will examine how, over time, questions of purpose, leadership, the distribution of power and authority, the acquisition and disposition of material and human resources, record keeping, and legitimacy are encountered and resolved. This course will be of interest to anyone interested in the dynamics of institutions and the dialogue between concepts and material conditions as they play out in time. 6 credits; HI, IS, WR2; Not offered 2020-21

[HIST 331](#) Regional States: Boundaries and Horizons in Fourteenth-century Italy We will examine the development of regional states in fourteenth-century Italy. We will explore the social, religious, political, environmental, and cultural aspects of a changing world between the medieval and the modern. The Black Death, a triad of literary greats (Dante, Petrarch, and Boccaccio), maps, humanism, political theory, water rights, saints, business, and travelers to and from Italy are some of the themes we will engage with as we try to understand how contemporaries conceptualized the political, spatial, and cultural boundaries of their world. Students will conduct original research relating to the seminar topics culminating in a substantial research paper. 6 credits; HI, WR2, IS; Fall; Victoria Morse

[HIST 338](#) Digital History, Public Heritage & Deep Mapping How do new methods of digital humanities and collaborative public history change our understanding of space and place? This hands-on research seminar will seek answers through a deep mapping of the long history of Northfield, Minnesota, before and after its most well-known era of the late nineteenth-century. Deep mapping is as much archaeology as it is cartography, plumbing the depths of a particular place to explore its diversity through time. Students will be introduced to major theories of space and place as well as their application through technologies such as Geographic Information Systems (GIS), 3D modeling, and video game engines. We will mount a major research project working with the National Register of Historic Places, in collaboration with specialists in public history and community partners. 6 credits; HI, QRE, IDS; Not offered 2020-21

[HIST 341](#) The Russian Revolution and its Global Legacies The Russian revolution of 1917 was one of the seminal events of the twentieth century. It transformed much beyond Russia itself. This course will take stock of the event and its legacy. What was the Russian revolution? What was its place in the history of revolutions? How did it impact the world? How was it seen by those who made it and those who witnessed it? How have these evaluations changed over time? What sense can we make of it in the year of its centenary? The revolution was both an inspiration (to many revolutionary and national-liberation movements) and used as a tale of caution and admonition (by adversaries of the Soviet Union). The readings will put the Russian revolution in the broadest perspective of the twentieth century and its contested evaluations, from within the Soviet Union and beyond, from its immediate aftermath, through World War II, the Cold War, to the post-Soviet period. The course is aimed at all students interested in the history of the twentieth century and of the idea of the revolution. Prerequisite: One course in Modern European History or instructor consent. 6 credits; HI, WR2, IS; Not offered 2020-21

[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 2020-21

[HIST 347](#) 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 20 page paper based on original research. 6 credits; HI, IS, WR2; Not offered 2020-21

[HIST 359](#) Women in South Asia: Histories, Narratives, and Representations The objective of this course is to analyze 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 honor 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; Not offered 2020-21

[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. 6 credits; HI, WR2, IS; Winter; Adeb Khalid

[HIST 365](#) Colonialism in East Asia This course explores the phenomenon of settler colonialism in East Asia. We will focus on the dynamics of emigration in the age of mass migration since the early nineteenth century onwards. We will begin by examining colonial encounters in which Chinese and Japanese middlemen either competed against or collaborated with the Europeans as they covered a range of areas of the globe. In the second half of the course, students will undertake projects focusing on a specific region and period of settler colonialism, identify and present source materials, develop a substantial (20-page) research paper, and engage in peer review. Prerequisite: One prior six credit History course. 6 credits; HI, WR2, IS; Not offered 2020-21

[HIST 382](#) Slavery & Abolition in Africa and its Diaspora What is slavery? What is its historical relationship to other forms of bondage, labor, or debt? This course explores the complex, evolving, and wide-ranging meanings of slavery in Africa and its diaspora. Students will juxtapose a number of case studies: early versus modern Islamic communities in Arabia, sixteenth- versus nineteenth-century Ottoman regimes, eighteenth-century Catholic Kongo versus nineteenth-century Anglican Nigeria, and Egypt under nineteenth-century Ottoman rule versus twentieth-century British rule. It draws from religious texts, nineteenth-century missionary documents, and twentieth-century manumission records. How does slavery become associated with Africa? The nineteenth century offers many clues. Prerequisite: Prior History or Africana Studies course. 6 credits; HI, WR2, QRE, IS; Not offered 2020-21

[HIST 383](#) Africa's Colonial Legacies This course deepens understanding of the causes, manifestations, and implications of warfare in modern Africa by highlighting African perspectives on colonialism's legacies. Drawing from cases in South Africa, Uganda, Kenya, Algeria, and Sudan, the course questions whether Britain's policy of indirect rule, France's direct rule, and South Africa's apartheid rule were variants of despotism and how colonial rule shaped possibilities of resistance, reform, and repression. Students also will learn how different historical

actors participated in and experienced war as well as produce an original research paper that thoughtfully uses primary and secondary resources. 6 credits; HI, WR2, IS; Spring; Thabiti Willis

[HIST 386](#) Africa: Art, Nation, and Politics This course explores “Africa” as a historical construction, place, culture, artistic practice, commodity, and identity shaped by imperial ambitions, global trade, religious impulses, aesthetic forms, memory, and struggles for sovereignty. It illustrates how art, nationalism, and politics have been at the center of ideas about Africa and its relationship to colonialism and modernity from the nineteenth century to current times. In addition to select case studies, students will work with diverse sources such as missionary accounts, speeches, press releases, visual art, songs, and musical performances. Students will produce an original research paper of fifteen to twenty pages using primary and secondary resources. 6 credits; HI, WR2, IS; Not offered 2020-21

[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. 6 credits; S/CR/NC; HI, WR2; Winter; Thabiti Willis, Annette Igra

[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. 5 credits; S/CR/NC; NE; Summer; Lin S Winton

[IDSC 100](#) Civil Discourse in a Troubled Age Disappointed in the level of discourse from politicians, pundits, and everyday people concerning the critical issues facing our country and communities? Does it seem overly heated and lacking in basic civility? What would “civil” discourse actually look like? Is it a skill one can practice and master? This Argument and Inquiry seminar attempts to address these questions both theoretically and practically by allowing students the opportunity to read, view, and discuss material relevant to many of our nation’s most pressing problems and flash points, while also providing a theoretical framework for the practice of civil discourse around potentially divisive topics. 6 credits; AI, WR1; Fall; Chico Zimmerman

[IDSC 100](#) Data Visualization As Activism Data visualization and activism have a common goal: to make the invisible more visible. This seminar will focus on the strengths and limitations of graphs and other charts to illuminate and convince. We will examine landmark visualizations that have changed history, starting with W.E.B. Du Bois's famous "data portraits", which debuted at the 1900 Paris World's Fair to tell a complex story of agency, sophistication, and oppression of African Americans in post-emancipation

America. As we discuss the role of data viz in activism, we will learn to create our own visual arguments. No previous experience with statistics or graphing software is necessary. 6 credits; AI, WR1, QRE; Fall; Lin S Winton

[IDSC 100](#) Games and Gaming Cultures In this seminar, we will use games (both by studying them and by playing them) as a lens through which we can explore all manner of fascinating questions. How do the games we play shape our culture and our communities? What makes a game fun, engaging, addictive, boring, brutal, or banal? How can games encourage certain kinds of behavior, even after we've stopped playing them? Could we make Carleton itself a bit better--or at least more fun--if we gamified certain aspects of life here? To aid our exploration, we'll draw on readings from multiple genres and employ a variety of research methods to analyze games from social, textual, and design perspectives. This course will also include weekly lab sessions on Wednesday evenings (6:15-8:30PM). Students will be required to attend at least eight out of ten lab sessions. 6 credits; AI, WR1; Fall; George Cusack

[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. 6 credits; AI, WR1, QRE; Fall; Neil S Lutsky

[IDSC 100](#) Science in the News This course will explore how scientists communicate with other scientists as well as the general public. Focused on the types of communication expected in the sciences, assignments will include reading, writing, and speaking activities tailored to a variety of audiences. We will explore current scientific topics in the news and investigate whether results are well supported by evidence and seem quantifiably reasonable. Students will use data, graphics, and text for a variety of purposes and will incorporate their assignments into several class-produced journals. Prerequisite: Requires concurrent registration in IDSC 198. 6 credits; AI, QRE, WR1; Fall; Cindy Blaha

[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; NE, IDS; Not offered 2020-21

[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. 1 credit; S/CR/NC; NE, QRE; Fall; Lin S Winton

[IDSC 141](#) Computer Science Program: Computing with Context: Alan Turing, Gender, and Computing This course will address a cluster of topics related to a broad gender-based context for computing. The starting point is Alan Turing himself: a hero for his code-breaking work during the war, Turing was also a gay man chemically castrated by the British government who (likely) died by suicide after enduring that treatment. The course will spiral outward from Turing to include a broader set of topics related to gender and sexuality in computing, ranging from Turing's era to the present. Specific topics will vary based on the interests of available experts in aspects of gender and computing. Prerequisite: Computer

Science 201 and 202. (Mathematics 236 will be accepted in lieu of Computer Science 202). 2 credits; NE; Not offered 2020-21

[IDSC 150](#) Plague, War and Crisis: Reading Hobbes Reading Thucydides, Books 1-2: Plague and Democracy We will meet once a week to read and discuss Books 1 and 2 of Thucydides' *History of the Peloponnesian War* in Thomas Hobbes's famed translation of 1628 (subsequent books will be discussed in courses offered in the Winter and Spring terms). We will attend to the literary art and to the political and social contexts of the original Greek, as well as to Hobbes's recontextualization of it to the England of the 1620s. This bifocal approach may provoke insights into our current predicament. 2 credits; S/CR/NC; NE, IS; Fall; Clara S Hardy, Timothy Raylor

[IDSC 151](#) Plague, War, Crisis: Reading Hobbes Reading Thucydides: Books 3-5 Revolt and Revolution We will meet once a week to read and discuss Books 3-5 of Thucydides' *History of the Peloponnesian War* in Thomas Hobbes's famed translation of 1628 (subsequent books will be discussed in the course offered in the Spring term). We will attend to the literary art and to the political and social contexts of the original Greek, as well as to Hobbes's recontextualization of it to the England of the 1620s. This bifocal approach may provoke insights into our current predicament. 2 credits; S/CR/NC; NE, IS; Winter; Clara S Hardy, Timothy Raylor

[IDSC 152](#) Plague, War, Crisis: Reading Hobbes Reading Thucydides: Books 6-8 Catastrophe and Coup We will meet once a week to read and discuss Books 6-8 of Thucydides' *History of the Peloponnesian War* in Thomas Hobbes's famed translation of 1628. We will attend to the literary art and to the political and social contexts of the original Greek, as well as to Hobbes's recontextualization of it to the England of the 1620s. This bifocal approach may provoke insights into our current predicament. 2 credits; S/CR/NC; NE, IS; Spring; Timothy Raylor, Clara S Hardy

[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: Section 01 open only to participants in IDSC 198 fall term. 2 credits; S/CR/NC; NE; Fall, Winter, Spring; Fernan Jaramillo, Deborah S 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/MMUF or MGSEF Program. 2 credits; S/CR/NC; NE; Fall, Winter, Spring; Cathy Yandell

[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. 6 credits; S/CR/NC; NE, IDS; Fall; Sharon A Akimoto

[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; Debby R 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; Debby R Walser-Kuntz

[IDSC 250](#) Color! If you had to explain to a blind person the nature of color, how would you describe it? Is it a property of objects, oscillations of an electric field, a feature of how the eye generates electrochemical signals to send to the brain, or a perhaps a property of the experiences themselves? This team-taught course takes a multidisciplinary approach to color, drawing from physics, psychology, and philosophy. We will explore topics such as the nature of light, visual anatomy, the process by which light is converted to a neural code, color mixing, linguistic differences in color processing, and how color leads us to confront the tension that sometimes exists between appearance and reality. Prerequisite: Any introductory PHIL or PSYC course higher than 110 or any term of introductory PHYS course higher than 130 (PHYS 131 and 151 or 152 or a 10 week introductory course). 6 credits; NE; Spring; Marty Baylor, Julia F Strand, Jason A Decker

[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; Laurence D Cooper, Alan Rubenstein

[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; Alfred P Montero

[IDSC 285](#) Community-based Learning & Scholarship: Ethics, Practice This class will explore central concepts in community-based learning and scholarship, as well as examine discourses about the public purpose of higher education and the civic imagination. While studying recurrent ethical questions involved in community-college collaborations, such as how to honor diverse forms of knowledge, build reciprocity and share power, students will collaboratively design an academic civic engagement project. The class will critically reflect on their own civic learning, capacity, and action. Students will envision how

they want to live in community with others, as citizens and stewards. 3 credits; S/CR/NC; SI; Fall; Emily Oliver

[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 2020-21

[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 as first year student. 1 credit; S/CR/NC; NE; Fall, Winter, Spring; Will Hollingsworth, Deborah S Gross

[IDSC 303](#) Advanced Critical Facilitation Skills In this course students facilitate conversations about diversity and community at Carleton. Students guide their peers in readings about difference and social identity and lead experiential exercises that develop self-reflective practices within the framework of U.S. society. Students receive feedback from coaches about their mastery of course material as well as the improvement of their facilitation practices. Prerequisite: Interdisciplinary Studies 203. 2 credits; NE, IDS; Not offered 2020-21

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:

- [HEBR 101](#) Elementary Modern Hebrew
- [HEBR 102](#) Elementary Modern Hebrew
- [HEBR 103](#) Elementary Modern Hebrew (not offered in 2020-21)
- [HEBR 204](#) Intermediate Modern Hebrew (not offered in 2020-21)
- [HIST 204](#) Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2020-21)
- [HIST 346](#) The Holocaust (not offered in 2020-21)
- [MELA 121](#) East-West in Israeli and Palestinian Fiction and Film (not offered in 2020-21)

- [MELA 121F](#) Middle Eastern Perspectives in Israeli and Palestinian Literature & Film FLAC Hebrew Trailer (not offered in 2020-21)
- [MELA 230](#) Jewish Collective Memory
- [RELG 120](#) Introduction to Judaism (not offered in 2020-21)
- [RELG 161](#) The Jewish Bible (not offered in 2020-21)
- [RELG 162](#) Jesus, the Bible, and Christian Beginnings (not offered in 2020-21)
- [RELG 221](#) Judaism and Gender (not offered in 2020-21)
- [RELG 228](#) Martyrdom (not offered in 2020-21)
- [RELG 236](#) History of Antisemitism (not offered in 2020-21)
- [RELG 322](#) Apocalypse How? (not offered in 2020-21)

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 the Linguistics Major

A total of 69 credits

- Four core courses (24 credits)
 - Either [LING 100](#) or 110 and the three remaining courses
 - [LING 100](#) The Noun
 - [LING 110](#) Introduction to Linguistics
 - [LING 115](#) Introduction to the Theory of Syntax
 - [LING 216](#) Generative Approaches to Syntax
 - [LING 217](#) Phonetics and Phonology
- Three 300-level courses (18 credits)
 - [LING 315](#) Topics in Syntax
 - [LING 316](#) Topics in Morphology (not offered in 2020-21)
 - [LING 317](#) Topics in Phonology
 - [LING 325](#) Syntax of an Unfamiliar Language
 - [LING 340](#) Topics in Semantics (not offered in 2020-21)
 - [LING 375](#) Second Language Acquisition: Speech (not offered in 2020-21)
- [LING 399](#) and [LING 400](#) (9 credits)

- Three electives (18 credits)
 - - At least two drawn from:
 - [ASLN 111](#) Writing Systems (not offered in 2020-21)
 - [ASLN 260](#) Historical Linguistics (not offered in 2020-21)
 - [LING 117](#) Sociophonetics (not offered in 2020-21)
 - [LING 130](#) Sociolinguistics of Semitic Languages (not offered in 2020-21)
 - [LING 150](#) From Esperanto to Dothraki: The Linguistics of Invented Languages
 - [LING 222](#) The Forms of Words in the World's Languages (not offered in 2020-21)
 - [LING 231](#) Structure of Semitic Languages (not offered in 2020-21)
 - [LING 240](#) Semantics and Pragmatics
 - [LING 275](#) First Language Acquisition (not offered in 2020-21)
 - [LING 280](#) Field Methods in Linguistics (not offered in 2020-21)
 - [LING 285](#) Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System
 - [LING 286](#) Japanese Linguistics in Kyoto Seminar: The Structure of Japanese
 - [LING 288](#) The Structure of Dakota
 - At most one drawn from:
 - [CGSC 232](#) Cognitive Processes
 - [CHIN 252](#) The Chinese Language: A Linguistic and Cultural Survey
 - [CS 202](#) Mathematics of Computer Science
 - [CS 254](#) Computability and Complexity
 - [CS 322](#) Natural Language Processing
 - [ENGL 204](#) History of the English Language (not offered in 2020-21)
 - [PHIL 210](#) Logic
 - [PHIL 223](#) Philosophy of Language (not offered in 2020-21)
 - [PHIL 225](#) Philosophy of Mind (not offered in 2020-21)
 - [PSYC 234](#) Psychology of Language
 - [PSYC 362](#) Psychology of Spoken Words (not offered in 2020-21)
 - [PSYC 366](#) Cognitive Neuroscience
 - [PSYC 375](#) Language and Deception (not offered in 2020-21)

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; Cherlon L 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; Fall, Spring; Jenna T Conklin

[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; Mike Flynn, Catherine R Fortin

[LING 117](#) Sociophonetics This course is a theoretical and practical introduction to studying phonetics (the science of speech) and its relation to sociolinguistic variation (how speech systematically varies across speakers). Throughout the course, students will collect their own conversational speech data and learn to conduct acoustic analysis. Skills developed in the course include recording speech, transcribing, data processing and normalization, and effective presentation of results. 6 credits; SI, QRE; Not offered 2020-21

[LING 130](#) Sociolinguistics of Semitic Languages This course is an introduction to the sociolinguistics of Semitic languages, particularly how language and society interact with respect to identity, ethnicity, politics and religion. Topics will include the wide breadth of Arabic language varieties and dialects with focus on Arabic diglossia (use of both Standard and colloquial Arabic dependent on social context) and code-switching (alternating between Arabic varieties and/or other languages in conversation). Language ideologies, including the Arabic language and its relation to Arab nationalism, as well as the revitalization of Modern Hebrew and its role in the Zionist movement will also be explored. Finally, the official status of both majority and minority Semitic languages will be investigated through the lens of language policy, politics and power. 6 credits; SI, IS; Not offered 2020-21

[LING 150](#) From Esperanto to Dothraki: The Linguistics of Invented Languages What lies behind the human urge to construct new languages? How has language invention changed over time? What can invented languages teach us about the function of natural languages and their syntactic, morphological, and phonological structure? In this course, students will dive into the history of invented languages, tackle the question of what constitutes a language, and ultimately try their hand at constructing their own language. We'll explore what separates natural languages from invented ones and discuss how often the very qualities that their creators find most desirable inhibit the widespread adoption they envision for their languages. 6 credits; SI; Spring; Jenna T Conklin

[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; Catherine R Fortin

[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; Jenna T Conklin

[LING 222](#) The Forms of Words in the World's Languages Languages vary in what kind of information is morphologically expressed. 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 investigate the morphological patterns in at least a dozen (probably more!) languages with the goals of arriving at both cross-linguistic

generalizations and language-particular nuances. No familiarity with languages other than English is required. Prerequisite: 100-level linguistics course. 6 credits; FSR; Not offered 2020-21

[LING 231](#) Structure of Semitic Languages This course will examine the linguistic structure (sound, form, and meaning) of a wide variety of Semitic languages. In class we will examine Semitics from a typological perspective and practice linguistic analyses on datasets taken from well-studied Semitic languages (e.g., Arabic, Hebrew). Throughout the term students will also “adopt” a lesser-studied Semitic language and investigate its structure. This project will culminate in an in-class presentation and final paper. Prerequisite: Linguistics 110 or introductory knowledge of Arabic and/or Hebrew language (Arabic 101, Hebrew 101 or equivalent). 6 credits; SI, IS; Not offered 2020-21

[LING 240](#) Semantics and Pragmatics A central part of the grammar of a language is the meaning associated with words and phrases. This course explores the multi-faceted system that speakers access both when producing sentences and when interpreting them. Topics include the complexity surrounding actually defining words, the meanings of various modal verbs, and theories of pragmatics and the rules of conversation, among other topics. Content will differ slightly, depending on whether students have had previous linguistics courses or not. 6 credits; SI; Fall; Cherlon L Ussery

[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; Not offered 2020-21

[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 2020-21

[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; Spring; Mike Flynn

[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; Spring; Mike Flynn

[LING 288](#) The Structure of Dakota This course examines the nature of the endangered language Dakota, which was once spoken on what is today Carleton land. We will study several aspects of the language, including

phonology, morphology, and syntax, with the assistance of speakers of the language from the Sisseton Wahpeton Oyate of the Lake Traverse Reservation. The goal of the course is to produce an array of careful, accurate, and clear descriptions of parts of the language, working towards a new pedagogical grammar of the language to be used in the construction of teaching materials for Dakota children. Prerequisite: Linguistics 115 or Linguistics 217 (Linguistics 217 can be taken simultaneously). 6 credits; IDS, NE; Winter; Mike Flynn

[LING 315](#) Topics in Syntax More on syntax. Particular topics vary by year and student interest. Prerequisite: Linguistics 216. 6 credits; FSR; Fall; Catherine R 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 2020-21

[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; Jenna T Conklin

[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; Spring; Catherine R Fortin

[LING 340](#) Topics in Semantics Semantics is the study of what words and constructions mean in a language and how speakers come to actually interpret those meanings. 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 (with a particular emphasis on verb meanings), and how the various interpretations of ambiguous constructions are derived. Prerequisite: Linguistics 216. 6 credits; FSR; Not offered 2020-21

[LING 375](#) Second Language Acquisition: Speech Why do some people acquiring a second language obtain a pronunciation indistinguishable from that of native speakers, while others, despite excellent skills in the areas of syntax, semantics, and vocabulary, never shed their “foreign accent”? In this seminar, we will explore theoretical models that examine the impact of factors like age of acquisition, length of residence, motivation, learning environment, language identity, and native language on the phonetics and phonology of second language acquisition, looking at speech production and perception. The course will be organized around a term-long collaborative research project, with goals and topic set by the class. Prerequisite: Linguistics 217. 6 credits; SI, QRE; Not offered 2020-21

[LING 399](#) Senior Thesis 3 credits; S/CR/NC; FSR; Fall; Catherine R Fortin

[LING 400](#) Integrative Exercise 6 credits; S/NC; Winter

Literary and Cultural Studies

[LCST 101](#) Buddhist Studies in India Program: Elementary Tibetan This course seeks to develop students' level of proficiency in spoken Tibetan for basic communication, as well as the ability to read and write simple sentence constructions. Learning is grounded in written Tibetan, covering the alphabet,

pronunciation, grammar, and basic vocabulary. Reading and comprehension skills are enhanced through direct translation of essential texts such as the Heart Sutra and a prayer of Manjushri. Students gain facility with spoken Tibetan through classroom drills and informal practice with Tibetans in Bodh Gaya. Students will also improve their understanding of Tibetan culture and society through this course.

Prerequisite: Acceptance into the Buddhist Studies India program. 7-8 credits; NE; Fall; Arthur P McKeown

[LCST 101](#) Buddhist Studies India Program: Elementary Hindi An introduction to basic colloquial Hindi speaking and writing skills for everyday interactions in Northern India. Essential grammar is introduced and reviewed in morning meetings, and conversational and reading abilities are developed in afternoon practice. Students are encouraged to practice speaking and listening comprehension by conversing with Hindi speakers outside of class. Prerequisite: Acceptance in Buddhist Studies India Program. 7-8 credits; NE; Fall; Arthur P McKeown

[LCST 101](#) Cross-Cultural Psychology in Prague: Elementary Czech 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; NE; Not offered 2020-21

[LCST 101](#) Ecology and Anthropology Tanzania Program: Elementary Swahili Elementary Swahili introduces students to the communicative use of Swahili, emphasizing communicative competence in real contexts. Ninety percent of instruction is conducted in the target language. Vocabulary and grammar are taught in context. Instruction pays attention to the cultural information in relevant contexts of communication. The main learning/teaching styles used include role plays, prepared presentations, interactive lectures, classroom conversations, and dramatization. In addition to the class textbook, authentic source materials are used, such as pictures, songs, short stories, poems and essays. Student assessment is continuous, and includes classroom participation, homework, written exams and oral exams. Prerequisite: Participation in Ecology & Anthropology in Tanzania. 7-8 credits; NE; Fall; Anna B Estes

[LCST 101](#) Globalization & Local Responses in India Program: Elementary Hindi This course will introduce students to the basics of spoken and written Hindi. This will give students an investment in Indian culture and allow them to interact with their surroundings with some degree of familiarity. Prerequisite: Enrollment in Globalization & Local Responses in India Program. 3 credits; S/CR/NC; NE, IS; Winter; Brendan P LaRocque

[LCST 101](#) Rome Program: 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. Prerequisite: Enrollment in Rome OCS program. 3 credits; S/CR/NC; NE; Spring; William L North

[LCST 103](#) Buddhist Studies India Program: Intermediate Hindi This course builds on the student's previous training in spoken and written Hindi language. Students will gain the ability to initiate and sustain conversations with Hindi speakers, read and write in Hindi about personal and social situations, as well as extract the main idea and information from descriptive and narrative texts. Students will apply their language learning and deepen their understanding of Indian culture through interaction with local residents and participation in seasonal festivals and other activities. Prerequisite: Acceptance in Buddhist Studies India OCS Program required. 8 credits; NE; Fall; Arthur P McKeown

[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; Seth E Peabody

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 353 Ethnography of Latin America, and Spanish 242 Introduction to Latin American Literature.

Requirements for the Latin American Studies 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):

- - [LTAM 300](#) Issues in Latin American Studies
 - [LTAM 400](#) Integrative Exercise (not offered in 2020-21)

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, Religion 227, Sociology/Anthropology 203, 233, 259). No more than four courses (twenty-four credits) in any one discipline may apply to the major.

Elective Courses:

- [CAMS 295](#) Cinema in Chile and Argentina: Representing and Reimagining Identity (not offered in 2020-21)
- [CAMS 296](#) Cinema and Cultural Change in Chile and Argentina (not offered in 2020-21)
- [ECON 240](#) Microeconomics of Development
- [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
- [HIST 170](#) Modern Latin America 1810-Present
- [HIST 171](#) Latin America and the U.S. (not offered in 2020-21)
- [HIST 172](#) Latin America's Global Migrations (not offered in 2020-21)
- [HIST 173](#) Disaster and Society in Latin America (not offered in 2020-21)
- [HIST 174](#) Indigenous Rights in Latin American History (not offered in 2020-21)
- [HIST 175](#) Gender and Sexuality in Latin American History
- [HIST 176](#) Immigrants and Identity in Latin American History, 1845-present
- [HIST 271](#) Resistance and Rights in Twentieth Century Latin American History
- [HIST 272](#) The Mexican Revolution: History, Myth and Art (not offered in 2020-21)
- [HIST 272](#) Music and Movement in Atlantic World History
- [HIST 275](#) U.S.-Mexican Border History (not offered in 2020-21)
- [HIST 276](#) Race, Sex, and Cold War in Latin America (not offered in 2020-21)
- [HIST 277](#) Revolution, Rebellion, and Protest in Modern Mexico (not offered in 2020-21)
- [HIST 279](#) Latin America and the Global Cold War (not offered in 2020-21)
- [LTAM 110](#) Portuguese for Spanish Speakers (not offered in 2020-21)
- [LTAM 250](#) Indigeneity and Power in the Andes: Land, Labor, Knowledge
- [LTAM 398](#) Latin American Forum (not offered in 2020-21)
- [POSC 221](#) Latin American Politics (not offered in 2020-21)
- [POSC 316](#) Nonviolent Revolutions in Latin America
- [POSC 322](#) Neoliberalism and the New Left in Latin America* (not offered in 2020-21)
- [POSC 325](#) Corruption, Clientelism, and Political Machines* (not offered in 2020-21)
- [RELG 227](#) Liberation Theologies (not offered in 2020-21)
- [SOAN 203](#) Anthropology of Good Intentions
- [SOAN 233](#) Anthropology of Food
- [SOAN 259](#) Comparative Issues in Native North America (not offered in 2020-21)
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2020-21)
- [SOAN 333](#) Environmental Anthropology
- [SOAN 343](#) Advanced Ethnographic Workshop (not offered in 2020-21)
- [SOAN 353](#) Ethnography of Latin America
- [SPAN 223](#) Women and Revolution in Latin America (not offered in 2020-21)
- [SPAN 242](#) Introduction to Latin American Literature
- [SPAN 245](#) On Cannibals, Witches, and Zombies
- [SPAN 262](#) Myth and History in Central American Literature
- [SPAN 277](#) The Poem as Artifact: Art and Work in Contemporary Spanish American Poetry (not offered in 2020-21)
- [SPAN 321](#) Murder as a Fine Art: The Detective Novel in Latin America
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2020-21)

- [SPAN 358](#) The Spanish Civil War
- [SPAN 360](#) Race and Nation in Caribbean Literature (not offered in 2020-21)
- [SPAN 366](#) Jorge Luis Borges: Less a Man Than a Vast and Complex Literature
- [SPAN 376](#) Mexico City: The City as Protagonist (not offered in 2020-21)

Latin American Studies Minor

The Latin American Studies Minor 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. Minors pursue a program of study combining language training with courses in the humanities and social sciences, culminating in an integrative seminar.

Students interested in exploring Latin American Studies as a possible minor 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 353 Ethnography of Latin America, and Spanish 242 Introduction to Latin American Literature.

Requirements for the Latin American Studies Minor

- [HIST 170](#) Modern Latin America, 1810-present
- [LTAM 300](#) Issues in Latin American Studies
- [LTAM 398](#) Latin American Forum
- 6 credits in Latin American Literature (above Spanish 219 and not in translation) from the list below
- 18 elective credits
 - - 6 credits from the list below in an advanced course in the Social Sciences (200-300 level in Economics, Political Science, or Sociology/Anthropology)
 - 12 credits focusing on Latin American (and/or US. Latino Literature) from the list below or relevant off-campus studies programs (Carleton or non-Carleton affiliated).
- Students must also complete Spanish 204 or equivalent

Electives may be chosen from the following list:

- [CAMS 295](#) Cinema in Chile and Argentina: Representing and Reimagining Identity (not offered in 2020-21)
- [CAMS 296](#) Cinema and Cultural Change in Chile and Argentina (not offered in 2020-21)
- [ENGL 119](#) Introduction to U.S. Latino/a Literature (not offered in 2020-21)
- [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
- [LTAM 110](#) Portuguese for Spanish Speakers (not offered in 2020-21)
- [SPAN 223](#) Women and Revolution in Latin America (not offered in 2020-21)
- [SPAN 242](#) Introduction to Latin American Literature
- [SPAN 262](#) Myth and History in Central American Literature
- [SPAN 263](#) History of Human Rights (not offered in 2020-21)
- [SPAN 277](#) The Poem as Artifact: Art and Work in Contemporary Spanish American Poetry (not offered in 2020-21)
- [SPAN 321](#) Murder as a Fine Art: The Detective Novel in Latin America

- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2020-21)
- [SPAN 356](#) The Political and Cultural History of the Cuban Revolution (not offered in 2020-21)
- [SPAN 358](#) The Spanish Civil War
- [SPAN 366](#) Jorge Luis Borges: Less a Man Than a Vast and Complex Literature
- [SPAN 371](#) Yours Truly: The Body of the Letter (not offered in 2020-21)
- [SPAN 377](#) History and Subjectivity in Latin American Poetry (not offered in 2020-21)

- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development (not offered in 2020-21)
- [HIST 170](#) Modern Latin America 1810-Present
- [HIST 173](#) Disaster and Society in Latin America (not offered in 2020-21)
- [HIST 174](#) Indigenous Rights in Latin American History (not offered in 2020-21)
- [HIST 272](#) Music and Movement in Atlantic World History
- [HIST 275](#) U.S.-Mexican Border History (not offered in 2020-21)
- [HIST 276](#) Race, Sex, and Cold War in Latin America (not offered in 2020-21)
- [HIST 277](#) Revolution, Rebellion, and Protest in Modern Mexico (not offered in 2020-21)
- [HIST 279](#) Latin America and the Global Cold War (not offered in 2020-21)
- [POSC 221](#) Latin American Politics (not offered in 2020-21)
- [POSC 322](#) Neoliberalism and the New Left in Latin America* (not offered in 2020-21)
- [POSC 325](#) Corruption, Clientelism, and Political Machines* (not offered in 2020-21)
- [RELG 227](#) Liberation Theologies (not offered in 2020-21)
- [SOAN 203](#) Anthropology of Good Intentions
- [SOAN 233](#) Anthropology of Food
- [SOAN 259](#) Comparative Issues in Native North America (not offered in 2020-21)
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2020-21)
- [SOAN 333](#) Environmental Anthropology
- [SOAN 353](#) Ethnography of Latin America

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 2020-21

[LTAM 250](#) Indigeneity and Power in the Andes: Land, Labor, Knowledge In this course, we will read, discuss, and engage with recent scholarship on colonialism, indigenous and communitarian feminism, and some of the issues and movements of indigenous peoples in the Andean region. We will examine the colonial and twentieth-century origins of the movements for indigenous rights in the Andes and seek an understanding of the varied meanings of indigeneity across time. We will emphasize the comparative study of Indigenous-State relations across the Andean countries, and highlight the role of indigenous women and other gender identities for the development of native agendas for autonomy and sovereign rights. Our primary materials will mainly focus on literature and visual arts authored by indigenous artists. Other readings will draw from scholarship in history, anthropology, and Indigenous Studies. This course will be taught in English. 6 credits; HI, IS; Spring; Walther Maradiegue

[LTAM 300](#) Issues in Latin American Studies This is an advanced multidisciplinary research seminar on contemporary Latin America. New forms of political populism, indigenous understanding of the relationship between human and non-human forms of being, transformative urbanistic solutions at work in its largest cities, the political economy of migration, and vibrant cultures of protest, will be among our topics of study. Ideal for

students going to or returning from study abroad in Latin America. Required course for minors and majors in Latin American Studies. Prerequisite: Latin American Studies gateway course. 6 credits; SI, IS; Fall; Silvia López

[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 the Latin American Studies minor. 2 credits; HI, IS; Not offered 2020-21

[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; Not offered 2020-21

Other Courses Pertinent to Latin American Studies

- [CAMS 295](#) Cinema in Chile and Argentina: Representing and Reimagining Identity (not offered in 2020-21)
- [CAMS 296](#) Cinema and Cultural Change in Chile and Argentina (not offered in 2020-21)
- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development (not offered in 2020-21)
- [ENGL 119](#) Introduction to U.S. Latino/a Literature (not offered in 2020-21)
- [ENGL 227](#) Imagining the Borderlands (not offered in 2020-21)
- [HIST 170](#) Modern Latin America 1810-Present
- [HIST 171](#) Latin America and the U.S. (not offered in 2020-21)
- [HIST 173](#) Disaster and Society in Latin America (not offered in 2020-21)
- [HIST 174](#) Indigenous Rights in Latin American History (not offered in 2020-21)
- [HIST 272](#) The Mexican Revolution: History, Myth and Art (not offered in 2020-21)
- [HIST 275](#) U.S.-Mexican Border History (not offered in 2020-21)
- [HIST 276](#) Race, Sex, and Cold War in Latin America (not offered in 2020-21)
- [HIST 277](#) Revolution, Rebellion, and Protest in Modern Mexico (not offered in 2020-21)
- [HIST 279](#) Latin America and the Global Cold War (not offered in 2020-21)
- [POSC 221](#) Latin American Politics (not offered in 2020-21)
- [POSC 322](#) Neoliberalism and the New Left in Latin America* (not offered in 2020-21)
- [POSC 325](#) Corruption, Clientelism, and Political Machines* (not offered in 2020-21)
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- [SOAN 203](#) Anthropology of Good Intentions
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- [SOAN 259](#) Comparative Issues in Native North America (not offered in 2020-21)
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- [SOAN 333](#) Environmental Anthropology
- [SOAN 353](#) Ethnography of Latin America
- [SPAN 223](#) Women and Revolution in Latin America (not offered in 2020-21)
- [SPAN 242](#) Introduction to Latin American Literature
- [SPAN 262](#) Myth and History in Central American Literature
- [SPAN 263](#) History of Human Rights (not offered in 2020-21)

- [SPAN 277](#) The Poem as Artifact: Art and Work in Contemporary Spanish American Poetry (not offered in 2020-21)
- [SPAN 321](#) Murder as a Fine Art: The Detective Novel in Latin America
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2020-21)
- [SPAN 356](#) The Political and Cultural History of the Cuban Revolution (not offered in 2020-21)
- [SPAN 358](#) The Spanish Civil War
- [SPAN 360](#) Race and Nation in Caribbean Literature (not offered in 2020-21)
- [SPAN 366](#) Jorge Luis Borges: Less a Man Than a Vast and Complex Literature
- [SPAN 371](#) Yours Truly: The Body of the Letter (not offered in 2020-21)
- [SPAN 376](#) Mexico City: The City as Protagonist (not offered in 2020-21)

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 mathematics 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. The statistics curriculum provides students with opportunities to analyze real data and enhance their communication skills.

Students who wish to major in both Mathematics and Statistics should note the College policy that double majors may count no more than four courses toward both majors. Courses for which a student earns AP Credit, such as calculus, are included among these four courses.

Mathematics Skills Center:

This Center offers extra assistance to students in lower-level mathematics courses and other courses requiring basic mathematical skills.

Requirements for the Mathematics Major

The Mathematics major requires 72 credits:

A. Required Core Courses:

- Mathematics 101 or 111, 120 or 121, 210 or 211 Calculus
- Mathematics 232 Linear Algebra
- Mathematics 236 Mathematical Structures

B. Electives (36 credits): Six courses from among:

- Mathematics courses numbered above 236
- Computer Science 252, 254, 352
- Statistics 250, 320, 340

At least four of these electives must be Carleton courses with a MATH designation. At least three of the following five areas of mathematics must be represented by the six electives (36 credits).

- Algebra: Mathematics 312, 332, 342, 352
- Analysis: Mathematics 251, 261, 321, 331, 361
- Applied Mathematics: Mathematics 240 (formerly Mathematics 265), 241, 341, Statistics 250 (formerly Mathematics 275), 320 (formerly Mathematics 315), 340 (formerly Mathematics 315)
- Discrete Structures: Mathematics 333, Computer Science 252, 254, 352
- Geometry and Topology: Mathematics 244, 344, 354

Of the six advanced courses, at least four must be Carleton courses with a Mathematics designation. Advanced courses substituted for Mathematics 232 or Mathematics 236 must also be Carleton courses with a Mathematics designation.

In addition, each senior major must complete an integrative exercise, Mathematics 400 (6 credits) which can be either a group or individual project. Majors must also accumulate eight talk credits during their junior and senior year by attending colloquia and the comps talks of their fellow mathematics or statistics majors. Students who major in both Mathematics and Statistics must accumulate a total of thirteen talk credits. We encourage majors to participate in the numerous activities that take place in the department.

Potential majors with especially strong preparation may petition the department for permission to substitute an advanced course for Mathematics 232 and/or for Mathematics 236. Advanced courses substituted for Mathematics 232 or Mathematics 236 must also be Carleton courses with a Mathematics designation.

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 and Statistics Department web site.

Major under Combined Plan in Engineering:

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, 224, and Computer Science 111.

Requirements for the Statistics Major

The requirements for the Statistics Major are 74 credits:

A. Supporting Courses (30 credits):

- Mathematics 101 or 111, 120 or 121, 210 or 211 Calculus
- Mathematics 232 Linear Algebra
- Computer Science 111 Introduction to Computer Science

B. Required Core (18 credits): All of the following, of which at least two must be taken at Carleton

- Statistics 230 (formerly Mathematics 245) Applied Regression Analysis
- Mathematics 240 (formerly Mathematics 265) Probability
- Statistics 250 (formerly Mathematics 275) Introduction to Statistical Inference

C. Electives (18 credits): Three electives, of which at least two must be Carleton courses with a Statistics designation

- Statistics 260 (formerly Mathematics 255) Introduction to Sampling Techniques
- Statistics 220 (formerly Mathematics 285) Introduction to Data Science
- Statistics 320 (formerly Mathematics 315) Time Series Analysis
- Statistics 330 (formerly Mathematics 345) Advanced Statistical Modeling
- Statistics 340 (formerly Mathematics 315) Bayesian Statistics
- Mathematics 295 Numerical Analysis
- Computer Science 314 Data Visualization
- Computer Science 324 Data Mining
- Computer Science 362 Computational Biology

D. Statistical Practice (2 credits):

- Statistics 285 (formerly Mathematics 280) Statistical Consulting

In addition, each senior major must complete an integrative exercise. Statistics 400 (6 credits), which can be either a group or individual project. Majors must accumulate eight talk credits during their junior and senior year by attending department colloquia and the comps talks of their fellow mathematics or statistics majors. Students who major in both Mathematics and Statistics must accumulate a total of thirteen talk credits. We encourage majors to participate in the numerous activities that take place in the department.

We recommend statistics majors also take courses in a discipline in which statistics can be applied. Students interested in data science should consider taking additional computer science courses.

Students considering graduate school in statistics or biostatistics are strongly encouraged to take Mathematics 236 (Mathematical Structures) and Mathematics 321 (Real Analysis). Consult a statistics faculty member for more information specific to your choice of program.

Requirements for the Mathematics Minor

To earn a minor in Mathematics, a student must earn 42 credits from courses taken in the Department of Mathematics and Statistics at Carleton. (Students who place out of courses based on work done outside of Carleton are still required to earn 42 credits from courses taken in the Department of Mathematics and Statistics at Carleton.) At least 36 of the required 42 credits must come from courses with a Mathematics designation. In addition, the only Statistics courses which can be counted toward the Mathematics minor are Statistics 250, 320 and 340.

Students who wish to major in Statistics and minor in Mathematics should note the College policy that a student may not fulfill more than half the credits for a minor from the courses counted toward their major or majors.

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. In addition to regular MWF class time, students will be expected to attend two problem-solving sessions each week, one on Monday or Tuesday, and one on Wednesday or Thursday. Details will be provided on the first day of class. Prerequisite: Not open to students who have received credit for Mathematics 111. 6 credits; FSR; Fall; Deanna B Haunsperger

[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; Kate Meyer, Caroline L Turnage-Butterbaugh

[MATH 120](#) Calculus 2 Inverse functions, integration by parts, improper integrals, modeling with differential equations, vectors, calculus of functions of two independent variables including directional derivatives and double integrals, Lagrange multipliers. Prerequisite: Mathematics 101, 111, score of 4 or 5 on Calculus AB Exam, score of 5, 6, or 7 on Math IB exam or placement via a Carleton placement exam. Not open to students who have received credit for Mathematics 211 or have a score of 4 or 5 on the AP Calculus BC ex. 6 credits; FSR; Fall, Winter, Spring; Steve Scheirer, MurphyKate Montee, Rob Thompson, Owen D Biesel

[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 207](#) Communicating Mathematics An introduction to communicating mathematics to a general audience in both writing and speaking. Students will gain practice in presenting their ideas and receive feedback. Students will use LaTeX and Beamer. Prerequisite: Mathematics 236 or 240 (formerly Mathematics 265) or instructor permission. 2 credits; NE; Not offered 2020-21

[MATH 210](#) Calculus 3 Vectors, curves, calculus of functions of three independent variables, including directional derivatives and triple integrals, cylindrical and spherical coordinates, line integrals, Green's theorem, sequences and series, power series, Taylor series. Prerequisite: Mathematics 120. This course cannot be substituted for Mathematics 211. 6 credits; FSR; Fall, Winter, Spring; Alex Barrios, Alexander Garver, Rob Thompson, Caroline L Turnage-Butterbaugh

[MATH 211](#) Introduction to Multivariable Calculus Vectors, curves, partial derivatives, gradient, multiple and iterated integrals, line integrals, Green's theorem. Prerequisite: Mathematics 121, score of 4 or 5 on the AP Calculus BC exam, or placement via Calculus Placement Exam #3. 6 credits; FSR; Fall, Winter, Spring; Alexander Garver, Eric S Egge, Owen D Biesel

[MATH 232](#) Linear Algebra Vector spaces, linear transformations, determinants, inner products and orthogonality, eigenvectors and eigenvalues. Prerequisite: Mathematics 120 or Mathematics 211. 6 credits; FSR; Fall, Winter, Spring; Rafe Jones, Caroline L Turnage-Butterbaugh, Alexander Garver, Owen D Biesel

[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 and either Mathematics 210 or Mathematics 211. 6 credits; FSR; Fall, Winter, Spring; Deanna B Haunsperger, MurphyKate Montee, Alex Barrios

[MATH 240](#) Probability (Formerly Mathematics 265) 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 120 or Mathematics 211. 6 credits; FSR; Fall, Winter; Adam Loy, Josh Davis

[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; Rob Thompson, Kate Meyer

[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 2020-21

[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; Not offered 2020-21

[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 210 or Mathematics 211. 6 credits; FSR; Spring; Mark Krusemeyer

[MATH 295](#) Combinatorial Games An introduction to the theory and practice of combinatorial games, which are two-player games in which players take turns, both players have complete information about the state of the game at all times, and there is no chance involved. Topics may include impartial games, a complete solution to nim, nim's relationship with other impartial games, the correspondence between games and numbers, sums of games, birthdays of games, hot games, and thermographs of games. Specific games will be studied as examples of the general theory, possibly including hackenbush, domineering, amazons, chomp, the octal games, and variations of these games. Prerequisite: Mathematics 236 or instructor permission. 6 credits; FSR; Winter; Eric S Egge

[MATH 295](#) Numerical Analysis Methods of numerical approximation and applications to scientific computing and data analysis. Topics will be selected primarily from numerical linear algebra and optimization. Theory, implementation and application of numerical algorithms will be emphasized. Prerequisite: Mathematics 232. 6 credits; FSR; Fall; Rob Thompson

[MATH 295](#) Seminar in Set Theory Introduction to set-theoretic foundations of mathematics. The axiom system of Zermelo-Fraenkel, cardinal and ordinal numbers, and the Axiom of Choice. As time permits, additional topics may include construction of the real number, transfinite induction, or consistency/independence proofs. Prerequisite: Mathematics 236 or instructor permission. 6 credits; FSR; Not offered 2020-21

[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; Katie St. Clair

[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 instructor permission. 6 credits; FSR; Winter; Alex Barrios

[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 instructor permission. 6 credits; FSR; Fall, Winter; Caroline L Turnage-Butterbaugh, Kate Meyer

[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; Rafe Jones

[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 2020-21

[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; Eric S Egge

[MATH 341](#) Partial Differential Equations An introduction to partial differential equations with emphasis on the heat equation, wave equation, and Laplace's equation. Topics include the method of characteristics, separation of variables, Fourier series, Fourier transforms and existence/uniqueness of solutions. Prerequisite: Mathematics 241. 6 credits; FSR; Spring; Rob 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, Spring; Eric S Egge, MurphyKate Montee

[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; Josh Davis

[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; Not offered 2020-21

[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; Mark Krusemeyer

[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 236 or instructor permission. 6 credits; FSR; Not offered 2020-21

[MATH 361](#) Complex Analysis The theoretical foundations for the calculus of functions of a complex variable. Prerequisite: Mathematics 321 or instructor permission. Students who have already received credit for Mathematics 261 may only take this course with instructor permission. 6 credits; FSR; Not offered 2020-21

[MATH 395](#) Introduction to Analytic Number Theory An introduction to the techniques and principles of analytic number theory. Topics covered include arithmetical functions, Dirichlet multiplication, averages of arithmetical functions, elementary theorems on the distribution of the primes, and Dirichlet's theorem on primes in arithmetic progressions. Prerequisite: Mathematics 312 or instructor permission. 6 credits; NE; Spring; Caroline L Turnage-Butterbaugh

[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, Computer Science 352, Statistics 250, Statistics 320, Statistics 340. 3 credits; S/NC; Fall, Winter, Spring; Andy Poppick, Caroline L Turnage-Butterbaugh, Rafe Jones, Rob Thompson, Alex Barrios

Statistics Courses

[STAT 120](#) Introduction to Statistics (Formerly MATH 215) 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 taken Mathematics 211 are encouraged to consider the more advanced Mathematics 240/Statistics 250 (formerly Mathematics 265 and 275) Probability/Statistical Inference sequence. Prerequisite: Not open to students who have already received credit for Psychology 200/201, Sociology/Anthropology 239 or Statistics 250 (formerly Mathematics 275). 6 credits; FSR, QRE; Fall, Winter, Spring; Andy Poppick, Laura M Chihara, Steve Scheirer

[STAT 220](#) Introduction to Data Science (Formerly Mathematics 285) This course will cover the computational side of data analysis, including data acquisition, management, and visualization tools. Topics may include: data scraping, clean up and manipulation, data visualization using packages such as ggplots, understanding and visualizing spatial and network data, and supervised and unsupervised classification methods. We will use the statistics software R in this course. Prerequisite: Statistics 120 (formerly Mathematics 215) or Statistics 250 (formerly Mathematics 275). 6 credits; FSR, QRE; Winter, Spring; Katie St. Clair

[STAT 230](#) Applied Regression Analysis (Formerly Mathematics 245) 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: Statistics 120 (formerly Mathematics 215) or Statistics 250 (formerly Mathematics 275) or AP Statistics Exam score of 4 or 5. 6 credits; FSR, QRE; Fall, Winter, Spring; Laura M Chihara, Katie St. Clair

[STAT 250](#) Introduction to Statistical Inference (Formerly Mathematics 275) 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 240 Probability (formerly Mathematics 265). 6 credits; FSR, QRE; Winter, Spring; Andy Poppick, Laura M Chihara

[STAT 260](#) Introduction to Sampling Techniques (Formerly MATH 255) 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: Statistics 120 (formerly Mathematics 215) or Statistics 250 (formerly Mathematics 275). 6 credits; FSR, QRE; Fall; Katie St. Clair

[STAT 285](#) Statistical Consulting (Formerly MATH 280) 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: Statistics 230 (formerly Mathematics 245) and instructor permission. 2 credits; S/CR/NC; FSR, QRE; Fall, Winter, Spring; Katie St. Clair

[STAT 297](#) Assessment and Communication of External Statistical Activity An independent study course intended for students who have completed an external activity related to the statistics major (for example, an internship or an externship) to communicate (both in written and oral forms) and assess their statistical learning from that activity. Prerequisite: Permission of department chair and homework in advance of the external statistical activity. 1 credit; S/CR/NC; Fall, Winter, Spring; Katie St. Clair

[STAT 320](#) Time Series Analysis (Formerly MATH 315) Models and methods for characterizing dependence in data that are ordered in time. Emphasis on univariate, quantitative data observed over evenly spaced intervals. Topics include perspectives from both the time domain (e.g., autoregressive and moving average models, and their extensions) and the frequency domain (e.g., periodogram smoothing and parametric models for the spectral density). Prerequisite: Statistics 230 and 250 (formerly Mathematics 245 and 275). Exposure to matrix algebra may be helpful but is not required. 6 credits; FSR, QRE; Spring; Andy Poppick

[STAT 330](#) Advanced Statistical Modeling (Formerly MATH 345) Topics include linear mixed effects models for repeated measures, longitudinal or hierarchical data and generalized linear models (of which logistic and Poisson regression are special cases) including zero-inflated Poisson models. Depending on time, additional topics could include survival analysis, generalized additive models or models for spatial data. Prerequisite: Statistics 230 and 250 (formerly Mathematics 245 and 275) or permission of the instructor. 6 credits; FSR, QRE; Winter; Laura M Chihara

[STAT 340](#) Bayesian Statistics (Formerly MATH 315) An introduction to statistical inference and modeling in the Bayesian paradigm. Topics include Bayes' Theorem, common prior and posterior distributions, hierarchical models, Markov chain Monte Carlo methods (e.g., the Metropolis-Hastings algorithm and Gibbs sampler) and model adequacy and posterior predictive checks. The course uses R extensively for simulations. Prerequisite: Statistics 250 (formerly Mathematics 275). Not offered 2020-21

[STAT 400](#) Integrative Exercise Either a supervised small-group research project or an individual, independent reading. Required of all senior majors. Prerequisite: Senior Statistics major. Students are strongly encouraged to complete Statistics 230 (formerly Mathematics 245) and Statistics 250 (formerly Mathematics 275) before starting this course. 3-6 credits; S/NC; Fall, Winter, Spring; Andy Poppick, Katie St. Clair, Rob Thompson

Medieval and Renaissance Studies

The Medieval and Renaissance Studies Minor 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 minor 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 minor: 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 minor coordinators--other advanced courses (200 or 300 level) in which the minor pursues an interdisciplinary research project focused on a topic within the period covered by the minor.

Optional Off-Campus Programs: Off-campus study can be an important part of the minor. 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 minor 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 Medieval and Renaissance Studies Minor

Core Courses (3 courses/18 credits required):

- [ARBC 185](#) The Creation of Classical Arabic Literature (not offered in 2020-21)
- [ARCN 246](#) Archaeological Methods & Lab
- [ARTH 101](#) Introduction to Art History I
- [ARTH 102](#) Introduction to Art History II
- [ARTH 155](#) Islamic Art and Architecture (not offered in 2020-21)
- [ARTH 235](#) Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2020-21)
- [ARTH 255](#) Islam in the Eyes of the West (not offered in 2020-21)
- [ARTH 263](#) European Architectural Studies Program: Prehistory to Postmodernism (not offered in 2020-21)
- [CLAS 124](#) Roman Archaeology and Art (not offered in 2020-21)
- [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2020-21)
- [ENGL 125](#) Norse and Celtic Mythology (not offered in 2020-21)
- [ENGL 144](#) Shakespeare I
- [ENGL 210](#) From Chaucer to Milton: Early English Literature (not offered in 2020-21)
- [ENGL 216](#) Milton (not offered in 2020-21)
- [ENGL 244](#) Shakespeare I
- [ENGL 278](#) London Program: Shakespeare's England
- [ENGL 285](#) Textual Technologies from Parchment to Pixel
- [ENGL 310](#) Shakespeare II (not offered in 2020-21)
- [FREN 351](#) Love, War and Monsters in Renaissance France (not offered in 2020-21)
- [FREN 352](#) The Arthurian Legend (not offered in 2020-21)
- [HIST 100](#) Immigration, Conversion, and Cultural Change in Early England and Ireland
- [HIST 131](#) Saints, Sinners, and Philosophers in Late Antiquity
- [HIST 133](#) Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2020-21)
- [HIST 135](#) Making and Breaking Institutions in the Middle Ages: Structure, Culture, Corruption, and Reform

- [HIST 137](#) Early Medieval Worlds (not offered in 2020-21)
- [HIST 138](#) Crusades, Mission, and the Expansion of Europe (not offered in 2020-21)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150
- [HIST 202](#) Icons, Iconoclasm, and the Quest for the Holy in Byzantium and Its Neighbors (not offered in 2020-21)
- [HIST 204](#) Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2020-21)
- [HIST 206](#) Rome Program: The Eternal City in Time: Structure, Change, and Identity
- [HIST 231](#) Mapping the World Before Mercator (not offered in 2020-21)
- [HIST 233](#) Cultures of Empire: Byzantium, 843-1453 (not offered in 2020-21)
- [HIST 236](#) Women and Gender in Europe before the French Revolution (not offered in 2020-21)
- [HIST 238](#) The Viking World (not offered in 2020-21)
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2020-21)
- [HIST 245](#) Ireland: Land, Conflict and Memory
- [HIST 331](#) Regional States: Boundaries and Horizons in Fourteenth-century Italy
- [LATN 243](#) Medieval Latin (not offered in 2020-21)
- [RELG 122](#) Introduction to Islam (not offered in 2020-21)
- [RELG 162](#) Jesus, the Bible, and Christian Beginnings (not offered in 2020-21)
- [RELG 229](#) Monks and Mystics (not offered in 2020-21)
- [RELG 231](#) From Luther to Kierkegaard (not offered in 2020-21)
- [RELG 234](#) Angels, Demons, and Evil (not offered in 2020-21)
- [RELG 263](#) Sufism (not offered in 2020-21)
- [SPAN 227](#) Muslims, Christians, and Jews in Early Modern Spain (not offered in 2020-21)
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2020-21)

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 2020-21)
- [ARCN 222](#) Experimental Archaeology and Experiential History
- [ARCN 246](#) Archaeological Methods & Lab
- [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered in 2020-21)
- [ARTH 100](#) Renaissance, Revolution, and Reformation: The Life and Art of Albrecht Dürer
- [ARTH 101](#) Introduction to Art History I
- [ARTH 102](#) Introduction to Art History II
- [ARTH 155](#) Islamic Art and Architecture (not offered in 2020-21)
- [ARTH 235](#) Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2020-21)
- [ARTH 236](#) Baroque Art
- [ARTH 263](#) European Architectural Studies Program: Prehistory to Postmodernism (not offered in 2020-21)
- [ARTH 323](#) Idolatry (not offered in 2020-21)
- [ARTS 117](#) Visualizing Renaissance England
- [CLAS 124](#) Roman Archaeology and Art (not offered in 2020-21)
- [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2020-21)
- [ENGL 126](#) Arthurian Tradition: From Medieval to Modern (not offered in 2020-21)
- [ENGL 144](#) Shakespeare I
- [ENGL 203](#) Other Worlds of Medieval English Literature
- [ENGL 204](#) History of the English Language (not offered in 2020-21)

- [ENGL 205](#) The Medieval Outlaw (not offered in 2020-21)
- [ENGL 206](#) Arthurian Tradition: From Medieval to Modern (not offered in 2020-21)
- [ENGL 207](#) Princes. Poets. Power
- [ENGL 208](#) The Faerie Queene
- [ENGL 209](#) The Merchant of Venice: A Project Course (not offered in 2020-21)
- [ENGL 210](#) From Chaucer to Milton: Early English Literature (not offered in 2020-21)
- [ENGL 213](#) Christopher Marlowe (not offered in 2020-21)
- [ENGL 214](#) Revenge Tragedy (not offered in 2020-21)
- [ENGL 219](#) Global Shakespeare (not offered in 2020-21)
- [ENGL 228](#) Encountering the Other: The Crusades (not offered in 2020-21)
- [ENGL 244](#) Shakespeare I
- [ENGL 302](#) The Medieval Outlaw (not offered in 2020-21)
- [ENGL 310](#) Shakespeare II (not offered in 2020-21)
- [EUST 111](#) The Age of Cathedrals (not offered in 2020-21)
- [FREN 351](#) Love, War and Monsters in Renaissance France (not offered in 2020-21)
- [FREN 352](#) The Arthurian Legend (not offered in 2020-21)
- [GEOL 245](#) "When the Earth Shook..." Earthquakes in Human History and Lab (not offered in 2020-21)
- [GRK 285](#) Weekly Greek
- [HIST 131](#) Saints, Sinners, and Philosophers in Late Antiquity
- [HIST 133](#) Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2020-21)
- [HIST 137](#) Early Medieval Worlds (not offered in 2020-21)
- [HIST 138](#) Crusades, Mission, and the Expansion of Europe (not offered in 2020-21)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150
- [HIST 202](#) Icons, Iconoclasm, and the Quest for the Holy in Byzantium and Its Neighbors (not offered in 2020-21)
- [HIST 204](#) Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2020-21)
- [HIST 206](#) Rome Program: The Eternal City in Time: Structure, Change, and Identity
- [HIST 231](#) Mapping the World Before Mercator (not offered in 2020-21)
- [HIST 233](#) Cultures of Empire: Byzantium, 843-1453 (not offered in 2020-21)
- [HIST 236](#) Women and Gender in Europe before the French Revolution (not offered in 2020-21)
- [HIST 238](#) The Viking World (not offered in 2020-21)
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2020-21)
- [HIST 245](#) Ireland: Land, Conflict and Memory
- [HIST 246](#) The Material World of the Anglo-Saxons (not offered in 2020-21)
- [HIST 330](#) Ideas Incarnate: Institutional Formation, Reform, and Governance in the Middle Ages (not offered in 2020-21)
- [IDSC 150](#) Plague, War and Crisis: Reading Hobbes Reading Thucydides, Books 1-2: Plague and Democracy
- [IDSC 151](#) Plague, War, Crisis: Reading Hobbes Reading Thucydides: Books 3-5 Revolt and Revolution
- [IDSC 152](#) Plague, War, Crisis: Reading Hobbes Reading Thucydides: Books 6-8 Catastrophe and Coup
- [LATN 233](#) The Catilinarian Conspiracy (not offered in 2020-21)
- [LATN 257](#) Caesar, Lucan, and Civil War (not offered in 2020-21)
- [PHIL 270](#) Ancient Philosophy
- [POSC 250](#) Ancient Political Philosophy: Plato's *Republic* (not offered in 2020-21)
- [POSC 254](#) Freedom, Excellence, Happiness: Aristotle's *Ethics*
- [POSC 354](#) Freedom, Excellence, Happiness: Aristotle's *Ethics**
- [RELG 121](#) Introduction to Christianity (not offered in 2020-21)
- [RELG 122](#) Introduction to Islam (not offered in 2020-21)
- [RELG 228](#) Martyrdom (not offered in 2020-21)

- [RELG 229](#) Monks and Mystics (not offered in 2020-21)
- [RELG 231](#) From Luther to Kierkegaard (not offered in 2020-21)
- [RELG 233](#) Gender and Power in the Catholic Church (not offered in 2020-21)
- [RELG 236](#) History of Antisemitism (not offered in 2020-21)
- [RELG 242](#) Oh My G*d: Christianity and Sexual Revolutions
- [RELG 263](#) Sufism (not offered in 2020-21)
- [RELG 287](#) Many Marys
- [RELG 322](#) Apocalypse How? (not offered in 2020-21)
- [SPAN 227](#) Muslims, Christians, and Jews in Early Modern Spain (not offered in 2020-21)
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2020-21)
- [THEA 195](#) Acting Shakespeare (not offered in 2020-21)

Capstone Seminars (please consult with Program Coordinator regarding the Capstone Seminar/Project Requirement)

(Six credits required):

- [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered in 2020-21)
- [FREN 351](#) Love, War and Monsters in Renaissance France (not offered in 2020-21)
- [FREN 352](#) The Arthurian Legend (not offered in 2020-21)
- [HIST 330](#) Ideas Incarnate: Institutional Formation, Reform, and Governance in the Middle Ages (not offered in 2020-21)
- [RELG 322](#) Apocalypse How? (not offered in 2020-21)
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2020-21)

Middle East Studies Minor

Middle East Studies

Through the Middle East Studies Minor 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 Middle East Studies Minor

The Middle East Studies Minor requires a total of 45 credits. No more than 24 credits may be from any one department. Outside of these 45 credits, students must also complete either Hebrew 204 or Arabic 205, or equivalent, or fulfill their Carleton language requirement with another language relevant to the Middle East (with director's approval).

45 credits completed as follows:

- Foundations Courses: 12 credits from the following list, no credits from OCS programs may substitute. Once you have fulfilled the core requirement, further courses from among these five may serve as electives.
 - [ARBC 100](#) Arabs Encountering the West
 - [ARBC 144](#) Arabic Literature at War (not offered in 2020-21)
 - [ARBC 185](#) The Creation of Classical Arabic Literature (not offered in 2020-21)
 - [ARTH 155](#) Islamic Art and Architecture (not offered in 2020-21)
 - [HIST 165](#) From Young Turks to Arab Revolutions: A Cultural History of the Modern Middle East (not offered in 2020-21)
 - [MELA 121](#) East-West in Israeli and Palestinian Fiction and Film (not offered in 2020-21)
 - [POSC 242](#) Middle East Politics
 - [RELG 122](#) Introduction to Islam (not offered in 2020-21)
 - [RELG 161](#) The Jewish Bible (not offered in 2020-21)
 - [RELG 162](#) Jesus, the Bible, and Christian Beginnings (not offered in 2020-21)

and any new 100-level classes being taught by tenured, tenure-track or continuing faculty at the committee's discretion.

- Supporting Courses: 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 (with MES director approval), but these must be from OCS courses with a content focus (not just language instruction).

Group 1, History, Social Sciences, Religion (12 credit minimum)

- [AFST 130](#) Global Islam and Blackness
- [CLAS 122](#) The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age (not offered in 2020-21)
- [HIST 131](#) Saints, Sinners, and Philosophers in Late Antiquity
- [HIST 133](#) Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2020-21)
- [HIST 138](#) Crusades, Mission, and the Expansion of Europe (not offered in 2020-21)
- [HIST 204](#) Jews, Christians and Muslims in the Medieval Mediterranean (not offered in 2020-21)
- [HIST 233](#) Cultures of Empire: Byzantium, 843-1453 (not offered in 2020-21)
- [HIST 260](#) The Making of the Modern Middle East (not offered in 2020-21)
- [HIST 265](#) Central Asia in the Modern Age
- [HIST 280](#) African in the Arab World (not offered in 2020-21)
- [HIST 284](#) History, Culture and Commerce Program: Heritage in Africa and Arabia (not offered in 2020-21)
- [HIST 360](#) Muslims and Modernity
- [LING 130](#) Sociolinguistics of Semitic Languages (not offered in 2020-21)
- [LING 231](#) Structure of Semitic Languages (not offered in 2020-21)
- [POSC 235](#) The Global War on Terror
- [POSC 282](#) Terrorism and Counterterrorism (not offered in 2020-21)
- [POSC 320](#) Authoritarianism and Democratization in the Middle East* (not offered in 2020-21)
- [POSC 324](#) Rebels and Risk Takers: Women and War in the Middle East*
- [RELG 122](#) Introduction to Islam (not offered in 2020-21)
- [RELG 161](#) The Jewish Bible (not offered in 2020-21)
- [RELG 162](#) Jesus, the Bible, and Christian Beginnings (not offered in 2020-21)
- [RELG 215](#) Muslim Misfits: Islam and the Question of Orthodoxy (not offered in 2020-21)
- [RELG 221](#) Judaism and Gender (not offered in 2020-21)
- [RELG 228](#) Martyrdom (not offered in 2020-21)
- [RELG 229](#) Monks and Mystics (not offered in 2020-21)
- [RELG 235](#) Power, Resistance, and Sacred Texts (not offered in 2020-21)

- [RELG 236](#) History of Antisemitism (not offered in 2020-21)
- [RELG 247](#) The Islamic Republic: Explorations in Religion and Nationalism (not offered in 2020-21)
- [RELG 262](#) Islamic Africa (not offered in 2020-21)
- [RELG 263](#) Sufism (not offered in 2020-21)
- [RELG 264](#) Islamic Politics (not offered in 2020-21)
- [RELG 265](#) Religion and Violence: Hindus, Muslims, Jews (not offered in 2020-21)
- [RELG 268](#) The Perfumed Life: Islamic Sources of the Self (not offered in 2020-21)
- [SOAN 151](#) Global Minnesota: An Anthropology of Our State
- [SOAN 263](#) Terrorism (not offered in 2020-21)
- [WGST 180](#) Power and Desire: Gender Relations in the Middle East (not offered in 2020-21)

Group 2, Literature, Culture, and the Arts (12 credits minimum)

- [ARBC 100](#) Arabs Encountering the West
 - [ARBC 144](#) Arabic Literature at War (not offered in 2020-21)
 - [ARBC 185](#) The Creation of Classical Arabic Literature (not offered in 2020-21)
 - [ARBC 206](#) Arabic in Cultural Context
 - [ARBC 222](#) Music in the Middle East
 - [ARBC 310](#) Advanced Media Arabic
 - [ARBC 315](#) Readings in Premodern Arabic Anthologies (not offered in 2020-21)
 - [ARBC 387](#) The One Thousand and One Nights (not offered in 2020-21)
 - [ARTH 155](#) Islamic Art and Architecture (not offered in 2020-21)
 - [ARTH 255](#) Islam in the Eyes of the West (not offered in 2020-21)
 - [ENGL 228](#) Encountering the Other: The Crusades (not offered in 2020-21)
 - [FREN 350](#) Middle East and French Connection
 - [FREN 360](#) The Algerian War of Liberation and Its Representations (not offered in 2020-21)
 - [MELA 121](#) East-West in Israeli and Palestinian Fiction and Film (not offered in 2020-21)
 - [MELA 230](#) Jewish Collective Memory
 - [RELG 210](#) The Arts of Islam (not offered in 2020-21)
- **Capstone** [MEST 395](#), Senior Colloquium, 3 credits

Middle East Studies Courses

[MEST 395](#) Middle East Studies Capstone The Middle East Studies capstone will allow students to reflect upon their experiences with Middle East studies, including on-campus and off-campus classwork, internships, and cross-cultural experiences, and to synthesize their work in the minor. The course will involve selected readings from a number of disciplinary perspectives and it will culminate in a final oral presentation on a project that brings together each student's work in Middle East Studies at Carleton. Prerequisite: Middle East Studies minor. 3 credits; NE; Spring; Zaki A Haidar

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.

Requirements for the Arabic Minor

In order to receive the minor in Arabic 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. No more than twelve credits from off-campus Arabic language study may be applied toward the minor.

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; Zaki A Haidar

[ARBC 101](#) Elementary Arabic This is the first course in the Elementary Arabic sequence. This 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; Zaki A 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; Sahar H Ramadan

[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; Zaki A Haidar

[ARBC 144](#) Arabic Literature at War Arabic literature is a vibrant and humane tradition. At the same time, several Arab societies have experienced periods of exceedingly violent conflict throughout the twentieth and into the twenty-first centuries. In this course, we will investigate the ways these two currents—war and the literary—converge in several Arab societies. As members of societies at war, but also as literary artists, how do authors represent these conflicting narratives? What sorts of war stories do they tell, how do they tell them, and what sort of literary practice is produced? We will study the birth of the Lebanese Civil War novel as a bona fide genre in the 1970s and 80s, how literature informed anti-colonial struggles in Palestine and Algeria from the 1950s to the present, and read some works of genre-bending horror and science fiction that have appeared in the wake of Iraq's recent destruction. Taught in English, no knowledge of Arabic is required. 6 credits; LA, WR2, IS; Not offered 2020-21

[ARBC 151](#) Spoken Egyptian Arabic Egyptian Arabic is the spoken dialect used in daily life in Egypt, the vernacular of Arab cinema and media, and the lyrical backbone of most modern Arab music. It is, thus, central to the cultural life of Egypt and the wider Arab world. Given this wide diffusion of Egyptian Arabic, learning to communicate in Egyptian Arabic opens doors across the Arabophone world. In this course, students with no prior Arabic language experience will build oral proficiency using instruction in the forms and vocabulary of spoken Egyptian, but also through a use of a variety of media, including films, songs, and other contemporary materials. Please note: This class is intended for students with a general interest in Arabic, who did not study Arabic before. It is not open to students who have had prior classroom experience with the Arabic language. Prerequisite: Not open to students who have had prior classroom experience with the Arabic language. 6 credits; NE; Spring; Sahar H Ramadan

[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 Islam and the Arab world; a time in which pre-Islamic Arabian lore was combined with translated Persian wisdom literature and Greek scientific and philosophical writings to form the canon of learning of the new emerged Arab-Islamic empire. 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 2020-21

[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; Yaron Klein

[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; Yaron Klein, Zaki A Haidar

[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; Sahar H Ramadan

[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 or equivalent. 6 credits; NE; Not offered 2020-21

[ARBC 212](#) Colloquial Egyptian Arabic In this course we will focus on acquiring conversational and listening comprehension skills, and building vocabulary in Egyptian Arabic, the spoken dialect of Egypt and one of the most widely understood dialects across the Arab world. 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 ways 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 205 or equivalent. 6 credits; NE; Not offered 2020-21

[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; Yaron 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; Yaron Klein, Issam Rafea

[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 2020-21

[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 or equivalent. 6 credits; LA, IS; Winter; Zaki A Haidar

[ARBC 315](#) Readings in Premodern Arabic Anthologies The concept of *adab* as the liberal arts education of the premodern Arab world presents itself most vividly in the *adab* anthology. Authors writing in this genre collected and classified the knowledge of their time, drawing on material from a large variety of disciplines: literature (poetic, proverbial, historical-anecdotal), Religion (Quran, prophetic tradition, jurisprudence, theology), linguistics, as well as philosophy and the sciences. This encyclopedic genre represented the ideal of a broad-based erudition, and the perception that education should be entertaining as it is edifying. In this class we will read excerpts from the works of some of the major premodern anthology writers: Ibn Abd Rabbihi, Abu I-Faraj al-Isfahani, al-Ibshihi and al-Nuwayri. Prerequisite: Arabic 206 or equivalent. 3 credits; LA, IS; Not offered 2020-21

[ARBC 371](#) Readings in Premodern Arabic Science It is difficult to overstate Arab scientists' contribution to science. A translation movement from Greek, Persian and Sanskrit into Arabic initiated in the eighth century, led to centuries of innovative scientific investigation, during which Arab scientists reshaped science in a variety of disciplines: from mathematics to astronomy, physics, optics and medicine. Many of their works entered Latin and the European curriculum during the Renaissance. In this reading course we will explore some of the achievements and thought processes in premodern Arabic scientific literature by reading selections from several seminal works.

We will examine these in the cultural contexts in which they emerged and to which they contributed, and reflect on modern Western perceptions of this intellectual project. Readings and class discussions will be in both Arabic and English. Prerequisite: Arabic 206 or equivalent. 3 credits; LA, IS; Spring; Yaron Klein

[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 or equivalent. 6 credits; LA, IS; Not offered 2020-21

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; Stacy N 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; Stacy N 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 2020-21

[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 2020-21

Middle Eastern Language Courses (MELA)

[MELA 121](#) East-West in Israeli and Palestinian Fiction and Film As a crossroads of diverse perspectives in such a multicultural, but fraught environment in the Middle East, Israeli and Palestinian fiction and film offer a kaleidoscopic socio-cultural introduction to Middle East Studies, in microcosm. We will focus on how mental pictures of home, self, and other have been created, perpetuated, and/or challenged in local fiction since the

1940s and in film since the 1990s, by authors and artists of Middle Eastern Jewish, European Jewish, and Palestinian backgrounds. We will also explore community, generational, and gender-relevant responses to their projections of post/colonial history and national life in Israel/ Palestine. 6 credits; LA, IS; Not offered 2020-21

[MELA 121F](#) Middle Eastern Perspectives in Israeli and Palestinian Literature & Film FLAC Hebrew Trailer This course is a supplement in Hebrew for MELA 121, East-West in Israeli and Palestinian Fiction and Film. 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 build vocabulary in Hebrew for talking about some excerpts of our Israeli fiction from MELA 121, reading and discussing these excerpts in Hebrew as appropriate for the language level(s) of the students in this trailer course. Prerequisite: Hebrew 102. Requires concurrent registration in MELA 121. 2 credits; NE; Not offered 2020-21

[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; Fall; Stacy N Beckwith

Pertinent Courses

- [ARBC 185](#) The Creation of Classical Arabic Literature (not offered in 2020-21)
- [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 backgrounds and abilities, 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 the Music 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 also 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-five credits, including:

- **Musical Foundations and Theory (17 credits)**
 -
 - [MUSC 103](#), [MUSC 104](#), [MUSC 110](#), and [MUSC 204](#)
- **One 200- or 300-level course in Western Art Music (6 credits)**
 -
 - [MUSC 210](#), [MUSC 211](#), [MUSC 212](#), [MUSC 217](#), [MUSC 218](#), [MUSC 219](#) or [MUSC 308](#)
- **One 200- or 300-level course in Ethnomusicology or Popular Music (6 credits)**
 - [ARBC 222](#), [CAMS 242](#), [MUSC 215](#), [MUSC 245](#), [MUSC 247](#), [MUSC 248](#), [MUSC 332](#), [MUSC 336](#), [MUSC 337](#)
- **Composition (6 credits)**
 - MUSC 153J, [MUSC 208](#), [MUSC 220](#), [MUSC 221](#), [MUSC 222](#), [MUSC 223](#), [MUSC 224](#), MUSC 253J, [MUSC 340](#)
- **Ensemble Participation (2 credits)**
 -
 - [MUSC 185-195](#)
- **Juried Applied Lessons (4 credits)**
 - Any combination of juried applied lessons and [MUSC 299](#) may fill this requirement. Composition 153J/253J does not satisfy this requirement
- **300-level Seminar (6 credits)**
 -

- Any Music course numbered between Music 303 to Music 339, Inclusive note: a course which fulfills the seminar requirement may not be "double counted" toward other requirements, e.g., Western Art Music, Ethnomusicology, or Popular Music.
- **Music Electives (12 credits)**
 - Any MUSC credits, including Music classes, ensembles, chamber music, applied lessons, and [MUSC 299](#)
- **Integrative exercise (6 credits)**
 - [MUSC 400](#)

Music Department Minors

The Music department offers three Music Minors:

- **American Music Minor** provides students with a framework for understanding the diverse music and musical cultures of America. This minor does not assume a traditional music background and does not require music theory.
- **Music Minor** is a flexible minor that allows students either a broad range of music study, or enables a focus on a particular area of musical inquiry.
- **Music Performance Minor** is for students who want to pursue excellence in musical performance with a focus in a particular instrument, voice, or performance area.

American Music Minor

The minor in American Music, brings together the most prominent strands of American music scholarship on campus. Taking its inspiration from the multidisciplinary approaches characteristic of this emerging field, the minor includes a gateway course surveying American musical history and genres; a foundational 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 and a capstone research seminar in which students pursue individual projects. No previous musical experience is required.

Requirements for the American Music Minor

Six courses are required.

- **Gateway Course:** 6 credits
 - - [MUSC 126](#) America's Music
- **Foundations:** 6 credits
 - - [AFST 113](#) Introduction to Africana Studies (not offered in 2020-21)
 - [AFST 125](#) New African Migrations (not offered in 2020-21)
 - [AMST 115](#) Introduction to American Studies
 - [CAMS 110](#) Introduction to Cinema and Media Studies
 - [GWSS 110](#) Introduction to Gender, Women's & Sexuality Studies

- [HIST 120](#) Rethinking the American Experience: American History, 1607-1865 (not offered in 2020-21)
 - [HIST 121](#) Rethinking the American Experience: American Social History, 1865-1945 (not offered in 2020-21)
 - [HIST 122](#) U.S. Women's History to 1877 (not offered in 2020-21)
 - [HIST 123](#) U.S. Women's History Since 1877 (not offered in 2020-21)
 - [HIST 125](#) African American History I: From Africa to the Civil War
 - [HIST 126](#) African American History II (not offered in 2020-21)
 - [MUSC 110](#) Theory I: The Materials of Music
 - [MUSC 204](#) Theory II: Musical Structures
 - [RELG 140](#) Religion and American Culture (not offered in 2020-21)
 - [SOAN 110](#) Introduction to Anthropology
 - [SOAN 111](#) Introduction to Sociology
 - [WGST 110](#) Introduction to Women's and Gender Studies (not offered in 2020-21)
 - [WGST 112](#) Introduction to LGBT/Queer Studies (not offered in 2020-21)
- **Soundtracks of America:** 18 credits, at least one course must be at the 200-level or above
 -
 - [CAMS 242](#) Sound and Music in TV and New Media (not offered in 2020-21)
 - [MUSC 111](#) Music and Storytelling in the Western World
 - [MUSC 115](#) Listening to the Movies
 - [MUSC 123](#) Disney Movies and Music (not offered in 2020-21)
 - [MUSC 130](#) The History of Jazz
 - [MUSC 131](#) The Blues From the Delta to Chicago (not offered in 2020-21)
 - [MUSC 136](#) History of Rock (not offered in 2020-21)
 - [MUSC 140](#) Ethnomusicology and the World's Music (not offered in 2020-21)
 - [MUSC 208](#) Computer Music and Sound
 - [MUSC 210](#) Women and Gender in Western Art Music (not offered in 2020-21)
 - [MUSC 211](#) Western Music and its Social Ecosystems, 1600-1830
 - [MUSC 212](#) Sex, Music, and the Virtuoso (not offered in 2020-21)
 - [MUSC 215](#) Music Theater in America (not offered in 2020-21)
 - [MUSC 216](#) God, Emotion, and Meaning in Seventeenth and Eighteenth-Century Music (not offered in 2020-21)
 - [MUSC 217](#) Opera in the News (not offered in 2020-21)
 - [MUSC 218](#) Listening to Dance Music (not offered in 2020-21)
 - [MUSC 219](#) The Musical Avant-Garde (not offered in 2020-21)
 - [MUSC 232](#) Golden Age of R & B
 - [MUSC 245](#) Tradition, Innovation, and Globalization in African Music
 - [MUSC 247](#) 1950s/60s American Folk Music Revival
 - [MUSC 248](#) Music of South Asia
 - [MUSC 311](#) Art Music and Power (not offered in 2020-21)
 - [MUSC 341](#) Rock Lab and Lab (not offered in 2020-21)
- **Research Seminar** 6 credits
 -
 - [MUSC 308](#) Seminar in Music Analysis (not offered in 2020-21)
 - [MUSC 311](#) Art Music and Power (not offered in 2020-21)
 - [MUSC 312](#) Romantic Music (not offered in 2020-21)
 - [MUSC 332](#) Motown (not offered in 2020-21)
 - [MUSC 334](#) Marvin Gaye

- [MUSC 337](#) Music in Social Movements

Requirements for the Music Minor

The Minor in Music is an excellent way for students to pursue their passion for music from a broad perspective, but also offers the flexibility for a student to customize a course of study specific to their particular interests.

36 credits required, including:

- **Musical Foundations and Theory (6 credits)***
 - [MUSC 110](#) or [MUSC 204](#)
- **Two 200- or 300-level courses (12 credits) selected from:**
 - [ARBC 222](#), [CAMS 242](#), [MUSC 208](#), [MUSC 210](#), [MUSC 211](#), [MUSC 215](#), [MUSC 220](#), [MUSC 227](#), [MUSC 236](#), [MUSC 245](#), [MUSC 247](#), [MUSC 248](#), or any course number [MUSC 303-339](#)
- **300-level Seminar (6 credits)**
 - One class from courses numbered [MUSC 303-339](#)
- **Music Electives (12 credits)**
 - Any MUSC credits, including Music classes, ensembles, chamber music, applied lessons, and [MUSC 299](#)

Students pursuing work in an interdisciplinary area (e.g. ethnomusicology, media studies, music psychology) may petition for elective courses outside of Music to count towards the minor.

* As per the college catalog, a score of 4 or 5 on the AP Music Theory exam grants six credits. This does not grant students automatic exemption from [MUSC 103](#) and/or MUSC 110; exemption in these courses is determined by the departmental placement exam. Credits earned via the AP exam do not count for elective credit in the major or minor.

Requirements for the Music Performance Minor

The **Minor in Music Performance** has a prescribed area of focus for a student who wishes to pursue excellence in music performance or conducting.

Prerequisite: minimum 1 term of juried lessons at the 200 level; entry into the minor in music performance is by audition only. Auditions will usually take place during juries held at the end of each term.

36 credits required, including:

- **Musical Foundations and Theory (3-6 credits)***
 - One course from [MUSC 103](#), [MUSC 104](#), [MUSC 110](#) or [MUSC 204](#)
- **Juried Applied Lessons (10 credits)**

- Any combination of 1- or 2-credit juried lessons; normally these 10 credits of applied study will be on the same instrument/voice, but in areas such as non-Western and American folk, students may petition to count lessons on more than one instrument/voice.
Composition 153J/253J does not satisfy this requirement
- **Ensemble (3 credits)**
 - - Three credits from any course number Music 185 to Music 199 (inclusive)
- **[MUSC 342: Music Performance Seminar \(3 credits\)](#)**
- **[MUSC 299: Recital \(3 credits\)](#)**
Must be taken once, may be repeated for elective credit
- **Music Electives (12-15 credits to total 36 credits)**

Any additional MUSC credits, including classroom courses, ensembles, applied lessons.

It is recommended--though not required--that students minoring in music performance take additional courses in theory, history, composition, or world musics.

*As per the college catalog, a score of 4 or 5 on the AP Music Theory exam grants six credits. This does not grant students automatic exemption from [MUSC 103](#) (Musicianship Lab 1) and/or MUSC 110 (Theory I); exemption in these courses is determined by the departmental placement exam. Credits earned via the AP exam do not count for elective credit in the major or minor.

Music Courses

[MUSC 100](#) Ways of Hearing People hear differently. In this course we will consider various “ways of hearing.” We will study topics like historical recreation, physiology and cognitive studies of music, thinking like a composer and musical writing, ethnographic listening, hearing like a performer, and how music creates meaning. There are distinct paths to continue each of the topics, and we will explore opportunities for students to extend these musical interests while at Carleton. "Do you hear what I hear?" asks the famous song. Perhaps not. As we will see, the range of musical activity and interest among our peers can be extremely vast. 6 credits; AI, WR1; Fall; Andy 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; Ronald Rodman

[MUSC 103](#) Musicianship 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. 3 credits; ARP; Fall; Ronald Rodman

[MUSC 104](#) Musicianship II Continuation of Musicianship I, with an emphasis on singing and dictation skills. More advanced solfège is introduced, including melodies in minor keys and chromaticism. Longer melodic dictation exercises which introduce standard four- and eight-bar melodic schemas will also be covered. Some harmonic dictation will also be included. Prerequisite: Music 103, or permission of instructor as assessed by a diagnostic exam administered at the start of the term. 2 credits; ARP; Winter; Justin M 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; Andrea Mazzariello

[MUSC 110](#) Theory I: The Materials of Music An introduction to the materials of western tonal music, with an emphasis on harmonic structure and syntax. It also covers basic harmonic syntax (through secondary dominants), two-voice counterpoint, melodic phrase structure, musical texture, and small musical forms, along with related theoretical concepts and vocabulary. Student work involves readings, listening assignments, analytical exercises, and short composition projects. Prerequisite: Music 103 (may be concurrently enrolled), or permission of the instructor as assessed by a diagnostic exam administered at the start of term. 6 credits; LA; Fall; Ronald Rodman

[MUSC 111](#) Music and Storytelling in the Western World Music is about relationships. Music is literally a series of relationships between organized sounds, but beyond that it is also about relationships between people. Through music, human beings tell stories about who they are, where they come from, what they value, and what dreams they hold for the future. In this course, the concept of storytelling via organized sound provides a framework for students to understand music in the "Western" world and its relationship to people and their values at given times and places. Instead of a chronological history, this course explores a series of topics where music and narrative intersect: mythology, dance, religion, politics, instrumental music, and audiovisual genres. Students will acquire the ability to write about sound and its meaning via blog posts, interpretive listening assignments, and a final creative project that incorporates personal experience with musical description. An ability to read music not required. 6 credits; LA, WR2; Spring; Brooke H McCorkle

[MUSC 115](#) Listening to the Movies We all watch movies, whether it's in a theater, on television, a computer, or a smart phone. But we rarely *listen* to movies. This class is an introduction to film music and sound and how it changed based on technological and stylistic developments from the silent era to the present day. Throughout the term, students will watch, speak, and write about a variety of films in order to develop literacy in theories of film music and sound. Class assignments including quizzes, cue charts, and short essays will culminate in a final project that may take the form of an analytical term paper or creative project designed by the student in consultation with the instructor. An ability to read music not required. 6 credits; LA, WR2; Spring; Brooke H McCorkle

[MUSC 121](#) Songs of Love, State, and Self Humble in means but mighty in meaning, the song has given voice to every human emotion. Devout believers use song for worship, prima donnas sing for love or tragedy, and popular songsters tell stories through song. Anthems convey national identity while show-tunes offer an escape from reality. In this course students will encounter many types of song and learn how they are composed, where they are sung, and what power they have over us. Class activities include discussion and singing, and assignments include song identification and analysis. Prerequisite: Ability to read music not required. 6 credits; LA, WR2; Not offered 2020-21

[MUSC 123](#) Disney Movies and Music An exploration of the music in Disney movies. Topics covered will include the history of Walt Disney studios, the technique of Mickey-mousing, use of classical music, original scores, and Disney songs. Special attention will be given to Disney movies since *The Little Mermaid*. In the later movies, we will ask how music tells stories and contributes to the representation of race/ethnicity, class, and gender/sexuality. 6 credits; LA, IDS; Not offered 2020-21

[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. 6 credits; WR2, LA, IDS; Winter; Andy Flory

[MUSC 128](#) Conducting Learn the fundamentals of instrumental and choral conducting including gesture, beat patterns, score reading, and beginning rehearsal techniques. Students in this course will form a laboratory ensemble that participants lead as a means of gaining conducting experience and experimenting with the relationship between gesture and sound. Prerequisite: Ability to read music and active participation in a faculty conducted ensemble, or permission of instructor. 3 credits; ARP; Spring; Matthew J Olson

[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; Winter; Andy Flory

[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 2020-21

[MUSC 136](#) History of Rock This course is an introduction to the history of rock music, emphasizing primarily the period between 1954 and the present. Mixing historical and cultural readings with intense listening, we will cover the vast repertoire of rock music and many other associated styles. We will focus on the sounds of the music, learning to distinguish a wide variety of genres, while also tracing the development and transformation of rock and pop styles. The lectures will use a wide variety of multimedia, including commercial audio and video, unpublished audio and video sources, print materials, and technological devices. Knowledge of a technical musical vocabulary and an ability to read music are not required for this course. 6 credits; LA, WR2, IDS; Not offered 2020-21

[MUSC 140](#) Ethnomusicology and the World's Music This course introduces both the world's musical diversity and the discipline of ethnomusicology. Drawing on musics of Native America, Indonesia, India, and the Caribbean, among others, we will study the written and recorded/filmed work of ethnomusicologists from roughly 1950-present, focusing on theories and methods. Though geographically wide-ranging, these efforts are connected by themes of tradition, globalization, religion, politics, gender, youth, and decolonization. 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. 6 credits; LA, IS, WR2; Not offered 2020-21

[MUSC 142](#) Musical Theater Practicum *The Last Five Years*, Jason Robert Brown's musical about a writer/aspiring Broadway performer couple, dramatizes the exhilaration and frustration of going to audition after audition on the way to a big break. This theme is exploited countless times in American musicals, precisely because singers and actors face countless auditions. In this course, students will gain historical and theoretical knowledge of the musical theater genre, a deeper knowledge of the craft, and be better prepared to face auditions of any kind. Final projects may be small-scale performances of solos, duets, or a full-class ensemble number. 6 credits; ARP; Not offered 2020-21

[MUSC 144](#) Music and Migration This course introduces students to a variety of musics as they intersect with, arise from, or speak to migration. We will consider migration of peoples, of musical forms or genres, of instruments and other music technologies, and of musicians themselves. Our study might include such genres as ska and tango, instruments such as the piano, guitar, or accordion, and musics of the African diaspora, of the Choctaw Nation, of Iran, and of China, for example. No musical experience required. 6 credits; Not offered 2020-21

[MUSC 150](#) Piano Weekly half-hour lessons, with repertoire selected as appropriate for the individual student's experience. Works from a variety of style periods may be studied, with attention to both musical and technical development. Open to students with no previous musical experience. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Nikki Melville, Loren B Fishman, Matthew McCright, Marcia Widman

[MUSC 150J](#) Piano (Juried) Weekly half-hour lessons, with repertoire selected as appropriate for the individual student's experience. Works from a variety of style periods may be studied, with attention to both musical and technical development. The juried (J) course includes the opportunity for students to share their work in an end-of-term public or closed performance. Open to students with no previous musical experience. 1 credit; ARP; Fall, Winter, Spring; Nikki Melville, Loren B Fishman, Matthew McCright, Marcia Widman

[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; Rick A Penning, Krisanne E Weiss, Matthew J Olson, Victoria A Vargas

[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; Rick A Penning, Krisanne E Weiss, Matthew J Olson, Victoria A Vargas

[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; Mark 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; Mark Kreitzer

[MUSC 153J](#) 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 two courses from Music 221, 222 or 223 or instructor consent. 1 credit; ARP; Fall, Winter, Spring; Andrea Mazzariello

[MUSC 155](#) Violin 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Hector L Valdivia, Liz Ericksen, Susan M Crawford

[MUSC 155J](#) Violin (Juried) 1 credit; ARP; Fall, Winter, Spring; Hector L Valdivia, Liz Ericksen, Susan M Crawford

[MUSC 156](#) Viola 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Hector L Valdivia, Liz Ericksen, Susan M Crawford

[MUSC 156J](#) Viola (Juried) 1 credit; ARP; Fall, Winter, Spring; Hector L Valdivia, Liz Ericksen, Susan M Crawford

[MUSC 157](#) Cello 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Thomas Rosenberg, Zachery W Pelletier

[MUSC 157J](#) Cello (Juried) 1 credit; ARP; Fall, Winter, Spring; Thomas Rosenberg, Zachery W Pelletier

[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; Connie Martin

[MUSC 158J](#) Classical String Bass (Juried) The study of the acoustic string bass in the Classical style. 1 credit; ARP; Fall, Winter, Spring; Connie Martin

[MUSC 159](#) Flute 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Martha N Jamsa

[MUSC 159J](#) Flute (Juried) 1 credit; ARP; Fall, Winter, Spring; Martha N Jamsa

[MUSC 160](#) Oboe/English Horn 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Merilee I Klemp

[MUSC 160J](#) Oboe/English Horn (Juried) 1 credit; ARP; Fall, Winter, Spring; Merilee I Klemp

[MUSC 161](#) Clarinet 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Nina E Olsen

[MUSC 161J](#) Clarinet (Juried) 1 credit; ARP; Fall, Winter, Spring; Nina E Olsen

[MUSC 162](#) Saxophone 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Greg Keel

[MUSC 162J](#) Saxophone (Juried) 1 credit; ARP; Fall, Winter, Spring; Greg Keel

[MUSC 163](#) Bassoon 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Ann Pesavento

[MUSC 163J](#) Bassoon (Juried) 1 credit; ARP; Fall, Winter, Spring; Ann Pesavento

[MUSC 164](#) French Horn 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Gwen M Anderson

[MUSC 164J](#) French Horn (Juried) 1 credit; ARP; Fall, Winter, Spring; Gwen M Anderson

[MUSC 165](#) Trumpet 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Lynn B Deichert

[MUSC 165J](#) Trumpet (Juried) 1 credit; ARP; Fall, Winter, Spring; Lynn B Deichert

[MUSC 166](#) Trombone 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; JC Sanford

[MUSC 166J](#) Trombone (Juried) 1 credit; ARP; Fall, Winter, Spring; JC Sanford

[MUSC 167](#) Tuba 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; JC Sanford

[MUSC 167J](#) Tuba (Juried) 1 credit; ARP; Fall, Winter, Spring; JC Sanford

[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; Jay L 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; Jay L 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; Elinor 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; Elinor Niemisto

[MUSC 170](#) Harpsichord 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Janean A Hall

[MUSC 170J](#) Harpsichord (Juried) 1 credit; ARP; Fall, Winter, Spring; Janean A Hall

[MUSC 171](#) Organ Basic piano skills required. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Janean A Hall

[MUSC 171J](#) Organ (Juried) Basic piano skills required. 1 credit; ARP; Fall, Winter, Spring; Janean A 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; Yaron 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; Yaron Klein

[MUSC 174](#) Recorder 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Mark Krusemeyer

[MUSC 174J](#) Recorder (Juried) 1 credit; ARP; Fall, Winter, Spring; Mark 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. Materials: staff paper, The Real Book, vol. 1, or similar fake book, and the app iReal Pro. Weekly studio class required. Prerequisite: Three years of piano or instructor permission. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Laura S 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. Materials: staff paper, The Real Book, vol. 1, or similar fake book, and the app iReal Pro. Weekly studio class required. Prerequisite: Three years of piano or instructor permission. 1 credit; ARP; Fall, Winter, Spring; Laura S 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; Travis J 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; Travis J 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; Zacc 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; Zacc 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; Jay L 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; Jay L 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. Weekly studio class required. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Laura S 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. Weekly studio class required. 1 credit; ARP; Fall, Winter, Spring; Laura S 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; David S 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; David S 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; David S 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; David S 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; Gao 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; Gao Hong

[MUSC 183](#) World Drumming Instruction World 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; Jay L Johnson

[MUSC 183J](#) World Drumming Instruction (Juried) World 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; Jay L 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, and accordion. The Music Department has a single mandolin, fiddle, banjo, and guitar (and two ukuleles) available for shared use by enrolled students unable to provide their own instruments. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Mark 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, and accordion. The Music Department has a single mandolin, fiddle, banjo, and guitar (and two ukuleles) available for shared use by enrolled students unable to provide their own instruments 1 credit; ARP; Fall, Winter, Spring; Mark Kreitzer

[MUSC 185](#) Carleton Choir 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; Matthew J Olson

[MUSC 186](#) Carleton Chamber Choir The Carleton Chamber Choir is a select, mixed ensemble performing challenging choral music from the Renaissance era to the twenty first century. Admission is by audition and membership in the Carleton Choir (MUSC 185) is also required. Except in rare instances, Chamber Choir singers are expected to commit to all three terms in a given academic year. One weekly TBD sectional rehearsal in addition to the Thursday 5-6:30PM meeting time. Prerequisite: Requires concurrent registration in Music 185. 1 credit; S/CR/NC; Fall, Winter, Spring; Matthew J Olson

[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; Fall, Winter, Spring; Hector L 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. In addition to the Wednesday meeting time, there will be one sectional rehearsal each week. Prerequisite: Previous experience in a music ensemble, Chinese Musical instruments or instructor permission. 1 credit; S/CR/NC; ARP, IS; Fall, Winter, Spring; Gao Hong

[MUSC 189](#) Carleton Symphony Band The Carleton Symphony Band performs music selected from the standard and contemporary repertory, including compositions by Holst, Masianka, Arnold and others. Regular sight-reading sessions. Admission by audition. 1 credit; S/CR/NC; Fall, Winter, Spring; Ronald 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; Fall, Winter, Spring; Laura S Caviani

[MUSC 191](#) African 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; ARP, IS; Not offered 2020-21

[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; IS; Fall, Winter, Spring; Jay L Johnson

[MUSC 194](#) Chamber Music Small group study and performance of instrumental and/or vocal chamber music from the western art music or non-western/folk repertory. Groups are usually formed by students prior to registration, and should consist of 3-8 musicians. Student groups are coached weekly by specialized music faculty, and participate in an end-of-term performance. Students must be registered, may not audit, and can register for only one group per term. Prerequisite: At least one term of applied music lessons at Carleton, or co-registration in applied music lessons, or permission of instructor. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Nikki Melville

[MUSC 195](#) Jazz Chamber Music Small groups participate in the study and performance of instrumental and/or vocal jazz chamber music. Groups are usually formed by students prior to registration, and should usually consist of 3-8 students. Groups rehearse independently, and are coached weekly by jazz music faculty; all groups participate in an end-of-term performance. Students must register, and may not audit; students register for only one group, but may participate in two groups with permission of instructor. Prerequisite: At least one term of applied music lessons at Carleton, or co-registration in applied music lessons, or permission of instructor. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Laura S Caviani, Zacc Harris

[MUSC 196](#) Jazz Workshop This class focuses on the theory and practice of jazz improvisation. Students will develop their improvisational skills by learning and applying various scales, modes, and chord structures to lab performances of standard jazz repertoire on their respective instruments. Prerequisite: Ability to read music and facility on an instrument/voice: performing knowledge of major scales: or instructor permission. 1 credit; S/CR/NC; ARP; Fall, Winter, Spring; Laura S Caviani

[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. Not to be taken concurrently with Music 152 or 252 (Guitar). 1 credit; S/CR/NC; Fall, Winter, Spring; Mark Kreitzer

[MUSC 198](#) Class Voice This course provides students with a communal experience to learn the art of singing. Designed for beginners, the class offers group exercises and vocalizing, solo lessons, listening assignments, lectures, and readings to learn the skills to sing musical styles ranging from classical to musical theater to global folk songs. Some experience with Western musical notation is helpful, though not required. 1 credit; S/CR/NC; ARP; Fall, Winter; Matthew J Olson

[MUSC 199](#) Fundamentals of African Drumming Class instruction in basic techniques of African drumming. No musical training or experience is necessary. 1 credit; S/CR/NC; Fall, Winter, Spring; Jay L Johnson

[MUSC 204](#) Theory II: 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 nature of musical pitch, the structure of musical scales and their influence on melody, chords and their interval content, the complexity of rhythmic patterns, and chromatic harmony and modulation. Student work includes building a musical instrument, programming a drum machine, writing computer code to create harmonies and timbres, and an extended music analysis project. Prerequisite: Music 103, or permission of the instructor as assessed by a diagnostic exam administered at the start of the term. 6 credits; LA, WR2, QRE; Winter; Justin M London

[MUSC 208](#) Computer Music and Sound This course surveys 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. While we'll explore the techniques and concepts of computer music in detail, our focus will be putting them to work in our creative practice, using open source computer music languages as well as digital audio workstations, according to the strengths and limitations of each music-making environment. We'll show how computer music composition takes shape in a wide variety of styles and aesthetics, free to choose among them or create our own. Prerequisite: Music 108 or Computer Science 111 or Instructor permission. 6 credits; ARP; Fall; Andrea Mazzariello

[MUSC 209](#) Interactive Music Systems Technological tools assist and mediate a great diversity of musical compositions and performances. This course focuses specifically on the dynamic uses of technology, and systems that require significant interaction between composer/performer and software/hardware. The course will focus especially on dataflow programming in the Max environment, creating custom software for use in performing original work, informed by our investigation into relevant model compositions as well as the principles of digital audio. Prerequisite: A willingness to perform original music on an instrument or voice and Music 108 or Computer Science 111, or instructor consent. 6 credits; ARP; Spring; Andrea Mazzariello

[MUSC 210](#) Women and Gender in Western Art Music This course explores the ways gender ideologies are enmeshed in the history of Western art music and how these ideologies resonate in music culture today. Drawing on methods from feminist and queer theory and criticism, the class considers representations of gender, the body, and sexuality by male, female, and transgender musicians. Analysis will focus on musical contributions by female and transgender musicians. Prerequisite: Previous classroom course in Music department or instructor permission; not open to students who have taken Music 100 Women and Classical Music. 6 credits; HI, WR2; Not offered 2020-21

[MUSC 211](#) Western Music and its Social Ecosystems, 1600-1830 Concert hall programming (and music history textbooks) typically emphasize “Western” musical composers and their works; this curriculum expands students’ understanding of “Western” music by also investigating the role of performers and consumer-listeners. The social, political, economic and cultural ecosystems in which “Western” music evolved provides a framework for understanding the relationships between composers, works, performers, and listeners both at the time of a work’s premiere and today. This course concentrates on music ecosystems from around 1600-1830 and is organized around broad themes in music history: technology, genre, theater, improvisation, economics, religion, and media culture. This format encourages students to interrogate the contemporary canon and its underlying implications. Through a variety of assignments including quizzes, blog posts, score analyses, creative responses, and a final project, students will develop critical thinking, research, and communication skills to help them be successful in their various musical endeavors. Prerequisite: Music 110, 204 or instructor consent. 6 credits; LA, WR2; Winter; Brooke H McCorkle

[MUSC 212](#) Sex, Music, and the Virtuoso From Paganini to Esperanza, Liszt to Lang Lang, Wieck to Hahn, audiences have long adored and obsessed over musical virtuosity. But what do we mean when we call someone a musical virtuoso? How is virtuosity enmeshed with ideas of genius, race, and gender? How have both historical and contemporary discourses conflated musical and sexual prowess? This class explores the above questions, concentrating on music and figures operating within the world of Western art music along with references to jazz and popular music. An ability to read music is required. Prerequisite: Music 110 or 204 highly desirable. 6 credits; LA, WR2; Not offered 2020-21

[MUSC 213](#) Music and Religion Music and religion are united through philosophical precepts, but also through practical means. In this course we will encounter philosophical ideas about music as well as examine sacred musical practices of various religions, including Christian, Jewish, Muslim, and Hindu. Students will analyze what function music holds in liturgies of many traditions. The final project will involve visiting local services to observe first-hand how religions use music. No previous music experience required. 6 credits; LA; Not offered 2020-21

[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; Not offered 2020-21

[MUSC 216](#) God, Emotion, and Meaning in Seventeenth and Eighteenth-Century Music What is it about the music of a Mass or cantata that inspires a feeling of reverence? What about an opera's music creates drama? What emotions can be spurred by listening to a symphony? In this class, students will encounter different genres and styles of music from the Baroque and Classical period and ask what—and how—each one communicates to its audience. Repertory will be drawn from Bach, Gluck, Elisabeth Jacquet de la Guerre, Mozart, Haydn, and Beethoven and will be placed in the context of major intellectual and political movements. Prerequisite: Music 110 or Music 201 or Music 204 or instructor permission. 6 credits; LA, WR2, IS; Not offered 2020-21

[MUSC 217](#) Opera in the News What does opera mean to us today? This class examines the history of western opera by focusing on works and productions that have been catapulted into the news in the last five years. "Houston Grand Opera stages the perfect *Don Giovanni* for the #MeToo era!" "Madama Butterfly like never before: Sung in Japanese and English!" "Hungarian State Opera tries to whitewash *Porgy and Bess*!" Students will explore the scandals, spectacle, and power dynamics that have always been embedded in the operatic tradition, and the ways that twenty-first century opera companies are attempting to reclaim opera's relevance. Prerequisite: None, ability to read music is not necessary. 6 credits; LA, WR2; Not offered 2020-21

[MUSC 218](#) Listening to Dance Music This course explores the relationship between western art music and social dance, staged productions, or stylized concert genres based on social dance and staged productions. Students will examine how bodies have moved to music by asking the questions: which music? and which bodies? Repertoire will range from sixteenth-century French court ballets, to the un-danceable waltzes of Chopin and Brahms, to *Hamilton*, where hip hop meets colonial American country dance. 6 credits; LA, WR2; Not offered 2020-21

[MUSC 219](#) The Musical Avant-Garde "*Piano Piece for David Tudor #3: most of them were very old grasshoppers.*" – La Monte Young (1960). What is an avant-garde? How can music be "ahead of its time"? In this class, students will explore the histories, aesthetics, and socio-cultural contexts of musical avant-gardes and musical experimentalism post-WWII. While the course focuses on art music of the 1950s-1970s (from concert pieces by Stockhausen and Cage, to the "intermedial" art forms promoted by Fluxus, to the avant-jazz of Ornette Coleman and John Coltrane), students will also consider what a musical avant-garde in 2020 might sound like, look like, or act like. 6 credits; LA, WR2; Not offered 2020-21

[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 instructor permission. 6 credits; ARP; Not offered 2020-21

[MUSC 221](#) Electronic Music Composition This course focuses on making new electronic music. We will use digital audio workstations for composition and production as well as other technological tools and strategies, exploring the use of outboard hardware, various programming environments, and electroacoustic performance practices. Short composition assignments build fundamental skills in melodic development, drum programming, genre-specific harmonic motion, and audio production. The course culminates in a term project, a stylistically unrestricted, substantial original composition. Prerequisite: Music 108, Music 110 or instructor consent. 3 credits; ARP; Fall; Andrea Mazzariello

[MUSC 222](#) Composing for Ad Hoc Ensemble In this composition course, we will create music for ourselves to perform. The members of the class constitute the Ad Hoc Ensemble; we will begin by writing small studies for individual instruments or voices in this group, and methodically build to composing for the entire ensemble. We

will focus on idiomatic instrumental writing and orchestration, and will explore both traditional and experimental approaches to notation. Prerequisite: Music 110 or instructor permission. 3 credits; ARP; Spring; Andrea Mazzariello

[MUSC 223](#) Vocal Counterpoint In this composition course, we will write for (our own) singing voices, anchoring our writing to various traditions of vocal part writing while developing our own idiosyncratic approaches. We will move methodically from singing single lines against drones, to creating two-, three-, and four-part compositions, culminating in a substantial composition for multiple voices per part. We will sing constantly to reinforce key concepts and to hear our works in progress, and will base our analysis of our own compositions as well as more canonical works on bringing the music to life through vocal performance. Prerequisite: Ability and willingness to sing from score, and Music 110 or instructor permission. 3 credits; ARP; Not offered 2020-21

[MUSC 224](#) Collaborative Composition in Community Partnership In this composition course, students will co-create music with youth at The Key, a youth-led, youth services organization in downtown Northfield. Members of the class will visit regularly to make and share music, and will work towards a substantial collaborative composition, while also creating smaller projects throughout the term. To support this work, we will study model compositions that leave key parameters open, such as instrumentation and ensemble size, or that use alternate notation systems, or that depend on structured improvisation. We will also explore various technological tools that can extend our collaborative capabilities and that can assist us in documenting and presenting our collaborative work. Prerequisite: Music 108 or Music 110 or instructor consent. 6 credits; ARP; Winter; Andrea 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; Justin M 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 227. 2 credits; LS, QRE; Spring; Justin M London

[MUSC 232](#) Golden Age of R & 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; Andy Flory

[MUSC 239](#) The Philosophy of Music What is Music, and what exactly is a “musical composition,” especially in the age of recorded music and sampling? Can music tell a story, express an emotion, or convey a proposition? And if music can do any of these things, how does it do it? Last but not least, how are we to judge the value of musical pieces and musical practices? Do we need to judge popular music differently from so-called “art” music? To address these questions we will listen to a wide range of musical examples, from Bach and Mozart to the Beatles and Jimi Hendrix, and we will read a wide range of writings about music, from Plato, Rousseau, and Kant to current philosophers, including Scruton, Kivy, Davies, Carroll, and Gracyk. Prerequisite: Previous music or philosophy course or instructor permission. 6 credits; LA, WR2; Not offered 2020-21

[MUSC 240](#) Music in Health, Disability, and Disease We’ll investigate music’s relationships to health, disability, and disease using scholarly articles, documentaries, historical archives, and current events. How does musical activity

promote or enhance health in everyday life? How do various disabilities shape musical experience? How can music intervene in disease processes? Our inquiry will include the many musical responses to and adaptations necessitated by COVID-19. We will consider the place of sound and music as interventions in systemic racism, increasingly recognized as a public health threat. Students will complete a research paper and presentation on a topic of their choosing, guided throughout the term. 6 credits; SI, WR2, IDS; Fall; Melinda Russell

[MUSC 245](#) Tradition, Innovation, and Globalization in African Music Through reading, listening, watching, and playing, we explore African music and developments in African musical life. Using the works of canonical and emerging scholars, we will examine music with particular attention to its intersections with health, technology, citizenship, and gender roles. Students will also learn elements of West African percussion and Shona karimba through applied study. No experience necessary. 6 credits; IS, ARP; Winter; Melinda Russell

[MUSC 247](#) 1950s/60s American Folk Music Revival Explores the historical bases of musical style, the role of recorded music, the social construction of a "folk music" milieu, and the music of Pete Seeger, Woody Guthrie, Phil Ochs, Bob Dylan, Joan Baez, et al. 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) only for those with zero guitar experience; Section 2 (folk workshop --provide your own instruments) if you have any experience on guitar, banjo, fiddle, mandolin, ukelele, Dobro, viola, cello, or bass. 6 credits; ARP, WR2, IDS; Spring; Melinda Russell

[MUSC 248](#) Music of South Asia This course focuses on South Asian musical traditions including qawwali, folk and popular musics, and the classical Hindustani and Carnatic traditions of North and South India. We will consider the historical and cultural contexts of several genres, read the work of scholars from various disciplines, and study 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; Fall; Melinda Russell

[MUSC 250](#) Piano Weekly one-hour lessons, with repertoire selected as appropriate for the individual student's experience. Works from a variety of style periods may be studied, with attention to both musical and technical development. Music 250 is intended for the more advanced piano student; permission of instructor is required. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Nikki Melville, Loren B Fishman, Matthew McCright, Marcia Widman

[MUSC 250J](#) Piano (Juried) Weekly one-hour lessons, with repertoire selected as appropriate for the individual student's experience. Works from a variety of style periods may be studied, with attention to both musical and technical development. The juried (J) course includes the opportunity for students to share their work in an end-of-term public or closed performance. Music 250J is intended for the more advanced piano student; permission of instructor is required. 2 credits; ARP; Fall, Winter, Spring; Nikki Melville, Loren B Fishman, Matthew McCright, Marcia Widman

[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; Rick A Penning, Krisanne E Weiss, Matthew J Olson, Victoria A Vargas

[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; Rick A Penning, Krisanne E Weiss, Matthew J Olson, Victoria A Vargas

[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; Mark 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; Mark Kreitzer

[MUSC 253J](#) 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 two courses from Music 221, Music 222 or Music 223 or instructor consent. 2 credits; ARP; Fall, Winter, Spring; Andrea Mazzariello

[MUSC 255](#) Violin Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Hector L Valdivia, Liz Ericksen, Susan M Crawford

[MUSC 255J](#) Violin (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Hector L Valdivia, Liz Ericksen, Susan M Crawford

[MUSC 256](#) Viola Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Hector L Valdivia, Liz Ericksen, Susan M Crawford

[MUSC 256J](#) Viola (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Hector L Valdivia, Liz Ericksen, Susan M Crawford

[MUSC 257](#) Cello Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Thomas Rosenberg, Zachery W Pelletier

[MUSC 257J](#) Cello (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Thomas Rosenberg, Zachery W Pelletier

[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; Connie 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; Connie Martin

[MUSC 259](#) Flute Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Martha N Jamsa

[MUSC 259J](#) Flute (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Martha N Jamsa

[MUSC 260](#) Oboe/English Horn Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Merilee I Klemp

[MUSC 260J](#) Oboe/English Horn (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Merilee I Klemp

- [MUSC 261](#) Clarinet Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Nina E Olsen
- [MUSC 261J](#) Clarinet (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Nina E Olsen
- [MUSC 262](#) Saxophone Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Greg Keel
- [MUSC 262J](#) Saxophone (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Greg Keel
- [MUSC 263](#) Bassoon Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Ann Pesavento
- [MUSC 263J](#) Bassoon (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Ann Pesavento
- [MUSC 264](#) French Horn Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Gwen M Anderson
- [MUSC 264J](#) French Horn (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Gwen M Anderson
- [MUSC 265](#) Trumpet Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Lynn B Deichert
- [MUSC 265J](#) Trumpet (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Lynn B Deichert
- [MUSC 266](#) Trombone Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; JC Sanford
- [MUSC 266J](#) Trombone (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; JC Sanford
- [MUSC 267](#) Tuba Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; JC Sanford
- [MUSC 267J](#) Tuba (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Ronald Rodman, JC Sanford
- [MUSC 268](#) Orchestral Percussion Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Jay L Johnson
- [MUSC 268J](#) Orchestral Percussion (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Jay L Johnson
- [MUSC 269](#) Harp Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Elinor Niemisto
- [MUSC 269J](#) Harp (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Elinor Niemisto
- [MUSC 270](#) Harpsichord Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Janean A Hall
- [MUSC 270J](#) Harpsichord (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Janean A Hall
- [MUSC 271](#) Organ Basic piano skills required. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Janean A Hall
- [MUSC 271J](#) Organ (Juried) Basic piano skills required. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Janean A 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; Yaron 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; Yaron Klein

[MUSC 274](#) Recorder Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Mark Krusemeyer

[MUSC 274J](#) Recorder (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Mark 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. Materials: staff paper, The Real Book, vol. 1, or similar fake book, and the app iReal Pro. Weekly studio class required. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Laura S 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. Materials: staff paper, The Real Book, vol. 1, or similar fake book, and the app iReal Pro. Weekly studio class required. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Laura S 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; Travis J 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; Travis J Schilling

[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; Zacc Harris

[MUSC 277J](#) 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. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Zacc 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; Jay L 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; Jay L 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. Weekly studio class participation required. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Laura S 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. Weekly studio class participation is required. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Laura S 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; David S 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; David S 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; David S 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; David S 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; Gao 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; Gao Hong

[MUSC 283](#) World Drumming Instruction World 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; Jay L Johnson

[MUSC 283J](#) World Drumming Instruction (Juried) World 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; Jay L 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, mandocello and accordion. The Music Department has a single mandolin, fiddle, banjo, and guitar (and two ukuleles) available for shared use

by enrolled students unable to provide their own instruments. Prerequisite: Instructor Permission. 2 credits; ARP; Fall, Winter, Spring; Mark 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, mandocello and accordion. The Music Department has a single mandolin, fiddle, banjo, and guitar (and two ukuleles) available for shared use by enrolled students unable to provide their own instruments. Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; Fall, Winter, Spring; Mark Kreitzer

[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. Normally 299 would be taken in the junior or senior year, and is repeatable one time. Fees and financial aid for 299 are the same as for two-credit applied lessons. Prerequisite: Permission of department. At least two terms of juried lessons at the 200 level. Students must have completed recital form and permission of the Music Department the term prior to the recital. 3 credits; ARP; Fall, Winter, Spring

[MUSC 308](#) Seminar in Music Analysis An introduction to advanced analytical techniques for larger formal structure in Western Art Music repertoire from the classic, romantic and early twentieth century. Musical forms to be considered are binary, ternary, rondo, and variation forms, with particular emphasis on theories and analyses of sonata forms of eighteenth and nineteenth century music. Prerequisite: Music 110 or 204 or Instructor consent. 6 credits; LA; Not offered 2020-21

[MUSC 311](#) Art Music and Power In the twentieth century, the U.S. and Western Europe saw a sharp rise in totalitarian governments that weaponized all parts of culture as part of their quest for ultimate control. These governments used music as propaganda and hired art composers whose skill could demonstrate the preeminence of their homeland, and who were required to pledge ideological loyalty. In this class, students will conduct research on twentieth-century art music that was used to promote or subvert state authority. They will seek to understand aesthetics, identity, contracts, social networks, musical form and style, and reception. Prerequisite: Ability to read music or instructor permission. 6 credits; LA, WR2, IS; Not offered 2020-21

[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 2020-21

[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 2020-21

[MUSC 334](#) Marvin Gaye This is a research-based course focused on the music and creative practices of Marvin Gaye, one of the most famous and successful popular vocalists of the 1960s and 1970s. We will begin with a furious survey of Gaye's life and music, and move quickly into more critical readings. Along the way, students will develop individual research topics with the assistance of the instructor, and present findings to the group on a weekly basis. The seminar will culminate with individual student research presentations and a well-crafted research paper on a topic related to Gaye. Prerequisite: The ability to read music and a previous music course, or instructor consent. 6 credits; LA, WR2, IDS; Fall; Andy Flory

[MUSC 336](#) Moldy Figs and the Birth of Jazz Criticism In this course, students will investigate the interest of white literati in jazz during the 1930s and 1940 through the lens of former Carleton English professor Jack Lucas. A writer for the well-known jazz appreciation magazine *Down Beat*, Lucas taught courses about jazz in the 1950s,

and donated his large historic record collection to the College. We will read early written criticism and consider issues of canonization of jazz. Students will create their own compilation of early jazz recordings according to a theme, revisiting a common form of agency among jazz critics during the 1950s. 6 credits; HI, WR2 Prerequisite: Music 126. Not offered 2020-21

[MUSC 337](#) Music in Social Movements 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 the work of diverse scholars and participants, through focused listening, and ultimately through guided student research projects. Among the social/musical movements we'll consider: Nueva canción, Rastafari, anti-Apartheid; the labor, civil rights, women's, anti-war, anti-nuclear and environmental movements, the Black Arts Movement, American Indian, Jesus, Hippie, and white nationalist Movements, and Black Lives Matter. No musical experience or previous coursework required. 6 credits; WR2, LA, IDS; Spring; Melinda Russell

[MUSC 340](#) Advanced Composition Seminar An advanced seminar in music composition for students with previous course work or compositional experience. Class will meet weekly as a group as well as individually with the instructor to work on compositional projects. Students will compose works in a range of styles and using a variety of media. Prerequisite: Music 208, 220 or instructor permission. 6 credits; ARP; Not offered 2020-21

[MUSC 341](#) Rock Lab and Lab This class 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. There is a required hands-on laboratory component, which will be assigned before the start of the course. In these smaller groups, students will perform, record, and work with sound in small groups. Work will include experimentation with electric instruments, amplifiers, synthesizers, microphones, recording techniques, performance practice issues, musical production, mixing, and mastering. 6 credits; ARP, IDS; Not offered 2020-21

[MUSC 342](#) Creative Music Performance Seminar Over the course of the term, each student will prepare the performance of a solo work, informed by the exploration of sources, comparison of recordings, score analysis, and performance science. Group meetings explore the pedagogy of musical, psychological, and intellectual preparation, and will guide improvement in technical and musical consistency during performance. Open to performers of all genres of applied music taught in the Carleton music department. Prerequisite: One term of 2 credit juried lessons on any instrument/voice or permission of instructor. 3 credits; ARP; Winter; Hector L Valdivia

[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. 6 credits; S/NC; Fall, Winter, Spring; Ronald Rodman

Neuroscience

Requirements for the Neuroscience Minor

- **Core Courses** (21 credits required): AP Biology does not count.

- [BIOL 125](#) Genes, Evolution, and Development and Lab
 - [BIOL 125](#) Genes, Evolution, and Development: A Problem Solving Approach and Lab
 - [NEUR 127](#) Foundations in Neuroscience and Lab
 - [NEUR 238](#) Neurons, Circuits and Behavior
 - [NEUR 239](#) Neurons, Circuits and Behavior Lab
- **Capstone** (3 credits):
 - [NEUR 395](#) Neuroscience Capstone Seminar
- **Electives** (24 credits required from the list below):
 - - A single course may fulfill more than one requirement, for example Biology 332 would fulfill both the 300 level and the Biology requirement
 - At least 6 credits from Biology
 - At least 6 credits from Psychology
 - At least 6 credits at 300 level
 - -
 - [BIOL 240](#) Genetics
 - [BIOL 248](#) Behavioral Ecology (not offered in 2020-21)
 - [BIOL 280](#) Cell Biology
 - [BIOL 281](#) Cell Biology Laboratory
 - [BIOL 332](#) Human Physiology
 - [BIOL 333](#) Human Physiology Laboratory
 - [BIOL 342](#) Animal Developmental Biology (not offered in 2020-21)
 - [BIOL 343](#) Animal Developmental Biology Laboratory (not offered in 2020-21)
 - [BIOL 365](#) Seminar: Topics in Neuroscience
 - [BIOL 368](#) Seminar: Developmental Neurobiology
 - [BIOL 379](#) Seminar: Behavioral Genetics
 - [BIOL 386](#) Neurobiology
 - [CS 254](#) Computability and Complexity
 - [CS 321](#) Artificial Intelligence (not offered in 2020-21)
 - [MUSC 227](#) Perception and Cognition of Music
 - [MUSC 228](#) Perception and Cognition of Music Lab
 - [PHIL 225](#) Philosophy of Mind (not offered in 2020-21)
 - [PSYC 210](#) Psychology of Learning and Memory (not offered in 2020-21)
 - [PSYC 211](#) Laboratory Research Methods in Learning and Memory (not offered in 2020-21)
 - [PSYC 216](#) Behavioral Neuroscience
 - [PSYC 217](#) Laboratory Research Methods in Behavioral Neuroscience
 - [PSYC 218](#) Hormones, Brain, and Behavior
 - [PSYC 220](#) Sensation and Perception
 - [PSYC 260](#) Health Psychology
 - [PSYC 263](#) Sleep and Dreaming
 - [PSYC 267](#) Clinical Neuroscience (not offered in 2020-21)
 - [PSYC 318](#) Psychopharmacology (not offered in 2020-21)
 - [PSYC 366](#) Cognitive Neuroscience
 - [PSYC 367](#) Neuropsychology of Aging (not offered in 2020-21)
 - [PSYC 370](#) Behavioral Neuroimmunology

- [PSYC 371](#) Evolutionary and Developmental Trends in Cognition (not offered in 2020-21)
- [PSYC 379](#) Child and Adolescent Psychiatry

Neuroscience Courses

[NEUR 127](#) Foundations in Neuroscience and Lab This course is an introduction to basic neural function. Topics include neural transmission, development of the nervous system, anatomy, sensory systems, learning and the corresponding change in the brain, and the role of the nervous system in behavior. Team-based learning will be used to understand the experiments that shape current knowledge. 6 credits; LS, QRE; Fall; Sarah H Meerts, Eric D Hoopfer

[NEUR 238](#) Neurons, Circuits and Behavior Neurons are the building blocks of the nervous system. Molecular and cellular neuroscience seeks to understand the fundamental principles that govern how neurons function, how they communicate with each other, and how they assemble into circuits that generate behavior. This course focuses on the molecular and cellular basis of nervous system function from the level of genes and molecules to neural circuits and behavior. We will take an integrative approach to examine the genetic, molecular and cellular mechanisms that underlie neuronal communication, the molecular basis of sensation and innate behaviors, neural plasticity, and nervous system disorders. This course will emphasize the experimental evidence and techniques that have built our understanding of the molecular and cellular basis of behavior through team-based learning, analysis of primary literature papers and laboratory experimentation. Prerequisite: Neuroscience 127 or both Psychology 216 and Biology 125. Requires concurrent registration in Neuroscience 239. A grade of C- or better must be earned in both Neuroscience 238 and 239 to satisfy the LS requirement. 6 credits; LS, QRE; Spring; Eric D Hoopfer

[NEUR 239](#) Neurons, Circuits and Behavior Lab This laboratory course will provide experience in performing experiments to elucidate the structure and function neurons and neural circuits using classical and cutting-edge techniques. Students will apply these techniques to develop and carry out an independent research project. Prerequisite: Concurrent registration in Neuroscience 238 required. 2 credits; NE; Spring; Eric D Hoopfer

[NEUR 395](#) Neuroscience Capstone Seminar This capstone seminar will cover current approaches and techniques in the field of neuroscience. Guest speakers in neuroscience and related areas will present their research. 3 credits; S/CR/NC; NE; Spring; Eric D Hoopfer

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 the Philosophy Major

Seventy-two credits in philosophy, including:

1. Core Courses (24 credits)

- [PHIL 210](#) Logic
- [PHIL 213](#) Ethics
- [PHIL 270](#) Ancient Greek Philosophy
- [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)

- [IDSC 250](#) Color!
- [MUSC 239](#) The Philosophy of Music (not offered in 2020-21)
- [PHIL 203](#) Bias, Belief, Community, Emotion
- [PHIL 211](#) Being, Time and Identity (not offered in 2020-21)
- [PHIL 212](#) Epistemology (not offered in 2020-21)
- [PHIL 215](#) Alienation, Authenticity, and Irony: Selfhood in the Modern World (not offered in 2020-21)
- [PHIL 216](#) Nietzsche and Foucault: History, Truth, and Power (not offered in 2020-21)
- [PHIL 217](#) Reason in Context: Limitations and Possibilities (not offered in 2020-21)
- [PHIL 223](#) Philosophy of Language (not offered in 2020-21)
- [PHIL 225](#) Philosophy of Mind (not offered in 2020-21)
- [PHIL 236](#) Proof, Knowledge, and Understanding in Mathematics
- [PHIL 243](#) Animal Ethics: The Moral Status of Animals (not offered in 2020-21)
- [PHIL 246](#) Probability: The Very Guide of Life? (not offered in 2020-21)
- [PHIL 251](#) Evidence, Objectivity, and Realism in the Sciences (not offered in 2020-21)
- [PHIL 273](#) Kant's Metaphysics
- [PHIL 274](#) Existentialism
- [PHIL 287](#) Conspiracy Theories and Dogmatism
- [PHIL 288](#) A Survey of Historical Ideas of Race (not offered in 2020-21)
- [PHIL 303](#) Bias, Belief, Community, Emotion (not offered in 2020-21)
- [PHIL 372](#) Kant's Critique of Pure Reason (not offered in 2020-21)

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 203](#) Bias, Belief, Community, Emotion
- [PHIL 214](#) Ecology, Ethics, and Economics (not offered in 2020-21)
- [PHIL 221](#) Philosophy of Law (not offered in 2020-21)
- [PHIL 222](#) Topics in Medical Ethics
- [PHIL 226](#) Love and Friendship
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy
- [PHIL 232](#) Social and Political Philosophy (not offered in 2020-21)
- [PHIL 243](#) Animal Ethics: The Moral Status of Animals (not offered in 2020-21)

4. Advanced Courses (12 credits)

- PHIL Advanced Courses (12 credits in Philosophy at the 300-level, excluding [PHIL 398](#) and 399)

5. Integrative Exercise (12 credits)

- [PHIL 398](#) Comps Proposal (3 credits)
- [PHIL 399](#) Senior Thesis (6 credits)
- [PHIL 400](#) Integrative Exercise (3 credits)

6. Philosophy Electives (12 credits)

- 12 additional credits in Philosophy

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 twelve 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.

Requirements for the Philosophy Minor

36 credits in Philosophy, including:

- One course at the 100-level (6 credits). This course can be an A&I seminar or one of the department's regular Introduction to Philosophy courses.
- Two courses from the following list (12 credits)
 - Logic
 - Ancient Philosophy
 - Modern Philosophy
 - Ethics
- One advanced course (6 credits). This can be any philosophy course at the 300 level
- Two electives (12 credits). At most one of these can come from the 100-level.

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; Daniel M 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; Jason A Decker

[PHIL 100](#) Utopias What would a perfect society look like? What ideals would it implement? What social evils would it eliminate? This course explores some famous philosophical and literary utopias, such as Plato's *Republic*, Thomas More's *Utopia*, Francis Bacon's *New Atlantis*, Ursula Le Guin's *The Dispossessed*, and others. We will also consider some nightmarish counterparts of utopias, dystopias. One of the projects in this course is a public performance, such as a speech or a short play. 6 credits; AI, WR1; Fall; Anna Moltchanova

[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; Not offered 2020-21

[PHIL 113](#) The Individual and the Political Community Are human beings radically individual and atomic by nature, political animals, or something else? However we answer that question, what difference does it make for our understanding of the ways in which larger political communities come into existence and are maintained? In this course we will explore these and related questions while reading two of the most foundational works in political theory, Plato's *Republic* and Hobbes's *Leviathan*, as well as several contemporary pieces influenced by these thinkers. 6 credits; HI, IS, WR2; Fall, Winter, Spring; Allison E Murphy

[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, Winter; Douglas B 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; Winter; Jason A 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 2020-21

[PHIL 118](#) God, Mind, and the Human Condition In this course we explore the interrelations between questions concerning God's existence, the nature of the mind, and the human condition. We begin by evaluating arguments for and against God's existence. This will give us a basis upon which to consider Descartes' arguments in the *Meditations*. We then turn to contemporary objections to Descartes' claim that the mind is an immaterial thing. If the mind is a material thing, what does that tell us about the human condition? Do humans have free wills and moral responsibilities? Are our lives meaningful? Is death a bad thing and if so, for whom? 6 credits; HI, WR2; Not offered 2020-21

[PHIL 120](#) Philosophy of Sex Sex is a pervasive feature of our individual lives and of contemporary political debate, yet has until recently rarely been subject to sustained philosophical scrutiny. In this course we will investigate the ethical, political, and conceptual issues surrounding sex, critically reflecting on our own assumptions about sexed bodies, sexual pleasure, sexual conduct, and sexual and gender identities. What is sex? How do others identify us and how do we come to identify ourselves as sexual beings along the intersecting axes of gender, race, class, orientation, and ability? Can sex and pleasure become sites for personal liberation or ethical existence with others? We will take an intersectional approach to a variety of issues, including consent, casual sex, sexual objectification and commodification, sexual violence, normative medical and legal discourse about sex, gender, and reproduction, and the struggle for political recognition by sexual and gender minorities. 6 credits; HI, WR2, IDS; Not offered 2020-21

[PHIL 121](#) The Philosopher and the Sophist In 399 BC Socrates was executed for introducing new gods and corrupting the youth. He claimed these were not the real charges against him--instead the trouble was that the Athenians mistook him for a sophist. 'Sophist' remains a choice term of derision for the pseudo-intellectuals, salesmen, political pundits, and propagandists who populate public life to this day. Traditionally a sophist is marked off not only by their bad ethical character, but also by the content of their ideas--most notably relativism, social constructionism, and *realpolitik*. The good standing of philosophers seems to depend on their success in distinguishing themselves from both the ideas and the actions of their evil twin, the sophist. In this course we will ask why this effort has seemed so important, and whether it is really possible to define philosophy in a way that excludes sophistry once and for all. 6 credits; HI; Not offered 2020-21

[PHIL 122](#) Identity and Leadership Leaders who face tragedy and violence inspire others with their personal narratives of self-creation and meaning-making. This course invites students to investigate the relationship between the subjective meaning-making experience and various manifestations of the 'problem of evil'. We will read a variety of texts that highlight narrative experiences of tragedy, self-transformation, and models of leadership as empowerment. The course approaches these topics from a variety of philosophical lenses including: Existentialism, Feminist Philosophy, African Philosophy, Queer Studies, Disability Studies, and Religious Studies. The texts of this course will include: *Book of Job*, Victor Frankl's *Man's Search For Meaning*, Lucy Delaney's *From the Darkness Cometh the Light*, Susan Brison's *Aftermath: Violence and the Remaking of the Self*, and Eli Clare's *Exile and Pride*. 6 credits; HI, WR2, IDS; Spring; Eddie O'Byrn

[PHIL 197](#) Climate Matters What should we do, as individuals and countries, in the face of climate change? What does justice demand that we do for those currently suffering the ill effects of climate change? And what do we owe future generations for whom the problems will be far worse? This course will meet five times to discuss John

Broome's *Climate Matters: Ethics in a Warming World*. Prerequisite: Concurrent enrollment in Biology 210, Environmental Studies 310 or Political Science 212. 1 credit; NE; Not offered 2020-21

[PHIL 203](#) Bias, Belief, Community, Emotion What is important to individuals, how they see themselves and others, and the kind of projects they pursue are shaped by traditional and moral frameworks they didn't choose. Individual selves are encumbered by their social environments and, in this sense, always 'biased', but some forms of bias are pernicious because they produce patterns of inter and intra-group domination and oppression. We will explore various forms of intersubjectivity and its asymmetries through readings in social ontology and social epistemology that theorize the construction of group and individual beliefs and identities in the context of the social world they engender. 6 credits; HI, WR2, QRE, IDS; Winter; Anna Moltchanova

[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; Spring; Douglas B Marshall

[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; Not offered 2020-21

[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; Not offered 2020-21

[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; Fall; Daniel M Groll

[PHIL 214](#) Ecology, Ethics, and Economics In this course we will explore the hypothesis that the current ecological crisis is, at least in part, the product of an economic system that champions continual growth (hence ever increasing levels of production and consumption) and that the economic system is in turn supported by a specific set of materialist values. The course thus takes a holistic and interdisciplinary approach to its subject, and will include readings from across the disciplines of environmental science, economics, and ethics. 6 credits; SI, IS; Not offered 2020-21

[PHIL 215](#) Alienation, Authenticity, and Irony: Selfhood in the Modern World Who am I? What kind of world do I live in? What kind of life is possible or desirable for me? While these questions have been part of philosophy since its inception, there may be particular epistemic and ethical dilemmas of knowing ourselves as modern and post-

modern subjects. Both theoretical and practical challenges to self-knowledge have emerged in the course of the twentieth and twenty-first centuries. Psychoanalysis, sociology, and evolutionary science have made us question whether there is an essential self to be known and, if so, whether we could have access to it. Historical events, including the world wars and the increased industrialization, bureaucratization, and secularization of western societies have made reckoning with finitude and alienation central to any project of self-knowledge. In this course we will consider the challenges to self-knowledge posed by life in the modern world, and 'authenticity' and 'irony' as two prominent responses to this fundamental self-estrangement. 6 credits; HI, WR2; Not offered 2020-21

[PHIL 216](#) Nietzsche and Foucault: History, Truth, and Power Friedrich Nietzsche is famous for his scathing criticisms of both conventional morality and academic philosophy. He developed a mode of historical research, genealogy, which takes a perspective "beyond good and evil" in order to expose our moral ideals (including altruism, personal responsibility, and equality) as the products of contingent historical formations and struggles for power. Michel Foucault, writing in the second half of the twentieth century, submitted the values of 'normal' and 'pathological' (in diverse areas of the human sciences including mental illness, criminology, and sexuality) to a genealogical method modeled on that of Nietzsche. This course will be devoted to a comparative reading of Nietzsche and Foucault's genealogical works and the relation of these to their larger philosophical systems. Our guiding questions will be: What is the nature of power? What is the nature and value of truth? What bearing do the histories of our normative and scientific claims have on their truth-value? What is the status, in all of this, of the critical perspective of the genealogist? Where do the insights of Nietzsche and Foucault leave us in our own attempts to lead meaningful lives? 6 credits; HI; Not offered 2020-21

[PHIL 217](#) Reason in Context: Limitations and Possibilities Our reflection on significant human questions is often (perhaps always) embedded within a larger set of cultural or personal theoretical commitments. Such embeddedness suggests our reflection cannot achieve the standard of objectivity characteristic of a traditional ideal of rationality. Is this realization to be welcomed insofar as it weakens traditional dogmatic claims to truth and the associated implication that certain views or frameworks are superior to others? Or, in spite of the unmooring of the philosophical tradition from set criteria, do we still find ourselves committed to some ordering of rank and, if so, how do we make sense of this? In this course we'll examine these questions as they arise in the writings of Nietzsche, Heidegger and other continental philosophers. We will devote part of the course to the ancient sources (Plato and Aristotle) with whom the continental philosophers are in conversation. 6 credits; HI; Not offered 2020-21

[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 2020-21

[PHIL 222](#) Topics in Medical Ethics This course examines a variety of topics in medical ethics. We begin with a unit on pandemic ethics: Who should get ventilators when there aren't enough for everyone? Do medical providers have a duty to treat during a pandemic? We then turn to the question "When is someone dead?" and consider how different answers to that question affect arguments over organ procurement. Our third unit is on the place of race, and racial judgments, in medicine. Is there a place for racial judgments in medicine? Finally, we turn to the question of how to think about decision making in a clinical context: what values are at play? And how should we think about disagreements between clinicians and patients? What about disagreements between patient's past wishes and their current wishes?

6 credits; HI, WR2, IDS; Fall; Daniel M 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 2020-21

[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 2020-21

[PHIL 226](#) Love and Friendship What is friendship? Are there different types of friendships and, if so, are some better than others? Why do we fall in love? This course will consider various views on the nature of love and friendship, drawing from canonical texts in the history of philosophy as well as from contemporary scholarship. 6 credits; HI, WR2; Winter; Allison E Murphy

[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, IDS; Not offered 2020-21

[PHIL 228](#) Freedom and Alienation in Black American Philosophy The struggle of freedom against forms of alienation is both a historical and contemporary characteristic of Black/African-American philosophy. In this course we will explore how a variety of Black/African-American philosophers theorize these concepts. The aim of the course is to both offer resources for familiarizing students with African-American philosophers and develop an appreciation for critical philosophical voices in the Black intellectual tradition. The course will range from slave narratives, reconstruction, and civil rights to contemporary prison abolitionism, intersectionality, and afro-pessimism. The texts of the course will include: Angela Davis' *Lectures on Liberation*, Frederick Douglass' *Narrative of the Life of Frederick Douglass*, Ida B. Wells *Southern Horrors*, George Yancy's *African-American Philosophers 17 Conversations*, and *Afro-Pessimism: An Introduction*. As well as select articles from historical and contemporary Black/African-American philosophers. 6 credits; HI, WR2, IDS; Fall; Eddie O'Byrn

[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; Not offered 2020-21

[PHIL 236](#) Proof, Knowledge, and Understanding in Mathematics An introduction to the philosophy of mathematics focusing on the history and development of mathematical proofs. The course is organized around three central questions: i. What is the relationship between a mathematical proof and our knowledge of the theorem that it proves? ii. Do some mathematical proofs go beyond establishing the truth of their theorems and actually explain why the theorems are true? iii. How has our mathematical knowledge grown throughout history? We will first address these questions by reading and discussing Imre Lakatos's book *Proofs and Refutations*. We will continue with readings drawn from classic and contemporary sources in the history and philosophy of mathematics. This course has no formal prerequisites, though it does presuppose a willingness to read, assess, and write about mathematical proofs. 6 credits; HI, WR2; Fall; Douglas B 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; Not offered 2020-21

[PHIL 246](#) Probability: The Very Guide of Life? Bishop Butler and David Hume claimed that “probability is the very guide of life.” But what exactly is probability and what---if any!---kind of guidance does it give us? In this course, we will look at (i) competing philosophical interpretations of probability, including frequentist, Bayesian, and best-system theories, (ii) recent work in cognitive science on probabilistic reasoning, (iii) uses of probability in formal epistemology, decision theory, and science, and (iv) paradoxes and puzzles of probability. 6 credits; HI, WR2, QRE; Not offered 2020-21

[PHIL 251](#) Evidence, Objectivity, and Realism in the Sciences Science gives us an objective view of ourselves and the world we live in. Or does it? In this course, we'll pursue some fundamental questions about the nature of the empirical sciences. What makes something a science? What kinds of evidence are there for scientific claims? What, if anything, makes science objective? The main concepts of the course will be illustrated using examples of scientific reasoning from a range of sciences, including biology (e.g., research on gender), climate science (e.g., whether hurricanes are getting more damaging over time), and physics (e.g., the seventeenth century revolution in astronomy). One theme of the course will be feminist critiques of scientific practices and of traditional philosophy of science. 6 credits; HI, WR2; Not offered 2020-21

[PHIL 270](#) Ancient Philosophy Is there a key to a happy and successful human life? If so, how do you acquire it? Ancient philosophers thought the key was virtue and that your chances of obtaining it depend on the sort of life you lead. In this course we'll examine what these philosophers meant by virtue and how they understood its implications for your everyday life. We will situate the ancient understanding of virtue in the context of larger questions of metaphysics (the nature of being and reality), psychology, and ethics, as they arise in foundational works from Plato, Aristotle, and the Stoics. 6 credits; HI, IS, WR2; Fall; Allison E Murphy

[PHIL 272](#) Early Modern Philosophy This course offers an introduction to major aspects of European theories of being and knowledge during the seventeenth and eighteenth centuries. Key topics to be examined include: the distinction between the mind and the body; the existence and nature of God; the relationship between cause and effect; the scope and nature of human knowledge. We will place a special emphasis on understanding the philosophical thought of René Descartes, Anne Conway, G. W. Leibniz, and David Hume. Two themes will recur throughout the course: first, the evolving relationships between philosophy and the sciences of the period;

second, the philosophical contributions of women in the early modern era. 6 credits; HI, WR2, IS; Winter; Douglas B Marshall

[PHIL 273](#) Kant's Metaphysics In this course we aim to understand the metaphysics and the theory of cognition developed by Immanuel Kant in his monumental work, *Critique of Pure Reason*. Some of the main questions Kant addresses: How does the mind represent the world? Can we distinguish the way things appear to us from the way they are in themselves? What are space and time? Does every event have a cause? Is it possible to have knowledge independent of experience? We will think about these questions and attempt to shed light on Kant's systematic answers to them by means of careful reading and interpretation of Kant's text. 6 credits; HI, WR2, IS; Spring; Douglas B 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; Spring; Anna Moltchanova

[PHIL 287](#) Conspiracy Theories and Dogmatism Conspiracy theories hit us where we are intellectually most vulnerable. Like global skeptical scenarios that occupy and perplex philosophers, they suggest a gap between appearance and reality; they suggest that we have formed our beliefs on the basis of massively misleading evidence. Often, they concern possibilities that we have never even considered, let alone properly assessed. The volume of evidence and arguments that conspiracy theorists offer for their theories can be vast and intricate. Yet it seems that, in some cases, we are perfectly within our epistemic rights in dogmatically ignoring or avoiding this volume of evidence and arguments. This won't do as a general policy, though, for history forces us to admit that sometimes conspiracy theorists are right. Theories like Bayesian formal epistemology that seem well-suited to guide us through these difficult waters often make our situation even more puzzling and problematic. To make fresh headway on these issues, this course will look critically at how philosophers, psychologists and political scientists have approached conspiracy theories and conspiracy theorists. We will consider topics such as cognitive dysfunction and bias, epistemic trust, peer disagreement, the puzzle of misleading evidence, dogmatism, and formal theories of probabilistic reasoning. Along the way we will have occasion to consider many strange and fascinating conspiracy theories---a few of which have turned out to be true. 6 credits; HI, WR2, QRE; Spring; Jason A Decker

[PHIL 288](#) A Survey of Historical Ideas of Race In an effort to gain a perspective on the power of ideas, this class will trace the development of several ideas of race. We will look at attempts to define and create the concept of 'race,' and we will ultimately attempt to answer questions as to whether 'ideas of race' have improved our lives to date. We will address the topic of this course by progressing through four parts: 1. Race: Creating Socially Significant Difference, 2. Race: In the Interest of Science, 3. Race: Human Types and Being Human, 4. Race: Racial Identity?. We will draw on a range of significant texts representing several disciplinary perspectives, including philosophy, literature, film, and history. The overall goal of the course is to offer students a chance to learn, think, write, and discuss an idea that has been one of the forces engineering societal value and behavior in the U.S. for, at least, the past 400 years. 6 credits; HI, IDS; Not offered 2020-21

[PHIL 289](#) Death, Dinner, and Discussion We're all going to die. We all know that. But we seem to spend a lot of our lives avoiding thinking and talking about it. This course aims to remedy that. We will meet weekly to talk about death and, more specifically, the choices we think we might want to make about how we will die and how we want to live at the end of our lives. Students in the class will be asked to think seriously and share their thoughts about these issues. Students will read some popular books that invite people to think about the end of their lives, hold a Death Over Dinner discussion as a class (with the professor), and hold (and write about) a Death Over

Dinner discussion with some of their peers outside of class. Be ready to talk and to listen! We'll provide the Kleenex. 3 credits; NE; Not offered 2020-21

[PHIL 299](#) Ethics Bowl This course will prepare a team or two from Carleton to participate in the regional Ethics Bowl tournament. Ethics Bowl teams prepare analyses of contemporary moral and political issues which they present, and defend, at the competition, while also engaging with the analyses of other teams. While Ethics Bowl is a competition, the focus in our course will be on doing the research necessary to understand the cases and then thinking through the cases together. Students do NOT have to partake in the Ethics Bowl tournament (which will be online this year) in order to take (and pass!) the course. The class will meet once a week. Previous Ethics Bowl experience is not required. Prerequisite: Instructor consent. 2 credits; S/CR/NC; NE; Fall; Daniel M Groll

[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; Not offered 2020-21

[PHIL 303](#) Bias, Belief, Community, Emotion What is important to individuals, how they see themselves and others, and the kind of projects they pursue are shaped by traditional and moral frameworks they didn't choose. Individual selves are encumbered by their social environments and, in this sense, always 'biased', but some forms of bias are pernicious because they produce patterns of inter and intra-group domination and oppression. We will explore various forms of intersubjectivity and its asymmetries through readings in social ontology and social epistemology that theorize the construction of group and individual beliefs and identities in the context of the social world they engender. Prerequisite: One Previous Philosophy course or instructor permission. 6 credits; HI, WR2, IDS, QRE; Not offered 2020-21

[PHIL 304](#) Epistemology and Oppression Today, there is an increased interest in epistemic oppression, i.e. the ways knowledge-related considerations systematically and unwarrantedly compromise one's life and possibilities. As such, it has become integral to introduce students to writings by feminists of color who have grappled with knowledge-related problems for centuries. However, the women of color texts that develop understandings of epistemic oppression are difficult for typical philosophy/academic audiences to read. Not necessarily because the texts are opaque, but because the ambient assumptions of these thinkers can be radically different than most philosophical orientations prevailing today. There are differing metaphilosophical assumptions in women of color feminist thought that can make their insights around epistemic oppression difficult to identify and understand. The purpose and audiences of their writing often obscure the complexity of their thinking. The purpose of this course, then, will be to equip students with the ability to detect and comprehend women of color feminist epistemological projects for more comprehensive ways of understanding epistemic oppression. Prerequisite: One previous course in Philosophy. 6 credits; NE, IDS; Not offered 2020-21

[PHIL 305](#) Frederick Douglass: The Philosophies of a Slave, Citizen, and Diplomat This course will be a study of Frederick Douglass: A man born into American chattel slavery who liberated himself and lived to become an abolitionist, orator, diplomat, and American hero. Through his autobiographies (*Narrative of the Life of Frederick Douglass 1845, My Bondage My Freedom 1855*) and speeches (*The Meaning of July Fourth for the Negro 1852, We*

Welcome the Fifteenth Amendment 1869, Lessons of the Hour 1894), we will trace the evolution of Douglass' views on the abolition of slavery, American citizenship, political and moral responsibility, and his lifetime of activist work for equality. Alongside these texts, we will read contemporary philosophical literature that celebrates, contests, and critically highlights the significance of Douglass' philosophical legacy. The purpose of this course is help students underscore historical anti-discrimination philosophies and the diverse legacy of American philosophical figures. Prerequisite: One prior course in Philosophy, Africana Studies, American Studies or instructor permission. 6 credits; HI, IDS; Not offered 2020-21

[PHIL 311](#) When Art is Not 'For Art's Sake' A central idea in modernist thinking about the arts is that an artwork is meant to be appreciated 'for its own sake.' In this course, we shall challenge this idea and consider art that is not primarily 'for art's sake' in order to explore more general questions about the nature of artworks and of artistic appreciation. We ask, under what conditions are such works artworks? Much of the course will address material in a new monograph upon which the professor is working. This course is co-taught. Prerequisite: One previous Philosophy course. 6 credits; LA, WR2; Not offered 2020-21

[PHIL 318](#) Buddhist Studies India Program: Buddhist Philosophy This course introduces students to major trends in Buddhist philosophy as it developed in India from the time of the Buddha until the eleventh century CE. The course emphasizes the relationships between philosophical reasoning and the meditation practices encountered in the Buddhist Meditation Traditions course. With this in mind, the course is organized into three units covering the Indian philosophical foundations for the Theravāda, Zen, and Tibetan Vajrayāna traditions. While paying attention first and foremost to philosophical arguments and their evolution, we also examine the ways in which metaphysics, epistemology and ethics inform one another in each tradition. Prerequisite: Acceptance into the Buddhist Studies program. 8 credits; NE, IS; Fall; Arthur P McKeown

[PHIL 319](#) Philosophy of Quantum Mechanics Quantum theories are astonishingly successful...and deeply mysterious. Niels Bohr remarked that "those who are not shocked when they first come across quantum theory cannot possibly have understood it." Richard Feynman said "I think I can safely say that nobody understands quantum mechanics." Some quantum weirdness is unavoidable—it appears, for instance, that nature is disturbingly non-local. Other weirdnesses are features of some ways of understanding quantum mechanics but not others: indeterminism, randomness, branching worlds, surprising connections between the physical and the mental. We will examine contemporary approaches, including: Bohm's deterministic theory, spontaneous collapse theories, and many-worlds/minds theories. This course will not presuppose prior background in quantum theory or its mathematics. Required mathematical concepts will be explicated as we go along. If you already understand the Pythagorean theorem, you'll probably find that this amounts to learning new ways of naming familiar ideas. Prerequisite: A course in philosophy or physics or mathematics or instructor consent. 6 credits; NE, QRE; Spring

[PHIL 320](#) Virtue Ethics What is a good human life? Who is a good person? Virtue ethicists think about these questions in terms of two central ideas. *Virtues*, such as justice or courage, make us a certain type of person (they give us a certain character). *Wisdom (phronesis)* enables good judgments about how to act in particular situations. How should we think about the relationship between virtues and wisdom? How does being wise differ from being (merely) intelligent or clever? These will be central questions for us to reflect on as we read several core texts from the contemporary tradition of virtue ethics. We will also spend some time on related concerns, such as what view of human nature, if any, is presupposed by virtue ethics, and how we should understand the relationship between being virtuous and being happy. 6 credits; HI, WR2; Fall; Allison E Murphy

[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 2020-21

[PHIL 398](#) Comps Proposal This is the first part of the philosophy comps sequence. It is a five-week independent study to be enrolled in at the end of the Fall term Senior Year (or the year you will be compsing). The purpose is to give you the chance to do more reading on your comps topics and to start doing a bit of writing. By the last day of classes of Fall Term, you will turn in an official comps proposal (approximately 1500 words). The proposal will (a) articulate the main philosophical problem or puzzle that will be addressed in your comps; (b) describe some of the main moves that have been made in the relevant literature; and (c) include a bibliography. 3 credits; S/CR/NC; NE; Fall; Daniel M Groll

[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; Anna Moltchanova

[PHIL 400](#) Integrative Exercise A colloquium in which seniors defend their senior theses and discuss the senior theses of others. 3 credits; S/NC; Spring; Anna Moltchanova

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, yoga 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 and Lifeguarding.

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, Recreation Center, West Gymnasium, Laird Stadium, Arb, Bell Field tennis courts, various outdoor playing fields 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, 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 cardiovascular fitness. No experience necessary. Wear comfortable clothes and shoes with good support (no running shoes). Fall, Winter, Spring; Nancy Stuckmayer, Annie Larson

[PE 102](#) Aikido, Intermediate Empty-hand techniques are continued and weapon techniques are introduced. More varieties of breakfalls are learned as the emphasis of the class shifts to higher-level techniques. Class fee of \$40 will be automatically charged to tuition account. Prerequisite: PE 103. Fall, Winter, Spring; Aaron J Chaput, Annie Larson

[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. Class fee of \$30 will be automatically charged to tuition account. Fall, Winter, Spring; Aaron J Chaput, Annie Larson

[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. Class fee of \$45 will be automatically charged to tuition account. Prerequisite: Beginning Aikido. Fall, Winter, Spring; Aaron J Chaput, Annie Larson

[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; Amy 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, Spring; Amy Erickson, Annie Larson

[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; Jennifer 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; Jennifer 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; Jennifer 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; Aaron D 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; Guy A Kalland

[PE 113](#) Bowling The social and recreational values of a sport like bowling must be experienced to be appreciated. 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. Additional fee will be billed to your tuition to cover transportation to the lanes. Not offered 2020-21

[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. Not offered 2020-21

[PE 115](#) Contemporary Dance Forms I This course provides an introduction to a variety of movement approaches that develop an awareness of the body in space and moving through space. Students will learn approaches designed to strengthen muscles, support joint mobility, find breath support, enhance coordination, and encourage embodied learning. Fall; Jane Shockley

[PE 116](#) Contemporary Dance Forms II This course is intended for students seeking to refine and deepen their awareness of embodied movement approaches. Through these approaches, students will work to develop an alert and articulate body. In both standing and floor work, momentum, dynamic shifts and spatial challenges are introduced. Fall, Winter; Jane Shockley

[PE 117](#) Contemporary Dance Forms III This advanced course will continue to focus on a variety of embodied movement approaches to refine the awareness of the moving body and prepare for the rigors of performance and physical research. The aim will be on finding a personal connection to movement through subtlety, speed and effort. Spring; Jane Shockley

[PE 118](#) Salsa Dance I Salsa Dance I is an introductory course that teaches the fundamentals of salsa dancing. In addition to learning the dance itself, students will be exposed to salsa's music, history, and dance culture. Taught by an instructor with extensive competitive and professional experience, the class aims to help students find self-confidence and self-expression through salsa. No special equipment or prior dance experience is necessary. Fall, Winter, Spring; Don Smith

[PE 119](#) Salsa Dance II This course provides an opportunity for experienced salsa dancers or students who have completed Salsa Dance I to further develop their skills and artistry. Students will learn advanced turns and dips, lifts, and complex rhythmic subdivisions; they will also build the fluency of their solo styling and nonverbal partner communication. Participants will receive individual instruction and will occasionally perform for other students in the class. Prospective participants must have completed Salsa Dance I or be able to demonstrate that they are

already competent salsa dancers. Prerequisite: PE 118, Salsa Dance I or instructor consent. Fall; Don Smith, Annie Larson

[PE 120](#) Diving, Springboard 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. Fall, Winter, Spring; Annie Larson

[PE 123](#) AfroFit In this class, we will be using modern hip-hop Afrobeat music to get fit, celebrate Afro-Caribbean cultures, and have fun all at the same time through high-intensity interval training (HIIT) dance. Students should wear workout apparel that is comfortable for a free range of motion. Winter, Spring; Annie Larson

[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; Jocelyn B 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; Annie Larson

[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. Winter; Annie Larson

[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; Annie Larson

[PE 128](#) Frisbee, Advanced Ultimate Enhance your skills and abilities in Ultimate. Spring; Annie Larson

[PE 129](#) Golf, Beginning Basic instruction and opportunities to improve your game are provided. All equipment is provided. Experience not necessary. Spring; Tom Journell

[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; Guy A 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; Annie Larson

[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; Annie Larson

[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; Annie Larson

[PE 136](#) Studio Art Seminar in the South Pacific: Snorkeling/Diving and Hiking Snorkeling, scuba diving, and hiking on this program can be counted toward the PE requirement. Approximately five to six required snorkeling or diving days will be scheduled. Students will be assisted in obtaining snorkeling equipment. Those who wish to scuba dive must obtain necessary certification and medical testing before departure, as well as bear the cost of boat and tank rental and proper supervision. Prerequisite: Participation in Carleton OCS program. Applicants should be comfortable in the water, possess basic swimming skills (snorkeling and diving days will be scheduled), and be prepared for extended hiking in rugged terrain. S/CR/NC; Winter; Eleanor M Jensen

[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; Bob 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; Bob 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. Fall, Winter; Ray Hayward, Annie Larson

[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, Wiffle Ball, and other sports will be included. Open to all looking for an enjoyable workout and athletic social interaction. Winter; Bob 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. \$20 class fee will be automatically charged on tuition account. Fall, Winter, Spring; Aaron J Chaput, Annie Larson

[PE 143](#) Beginning Kettlebell Fitness Basic introductory instruction in the use of kettlebells for strength development and aerobic conditioning. This course will have a general fitness focus. Spring; Tammy Metcalf-Filzen

[PE 144](#) Walk to Run-an Introduction to Running Join the thousands of people who have taken up running during the Coronavirus lockdown. You, too, can be a runner! This course is designed for the beginning runner with the goal of completing their first 5K. Participants will engage in walk/run workouts twice weekly increasing the amount of total time spent running over the course of the term. Workouts will be tracked using an online app (Pacer or similar) and workout journal. Fall; Brooke L Plotz

[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. Not offered 2020-21

[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; Andy 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; Jane 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. Winter, Spring; Daphne L 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, Spring; Daphne L 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; Jane 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; Daphne L McCoy

[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; Annie Larson

[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 backcountry 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. Overnight outdoor field trip to Nerstrand Woods (second half of term). Spring; Jocelyn B Keller

[PE 154](#) Quidditch This course is an introduction to the game of Quidditch; originally created from the fantastical world of Harry Potter. Quidditch in today's world is a mixed-gender, contact sport. Skills from basic to advanced will be introduced and refined through drills and scrimmages. No experience necessary, just enthusiasm! Fall; Annie Larson

[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. Not offered 2020-21

[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 climbing wall and in the bouldering cave. Fall, Winter, Spring; Amy Erickson, Annie Larson

[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. \$425 lab fees will be automatically charged to tuition account, please contact instructor. Fall, Spring; John E Campion, Annie Larson

[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. Not offered 2020-21

[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. \$10 required book fee will be automatically charged on tuition bill. Fall, Spring; Mary Brandl, Annie Larson

[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. Fall; Amy Erickson, Jacki Smith

[PE 164](#) Physical Activity and Well Being: The Biopsychosocial Basis for Physical Activity This discussion/activity course focuses on the scientific underpinnings for the practice of regular physical activity to support holistic well-being. The first 15 minutes of every class explores the biopsychosocial research on regular physical activity, physical activity recommendations, and program design/implementation. The remaining 45 minutes of every class is experiential and thus, is devoted to engaging in regular physical activity. Winter; Tom Journell

[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; Annie Larson

[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; Annie Larson

[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; Russ 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; Andy Clark, Brooke L Plotz

[PE 173](#) Swimming, Instructional Novice to intermediate swim. Introduction to basic swim skills and technique. Fall, Winter, Spring; Brooke L 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. S/CR/NC; Winter; Bob Carlson

[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; Annie Larson

[PE 176](#) Intermediate West Coast Swing This course is for people who have already taken the Beginner West Coast Swing class or have equivalent West Coast Swing experience and want to improve their technique and comfort with the dance. It returns to the basics to add a layer of technique not covered in the beginner class, then adds on new moves and styles of the dance. At the end of the course, students should be able to perform advanced West Coast Swing moves with good technique and musicality. Spring; Annie Larson

[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. Not offered 2020-21

[PE 178](#) Tae Kwon Do This class on the traditional martial art of Korea 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 Korean culture from which it originated. The class is split based upon experience: beginners and intermediate students. The beginner section requires no prior experience of TKD. Intermediate section will draw more upon the basics with larger focus on sparring and demonstration techniques. Winter, Spring; Aaron J Chaput, Annie Larson

[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. Not offered 2020-21

[PE 181](#) Table Tennis An introduction to the basics of table tennis. Not offered 2020-21

[PE 187](#) Introduction to Trail Running This course is designed to introduce participants to trail running in the Carleton Arboretum. Students will receive instruction in basic trail running techniques, training principles, proper warmup and cool down approaches and injury prevention. Fall, Spring; Tammy Metcalf-Filzen

[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; Andy 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; Not offered 2020-21

[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, Winter; Jacki Smith

[PE 190](#) Volleyball, Co-ed-Intermediate This course expands beyond on the basic volleyball concepts taught in Volleyball, Coed. It provides instruction on more advanced volleyball concepts and skills and is intended for the intermediate level volleyball player. Skill specific and competitive play will be incorporated in all classes. Fall, Spring; Jacki Smith

[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. Not offered 2020-21

[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. Not offered 2020-21

[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. First 5 weeks; \$100 ski trip fee will be automatically charged on tuition bill. Not offered 2020-21

[PE 194](#) Weight Training, Beginning The focus of this course is to assist students with the basic understanding of resistance training, the various conditioning modalities, soft tissue recovery (stretching & Myofascial Release), and nutrition basics. The instructor will assist students in the creation of goal specific fitness programs and teach the foundation of a healthy, fit lifestyle. Fall, Winter, Spring; Robert Barrett

[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; Aaron D 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 2020-21

[PE 197](#) Yoga, Beginning This is an overview course in yoga, an integrated approach to health. This course incorporates the practice of breathing techniques, hatha yoga postures (asanas), meditation, and relaxation. Emphasis is on techniques to increase range of motion, strength and endurance, balance and coordination. Appropriate for all levels. \$5 required book fee will be automatically charged on tuition bill. Fall, Winter, Spring; Kris Layman, Annie Larson

[PE 198](#) Yoga, Continuing This is a continuation and overview in yoga, an integrated approach to health. This course incorporates the practice of breathing techniques, hatha yoga postures (asanas), meditation, and relaxation. Emphasis is on techniques to increase range of motion, strength and endurance, balance and coordination. Having a basic understanding of the poses, you will now begin to fine tune the postures and deepen your practice. Appropriate for those with yoga experience. \$5 required book fee will be automatically charged on tuition bill. Fall, Winter, Spring; Kris Layman, Annie Larson

[PE 199](#) Yoga, Lifestyle This class is a yoga lifestyle class that will discuss taking your yoga off the mat and into your daily life. A lot of the class will include discussions and practices for: breathing exercises, guided relaxation techniques, meditation, physical asana (yoga poses) and discussion on nutrition and sleep. Students will be asked to write a paragraph weekly about their home practice experience. You will be building physical strength and stability, as well as awareness surrounding mental and emotional ease. Please note discussions will include practices utilized outside of class (which can be 5 minutes a day). It is an all levels class and beginners are welcome, although previous yoga experience is helpful. Fall; Kris 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; Aaron J Chaput

[PE 210](#) Baseball Intercollegiate, Men Spring; Aaron D Rushing

[PE 211](#) Basketball Intercollegiate, Men Winter; Guy A Kalland

[PE 212](#) Basketball Intercollegiate, Women Winter; Tammy Metcalf-Filzen

[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; Aaron J Chaput

[PE 217](#) Cross Country Intercollegiate, Men Fall; Dave Ricks

[PE 218](#) Cross Country Intercollegiate, Women Fall; Donna Ricks

[PE 219](#) Cycling Club Spring; Aaron J Chaput

[PE 226](#) Football Intercollegiate Fall; Tom Journell

[PE 227](#) Ultimate Frisbee Club, CUT and GOP Spring; Aaron J Chaput

[PE 228](#) Ultimate Frisbee Club, Syzygy and Eclipse Spring; Aaron J Chaput

[PE 229](#) Golf Intercollegiate, Men Fall; Jerry Ericksen, Annie Larson

[PE 230](#) Golf Intercollegiate, Women Fall; Matt Stangl

[PE 231](#) Ice Hockey Club, Men Winter; Aaron J Chaput

[PE 232](#) Ice Hockey Club, Women Winter; Aaron J Chaput

[PE 244](#) Lacrosse Club, Men Spring; Aaron J Chaput

[PE 245](#) Lacrosse Club, Women Winter; Aaron J Chaput

[PE 258](#) Rugby Club, Men Spring; Aaron J Chaput

[PE 259](#) Rugby Club, Women Spring; Aaron J Chaput

[PE 263](#) Nordic Ski Club Winter; Aaron J Chaput

[PE 265](#) Alpine Ski Club Winter; Aaron J Chaput

[PE 269](#) Soccer Intercollegiate, Men Fall; Bob Carlson

[PE 270](#) Soccer Intercollegiate, Women Fall; Jocelyn B Keller

[PE 271](#) Softball Intercollegiate, Women Spring; Amy Erickson

[PE 272](#) Swimming/Diving Intercollegiate, Men Winter; Andy Clark

[PE 273](#) Swimming/Diving Intercollegiate, Women Winter; Andy Clark

[PE 282](#) Tennis Intercollegiate, Men Spring; Stephan G Zweifel

[PE 283](#) Tennis Intercollegiate, Women Spring; Luciano H Battaglini

[PE 284](#) Tennis Club Spring; Aaron J Chaput

[PE 286](#) Track and Field/Indoor Intercollegiate, Men Winter; Dave Ricks

[PE 287](#) Track and Field/Indoor Intercollegiate, Women Winter; Donna Ricks

[PE 288](#) Track and Field/Outdoor Intercollegiate, Men Spring; Dave Ricks

[PE 289](#) Track and Field/Outdoor Intercollegiate, Women Spring; Donna Ricks

[PE 290](#) Volleyball Club, Men Winter; Aaron J Chaput

[PE 291](#) Volleyball Intercollegiate, Women Fall; Jacki Smith

[PE 293](#) Water Polo Club Spring; Aaron J 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; Chad W 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; Winter; Jocelyn B Keller

[PE 334](#) Beyond Happy: Mindfulness Practices and the Science of Well-being This course explores the science of well-being, with specific emphasis on related skill development. Topics covered include neuroplasticity, learned optimism, gratitude, flow, character strengths, meaning, positivity resonance, positive relationships and love. Students will practice strategies such as becoming aware of the present, use of breath, working with thoughts, strengthening focus, labeling and working with emotions, lovingkindness meditation, cultivating positive emotions and reducing time spent worrying about the future or fretting about the past. 3 credits; S/CR/NC; NE; Fall; Janet E Lewis Muth, Betsy Lane-Getaz

[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 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 2020-21

[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 2020-21

[PE 348](#) Contemporary Issues in Athletics An examination of athletics and their relationship to society. This course focuses on the emergence of contemporary sport and the current issues facing participants, coaches,

administrators, and spectators. A special emphasis is placed on understanding the motivating factors behind sport and developing a philosophy of sport that will help students evaluate current sporting issues in society. 6 credits; SI; Fall; Luciano H Battaglini

[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; Aaron D 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 work collaboratively with their peers; 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 the Physics 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 one 10-week course (Physics 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. We also offer a section of Physics 143 with problem solving that is taught in the spring term. This section provides additional problem-solving instruction and is appropriate for students who could benefit from additional support in the study of college-level physics.

Required courses, 72 credits total

Introductory courses required are either:

- [PHYS 151](#) AND [PHYS 131](#) (3 credits each)
- [PHYS 143](#) or [PHYS 144](#) (6 credits each)

Other required Physics courses:

- [PHYS 228](#) or [PHYS 226/227](#)
- [PHYS 231](#)
- [PHYS 235](#)
- [PHYS 335](#)
- [PHYS 342](#)
- [PHYS 400](#)
- plus one applied physics course:
 - - [PHYS 234](#)
 - [PHYS 238](#)
 - [PHYS 261](#)
 - [PHYS 341](#)
 - [PHYS 343](#)
 - [PHYS 344](#)
 - [PHYS 346](#)
 - [PHYS 347](#)
 - [PHYS 354](#)
 - [ASTR 232](#)
 - [ASTR 233](#)
 - [ENTS 262](#)
 - [GEOL 240](#)
 - or others upon consultation with the department

Required mathematics courses:

- [MATH 101](#) or [MATH 111](#)
- [MATH 120](#)
- [MATH 210](#) or [MATH 211](#)
- [MATH 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:

In addition to completing the requirements for the physics major listed above, the student should also take the following courses required for admission to our partner institution, Washington University: Mathematics 241, Chemistry 123, and Computer Science 111.

Physics Courses (PHYS)

[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. The abstracts for the talks can be found at <https://www.carleton.edu/physics-astronomy/phys-123-speaker-series/>. Prerequisite: Physics 131, 143, 144, 145, 151, 152, or 165. 1 credit; S/CR/NC; NE; Spring; Marty Baylor

[PHYS 131](#) Introduction to Physics: Newtonian Mechanics and Lab 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 101 or 111, not open to students who have completed Physics 143, 144 or 145 at Carleton. 3 credits; LS, QRE; Fall; Chris West, Jay D Tasson

[PHYS 143](#) Physical Systems: Mechanics and Relativity and Lab 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 120 or 121. Not open to students who have completed Physics 131, 144, 145 or 151 at Carleton. 6 credits; LS, QRE; Winter, Spring; Helen K Minsky

[PHYS 144](#) Astrophysical Systems: Mechanics and Relativity and Lab 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 120 or 121. Not open to students who have completed Physics 131, 143, 145 or 151 at Carleton. 6 credits; LS, QRE; Winter; Barry N Costanzi

[PHYS 145](#) Mechanics and Waves and Lab 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 101 or 111. Not open to students who have completed Physics 131, 143, or 144 at Carleton. 6 credits; LS, QRE; Spring; Jay D Tasson

[PHYS 151](#) Introduction to Physics: Relativity and Particles and Lab 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 120 or 121 (completion or concurrent registration) and Physics 131 (completion or concurrent registration). Not open to students who have completed Physics 143 or 144 at Carleton. 3 credits; LS, QRE; Fall; Jay D Tasson

[PHYS 152](#) Introduction to Physics: Environmental Physics and Lab 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), 143, 144 or 145. 3 credits; LS, QRE; Fall; Chris West

[PHYS 165](#) Introduction to Electricity, Magnetism, and Optics and Lab 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, 143, 144, or 145. Mathematics 120 or 121 suggested. 6 credits; LS, QRE; Winter

[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. This course is part of an off-campus winter break program involving two linked courses in fall and winter terms. Prerequisite: 6 credits of Physics, not Physics 100. Physics 211 required winter term. 6 credits; NE, QRE; Not offered 2020-21

[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 term before. 6 credits; NE; Not offered 2020-21

[PHYS 226](#) Atomic and Nuclear Physics Theory 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, and applications of these concepts to atomic, nuclear, and particle physics. This course covers the theory portion of PHYS228 without the lab component that will be a separate course, allowing students to proceed through theory courses in the physics major. Prerequisite: Physics 143, 144 or 151. 4 credits; NE, QRE; Fall; Barry N Costanzi

[PHYS 227](#) Atomic and Nuclear Physics Lab This lab course covers applications of quantum mechanics to X-ray and optical spectra and instruments of nuclear and particle physics. The course meets for one laboratory session per week and covers the lab portion of Physics 228 that is required for upper-level physics lab classes. The lab will follow a hybrid format requiring some face-to-face meetings. Prerequisite: Physics 143, 144 or 151. Corequisite Physics 226. 2 credits; NE; Fall; Marty Baylor, Barry N Costanzi

[PHYS 228](#) Atomic and Nuclear Physics and Lab 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. 6 credits; LS, QRE; Fall; Barry N Costanzi, Marty 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, 143 or 144 and Mathematics 210 or 211 or instructor permission. 6 credits; NE, QRE; Winter; Jay D 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 or 231. 6 credits; NE, QRE; Not offered 2020-21

[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 or 231. 6 credits; QRE, NE; Spring; Cindy 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, 143, or 144, or instructor permission. 6 credits; LS, QRE; Not offered 2020-21

[PHYS 235](#) Electricity and Magnetism and Lab 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 or 165, and Mathematics 210 or 211 or instructor permission. 6 credits; LS, QRE; Spring; Helen K Minsky

[PHYS 238](#) Physics of Soft Matter An introduction to topics in the interdisciplinary field of soft matter--materials which fall in the liminal space between solids and liquids--studied using a physics perspective. Possible topics include colloids, polymers, viscoelasticity, liquid crystals, biological and natural materials, self-assembly, and surface forces. Prerequisite: Physics 131, 143, 144 or 145. 6 credits; NE; Not offered 2020-21

[PHYS 311](#) Nonlinear Optoelectronic Dynamics The course will start from basic electromagnetism and model the dynamics of laser light interfering via modulated optoelectronics, including feedback with time-delays. Techniques from non-linear time-series data analysis will be used to characterize the various different kinds of dynamics. Basic concepts of information theory, network dynamics, and machine learning based on reservoir computing will be introduced. There will be significant hands-on work, with an exploration of applications to signal processing, optical communication, and random number generation. Prerequisite: Physics 228 and 235. 6 credits; NE; Fall; Rajarshi Roy

[PHYS 333](#) Survey of Particle and Nuclear Physics A detailed survey of selected topics in particle and nuclear physics. Particle physics topics might include the Standard Model interactions and mediators, Feynman diagrams, symmetries and tests of conservation laws, Dirac equation and possibly QED Feynman rules. Nuclear physics topics might include the Liquid Drop, Fermi Gas, and Shell models of the nucleus, discussion of radiation, energy deposition in media, and discussion of quantum chromodynamics. Fluency in multi-variable calculus is expected. Prerequisite: Physics 228 and Physics 235. Math 232 recommended. 6 credits; NE; Not offered 2020-21

[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 and Mathematics 232. Familiarity with matrix algebra is assumed. 6 credits; NE; Winter

[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 and 235, and Mathematics 232. 6 credits; NE; Not offered 2020-21

[PHYS 342](#) Contemporary Experimental Physics and Lab 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 (Physics 335 or Physic 346) or instructor permission. 6 credits; LS, QRE; Spring; Melissa Eblen-Zayas, Barry N Costanzi

[PHYS 343](#) Electronics and Lab 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. 6 credits; LS, QRE; Not offered 2020-21

[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; Marty 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: Corequisite Physics 344 or permission of the instructor. 2 credits; QRE, LS; Winter; Marty 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; Helen K Minsky

[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 and Physic 231. 6 credits; NE; Fall; Jay D Tasson

[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

[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; Spring; Barry N Costanzi

[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. 6 credits; NE, QRE; Not offered 2020-21

[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; Summer, Winter, Spring; Marty Baylor, Barry N Costanzi, Jay D Tasson, Helen K Minsky

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, Winter; Valerie K Fox

[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; Cindy Blaha

[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, 143, 144 or 145. 6 credits; QRE, NE, WR2; Not offered 2020-21

[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 or instructor permission. 6 credits; NE, QRE; Not offered 2020-21

[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 or instructor permission. 6 credits; NE, QRE; Spring; Cindy Blaha

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):

- [STAT 120](#) (formerly [MATH 215](#)) Introduction to Statistics, [STAT 230](#) (formerly [MATH 245](#)) Applied Regression Analysis, [STAT 250](#) (formerly [MATH 275](#)), Introduction to Statistical Inference or MATH Stats AP score of 4 or 5. (6 credits) 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: Dorothy H. and Edward C. Congdon Professor of Political Science, Greg Marfleet

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):

- [STAT 120](#) (formerly [MATH 215](#)) Introduction to Statistics, [STAT 230](#) (formerly [MATH 245](#)) Applied Regression Analysis, [STAT 250](#) (formerly [MATH 275](#)) Introduction to Statistical Inference or MATH Stats AP score of 4 or 5. (6 credits) 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 (not offered in 2020-21)

- [HIST 158](#) Cold War in East Asia (not offered in 2020-21)
- [HIST 212](#) The Era of the American Revolution (not offered in 2020-21)
- [HIST 247](#) The First World War as Global Phenomenon (not offered in 2020-21)
- [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2020-21)
- [HIST 281](#) War in Modern Africa
- [HIST 346](#) The Holocaust (not offered in 2020-21)
- [HIST 347](#) The Global Cold War (not offered in 2020-21)
- [POSC 100](#) Society in Silico
- [POSC 201](#) Tools of National Power: Statecraft & Military Power
- [POSC 202](#) Tools of National Power: Statecraft and Diplomatic Power
- [POSC 204](#) Media and Electoral Politics: 2020 United States Election
- [POSC 206](#) Tools of National Power: Statecraft and Economic Power
- [POSC 208](#) Presidential Elections, Gridlock and Policy Strategy (not offered in 2020-21)
- [POSC 223](#) Lab in Electoral Politics
- [POSC 226](#) Political Psychology (not offered in 2020-21)
- [POSC 229](#) The U.S. Congress: Coordination and Conflict
- [POSC 231](#) American Foreign Policy (not offered in 2020-21)
- [POSC 232](#) Chinese Foreign Policy (not offered in 2020-21)
- [POSC 235](#) The Global War on Terror
- [POSC 236](#) Global, National and Human Security
- [POSC 241](#) Ethnic Conflict (not offered in 2020-21)
- [POSC 248](#) Weapons of Mass Destruction (WMD) (not offered in 2020-21)
- [POSC 267](#) Comparative Foreign Policy (not offered in 2020-21)
- [POSC 278](#) Memory and Politics (not offered in 2020-21)
- [POSC 280](#) Feminist Security Studies (not offered in 2020-21)
- [POSC 282](#) Terrorism and Counterterrorism (not offered in 2020-21)
- [POSC 284](#) War and Peace in Northern Ireland
- [POSC 285](#) The U.S. Intelligence Community (not offered in 2020-21)
- [POSC 307](#) Go Our Own Way: Autonomy in the U.S. Civil Rights Movement* (not offered in 2020-21)
- [POSC 324](#) Rebels and Risk Takers: Women and War in the Middle East*
- [POSC 328](#) Foreign Policy Analysis*
- [POSC 330](#) The Complexity of Politics* (not offered in 2020-21)
- [POSC 331](#) Cooperation and Conflict* (not offered in 2020-21)
- [POSC 350](#) Ancient Political Philosophy: Plato's Republic* (not offered in 2020-21)
- [POSC 380](#) Political Economy of China and Zomia*
- [RELG 265](#) Religion and Violence: Hindus, Muslims, Jews (not offered in 2020-21)
- [SOAN 263](#) Terrorism (not offered in 2020-21)
- [WGST 240](#) Gender, Globalization and War (not offered in 2020-21)

b) Globalization, Development and Sustainability

- [AMST 396](#) Commodifying and Policing: Globalization of the American Suburb and City (not offered in 2020-21)
- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development (not offered in 2020-21)
- [ECON 257](#) Economics of Gender
- [ECON 269](#) Economics of Climate Change (not offered in 2020-21)
- [ECON 271](#) Economics of Natural Resources and the Environment
- [ECON 273](#) Water and Western Economic Development (not offered in 2020-21)
- [ECON 274](#) Labor Economics

- [ECON 275](#) Law and Economics
- [ECON 280](#) International Trade
- [ECON 281](#) International Finance
- [ENTS 248](#) Sustainable Development (not offered in 2020-21)
- [ENTS 310](#) Topics in Environmental Law and Policy (not offered in 2020-21)
- [EUST 231](#) Economics and European Studies in Cambridge: Britain in Europe: Brexit and its Aftermath (not offered in 2020-21)
- [EUST 233](#) Economics and European Studies in Cambridge: Capitalism and Crises: Political Economy from Marx to Hayek (not offered in 2020-21)
- [HIST 205](#) American Environmental History
- [HIST 226](#) U.S. Consumer Culture
- [HIST 262](#) Public Health: History, Policy, and Practice (not offered in 2020-21)
- [HIST 263](#) Plagues of Empire (not offered in 2020-21)
- [HIST 365](#) Colonialism in East Asia (not offered in 2020-21)
- [HIST 383](#) Africa's Colonial Legacies
- [POSC 180](#) Global Politics & Local Communities (not offered in 2020-21)
- [POSC 212](#) Environmental Justice
- [POSC 219](#) Poverty and Public Policy in the U.S. (not offered in 2020-21)
- [POSC 224](#) Measuring and Evaluating Social and Ecological Systems (not offered in 2020-21)
- [POSC 238](#) Sport & Globalization London/Seville Pgm: Globalization and Development: Lessons from Int'l Football (not offered in 2020-21)
- [POSC 265](#) Public Policy and Global Capitalism
- [POSC 266](#) Urban Political Economy
- [POSC 268](#) Global Environmental Politics and Policy
- [POSC 325](#) Corruption, Clientelism, and Political Machines* (not offered in 2020-21)
- [POSC 333](#) Global Social Changes and Sustainability*
- [POSC 334](#) Global Public Health* (not offered in 2020-21)
- [POSC 338](#) Politics of Inequality and Poverty* (not offered in 2020-21)
- [POSC 361](#) Approaches to Development*
- [POSC 366](#) Urban Political Economy* (not offered in 2020-21)
- [POSC 379](#) Political Economy and Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2020-21)
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2020-21)

c) Democracy, Society, and the State

- [ECON 259](#) Economics of Higher Education (not offered in 2020-21)
- [ECON 264](#) Health Care Economics (not offered in 2020-21)
- [ECON 268](#) Economics of Cost Benefit Analysis (not offered in 2020-21)
- [ECON 270](#) Economics of the Public Sector
- [ECON 277](#) History and Theory of Financial Crises
- [EUST 159](#) "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe (not offered in 2020-21)
- [HIST 123](#) U.S. Women's History Since 1877 (not offered in 2020-21)
- [HIST 209](#) The Revolutionary Atlantic (not offered in 2020-21)
- [HIST 242](#) Communism, Cold War, Collapse: Russia Since Stalin (not offered in 2020-21)
- [HIST 277](#) Revolution, Rebellion, and Protest in Modern Mexico (not offered in 2020-21)
- [HIST 341](#) The Russian Revolution and its Global Legacies (not offered in 2020-21)
- [POSC 100](#) Society in Silico
- [POSC 201](#) Tools of National Power: Statecraft & Military Power
- [POSC 202](#) Tools of National Power: Statecraft and Diplomatic Power

- [POSC 203](#) Political Communication: Political Advertising in Elections and Public Policy
- [POSC 205](#) News Media and Democratic Electoral Processes (not offered in 2020-21)
- [POSC 206](#) Tools of National Power: Statecraft and Economic Power
- [POSC 207](#) Global Decline of Democracy: Urban Revanchism and Popular Resistance (not offered in 2020-21)
- [POSC 209](#) Money and Politics
- [POSC 210](#) Misinformation, Political Rumors, and Conspiracy Theories (not offered in 2020-21)
- [POSC 213](#) Psychology of Mass Political Behavior
- [POSC 214](#) Visual Representations of Political Thought and Action
- [POSC 215](#) Political Communications in Comparative Context (not offered in 2020-21)
- [POSC 217](#) Monuments, Museums & Meaning: How Politics Shapes Memory in Artifacts (not offered in 2020-21)
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2020-21)
- [POSC 220](#) Politics and Political History in Film
- [POSC 221](#) Latin American Politics (not offered in 2020-21)
- [POSC 237](#) Southeast Asian Politics (not offered in 2020-21)
- [POSC 242](#) Middle East Politics
- [POSC 247](#) Comparative Nationalism (not offered in 2020-21)
- [POSC 264](#) Politics of Contemporary China
- [POSC 273](#) Race and Politics in the U.S. (not offered in 2020-21)
- [POSC 277](#) Religion in Politics: Conflict or Dialogue?
- [POSC 281](#) Romania: Culture and Society (not offered in 2020-21)
- [POSC 283](#) Separatist Movements
- [POSC 294](#) Central and Eastern European Politics Program: Perceptions of Otherness in Modern Eastern and Central Europe
- [POSC 295](#) Central and Eastern European Politics Program: Nation-Building in Central and Eastern Europe between Politics and Art
- [POSC 296](#) Central and Eastern European Politics Program: Challenges to the Nation-State in Eastern and Central Europe: Immigrants and Minorities
- [POSC 302](#) Subordinated Politics and Intergroup Relations* (not offered in 2020-21)
- [POSC 303](#) Political Communication: Political Advertising in Elections and Public Policy*
- [POSC 305](#) News Media and Democratic Electoral Processes* (not offered in 2020-21)
- [POSC 315](#) Polarization, Parties, and Power*
- [POSC 318](#) Advanced Topics Urban Policy* (not offered in 2020-21)
- [POSC 320](#) Authoritarianism and Democratization in the Middle East* (not offered in 2020-21)
- [POSC 322](#) Neoliberalism and the New Left in Latin America* (not offered in 2020-21)
- [POSC 336](#) Global Populist Politics* (not offered in 2020-21)
- [POSC 337](#) Political Economy of Happiness* (not offered in 2020-21)
- [POSC 345](#) Politics of Dictatorship* (not offered in 2020-21)
- [POSC 348](#) Strangers, Foreigners and Exiles* (not offered in 2020-21)
- [POSC 358](#) Comparative Social Movements*
- [POSC 359](#) Cosmopolitanism* (not offered in 2020-21)
- [POSC 378](#) Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia (not offered in 2020-21)
- [RELG 247](#) The Islamic Republic: Explorations in Religion and Nationalism (not offered in 2020-21)
- [RELG 264](#) Islamic Politics (not offered in 2020-21)
- [SOAN 288](#) Diversity, Democracy, Inequality in America
- [SOAN 350](#) Diversity, Democracy, and Inequality in America (not offered in 2020-21)

d) Philosophical and Legal Inquiries

- [AFST 112](#) Black Revolution on Campus (not offered in 2020-21)
- [HIST 237](#) The Enlightenment (not offered in 2020-21)
- [PHIL 113](#) The Individual and the Political Community
- [POSC 239](#) The Poor and the Powerless (not offered in 2020-21)
- [POSC 250](#) Ancient Political Philosophy: Plato's *Republic* (not offered in 2020-21)
- [POSC 251](#) Modern Political Philosophy: Liberalism and Its Critics (not offered in 2020-21)
- [POSC 254](#) Freedom, Excellence, Happiness: Aristotle's *Ethics*
- [POSC 255](#) Post-Modern Political Thought (not offered in 2020-21)
- [POSC 256](#) Nietzsche: Beyond Good and Evil (not offered in 2020-21)
- [POSC 258](#) Politics and Ambition (not offered in 2020-21)
- [POSC 260](#) "A Savage Made to Inhabit Cities": The Political Philosophy of Rousseau (not offered in 2020-21)
- [POSC 261](#) Power, Freedom, and Revolution (not offered in 2020-21)
- [POSC 270](#) Political Philosophy and the Book of Genesis (not offered in 2020-21)
- [POSC 271](#) Constitutional Law I
- [POSC 272](#) Constitutional Law II (not offered in 2020-21)
- [POSC 275](#) Black Radical Political Thought, 1919-1969 (not offered in 2020-21)
- [POSC 276](#) Imagination in Politics: Resisting Totalitarianism
- [POSC 313](#) Legal Issues in Higher Education (not offered in 2020-21)
- [POSC 314](#) Constitutional Convention 2020 (not offered in 2020-21)
- [POSC 350](#) "A Savage Made to Inhabit Cities": The Political Philosophy of Rousseau (not offered in 2020-21)
- [POSC 350](#) Political Philosophy and the Book of Genesis* (not offered in 2020-21)
- [POSC 351](#) Political Theory of Martin Luther King, Jr. (not offered in 2020-21)
- [POSC 352](#) Political Theory of Alexis de Tocqueville*
- [POSC 354](#) Freedom, Excellence, Happiness: Aristotle's *Ethics**
- [POSC 355](#) Identity, Culture and Rights* (not offered in 2020-21)
- [POSC 357](#) Politics and Ambition* (not offered in 2020-21)
- [POSC 371](#) Modern Political Philosophy: Liberalism and Its Critics* (not offered in 2020-21)
- [WGST 234](#) Feminist and Queer Theory (not offered in 2020-21)

Approved Area Studies Courses

- [AMST 230](#) The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (not offered in 2020-21)
- [ARBC 144](#) Arabic Literature at War (not offered in 2020-21)
- [CAMS 295](#) Cinema in Chile and Argentina: Representing and Reimagining Identity (not offered in 2020-21)
- [CAMS 296](#) Cinema and Cultural Change in Chile and Argentina (not offered in 2020-21)
- [ECON 232](#) American Economic History: A Cliometric Approach (not offered in 2020-21)
- [EUST 100](#) Allies or Enemies? America through European Eyes
- [EUST 110](#) The Nation State in Europe
- [EUST 249](#) The European Union from Constitution to Crisis
- [HIST 124](#) History of the City in the United States (not offered in 2020-21)
- [HIST 138](#) Crusades, Mission, and the Expansion of Europe (not offered in 2020-21)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 140](#) The Age of Revolutions: Modern Europe, 1789-1914 (not offered in 2020-21)
- [HIST 141](#) Europe in the Twentieth Century (not offered in 2020-21)
- [HIST 142](#) Women in Modern Europe (not offered in 2020-21)
- [HIST 151](#) History of Modern Japan (not offered in 2020-21)
- [HIST 152](#) History of Early China (not offered in 2020-21)
- [HIST 153](#) Modern China: China with Mao
- [HIST 156](#) History of Modern Korea (not offered in 2020-21)

- [HIST 158](#) Cold War in East Asia (not offered in 2020-21)
- [HIST 161](#) History of Modern South Asia from the Mughals to Modi
- [HIST 165](#) From Young Turks to Arab Revolutions: A Cultural History of the Modern Middle East (not offered in 2020-21)
- [HIST 170](#) Modern Latin America 1810-Present
- [HIST 171](#) Latin America and the U.S. (not offered in 2020-21)
- [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2020-21)
- [HIST 183](#) History of Early West Africa
- [HIST 184](#) Colonial West Africa (not offered in 2020-21)
- [HIST 209](#) The Revolutionary Atlantic (not offered in 2020-21)
- [HIST 240](#) Tsars and Serfs, Cossacks and Revolutionaries: The Empire that was Russia
- [HIST 241](#) Russia through Wars and Revolutions (not offered in 2020-21)
- [HIST 242](#) Communism, Cold War, Collapse: Russia Since Stalin (not offered in 2020-21)
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France (not offered in 2020-21)
- [HIST 245](#) Ireland: Land, Conflict and Memory
- [HIST 249](#) Two Centuries of Tumult: Modern Central Europe (not offered in 2020-21)
- [HIST 250](#) Modern Germany
- [HIST 255](#) Rumors, Gossip, and News in East Asia (not offered in 2020-21)
- [HIST 257](#) Ott Family Lectureship in Economics and History: Chinese Capitalism in Global Perspective (not offered in 2020-21)
- [HIST 259](#) Women in South Asia: Histories, Narratives, and Representations (not offered in 2020-21)
- [HIST 260](#) The Making of the Modern Middle East (not offered in 2020-21)
- [HIST 263](#) Plagues of Empire (not offered in 2020-21)
- [HIST 265](#) Central Asia in the Modern Age
- [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2020-21)
- [HIST 272](#) The Mexican Revolution: History, Myth and Art (not offered in 2020-21)
- [HIST 277](#) Revolution, Rebellion, and Protest in Modern Mexico (not offered in 2020-21)
- [HIST 279](#) Latin America and the Global Cold War (not offered in 2020-21)
- [HIST 280](#) African in the Arab World (not offered in 2020-21)
- [HIST 281](#) War in Modern Africa
- [HIST 341](#) The Russian Revolution and its Global Legacies (not offered in 2020-21)
- [HIST 346](#) The Holocaust (not offered in 2020-21)
- [HIST 347](#) The Global Cold War (not offered in 2020-21)
- [HIST 360](#) Muslims and Modernity
- [HIST 365](#) Colonialism in East Asia (not offered in 2020-21)
- [HIST 383](#) Africa's Colonial Legacies
- [LTAM 300](#) Issues in Latin American Studies
- [POSC 122](#) Politics in America: Liberty and Equality
- [POSC 221](#) Latin American Politics (not offered in 2020-21)
- [POSC 232](#) Chinese Foreign Policy (not offered in 2020-21)
- [POSC 237](#) Southeast Asian Politics (not offered in 2020-21)
- [POSC 242](#) Middle East Politics
- [POSC 264](#) Politics of Contemporary China
- [POSC 271](#) Constitutional Law I
- [POSC 294](#) Central and Eastern European Politics Program: Perceptions of Otherness in Modern Eastern and Central Europe
- [POSC 295](#) Central and Eastern European Politics Program: Nation-Building in Central and Eastern Europe between Politics and Art

- [POSC 296](#) Central and Eastern European Politics Program: Challenges to the Nation-State in Eastern and Central Europe: Immigrants and Minorities
- [POSC 324](#) Rebels and Risk Takers: Women and War in the Middle East*
- [POSC 380](#) Political Economy of China and Zomia*
- [RELG 150](#) Religions of India (not offered in 2020-21)
- [RELG 152](#) Religions in Japanese Culture
- [RELG 247](#) The Islamic Republic: Explorations in Religion and Nationalism (not offered in 2020-21)
- [RELG 262](#) Islamic Africa (not offered in 2020-21)
- [RELG 264](#) Islamic Politics (not offered in 2020-21)
- [RELG 279](#) Pilgrimage and Sacred Space in Japan Program: Pilgrimage & Sacred Space in Japan (not offered in 2020-21)
- [SOAN 180](#) Anthropology and Colonialism in Africa (not offered in 2020-21)
- [SOAN 256](#) Africa: Representation and Conflict (not offered in 2020-21)
- [SOAN 257](#) Culture and Politics in India
- [SOAN 353](#) Ethnography of Latin America

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](#) Society in Silico Can models help us understand the social world? Vexing issues like segregation, economic inequality, corruption, market failure, resource over-exploitation, genocide, insurgency and terrorism have inspired scholars to ask if computational models of social systems can shed light on the hard-to-observe micro processes underlying macro problems. In this course we will explore the conceptual and empirical foundations of modeling especially in complex systems. We will read about, then experiment with, existing models while students learn to program their own using open-source software. 6 credits; AI, WR1, QRE, IS; Fall; Greg Marfleet

[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, Winter, Spring; Eric S Mosinger, Kent Freeze, Dev Gupta

[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; Krissy Lunz Trujillo, Melanie 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, WR2; Fall, Winter, Spring; Mihaela Czobor-Lupp, Laurence D 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, QRE; Fall, Winter, Spring; Summer N Forester, Tun Myint

[POSC 180](#) Global Politics & Local Communities The 1989 fall of the Berlin Wall signaled beginnings of "a new world order," to use the words of President George HW Bush. With the increased attention to transnational issues like terrorism, climate change, immigration, and a global AIDS epidemic, the cooperative ideal was a welcome turn from Cold War competition. But three decades later we see nuclear arms stalemates, a rise of nationalist politics, exit from global agreements....What happened? How are local communities affected by changing views of globalization? This class examines debates in International Relations and domestic policy that address that question and the practice of global governance. 6 credits; SI, QRE; Not offered 2020-21

[POSC 201](#) Tools of National Power: Statecraft & Military Power In this section of three related five-week courses covering the Tools of National Power, students will study how nations use military power to achieve national security and foreign policy objectives. Military power is often used in ways that are fundamentally different from combat operations, and yet are still highly effective. Students will learn the theoretical ways in which nations use military power as part of their statecraft, then look at case studies to assess the application of military power in the real world. Course readings, short papers, and significant classroom discussion will deliver content to students and set the stage for the follow-on courses in diplomatic and economic tools of national power. 3 credits; SI, IS; Fall; Jon R Olson

[POSC 202](#) Tools of National Power: Statecraft and Diplomatic Power In this section of three related five-week courses, we will study the role of diplomacy as a component of U.S. statecraft. An active and informed diplomacy can help achieve international cooperation in the face of shared global threats, while helping to forestall conflict and forwarding U.S. national interests. Yet in recent decades, diplomacy has often been overshadowed by military intervention and economic sanctions as a tool of power. We will discuss the history of diplomacy, including the specific traditions of U.S. diplomatic practice. Using case studies taken from current issues, we will assess how diplomacy functions in practice and reflect on the future role of diplomats in a world of dramatic change. Course modalities will include focused readings, active class discussion, and short papers. 3 credits; SI, IS; Winter

[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. 6 credits; QRE, SI, IS; Winter; Barbara Allen

[POSC 204](#) Media and Electoral Politics: 2020 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 223 is highly recommended to learn methods such as focus group and depth interview methods and experiment design for conducting original research on elections. 6 credits; QRE, SI, IDS; Fall; Barbara Allen

[POSC 205](#) News Media and Democratic Electoral Processes How have news media affected democratic elections in the U.S., UK, and EU? Case studies show traditional and new media—from citizen journalism to bots—shaping views of candidates and issues—and democracy itself. Using recent elections worldwide as a base, we will investigate traditional media as an institution in a challenging environment of new media sources and charges of “fake news.” Coursework includes learning about research design through original data collection, data analysis, and visual representation of data. Political Science 223 is recommended as a way to learn quantitative and qualitative methods of social science research. 6 credits; SI, QRE, IDS; Not offered 2020-21

[POSC 206](#) Tools of National Power: Statecraft and Economic Power In this section of three related five-week courses covering the Tools of National Power, we’ll assess the economic mechanisms governments use to advance their interests and influence others. Nations have always used economic policies in efforts to secure prosperity, address economic, political, and security priorities, and, where necessary, confront other states. We’ll look at the application of economic power and seek to assess the efficacy and effect of economic tools in international relations. Course readings, short papers, and significant classroom discussion will deliver content to students and set the stage for the final course, diplomacy, in the study of the Tools of National Power. 3 credits; SI, IS; Spring; Ross Wilson

[POSC 207](#) Global Decline of Democracy: Urban Revanchism and Popular Resistance Our focus will be on policing, gentrification, gated communities and other tools for reclaiming and fortifying metropolitan space, as well as citizen responses. What community exists, for whom? 6 credits; SI, IS; Not offered 2020-21

[POSC 208](#) Presidential Elections, Gridlock and Policy Strategy Part One will focus on the process of candidate nomination and explanations for presidential elections. Part Two will focus on gridlock, Executive Branch tools, and strategies for governance in the midst of division. 6 credits; SI, IDS; Not offered 2020-21

[POSC 209](#) Money and Politics Modern elections have become multibillion-dollar ventures. How does money influence electoral and policy outcomes in the United States? Who donates and why do people or groups donate? Where does all the money go? How has campaign finance been regulated and what are proposed reforms? Focusing on recent elections, we will explore these questions by delving into the world of campaign finance. 6 credits; SI, QRE, IDS; Winter; Melanie Freeze

[POSC 210](#) Misinformation, Political Rumors, and Conspiracy Theories Why do people believe in conspiracy theories, hold on to misinformed beliefs even in the face of mounting evidence to the contrary, and/or spread political and social rumors that may have little basis in fact? Who is most vulnerable to these various forms of misinformation? What are the normative and political consequences of misperceptions (if any)? This course explores the psychological, political, and philosophical approaches to the study of the causes, consequences, and tenacity of conspiracy beliefs, misinformation, and political rumors, as well as possible approaches that journalists could employ to combat misperceptions. 6 credits; SI, IDS; Not offered 2020-21

[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; Kimberly K Smith

[POSC 213](#) Psychology of Mass Political Behavior This course explores the political psychology of individual judgment and choice. We will examine the role of cognition, emotions, values, predispositions, and social identities on judgment and choice. From this approach, we will address the larger debate regarding the quality of democratic citizenship. 6 credits; SI, WR2, QRE, IDS; Spring; Melanie Freeze

[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; Barbara Allen

[POSC 215](#) Political Communications in Comparative Context This five-week course will focus on the major theories of political communication in an election context. Our case studies will be the French and German 2017 elections. We compare the legal and cultural contexts of election news coverage and advertising in these countries and analyze media effects on voter perceptions using political psychology studies based on research in the U.S. and EU. 3 credits; QRE, SI, IS; Not offered 2020-21

[POSC 217](#) Monuments, Museums & Meaning: How Politics Shapes Memory in Artifacts Why was naming the Smithsonian Museum of the American Indian “political?” Why is the Smithsonian’s Anacostia Museum not on the Washington DC Mall? What is memorialized by the Shanghai Jewish Refugees Museum? Why care about the eight Confederate leaders in the U.S. Capitol (or other public places)? This class examines museums and monuments as important types of political communication that preserve cultural artifacts, create historical records, and tell present and future generations the meaning of communities and individuals. We learn about various practices including funding, naming, acquiring, appropriating, placing, designing, and constructing the artifacts that house community memories. 3 credits; SI, IDS; Not offered 2020-21

[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; Not offered 2020-21

[POSC 219](#) Poverty and Public Policy in the U.S. Deindustrialization, inequality, housing policy, and welfare will be major topics. 6 credits; SI, IDS; Not offered 2020-21

[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*, *When the Levees Broke*. 6 credits; LA, IS; Fall; Barbara Allen

[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; Not offered 2020-21

[POSC 223](#) Lab in Electoral Politics This lab is designed as a supplement research module for current or past students in Political Science 204, 205 and 305. Students previously enrolled in Professor Allen's Political Science 100 are also encouraged to enroll. We learn to conduct focus groups, depth interviews, content analysis, and experimental analysis using election news, ads, speeches, and debates (in the U.S. or other democracies) as our cases for analysis. 3 credits; SI, IDS, QRE; Fall; Barbara Allen

[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 enabling us to understand the reciprocal effects of institutional and environmental change. We will learn these frameworks and the methods used to measure changes in natural resource systems. We study measurement, monitoring, and management of prairie and forest ecosystems in local agricultural use and restoration projects. Much of the course occurs on site in field trip locations. 3 credits; SI, QRE, IS; Not offered 2020-21

[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; Not offered 2020-21

[POSC 229](#) The U.S. Congress: Coordination and Conflict How does Congress make public policy? What factors inhibit or enhance legislative productivity? Is the policymaking process too partisan? This course provides a comprehensive introduction to congressional organization and procedures, the policy process, and the core debates and theories surrounding legislative politics in the United States Congress. The path of policy within Congress is an incredibly complex and conflict-ridden coordination problem. As a class, we will explore how the underlying motivations to win office, produce policy, and gain prestige drive congressional member behaviors. We will also carefully consider the institutional details of the House and Senate that constrain these legislative actors and influence legislative outcomes. 6 credits; SI; Winter; Melanie 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: Statistics 120, 230, 250, (formerly Mathematics 215, 245, 275) or AP Statistics (score of 4 or 5). 6 credits; SI, WR2, QRE; Fall, Winter, Spring; Greg Marfleet, Kent Freeze, Eric S Mosinger

[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 U.S. History is highly recommended. 6 credits; SI, IS; Not offered 2020-21

[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 2020-21

[POSC 235](#) The Global War on Terror In the aftermath of 9/11, the U.S. launched the Global War on Terror to purportedly find, stop, and defeat every terrorist group with a global reach. Without question, the Global War on Terror has radically shaped everything from U.S. foreign policies and domestic institutions to civil liberties and pop culture. In this course, we will examine the events of 9/11 and then critically assess the immediate and long-term ramifications of the Global War on Terror on different states and communities around the world. While we will certainly spend time interrogating U.S. policies from the Bush, Obama, and Trump administrations, we will also examine reactions to those policies across both the global north and the global south. 6 credits; NE, WR2, IS; Winter; Summer N Forester

[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; Spring; Greg Marfleet

[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; Not offered 2020-21

[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 2020-21

[POSC 239](#) The Poor and the Powerless This course examines the foundations of development and globalization, their representations as historical processes, their manifestations over time, and their advocates and detractors. This will be done against the backdrop of empirical and substantive representations of actually-existing development outcomes and globalization processes, their organization, and their practices. This course employs a critical approach to development and is taught from a political economy perspective. In particular, it deals with the relationship between theory, ideology and practice by contrasting classical approaches with critical, Marxist, and radical approaches. It examines outcomes of development practice, both positive and negative, through a focus on globalization. 6 credits; SI, IS; Not offered 2020-21

[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 2020-21

[POSC 242](#) Middle East Politics This course introduces the politics and political structures of states in the Middle East. We explore the political origins of Middle Eastern states, and investigate how regional politics are shaped by colonialism, religion, tribes, the family, and more. We examine the persistence of authoritarianism and its links to other issues like nationalism and militarism. The course covers how recent and current events like the revolutionary movements of the 'Arab Spring' civil society affect the states and their societies. We conclude with a consideration of the future of Middle Eastern politics, evaluating lingering concerns and emerging prospects for liberalization and reform. 6 credits; SI, IS, WR2; Fall; Summer N Forester

[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 2020-21

[POSC 248](#) Weapons of Mass Destruction (WMD) What does that really mean? This course will afford students the opportunity to learn about nuclear, radiological, biological, chemical, and cyber WMD. We'll explore how these weapons are built, what happens when they are used, and how they are controlled—or not—by international security agreements. A multi-disciplinary approach will be used. Professors from the political science, chemistry, physics, computer science, biology, and philosophy departments will each contribute specific sections and, along with guest lecturers, augment our discussions on questions of global and national security policy. 6 credits; SI, IS; Not offered 2020-21

[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; Not offered 2020-21

[POSC 251](#) Modern Political Philosophy: Liberalism and Its Critics *Cross-listed with POSC 371*. Liberalism is the dominant political philosophy of our time. Living in a liberal polity, each of us has been shaped by liberalism. But is liberalism the best political order? Do we even know what liberalism is? What are the strongest arguments in its favor, and what are the deepest criticisms we might level against it? In this course we will examine liberalism's philosophic roots and engage with some of its most forceful advocates and most profound critics. Our readings will include authors such as Locke, Montesquieu, Rousseau, Tocqueville, Mill, and Nietzsche. 6 credits; HI, IS; Not offered 2020-21

[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; Fall; Laurence D 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; Not offered 2020-21

[POSC 256](#) Nietzsche: Beyond Good and Evil *Cross-listed with POSC 350*. 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, stunningly, the "death of God." He regarded these endings as an unprecedented disaster for humanity but also as an unprecedented opportunity, and he pointed the way to a new ideal and a new culture that would be life-affirming and life-enhancing. This course will center on 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 2020-21

[POSC 258](#) Politics and Ambition *Cross-listed with POSC 357*. 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? And what is the *nature* of political ambition, especially the ambition to rule: what does the would-be ruler really want? We will take up these and related questions by studying several classic works of philosophy and literature. Readings will likely include works by Plato, Xenophon, and Shakespeare as well as American founders, statesmen, and moral leaders. 6 credits; HI; Not offered 2020-21

[POSC 260](#) "A Savage Made to Inhabit Cities": The Political Philosophy of Rousseau *Cross-listed with POSC 350*. In this course we will study what Rousseau considered his greatest and best book: *Emile*. *Emile* is a philosophic novel. It uses a thought experiment--the rearing of a child from infancy to adulthood--to explore human nature and the human condition, including their political dimensions. Among *Emile*'s themes are natural goodness and the origins of evil; self-love and sociability; the differences and relations between the sexes; citizenship; and the principles of political right. The book also addresses the question of how one might live naturally and happily amid an unnatural and unhappy civilization. 6 credits; HI; Not offered 2020-21

[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; Not offered 2020-21

[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; Spring; Kent Freeze

[POSC 265](#) Public Policy and Global Capitalism This course provides a comprehensive introduction to comparative and international public policy. It examines major theories and approaches to public policy design and implementation in several major areas: international policy economy (including the study of international trade and monetary policy, financial regulation, and comparative welfare policy), global public health and comparative healthcare policy, institutional development (including democratic governance, accountability systems, and judicial reform), and environmental public policy. Prerequisite: Statistics 120 (formerly Mathematics 215) strongly recommended, or instructor permission. 6 credits; SI, QRE, IS; Winter; Greg Marfleet

[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 ethnoscares 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; Spring; Richard A 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 2020-21

[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; Tun Myint

[POSC 270](#) Political Philosophy and the Book of Genesis *Cross-listed with Political Science 350*. Much of the moral and political architecture of the post-modern, secular world traces back to pre-modern, religious scriptures-- especially Genesis, the first book of the Bible. For this reason alone Genesis deserves attention. But there are even stronger reasons: With its accounts of creation, humanity's relation to nature and the divine, human aspiration and failure, the origins of community, and the good life for both individuals and societies, Genesis offers enormous riches even for those who approach it from an "external" philosophic standpoint (as we will in this class) rather than an "internal" religious one. Readings include Genesis and commentary. 6 credits; HI; Not offered 2020-21

[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; Kimberly 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 2020-21

[POSC 273](#) Race and Politics in the U.S. This course addresses race and ethnicity in U.S. politics. Following an introduction to historical, sociological, and psychological approaches to the study of race and ethnicity, we apply these approaches to understanding the ways in which racial attitudes have been structured along a number of political and policy dimensions, e.g., welfare, education, criminal justice. Students will gain an increased understanding of the multiple contexts that shape contemporary racial and ethnic politics and policies in the U.S., and will consider the role of institutional design, policy development, representation, and racial attitudes among the general U.S. public and political environment. 6 credits; SI, IDS; Not offered 2020-21

[POSC 275](#) Black Radical Political Thought, 1919-1969 This course examines the history of Black radical political thought in the United States between 1919 and 1969. It also explores internationalist and diasporic linkages that shaped, and were shaped by, the U.S. context. "Black Radicalism" refers to the forms of politics and thought that have challenged, nationally and globally, economic exploitation, social inequality, political marginalization, and private and state-sanctioned anti-blackness. The political ideologies and practices we will consider include: Black nationalism, pan-Africanism, socialism and communism, and Black feminisms. The course will also pay special attention to the socio-historical and political economic contexts that give rise to different forms of Black radicalism. 6 credits; SI, WR2, IDS; Not offered 2020-21

[POSC 276](#) Imagination in Politics: Resisting Totalitarianism Ideological fanaticism is on the rise today. Individuals prefer the incantation of slogans and clichés to autonomous thinking, moderation, and care for the diversity and complexity of circumstances and of human beings. The results are the inability to converse across differences and the tendency to ostracize and exclude others in the name of tribal and populist nationalism, as well as of racism. Hannah Arendt called totalitarianism this form of ideological hypnosis, which characterizes not only totalitarian political regimes, but can also colonize liberal-democracies. In this class we will read some of the works of Arendt to better understand the power of imagination to enhance critical and independent thinking and resist totalitarianism. 6 credits; HI, IS; Fall; Mihaela Czobor-Lupp

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

[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 2020-21

[POSC 280](#) COVID-19 and Globalization What are the challenges of the COVID-19 pandemic on global politics and public policy? How do state responses to COVID-19 as well as historical cases such as the Black Death in Europe, the SARS outbreak in East Asia and Middle East, and the Ebola outbreak in Africa help us understand the scientific, political, and economic challenges of pandemics on countries and communities around the world? We will apply

theories and concepts from IR, political economy, and natural sciences to explore these questions and consider what we can learn from those responses to address other global challenges like climate change. 6 credits; SI, WR2, QRE, IDS; Fall; Tun Myint

[POSC 280](#) Feminist Security Studies Feminist security studies question and challenge traditional approaches to international relations and security, highlighting the myriad ways that state security practices can actually increase insecurity for many people. How and why does this security paradox exist and how do we escape it? In this class, we will explore the theoretical and analytical contributions of feminist security scholars and use these lessons to analyze a variety of policies, issues, and conflicts. The cases that we will cover include the UN resolution on women, peace, and security, Sweden's feminist foreign policy, violence against women, and conflicts in Syria, Uganda, and Yemen. 6 credits; SI, WR2, IS; Not offered 2020-21

[POSC 281](#) Romania: Culture and Society Of course you have heard of Romania: the country of Dracula, of Nadia Comaneci, and of Nicolae Ceausescu. What an assortment: vampires, gymnastics, and totalitarian politics! Come and learn about Romania! Come to find out what hides beyond the shallow screen of these stereotypes. We will learn about Romanian history and geography, about its cuisine and traditions, about its people and their language. We will discover a country of contrasts, but also of bridges between East and West, a Latin island that cannot but have an ongoing commerce with its Slavic, Turkic, and Finno-Ugric neighbors! 2 credits; Not offered 2020-21

[POSC 282](#) Terrorism and Counterterrorism This course focuses on the historic and modern use of violence or the threat of violence by non-state actors to secure political outcomes. We will review the strategy and tactics of various terror groups, use case studies to understand the logic of terrorism, assess why some groups succeed while others fail, and study terrorist organizations' efforts at recruitment and indoctrination. These topics will be addressed from theoretical and practical perspectives, with input from expert guest speakers. Finally, we will assess counterterrorism measures, including the moral, ethical, legal, and practical approaches to creating security in the modern world. 6 credits; SI, IS; Not offered 2020-21

[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; Fall; Dev Gupta

[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; Winter; Dev Gupta

[POSC 285](#) The U.S. Intelligence Community This course covers the U.S. Intelligence Community, how intelligence supports national security policy development, and how intelligence is applied to execute strategy in pursuit of policy objectives (specifically, implementation of national security and foreign policy initiatives). Studying the structure, processes, procedures, oversight, and capabilities of the Intelligence Community will enhance understanding of how intelligence supported or failed policymakers in national security decision-making, including

the areas of deterrence, conventional war, counterinsurgency, and counterterrorism. The course concludes with the study of asymmetric warfare in our modern age and how intelligence might be used to better understand the changing dynamics of future global conflict. 6 credits; SI, IS; Not offered 2020-21

[POSC 294](#) Central and Eastern European Politics Program: Perceptions of Otherness in Modern Eastern and Central Europe Is nationalism fundamentally flawed in its inclusionary capacity? Can the same power of imagination to bring strangers together, which made nation-building possible, be deployed for inventing post-national forms of solidarity? The course will explore representations of strangers and foreigners in Central and Eastern Europe, throughout the nineteenth and twentieth century, with a special focus on Roma and Jews. The aim will be to understand how these representations will work to legitimize different forms of exclusionary politics. An important part of the course will explore the role that exiled and displaced people can play in reimagining identities on a cosmopolitan level. 6 credits; SI, IS; Spring; Mihaela Czobor-Lupp

[POSC 295](#) Central and Eastern European Politics Program: Nation-Building in Central and Eastern Europe between Politics and Art The state and its cultural politics played a pivotal role in building the Romanian nation. The first part of the course will analyze the difficulties of nation-building in modern Romania, with a special emphasis on the incapacity of Romanian liberalism to prevent the rise of extreme right wing politics. The second part will explore different images of Romanian national identity that art provided both during the communist regime and in the post-1989 decades, also in a comparative perspective with Hungary, Bulgaria, and Serbia. The course will include visits to galleries, architectural sites and neighborhoods in Bucharest and its surroundings. 6 credits; SI, IS; Spring; Mihaela Czobor-Lupp

[POSC 296](#) Central and Eastern European Politics Program: Challenges to the Nation-State in Eastern and Central Europe: Immigrants and Minorities How do democracies react when confronted with massive bodies of immigrants? Do the problems that Eastern and Central European countries face in dealing with immigrants reflect deeper challenges to their capacity of thinking of the nation along inclusionary lines? We will explore the legal and political issues that EU countries and their societies, particularly, in Eastern and Central Europe, face when confronted with a migration crisis. Then we will look at Roma's history of exploitation and injustice in Eastern and Central Europe. The course will include visits with community groups and NGOs, as well as encounters with minority rights activists. 6 credits; SI, IS; Spring; Mihaela Czobor-Lupp

[POSC 300](#) Political Research Experience This course is a collaborative, hands-on, research seminar related to a faculty member's research program. Students should expect to meet regularly with the faculty supervisor and, depending on the stage or type of research, collect and analyze data, read and interpret primary literature and engage its criticism, submit written material and prepare presentation content. To enroll, students must complete the application form (available on line or in the department office) in consultation with the professor. Prerequisite: Instructor Permission. 1-6 credit; NE; Fall; Barbara Allen

[POSC 302](#) Subordinated Politics and Intergroup Relations* How do social and political groups interact? How do we understand these interactions in relation to power? This course will introduce the basic approaches and debates in the study of prejudice, racial attitudes, and intergroup relations. We will focus on three main questions. First, how do we understand and study prejudice and racism as they relate to U.S. politics? Second, how do group identities, stereotyping, and other factors help us understand the legitimation of discrimination, group hierarchy, and social domination? Third, what are the political and social challenges associated with reducing prejudice? 6 credits; SI, IDS; Not offered 2020-21

[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; Winter; Barbara Allen

[POSC 304](#) Media and Electoral Politics: 2020 United States Elections 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. Students enrolled in the POSC 304 version will conduct more extensive analysis of data for their seminar papers. Taking POSC 304 in conjunction with Political Science 223 is highly recommended to learn methods such as focus group, depth interview methods, and experiment design for conducting original research on elections. 6 credits; SI, QRE, IDS; Fall; Barbara Allen

[POSC 305](#) News Media and Democratic Electoral Processes* How have news media affected democratic elections in the U.S., UK, and EU? Case studies show traditional and new media—from citizen journalism to bots—shaping views of candidates and issues—and democracy itself. Using recent elections worldwide as a base, we will investigate traditional media as an institution in a challenging environment of new media sources and charges of “fake news.” Coursework includes learning about research design through original data collection, data analysis, and visual representation of data. POSC 223 is recommended as a way to learn quantitative and qualitative methods of social science research. Research paper required. 6 credits; SI, QRE, IDS; Not offered 2020-21

[POSC 307](#) Go Our Own Way: Autonomy in the U.S. Civil Rights Movement* “Every civil rights bill was passed for white people, not black people. I am a human being. I know ... I have right(s). White people didn’t know that. ... so [they] had to ... to tell that white man, 'he’s a human being, don’t stop him.’ That bill was for the white man.... I knew [my rights] all the time.” Stokely Carmichael spoke for the Student Nonviolent Coordinating Committee viewpoint in 1966. The Black Panther Party enacted basic civic responsibilities in their programs. Ella Baker spoke of autonomy in community. This seminar brings voices across generations speaking to current affairs. 6 credits; SI, IDS; Not offered 2020-21

[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 2020-21

[POSC 314](#) Constitutional Convention 2020 Students in this course will create a podcast to consider proposed amendments to the U.S. Constitution. Proposed amendments will be developed by students in other courses at Carleton, St. Olaf, and other participating institutions. Students will review and select proposals to be debated, and each proposal will be voted on at the end of the course. This advanced seminar will include work outside of class, independently and in collaboration with other students. Prerequisite: Political Science 271, 272 or 313 or instructor permission. 3 credits; SI; Not offered 2020-21

[POSC 315](#) Polarization, Parties, and Power* How have political parties shaped the distribution of power and political landscape in the United States? This course explores theories of political party development, third-party dynamics in a two-party system, and the rise of ideological and party polarization in the United States. We will

engage with scholarly debates that grapple with the extent and implications of polarization in the American case at all levels of government, in the electorate, and in interpersonal interactions. 6 credits; SI, WR2, QRE, IDS; Fall; Melanie Freeze

[POSC 316](#) Nonviolent Revolutions in Latin America In this course, students will encounter ideas about nonviolent direct action from practitioners alongside theories from a rapidly growing literature in political science about the causes, dynamics, and consequences of civil resistance campaigns. We will then study major social movements in Latin America, including the Mapuche movement, the #NiUnaMenos campaign against femicide, and Brazil's Movimento dos Trabalhadores Sem Teto (MTST). The course's main focus, however, will be on nonviolent struggles for democratization: the No campaign against Pinochet's regime in Chile, the Movimiento al Socialismo (MAS) in Bolivia, the Movimiento Autoconvocado in Nicaragua, and recent democratic crises in Venezuela, Bolivia, and El Salvador. 6 credits; SI, WR2, IS; Winter; Eric S Mosinger

[POSC 318](#) Advanced Topics Urban Policy* This course is a discussion seminar for students who seek to build on previous knowledge of public policy within the cities and suburbs of the United States or in comparisons of the U.S. to other urban cases. Focus will be on Housing, Education, Policing, Infrastructure and Social Regulation. Students will produce a research essay using Social Science and Humanities methods. Prerequisite: Political Science 201, 207, 209, 218, or 266 or instructor permission. 6 credits; SI, IDS; Not offered 2020-21

[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; Not offered 2020-21

[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; Not offered 2020-21

[POSC 324](#) Rebels and Risk Takers: Women and War in the Middle East* How are women (and gender more broadly) shaping and shaped by war and conflict in the Middle East? Far from the trope of the subjugated, veiled, and abused Middle Eastern woman, women in the Middle East are active social and political agents. In wars and conflicts in the Middle East region, women have, for example, been combatants, soldiers, activists, spies, homemakers, writers, and political leaders. This course surveys conflicts involving Lebanon, Syria, Palestine, Israel, Jordan, and Iraq--along with Western powers like the U.S., UK, and Australia--through the wartime experiences of women. 6 credits; SI, IS; Spring; Summer N Forester

[POSC 325](#) Corruption, Clientelism, and Political Machines* Motivated by the literature on "quality of democracy," this course delves into theories of accountability, government responsiveness, transparency, and other major aspects of governance. It explores these concepts in democratic and nondemocratic regimes by focusing on corrupt and clientelistic politics in a variety of regions, including Latin America, Europe, sub-Saharan Africa, the Middle East, the post-Soviet countries, and East and Southeast Asia. Topics covered in the course include vote-buying and other forms of electoral fraud, the influence of money in campaigns, kickback schemes and

governance, crony capitalism, clientelism and political machines, and varieties of accountability systems and institutional reform. 6 credits; SI, QRE, IS; Not offered 2020-21

[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; Winter; Greg 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; Not offered 2020-21

[POSC 331](#) Cooperation and Conflict* Why do countries go to war? What conditions promote a lasting peace? These may well be the two most important and enduring questions in international politics. The course combines an exploration of various theoretical approaches to war and peace—including rational, psychological and structural models—with an empirical analysis of the onset, escalation, and resolution of conflict. We investigate changing patterns in the frequency of global violence and identify where it occurs more (and less) often and assess whether there is an overall trend toward a more peaceful world. 6 credits; SI, QRE, IS; Not offered 2020-21

[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; Tun 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 2020-21

[POSC 336](#) Global Populist Politics* Are populist politicians scoundrels or saviors? Regardless of the answer, populism is undeniably a growing force in politics around the world: in democracies as well as autocracies, rich and poor countries, and involving different ideologies. How can we understand this diversity? In this class, we will explore populism using a variety of comparative frameworks: temporal (situating the current crop of populism in historical context), ideological (comparing populisms of the left versus the right), as well as geographic. We will try

to understand the hallmarks of populism, when and why it emerges, and its impact on political institutions and society. 6 credits; SI, IS; Not offered 2020-21

[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 2020-21

[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 2020-21

[POSC 345](#) Politics of Dictatorship* With over half of the world's population living in non-democracies, understanding the nature of authoritarian regimes is a critical component of comparative political science. We will examine the variety of authoritarian regimes around the world, the nature of state-society relations in different authoritarian regimes, as well as the strategies employed by dictators to maintain stability and control. We will supplement the more general theories of authoritarian rule with detailed case studies of particular regimes. 6 credits; SI, IS; Not offered 2020-21

[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 2020-21

[POSC 350](#) "A Savage Made to Inhabit Cities": The Political Philosophy of Rousseau *Cross-listed with Political Science 260*. In this course we will study what Rousseau considered his greatest and best book: *Emile*. *Emile* is a philosophic novel. It uses a thought experiment—the rearing of a child from infancy to adulthood—to explore human nature and the human condition, including their political dimensions. Among *Emile's* themes are natural goodness and the origins of evil; self-love and sociability; the differences and relations between the sexes; citizenship; and the principles of political right. The book also addresses the question of how one might live naturally and happily amid an unnatural and unhappy civilization. 6 credits; HI; Not offered 2020-21

[POSC 350](#) Ancient Political Philosophy: Plato's Republic* *Cross-listed with Political Science 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; Not offered 2020-21

[POSC 350](#) Political Philosophy and the Book of Genesis* *Cross-listed with Political Science 270*. Much of the moral and political architecture of the post-modern, secular world traces back to pre-modern, religious scriptures--

especially Genesis, the first book of the Bible. For this reason alone Genesis deserves attention. But there are even stronger reasons: With its accounts of creation, humanity's relation to nature and the divine, human aspiration and failure, the origins of community, and the good life for both individuals and societies, Genesis offers enormous riches even for those who approach it from an "external" philosophic standpoint (as we will in this class) rather than an "internal" religious one. Readings include Genesis and commentary. 6 credits; HI; Not offered 2020-21

[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 2020-21

[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; Spring; Laurence D Cooper

[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; Fall; Laurence D 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; Not offered 2020-21

[POSC 357](#) Politics and Ambition* *Cross-listed with POSC 258*. 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? And what is the *nature* of political ambition, especially the ambition to rule: what does the would-be ruler really want? We will take up these and related questions by studying several classic works of philosophy and literature. Readings will likely include works by Plato, Xenophon, and Shakespeare as well as American founders, statesmen, and moral leaders. Seminar paper required. 6 credits; HI; Not offered 2020-21

[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; Fall; Dev Gupta

[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; Not offered 2020-21

[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; Tun Myint

[POSC 366](#) 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 ethnoscaapes 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. Students who have taken POSC 266 remain welcome to take POSC 366. 6 credits; SI, IS; Not offered 2020-21

[POSC 371](#) Modern Political Philosophy: Liberalism and Its Critics* *Cross-listed with POSC 251.* Liberalism is the dominant political philosophy of our time. Living in a liberal polity, each of us has been shaped by liberalism. But is liberalism the best political order? Do we even know what liberalism is? What are the strongest arguments in its favor, and what are the deepest criticisms we might level against it? In this course we will examine liberalism's philosophic roots and engage with some of its most forceful advocates and most profound critics. Our readings will include authors such as Locke, Montesquieu, Rousseau, Tocqueville, Mill, and Nietzsche. Research paper required. 6 credits; HI, IS, WR2; Not offered 2020-21

[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 2020-21

[POSC 379](#) Political Economy and 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 2020-21

[POSC 380](#) Political Economy of China and Zomia* The role of China in world politics is the focus of this course. We will study the relationship between China and Zomia (regions of Southeast, South, and Central Asia), the South

China Sea conflict, seaport and airport projects, gas-pipelines, OBOR, the ZTE-case, and several Chinese-led infrastructure projects. How is the Chinese model of political economic development different from and similar to the neoliberal economic model? How do contemporary Chinese policy and activities in Zomia, and around the world, explain the history and development of China's centralized political order from the Qing dynasty to modern China? 6 credits; SI, IS; Winter; Tun Myint

[POSC 400](#) Integrative Exercise 1-6 credit; S/NC; Summer, Fall, Winter, Spring; Christina E Farhart, Tun Myint, Barbara Allen, Laurence D Cooper, Dev Gupta, Greg Marfleet, Mihaela Czobor-Lupp, Summer N Forester, Kent Freeze

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 AP 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 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 the Psychology Major

- The introductory course, [PSYC 110](#) or an AP 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](#) Measurement and Data Analysis in Psychology
 - [PSYC 201](#) Measurement and Data Analysis Lab

(to be taken during the sophomore or junior year)

- Four core courses (courses cannot count in two groups):
 - - one from the Biological and Behavioral Processes group
 - [PSYC 210](#) Psychology of Learning and Memory (not offered in 2020-21)
 - [PSYC 216](#) Behavioral Neuroscience
 - [PSYC 218](#) Hormones, Brain, and Behavior

- [PSYC 220](#) Sensation and Perception
 - [PSYC 263](#) Sleep and Dreaming
 - [PSYC 267](#) Clinical Neuroscience (not offered in 2020-21)
 - one from the Cognitive Studies group
 - [CGSC 232](#) Cognitive Processes
 - [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2020-21)
 - [MUSC 227](#) Perception and Cognition of Music
 - [PSYC 220](#) Sensation and Perception
 - [PSYC 232](#) Cognitive Processes
 - [PSYC 234](#) Psychology of Language
 - [PSYC 238](#) Memory Processes (not offered in 2020-21)
 - one from the Social Behavior, Development and Personality group
 - [PSYC 244](#) Positive Psychology (not offered in 2020-21)
 - [PSYC 248](#) Cross-Cultural Psychology
 - [PSYC 250](#) Developmental Psychology
 - [PSYC 251](#) Lifespan Development (not offered in 2020-21)
 - [PSYC 252](#) Personality
 - [PSYC 254](#) Psychopathology (not offered in 2020-21)
 - [PSYC 256](#) Social Behavior and Interpersonal Processes
 - [PSYC 258](#) Social Cognition (not offered in 2020-21)
 - [PSYC 260](#) Health Psychology
- Two laboratory courses (in addition to [PSYC 201](#)):
 - [PSYC 211](#) Laboratory Research Methods in Learning and Memory (not offered in 2020-21)
 - [PSYC 217](#) Laboratory Research Methods in Behavioral Neuroscience
 - [PSYC 221](#) Laboratory Research Methods in Sensation and Perception
 - [PSYC 233](#) Laboratory Research Methods in Cognitive Processes
 - [PSYC 235](#) Psychology of Language Laboratory
 - [PSYC 239](#) Memory Processes Lab (not offered in 2020-21)
 - [PSYC 253](#) Research Methods in Personality
 - [PSYC 257](#) Laboratory Research Methods in Social Behavior and Interpersonal Processes
 - [PSYC 259](#) Laboratory Research Methods in Social Cognition (not offered in 2020-21)
 - [PSYC 261](#) Health Psychology Lab
- Two upper-level courses:
 - [PSYC 318](#) Psychopharmacology (not offered in 2020-21)
 - [PSYC 354](#) Counseling Psychology
 - [PSYC 358](#) Cross-Cultural Psychology Seminar in Prague: Psychopathology (not offered in 2020-21)
 - [PSYC 362](#) Psychology of Spoken Words (not offered in 2020-21)
 - [PSYC 365](#) Science and Pseudoscience in Psychology (not offered in 2020-21)
 - [PSYC 366](#) Cognitive Neuroscience
 - [PSYC 367](#) Neuropsychology of Aging (not offered in 2020-21)
 - [PSYC 368](#) Hot Off the Bench: Advanced Study of Neuroscience Topics (not offered in 2020-21)
 - [PSYC 370](#) Behavioral Neuroimmunology
 - [PSYC 371](#) Evolutionary and Developmental Trends in Cognition (not offered in 2020-21)
 - [PSYC 373](#) Topics in Professional Psychology (not offered in 2020-21)
 - [PSYC 375](#) Language and Deception (not offered in 2020-21)
 - [PSYC 379](#) Child and Adolescent Psychiatry
 - [PSYC 382](#) Topics in Social and Personality: Endings (not offered in 2020-21)
 - [PSYC 384](#) Psychology of Prejudice

only one of which may be [PSYC 318](#), [354](#) or 358

- The capstone seminar:
 - [PSYC 399](#) Capstone Seminar
- The integrative exercise [PSYC 400](#) (3 credits)

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.

Majors will take the capstone seminar during the fall term of their senior year and their integrative exercise during the winter term 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; Julie J Neiworth, Emily A Hazlett, Mija M Van Der Wege, Lawrence J Wichlinski, Gisel Flores-Montoya

[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 or instructor consent; Requires concurrent registration in Psychology 201. 6 credits; FSR, QRE; Winter, Spring; Julie J Neiworth, Ken Abrams

[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: Psychology 110. Requires concurrent registration in Psychology 200. 2 credits; QRE; Winter, Spring; Julie J Neiworth, Ken Abrams

[PSYC 210](#) Psychology of Learning and Memory 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 Neuroscience 127 or instructor permission. 6 credits; WR2, QRE, LS; Not offered 2020-21

[PSYC 211](#) Laboratory Research Methods in Learning and Memory 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 and memory. 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 Neuroscience 127 or instructor permission. 2 credits; QRE, LS, WR2; Not offered 2020-21

[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; Lawrence J Wichlinski

[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; Lawrence J Wichlinski

[PSYC 218](#) Hormones, Brain, 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; Winter; Sarah H 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. 6 credits; LS; Winter; Julia F Strand

[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; Winter; Julia F Strand

[PSYC 232](#) Cognitive Processes *Cross-listed with CGSC 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 is given to gender and individual differences in cognition, as well as cultural settings for cognitive activities. Prerequisite: Psychology 110, Cognitive Science 100, Cognitive Science 130 or permission of the instructor. A grade of C- or better must be earned in both PSYC/CGSC 232 and 233 to satisfy the LS requirement. Requires concurrent registration in Psychology 233. 6 credits; WR2, LS; Winter; Kathleen M Galotti

[PSYC 233](#) Laboratory Research Methods in Cognitive Processes *Cross-listed with CGSC 233*. Students will participate in the replication and planning of empirical studies, collecting and analyzing data relevant to major cognitive phenomena. Prerequisite: Psychology 110, Cognitive Science 100, Cognitive Science 130 or instructor permission. Requires concurrent registration in Cognitive Science 232. A grade of C- or better must be earned in both to complete the Lab Science requirement. 2 credits; LS; Winter; Kathleen M 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; Spring; Mija 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; Spring; Mija 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 and be able to evaluate the quality of the studies used as evidence in these debates. Prerequisite: Psychology 110. 6 credits; SI; Not offered 2020-21

[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. Requires concurrent registration in Psychology 238. A grade of C- or better must be earned in both Psychology 238 and 239 to satisfy the LS requirement. Prerequisite: Psychology 110. 2 credits; LS, QRE; Not offered 2020-21

[PSYC 244](#) Positive Psychology This course evaluates the effort to use the tools of psychological science to understand the sources and nature of positive human strengths, characteristics, resources, and aspirations, and to apply any knowledge gained to help individuals and institutions function more effectively. Prerequisite: Psychology 110. 6 credits; SI; Not offered 2020-21

[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; Sharon A 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; Kathleen M Galotti

[PSYC 251](#) Lifespan Development This course explores the concepts, theories, and research on human development as it occurs over the lifespan and across contexts. We will learn about physical, cognitive, and psychosocial developmental milestones and challenges unique to each stage of human development. This exploration “from womb to tomb” includes infancy, early and middle childhood, adolescence, emerging adulthood, adulthood, and old age. Through readings, class discussions, and group and individual activities, students will have the opportunity to apply the concepts we are learning to the world around us. Prerequisite: Psychology 110 or equivalent. 6 credits; SI; Not offered 2020-21

[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. A grade of C- or better must be earned in both Psychology 252 and 253 to satisfy the LS requirement. Prerequisite: Psychology 110 or consent of the instructor. 6 credits; LS; Winter; Neil S Lutsky

[PSYC 253](#) Research Methods in Personality A laboratory to undertake research on topics in personality. Requires concurrent registration in Psychology 252. A grade of C- or better must be earned in both Psychology 252 and 253 to satisfy the LS requirement. Prerequisite: Psychology 110. 2 credits; LS, QRE; Winter; Neil S Lutsky

[PSYC 254](#) Psychopathology This course will focus on causal factors and clinical presentations of mental disorders, such as mood disorders, anxiety disorders, eating disorders, dissociative disorders, and psychotic disorders, among others. We will use an integrative approach that incorporates psychological, biological, interpersonal, and sociocultural perspectives. Methods of assessment and treatment will also at times be discussed. Prerequisite: Psychology 110 or instructor permission. 6 credits; SI; Not offered 2020-21

[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; Spring; Sharon A Akimoto

[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. Requires concurrent registration in Psychology 256. A grade of C- or better must be earned in both Psychology 256 and 257 to satisfy the LS requirement. Prerequisite: Psychology 110. 2 credits; LS, QRE; Spring; Sharon A Akimoto

[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; Not offered 2020-21

[PSYC 259](#) Laboratory Research Methods in Social Cognition Students will participate in the design and replication of social psychological studies related to social cognition. 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. Prerequisite: Psychology 110 or instructor permission. 2 credits; LS, QRE; Not offered 2020-21

[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, QRE; Fall; Gisel Flores-Montoya

[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. Requires concurrent registration in Psychology 260. 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; QRE, LS; Fall; Gisel Flores-Montoya

[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; Fall; Lawrence J Wichlinski

[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 2020-21

[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; Gisel Flores-Montoya, Sarah H 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; Not offered 2020-21

[PSYC 354](#) Counseling Psychology An introduction to theories, research, techniques, and issues in the field of counseling psychology. Prerequisite: Psychology 110 or instructor permission. Psychology 252 is recommended. 6 credits; SI; Fall; Steven F Kozberg

[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: Acceptance in Cross-Cultural Studies in Prague program. 6 credits; SI, IS; Not offered 2020-21

[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 220, Psychology 232/Cognitive Science 232, Psychology 234, Psychology 238, Computer Science 322, any 200 level linguistics course, or permission of the instructor. 6 credits; NE; Not offered 2020-21

[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 2020-21

[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, perception, language, decision-making, emotional responding, empathy, morality, social thinking, deception, and manipulation as they are supported by neurons and neural connections is a longstanding and elusive problem in psychology. Contemporary primary source articles are mostly used for this discussion-driven course, but a brief textbook/manual on brain processing is also required. The student should leave the class with a working understanding of brain processes and of contemporary theories of brain processes that may support many mental processes in humans. Prerequisite: Psychology 110 or Biology 125 or Psychology 216 or Neuroscience 127 or permission of the instructor. 6 credits; SI, QRE; Fall; Julie J Neiworth

[PSYC 367](#) Neuropsychology of Aging With the aging population comes a variety of challenges, including those to cognitive health and decline. Neurodegenerative diseases create various forms of dementia and cause unique problems beyond those that are an outcome of healthy aging. The disabling effects of aging and dementia extend beyond the person to family, friends and wider community. The need to understand and extend knowledge of both healthy aging and the pathological changes that occur with neurodegenerative diseases with aging is of great importance. By understanding how the brain is impacted by age, dementia, and other clinical syndromes, both management of the cognitive issues and advances in treatments to improve mental functioning can be made. This course takes a neuropsychological approach to study healthy aging and neurodegenerative disease. In this seminar, lectures and discussions explore the cognitive, behavioral, and molecular aspects of healthy aging and neurodegenerative disease processes in humans. Cognitive topics include working memory, long term memory, attention, familiarity and recollection, emotion, and social factors that interact with aging. The physiological and cognitive outcomes of neurodegenerative conditions such as Parkinson's disease, Alzheimer's disease, and various types of dementia are compared with the physiology and cognitive decline evident in healthy aging. Students will read primary articles on these topics, and propose a project based on course discussion and interactions with people at senior centers and convalescent centers in Northfield. Prerequisite: Neuroscience 127 or Psychology 216 and Psychology 110 or instructor permission. 6 credits; SI; Not offered 2020-21

[PSYC 368](#) Hot Off the Bench: Advanced Study of Neuroscience Topics This seminar will use research to be presented at the Society for Neuroscience Annual Meeting as the basis for discussions. We will read the most

recent publications relating to neural control of behavior to prepare to attend poster sessions, symposia, and talks at the conference. Each topic will be considered in light of the role of the brain and the interpretation of behavior to better understand the development of research questions and the use of evidence to expand scientific knowledge. Travel to the Society for Neuroscience Annual Meeting in Washington, DC is a required part of the course; funding for the trip is available. Prerequisite: Psychology 216 and 217 and Neuroscience Minor or instructor permission. 6 credits; NE; Not offered 2020-21

[PSYC 370](#) Behavioral Neuroimmunology The immune system directly influences the central nervous system and behavior during both health and disease. The course will have an emphasis on animal behavior (e.g. memory and sociability assays) and techniques in neuroimmunology that range from genetic engineering (e.g. CRISPR and DREADD) to immune cell function, detection of surface receptors, and protein expression (e.g. flow cytometry, confocal microscopy, immune cell migration assays, ELISA, and western blot.) The topics that will be covered range from how cytokines influence behavior to effects of gut microbiota in brain function and behavior. This course will primarily use empirical research that will help you develop a deeper understanding of molecular techniques, cell biology, and develop strong analytical skills of biological findings in immunology and its connection with animal behavior. Prerequisite: Psychology 216 recommended or instructor permission. 6 credits; WR2, QRE, NE; Spring; Gisel Flores-Montoya

[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 2020-21

[PSYC 373](#) Topics in Professional Psychology This seminar will examine topics in professional psychology, including professional standards, assessment, case formulation, evidence-based treatments, interdisciplinary issues, and selected mental disorders. Prerequisite: Psychology 110 or permission of the instructor, Psychology 254 or Psychology 354. 6 credits; SI; Not offered 2020-21

[PSYC 374](#) Applying Cognitive Psychology to Education In this seminar we will we 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 2020-21

[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 232, 234, or 236. 6 credits; SI, QRE; Not offered 2020-21

[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; Spring; Lawrence J 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 2020-21

[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; Sharon A Akimoto

[PSYC 399](#) Capstone Seminar Each of the three capstone seminars focus on a topic of interest to students in psychology. The goals of the course are to consider questions on a selected topic through reading primary research and discussion and review skills pertinent to scholarly investigation within the topic. Students are then mentored through a substantial paper related to the seminar topic. Prerequisite: Several 200-level Psychology courses and senior Psychology major. 6 credits; NE; Fall; Julia F Strand, Sarah H Meerts, Sharon A Akimoto

[PSYC 400](#) Integrative Exercise Students independently revise and extend the fall term paper, integrating the feedback from their faculty advisor. Based on this work, students submit a final comps paper (approx. 20 pages) that makes original contributions to the field of psychology through critiquing existing psychology primary sources, applying empirically-supported psychological theories to new questions, generating potential applied guidelines, and/or proposing new theories or empirical studies based on published theories and empirical research. Prerequisite: Psychology 399. 3 credits; S/NC; Winter; Ken Abrams, Sharon A Akimoto, Steven F Kozberg, Neil S Lutsky, Sarah H Meerts, Julia F Strand, Mija M Van Der Wege, Lawrence J Wichlinski, Julie J Neiworth, Kathleen M Galotti, Gisel Flores-Montoya

Other Courses Pertinent to Psychology

- [CGSC 232](#) Cognitive Processes
- [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2020-21)
- [CGSC 386](#) Adolescent Cognitive Development: Developing an Identity and Life Plans (not offered in 2020-21)
- [ECON 267](#) Behavioral Economics
- [EDUC 234](#) Educational Psychology
- [MUSC 227](#) Perception and Cognition of Music
- [PE 332](#) Foundations of Sport Psychology and Performance Mentality
- [POSC 226](#) Political Psychology (not offered in 2020-21)

Public Policy Minor

The public policy minor provides a grounding in public service values that underscore the ethical pursuit of the public interest with accountability, competence, efficiency, objectivity, respect, equity, and fairness. The minor seeks to serve students who wish to complement their training as liberal arts scholars with these public service values and competencies.

The public policy minor may be paired with any existing major at Carleton. No political science-economics double majors may add the public policy minor. Other double majors ought to discuss their plans with the director.

No more than four courses may be taken in the same department or program. Any course taken for the core cannot be applied towards the electives requirement.

Public Policy Minor Requirements

Minor Requirements: 48 credits (8 courses)

Required Courses (36 credits, 6 courses):

- Economics Core (18 credits)
 - [ECON 110](#) Principles of Macroeconomics
 - [ECON 111](#) Principles of Microeconomics
 - [ECON 270](#) Economics of the Public Sector
- Statistical Methods (6 credits)
 - [STAT 120](#) (formerly [MATH 215](#)) or [SOAN 239](#)

In cases in which students have AP Statistics credit, they are required to take one of the following additional methods or statistics courses with an applied focus: [ECON 329](#), [STAT 230](#) (formerly [MATH 245](#)) [POSC 230](#), [SOAN 240](#) or [PSYC 200](#). Students with more advanced statistics training may substitute another course with the director's approval.

- Gateway Course (6 credits)
 - [POSC 265](#) Public Policy and Global Capitalism
- Ethics (6 credits)

- [ENTS 215](#) Environmental Ethics
- [PHIL 213](#) Ethics
- [PHIL 214](#) Ecology, Ethics, and Economics (not offered in 2020-21)
- [PHIL 221](#) Philosophy of Law (not offered in 2020-21)
- [PHIL 222](#) Topics in Medical Ethics
- [RELG 270](#) Philosophy of Religion (not offered in 2020-21)
- [RELG 274](#) Religion and Bioethics

Electives (12 credits, 2 courses):

At least one of the electives courses must be designated as including "advanced work." All 300-level courses represent advanced work. Some 200-level courses may be designated as representing advanced work or the director and the relevant department or professor may define a course for a particular student as advanced work. Normally, advanced work includes independent research or project-based learning beyond the classroom, including community-engaged work.

The electives are listed under the following "clusters." Both courses may be taken in the same cluster or they may be divided between clusters.

- Economic Policy-Making and Development
 - [ECON 240](#) Microeconomics of Development
 - [ECON 241](#) Growth and Development (not offered in 2020-21)
 - [ECON 258](#) Ethical Questions and Economic Models (not offered in 2020-21)
 - [ECON 268](#) Economics of Cost Benefit Analysis (not offered in 2020-21)
 - [ECON 274](#) Labor Economics
 - [ECON 275](#) Law and Economics
 - [PHIL 214](#) Ecology, Ethics, and Economics (not offered in 2020-21)
 - [POSC 209](#) Money and Politics
 - [POSC 266](#) Urban Political Economy
 - [POSC 325](#) Corruption, Clientelism, and Political Machines* (not offered in 2020-21)
 - [POSC 337](#) Political Economy of Happiness* (not offered in 2020-21)
 - [POSC 361](#) Approaches to Development*
 - [POSC 366](#) Urban Political Economy* (not offered in 2020-21)
 - [RELG 227](#) Liberation Theologies (not offered in 2020-21)

- Public Health
 - [BIOL 234](#) Microbiology with Laboratory
 - [BIOL 240](#) Genetics
 - [BIOL 310](#) Immunology
 - [BIOL 338](#) Genomics and Bioinformatics
 - [BIOL 370](#) Seminar: Selected Topics in Virology (not offered in 2020-21)
 - [ECON 264](#) Health Care Economics (not offered in 2020-21)
 - [HIST 262](#) Public Health: History, Policy, and Practice (not offered in 2020-21)
 - [IDSC 235](#) Perspectives in Public Health
 - [PHIL 222](#) Topics in Medical Ethics
 - [POSC 334](#) Global Public Health* (not offered in 2020-21)
 - [PSYC 260](#) Health Psychology
 - [RELG 233](#) Gender and Power in the Catholic Church (not offered in 2020-21)
 - [RELG 238](#) The Sacred Body (not offered in 2020-21)
 - [SOAN 262](#) Anthropology of Health and Illness

- Environmental Policy and Sustainability
 - [BIOL 210](#) Global Change Biology
 - [BIOL 338](#) Genomics and Bioinformatics
 - [ECON 269](#) Economics of Climate Change (not offered in 2020-21)
 - [ECON 271](#) Economics of Natural Resources and the Environment
 - [ECON 273](#) Water and Western Economic Development (not offered in 2020-21)
 - [ENTS 212](#) Global Food Systems (not offered in 2020-21)
 - [ENTS 215](#) Environmental Ethics

- [ENTS 244](#) Biodiversity Conservation and Development (not offered in 2020-21)
 - [ENTS 248](#) Sustainable Development (not offered in 2020-21)
 - [ENTS 265](#) The Science of the Earth System (not offered in 2020-21)
 - [ENTS 288](#) Abrupt Climate Change (not offered in 2020-21)
 - [ENTS 289](#) Climate Change and Human Health
 - [ENTS 310](#) Topics in Environmental Law and Policy (not offered in 2020-21)
 - [HIST 205](#) American Environmental History
 - [HIST 306](#) American Wilderness (not offered in 2020-21)
 - [HIST 307](#) Advanced Wilderness Studies (not offered in 2020-21)
 - [HIST 308](#) American Cities and Nature
 - [POSC 212](#) Environmental Justice
 - [POSC 224](#) Measuring and Evaluating Social and Ecological Systems (not offered in 2020-21)
 - [POSC 268](#) Global Environmental Politics and Policy
 - [POSC 333](#) Global Social Changes and Sustainability*
 - [RELG 243](#) Native American Religious Freedom (not offered in 2020-21)
 - [SOAN 203](#) Anthropology of Good Intentions
 - [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2020-21)
 - [SOAN 333](#) Environmental Anthropology
- Social Policy and Welfare
 - [ECON 246](#) Economics of Welfare (not offered in 2020-21)
 - [ECON 257](#) Economics of Gender
 - [HIST 239](#) Hunger: Public Policy and Food Provision in History (not offered in 2020-21)
 - [PHIL 232](#) Social and Political Philosophy (not offered in 2020-21)
 - [POSC 273](#) Race and Politics in the U.S. (not offered in 2020-21)
 - [POSC 338](#) Politics of Inequality and Poverty* (not offered in 2020-21)
 - [RELG 289](#) Global Religions in Minnesota
 - [SOAN 272](#) Sociological Perspectives on Race and Ethnicity in the United States (not offered in 2020-21)
 - [SOAN 288](#) Diversity, Democracy, Inequality in America
 - [SOAN 314](#) Contemporary Issues in Critical Criminology
 - [SOAN 325](#) Sociology of Adoption and Assisted Reproduction
 - [SOAN 350](#) Diversity, Democracy, and Inequality in America (not offered in 2020-21)
- Education Policy
 - [ECON 259](#) Economics of Higher Education (not offered in 2020-21)
 - [EDUC 225](#) Issues in Urban Education
 - [EDUC 245](#) The History of American School Reform (not offered in 2020-21)
 - [EDUC 250](#) Fixing Schools: Politics and Policy in American Education (not offered in 2020-21)
 - [EDUC 353](#) Schooling and Opportunity in American Society (not offered in 2020-21)
 - [HIST 203](#) American Indian Education (not offered in 2020-21)
 - [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2020-21)
 - [POSC 313](#) Legal Issues in Higher Education (not offered in 2020-21)
- Foreign Policy and Security
 - [POSC 231](#) American Foreign Policy (not offered in 2020-21)
 - [POSC 236](#) Global, National and Human Security
 - [POSC 267](#) Comparative Foreign Policy (not offered in 2020-21)
 - [POSC 282](#) Terrorism and Counterterrorism (not offered in 2020-21)
 - [POSC 285](#) The U.S. Intelligence Community (not offered in 2020-21)

- [POSC 328](#) Foreign Policy Analysis*
- [RELG 228](#) Martyrdom (not offered in 2020-21)
- [RELG 262](#) Islamic Africa (not offered in 2020-21)
- [RELG 264](#) Islamic Politics (not offered in 2020-21)
- [RELG 329](#) Modernity and Tradition (not offered in 2020-21)
- [SOAN 248](#) Genocide: An Anthropological Perspective (not offered in 2020-21)
- Other Comparative Public Policy Courses
 - [POSC 203](#) Political Communication: Political Advertising in Elections and Public Policy
 - [POSC 303](#) Political Communication: Political Advertising in Elections and Public Policy*
 - [RELG 249](#) Religion and American Public Life (not offered in 2020-21)
- Off-Campus Programs at Carleton
 - ECON Microeconomic Development in Bangladesh (winter-break program)
 - ENTS Ethiopia and Tanzania Program
 - HIST Wilderness Studies at the Grand Canyon (spring-break program)
 - POSC Washington D.C. Program
 - POSC Political Economy and Ecology of Southeast Asia
 - IDSC Public Health in Practice: Washington, D.C. and the Twin Cities (winter-break program)

The OCS office and the Director of the minor can recommend other public policy-relevant off-campus programs. Application of courses from these programs to the minor must be approved by the director.

Recommended Additional Work

Students wishing to build further on their public policy training may pursue, with the support of the director or designated adviser, additional recommended work. Many of these opportunities will be listed on the webpage for the minor, but these and others will be available through civic engagement projects (ACE), the Center for Community and Civic Engagement office, and the Career Center. The webpage of the minor and the director of the minor will maintain current information on recommended public policy internships.

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 the Religion Major

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, ordinarily 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 except [RELG 300](#), [359](#) or 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 toward 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 such courses could also be used for another requirement in the major if applicable.

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; Kristin C Bloomer

[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; Michael D 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; Caleb S Hendrickson, Michael D McNally, Asuka Sango

[RELG 120](#) Introduction to Judaism This course provides an overview of Judaism as a religion, 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. Our unifying theme will be the question of defining Jewishness: who gets to claim an identity as a Jew, and who has (and has had) the authority to decide who is and is not Jewish? 6 credits; HI, WR2, IS; Not offered 2020-21

[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 2020-21

[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; Not offered 2020-21

[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; Fall; Michael D McNally

[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; Not offered 2020-21

[RELG 150](#) Religions of India India is home to some of the world's most vibrant religious practices. This course offers a survey of the origins and development of the major religious traditions of the Indian subcontinent:

Hinduism, Buddhism, Islam, Jainism, and Sikhism. We will consider classical and historical texts along with ethnographies, modern and contemporary politics, and, most likely, site visits. Readings span the gamut--from Indian sources in English translation to news, novels, and poetry. Film and other media will also serve as fodder. 6 credits; HI, IS, WR2; Not offered 2020-21

[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, WR2; Fall; Asuka Sango

[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; Not offered 2020-21

[RELG 155](#) Hinduism: An Introduction Hinduism is the world's third-largest religion (or, as some prefer, "way of life"), with about 1.2 billion followers. It is also one of its oldest, with roots dating back at least 3500 years. "Hinduism," however, is a loosely defined, even contested term, designating the wide variety of beliefs and practices of the majority of the people of South Asia. This survey course introduces students to this great variety, including social structures (such as the caste system), rituals and scriptures, mythologies and epics, philosophies, life practices, politics, poetry, sex, gender, Bollywood, and—lest we forget—some 330 million gods and goddesses. 6 credits; HI, WR2, IS; Fall, Spring; Kristin C Bloomer

[RELG 161](#) The Jewish Bible This course explores the text known to scholars as the "Hebrew Bible," to Jews as the "Tanakh," and to Christians as the "Old Testament." Composed, compiled, and redacted over a millennium, the Bible is a remarkably complex document that affords its readers the opportunity to ruminate on questions of divinity and humanity, judgment and redemption, slavery and bondage, history and memory, life and death. Through examining the contents and historical contexts of the Bible's constituent parts, we will gain insight into how ancient and modern writers, readers, and thinkers dealt with these same questions. Requires no previous knowledge and will use sources in translation. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 162](#) Jesus, the Bible, and Christian Beginnings This course introduces students to the diverse literature and theologies of the New Testament and to the origins and social worlds of early Christianity. 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 conflict with empire. Attention is given to the interpretation of New Testament texts in their ancient historical setting, and to the various ways contemporary scholars and groups interpret the New Testament as a source for theological reflection. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 210](#) The Arts of Islam This course focuses on arts in different shapes and forms created by artists and artisans influenced by Islamic thought and culture across different times and places. The goal is to raise questions about the aesthetics, praxis, and politics of art and the possibilities it offers for navigating, negotiating with, and responding to local and global dynamics. We will look at a diverse range of artistic productions, including photographs in the museums of New York, illustrated fourteenth-century manuscripts of a wine-drinking

ceremony in Herat, and graffiti on the streets of Cairo during the Arab spring. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 211](#) Race and Religion: Slavery, Colonialism, and their Afterlives This course examines the emergence and entanglement of “race” and “religion” as categories, especially in relation to slavery and colonialism, and with regard to the study of Islam as well as other traditions. By touching on themes in postcolonial theory, psychoanalysis, black liberation theology, and decolonial studies, we will ask questions such as: What is the relation between the invention of the “infidel” and the invention of the “negro”? How did the classification of non-Christians by missionaries help shape the emergence of racial “science”? Is the construction of the “enemy combatant” in our contemporary age of terror informed by the fifteenth century classification of natives as “savages”? 6 credits; HI, WR2, IS; Not offered 2020-21

[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 to social norms 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 as well. This course will examine several 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 2020-21

[RELG 217](#) Faith and Doubt in the Modern Age Is religion an illusion we create to explain what we don't understand? An elaborate means to justify the violence we commit? Modern thinkers have put religion under the microscope and held faith to account. This class considers a number of historically significant critiques of religion in modern western thought and how those critiques have shaped the modern theological and literary imagination. Is God dead? Or only hiding--in aesthetic experience, solidarity with the suffering, projects of liberation, or the depths of human love? 6 credits; HI, WR2; Fall; Caleb S Hendrickson

[RELG 220](#) Justice and Responsibility How can we understand the demands of justice, the meaning of responsibility, and the relation of both to power and politics? This course draws heavily on Christian theology and modern European philosophy to explore a range of questions about religion, ethics, and society. Is pacifism, resistance, political force, or compromise the most appropriate way to bring justice to human relations? How should the ideals of faith inform questions about political authority, struggles for equality, and tolerance of difference? As we explore these topics, we encounter diverse models of human selfhood, moral obligation, and the role of religion in public life. 6 credits; HI, WR2; Not offered 2020-21

[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; Not offered 2020-21

[RELG 222](#) Politics, Medicine, and the Self in Asian Religion What is a self? What does it mean for a person to be “in” the world? Is a person really a discrete entity, set apart from everything else? We will explore how Asian religions such as Hinduism and Buddhism answer these questions and compare those answers to ones offered in

the West. By drawing on a wide variety of sources including ancient texts, artworks, and architecture, we will examine how the idea of “self” acts as a lens through which Asian religions conceptualize health and disease, as well as political power and spiritual liberation. Topics will include yoga, medicine, kingship, sacrifice, and sorcery. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 223](#) Religion, Madness, and Modern Psychology Madness is one of the most socially and intellectually fraught notions today. At the same time, it has long been a vital lens for exploring the human mind. But what exactly is madness, and why do some people give it religious significance? This course traces the relationship between biomedical and spiritual understandings of madness. We will discuss debates about whether madness is a matter of biochemistry, religious experience, or disrupted social norms, as well as different forms of care (including psychopharmacology, psychoanalysis, spiritual care, and moral reform). Finally, we will consider what a cross-cultural perspective might add to these debates. 6 credits; HI, WR2; Not offered 2020-21

[RELG 224](#) Religion, Science, and the Modern Imagination This course explores the relationship between religion and science through a focus on imagination. Throughout history, science and medicine have animated the theological imagination (and vice-versa). In many shared cultural contexts, scientific and religious thought rely on shared conceptions of time, space, nature, and the infinite. We will examine images, analogies, and metaphors that both scientific and religious writing use to visualize unseen realities and to depict visible subjects. At the same time, we will use imagination as a lens to consider questions of power through examining assumptions about gender, race, and sex that undergird conceptions of the human self. 6 credits; HI, WR2; Not offered 2020-21

[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, IDS; Not offered 2020-21

[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 2020-21

[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, IS; Not offered 2020-21

[RELG 229](#) Monks and Mystics Is mysticism just a religious word for what are actually natural, neurological processes? Is prayer a dressed-up form of positive thinking? Does mindfulness meditation have medical benefits, and should it be promoted by clinicians? Have monks been practicing a spirituality that science is now vindicating? Are these even the right questions to ask? This course offers a historical, comparative, and theoretical exploration of the techniques of rigorous bodily and mental discipline (asceticism) that humans in different cultural contexts have used as a strategy for union with the divine (mysticism). We will focus on ancient Jewish, Christian, and

pagan texts that advocate ascetical practices for mastering the body's passions, disciplining the imagination, and uncovering the deceptions of the visible world, and we will trace the reception of these traditions in modern monastic and mystical movements. This course emphasizes close reading, active discussion, and critical reflection on constructions of the ideal body and the ideal mind in antiquity and the present day. Conditions permitting, there will be two field trips to monasteries in Minnesota. Each trip will take place on a weekend and will last for nearly a whole day. 6 credits; HI, WR2; Not offered 2020-21

[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, IS; Not offered 2020-21

[RELG 232](#) Queer Religion Passions, pleasures, ecstasies, and desires bear on religion and sexuality alike, but intersections and tensions between these two domains are complicated. This course wagers that bringing the hotly contested categories "queer" and "religion" together will illuminate the diverse range of bodies, activities, and identities that inhabit both. The course explores religion and sexuality in Modern Western thought, erotic elements in religious texts and art, and novels and narratives of religious belief and practice in queer lives. The course combines concrete cases with theoretical tools that queer and feminist scholars have used to analyze religious and sexual communities, bodies, and identities. 6 credits; HI, WR2, IS; Spring

[RELG 233](#) Gender and Power in the Catholic Church How does power flow and concentrate within the Catholic Church? What are the gendered aspects of the structure, history, and theology of Catholicism? Through a combination of readings, discussions, and conversations with living figures, students will develop the ability to critically and empathetically interpret issues of gender, sexuality, and power in the Catholic Church, especially as these issues appear in official Vatican texts. Topics include: God, suffering, sacraments, salvation, damnation, celibacy, homosexuality, the family, saints, the ordination of women as priests, feminist theologies, canon law, the censuring of "heretical" theologians, Catholic hospital policy, and the clerical sex abuse crisis. 6 credits; HI, WR2, IDS; Not offered 2020-21

[RELG 234](#) Angels, Demons, and Evil Why do bad things happen to good people? Why do bad things happen, period? Could angels and demons have something to do with it? This course asks how cosmology—an account of how the universe is put together and the different entities that inhabit it—can be an answer to the problem of evil and injustice. We will start with a historical investigation of the demonology and angelology of ancient pagan, Jewish, and Christian texts and then move into modern practices such as exorcism and magical realist literature. Along the way, we will keep asking how these systems justify the existence of evil and provide programs for dealing with it. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 235](#) Power, Resistance, and Sacred Texts What are the political implications of calling a book "sacred"? How does reading a sacred text, such as the Bible or Qur'an, become a subversive act? How does it become a strategy of domination? Focusing mainly (but not exclusively) on Judaism and Christianity, we will explore these questions through a variety of examples from acts of reading and textuality among rabbis and ancient Mediterranean bishops to politicians and political leaders in the U.S. today. We will consider not only how books are read, but also how they are banned, burned, put on trial, and used to divine the future. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 236](#) History of Antisemitism This course explores the historical, theological, and social foundations of the phenomena variously known as antisemitism, anti-Judaism, and Judeophobia. Starting in the Roman period, we will trace the discursive arc of Jews as problematic Others throughout history. Forever mindful that antisemitism is not just theoretical, we will also examine its specific manifestations in various historical contexts. We will also pay close attention to antisemitism's relationship to other forms of oppression, bigotry, and discrimination. 6 credits; HI, WR2, IDS; Not offered 2020-21

[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, IS; Not offered 2020-21

[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 2020-21

[RELG 239](#) Religion & American Landscape The American landscape is rich in sacred places. The religious imaginations, practices, and beliefs of its diverse inhabitants have shaped that landscape and been shaped by it. This course explores ways of imagining relationships between land, community, and the sacred, the mapping of religious traditions onto American land and cityscapes, and theories of sacred space and spatial practices. Topics include religious place-making practices of Indigenous, Latinx, and African Americans, as well as those of Euro-American communities from Puritans, Mormons, immigrant farmers. 6 credits; HI, WR2, IDS; Winter; Michael D McNally

[RELG 240](#) Investing in God: American Religion and Economic Life What do economic practices like investing, shopping, and consuming have to do with American religion? This course takes up this question through exploration of economic practices in contemporary American religious communities and of secular notions of ritual, value, and desire that some argue fulfill needs traditionally met by religion. Topics include: prosperity gospel, religious investments, consumer rituals, God and the market, the commodification of “Eastern spirituality,” and global media and the performance of wealth. 6 credits; HI, WR2, IDS; Not offered 2020-21

[RELG 242](#) Oh My G*d: Christianity and Sexual Revolutions This course introduces students to Western Christianity by studying Christian movements, theologies, communities, eschatologies, and sensibilities through the lens of marriage, sexual revolutions, and counterrevolutions. Using a multidisciplinary approach, we will engage with scholarship from media theory, history, anthropology, sociology, and literary studies to consider the boundaries of “Christian traditions” and the transformation of religious and sexual cultures. While “sexuality” and “religion” are often imagined as oppositional social forces, this course will introduce students to a rich and complex range of practices, modes of embodiment, and territories of socio-cultural negotiation in which religion and sexuality are entangled, imagined, and co-constituted. 6 credits; HI, WR2; Fall; Elizabeth F Dolfi

[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; Not offered 2020-21

[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 2020-21

[RELG 246](#) Christianity and Capitalism The Bible says that "the love of money is the root of all evil," but the history of Christianity and mammon contains multitudes – voluntary poverty and acquisitive empires, radical utopian communities and the blessings of business, peace movement feasts and prosperity gospels, colonialism and humanitarian neo-liberalism, and commodity fetishism for Christ. This course will use a breadth of historical case studies alongside critical theories of modernity and capitalism to explore Christianity's relationship with wealth, from pre-modern economic theologies, to faith in modern industrial capitalism and Christianity's vexed entanglements with late capitalist ideologies and practices. 6 credits; HI, WR2, IS; Spring

[RELG 247](#) The Islamic Republic: Explorations in Religion and Nationalism This course examines processes of nation-building in the modern Middle East, when competing enterprises were at work to establish an "authentic national character" with a focus on religious identity. We will look at political essays, literary creations, images, and songs to study the diverse ways in which the nation is imagined and critiqued in the region, along with sources on modern political thought. Our primary countries of focus will be Iran, Afghanistan, and Pakistan. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 249](#) Religion and American Public Life This course explores the contentious place of religion in American public life. What roles do religious organizations and religious motivations play in the public arenas of electoral politics, policy-making, schools, courts, social service delivery, media, and marketplace? What roles ought they play? In a pluralistic society, how are Americans to balance diverse moral positions with our shared civic life? Engaging the insights of sociologists of religion, legal scholars, ethicists, political theorists, and cultural critics this course will refine the language with which we address such broad questions. Students will apply those insights to focused critical analyses of issues they choose. 6 credits; HI, WR2, IDS, QRE; Not offered 2020-21

[RELG 250](#) It's the End of the World: Religion, Moral Panics, and Apocalypses Pandemics, global climate destabilization, the collapse of good order, the rise and fall of empires, and life at the edge of civilization – for many religious communities, in many historical moments, it has seemed clear that the world is ending. In this course, we will examine some of the ways that these communities have imagined and narrativized impending apocalypse(es) and the problem of living when the world is falling apart. Emphasizing the cultural politics of apocalypticism, we will consider everything from early Christian revelations and time in medieval eschatology, to moral panic-based American millennialist movements and Afro-futurist responses to climate collapse. 6 credits; HI, WR2, IDS; Winter; Elizabeth F Dolfi

[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 2020-21

[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. Through religious texts, novels, and critical commentary from the continent, students will get a strong introduction to key trends in Islamic thought and activism, while exploring how attention to them might reshape our perceptions of both its history and present. Equally addressing Africa as geographic space and analytic category, we will examine its features--from the Sahara to the Red Sea to the Indian Ocean, and beyond--not as barriers, but as sites of complex, creative and often fraught exchange with the broader Muslim world. 6 credits; HI, WR2, IS; Not offered 2020-21

[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 2020-21

[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 2020-21

[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; Not offered 2020-21

[RELG 268](#) The Perfumed Life: Islamic Sources of the Self This course will examine the multiple ways the ideal life has been imagined in the Muslim world, from antiquity to modernity, in both Shi'i and Sunni renderings. Through putting biographical/auto-biographical narratives from the Muslim world into conversation with readings about the nature of selfhood and subjectivity that emerge in philosophy, psychology and anthropology, we will examine together what unique resources the Muslim tradition has to explore the self, its capabilities and its limits, and in what ways it participates in dilemmas shared across traditional boundaries. Rather than merely studying concepts of the self as they pass through history, this course will ask students to inhabit authors' worldviews long enough to see how they might grapple with some of the most vexing and intractable issues of our time: from the nature of freedom and submission, to the politics of identity, to the boundaries between humans and their environment. 6 credits; HI, WR2, IS; Not offered 2020-21

[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 2020-21

[RELG 271](#) Religion and Critical Theory Is God dead? What have the great modern and postmodern thinkers done with religion? What is the function of our pleasures, desires, anxieties, and passions in relation to religion? This course explores the surprising ways in which religion becomes a resource for understanding the contradictions of modernity. We examine theories of history and time as well as critiques of capitalism in relation to Christianity, Judaism, and Islam. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 273](#) Religious Approaches to Death As the inevitable conclusion of every human existence, our lives are profoundly shaped by death. Consequently, we are all in the process of *approaching death*—both our own and that of others. This course examines the stunning variety of ways in which humans have approached death and mortality throughout history and across the globe. We will (1) develop a vocabulary of human mortality and death that will allow us to (2) illuminate the structural and functional continuities/discontinuities present across human approaches to death and (3) think critically about mortality and death as we approach them in our own lives. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 274](#) Religion and Bioethics This class examines the ethical principles that often guide decision-making in health care. It focuses on principles espoused by many religious and humanistic traditions, within the context of a modern, pluralistic society. Using plentiful case studies, we consider a number of issues in bioethics, including assisted suicide; maternal-fetal relations; artificial reproduction, including human cloning; the use of human subjects in research; health care justice and reform; triage and allocation of sparse medical resources; and public health issues surrounding the COVID-19 pandemic. 6 credits; HI, WR2; Winter; Caleb S Hendrickson

[RELG 276](#) Pilgrimage and Sacred Space in Japan Program: Field Studies Sacred Sites Students will do directed readings in order to design and conduct independent research and fieldwork projects that are related to Religion 279 but will require them to do an in-depth study of particular site(s). Prerequisite: Participation in OCS Religion in Kyoto program. 3 credits; HI, IS; Not offered 2020-21

[RELG 279](#) Pilgrimage and Sacred Space in Japan Program: Pilgrimage & Sacred Space in Japan An introduction to the major religious traditions of Japan such as Shintō and Buddhism from earliest times to the present, focusing on pilgrimage and sacred space. Course material is drawn from a variety of primary sources in translation, as well as from Japanese films, anthropological accounts, historical studies, and other works of secondary scholarship. Students will go on field trips in and near Kyōto. Prerequisite: Participation in OCS Religion in Kyoto program. 6 credits; HI, IS; Not offered 2020-21

[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 abortion and reproductive politics in Buddhism, Confucian-influenced practice of foot-binding, Buddhist masculinities and male-love, *sati* (widow burning) and same-sex marriage in Hinduism, and the concept of a "third sex" in these traditions. 6 credits; HI, WR2, IS; Fall; Asuka Sango

[RELG 282](#) Samurai: Ethics of Death and Loyalty This course explores the history of samurai since the emergence of warrior class in medieval times, to the modern developments of samurai ethics as the icon of Japanese national identity. Focusing on its connection with Japanese religion and culture, we will investigate the origins of the purported samurai ideals of loyalty, honor, self-sacrifice, and death. In addition to regular class sessions, there will be a weekly *kyudo* (Japanese archery) practice on Wednesday evening (7-9 pm), which will enable students to study samurai history in context through gaining first-hand experience in the ritualized practice of *kyudo*. 6 credits; HI, WR2, IS; Not offered 2020-21

[RELG 284](#) Art and Religion For much of recorded history, what we now call “art” and what we now call “religion” were inseparable. In the modern period, art and religion have gone their separate ways. What, if anything, continues to connect them? Is art inherently religious? Can religion be considered a form of art? In this class, we look at modern works of art (from Renaissance painting to contemporary performance art) alongside the sights and sounds of religion (including the symbols, rituals, and architecture of multiple religious traditions), seeking points of confluence and displacement between these apparently disparate areas of culture. 6 credits; HI, WR2; Winter; Caleb S Hendrickson

[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; Winter; Kristin C Bloomer

[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; Spring; Michael D McNally

[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; Michael D McNally

[RELG 322](#) Apocalypse How? When will the world end, and how? What’s wrong with the world—morally, politically, naturally—such that people have seen its destruction as necessary or inevitable? Are visions of “The End” a form of sophisticated resistance literature, aimed at oppressive systems of power? Or are they evidence of a disturbed mind disconnected from reality? This seminar takes a deep dive into the contours of apocalyptic thought, which in its most basic form is about unmasking the deceptions of the given world by revealing the secret workings of the universe. We will begin with the earliest apocalypses, found in ancient Jewish and Christian texts, and move into modern religious and “secular” visions of cosmic collapse. Our approach will be historical and comparative, and we will explore topics ranging from doomsday cults to climate catastrophe, visions of heaven to tours of hell, malevolent angels to meddling UFOs, all the while asking how the apocalyptic imagination creates, as one thinker put it, “another world to live in.” 6 credits; HI, WR2, IDS; Not offered 2020-21

[RELG 329](#) Modernity and Tradition How do we define traditions if they change over time and are marked by internal conflict? Is there anything stable about a religious tradition—an essence, or a set of practices or beliefs that abide amidst diversity and mark it off from a surrounding culture or religion? How do people live out or re-invent their traditions in the modern world? In this seminar we explore questions about pluralism, identity, authority, and truth, and we examine the creative ways beliefs and practices change in relation to culture. We

consider how traditions grapple with difference, especially regarding theology, ethics, law, and gender. 6 credits; HI, WR2; Not offered 2020-21

[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, WR2; Not offered 2020-21

[RELG 353](#) Saints, Goddesses, and Whores Saint or sinner? Goddess or demon? Perfect virgin or (im-)penitent whore? Repeatedly across cultures and religious traditions, the female figure has been split—in religious texts and practices as well as in popular culture and quotidian life. This course investigates the sexualization and/or containment of women—as female sexuality is often equated with danger—and the varied responses to such containment that often produce fascinating alternatives. Christian and Hindu traditions (sometimes overlapping) will serve as fields for case studies, including: Mary the mother of Jesus, Mary Magdalene, mystics, Mother Theresa, Hindu goddesses and demonesses, *bhakti* poet-saints, politicians, and film divas. 6 credits; HI, WR2, IS; Not offered 2020-21

[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; Not offered 2020-21

[RELG 359](#) Buddhist Studies India Program: Buddhist Meditation Traditions Students will complement their understanding of Buddhist thought and culture through the study and practice of traditional meditation disciplines. This course emphasizes the history, characteristics, and approach of three distinct meditation traditions within Buddhism: Vipassana, Zazen, and Dzogchen. Meditation practice and instruction is led in the morning and evening six days a week by representatives of these traditions who possess a theoretical as well as practical understanding of their discipline. Lectures and discussions led by the program director complement and contextualize the three meditation traditions being studied. Prerequisite: Acceptance into the Carleton-Antioch Program required. 8 credits; NE, IS; Fall; Arthur P McKeown

[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; Not offered 2020-21

[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; Winter; Kristin C Bloomer

[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; Asuka Sango

[RELG 400](#) Integrative Exercise 3 credits; S/NC; Spring; Asuka Sango

Other Courses Pertinent to Religion

- [CLAS 145](#) Ancient Greek Religion (not offered in 2020-21)
- [HIST 131](#) Saints, Sinners, and Philosophers in Late Antiquity
- [HIST 135](#) Making and Breaking Institutions in the Middle Ages: Structure, Culture, Corruption, and Reform
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150
- [HIST 202](#) Icons, Iconoclasm, and the Quest for the Holy in Byzantium and Its Neighbors (not offered in 2020-21)
- [HIST 283](#) Christian Encounter, Conversion, and Conflict in Modern Africa (not offered in 2020-21)
- [HIST 330](#) Ideas Incarnate: Institutional Formation, Reform, and Governance in the Middle Ages (not offered in 2020-21)
- [HIST 360](#) Muslims and Modernity
- [MELA 230](#) Jewish Collective Memory
- [MUSC 213](#) Music and Religion (not offered in 2020-21)
- [WGST 180](#) Power and Desire: Gender Relations in the Middle East (not offered in 2020-21)
- [WGST 310](#) Asian Mystiques Demystified (not offered in 2020-21)

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. 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 which are conducted entirely in Russian aim to expand students' linguistic range as well as their understanding of analytical techniques and cultural contexts.

Requirements for the Russian Major

66 credits, including the following:

- [RUSS 205](#) (6 credits);
- [RUSS 207](#) or 307 or the equivalent (4 credits);
- 12 credits in English: Russian courses conducted in English numbered 150 or above or [CAMS 237](#)
- 18 credits numbered 330 or above, six of which will normally be [RUSS 395](#)
- [LCST 245](#) The Critical Toolbox (6 credits)

In consultation with their advisor, students may substitute a comparable methods course in a different field, including:

- [ENGL 295](#) Critical Methods
- [GWSS 200](#) Gender, Power and the Pursuit of Knowledge
- [GWSS 334](#) Feminist Theory
- [HIST 298](#) Junior Year History Colloquium
- [POSC 230](#) Methods of Political Research
- [RELG 300](#) Theories and Methods in the Study of Religion
- [SOAN 240](#) Methods of Social Research
- [WGST 200](#) Gender, Power and the Pursuit of Knowledge
- [WGST 234](#) Feminist Theory
- Electives: 14 credits
Elective credits may be selected from Russian courses numbered 204 or above and History 240-242; 341
- the integrative exercise (6 credits)

Courses 101, 102 and 103 do not count toward the major.

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.

Language House: Students have the opportunity to immerse themselves in the language by living in Parish International House. A native Russian Language Associate provides opportunities for conversation practice and assists students in organizing a variety of cultural activities.

Requirements for the Russian Minor

36 credits with a grade of C- or better, including:

- [RUSS 205](#) and
- 12 credits numbered 330 or above.
- Elective credits may be chosen from among
 - other offerings in the Russian section,
 - [CAMS 237](#) and
 - [HIST 240](#)-242, 341

Courses 101, 102 and 103 do not count toward the minor.

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; Anna M Dotlibova, Laura Goering

[RUSS 102](#) Elementary Russian Continues Russian 101. Prerequisite: Russian 101 or equivalent. 6 credits; NE; Winter; Laura Goering, Anna M Dotlibova

[RUSS 103](#) Elementary Russian Concludes introductory method of Russian 101-102. Prerequisite: Russian 102 or equivalent. 6 credits; NE; Spring; Laura Goering, Anna M Dotlibova

[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; Diane M 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; Anna M Dotlibova

[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 2020-21

[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 2020-21

[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 2020-21

[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 2020-21

[RUSS 237](#) Beyond Beef Stroganoff: Food in Russian Culture How did the Russian peasant stove shape culinary culture? Why did Catherine the Great force her subjects to cultivate potatoes? How did the October Revolution change the way Soviet citizens ate? In this course we will study key aspects of Russian history and culture through the lens of culinary history. Topics will include: food and fasting in Russian Orthodoxy; food, class and power

under the tsars; high Russian (or is it French?) culture of the nineteenth century; Soviet policies for feeding the worker; non-Russian cuisines in the Soviet Union; drinking culture and anti-alcohol campaigns; food and nationalism in the twenty-first century. Includes hands-on sessions on Russian food preparation. In English. 6 credits; HI, IS; Not offered 2020-21

[RUSS 237F](#) Russian Kitchen Culture A companion course to Russian 237, with emphasis on helping students develop linguistic and cultural competence in the realm of food. Includes hands-on sessions on Russian food preparation. Prerequisite: Russian 205 or concurrent registration in Russian 205 and concurrent registration in Russian 237. 2 credits; NE, IS; Not offered 2020-21

[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; Winter; Laura Goering

[RUSS 244F](#) The Russian Novel in Russian Readings and discussion of excerpts from 19th-century novels in the original Russian. Prerequisite: Russian 205 or equivalent and concurrent registration in Russian 244. 2 credits; NE; Not offered 2020-21

[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; Not offered 2020-21

[RUSS 266F](#) Dostoevsky in Russian Readings and discussion of texts by Dostoevsky in the original Russian. Requires concurrent registration in Russian 266. S/CR/NC only Prerequisite: Russian 205 or the equivalent, requires concurrent registration in Russian 266. 1 credit; NE, IS; Not offered 2020-21

[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; Not offered 2020-21

[RUSS 267F](#) War and Peace in Russian Reading and discussion of Tolstoy's *War and Peace* in the original Russian. S/CR/NC. Prerequisite: Russian 205 or the equivalent. Concurrent registration in Russian 267. 1 credit; NE, IS; Not offered 2020-21

[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 2020-21

[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 2020-21

[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 2020-21

[RUSS 341](#) From Folktale to Fanfiction: Russian Short Prose In addition to its well-known “doorstop novels,” Russia has a rich tradition of short fiction. This course presents a sampling of prose genres, from nineteenth-century classic folktales and short stories to contemporary works in which twentieth- and twenty first-century writers play with tradition. Conducted in Russian. Prerequisite: Russian 205 or the equivalent. 6 credits; LA, IS; Not offered 2020-21

[RUSS 342](#) Post-Soviet film A study of selected post-Soviet films in their historical and cultural context. Conducted in Russian. Prerequisite: Russian 205 or instructor consent. 6 credits; LA, IS; Not offered 2020-21

[RUSS 345](#) Russian Cultural Idioms of the Nineteenth Century 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 the works of Russian writers (Griboedov and Pushkin, Leskov and Dostoevsky), composers (Glinka, Mussorgsky, Rimsky-Korsakov, and Tchaikovsky), artists (Briullov, Ivanov, the Itinerants) and actors (Mochalov, Shchepkin) in the context of social thought and the social movements of the nineteenth century. Conducted in Russian. Prerequisite: Russian 205 or permission of the instructor. 6 credits; IS, LA; Not offered 2020-21

[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; Anna M 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; Spring; Anna M Dotlibova

[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 the Sociology/Anthropology Major

Seventy-two credits including:

- [SOAN 110](#) or [SOAN 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

- [SOAN 239](#) or
- [STAT 120](#) (formerly [MATH 215](#)) or
- [STAT 250](#) (formerly [MATH 275](#)) or
- a score of 4 or 5 on the AP Math Statistics exam

Students must fulfill the statistics requirement before taking Sociology/Anthropology 240

- [SOAN 240](#)
- [SOAN 330](#)
- [SOAN 331](#)

Students should plan on taking the theory courses, 330 and 331, and the research methods course, 240 no later than their junior year

- [SOAN 396](#), taken fall of the senior year
- [SOAN 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. The following courses may also be applied toward the major:

- [AFST 125](#) New African Migrations (not offered in 2020-21)
- [AMST 218](#) Asian American Studies (not offered in 2020-21)
- [ARCN 246](#) Archaeological Methods & Lab
- [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered in 2020-21)
- [GWSS 200](#) Gender, Sexuality & the Pursuit of Knowledge
- [WGST 140](#) Politics of Women's Health (not offered in 2020-21)
- [WGST 200](#) Gender, Power and the Pursuit of Knowledge (not offered in 2020-21)
- [WGST 240](#) Gender, Globalization and War (not offered in 2020-21)

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 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; Liz 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; Colin McLaughlin-Alcock, Ahmed S Ibrahim

[SOAN 111](#) Introduction to Sociology Sociology is an intellectual discipline, spanning the gap between the sciences and humanities while often (though not always) involving itself in public policy debates, social reform, and political activism. Sociologists study a startling variety of topics using qualitative and quantitative methods. Still, amidst all this diversity, sociology is centered on a set of core historical theorists (Marx/Weber/Durkheim) and research topics (race/class/gender inequality). We will explore these theoretical and empirical foundations by reading and discussing influential texts and select topics in the study of social inequality while relating them to our own experiences and understanding of the social world. 6 credits; SI; Fall, Winter, Spring; Liz Raleigh, Wes D Markofski, Annette M 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, IDS; Not offered 2020-21

[SOAN 134](#) Economic Anthropology This course examines the ways that economies are embedded in social relations. How should we define affluence? Is barter a useful system for today? What relationships exist between ecology and culture? Formulating an anthropological perspective for the interpretation of pre-capitalist economies, what practical lessons can we learn from the study of hunter-gatherers, horticulturalists, and peasants? We will also discuss the meaning of money, articulation between local and global 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. 6 credits; SI, IS; Not offered 2020-21

[SOAN 140](#) Animals and Society Other-than-human animals are an overwhelming presence in our collective and individual lives. In this course, we will explore questions regarding the intersection of the lives of human and non-human animals from a sociological perspective. Such questions include: Why do we love some animals to the point of considering them family members, but vilify and even eat others? Are "pets" monsters of dependence created by human oppression, or do pets and people co-exist interdependently? Is human treatment of non-human animals related in significant ways to such enduring social problems as racism, sexism, and violence against vulnerable groups? 6 credits; SI; Not offered 2020-21

[SOAN 151](#) Global Minnesota: An Anthropology of Our State The state of Minnesota, like the rest of the U.S., has been formed by the migration and settlement of peoples from across the world at different historical moments. Though often hidden from public view, the state is home to peoples with diverse cultural and religious practices, making Minnesota a microcosm of the global. This course will provide an anthropology of Minnesota by examining the different migration histories and experiences of Minnesota's varied population groups. Through a

study of the making of Minnesota and its population groups, the course will examine borders and movement from a global and historical perspective, as well as explore the presence of different cultural and religious groups in Minnesota and the social relations they form. This course will help students see Minnesota and the people that call it home in new ways. 6 credits; SI, WR2, IDS; Fall; Ahmed S Ibrahim

[SOAN 170](#) Investigating (In)Equality: Comparative Welfare States Is health care coverage a right of citizenship, or a commodity purchased in the marketplace? Where does the responsibility of caring for children and the elderly lie? Nations around the world answer these and similar policy questions quite differently, resulting in wide-ranging consequences. Sociologists use the phrase “welfare state” to refer to the role the government plays in protecting and promoting citizens’ well being. By comparing the U.S. welfare state with that of other countries, we will examine the socio-cultural mechanisms that shape equality/inequality and investigate the impact of the welfare state on both social institutions and people’s life chances. 6 credits; SI, IDS; Not offered 2020-21

[SOAN 180](#) Anthropology and Colonialism in Africa How has Africa been shaped by colonialism and what has been the relationship of anthropology to colonialism? Between 1884 and 1960, Africa was restructured by colonial rule. This course will examine how colonialism transformed the laws, political structures, political economy, and religion of different colonial states. It will also examine the complicated relationship between the discipline of anthropology and colonialism. In doing so, we will draw from ethnographies and historical studies and analyze the role of anthropologists in Africa during the colonial era and its aftermath. 6 credits; SI, IS, WR2; Not offered 2020-21

[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; Constanza Ocampo-Raeder

[SOAN 206](#) Critical Perspectives on Work in the Twenty-first Century The American employment landscape continues to shift rapidly. In this course, we explore how social statuses such as gender, race, social class, age, and disability impact different types of workers who find themselves also challenged by work overload, new technologies, downsizing, and an unstable economy that mandates a reconsideration of retirement goals. Both ethnographic and statistical accounts inform our study of the academic field called, “Sociology of Work, Occupations, and Organizations.” While reviewing course material you will concurrently investigate a career of personal interest, learning what your “dream job” encompasses and how it functions in the contemporary 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, IDS; Spring; Annette M Nierobisz

[SOAN 222](#) 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. Not open to students who have taken Sociology/Anthropology 122. Prerequisite: Previous coursework in Sociology/Anthropology. 6 credits; SI; Not offered 2020-21

[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; Pamela Feldman-Savelsberg

[SOAN 228](#) Public Sociology of Religion From the discipline's earliest days, sociologists have considered religion a fascinating and perplexing object of study. Classical sociologists devoted enormous attention to the topic of religion, famously linking it to the development of capitalism and Western modernity (Weber), to social solidarity and symbolic classification systems (Durkheim), to political passivity and social conservatism (Marx), and to the varying forms of social, economic, and political life found in the world's great civilizations. This course focuses on special topics in the contemporary sociology of religion, with a particular emphasis on religion in public and political life in American and global civil society. 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, IS; Winter; Wes D Markofski

[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. Class fees apply. 6 credits; SI, IS; Winter; Constanza Ocampo-Raeder

[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; Not offered 2020-21

[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 215. 6 credits; SI, QRE, WR2; Spring; Liz Raleigh

[SOAN 248](#) Genocide: An Anthropological Perspective Why is genocide particularly associated with modernity? What is the difference between ethnocide, genocide, and other forms of mass violence? Can there be genocide without the intent to commit genocide? What are the ethical implications of relativism and limits to state sovereignty? How can genocide be prevented? This course considers these and related questions through the lens of the field's foundational thinkers, such as Raphael Lemkin, Hannah Arendt, Primo Levi, and Zygmunt Bauman, and focuses on specific cases of genocide, including those of indigenous peoples (with emphasis on Native America), Armenia, Stalin's Terror, the Holocaust, Cambodia, Rwanda, Bosnia and Kosovo. 6 credits; SI, IS; Not offered 2020-21

[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; Not offered 2020-21

[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? 6 credits; SI, IS; Fall, Winter; Meera Sehgal

[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 2020-21

[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; Fall; Pamela Feldman-Savelsberg

[SOAN 263](#) Terrorism In recent years, Muslim communities in Western countries have come to be seen as national security threats. In tandem, efforts to stem the flow of Muslim migrants into the U.S. and Europe, under the logic of combating terrorism, has shaped world events, from Trump's election to Brexit. Through a reading of works in political ethnography and the anthropology of religion, this course will examine the presuppositions that inform discourses on Muslim migration as a threat, as well as the "countering violent extremism" (CVE) programs directed at Muslim communities here in the U.S. We will look at the assumption of an affinity between religion, particularly Islam, and violence that undergird CVE programs; the tensions such programs expose between a liberal secular democracy's commitment to religious freedom and its aspiration to govern and reform religious traditions; and the culture of surveillance and the marginalization of Muslim communities these programs spawn. Prerequisite: Previous courses in anthropology or religion would offer helpful background, but are not required. 6 credits; SI, WR2, IDS; Not offered 2020-21

[SOAN 268](#) African Popular Culture Contrary to popular imaginaries in the Global North that posit African cultural production in the tradition versus modernity debate, contemporary African popular culture is part and parcel of cosmopolitan, transnational, and diasporic exchanges of rhythms, sounds, images, and movement. In this class, we will engage several different forms of popular culture in Africa to ask how social worlds are made and remade in the public sphere. The anthropologists we will read in this class have tackled topics ranging from Egyptian soap operas to Ghanaian rap music to South African rugby to understand how people produce shared forms of meaning-making in their everyday lives. 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 2020-21

[SOAN 272](#) Sociological Perspectives on Race and Ethnicity in the United States The purpose of the course is to provide a broad overview of the scholarly literature on race and ethnicity from a sociological perspective, paying particular attention to racial inequality in the U.S. When feasible, we will include research to highlight how social class, citizenship, and to a lesser extent gender and sexuality, intersect with race and ethnicity. Drawing on population-based research and qualitative studies, we will explore several facets of racial identity and racial categorization including (but not limited to): the evolution of racial categories and the U.S. Census, the role of genetic testing and racial/ethnic identity formation, and racial disparities in housing and health, and the movement toward multiracial identification. 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; Not offered 2020-21

[SOAN 278](#) Urban Ethnography and the American Experience American sociology has a rich tradition of focusing the ethnographic eye on the American experience. We will take advantage of this tradition to encounter urban America through the ethnographic lens, expanding our social vision and investigating the nature of race, place, meaning, interaction, and inequality in the U.S. While doing so, we will also explore the unique benefits, challenges, and underlying assumptions of ethnographic research as a distinctive mode of acquiring and communicating social knowledge. As such, this course offers both an immersion in the American experience and an inquiry into the craft of ethnographic writing and research. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, IDS; Spring; Wes D Markofski

[SOAN 288](#) Diversity, Democracy, Inequality in America Does social difference always lead to conflict and inequality? Can we forge common ground with justice across deep differences? What forms of respect, recognition, reciprocity, and redistribution do democratic citizens owe one another? We will explore these and related questions through a roughly equal mix of democratic theory and empirical studies of race/class/gender/religion diverse grassroots democratic movements in the U.S. We will consider the demands and challenges of "different types of difference" (racial-ethnic, gender-sexuality, class-culture, citizenship, language, and religion) for fighting inequity and pursuing ethical democracy in the United States (and beyond). 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; Wes D Markofski

[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, WR2; Winter; Annette M Nierobisz

[SOAN 322](#) Buddhist Studies India Program: Contemporary Buddhist Culture This course introduces students to the complexity and plurality of Buddhist traditions that have flourished in diverse societies and cultures in the modern era. This course enables students to sympathetically understand and critically investigate various Buddhist traditions and their historically and culturally specific configurations of philosophical beliefs, cultural values, everyday practices, social institutions, and personal experiences. Focusing on Buddhist traditions of South and Southeast Asia, Japan, and Tibet, we explore topics including syncretism and popular religion, monasticism, gender, economic development, social movements, political violence, and religious revival. Students expand their research skills in anthropology through field assignments in Bodh Gaya. Prerequisite: Acceptance into the Buddhist Studies Program required. 8 credits; NE, IS; Fall; Arthur P McKeown

[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 2020-21

[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; Winter; Liz Raleigh

[SOAN 326](#) Ecology and Anthropology Tanzania Program: Cultural Anthropology of East Africa The course introduces students to East Africa--its geography, people groups, and their cultures. The focus will be on the peoples of Tanzania and their linguistic groupings. We shall look at what scholars and the citizens themselves say about their origins, social, economic, ecological, and modern conditions. The course explores the history, social structure, politics, livelihood and ecology, gender issues, and the changes taking place among the Maasai, Arusha, Meru, Chagga, and Hadzabe cultural groups. Homestays, guest speakers, and excursions in northern Tanzania offer students and instructors enviable interactions with these groups and insights into their culture and socio-ecology. Prerequisite: One Anthropology, Biology or Environmental Studies course or instructor consent. 7-8 credits; NE, IS; Fall; Anna B Estes

[SOAN 330](#) Sociological Thought and Theory Many thinkers have contributed to the development of sociology as an intellectual discipline and mode of social inquiry; however, few have had the influence of Emile Durkheim, Karl Marx, and Max Weber. This course focuses on influential texts and ideas generated by these and other theorists from sociology's "classical era," how these texts and ideas are put to use by contemporary sociologists, and on more recent theoretical developments and critical perspectives that have influenced the field. 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; Wes D 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; Constanza Ocampo-Raeder

[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; Spring; Constanza Ocampo-Raeder

[SOAN 343](#) Advanced Ethnographic Workshop This advanced methods course is designed to have students think about the complexities of ethnographic fieldwork by showcasing a powerful and rigorous mode of inquiry that informs societal questions in unique ways. The main goals are to explore classic ethnographies with an eye towards methods and experience ethnographic research in its entirety: from exploratory observations, into the process of defining cultural hypotheses, to the coding of various kinds of qualitative and quantitative ethnographic evidence. Ethnographic methods explored include: participant observation, semi-structured interviewing techniques, cultural mapping, pile sorting activities, photo-essays, and network analysis. 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 2020-21

[SOAN 350](#) Diversity, Democracy, and Inequality in America Does social difference always lead to conflict and inequality? Can we forge common ground with justice across deep differences? What forms of respect, recognition, reciprocity, and redistribution do democratic citizens owe one another? We will explore these and related questions through a roughly equal mix of democratic theory and empirical studies of race/class/gender/religion diverse grassroots democratic movements in the U.S. We will consider the demands and challenges of "different types of difference" (racial-ethnic, gender-sexuality, class-culture, citizenship, language, and religion) for fighting inequity and pursuing ethical democracy in the United States (and beyond). 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; Not offered 2020-21

[SOAN 353](#) Ethnography of Latin America This course explores the origins and development of contemporary lived experiences in Latin America as interpreted through ethnographic works in anthropology. We will examine and analyze the structural processes that have shaped contact among indigenous, European, and non-European immigrants (e.g. African and Asian peoples) in Latin America since the Conquest and through colonial periods to understand today's Latin American societies. We will pay special attention to the impacts of global capitalist expansion and state formation, sites of resilience and resistance, as well as the movement of Latin American peoples throughout the world today. Course themes will address gender, identity, social organization, indigeneity, immigration, social inequality and environment. 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; Spring; Constanza Ocampo-Raeder

[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 or 262; or instructor permission. 6 credits; SI, WR2, IS; Not offered 2020-21

[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; S/CR/NC; SI, WR2; Fall; Pamela 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; Ahmed S Ibrahim, Wes D Markofski, Pamela Feldman-Savelsberg, Liz Raleigh, Constanza Ocampo-Raeder, Annette M Nierobisz

Other Courses Pertinent to Sociology/Anthropology:

- [AFST 125](#) New African Migrations (not offered in 2020-21)
- [AMST 218](#) Asian American Studies (not offered in 2020-21)
- [ARCN 246](#) Archaeological Methods & Lab
- [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property (not offered in 2020-21)
- [GWSS 200](#) Gender, Sexuality & the Pursuit of Knowledge
- [WGST 140](#) Politics of Women's Health (not offered in 2020-21)
- [WGST 200](#) Gender, Power and the Pursuit of Knowledge (not offered in 2020-21)
- [WGST 240](#) Gender, Globalization and War (not offered in 2020-21)

South Asian Studies Minor

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, Myanmar, and Tibet. The minor consists of a program of study combining language training, off-campus study, required core courses in various disciplines; supporting courses, including a designated capstone course. The purpose of the minor 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 South Asian Studies Minor

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)

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

Usually, 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:
 - Literary/Artistic Analysis
 - [ENGL 250](#) Indian Fiction 1880-1980
 - [ENGL 251](#) Contemporary Indian Fiction
 - Humanistic Inquiry
 - [HIST 161](#) History of Modern South Asia from the Mughals to Modi
 - [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2020-21)
 - [RELG 150](#) Religions of India (not offered in 2020-21)
 - [RELG 155](#) Hinduism: An Introduction
 - Social Inquiry
 - [SOAN 257](#) Culture and Politics in India

- **Supporting Courses:** 24 credits from among the following; courses must be from at least two distribution areas:
 - Literary and Artistic Analysis
 - [ENGL 245](#) Bollywood Nation
 - [ENGL 251](#) Contemporary Indian Fiction
 - [ENGL 252](#) Caribbean Fiction (not offered in 2020-21)
 - [LCST 103](#) Buddhist Studies India Program: Intermediate Hindi
 - [MUSC 180](#) Raga: Vocal or Instrumental Study of Hindustani Music
 - [MUSC 181](#) Sitar
 - [MUSC 248](#) Music of South Asia
 - [MUSC 280](#) Raga: Vocal or Instrumental Study of Hindustani Music
 - [MUSC 281](#) Sitar
 - Humanities
 - [ASST 130](#) Globalization & Local Responses in India Program: Tourism and Development in India
 - [ASST 319](#) Buddhist Studies India Program: History of South Asian Buddhism
 - [ASST 391](#) Buddhist Studies India Program: Independent Study Project
 - [HIST 259](#) Women in South Asia: Histories, Narratives, and Representations (not offered in 2020-21)
 - [HIST 268](#) Globalization & Local Responses in India Program: History, Globalization, and Politics in Modern India
 - [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2020-21)
 - [PHIL 318](#) Buddhist Studies India Program: Buddhist Philosophy

- [RELG 122](#) Introduction to Islam (not offered in 2020-21)
- [RELG 155](#) Hinduism: An Introduction
- [RELG 222](#) Politics, Medicine, and the Self in Asian Religion (not offered in 2020-21)
- [RELG 237](#) Yoga: Religion, History, Practice (not offered in 2020-21)
- [RELG 238](#) The Sacred Body (not offered in 2020-21)
- [RELG 245](#) Buddha (not offered in 2020-21)
- [RELG 247](#) The Islamic Republic: Explorations in Religion and Nationalism (not offered in 2020-21)
- [RELG 263](#) Sufism (not offered in 2020-21)
- [RELG 265](#) Religion and Violence: Hindus, Muslims, Jews (not offered in 2020-21)
- [RELG 280](#) The Politics of Sex in Asian Religion
- [RELG 289](#) Global Religions in Minnesota
- [RELG 353](#) Saints, Goddesses, and Whores (not offered in 2020-21)
- [RELG 359](#) Buddhist Studies India Program: Buddhist Meditation Traditions
- [RELG 362](#) Spirit Possession (not offered in 2020-21)
- Social Inquiry
 - [ECON 240](#) Microeconomics of Development
 - [ECON 241](#) Growth and Development (not offered in 2020-21)
 - [POSC 120](#) Democracy and Dictatorship
 - [POSC 237](#) Southeast Asian Politics (not offered in 2020-21)
 - [POSC 241](#) Ethnic Conflict (not offered in 2020-21)
 - [POSC 378](#) Political Economy & Ecology of Southeast Asia: Social Changes in Southeast Asia (not offered in 2020-21)
 - [POSC 379](#) Political Economy and Ecology of S.E. Asia: Diversity of Social Ecological Systems in Southeast Asia (not offered in 2020-21)
 - [SOAN 322](#) Buddhist Studies India Program: Contemporary Buddhist Culture
- **Capstone Course:**
 - [ENGL 251](#) Contemporary Indian Fiction
 - [HIST 259](#) Women in South Asia: Histories, Narratives, and Representations (not offered in 2020-21)

Courses taken on off-campus programs in South Asia may be applied to the minor.

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.

Advanced Courses

We examine texts for both their aesthetic and human values. Our literature, film and cultural 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 critical analysis, to enhance their knowledge of 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.

Parish International House: The Spanish Language Associate organizes numerous cultural activities at Parish House (films, discussions, game nights, cooking gatherings, holiday celebrations) that provide opportunities for speaking Spanish on campus. Students participate in numerous cultural activities in Parish International House organized by the Spanish Language Associate who is a native speaker.

Programs Abroad: Participation in a Carleton or in another approved foreign study program is highly recommended for students majoring or minoring 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.

Requirements for the Spanish Major

The Spanish major requires 66 credits beyond [SPAN 103](#). 60 in Spanish at least 30 of which must be taken in Spanish at the 300-level.

- 18 credits in Latin American Literature, film, and/or culture at the 200 or 300 level
- 18 credits in Peninsular literature, film, and/or culture at the 200 or 300 level
- 6 credits in literature of film in translation from a language other than Spanish
- 18 credits in Spanish from courses number 204 or above
 - - Note: Students who place out of Spanish 204 via language placement exam, AP scores, or other prematriculation work must still complete 66 credits
- 6 credits of Spanish 400

Major should complete no more than twelve credits in the sequence 204-219, and no more than eighteen credits from the courses number 220-299. A limit of three 200-level literature courses 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 of our courses demand that students learn and apply critical skills for literary and cultural analysis. However, it is at the 300-level that our major complete a paper that can often form the basis for the senior comprehensive project, the capstone experience in our major. All majors need to have completed two 300 level courses by spring term of their junior year.

We limit the number of non-Carleton OCS credits that can be applied to the Major to a maximum of 12, and these credits do not substitute for the 300-level courses that students must complete on campus or through the departmental OCS programs.

Requirements for the Spanish Minor

Students who pursue the Minor in Spanish are required to complete 36 credits with a C- or better beyond the 103 level.

- All courses must be taught in Spanish.
- Spanish 204 may count toward the minor.
- At least 12 credits in upper-level literature courses (300-395) are required.
- We limit the number of non-Carleton OCS credits that can be applied to the Minor to a maximum of 12, and these credits do not substitute for the 12 credits at the 300-level that students must complete on campus or through the departmental OCS programs.

Students who place out of 204 must still complete the six-course requirement (36 credits).

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; Vera R Coleman, Claudia M Lange, Palmar M Álvarez-Blanco, Walther Maradiegue

[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; Linda D Burdell, Claudia M Lange, Palmar M Álvarez-Blanco, Beatriz Pariente-Beltrán, Silvia López, Walther Maradiegue

[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; Vera R Coleman, Claudia M Lange, Fernando I Contreras, Beatriz Pariente-Beltrán, Walther Maradiegue

[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. Prerequisite: Spanish 103 or equivalent. 6 credits; NE; Fall, Winter; Linda D Burdell, Yansi Y Pérez, Fernando I Contreras, Silvia López, Beatriz Pariente-Beltrán, Vera R Coleman

[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; José Cerna-Bazán, Humberto R Huergo, Jorge Briosio

[SPAN 206](#) Civic Engagement, Social Change, and the Participatory Video Understanding the historical perspective of any event requires studying the methods used to create and distribute those perspectives. The practice of participatory video and documentary filmmaking help develops critical viewers while encouraging all participants to perceive their own reality, to develop an effective means of communicating that reality, and to promote it, denounce it, or affect change. Participants will not only learn how to produce an effective short participatory video, but they will also learn practical tools and techniques used in visual persuasion—an essential learning

outcome for an era in which video/image consumption is growing exponentially. This participatory video collaboration will provide participants a practical opportunity to connect with individuals within our community, to conduct better research their own interest areas, to develop a more thorough understanding of the psychological and technical aspects of filmmaking, and to refine their own critical viewing and communication skills. Prerequisite: Spanish 205. 2 credits; ARP, IDS; Not offered 2020-21

[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; LA, IS; Not offered 2020-21

[SPAN 209](#) Radio and News in Spanish Are you interested in talking about current news while practicing your oral skills in Spanish? Have you ever considered participating in a radio program? This course is an excellent way to keep in touch with your Spanish while collaborating with “El Super Barrio Latino” a radio program conducted by the Latinx community of Northfield. In each program we will explore international and domestic news and we will interview people in our community. Relying on international newspapers, students will discuss common topics and themes representing a wide array of regions. (Language of conversation is Spanish) Prerequisite: Spanish 204 or equivalent. 2 credits; S/CR/NC; HI, IS; Fall, Winter, Spring; Palmar M Álvarez-Blanco

[SPAN 210](#) Spanish Literature and Art through Graphic Novels This course serves as a bridge between beginning (204-208) and advanced courses (220-300) in the Department of Spanish. Its main objective is to improve your written and oral skills by looking at some of the best examples of the graphic novel in Spain in recent years, including: *Vida y muerte de Lorca* (biography), *Las Meninas* (art history), *Yo, asesino* (detective novel), *Homenaje a Cataluña* (Spanish Civil War), *Náufragos* (urban tales of Madrid and Barcelona), *Ardalén* (autobiography), and others. Students will be expected to write several short compositions and to give oral presentations applying specific grammar skills in the context of texts and paintings examined in class. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Fall; Humberto R Huergo

[SPAN 211](#) Welcome to the International Film Forum! Can you envision a sustainable future? Can you imagine an equitable and fair world? Do we live in these conditions currently? In this course, you will explore the current ecological crisis. You will collaborate with others to discuss solutions to global challenges and learn about eco-activist opportunities within the Carleton and Northfield communities. This is a cross-disciplinary course designed for students interested in exploring the current human and ecological crisis. It is an excellent opportunity to brush up on your Spanish and to learn through dialogue with invited experts, community activists, and film directors, and view films from various parts of the globe. Prerequisite: Spanish 204 or equivalent. 2 credits; SI, IS; Not offered 2020-21

[SPAN 212](#) Navigating Madrid This is an intense grammar/cultural workshop intended to help program participants navigate successfully through everyday situations such as ordering food at a restaurant, getting a haircut, describing your symptoms to a doctor, buying clothes or simply hanging out with your new Spanish friends. The course has two components—one strictly grammatical (“how do you say X exactly?”) and another cultural (“is it right to use the informal *tú* with a waiter?”). 2 credits; NE; Not offered 2020-21

[SPAN 223](#) Women and Revolution in Latin America We will study works by some of the most prominent female voices from Latin America and examine the central role that women held in various Latin American struggles of liberation, civil war and revolution. Through an examination of crucial historical events (Sandinista, Cuban, and Mexican Revolutions, Salvadoran Civil War, etc.) we will analyze forms of artistic and literary expressions such as novels, poetry, murals, songs and films, which were an intrinsic part of these events and participated in defining

their philosophical and cultural parameters. Prerequisite: Spanish 204 or proficiency. 6 credits; LA, IS; Not offered 2020-21

[SPAN 227](#) Muslims, Christians, and Jews in Early Modern Spain Muslims and Jews lived in the country we now call "Spain" for nearly 1000 years before they were both expelled in 1492 and 1609. No other European nation has ever experienced this kind of cultural hybridity. This course examines the tense coexistence of all three cultures between the twelfth and the seventeenth centuries, as reflected in historical documents, civil law, literature, and art. Readings include: Hispano-Arabic women poets mocking the Koran, Sephardic literature, Hispano-Arabic gay poetry, letters from Queen Isabella defending "her" Jews, the expulsion of Jews as narrated by Jewish chroniclers of the time, Núñez de Muley's *Memorandum* in defense of moriscos (Spanish Muslims), Father Agustín Salucio's stunning plea for an amnesty that would stop the persecution of Spanish Jews, Cervantes, and others. If you thought Muslims were newcomers to Europe, think again—you are in for a ride. Prerequisite: Spanish 204 or above. 6 credits; HI, IS; Not offered 2020-21

[SPAN 229](#) Madrid Program: Current Issues in Spanish Politics 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 and acceptance in Madrid OCS Program. 6 credits; SI, IS; Not offered 2020-21

[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; Silvia 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; Spring; Palmar M Álvarez-Blanco

[SPAN 245](#) On Cannibals, Witches, and Zombies Latin American culture is populated with monsters. As manifestations of racial, gendered, and class difference, they can be found in artistic production all over the hemisphere. This course explores these narratives, primarily focusing on the cannibal, the witch, and the zombie as representations of difference, fear, and colonialism in Latin America. We will analyze literary and visual production from the sixteenth century to the present in order to strengthen students' analytical and written skills in Spanish. Emphasis will be given to methods to 'reading' our materials, to learning how to approach those sources from different cultural and critical perspectives, as well as to produce written reactions and analysis. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; Fall; Walther Maradiegue

[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; Winter; Yansi Y Pérez

[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 2020-21

[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 2020-21

[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; Spring; Yansi Y Pérez

[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; Not offered 2020-21

[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 2020-21

[SPAN 345](#) Culture, Capitalism and the Commons Have you ever wondered if not capitalism, then what? In this course we will critically approach the historical background, the causes and, most importantly, the consequences of the civil and ecological crisis unleashed globally in 2008. Both in its origin and its consequences, this crisis went beyond the financial field, extending into the realms of politics, economics, culture, media and ecology. In light of this context, we will take a transdisciplinary approach to the study of capitalist culture and analyze the main changes that have developed from the cycle of social mobilizations surrounding the "indignados" movement or Spanish 15M in 2011. With a primary focus on Spain, we will concentrate on analyzing cultural artifacts that mark a paradigm shift from a capitalist culture towards the development of a culture of the commons that seeks to improve the living conditions of the social majority, defending both human rights and ecological justice. Prerequisite: Spanish 205 or equivalent. 6 credits; HI, IS; Fall; Palmar M Álvarez-Blanco

[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, Geography, Architecture, Sociology, and Spanish poetry and fiction. Special attention will be given to imaginative walking and counter-tourist tactics as theorized by Phil Smith and the British psychogeographic movement. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Not offered 2020-21

[SPAN 356](#) The Political and Cultural History of the Cuban Revolution In 1961 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; Not offered 2020-21

[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; Winter; Humberto R Huergo

[SPAN 360](#) Race and Nation in Caribbean Literature We will study the Caribbean as the space, par excellence, of imperial, racial and cultural intersections. With a special emphasis on literary production in the Spanish Caribbean, we will focus on the formation of hegemonic nationalist discourses that often silenced the region's great racial and cultural diversity. We will analyze symbolic and cultural constructions of power rationalized with complex racialized beliefs to sustain the social and political structures in these countries. We will read texts by José Martí, Juan Francisco Manzano, Lydia Cabrera, Nancy Morejón, Nicolás Guillén, and Derek Walcott among others. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Not offered 2020-21

[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; Spring; Jorge Brioso

[SPAN 370](#) Indigeneity and Gender in Latin America This course will examine representations of Indigenous peoples in Latin America during the nineteenth and twentieth centuries, with special attention to constructions of race and gender. We will explore topics such as the racial and gendered associations used to construct indigeneity, the exclusion of alternative indigenous gender subjectivities, and the double subordination indigenous women have historically experienced. Some questions we will explore are: How has indigeneity been understood in nineteenth and twentieth-century Latin America? How have nineteenth-century Latin American nations imagined and disciplined female indigeneity? What new forms of indigenous gender identities became visible during the twentieth century? The course includes materials related to Central America (Mexico, Guatemala), the Andes, and the Amazon. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Winter; Walther Maradiegue

[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; Not offered 2020-21

[SPAN 376](#) Mexico City: The City as Protagonist This seminar will have Mexico City as protagonist, and will examine the construction of one of the largest urban centers of the world through fictional writing, cultural criticism, and visual/aural culture. We will critically engage the fictions of its past, the dystopias of its present, the assemblage of affects and images that give it continuity, but which also codify the ever-changing and contested view of its representation and meaning. From Carlos Fuentes to Sayak Valencia, in the company of Eisenstein and Cuarón, among others. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; Not offered 2020-21

[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; Not offered 2020-21

[SPAN 400](#) Integrative Exercise 6 credits; S/NC; Fall, Winter, Spring

Theater and Dance

The Department of Theater and Dance offers courses spanning the major areas of interest in both disciplines. Theater offerings include acting, voice, movement, directing, design-technical, and devised 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; increased choreographic skill and performance skills; and the awareness of Dance Studies as a way to understand current issues and arts from a global perspective.

While there is a regular major in Theater Arts, advanced students may apply to the chair of Dance for a special major in Dance.

Requirements for the Dance Minor

The Minor in Dance is for the student who is interested in continuing and deepening their focus on dance. It can provide an opportunity for cross disciplinary work and connecting dance studies with another major. Acceptance to the program is based on personal interviews with the program director.

The minor has three components and requires 36 credits for completion:

Technique and Performance: A minimum of 12 credits

- It is recommended that at least one technique class be taken per term. Additional technique classes offered at Carleton or through OCS may qualify with permission from the program director.

At least one credit of each of the following:

- [DANC 205](#) Winter Dance (1 credit)
- [DANC 206](#) Spring Dance (1 credit)
- [DANC 215](#) Winter Dance, Student Choreography (1 credit)

With at least nine additional credits from:

- [DANC 107](#) Ballet I (1 credit)
- [DANC 147](#) Moving Anatomy (1 credit)
- [DANC 148](#) Modern Dance I: Technique and Theory (1 credit)
- [DANC 150](#) Contact Improvisation (1 credit)
- [DANC 158](#) Contemporary Dance Forms I (1 credit)
- [DANC 200](#) Modern Dance II: Technique and Theory (1 credit)
- [DANC 205](#) Winter Dance (1 credit)
- [DANC 206](#) Spring Dance (1 credit)
- [DANC 208](#) Ballet II (1 credit)
- [DANC 210](#) Contemporary Dance Forms II (1 credit)
- [DANC 215](#) Winter Dance, Student Choreography (1 credit)
- [DANC 253](#) Movement for the Performer (3 credits)
- [DANC 300](#) Modern Dance III: Technique and Theory (1 credit)
- [DANC 301](#) Contemporary Styles and Techniques: West African Dance Forms (1 credit)
- [DANC 309](#) Ballet III (1 credit)
- [DANC 310](#) Contemporary Dance Forms III (1 credit)
- [DANC 350](#) Semaphore Repertory Dance Company (1 credit, Requires audition)

Choreography: a minimum of 12 credits

- [DANC 190](#) Fields of Performance (6 credits)
- [DANC 268](#) The Body as Choreographer (6 credits)
- [DANC 391](#) Advanced Choreography (Independent Study)
- [DANC 295](#) Dance Lab

History, Theory, and Literature: a minimum of 6 credits

- [DANC 100](#) Meaning In Motion (6 credits)

- [DANC 115](#) Cultures of Dance (6 credits)
- [DANC 266](#) Reading the Dancing Body: Topics in Dance History (6 credits)

Required Elective: a minimum of 6 additional credits in any of the three categories:

- Technique/Performance
- Choreography
- History, Theory, and Literature

Dance Courses (DANC)

Technique and Performance Courses: 107, 147, 148, 150, 158, 200, 205, 206, 208, 210, 215, 253, 300, 301, 309, 310, 350

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: 100, 115, 266

Choreography Courses: 190, 268, 295

[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; Jennifer 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; Not offered 2020-21

[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; Jane 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; Winter, Spring; Daphne L 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; Jane Shockley

[DANC 158](#) Contemporary Dance Forms I This course provides an introduction to a variety of movement approaches that develop an awareness of the body in space and moving through space. Students will learn approaches designed to strengthen muscles, support joint mobility, find breath support, enhance coordination, and encourage embodied learning. 1 credit; S/CR/NC; ARP; Fall; Jane 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; Judith A 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, Spring; Daphne L 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 205 or 215. 1 credit; S/CR/NC; ARP; Spring; Judith A Howard, Jane 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; Jennifer Bader

[DANC 210](#) Contemporary Dance Forms II This course is intended for students seeking to refine and deepen their awareness of embodied movement approaches. Through these approaches, students will work to develop an alert and articulate body. In both standing and floor work, momentum, dynamic shifts and spatial challenges are introduced. 1 credit; S/CR/NC; ARP; Fall, Winter; Jane Shockley

[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; Judith A Howard

[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; Jane 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. Topics include Native American concert dance and the Africanist base of American Modern dance. Through reading, writing, discussing, moving, viewing videos and performances the class will "read" the gender, race, and politics of the dancing body in the cultural/historical context of Modern, Post Modern and Contemporary Dance. 6 credits; HI, IDS; Winter; Judith A Howard

[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; Not offered 2020-21

[DANC 295](#) Dance Lab *DANCE LAB* will provide an adventurous and practical space where students of various levels can explore body-based performance with an emphasis on the solo form. Students will examine the choreographic elements of space, time, energy, action, framing, and environment as they discover personal aesthetics and investigate how to organize physical ideas in both immediate and virtual spaces. A community of deep listening will support creative acts that can effect change - socio-political-personal. Performance solos will be developed through discussion, peer feedback, and regular meetings with the faculty mentor. Work for the class will include your own rehearsals and, outside readings and viewings. The ability to record your work is required and access to a camera is recommended (phones are fine). 6 credits; ARP; Fall; Judith A 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; Daphne L McCoy

[DANC 301](#) Contemporary Styles and Techniques: West 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; Spring; Whitney McClusky

[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; Jennifer Bader

[DANC 310](#) Contemporary Dance Forms III This advanced course will continue to focus on a variety of embodied movement approaches to refine the awareness of the moving body and prepare for the rigors of performance and physical research. The aim will be on finding a personal connection to movement through subtlety, speed and effort. 1 credit; S/CR/NC; ARP; Spring; Jane Shockley

[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 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; Judith A Howard, Jane Shockley

Requirements for the Theater Major

Requirements for the major:

Note: any single course may satisfy only one requirement.

Sixty-eight credits distributed as follows:

1. 12 credits in theater history and theory:

- [THEA 225](#) Theater History and Theory
- [THEA 242](#) Modern American Drama

2. 6 credits from the following courses in design or technical theater:

- [THEA 115](#) Principles of Design
- [THEA 229](#) Makeup Design
- [THEA 234](#) Lighting Design for the Performing Arts
- [THEA 237](#) Scenic Design for the Performing Arts (not offered in 2020-21)
- [THEA 238](#) Costume Design for Theater (not offered in 2020-21)
- [THEA 239](#) Topics in Theater: Costume Design (not offered in 2020-21)
- [THEA 320](#) Live Performance and Digital Media (not offered in 2020-21)

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 Choreographer (not offered in 2020-21)
- [THEA 110](#) Beginning Acting
- [THEA 185](#) The Speaking Voice
- [THEA 226](#) Avant-garde Theater and Performance (not offered in 2020-21)
- [THEA 245](#) Directing
- [THEA 246](#) Playwriting (not offered in 2020-21)
- [THEA 312](#) Topics in Theater
- [THEA 345](#) Devised Theater and Collective Creation (not offered in 2020-21)

4. 18 credits at the 300 level, at least six of which should be English 310 (additional courses may be added to this group as approved):

- [ENGL 310](#) Shakespeare II (not offered in 2020-21)
- [GRK 351](#) Aristophanes (not offered in 2020-21)
- [RUSS 351](#) Chekhov
- [THEA 312](#) Topics in Theater
- [THEA 320](#) Live Performance and Digital Media (not offered in 2020-21)
- [THEA 345](#) Devised Theater and Collective Creation (not offered in 2020-21)

5. 6 additional credits, in literature, criticism, or history courses from the following list:

- [CLAS 116](#) Ancient Drama: Truth in Performance
- [ENGL 116](#) Introduction to Drama
- [ENGL 129](#) Introduction to British Comedy (not offered in 2020-21)
- [ENGL 144](#) Shakespeare I
- [ENGL 213](#) Christopher Marlowe (not offered in 2020-21)

- [ENGL 214](#) Revenge Tragedy (not offered in 2020-21)
- [ENGL 219](#) Global Shakespeare (not offered in 2020-21)
- [ENGL 244](#) Shakespeare I
- [ENGL 258](#) Contemporary American Playwrights of Color
- [ENGL 278](#) London Program: Shakespeare's England
- [ENGL 282](#) London Program: London Theater
- [FREN 237](#) Page and Stage: The Performance of Culture (not offered in 2020-21)
- [THEA 226](#) Avant-garde Theater and Performance (not offered in 2020-21)
- [THEA 248](#) We Can't Go On, We'll Go On: Existential Themes in Drama, Ancient to Modern
- [THEA 251](#) Top Girls: Women Playwrights (not offered in 2020-21)

6. 2 credits of [THEA 190](#), Players Production

7. 6 credits of 400, Integrative Exercise

Requirements for the Theater Minor

The Theater minor requires 38 credits. It is designed for students who are interested in extending and deepening their exploration of Theater Arts. Theater is inherently cross disciplinary. Its sub-disciplines include acting, directing, design, playwriting, and literary analysis. The Minor has four tracks and two required courses. Students may choose one track or a combination of tracks to arrive at the minimum of 38 credits.

1. Two required courses:

- [THEA 225](#) Theater History and Theory
- [THEA 242](#) Modern American Drama

2. One of the following tracks. Courses marked with an * are required.

- Acting
 - - [*THEA 110](#) Beginning Acting
 - [*THEA 195](#) Acting Shakespeare (taken at the 200 or 300 level);
 - 6 credits from one of the following courses or approved by the minor coordinator or department chair.
 - [THEA 185](#) The Speaking Voice
 - [THEA 312](#) Topics in Theater: Acting
 - [THEA 345](#) Devised Theater and Collective Creation (not offered 2020-21)
 - [CLAS 116](#) Ancient Drama: Truth in Performance
 - [FREN 237](#) Page and Stage: The Performance of Culture (not offered 2020-21)
- Directing:
 - - [*THEA 115](#) Principles of Design
 - [*THEA 245](#) Directing
 - [*THEA 345](#) Devised Theater and Collective Creation (not offered 2020-21)

- Design
 -
 - *[THEA 115](#) Principles of Design
 - 12 credits from the following courses or approved by the minor coordinator or department chair
 -
 - [THEA 229](#) Makeup Design
 - [THEA 234](#) Lighting Design for the Performing Arts
 - [THEA 237](#) Scenic Design for the Performing Arts (not offered 2020-21)
 - [THEA 238](#) Costume Design for the Theater (not offered 2020-21)
 - [THEA 320](#) Live Performance and Digital Media (not offered 2020-21)
- Playwriting and Research
 -
 - * [THEA 226](#) Avant-Garde Theater and Performance (not offered 2020-21)
 - * [THEA 246](#) Playwriting (not offered 2020-21)
 - 6 credits from the following courses or approved by the minor coordinator or department chair.
 -
 - [THEA 251](#) Top Girls: Women Playwrights (not offered 2020-21)
 - [ENGL 129](#) Introduction to British Comedy (not offered 2020-21)
 - [ENGL 144](#) Shakespeare
 - [ENGL 213](#) Christopher Marlowe (not offered 2020-21)
 - [ENGL 214](#) Revenge Tragedy (not offered 2020-21)
 - [ENGL 258](#) Contemporary American Playwrights of Color
 - [ENGL 282](#) London Program: London Theater
 - [GRK 304](#) Greek Tragedy for Advanced Students
 - [GRK 351](#) Aristophanes (not offered 2020-21)
 - [RUSS 351](#) Chekhov

3. Six course credits outside the chosen sub-disciplinary track approved by the minor coordinator or department chair.

4. Two credits of [THEA 190](#) Carleton Players Production

or

Three credits of [THEA 199](#) Theater Practicum.

A student participating in a department production is automatically enrolled in [THEA 190](#), which is allotted one academic credit. Students with significant roles in a production can earn three credits in [THEA 199](#) with permission and must waitlist for the class.

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, Winter; David E Wiles

[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; Mary Ann 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, Spring; David E 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; Malinda Palani

[THEA 195](#) Acting Shakespeare Though widely read, Shakespeare's plays were written to be performed. This acting class, designed for students with no prior experience with Shakespeare, will explore approaches to performance with an emphasis on the use of the First Folio. Students will create performances using Shakespeare's approaches to rhetoric, imagery and structure while examining some of the plays' 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 2020-21

[THEA 199](#) Theater Practicum This course is designed for students who have major responsibilities in Carleton Players productions as Stage Managers, Actors and Designers. Students enrolled in this class will have more responsibility and be expected to commit to more time than the students registered in Theater 190, including additional time for research, design and role preparation. Students in this course will get in-depth learning experiences in the processes most central to the discipline; the creation of performances. Students will waitlist for the course; enrollment in the course will be by instructor's permission depending on the responsibilities students have. Prerequisite: Waitlist only, instructors permission required. 3 credits; S/CR/NC; ARP; Fall, Winter, Spring; David E Wiles

[THEA 225](#) Theater History and Theory Throughout history, theatrical performance has been both a reflection of cultural values and a platform for envisioning social change. In this course, students will examine many of the traditions that inform contemporary understandings of theatre, including Greek tragedy, commedia dell'arte, Japanese Noh, Sanskrit drama, Realism, Brechtian theatre, and the Theatre of the Oppressed. Students will also study the history of theatre in the United States by examining blackface minstrel performance, African American drama, and the role of theatre in the social movements of the twentieth century. Class sessions will combine lecture, discussion, embodied exercises, and performance of historical texts. 6 credits; LA, WR2; Fall; Andrew I Carlson

[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 2020-21

[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; Mary Ann Kelling

[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; Winter

[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. 6 credits; ARP; Not offered 2020-21

[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 2020-21

[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. Topic for Spring 2020 is Costume Construction. Basic sewing techniques are introduced to the beginner, more advanced techniques for the experienced. This course will include some participation in the creation of the costumes for the departmental production of Moliere's *The Learned Ladies*. 3 credits; ARP; Not offered 2020-21

[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, WR2; Winter; David E Wiles

[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; Spring

[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 2020-21

[THEA 248](#) We Can't Go On, We'll Go On: Existential Themes in Drama, Ancient to Modern Many twentieth century playwrights focused their plays on the existentialist belief that we are absurd beings in a universe empty of meaning. Those writers responded in part to questions raised by the World Wars, the Great Depression, genocides and the Cold War. But those ideas are examined from antiquity onward and from many cultures in response to catastrophic events from earlier times to the threats posed by pandemics, war and environmental

challenges in the current century. This course compares existential plays across time and cultures. It includes works by Beckett, Mishima, Sophocles, Soyinka, Wallace, Williams, Xingjian, and others. 6 credits; LA, WR2; Spring; David E Wiles

[THEA 251](#) Top Girls: Women Playwrights A study of women playwrights, performance-makers, and performers and the representations of women they create on stage. Playwrights addressed will range from historical figures like Lillian Hellman to their more recent descendants, such as Caryl Churchill, Suzan Lori-Parks, and Young Jean Lee. More broadly, the course will look at women who have figured prominently as directors or creators of non-traditional performance, such as Hallie Flanagan, founder of the Federal Theater Project, or more recently, Elizabeth LeCompte, artistic director of the experimental Wooster Group. 6 credits; LA; Not offered 2020-21

[THEA 256](#) Costume Construction The first four weeks of this course will use a Zen-like approach to sewing. We will focus on hand sewing techniques, including the Japanese technique of Sashiko, that can be used to repair, reuse and reinvent clothing. Section one will focus on basic stitches and closures, while section two will practice couture hand sewing techniques and practices. The last half of the term we will work on sewing machines. Section one will learn how to use the machine, covering basic stitches and techniques. Section two will expand on their sewing machine skills and explore a variety of advanced techniques. 3 credits; ARP; Not offered 2020-21

[THEA 270](#) Art and (Un)Freedom Underpinned by women of color feminisms, abolitionism, and socially engaged performance practices, this course unpacks how art is a vehicle for social change in spaces of unfreedom such as: jails, prisons, ICE facilities, detention centers, and group home facilities. Work for the class will include readings and creative reading responses, researching case studies, and reflective assignments. As a culminating project, students will create individual performance-based works informed by critical understandings of punishment, crime, enslavement, surveillance, and/or state violence. 6 credits; HI, IDS; Not offered 2020-21

[THEA 312](#) Topics in Theater 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, Spring

[THEA 320](#) Live Performance and Digital Media We live in a world where the presence of digital technology is ubiquitous. Our reality is augmented by portals that open up universes of undiscovered possibilities for expanding, creating, archiving and documenting art. Yet these media have a physical presence that demands the artist find new ways of negotiating space and time on a stage. This class explores the ways in which digital media shape the everyday and ways in which they relate to performing and performance art in a historical, cultural and technological sense. Students will experiment with processes for incorporating digital technologies into their performances, while engaging in conversations around embodiment, identity and space. Prerequisite: Any course in Theater Arts, Dance, Cinema and Media Studies, Studio Art, creative writing or musical composition. 6 credits; ARP; Not offered 2020-21

[THEA 345](#) Devised Theater and Collective Creation A usual evening in the theater consists of seeing a text--the play--staged by a director and performed by actors. While this is certainly a collaborative endeavor, recent decades have seen a marked increase in "devised theater," a mode intended to upset the traditional hierarchies of theatrical production. In practical terms, this means the abandonment of the extant text in favor of a performance "score"--sometimes textual, often physical--developed improvisationally in rehearsal by the performers. This course will explore the methods and approaches used to work in this collective and highly creative manner, and will culminate in a public performance. We will also discuss the history and cultural politics that inform devised practice. Prerequisite: Theater 110 or Dance 150 or 190 or instructor permission. 6 credits; ARP; Not offered 2020-21

[THEA 400](#) Integrative Exercise 1-6 credit; S/NC; Fall, Winter, Spring; David E Wiles

Pre-Matriculation Work

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
- 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 distribution requirements. Additional information on transferring college-level work can be found in our Transfer of Credits Policy.

Placement Testing Scores

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.

In the disciplines of foreign language and mathematics, Carleton requires placement exam results to determine transferability of credits earned at a prior college.

College Entrance Examination Board (CEEB) Advanced Placement

The following policies regarding CEEB Advanced Placement examination scores apply for the 2020-21 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 224 Principles of

Chemistry II or CHEM 233 Organic Chemistry I. 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, 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 during New Student Week. **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 4 or 5: exemption granted for Computer Science 111; 6 credits granted which count toward a computer science major (for Computer Science 111). **Computer Science Principles:** Score of 5: 6 credits granted

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. Score of 5 in Literature/Composition: 6 credits granted for English major and exemption from "Foundations" requirement.

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—The History department grants credit toward the major and towards Early Modern/Modern European and U.S. fields within the major for scores of 4 or 5 on the Advanced Placement examinations in United States and European history. The department does not give major credit for the AP World History examination at this time, although a 4 or 5 on the AP World History Examination may be used to fulfill the 210 credits needed for graduation. Note: 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 which count toward the Math major (for Mathematics 111) after successful completion of Mathematics 120 with a grade of C- or better. **Calculus BC:** Score of 4 or 5: 12 credits granted which count toward the Math major (for Mathematics 111 and 121) after successful completion of Mathematics 211 with grade of C- or better. **Statistics:** Score of 4 or 5: placement into Statistics 230 (formerly Mathematics 245); 6 credits granted after successful completion of Statistics 230 (formerly Mathematics 245) with a grade of C- or better.

MUSIC—Theory: Score of 4 or 5: 6 credits granted. This does not grant students automatic exemption from Music 103 (Musicianship Lab I) and/or Music 110 (Theory I); exemption in these courses is determined by departmental placement exam. Credits earned via the AP exam do not count for elective credit in the major or minor.

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 (five weeks course) or Physics 143 or Physics 145 (ten week courses). Score of 4 or 5 suggested placement into Physics 141 or 142 (five week courses) or Physics 144 (10 week course) 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 (five week courses) or Physics 144 (10 week course). 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 2020-21 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 224 Principles of Chemistry II or CHEM 233 Organic Chemistry I. 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. Score of 6 or 7: 6 credits granted for English major and exemption from "Foundations" requirement.

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 in any test, 6 credits granted, which may be applied toward a major field and/or total major credits with approval by the History Department Chair. Note: 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. This does not grant students automatic exemption from Music 103 (Musicianship Lab I) and/or Music 110 (Theory I); exemption in these courses is determined by departmental placement exam. Credits earned via the IB exam do not count for elective credit in the major or minor.

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.

A-Level Examinations

Carleton will grant credit for selected high-level (HL) A-Level (Cambridge) Examinations with grades of B or higher. A laminated score card must be presented to the Registrar's Office for credit to be awarded; the Office will make a copy of your card and return the card to you.

Off-Campus Study Programs

70% of Carleton students participate in at least one 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. In addition, the Carleton Global Engagement programs are open to both Carleton and non-Carleton students.

Students expecting credit for participation in an off-campus program, whether in the United States or abroad, during the academic year or the summer, must 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 terms, 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 a Carleton Global Engagement program. These programs enroll students from institutions nationwide.

- Carleton summer seminar participants must 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. Summer non-Carleton off-campus study programs do not receive financial aid.

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.

Carleton Programs 2020-21

Art Now: Global Contemporary Art and the Mega Exhibitions, summer term (cancelled)

Faculty Director: Ross Elflin

Students will have the opportunity to learn about some of the most significant art being produced today by visiting three important exhibitions of contemporary art: the Venice Biennale, the Marseille Manifesta and the Berlin Biennale. By visiting Italy, France, and Germany, students will have an unparalleled chance to survey the art world's cutting-edge.

[Art Now: Global Contemporary Art and the Mega Exhibition Program Courses](#)

Cross-Cultural Psychology in Prague, fall term (cancelled fall term 2020, will run fall term 2021)

Faculty Director: Ken Abrams

Students will live and study in Prague, the capital of the Czech Republic and one of Europe's most beautiful cities. Since the Velvet Revolution in 1989, which brought an end to 44 years of communism, Prague has been at the forefront of the sweeping social, cultural, and economic transformations of Central Europe. To help experience the culture and history of the region firsthand, students will participate in discussions, cultural events, and walking tours, as well as excursions to historic sites and towns both within and outside the Czech Republic.

[Cross-Cultural Psychology in Prague Courses](#)

Spanish Studies in Madrid, fall term (cancelled fall term 2020, will run fall term 2021)

Faculty Director: Humberto Huergo

This advanced Spanish language program is based at the Complutense University of Madrid (UCM), one of Spain's top academic institutions. Courses include Urban Studies, Political Sciences, and Art History, as well as an intense grammar review. All 20 credits count towards the Spanish major or minor. In addition to their coursework, students are allowed to audit a course of their choice.

[Spanish Studies in Madrid Program courses](#)

Global Engagement Program: Buddhist Studies in Bodh Gaya, India, fall term

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 a 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.

[Buddhist Studies in Bodh Gaya Program Courses](#)

Global Engagement Program: Women's and Gender Studies in Europe, fall term

Faculty Director: Iveta Jusová

Since 1984, the Women's and Gender Studies in Europe (WGSE) program has offered students a unique opportunity to explore feminist and queer theory in practice across Western and East Central Europe. Interaction with academics, politicians, activists, and homestay hosts in Utrecht, Berlin, Prague and Krakow encourages comparative approaches to independent research projects.

[Women's & Gender Studies in Europe Program Courses](#)

Global Engagement Program: Ecology and Anthropology in Tanzania, fall term

Faculty Director: Anna Estes

This program combines guided study with field research and cultural immersion and is designed to help students learn about the inter-connectedness of human-environment systems using tools from the social and natural sciences. Over the course of the program, students will live with local host families in the Usa River community near Arusha and take classes in ecology, anthropology, and Swahili. Excursions and field trips to sites such as local villages and national parks provide unique opportunities to learn about and interact with the people, wildlife and landscape of Northern Tanzania. The culmination of the program is research conducted under the guidance of regional experts, with the goal of serving student scholarship and contributing to a larger community benefit in Tanzania.

[Ecology & Anthropology in Tanzania Program Courses](#)

Public Health in Practice in Washington DC and the Twin Cities, winter break

Faculty Director: Debby Walser-Kuntz

The field of public health touches everyone and is by nature interdisciplinary, with important contributions made by epidemiologists, sociologists, physicians, economists, statisticians, scientists, and nutritionists, among many others. Through both coursework and the two-week field experience, students will be introduced to the field of public health based on a social-ecological model. Participation in a local, collaborative, community-based project coupled with study in Minneapolis/St. Paul and Washington, D.C. allows a comparison of public health efforts at the local, state, and national level.

[Public Health in Practice in Washington, D.C. and the Twin Cities Program Courses](#)

Climate Change and Human Health in Ethiopia: From Science to Practice, winter break

Faculty Directors: Deborah Gross and Tsegaye Nega

Climate change is dramatically impacting our environment and society. In addition, there are direct impacts on human health. In this program, we will explore some of the linkages between the changing climate and human health, with a specific case study of the impact of household energy choices in Ethiopia.

[Climate Change and Human Health in Ethiopia Program Courses](#)

India: Globalization and Local Responses, winter term

Faculty Directors: Meera Sehgal and Brendan LaRocque

India is a place of immense contrasts and diversities, being home to a wide array of languages, cultures, religions, and communities. Amid this diversity, the impact of globalization on the country's 1.3 billion people is a topic of intense debate. This OCS program will explore the responses of several distinct communities to the pressures and opportunities generated in India's globalizing economy. With a focus on the intersections of tourism, politics, development, sustainability, and gender relations, we will see how individuals and groups navigate social structures and institutions as they work to make a decent living. Questions that will frame our enquiries include: What is globalization and how does it impact different regions and groups of India? What are the major paradigms of economic and social development that currently dominant in India? How do these play out on the local level? What roles do the government and NGOs play in Indian communities today? What are the forces of modernity and tradition in India and how do they affect different strata of society?

[India: Globalization and Local Responses Program Courses](#)

Contemporary Media Arts: New York and Europe, winter term

Faculty Director: Laska Jimsen

This seminar will engage New York City and Europe as creative laboratories for contemporary media arts. We will explore diverse mediums in moving image arts including video, photochemical film, and installation. Through a combination of coursework and visits to film festivals, artist-run spaces, studios, galleries, and museums, students will expand their understanding of contemporary media. Students will develop technical and conceptual skills, and practice both collaborative and independent approaches to media production and study. Specialized workshops will introduce students to new tools for their own creative projects.

[Contemporary Media Arts: New York and Europe Program Courses](#)

English Theater, Literature and Art in London Program, winter term

Faculty Director: Pierre Hecker

Literature, theater, and the arts flourish in London. The city has an incomparably rich literary and cultural history and is arguably the world's preeminent city for theater. The goal of the London program is to provide Carleton students with an immersive experience in this exciting milieu, with a focus on the life and times of Elizabethan and Jacobean England, encompassing literature, theater, art, music, architecture, and history.

[English Theater, Literature and Art in London Program Courses](#)

Studio Art in the South Pacific, winter term

Faculty Director: Eleanor Jensen

The goal of this program is to bring together a studio art practice and off-campus study: drawing from nature in a new environment, producing narrative artwork in response to travel, and studying cultural and environmental issues in context. Students will work to improve their drawing skills and to see drawing as a unique way to understand the world. Work from the entire term—both drawing and printmaking—will form a visual journal in which they record their experiences of travel abroad. Additionally, students will learn about physical landscapes, local communities, indigenous and post-colonial artwork, and experiential understanding.

[Studio Art in the South Pacific Program Courses](#)

Vision of California: Searching for the Golden State, winter term

Faculty Director: Mike Kowalewski

The “Visions of California” Seminar was first offered as a Carleton off-campus program in 1995. An intensive, “total immersion” experience, the seminar is a broad-ranging exploration of California literature, art, cinema, history, 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 – all sharing their knowledge of and passion for the complex life and history of the Golden State. “Visions of California” is a unique venture in American education, and has been written about in the *Washington Post*, the *Chronicle of Higher Education*, the *Los Angeles Times*, the *San Francisco Chronicle*, and the *Sacramento Bee*.

[Visions of California: Searching for the Golden State Program Courses](#)

(Beyond) Nationalism and Xenophobia in Central & Eastern Europe, spring term

Faculty Director: Mihaela Czobor-Lupp

The tension between the historical and cultural diversity of Romania and its monolithic view of national identity makes it an interesting case to study for a topic of intense debate today: the relationship between nationalism and cosmopolitanism, between claims to national sovereignty and the ethical demand to hospitality. The OCS program will explore the socio-cultural and political factors that contribute to nationalism and xenophobia in Romania, as well as in the larger area of Eastern and Central Europe, as well as the promise that social and cultural diversity in this part of the world bears for developing more cosmopolitan sensibilities in the citizens. Bucharest, a city whose memories bring together a plethora of Western influences, as well as Ottoman, Russian, and Soviet traces, provides an ideal location for the program. The program We will uses the complexity and the tensions of this city to explore some of the problems of nation building in Eastern and Central Europe, but also some of the promises that its diversity might bear for those who attempt to open national politics in a cosmopolitan direction. Students will learn to think about the complex ways in which society, culture, and politics interact with each other in the process of nation building.

[\(Beyond\) Nationalism and Xenophobia in Central & Eastern Europe Program Courses](#)

History, Religion, and Urban Change in Medieval & Renaissance Rome, spring term

Faculty Directors: Victoria Morse and William North

How do cultures and communities construct, preserve, re-purpose, and destroy spaces and places to achieve new political, social, or religious aims or to press new ambitions and sensibilities? How do urban and rural landscapes and sites come to play vital roles in the realization of political or religious ideas? How do cities as complex agglomerations of people, places, and activities develop and by what historical forces are they shaped? How do historical legacies shape and enable yet also constrain a city’s present? Centered in Rome, a city with one of the richest historical pasts in Europe, this program will provide students with diverse opportunities to explore these broader questions through the close examination of texts, images, sites, and landscapes produced during Late Antiquity, the Middle Ages, the

Renaissance, and beyond. A central purpose of the courses in the program is to have students experience and explore the city and environs in depth and to learn how to integrate this experiential knowledge with academic sources of insight and information. Each course will therefore have a significant number of site visits inside and outside Rome as well as assignments that require independent exploration.

[History, Religion and Urban Change in Medieval & Renaissance Rome Program Courses](#)

French and Francophone Studies in Paris, spring term

Faculty Director: Éva Pósfay

A location with a particularly rich cultural history, Paris is today a diverse and dynamic city influenced by many distinct traditions. The program will explore key aspects of the historical, cultural, and artistic foundations of Paris, through both study and experiential learning in the city. The role of France's colonial legacy in contemporary Paris will also be explored, culminating in a trip to Morocco, one of the most significant sources of French immigration.

[French and Francophone Studies in Paris Program Courses](#)

Linguistics and Culture in Japan Program, spring term

Faculty Director: Michael Flynn

In addition to two courses in linguistics, the program will take advantage of its location in Kyoto, the capital of Japan and the heart of its cultural life until 1868. While there, students will explore many aspects of Japanese history and culture, including religion (Shinto and Buddhism), literature of the Heian Period, Kabuki theater, the bombing of Hiroshima, and Japanese baseball.

[Linguistics and Culture in Japan Program Courses](#)

Language and Culture in Global Russia, spring term

Faculty Director: Diane Nemeč Ignashev

Though its implications have been debated for centuries, Russia's geographic span of the Eurasian continent has contributed to the formation of a rich blend of cultural influences unique in the modern world. Visitors to "Russia" who speak "Russian" quickly discover that both terms share plural meanings: from Lipetsk to Ulan-Ude, from Petrozavodsk to Krasnodar, people(s) of different heritages who call themselves Russian both share a common sense of national identity and take pride in regional and ethnic difference within the nation.

[Language and Culture in Global Russia Program Courses](#)

Carleton Co-Sponsored Programs 2020-21

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 a 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: Creativity, Belonging and Transformation**, spring term only
- **Environmental Sustainability: Ecology, Policy, and Social Transformation**, fall term only
- **Inequality in America: Policy, Community, and the Politics of Empowerment**, fall and spring semester
- **Ecuador - Community Internships in Latin America (CILA)**, fall and spring semester
- **Italy - Sustainable Agriculture, Food, and Justice**, fall semester only
- **New Zealand - Culture and the Environment: A Shared Future**, fall and spring semester
- **Northern Ireland - Conflict, Peace and Transition**, fall and spring semester
- **Norway - Globalization, National Identity, and the Politics of Belonging**, fall semester only (on hiatus for fall 2020)

Associated Colleges of the Midwest (ACM)

The ACM programs in the United States have a resident director recruited from the member colleges. Courses are conducted by the ACM director and by staff at the program site.

- **ACM Newberry Seminar: Research in the Humanities**, fall semester

Great Lakes Colleges Association and Associated Colleges of the Midwest

- **Japan Study at Waseda University, Tokyo, Japan**, fall semester, spring semester, academic year

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 that 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 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.

EDUCATION: Preparation for Careers in Public Education: The Carleton College [teaching licensure program](#), in partnership with the St. Olaf College licensure program, is accredited by the Professional Educator Licensing and Standards Board and is in full compliance with federal [Title II](#) regulations for disclosure of state-mandated MTLE examination pass rates. For 2016-2017, the most recent year for which data are available, the Carleton licensure candidate pass rates were 100% for all areas. See page 27 on this [detailed Title II certified disclosure statement](#).

ENGINEERING: Carleton provides an option for a [3-2 Engineering Program](#), also called the 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 a formal partnership with Washington University in St. Louis. 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.

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 3-3 Program in Law is offered in cooperation with Columbia University Law School. 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 a student's junior year.

Any student interested in pursuing a career in law, should meet with Carleton's pre-law adviser, [Laura Clemens in the 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 Carleton's 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 pre-health advisor Pam Middleton 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-health program website](#).

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; a depth of 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 in the fullest sense: varied racial, gender, 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 and more inclusive workplace, and develops interpersonal skills for a pluralistic world.

There is no composite Carleton student. They possess 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 or math scores above 700, or an ACT composite score above 32, many attractive candidates do not. A significant number come from secondary schools where such numbers are not made available on transcripts, or emerge from contexts where such restrictive quantitative measures do not adequately assess the human characteristics which are so important to student success in Carleton's residential liberal arts environment.

Application for Admission: Students interested in applying for admission should visit [Carleton's Admissions website](#). Each applicant is responsible for providing the admissions office with all items requested.

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:

- November 15. Applicants will receive decisions by December 15, and admitted candidates will have until January 15 to submit the \$300 confirming deposit.
- January 15. Applicants will receive 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 1 of the senior year. Those offered admission will have until May 1 to make the \$300 confirming deposit.

Application Schedule for Fall Term Admission

	All Application Materials Must Be submitted by:	Complete Testing by:	File CSS Financial Aid Profile Application by:	Notification of Admissions Decisions On or Before:	Applicant's Reply Date
Fall Early Decision	Nov. 15	Nov. 15	Nov. 15	Dec. 15	Jan. 15
Winter Early Decision	Jan. 15	Dec. 31	Jan. 15	Feb. 15	March 1
Regular Decision	Jan. 15*	Feb. 1	Jan. 15	April 1	May 1

Transfer	March 31*	Feb. 28	March 31	May 15	June 1
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* *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 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 undergraduate admission during their senior year. The request for a gap year is submitted after an offer of admission has been accepted, and 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.

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. 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, advanced placement work, international baccalaureate work, or other equally rigorous coursework. 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 an art portfolio 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/apstatus.

By mid-August, enrolling students must provide a final high school transcript, or its equivalent, showing successful completion of their secondary course work. Additionally, students must have maintained an academic and personal record consistent with the records on which their admission to Carleton was granted.

Admissions Testing: Carleton has adopted a test-optional policy, in the belief that Admissions Committee can and does make sound judgments about candidates' academic abilities and ability to succeed at Carleton without such data points. Candidates for admission who wish to share their test scores may do so, and they will be taken into account. However, it is not an application requirement.

Students whose first or native language is not English should submit official scores from either the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or DET (DuoLingo English Test).

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/visit. 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 many 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 Scoville Hall, 100 South College Street (GPS address: 105 College Street North, Northfield, MN).

Rooms: In the 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 CSS 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 2020-21 the comprehensive fee totals \$74,499 and it is allocated as follows:

- Tuition: \$58,968
- Room: \$7,995
- Board: \$7,152
- CSA Activity Fee: \$384

Special Fees

The department of music offers private lessons in applied music. The fees for 2020-2021 per term for individual instruction in all instruments, and use of practice facilities are: after the drop/add deadline, a term fee of \$345 is billed to each student for weekly (normally 9) half-hour lessons (1 credit) per term, or \$690 for weekly (normally 9) hour lessons (2 credits). Class Guitar and Class African Drum are \$96 each. Junior and senior music majors receive up to 4 credits per term of lessons free of charge and music minors up to 2 credits per term 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.

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	\$24,833
December 15	\$24,833
March 15	\$24,833
TOTAL	\$74,499

Students are held responsible for payment of their college fees. Students 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 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 before a term starts

Students are eligible for a 100% refund of tuition, room, board and student activity fees if they have paid for the upcoming term and subsequently withdraws or takes a leave of absence with notification to the Dean of Students before the term starts.

Refunds after a term starts

If a student withdraws during the first ten days of classes 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 for a 25% tuition refund
Fall 2020	September 25, 2020
Winter 2021	January 15, 2021
Spring 2021	April 9, 2021

If a student leaves due to illness starting with the first day of class until the Monday of mid-term break, as defined by the academic calendar, and notifies the Dean of Students Office by 5:00 p.m. on the Monday of mid-term break, a 50% tuition refund is available:

Term	Last day for a 50% tuition refund
Fall 2020	October 19, 2020

Winter 2021	February 8, 2021
Spring 2021	May 3, 2021

Tuition Refund Conditions

Reason for leaving	When Requested	Tuition amount refunded
Any	Prior to start of term	100%
Withdraw	Any day during the first ten days of class up to 5:00 pm on the tenth day of class	25%
Withdraw	Any time after 5:00 pm on the tenth day of class and the end of term	0%
Illness	Any time during the first day of class up to 5:00 pm on the Monday of mid-term break	50%
Illness	Any time after 5:00 pm on the Monday of mid-term break and the end of the term	0%
Suspended, Dismissed, or Expelled	After the start of the term	0%

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 the [Return of Title IV Federal Student Aid Policy](#).

Applied music fees will not be charged to students who drop by the end of the drop/add period. After the drop/add period music fees will be refunded pro-rata when a late drop is made for medical reasons or in similar emergency situations.

Special provisions for [military service](#) are addressed by the Registrar.

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, dismissed or expelled 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](#).

Credit Balance Policy

If a credit balance is created by federal Title IV funds it will be sent to the student with 10 business days.

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

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 the appropriate year's W-2's. Carleton reserves the right to request copies of tax returns from the family or 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. This way, 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 W2's and if requested, their 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. 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

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

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, 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.

Additional information can be found on the [Business Office](#) website, or contact Carleton Student Accounts at studentaccounts@carleton.edu.

The monthly payment plan is administered by Cashnet and requires [online enrollment](#).

Return of Title IV Federal Student Aid

A student recipient of Federal Title IV funds (i.e., Federal Pell, SEOG or TEACH grants or Direct Stafford or PLUS loans) who [withdraws](#) or takes a [leave of absence](#) from the school before completing 60% of the term is subject to the Return of Title IV Calculation to determine the percentage of Title IV funds

required to be returned to the federal government. The Return of Title IV calculation is a federally mandated formula to determine how much federal funding was “earned” up to the time of withdrawal.

The Title IV funds that were disbursed in excess of the earned amount must be returned to the federal government by the school and/or the student. If you received a refund/credit balance from financial aid, which was to be used for education-related personal expenses or housing expenses, you may be required to return a portion of those funds to the school. This portion represents funds that were intended to pay your education-related expenses through the end of the term. The amount to be returned to the school will be determined by your institutional costs, refunds you might have received for non-school expenses and the funds that must be returned to the government.

The amount to be returned to the federal government will be calculated from the date you officially withdrew from classes or, in the case of an unofficial withdrawal, the last date you were involved in an academically related activity. An official withdrawal occurs when a student follows the published process for [withdrawing](#) from the school prior to the end of the term.

To determine the amount of aid you earned up to the time of withdrawal, Carleton College Student Financial Services (SFS Office) will determine the percentage of the term you attended. The percentage used to determine the return of federal student aid funds is equal to the number of calendar days remaining in the term divided by the number of calendar days in the term. Scheduled breaks of more than five consecutive days are excluded. The resulting percentage is then used along with your school costs and total federal funds that you received (funds that were disbursed directly to your school student account and possibly refunded to you) or that you were eligible to receive, to determine the amount of aid that you are allowed to keep.

Any unearned Title IV aid must be returned to the federal government within 45 days of the date of the determination of your withdrawal. Carleton College SFS Office will notify you with instructions on how to proceed if you are required to return funds to the government. Any funds returned after the Return of Title IV Aid calculation is completed and processed are then used to repay Carleton College funds, state funds, other private sources, and the student, in proportion to the amount received from each non-federal source, as long as there was no unpaid balance at the time of withdrawal. All aid sources are repaid accordingly before any funds are returned to the student.

Funds that are returned to the federal government are used to reduce the outstanding balances in individual federal programs. Financial aid returned by you and/or your parent or the school must be allocated in the following order:

1. Federal Unsubsidized Direct Stafford Loan
2. Federal Subsidized Direct Stafford Loan
3. Federal Direct Parent Loan (PLUS)
4. Federal Direct Grad Plus
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG)
7. Federal Teach Grant

A student may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal

disbursement for Title IV funds, it will be processed for the student and a refund will be issued within 14 days of the credit balance.

If the post-withdrawal disbursement includes loan funds, Carleton College must get the student's permission before it can disburse the loan. Students may choose to decline some or all of the loan funds so that they do not incur additional debt. A notice will be sent out to the student, and the signed, original document must be returned to the School within 14 days. Carleton College may, at their discretion, still disburse if the signed document is returned after 14 days.

Carleton College may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, the school needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give his/her permission, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce the student's debt at the school.

It is also important to understand that accepting a post-withdrawal disbursement of student loan funds will increase a student's overall student loan debt that must be repaid under the terms of the Master Promissory Note. Additionally, accepting the disbursement of grant funds will reduce the remaining amount of grant funds available to the student should the student continue his/her education at a later time.

Official Withdrawal Policy

Students must contact the [Dean of Student Office](#) to withdraw or take a leave of absence.

For tuition refunds and financial aid refunds, the date of withdrawing is the date the student notifies the Dean of Student Office they are withdrawing or requesting a leave.

Unofficial Withdrawal Policy

In the event a student leaves campus without notifying the institution, all efforts are taken to reestablish contact. In the unlikely event contact is not re-established, the institution will consider it an unofficial withdrawal. The last date of academic activity will be used as the effect date of the withdrawal.

If you have any questions about refund calculations please contact [Student Financial Services Office](#) at 507-222-4138 or financialaid@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.

A

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.

Amanda B. Anderson Scholarship

This fund was created by Amanda B. Anderson in 1974 to ensure that qualified students had the opportunity for a superior education in the liberal arts. Miss Anderson was inspired to establish this fund by her association with friends who were Carleton graduates.

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.

Sara M. Anderson Scholarship

This fund was created in 1967. The income from this fund provides annual scholarship awards for deserving students.

Evelyn Anderson Haymaker Scholarship

Ingrid Haymaker Becher '59 P'87 established the Evelyn Anderson Haymaker Endowed Scholarship Fund to support students with financial need with a preference for students who are first-generation and/or considered coming from a low-income background. The fund honors Ingrid's mother, Evelyn Anderson Haymaker, a first generation student, who was able to attend Carleton with generous scholarship support, giving her, through inspiring relationships and teaching, the foundation for her continued education and later achievements.

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.

B

Preston M. "Chip" Bacon, Jr. Memorial Endowed Scholarship

Preston M. "Chip" Bacon, Jr. believed strongly in the value of a liberal arts education and hopes this fund will provide curious, promising students with limited financial means the opportunity to attend Carleton, benefit from its excellent academic programs, and contribute to the diverse fabric and culture of Carleton. It is his wish that this fund will assist students who will make full use of their Carleton education to help enrich the world.

Known as "CHIPS's Gift," Mr. Bacon created that acronym to communicate to recipients the importance of Caring, Hope, Inspiration, Promise. Although he wishes the gift could have been larger, Mr. Bacon hopes that his act of generosity will inspire its recipients to give back to Carleton at some point during their lifetime. Mr. Bacon, with this gift, wishes to say to its recipients, "God bless you and your family on your journey to success." This scholarship is intended to provide financial aid to students with need.

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.

Frances Watt Baker '63 and Lenox Baker Scholarship in the Sciences

This fund is intended to support students with financial need who have declared a major in one of the sciences with a preference for students who are first-generation and/or considered coming from a low-income background.

Frances Watt Baker is an alumna from the Carleton Class of 1963, transferring after her second year at Carleton to Johns Hopkins University where she received her doctor of medicine degree in 1966. It was at Johns Hopkins where Fran and Lenox Baker met and where Lenox also received his doctor of medicine degree in 1966. Fran went on to become a pediatrician and Lenox a cardiothoracic surgeon. The creation of this scholarship recognizes the important role that Carleton played in igniting Fran's interest in the sciences as well as the importance both Fran and Lenox place on the value of higher education in the promotion of thoughtful, engaged and scientifically literate citizens.

Professor John K. Bare Endowed Scholarship

The Professor John K. Bare Scholarship was established in 2014 by Professor's Bare's daughter, Lota Theresa "Terry" Maurer. John K. Bare came to Carleton as a professor of psychology in 1958, after previously teaching at Brown University and the College of William and Mary. At Carleton, he served as chair of the psychology department for 13 years, and he taught until his retirement in 1983. Professor Bare believe passionately in the importance of higher education. According to his daughter, nothing pleased him more than the light of comprehension in a student's eyes. He was first and foremost a teacher, although he was also a scholar, researcher, and caring administrator. It is only fitting that his memorial will help students enjoy the benefits of a Carleton experience. The scholarship supports deserving students with demonstrated financial need. While not a restriction, the donor encourages the College to award this scholarship to majors in psychology, biology, chemistry, physics, math, English, art, history and music.

Stephen J. Barenkamp '73 Memorial Scholarship

Deborah B. Roberson established this scholarship in honor of her brother. Stephen Barenkamp grew up in Webster Groves, Missouri. His life was enriched by his involvement in scouting, and he achieved the rank of Eagle Scout. He graduated with honors in 1969 and lettered in varsity tennis. In 1969, he was awarded a William Carleton Scholarship in recognition of his outstanding qualities of scholarship, character and promise of achievement. As a chemistry major at Carleton, he graduated Magna Cum Laude and was inducted into the Phi Beta Kappa Society. He received his medical degree in 1977, graduating with honors from the Pritzker School of Medicine, University of Chicago, where he was elected into the Alpha Omega Alpha Honor Medical Society.

Steve often spoke of Carleton and his great professors, fun times with close friends, intramural sports, and playing in the 107-inning Rotblatt game in May 1973. It was at Carleton that he realized he wanted to blend his passion for science and scientific investigation with medicine. His life philosophy was shaped by his faith and his belief in the basic dignity of every human being. He saw medicine as a way to reflect his beliefs in his life career choice—a life dedicated to health and the preservation of human life. Education and helping others were also key values he held, and he was a long-time supporter of Carleton. Deborah could think of no better way to honor her brother than by establishing a memorial scholarship in his name to help other students at his beloved Carleton College.

The Stephen J. Barenkamp '73 Memorial Endowed Scholarship Fund is intended to support students with financial need with a preference for students who are first-generation and/or who come from a low-income background.

Emily Barr and Scott Kane Endowed Scholarship

Emily '80 and Scott are longtime supporters of Carleton College and believe strongly in the value of an excellent liberal arts education. They hope this fund will provide curious, deserving students with limited financial means the opportunity to attend Carleton and contribute to the diverse fabric and culture of the school. It is their sincere wish that this fund will assist students who will make full use of their Carleton education to help enrich and repair the world.

Frederick Goodsell Barrows Scholarship

This fund was created in 1959 by Frederick Barrows. The scholarship is for students from Ottertail County, Minnesota.

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.

Madge Mussey Bilka Scholarship

This scholarship was created through charitable gift annuities by Paul J. Bilka in 2013 in memory of his wife, Madge, an alumna from the Class of 1940. It is intended to provide financial support to students with need.

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.

Blodgett Calvin Family Endowed Scholarship Fund

Mary Blodgett and Carlton Calvin, parents of Seth '19, established the Blodgett Calvin Family Endowed Scholarship Fund, which is intended to provide financial aid to students with need.

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.

Boswell Scholarship

Created in 1875 by Charles Boswell, this scholarship supports deserving male students.

Dan A. and Helen Bovenmyer Endowed Scholarship

Established by Dr. Dan A. Bovenmyer '53 P'80 and Helen H. Bovenmyer '53 P'80 in 2017, this fund is intended to provide financial aid to students with need. With the influx of veterans to universities at the end of WWII, both Dan's and Helen's parents wanted them to attend a smaller school. Thus Helen from Minnesota met Dan from Iowa, and 62 years of marriage later, they decided the best way to say thanks was to give the Carleton opportunity to deserving students.

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.

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.

David Bryn-Jones Scholarship

This fund was created in 1964 by Mr. and Mrs. Edward C. Wilson, long time friends of Dr. Bryn-Jones. The scholarship is awarded to Carleton students who have interest in the humanities, social sciences and international relations.

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.

This fund was created in 1964 by Mr. and Mrs. Edward C. Wilson, long time friends of Dr. Bryn-Jones. The scholarship is awarded to Carleton students who have interest in the humanities, social sciences and international relations.

C

Belle Caldwell Scholarship

The fund was a gift from Mary Louise Caldwell's estate. The income from this fund is given to a junior or senior deserving student.

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.

Frances and Rose Caward Memorial Scholarship

This fund was created through a bequest from Neil G. Caward, Class of 1906, in tribute to his wife and his mother to provide financial assistance to deserving students.

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 1935 Scholarship

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 25th 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 1965 Scholarship

The Class of 1965 Endowed Scholarship Fund is intended to provide financial aid for qualified, underrepresented students from lower income backgrounds who demonstrate need for assistance and who would not otherwise have known about or applied to Carleton. Many classmates in the Class of 1965 received financial aid, which made a Carleton education possible. It is in this spirit that they are establishing a scholarship to provide support for the next generation of talented students who might otherwise not have considered a liberal arts education.

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 1967 Scholarship

The Class of 1967 Endowed Scholarship Fund is intended to provide financial aid to students with need from low and middle income families. The fund was established by members of the Class of 1967 with outright and planned gifts in honor of their 50th Reunion, in the hopes of making scholarship support for students a significant part of their legacy to Carleton.

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.

Barbara Whitaker Claus Scholarship

The Barbara Whitaker Claus Scholarship Fund was established by Barbara Whitaker Claus to support one or more scholarships each year for junior or senior women who are majoring in economics. The scholarship recipients must meet the financial aid guidelines of the Office of Student Financial Services and be students in good standing with the college. In addition, other factors to be considered include scholastic ability, integrity, communication skills, creativity in solving problems, and experience in leadership and community service.

Barbara Coffman '69 Scholarship

This scholarship was created by Barbara Coffman '69 to honor and further Carleton's commitment to admit qualified students regardless of financial need, and to provide support through graduation. This gift also honors Barbara's parents, Mary E. Coffman and Neal C. Coffman, who believed in the power of higher education and the importance of making it accessible. The fund is intended to support financial

aid for students with demonstrated need, including incoming or transfer students, or students whose financial circumstances change after admission or while enrolled.

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.

Howard Conn Scholarship

This fund was created anonymously in 1960 to assist students preparing for the missionary fields or the ministry.

M. Stephen Cook '60 Scholarship

Steve Cook established this scholarship to support financial aid for students with demonstrated need with a preference given to political science majors. Mr. Cook graduated from Carleton in 1960 majoring in Government. He had a long career in real estate and lives with his wife Arlyne in Edina, Minnesota and Carmel, California. Steve has been an active member and volunteer for the Class of 1960, including co-chairing the publicity committee for his class's 50th Reunion.

Melinda Wheeler Cooke '71 Endowed Scholarship

John Cooke '68 established this fund in memory of his wife, Melinda Wheeler Cooke '71. The daughter of a sole parent who taught high school, Melinda couldn't have attended Carleton without the financial assistance it provided. Absent that aid, she and John would not have met or shared their wonderful marriage. For that reason alone, their Carleton experience was priceless. But Carleton also fostered in them openness to different ideas and perspective to appreciate what is most important. Melinda was dedicated to her work, but being John's wife, Mom to Sara and Nate, and Oma to five grandchildren were the roles she cherished most. This fund was created to provide financial aid to students with need.

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.

Donald J. and Elizabeth S. Cowling Scholarship

This fund was created in 1945 in honor of the third president of the College and his wife. Dr. Cowling served as president of the College from 1909-1945. The fund supports minority students with "outstanding potential for success at Carleton and leadership in the nation and the world."

Elizabeth Reinhart Crabtree Scholarship

The Elizabeth Reinhart Crabtree Scholarship was established in 2009 through a gift from the estate of Elizabeth Reinhart Crabtree, Class of 1942. The fund provides assistance for students with financial need who are residents of Florida at the time of their matriculation.

Cragg President's Pocket Fund Scholarship

Ernest E. Cragg '48 established the Cragg President's Pocket Fund through a gift from his estate. The fund will support scholarships for junior or senior students who would not be able to complete their Carleton degree without significant financial aid. The scholarship recipients must meet the financial aid guidelines of the Office of Student Financial Services, or its successor, be students in good standing with the College, and receive final approval of the President of the College.

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.

Petra Crosby International Endowed Scholarship

Petra E. Crosby was an educator, student mentor, and friend to many during her time as Director of International Student Programs at Carleton. When Petra arrived at Carleton in 2000, the College was just beginning to internationalize the student body. Petra was instrumental in advancing these efforts, helping to ensure that international students make up a vibrant and growing part of the Carleton community.

The Petra Crosby International Scholarship was created by alumni, colleagues, and friends of Petra Crosby following her retirement. Additional commitments were made in 2018 to endow the fund. The Petra Crosby International Endowed Scholarship Fund was created to honor her service to international students at Carleton College and to carry on her commitment to ensure that every talented international student who wants a Carleton education will have the resources to realize that dream. The fund is intended to support one or more deserving international students with demonstrated financial need.

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.

William D. Crotty Scholarship

The William D. Crotty Scholarship Fund was established in 1987 through a bequest from William D. Crotty. The income from the fund is to be used to support a deserving student at Carleton.

Charles A. Culver Scholarship Fund for Physics

This fund was created in 1965 in honor of Dr. Culver, who was Professor of Physics from 1923-1946 and Professor of Mathematics in 1947. Dr. Culver graduated from Carleton in 1902. The income from this fund is used to assist physics students in the pursuit of physics as a career.

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.

D

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.

George F. Davie, Jr. Scholarship

The George F. Davie, Jr. Scholarship Fund was created by proceeds from the estate of Mary Esther Davie in memory of her late husband. The fund provides financial support to deserving students with need.

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.

Robert H and Myrtle Dengler Scholarship

Mr. and Mrs. Robert H. Dengler '46 established this fund with a charitable remainder unitrust in 1996 in honor of Mr. Dengler's 50th reunion. Intended to provide scholarships to Carleton students with financial need.

Edwin Dickinson Scholarship

This fund was created in 1979 by Mrs. Edwin O. Dickinson, in memory of Mr. Edwin O. Dickinson. The fund was established for deserving students.

The Dietzel Family Scholarship

Stanley J. Dietzel '71 and Sarah Schuman Dietzel '71 established the Dietzel Family Scholarship. Stan and Sarah met when they were students at Carleton. Their daughter, Naomi Dietzel Hershiser, is also a Carl from the Class of 1999. Stan and Sarah both feel that, along with their families, Carleton had the single greatest positive impact in shaping who they are now. Because financial aid made it possible for Stan to attend Carleton, their hope is that this fund will make that same opportunity available to other families.

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.

George and Marjorie "Peggy" Dixon Endowed Scholarship

The Dixon Endowed Scholarship Fund was created by President Emeritus Stephen R. Lewis Jr. P'86, H'02, and Judith Frost Lewis P'97 in honor of George H. Dixon H'00 and Marjorie "Peggy" F. Dixon. The fund provides financial aid to deserving students with need.

Louis L. Dodge Scholarship

This fund was created in 1936 by Mrs. Mattie Chapman Dodge as a memorial to her husband. The fund provides financial aid to deserving students with need.

Charles & Berthania Donnelly Endowed Scholarship

This fund was created in 1970 by a gift from Charles and Bethania Donnelly's estate. The fund provides financial aid to deserving students.

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.

Neil S. Dungay Memorial Scholarship

This fund was created in 1959 by close friends of Neil S. Dungay. This scholarship provides financial aid to students who plan to enter the medical profession and its closely allied sciences.

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.

E

EALgreen Scholarship

Educational Assistance Ltd. (dba EALgreen) established the EALgreen Scholarship to support a student or students with demonstrated financial need.

The primary goal of EALgreen is to provide financial aid to students with financial need enabling them to continue their education after high school, graduate from college, become contributing members of society, and to ultimately break out of the low opportunity, low or no skill cycle. Another goal is to promote sustainability by arranging donations of property to be sold to educational institutions.

As part of the Educational Partnership Agreement, EALgreen requests an acknowledgment from the student.

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.

Marilyn Minar Erickson Music Scholarship

This fund was created in 1981 by Eugene Erickson in honor of Marilyn Erickson '49 and her lifelong love of music, nurtured while a student at the College. Income from the fund is awarded to one or more Carleton students from the upper Midwest who play a stringed instrument and have demonstrated financial need.

Extraordinary Character Scholarship

This scholarship was established in 2015 by an anonymous donor. The Extraordinary Character Endowed Scholarship Fund is intended to provide financial aid to a first-year student with need as determined by the office of student financial services.

Melanie Field '82 and Vinaya Chepuri '82 Endowed Scholarship

This scholarship was established in 2017 by Melanie Field '82 and Vinaya Chepuri '82. It is to be awarded to families who are considered middle income.

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.

F

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.

Horace Fishback Endowed Scholarship

The Horace Fishback Endowed Scholarship Fund was created by Horace Fishback III '50. Mr. Fishback received a bachelor of arts in music and economics. He had many familial ties to Carleton, as his parents, grandparents, and many of aunts and uncles attended Carleton, including former Carleton President John W. Nason '26. The fund is intended to provide financial aid to students with demonstrated financial need.

Robert Flanagan Memorial Scholarship *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.

Freehling Fotouhi Family Scholarship

Michael Freehling '69 and Farida Fotouhi established the Fotouhi Family Endowed Scholarship to provide financial aid to students with financial need. By establishing this scholarship, Mike and Farida wish to honor their families' commitment to service and their genuine concern for helping others.

Joan Friedman and Mark Applebaum '89 Scholarship

Joan Friedman and Mark Applebaum '89 established this scholarship to support students with financial need who are first-generation and/or considered coming from a low-income background, with a preference given to students majoring in the arts or the humanities.

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.

G

Susan C. and Thomas H. Gallagher Endowed Scholarship

Susan C. Gallagher '86 P18 and Thomas "Tom" H. Gallagher, M.D. '86 P18 established this Scholarship in 2016, which is intended to provide financial aid to students with need.

Richard '38 and Audrey Garbisch Scholarship

The Richard '38 and Audrey Garbisch Endowed Scholarship Fund was established in 2000 by Richard (Dick) and Audrey (Audie) just days after they were married. Dick is a parent of Carls from the Classes of '64, '66, '67, and '71. Adding to Dick's already extraordinary tradition of support for Carleton, he and Audie thoughtfully committed to making a profound difference in the lives of students. The Garbisch family's longstanding devotion to Carleton's mission has strengthened the College for future generations. This fund is intended to provide need-based financial aid with a preference given to current students who are studying pre-medicine and have future interest in attending medical school.

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.

David B. Gorte '76 and Julianne K. Gorte Scholarship

David B. Gorte '76 and his wife, Julianne K. Gorte established this scholarship to provide financial aid to students with financial need. They made this commitment to support Carleton's exceptional liberal arts focus, exemplary teaching faculty, talented student body, and commitment to socioeconomic diversity through its undertaking to meet the full financial need of all admitted students. They are appreciative of the financial aid awards that permitted David to attend the College and to benefit academically, socially, and financially from a Carleton education.

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.

Philip Farrington Gray Memorial Scholarship

This fund was created in 1927 by friends of Philip Farrington Gray, '28. 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.

Laurel A. Grotzinger Scholarship

This scholarship was established by Laurel Grotzinger '57 and is intended to provide scholarships to Carleton students with financial need, with a preference for outstanding students from small communities in Minnesota.

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.

Renee Deutsch Gutman and Carl E. Gutman Scholarship

Renee Deutsch Gutman '48 and Carl E. Gutman established this scholarship to support students with financial need.

While he did not attend Carleton, Carl was a strong backer of the college. At the time of her 50th Reunion, Renee said "When I look back on a good and fortunate life, I acknowledge with gratitude how much I owe to my studies at Carleton, my teachers, and the friends I made there."

H

Beach B. Hall '53 and Marianne "Kellie" Kalivoda Hall '53 Endowed Scholarship

Beach and Kellie graduated from Carleton in 1953. Kellie and three of her classmates were the first female economics majors at Carleton. Beach, though majoring in government, had enough hours in economics for a major. The Halls believe their four years at Carleton provided the wherewithal for happy, productive lives, but also the motivation to contribute to the communities in when they lived. The Beach and Kellie '53 Endowed Scholarship Fund is intended to provide scholarship aid to students with need. Preference will be given to female students from the Midwest majoring in economics.

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.

Josephine Louise Harper Memorial Scholarship

This fund was created in 1926 by Mrs. J. L. Harper as a permanent memorial to her daughter.

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.

Yoshihiro Hattori Memorial Scholarship

Richard Haymaker '61, P'98 and Holley Haymaker P'98 established the Yoshihiro Hattori Memorial Scholarship Fund to provide financial aid to students from Japan with demonstrated financial need.

In 1992 AFS exchange student Yoshihiro Hattori traveled from his home in Nagoya, Japan, to Baton Rouge, Louisiana, to live with Richard and Holley Haymaker and their son, Webb Haymaker '98. Yoshi became a member of the Haymaker family, which is very much a part of the extended Carleton family. Yoshi was an ideal exchange student—outgoing and curious and fascinated by America. A star member of the rugby team at home, in Louisiana he chose to enroll in jazz dance class. In the short time he was at McKinley High School, he became well known around campus.

Yoshi's life ended through the American scourge of gun violence. On October 17, 1992, Yoshi and Webb were on their way to a party at the host home of another Japanese exchange student. They mistakenly switched two digits on the address and knocked on the wrong door. The woman who answered was helpful to Webb but slammed the door when Yoshi rounded the corner and told her husband to "get the gun." She testified that he appeared to be "Mexican, Oriental, or whatever," connoting fear. Yoshi was shot and killed as he walked toward her husband saying, "we are here for the party." Yoshi's death and the killer's acquittal was worldwide news. Two years later in the civil trial brought by Yoshi's parents, Masaichi and Mieko Hattori, the judge declared not only that Yoshi's death was caused one hundred percent by the homeowner, but that if Yoshi had been an American, he would have been seen as the "all-American boy."

Since the tragedy, the Haymakers and the Hattoris have worked to reduce gun violence in America. In 1993 they personally presented President Bill Clinton a petition signed by 1.82 million Japanese and Americans protesting the easy access to firearms and urging the President to find ways to end America's gun violence scourge.

Yoshi's story of American violence and the anti-violence efforts that followed in the United States and Japan can be found in the Richard W. Haymaker Collection on Yoshihiro Hattori, Mss. 4698, Louisiana and Lower Mississippi Valley Collections, Louisiana State University Libraries, Baton Rouge, Louisiana.

The Haymaker and Hattori families strongly hope that recipients of the Yoshihiro Hattori Memorial Scholarship will travel, study, and leave a positive mark on the world in the spirit of Yoshi while developing the intercultural skills required to forge bonds with neighbors both at home and abroad.

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.

Holschuh-McAndrews Endowed Scholarship

This scholarship was established in 2010 by Elise Holschuh '77 and Brian McAndrews to provide financial aid to Carleton students to ensure that all students of academic merit have access to a Carleton education.

Honoring Family and Creating Opportunities Endowed Scholarship

The Honoring Family and Creating Opportunities Endowed Scholarship Fund was created by donors who wish to remain anonymous; it is intended to provide financial aid to students with need. The donors value the impact of education and want that dream to be accessible to all Carleton students, regardless of family financial circumstances.

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. This fund is intended to support students with need, with preference given to African-American, Hispanic, or Native American students. The donor wishes that the scholarship be awarded to both male and female students equally every year.

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.

Robert Hyatt '73 Endowed Scholarship

The Robert Hyatt '73 Endowed Scholarship Fund was created by gifts from the estate of Robert Hyatt '73. This fund is intended to support scholarships with a preference for students majoring in math, computer science, or other fields involving technology. Bob was exposed to computer science and

astronomy at Carleton and went on pursue a career in the information technology industry. He appreciated Carleton's early investment in computers, which provided students in the 1970s with the experience and knowledge that would prepare them for life-long careers.

I

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.

Ives Scholarship Fund

This fund was created in 1888 by Dr. Charles L. Ives.

J

Jake '68 and Marnie '68 Jacobsen Scholarship

The Jake '68 and Marnie '68 Jacobsen Endowed Scholarship Fund was established by Gary B. Jacobsen and Margaret F. Jacobsen to support financial aid for students with demonstrated need.

Jake and Marnie have long been supporters of Carleton College and believe strongly in the value of a Carleton College liberal arts education. In recognition of the huge role that Carleton played in their lives, Jake and Marnie want to pay forward this Carleton opportunity by providing this scholarship in the hope that any recipient will also truly believe in the value of a Carleton education and will try to do the same.

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.

Mildred Laura Jaynes Scholarship

The Mildred Laura Jaynes Scholarship was established through a bequest from Mildred Laura Jaynes to benefit deserving 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.

James Edwin Jenks Scholarship

This fund was created in 1972. This fund was bequeathed to the College from the estate of Mrs. Jenks. The income from this fund is intended to support a deserving male student with financial need.

Lowell E. and Ada Whiting Jepson Scholarship

This fund was created in 1981 by Katharine Jepson Jackson '14 in memory of her parents, Ada Whiting and Lowell Jepson. This fund was established for deserving students.

Lydia M. Jewett Scholarship

This fund was established in 1881. The income from this fund is used to aid the children of clergymen with a preference of daughters.

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.

K

Charlotte Kafitz Scholarship

Charlotte Kafitz '73 established this scholarship in 2014 to support Carleton students with financial need.

Lydia S. and Clarence E. Tillberg and Jerome J. and Lorraine T. Kapitanoff Scholarship

The Lydia S. and Clarence E. Tillberg and Jerome J. and Lorraine T. Kapitanoff Scholarship Fund was created in 2005 from the estate of Lorraine T. Kapitanoff, Carleton Class of 1939 to provide scholarship aid to Carleton students with demonstrated 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.

Mildred Engberg Katzell Scholarship

The Mildred Engberg Katzell Scholarship was created in 1998 and funded in 2014 through a planned gift set up by Mildred E. Katzell '44 and her husband Dr. Raymond A. Katzell. The scholarship supports meritorious students with need at Carleton.

Kautz Family Scholarship

This scholarship was created in 2008 by a gift from the Kautz Family Foundation in honor of Carleton's excellence in liberal arts education. 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.

Fred C. and Beatrice E. Kennedy Endowed Geology Fund

The Fred C. and Beatrice E. Kennedy Geology Fund was established in 1998 by Mr. Kennedy. This fund is intended to support the upkeep and maintenance of the rare mineral species collection. To the extent sufficient funds are not needed for the upkeep and maintenance of the mineral collection, the College shall use any excess funds for student scholarships based on need and ability of prospective or current students of the College.

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.

Lori Ross Kirchen '79 Scholarship

The Lori Ross Kirchen '79 Endowed Scholarship Fund was established in 2018 by Lori Ross Kirchen, a member of the Carleton Class of 1979 and a 1975 graduate of Northfield High School. Lori was encouraged to attend Carleton by her teachers at Northfield High School who were Carleton alumni and by many family friends who were faculty and staff at Carleton. Lori is grateful for the financial support that enabled her to attend Carleton, and through this scholarship fund she wishes to ensure that students with financial need who attended Northfield Public Schools have the opportunity to pursue an exceptional liberal arts education at Carleton.

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.

James F. Koehler Endowed Scholarship

The family of James F. Koehler '73 established this fund with a bequest from his estate. The James F. Koehler Endowed Scholarship Fund is intended to provide financial aid to students with need. Preference will be given to mathematics majors.

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.

L

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.

Elizabeth J. Larimore & Maude I. Matthews Memorial Scholarship

This fund was created in 1965 by Elizabeth J. Larimore in memory for Elizabeth J. Larimore and sister Maude I. Mathews. There are no stipulations connected to this fund.

Martha C. Larsen Scholarship

Martha C. Larsen '50 created this scholarship to support juniors and seniors who plan to attend medical school. In her words, Dr. Larsen said, "My parents never had more than a modest income, and I am sure it meant considerable saving and sacrifice to educate me through an M.D. and my brother a Ph.D. They found great happiness and pride in me being a physician, and no doctor ever had more fulfillment in her medical practice than I did. The bulk of funds for this scholarship are stocks inherited from my parents. I know they would be very pleased to know that their money in future years will help other young people achieve their goal of becoming a physician. Perhaps the scholarship will also inspire recipients to consider similarly endowing Carleton when they become financially able to do so."

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.

Barbara Goss Levi '65 Scholarship for Physical Sciences

Barbara Goss Levi '65 established the Barbara Goss Levi '65 Scholarship for the Physical Sciences to provide financial aid to students with need who are majoring in the physical sciences. The Carleton College faculty provided Dr. Levi with the rigorous education background and intellectual confidence she needed to earn a PhD in physics from Stanford University in 1971. The liberal arts experience enabled her to succeed in a non-traditional career as a writer for the journal, *Physics Today*. And the college's spirit of civic engagement motivated her to pursue and communicate a better understanding of issues of physics and society, such as energy, arms control, and climate change. In gratitude, Dr. Levi wants to encourage other students to study physical science and to apply that discipline for the benefit of society.

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.

Kenneth '50 and Carol '51 Ligare Scholarship

This scholarship was established with gifts from Kenneth '50 and Carol '51 Ligare to support students with financial need. Ken and Carol benefited greatly from Carleton, were staunch supporters of the institution throughout their lives, and would be thrilled that this scholarship will enable future students to have a similar opportunity.

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.

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.

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.

M

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.

John W. Mahan Memorial Fund

This fund was created in 1957 by bequest of John W. Mahan's wife, Hortense B. Mahan and his daughter, Marjorie E. Mahan '21. The income from this fund is used to assist students applying from schools in St. Paul and its suburbs.

Pucci-Sisti Maisonrouge Family Endowed Scholarship

Francois J. Maisonrouge and Ketty H. Pucci-Sisti Maisonrouge established the Pucci-Sisti Maisonrouge Family Endowed Scholarship Fund in 2015. Their son, Gustave Pucci-Sisti Maisonrouge '15, graduated from Carleton earning a degree in Dance. The Pucci-Sisti Maisonrouge Family Endowed Scholarship Fund is intended to provide financial aid to students with need and whose families are considered part of the middle income segment of applicants.

Margulis Endowed Scholarship

The scholarship was established in 2016 by Max '66 and Marilyn Margulis in honor of Max's 50th reunion. The fund is intended to provide financial aid to students with need as determined by the Office

of Student Financial Services. The donor's preference is for the scholarship to support Jewish students or students with an interest in Jewish studies.

Markley Family Scholarship

Professor John L. Markley '62 created the Markley Family Endowed Scholarship Fund with the remainder from the trust established by his father, Dr. Miles R. Markley. It is intended to support a junior or senior majoring in chemistry with demonstrated financial need.

John graduated from Carleton as part of the Class of 1962 with a Bachelor of Arts degree in chemistry and was inducted into Phi Beta Kappa and Sigma Xi. He went on to earn a Ph.D. in biophysics from Harvard University in 1969. After a postdoctoral fellowship at the University of California, Berkeley, he joined the Chemistry faculty at Purdue University where he rose through the ranks to full professor. In 1984, he was recruited to the Biochemistry Department at the University of Wisconsin-Madison, where he established the National Magnetic Resonance Facility at Madison in 1984 and the Biological Magnetic Resonance Data Bank in 1988. John was the Steenbock Professor of Biomolecular Structure from 1990 until his retirement in June 2020. He is the author of more than 600 scientific articles and has lectured on his research nationally and internationally.

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.

Lindsey J. and Thomas B. Marriott III '69 Endowed Scholarship

The Lindsey J. and Thomas B. Marriott III '69 Endowed Scholarship Fund was created in 2018 to provide financial aid to students majoring in the physical sciences with a preference for chemistry majors.

Thomas B. Marriott, PhD, graduated from Carleton College with a BA in chemistry and from the University of Oregon Institute of Molecular Biology with a PhD in chemistry. Dr. Marriott was actively involved in the development and approval of peptide and small molecule drugs for more than 40 years in both large and small pharmaceutical companies. Dr. Marriott and his wife, Lindsey, are grateful for the broad, liberal arts education he received, which prepared him well for his career in the interdisciplinary pharmaceutical industry.

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.

Yvonne Connolly Martin '58 and William B. Martin Endowed Scholarship

The Yvonne Connolly Martin '58 and William B. Martin Endowed Scholarship Fund is intended to provide financial aid to students with demonstrated need. Yvonne graduated from Carleton in 1958 with a

combined Biology and Chemistry major. She then launched a career with Abbott Laboratories, raised a family, and earned a PhD with distinction from Northwestern University in 1964. She is the recipient of several professional distinctions based on her scientific distinctions in the area of computer assisted design. Her husband, William, also received a PhD from Northwestern, and is a professor of chemistry at Lake Forest College.

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.

Anne B. Mayer Music Scholarship

The Anne B. Mayer Endowed Music Scholarship is an endowed fund intended to provide scholarships to Carleton students with financial need. Preference will be given to students who have both taken music lessons at Carleton and who have made a musical contribution to the College through their performances.

Professor Mayer made her career decision to teach piano and other courses in a college or university, and to be active as a solo and collaborative pianist. She chose a liberal arts degree prior to graduate study in music, and is a strong advocate for that broader education prior to more specialized study. Therefore, when she received a teaching offer from Carleton College, she was happy to accept it, knowing she could work with students who shared her educational goals. And so she remained on the Carleton faculty for her total 40 year career. It is her hope that the Mayer Scholarship will help other liberal arts musicians achieve their goals.

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.

Robert and Polly Nason McCrea '62 Scholarship

The Robert and Polly Nason McCrea '62 Endowed Scholarship Fund was created by Robert and Polly Nason McCrea '62 to recognize the important role that Carleton has played in their life as a couple and as a family. Polly, a third generation Carleton alumna, graduated in 1962 with a degree in biology. Polly's grandfather, Albert Nason, Class of 1901, served as a trustee from 1909 to 1932. Polly's parents, Phillip and Katherine, were members of Carleton's Class of 1933, and her father served as a trustee from 1952 to 1972. In addition, Polly's uncle, John Nason '26, H'48 served as Carleton's fifth president from 1962 to 1970. Polly, too, has provided volunteer leadership in multiple capacities, including to her class, as a

member of the Lofgren Fellow Steering Committee, and as a trustee from 2004 to 2008; Polly was awarded the Alumni Exceptional Service Award in 2012. The McCrea legacy at Carleton continues as Bob and Polly's granddaughter, Libby McCrea, is a member of the Class of 2022. Through their marriage and subsequent friendships and activities with the College, Bob has also embraced Carleton, and the Carleton community has embraced him. Bob and Polly created this scholarship to support students with financial need, particularly those who are first-generation and/or considered coming from a low-income background.

Ellis Huntington McConnell Scholarship

This fund was created in 1973 by Marion E. McConnell in honor of her son, Ellis Huntington McConnell. The purpose of this fund is for deserving students with financial need.

Trace McCreary '89 and Alissa Reiner Scholarship

This fund was created in 2017 by Trace McCreary '89 and the late Alissa Reiner to provide financial aid to students with need.

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.

Virginia McKnight Binger Scholarship

This scholarship supports students with financial need at Carleton.

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.

S. Robert and Susan Coen Mendelson Scholarship

This scholarship was established by S. Robert Mendelson '71 and Susan Coen Mendelson '71 in celebration of their 50th Carleton reunion, is intended to support students with financial need who are first-generation and/or considered coming from a low-income background with a preference for students from the Pittsburgh/Western Pennsylvania area or the Cleveland/Northeast Ohio region. Awards should still be made even if there are no qualifying students from these geographic areas.

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. The scholarships support students from small mid-western communities in Minnesota, Iowa, North and South Dakota, and Wisconsin.

Thomas '66 and Sharon '66 Merritt and Classmates Endowed Scholarship

The Thomas '66 and Sharon '66 Merritt and Classmates Endowed Scholarship Fund was established by Thomas Merritt '66 and Sharon Ternes Merritt '66; Joan Higinbotham '66; Alan Barker '66; Victoria Rupp '66 and George Jelatis; and Eric Carlson '66 and Mimi Garbisch Carlson '66 to support Carleton students with financial need.

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.

John B. Miller '54 Endowed Scholarship

This scholarship was created by John B. Miller in 2019. Mr. Miller was motivated to establish this scholarship in appreciation for the significant role Carleton has played in his life and by his sincere desire to keep a Carleton education affordable. This scholarship is awarded to students from middle-income families who reside in rural or non-metropolitan areas of the United States.

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.

Alice Archibald Minor and Joel P. Heatwole Scholarship

This fund was established for scholarship aid for deserving students who are graduates of Northfield High School.

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.

Willard Whitcomb Morse Memorial Scholarship

The Willard Whitcomb Morse Memorial Fund for Carleton College was established in 1961 by the Morse Foundation of Minneapolis, Minnesota, as a memorial to Willard Morse, to assist students of English and history.

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.

Dacie Moses Scholarship

The Dacie Moses Endowed Scholarship Fund was established by an anonymous donor to support financial aid for students who are first generation and/or low income.

David M. Muenow '61 Endowed Scholarship

This scholarship was established in 2006 by David W. Muenow '61 and funded through the donor's estate. Professor Muenow was the first member of his family to attend college, and went on to teach chemistry at the University of Hawaii. Scholarship recipients should be students with need majoring in chemistry, physics/astronomy, or geology. Biology majors may be considered as a final option.

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.

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.

N

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.

Ryan Neff '93 Memorial Scholarship

The Ryan Neff '93 Memorial Endowed Scholarship Fund was established in 2018 by Courtney and Donna Neff as a living memorial to their son Ryan. Ryan was a 1993 honors graduate of Carleton with a major in chemistry and a concentration in technology and policy studies. He went on to earn an MBA in technology management from the University of Washington in 2002. Ryan passed away on September 8, 2008 after six years of living with cancer.

The Ryan Neff '93 Memorial Endowed Scholarship Fund is intended to support students with financial need with a preference for students who are chemistry majors.

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 Mahnommen counties.

Ernest and Edna Newhouse Endowed Scholarship

This fund was created October 3, 2003 by Dr. Ernest Newhouse '34 and his wife Edna Newhouse. It was established to support worthy students with demonstrated financial need.

Louis E. Newman Scholarship

Professor Emeritus Louis Newman and Amy Eilberg established this scholarship to support students with financial need. In his thirty-three years on the Carleton faculty (1983–2016), Louis was fortunate to have the opportunity to work with countless exceptional students. He treasured the relationships he formed with those students, many of which continued long after they graduated from the College. Through his years of teaching and advising students, Louis came to appreciate the transformative power of a Carleton education, especially for first generation and low-income students. It has long been among the College's goals—and Louis believes it should remain among its most cherished commitments—to make the privilege of a Carleton education as widely available as possible. It is his hope that this scholarship fund will further that goal in some small way.

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.

The Richard C. and Janet E. Northup Scholarship

This fund was established to support students with financial need.

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.

Sally Johnson Novetzke '54 Scholarship

This scholarship was created in 2014 by Sally Johnson Novetzke '54. The learning, culture, and friendships she discovered while on campus had a profound impact on her life. This scholarship honors her ties to the College and enables others to experience an exceptional liberal arts education. The fund supports financial aid for deserving students with need.

Laverne Noyes Foundation Scholarship

This fund was created in 1937 by the trustees of the LaVerne Noyes estate. The income from this fund is used to benefit students who are descended by blood from someone who served in World War I.

O

Mary Oenning Scholarship

The Mary Justine Oenning '28 memorial Scholarship was established in 1998 through a bequest from Mary Oenning's estate. This fund provides scholarship aid to qualified Carleton students demonstrating 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.

Ott Family Scholarship

John H. Ott '81 established the Ott Family Scholarship. John attended Carleton and received financial aid which made it possible for him to achieve his degree in history. John's son, Gaetan W. Damberg-Ott, also attended Carleton graduating in 2007 with a degree in political science and international relations. It is their hope that the Ott Family Scholarship will make the same exceptional education that they enjoyed possible for future generations of students. The Ott Family Scholarship is intended to provide financial aid to students with need.

Robert J. Owens '66 Scholarship

This scholarship was established in 2009 by Robert J. Owens and is awarded to students with financial need.

P

Joan Palomaki '68 Scholarship

This fund was created in 2016 by Dr. Joan C. Palomaki '68 to provide financial aid to students majoring in biology or who have an interest in pursuing medical school. Joan graduated from Carleton with a degree in biology. She credits biology Professor Emertius Ross Shoger and botany Professor William Muir as influential in her decision to further her education in biological sciences and pursue medicine. This scholarship is given in gratitude and in honor of the close faculty relationships that Joan developed while a student at Carleton and the impact these individuals made on her life. Joan believes Carleton sets the

tone for lifelong learning and groundwork for a successful life and is pleased to be able to make this scholarship possible.

Parker Family Scholarship

This scholarship was established in 2016 by Holly Lynn Parker '82, P'14 and Jeffrey Parker '82, P'14. Their daughter, Allison Parker '14, also supports this fund, which is awarded to students with financial need. It is their hope that this scholarship will help open a door to a talented and promising student who might not otherwise be able to attend Carleton, promote the value of a liberal arts education, and ultimately help put a creative problem-solver into a world in need of such talents.

J. Falconer Paterson and Katherine K. Paterson Scholarship

This fund was created in 1996 through a trust gift. The fund is intended to aid students who demonstrate financial need, with preference given to students with an interest in optometry.

Bowman W. Patten Scholarship

This fund was created in 1944 by Bowman W. Patten. The purpose of the scholarship is for a senior student planning to study for the ministry.

Caroline F. Peine '47 Endowed Scholarship

This fund was created in 1947. The Caroline F. Peine '47 Scholarship Fund is an endowed fund intended to provide scholarship aid to students from Kansas who demonstrate financial need.

Jesse F. Perrin Scholarship

The Jesse F. Perrin Scholarship Fund was established in 1971 by Homer Surbeck in honor of his boyhood friend, Reverend Jesse Perrin, Class of 1925. This fund is for deserving students.

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.

Prince Family Scholarship

The Prince Family Endowed Scholarship was created in 2017 by Jacqueline Prince '65, P'91, to provide financial aid to students with need. The scholarship was established out of a desire to support the diversity goals of Carleton College and to make available the life-enriching benefits of a liberal arts education to deserving students from many backgrounds.

Professor Diethelm Prowe Endowed Scholarship

The Professor Diethelm Prowe Endowed Scholarship Fund was created in 2014 through a generous gift from Rolf '86 and Sarah Peters in honor of Rolf's beloved former professor, Diethelm Prowe. Prowe, Laird Bell Professor of History, Emeritus and a particular scholar of German history taught at Carleton from 1966 to 2008. The scholarship supports low and middle-income students who are US citizens.

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.

Q

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."

R

John Field Raish Scholarship

This scholarship was created in 2017 by Jane W. Raish and Stephen F. Raish '72 in memory of his father, John Field Raish, Carleton Class of 1941. The creation of this fund affirms the family's belief in the importance of the accessibility of an exceptional education to deserving students. The fund supports the financial needs of students from middle income families.

Ebenezer G. Ranney Scholarship

This fund was created in 1926 by Ebenezer G. Ranney to support students with financial need.

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."

Reeves Blau Family Endowed Scholarship

Dr. William T. Reeves P'15 and Dr. Ricki A. Blau P'15 established the Reeves Blau Family in 2015 to make a Carleton education possible for deserving students with need. Their son, Ian, received his degree in geology as a member of the Class of 2015.

Resource Connection Scholarship

Donna Wainwright '70 established the Resource Connection Endowed Scholarship Fund to support financial aid for students with demonstrated need. Donna said, "When I came to Carleton as a student from a lower-income farm family and the first in my family to attend college, I received financial aid from Carleton and other sources. Now it's important for me to help deserving Carleton students of today — and tomorrow. They face, like I did, an uncertain future. This gift is in appreciation for all the many ways I have benefited from Carleton."

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.

C. Eugene Riggs Scholarship

This fund was created in 1972 by C. Eugene Riggs. This fund was established for deserving students.

Mabel E. Riggs Scholarship

This fund was created in 1946. The income from this fund is used to benefit worthy female students.

Jesse Squibb Robinson Scholarship

This fund was created in 1977 and established by Freda Dungay Robinson, wife of Jesse Squib Robinson. This fund is established for students of Economics.

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.

Rogers Family Scholarship

The Rogers Family Scholarship was established in 2013 by James A. '66 and Ellen Rogers P13. In establishing this scholarship, the Rogers 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. The fund is intended to provide aid to students with financial need.

Kathleen Rosskopf and Roland Pesch Scholarship

This scholarship was established in 2009 by Kathleen Rosskopf '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.

Edwin C. Rossow Endowed Scholarship

The Edwin C. Rossow '58 Endowed Scholarship was created by the family of the late Edwin C. Rossow '58 in his memory. Rossow majored in physics at Carleton before earning a Ph.D. in engineering from MIT and later becoming an esteemed researcher and scholar in his field. He was devoted to helping young people achieve their dreams, and this scholarship honors that devotion by awarding financial aid to students with need, with preference given to students majoring in math or the physical sciences.

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.

S

Arthur Sandeen Memorial Scholarship

This fund was created by members of the Class of '32 in memory of Mr. Sandeen, a classmate. The scholarship provides assistance to students who demonstrate financial need.

Charlotte M. Sanford Scholarship

This fund was created in 1993 through a bequest from Charlotte Mead Sanford. This fund was established to provide financial aid for deserving music, art and modern language students. Ms. Sanford did not attend Carleton, but some of her closest friends were alumni and staff.

James P. Santelli '69 Endowed Scholarship

The James P. Santelli '69 Endowed Scholarship Fund was established by James P. Santelli '69. A Minnesota native, Jim never believed he might be able to afford an education from Carleton College. Thanks to scholarship support, he enrolled in 1965 and graduated from Carleton in 1969 as an economics major. He fell in love with Carleton and with his late wife Elizabeth Stewart Santelli '69. Following graduation, Jim joined the Marines and received an MBA from Cornell University in 1975. Jim has been an active alumnus volunteer, and has sent one daughter, Tamara Santelli '01, to Carleton. Jim is pleased to establish this scholarship because he believes a Carleton education affords all students the ability to think critically and creatively, write clearly and succinctly, and articulate an argument passionately, accurately, and fairly.

Donalda D. Schneidt Scholarship

This fund was created in 1969 through a bequest from the estate of Donalda Schneidt. The income of the fund is to be used for scholarships for deserving students as designated by the college.

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.

Nadia Sophie Seiler '00 Memorial Endowed Scholarship

The Nadia Sophie Seiler '00 Memorial Endowed Scholarship was established by Nadia's parents, Marcel and Grace Seiler, Nadia's fiancée, Andrew Platt, and the Seiler family to honor Nadia and to extend her appreciation for the depth, breadth, and joy of her educational experiences at Carleton College. At the time of her death, Nadia was the first ever visual materials cataloger at the Folger Shakespeare Library and Institute in Washington, DC. This scholarship is intended to provide financial aid to students with need who are pursuing studies in the humanities, with a preference for those also participating in music.

Darwin and Lori Serkland Endowed Scholarship

The Darwin and Lori Serkland Endowed Scholarship Fund is intended to provide financial aid to students with need whose families are considered low income as determined by the College.

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.

Harriet and Philip Sheridan Endowed Scholarship

This scholarship was established by Marilyn A. Moyle '66 and Peter B. Moyle, Ph.D. in honor of Harriet and Philip Sheridan and to provide financial aid to students with need. Scholarship support made it possible for Marilyn to attend Carleton, and the Moyles hope this fund will help provide other students with the same opportunity.

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.

Lee and Carol Sigelman Endowed Scholarship

The Lee and Carol Sigelman Endowed Scholarship Fund is intended to provide financial aid to students with need. Carol has created this fund to make the Carleton educational experience available to the broadest range of students possible. Lee '67, a government major, and Carol '67 (then Kimball), an English major, had their first date the night before graduation and discovered they were both heading to graduate school in Nashville. They married in 1969 and were together 40 years until Lee died of cancer in 2009. Both spent their careers as university professors—he in political science and she in psychology—and both took on administrative roles as well. They were grateful ever after to Carleton for teaching them the meaning of a great education.

Dr. A.E. and Ruth Simonson Scholarship

This fund was created in 1971 by a bequest from Dr. Simonson. The income from this fund is used to benefit students from the Pelican Rapids, Minnesota, High School. If there are no qualified recipients from Pelican Rapids H.S., the College may use the income from the fund for a deserving student with financial need.

Fred G. Simonton Endowed Scholarship

This fund we established in 1986 with gifts received in memory of Fred G. Simonton. Students with a rural or small community background from the states of Montana, Wyoming, Colorado, Kansas, Nebraska, North Dakota, South Dakota, Minnesota, and Iowa will receive priority.

Sippel Farb Family Endowed Scholarship

Eric M. Sippel P'18 and Debra J. Farb P'18 established the Sippel Farb Family Endowed Scholarship in 2016 to provide need-based financial aid to deserving students. When possible, preference should be given to students who are first generation college attendees. The family believes a diversity of thought, experience, and culture are necessary components to a high-quality education and only by having a diverse student body and faculty can Carleton students hope to achieve the knowledge and tools necessary to address the world's most pressing issues. By establishing this scholarship fund, the Sippel Farb family's intent is to encourage Carleton to accept students who demonstrate promise but do not have the financial resources to attend.

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.

Bardwell L. Smith Scholarship

An anonymous donor from the Class of 1960 established the Bardwell L. Smith Endowed Scholarship Fund to support students with financial need with a preference for students who are first-generation and/or from a low-income background.

The donor named the fund to honor Professor Smith, who taught an Oriental Religions course for the first time in 1960 during the donor's senior year at Carleton when no other courses on Asia were taught at the college.

Bardwell L. Smith is the John W. Nason Professor of Religion and Asian Studies Emeritus at Carleton; he retired in 1995. Recruited to Carleton in 1960 by Professor Ian Barbour, the Yale-educated Smith joined the young Department of Religion, serving as its chair from 1962 to 1964, 1976 to 1981, and 1988 to 1990. Instigator of the renowned Carleton Japanese "Garden of Quiet Listening" located behind Watson Hall in 1976, Smith also helped create Carleton's Asian Studies program; he was its director from 1973 to 1977, 1985 to 1986, and 1988 to 1990. Smith was Dean of the College from 1967 to 1972 under Presidents John Nason and Howard Swearer, and his calm presence, active engagement, compassion, and good humor during that turbulent era are said to have enabled Carleton to build bridges among students, faculty members, administrators, and academic disciplines, and between Carleton and both

Northfield and the world beyond. Smith played a key role in implementing student participation in faculty evaluations, increasing study-abroad opportunities, and including student participation in governance and major College decisions. Smith served as a consultant to Asian Studies programs at more than 20 colleges and universities in the United States, Canada, and Asia from 1970 to 2002. He was a leader in establishing consortial off-campus Asian Studies programs in Pune, India; Sri Lanka; Tokyo; Kyoto; and Tianjin, China. Smith served on the advisory committee for the Luce Foundation from 1999 to 2002 and has been involved with the International Association of Buddhist Studies since 1974.

Stephanie Smythe '77 Scholarship

This scholarship was created by Stephanie Smythe '77 to support access to a broad liberal arts experience for students, regardless of their family financial situation.

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.

Biruta K. Sommer Scholarship

This fund was created in 1974 through a bequest from the estate of Mrs. Biruta Kirsons Scholarship. It is established for creating scholarships for deserving students of German literature attending Carleton College.

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.

Norman A. and Betsy Bullis Sterrie Scholarship

This scholarship was established in 2001 by Norman and Betsy Sterrie, both from the Class of 1939. 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.

William W. Stout Scholarship

This fund was created in 1959 by a bequest of William W. Stout to provide aid to Carleton students with financial need.

Robert Strauss '73 and Susan Warner Scholarship

Robert Strauss '73 and Susan Warner established this scholarship Fund to support students with financial need with a preference for students who are first-generation and/or considered coming from a low-income background and who have self-identified as a student of color.

Robert Strauss '73 was in a panoply of activities while at Carleton—he was in a couple of plays, he played freshman basketball, and he also played two years of Rugby. He was sports editor of the Carletonian, an RA on First Goodhue, while managing to be CSA President and, most importantly of all, the two-year Commissioner of the Marv Rotblatt Memorial Softball League. He majored in philosophy. Strauss spent most of his life as a journalist, but then late in life became an historian, or as fellow 1973 grad Kai Bird has called him, “The Funniest. Presidential Historian. Ever.” He also owned Jerry’s Restaurant in Philadelphia and has traveled to more than 100 countries, assuming you count Gibraltar. He has been a member of the Carleton Alumni Board and has done oral history projects with students at the College.

Susan Warner attended the University of Michigan, becoming the editor of the Michigan Daily before her own professional journalism career. She also worked as a writer for the Pew Charitable Trusts. Though she went to Michigan, she notes that both her alma mater and Carleton have the same colors, Maize and Blue. One of her prized possessions, though, is truly Carletonian, a What Would Wellstone Do bumper sticker.

Charles H. Stuebe Endowed Scholarship

This fund was created in 1997. This scholarship was established for students demonstrating financial need with preference given to students of color.

Sundem-Weikart Endowed Scholarship

The Sundem-Weikart Endowed Scholarship Fund was established by Gary Sundem '67 and Elizabeth Sundem '68 to support students with financial need with a preference for students from Seattle, WA; Minnetonka, MN; or Fort Wayne, IN.

Gary Sundem earned his BA from Carleton in mathematics in 1967 and received his MBA and PhD in business from Stanford University. He began teaching at the University of Washington in 1971 and became Professor of Accounting Emeritus in 2008. Gary served as a Carleton trustee from 2009 to 2017 and volunteered for many reunions, including co-chair for his 50th Reunion. He received the Alumni

Association Distinguished Achievement Award in 2002 and was inducted into the 'C' Club Hall of Fame in 2017.

Elizabeth "Liz" Weikart Sundem earned her BA from Carleton in English (with a teaching certification) in 1968 and received her MA in education from the University of Nebraska at Omaha. She retired after many years as a teacher and reading specialist and became an active community volunteer. Liz was a member of her 50th Reunion outreach committee and has been a long-time reunion volunteer and assistant class agent.

Surdna Foundation Scholarship

This scholarship was created in 1985 to assist minority students with financial need.

T

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.

Carolyn Klepfer and Thomas Oliver Thorsen '53 Scholarship

This scholarship was established in 2003 through a bequest from the estate of Thomas Oliver Thorsen and his wife, Carolyn. It is intended to support deserving students with financial need with preference given to students from the Brainerd Lakes area with an interest in economics or students majoring in economics.

Tilson Family Scholarship

Susan and Whitney Tilson P'18, P'25 established the Tilson Family Endowed Scholarship in 2020 to support the College in its efforts to make a Carleton education accessible to more low-income and first-generation students. Susan and Whitney believe strongly in the unique value of a Carleton education and know that students lucky enough to benefit from the school graduate with the tools they need to succeed and make a difference in the world. Their daughter Alison '18 had an incredible four years in

Northfield, and they are very excited for her youngest sister, Katharine '25, to begin her Carleton experience in the fall of 2021.

Gretchen Kaiserman Trager Scholarship

This scholarship was created in 1991 by Jacquelyn Trager Maguire, Class of 1947, and her husband, Walter Maguire, as a memorial to Jacquelyn's mother, Gretchen Kaiserman Trager, Class of 1918. The fund is intended to support students with financial need who are majoring in music.

John Tymoczko Scholarship

James H. Lee '85 and Jean M. Lee '85 established this scholarship to recognize John's contributions to Carleton College. They believed John exemplified the mission of Carleton, inspiring students to develop into leaders who make a difference in the world. He wanted every student to reach his or her potential, regardless of their career interests, and showed kindness and compassion for all. John's ability to teach students and conduct basic research provided students, including Jim, the opportunity to engage in laboratory research while at Carleton, which planted the seed that grew into a research-focused career. This inspired Jim's lifelong passion that allowed him to contribute to the development of a number of innovative and life-altering treatments in skin cancers, psoriasis, and atopic dermatitis. The John Tymoczko Endowed Scholarship Fund is intended to support students with financial need with a preference for students who are first-generation and/or considered coming from a low-income background.

U

U.S. Bank Scholarship

This scholarship was created in 1969 by First National Bank of St. Paul's Board of Directors to help deserving Carleton students. First National changed their name to U.S. Bank in February 1999. Mr. Philip Nason, Carleton Class of 1933, was on the Board of Trustees at the Bank. He also served Carleton as Trustee from 1952 to 1972. Mr. Nason passed away in 1996. His brother, Mr. John Nason, Class of 1926, was a former president of Carleton.

F. Keith Underbrink Scholarship

This scholarship was established with gifts from the estate of F. Keith Underbrink, a member of the Carleton Class of 1956, in celebration of his 50th reunion. It is intended to support the College's international programs for the benefit of Carleton students and faculty, so that future generations may gain the global perspective that is so necessary in understanding and valuing cultures other than our own.

Addie Bixby Upham Scholarship

This fund was created in 1935 by a bequest of Warren Upham as a memorial to his wife. The income from this fund is used to benefit female students, preferably the daughters of farmers.

V

Frances O. Vail and Cornelia F. Vail Music Scholarship

This scholarship was created in 1969 by First National Bank of St. Paul's Board of Directors to help deserving Carleton students. First National changed their name to U.S. Bank in February 1999. Mr. Philip Nason, Carleton Class of 1933, was on the Board of Trustees at the Bank. He also served Carleton as Trustee from 1952 to 1972. Mr. Nason passed away in 1996. His brother, Mr. John Nason, Class of 1926, was a former president of Carleton.

Carol Van Zoeren '82 Endowed Scholarship

Dr. Carol M. Van Zoeren established the Carol Van Zoeren '82 Endowed Scholarship Fund in 2016 and is intended to provide financial aid to students with need. In her career and in her life, Carol has always delighted in finding connections between seemingly disparate disciplines. She credits her liberal arts education for this skill. Carleton not only taught her subjects but also how she can teach herself. This has been invaluable as her career took her far afield from her academic training. It is in this light that Carol wants to support students who embrace the liberal arts curriculum with demonstrated interest and aptitude in the sciences, humanities, and the arts by endowing this fund.

Frank and Helen Verbrugge Scholarship

The Frank and Helen Verbrugge Endowed Scholarship Fund was established in 2018 by Martha Verbrugge, a chemistry major in the class of 1971, in honor of her parents. Martha's father, Frank Verbrugge, taught physics at Carleton from 1946 to 1956 and inspired scientific curiosity. Martha's mother, Cora Helen Verbrugge, loved books, art, history, and lifelong learning. Martha created the fund to enable students to pursue an exceptional liberal arts education in the company of gifted teachers.

Axel E. Vestling Memorial Scholarship

This fund was created in 1945 by former students and friends of the late Professor Vestling for deserving students with financial need.

Peter Vike Memorial Scholarship

This scholarship was created in 1967 in memory of Peter Vike '53 by his parents and several of Peter's classmates. Peter and his wife, Nancy, were lost in a plane crash in 1963. It is intended to support students with financial need.

W

Gordon Walker '97 Scholarship

The Gordon Walker '97 Endowed Scholarship Fund was created in 2018 by Gordon A. Walker, Jr. '97 to help support students with financial need. Mr. Walker graduated from Carleton with a degree in economics, and after receiving his MBA from the University of Pennsylvania went on to a successful career in management with Knowles Electronics and as CEO of EaglePicher Technologies.

War Alumni Endowed Memorial Scholarship

The War Alumni Scholarship was established by Jack and Anita Scharf. Jack was a member of the armed forces during WWII. For a part of that time, Jack and others from several army units are housed on Carleton's campus and receive instruction in engineering, aeronautics, meteorology, and modern languages. Jack and his peers are known as War Alumni in Carleton's history books.

Elizabeth Warren and Frances R. Warren Scholarship

This scholarship was created in 1993 through a bequest from Frances R. Warren, Class of '31. This fund was established to help worthy students with demonstrated financial need.

Waterbury Endowed Scholarship

The Waterbury Endowed Scholarship was created by Ruth H. Waterbury '57 and David Waterbury to provide essential financial aid to deserving students. Preference should be given to students who have demonstrated leadership in LGBT issues, such as working or volunteering in the Gender and Sexuality Center or its successor, or participated in the GSC Peer Education or Mentoring programs.

William Watson Memorial Scholarship

This scholarship was created in 1955 and originally called the William Watson Memorial Lectureship in International Relations. It was changed to a scholarship fund in 1964 to support the exchange of students from Asia, with preference for students from China.

Weiher-Smith Scholarship

The Weiher-Smith Endowed Scholarship was created by James "Jim" F. Weiher '55 and Carolyn J. Smith. Jim received his undergraduate degree in chemistry from Carleton and his PhD from Iowa State University. After a long career in industry, Jim dedicated almost two decades to teaching German with the Osher Lifelong Learning Institute at the University of Delaware, and in 2010 received the Federal Republic of Germany Friendship Award for his positive impact on German-American relations. Also a longtime professor at Delaware County Community College, Carolyn devoted her career to teaching students. Through their mutual passion for education, Jim and Carolyn established this scholarship to continue helping students for generations. The Weiher-Smith Endowed Scholarship is intended to provide financial aid to students with need.

Dr. Arthur Weiland Scholarship

The Dr. Arthur Weiland Fund was established in 1982 as a memorial to Dr. Arthur Weiland, Class of 1917. The fund was established to be used for scholarships.

May Cravath Wharton Scholarship

This fund was created in 1960 by a bequest from the estate of William B. Cravath as a memorial to his sister, Dr. May Cravath Wharton, '94.

David Whitcomb Scholarship

This fund was established through a bequest in 1887. This income from this fund is used to assist female students.

Ellen M. Whitcomb Scholarship

This fund was created in 1887 by Mr. Whitcomb in memory of his daughter. The income from this fund is used to benefit female students, preferably the daughters of missionaries and clergymen.

Charlotte Willard Scholarship

This fund was created in 1959 by a bequest of Nellie Gregg Hurst, '98, in honor of Charlotte Willard, a former faculty member.

Winona Scholarship

This scholarship was created in 1917 by Mrs. Frances Laird Bell. The Laird family has had a relationship with the college dating back to 1883, when Frances' father William Laird became a trustee of Carleton. Frances' relations and descendants have continued to be active parts of the Carleton community. The scholarship is intended to assist students with financial need from Winona County, Minnesota. If it's not possible to award a student from Winona County, then the award goes to students from southeastern Minnesota.

Frank L. and Joy G. Wolf Scholarship

This scholarship was created in 2000 as a memorial to Frank Wolf by his family, friends, and colleagues. Frank Wolf taught mathematics at Carleton from 1952 until his retirement in 1989. Appointed and elected to several administrative positions, he served the Carleton community with distinction. This scholarship is awarded to students with financial need with a preference for students from Crow Wing, Aitkin, and Mille Lacs Counties in Minnesota, as both Frank and Joy were long-time residents of Crow Wing County and felt a special bond with this part of Minnesota.

Arnold R. Wolff '40 Minority Scholarship

This scholarship was established in 1985 by the late Arnold R. Wolff, Carleton Class of 1940, as part of the College's scholarship endowment for minority students. Mr. Wolff, former President of Enterprise Paint Company, was a firm believer in liberal arts education. At Carleton, Mr. Wolff was an economics major and worked as a proctor, an earlier version of an RA in the residence halls. He was a long-time supporter and volunteer for Carleton, including service as a key volunteer for the Class of 1940's 50th Reunion. Mr. Wolff was also an active volunteer in his hometown of Winnetka, Illinois. He served on the boards of the Winnetka United Way and the Area Agency on Aging and was president of the North Shore Senior Center.

Barbara Martin Woodard Scholarship

This scholarship was established in 2002 by Grant C. Woodard '45 in loving memory of his wife, Barbara, whose life's work was devoted to helping and rehabilitating women and children in crisis. The fund is intended to assist students with financial need whose education is aimed at some kind of social work.

W. Scott Woodworth Memorial Scholarship

This scholarship was established as a memorial to W. Scott Woodworth in 1929 by Mr. and Mrs. Sumner T. McKnight. The fund is intended to aid students of music at Carleton. The College also received a generous gift to go toward this scholarship from Mr. Horace Fishback III, Class of 1950.

Frank Wright '50 Memorial Endowed Scholarship

The Frank Wright '50 Memorial Endowed Scholarship was established in 2017 by Richard '38 and Audrey Garbisch to support students with financial need. They created the fund to honor Frank Wright '50, who worked at Carleton for 38 years, beginning as assistant treasurer and rising through the ranks to vice president and treasurer. Richard (Dick) Garbisch had an extraordinary tradition of support for Carleton, and he and Audrey (Audie) thoughtfully committed to making a profound difference in the lives of students. The Garbisch family's longstanding devotion to Carleton's mission has strengthened the College for future generations.

X

Y

Alice N. Youngs Scholarship

This fund was created in 1967 by Edwin B. Youngs, '63 as a memorial to his wife.

Z

Joanne Zack Endowed Scholarship Fund

Michael Hartung '75, P'11 established this scholarship in celebration of the life of his late wife, Joanne Zack '76, P'11. Joanne was an avid student of history. Her favorite courses at Carleton covered the French Revolution, the social upheaval in Germany in 1848, and how the Russian revolution gave birth to the Soviet Union. She believed deeply that a liberal arts education provides the perspective, purpose and discipline necessary to teach tolerance and to root out injustice. She subscribed to the adage: "You know you have an education when you are able to listen to almost anything without losing your temper or your self-confidence." After Carleton, Joanne went on to earn her law degree and nurture a growing family of two children with her husband. Joanne and Michael's daughter, Claire, followed in their footsteps and attended Carleton as a member of the class of 2011. The Joanne Zack '76 Endowed Scholarship fund is intended to support financial aid for students with financial need.

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.

[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.

[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 1994 to support junior and senior science majors of outstanding merit, with preference for geology majors. Jim Hanson '67 is Mr. Pick's nephew and serves as a Director and Treasurer for the Foundation.

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.

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.

Mary Ann Gibson and James O. Wilkes Scholarship

Mary Ann Gibson '55 and James O. Wilkes established this fund for financial aid support. This is in addition to the Mary Ann Gibson and James O. Wilkes Endowed Scholarship Fund, which will be funded with a bequest.

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.

Rajaletchery Balasingam Women's and Gender Studies Prize

The Rajaletchery Balasingam Women's and Gender Studies Prize was created by Dashini Jeyathurai '08 to honor the best academic writing in the Women's and Gender Studies Program. She named the prize after the first feminist in her life, her mother Rajaletchery Balasingam. The annual gift can be awarded to any student in a Women's and Gender Studies course that submits a superlative piece of academic writing in the field. The prize submission and awarding process will be administered by the Women's and Gender Studies Program faculty.

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/minor.

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.

Phi Beta Kappa First Year Prize

Phi Beta Kappa Prizes are offered annually by the Carleton Chapter of Phi Beta Kappa to the sophomore 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 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 and is also supported annually by Robert Weiner to honor Ann Goodson Weiner, who is Carl and Robert Weiner's mother and Ruth Weiner's mother-in-law. This 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 28,000 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 Regional Carls, 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 that 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

Secretary:

Vice Chairs:

Carol Barnett '86

Cathy Paglia '74, P'18

Treasurer:

Frederick A. Rogers '72

President:

Steven G. Poskanzer P'15

President Emeritus:

Robert H. "Bob" Edwards H'86

Stephen R. Lewis, Jr. P'86, H'02

Robert A. Oden, Jr.

Numbers denote Carleton class year; P = Parent of Carleton Student; H = Honorary Degree from Carleton

Trustees

- [Love C. Anani, M.D. '07](#)

Physician • American Physician Partners

Alumni Trustee

Current Term: 2020-2024

Nashville, TN

- [*Carol A. Barnett '86*](#)

Director, Planning & Operations • Medline Industries

Current Term: 2018-2022

Evanston, IL

- [*Alan R. Bauer '74*](#)

(Retired) • Progressive Insurance

Current Term: 2017-2021

Mill Valley, CA

- [*Lila Conlee '15*](#)

Software Developer • Cortico

Young Alumni Trustee

Current Term: 2018-2022

Chicago, IL

- [*William C. Craine '70, P '00*](#)

Treasurer • Chenango County

Current Term: 2017-2021

Sherburne, NY

- [*Stephen J. Davis '88*](#)

Partner • Banneker Partners LLC

Current Term: 2017-2021

San Francisco, CA

- [*Arnold W. Donald '76, P '02*](#)

President and Chief Executive Officer • Carnival Corporation

Current Term: 2020-2024

Saint Louis, MO

- [Herbert A. Fritch '73](#)

President, HealthSpring (Retired) • Cigna-HealthSpring

Current Term: 2017-2021

Nashville, TN

- [Lia Gore, M.D. '87](#)

Professor / Attending Physician • Univ. of Colorado, Children's Hospital Colorado

Alumni Trustee

Current Term: 2018-2022

Denver, CO

- [Catherine L. Gunsbury '89](#)

Partner • Solhem Companies LLC

Alumni Trustee

Current Term: 2019-2023

Minneapolis, MN

- [John F. Harris '85](#)

Founding Editor • Politico

Current Term: 2019-2023

Alexandria, VA

- [Michael J. Hasenstab, Ph.D. '95](#)

EVP, Portfolio Manager & CIO, Templeton Global Macro • Franklin Templeton

Current Term: 2018-2022

Hillsborough, CA

- *Pamela Kiecker Royall '80*
Head of Research, Enrollment Services • EAB
Current Term: 2019-2023
Gloucester, VA
- *Richard R. Kracum '76, P '07*
Founder and Senior Advisor (Retired) • Wind Point Partners
Current Term: 2019-2023
Miami Beach, FL
- *Karl C. Kwok, BBS, MH '71, H '18*
Chairman • Wing On International Holdings Ltd.
Current Term: 2018-2022
- *Larnzell Martin, Jr. '72*
Senior Judge • Seventh Circuit Court of Maryland
Alumni Trustee
Current Term: 2017-2021
Bowie, MD
- *Trace H. McCreary '89, P '24*
President & CEO • Varden Capital Properties, LLC
Current Term: 2018-2022
New York, NY
- *Laird McCulloch P '12, P '15*
President and Founder • NSW Corp.
Current Term: 2020-2024
Redwood City, CA

- *Jeninne C. McGee '85*

Sr. Vice Pres.- Operational Risk & Enterprise Implementation • Ameriprise Financial

Current Term: 2017-2021

Minnetonka, MN

- *Catherine J. Paglia '74, P '18*

Director • Enterprise Asset Management

Current Term: 2017-2021

Greenwich, CT

- *Steven C. Parrish P '12*

Founder • Steve Parrish Consulting Group, LLC

Current Term: 2019-2023

Westport, CT

- *Rolf S. Peters '86*

CEO • AgMotion, Inc.

Current Term: 2020-2024

Lakeville, MN

- *Steven G. Poskanzer P '15*

President • Carleton College

Current Term: 2018-2022

Northfield, MN

- *Nicholas J. Puzak '81, P '20*

Property Manager • Self Employed

Current Term: 2020-2024

Minneapolis, MN

- *Lise N. Revers '85*

Self Employed

Current Term: 2018-2022

Weston, MA

- *David B. Smith, Jr. '88, P '19*

Executive Vice President and General Counsel • Mutual Fund Directors Forum

Current Term: 2019-2023

Chevy Chase, MD

- *Michael J. Sobaski '15*

Director of Product Development • Wyze Labs

Young Alumni Trustee

Current Term: 2020-2024

Seattle, WA

- *Alison M. von Klemperer '82, P '16*

Consultant

Current Term: 2019-2023

Darien, CT

- *Wallace R. Weitz '70, P '96, P '99, P '02*

Founder and Co-CIO • Weitz Investment Management

Current Term: 2017-2021

Omaha, NE

- *Justin B. Wender '91*

Managing Partner • Stella Point Capital LLC

Current Term: 2017-2021

New York, NY

- *Candace E. Williams '73, P '06, P '11, W '73*

Attorney (Retired) • Self Employed

Current Term: 2017-2021

Austin, TX

- *John L. Youngblood '81, P '14*

Managing Partner • Gallatin Capital LLC

Current Term: 2020-2024

South Kent, CT

Board of Trustee Liaisons

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Alumni Council President

Alexandria, VA

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Director, Strategic Partnerships • Automattic

Alumni Annual Fund Chair

Boulder, CO

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President • 501creative

Parents Advisory Council Co-Chair

Saint Louis, MO

- *Marc R. Hirshman P '20, P '23*

President • Twain Financial Partners

Parents Advisory Council Co-Chair

Saint Louis, MO

Trustees Emeriti

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Shorenstein Distinguished Fellow • Stanford University

Trustee Term: 1994-2010

Hillsborough, CA

- *George K. Baum '52*

Chairman • George K. Baum Group, Inc.

Trustee Term: 1996-2004

Stilwell, KS

- *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

- *Beth Boosalis Davis '70*

(Retired) • Attorney

Trustee Term: 1994-1998, 2002-2014

Evanston, IL

- *Jack W. Eugster '67, P '02*

Chairman, President and CEO (Retired) • Musicland Stores Corporation

Trustee Term: 1992-2016

Excelsior, MN

- *William A. Feldt '61, P '87*

President, CEO, and Owner (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

- *James E. Johnson '64*

Executive Vice President (Retired) • Securian Financial

Trustee Term: 1999-2003, 2008-2016

Saint Paul, MN

- *Arthur D. Kowaloff '68*

President • Kowaloff & Co. LLC

Trustee Term: 2010-2018

New York, NY

- *Keith A. Libbey '59, P '88, P '91*

Fredrikson & Byron, P.A.

Trustee Term: 1997-2012

Afton, MN

- *Charles W. Lofgren '62, P '86, P '87*

Chairman • ADE Inc.

Trustee Term: 1996-2000, 2001-2010

Chicago, IL

- *Earl A. Neil '57*

Priest • St. Martin's Anglican Church

Trustee Term: 1971-2005

- *Robert W. Nelson '62, P '89, P '91*

Vice President of Corporate Financial Planning & Analysis (Retired) • General Electric Company

Trustee Term: 2000-2004, 2005-2013

Wayzata, MN

- *Lawrence Perlman '60, P '89*

Trustee Term: 1986-1993, 1998-2013

Wilson, WY

- *Henry H. Porter, Jr. P '85*

Private Investor (Retired) • Porgroup, Inc.

Trustee Term: 1969-1993

Manchester, MA

- *Jack W. Schuler P '97*

Schuler Scholar Program

Trustee Term: 1998-2014

Lake Bluff, IL

- *Arthur R. Schulze, Jr. '52*

Retired Vice Chairman of the Board (Retired) • General Mills, Inc.

Trustee Term: 1977-2003

Minneapolis, MN

- *Gary L. Sundem '67*

Professor of Accounting Emeritus Foster School of Business (Retired) • University of Washington

Trustee Term: 2009-2017

Seattle, WA

- *Caesar F. Sweitzer '72, P '02, P '06*

Senior Advisor (Retired) • Citigroup Global Markets Inc.

Trustee Term: 1997-2001, 2002-2014

Atlanta, GA

- *Sidney C. Wolff '62, H '85*

Director (Retired) • Large Synoptic Survey Telescope (LSST) Corporation

Trustee Term: 1989-2013

Tucson, AZ

- *Katherine W. Youngblood '57, P '81*

Account Executive (Retired) • Zenger Miller

Trustee Term: 1978-1982, 1992-2009

Minneapolis, MN