

2023-24 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 2007 (Fall 2022).

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 each designate a non-voting representative to attend meetings. 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, Diversity and Inclusion (CEDI) Leadership Board.

The Advisory Committee on Student Life 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 2022, 35% of Carleton's 2,007 students came from the Midwest, 23% from the West, 19% from the East, 12% from the South, and 10% from outside the United States. Approximately 35% identify as African American, Asian, Native Hawaiian, other Pacific Islander, Hispanic, Native American, Alaskan Native, or of two or more races. 57% of Carleton students receive institutional need-based aid.

Carleton had 241 full-time faculty in fall 2022, 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 8:1. The average class size is 17. In the fall of 2022, over 70% percent of class sections had under 20 students, and no class had over 50 students. Each year, students can choose from approximately 1,000 courses in 33 majors, 38 minors, and several interdisciplinary programs. Typically, 70% of students participate in off-campus study programs at some point during their college career; due to the pandemic, only 34% of the Class of 2022 participated in an off-campus study.

In the fall of 2022, 95% of the cohort of 2021 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 2016 was 91%, and 88% of that cohort graduated in four years or fewer.

Since 2010, 15% of graduates enrolled in graduate or professional study within one year of graduation. Of the graduates from 2006 and 2013, 75% had done so within ten years. The six most common fields of graduate study for Carleton graduates since 2010 have been: Medicine, Law, Computer Science, Education, Chemistry, and Physics.

Carleton ranks first among baccalaureate-level arts and sciences colleges in graduates who have earned doctoral degrees in academic fields between 2007 and 2021 (the most recent year for which data are available). In the most recent five-period between 2017 and 2021, according to the National Science Foundation Survey of Earned Doctorates, Carleton graduates earned 422 academic doctorates, including 108 in the life sciences (#2), 94 in physical and earth sciences (#1), 35 in mathematics and computer science (#3), and 66 in humanities and arts (#7).

From 2000 to 2022, Carleton graduates have won 142 National Science Foundation Graduate Fellowships, 153 Fulbright US Student Program Awards, 27 Watson Fellowships, 19 Goldwater Scholarships, and 1 Rhodes Scholarship. Ten years after graduation, the most common job areas in the work history of Carleton alums are Student, Software Developer, Health Care, Teaching Pre-K through High School, Scientist, Research and Development, Computer Engineer, and Business Analyst or Associate.

Questions related to this report should be directed to Carleton's Office of Institutional Research and Assessment at ira@carleton.edu.

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 48 others on campus, including 13 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 28 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 and educational studies offices, classrooms, and seminar room

Goodsell Observatory, 1887

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

Scoville Hall, 1896

Admissions and Student Financial Services offices. Renovated in 2017.

Laird Hall, 1906

English offices, classrooms, President and Provost Offices, Registrar's Office, and administrative offices. Renovated in 2021.

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, Café renovated in 2023.

The Music Hall, 1914, now Hasenstab Hall

Political science offices, classrooms, and flexible space for classes, research, and collaboration. Music Hall built in 1914, renovated in 2022.

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

491,378 volumes, 260,708 government documents, 199 print journals currently received, access to over 279,000 electronic journals, over 1,889,899 electronic books, 518 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

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, Information 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. Renovated 2020.

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 transitioned 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 five-year geothermal project was 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 Integrated Science Complex was 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 achieved 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. A student is normally expected to satisfy the

college-level graduation requirements published in the catalog in the academic year of their initial matriculation.

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 specific program requirements of their declared major can be found in the catalog published for the academic year in which the major is declared. 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 and 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 their 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.

Transfer Credits (Pre-or Post- Matriculation Credits)

Beginning with the incoming class of 2026. Carleton accepts any combination of up to 18 pre- or post-matriculation credits toward the Carleton degree from the following: College Board Advanced Placement, Higher Level International Baccalaureate, select British A-level Examinations (GCE) with grades of B or higher, or credits earned in college-level courses taken at a regionally accredited college or university, including courses taken as PSEO or College in the Schools. Specific articulation information about the exams listed above can be found in the Pre-Matriculation Work section of catalog.

College credits completed elsewhere after matriculation at Carleton will be considered for transfer to Carleton only after prior approval by the Registrar or if they were completed as part of an approved off-campus study program. Additional information on transferring college-level work can be found in our Transfer of Credits Policy.

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 that satisfy requirements for 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 reading, or independent research 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 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. The specific program requirements of the elected minor can be found in the catalog published for the academic year in which the minor is added. 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 38 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
- Religion
- 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, complementing some

core Africana Studies courses. 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

The Africana Studies major requires 63 credits; 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 100](#) **Sports, the Black Experience, and the American Dream**
 - [AFST 100](#) **Blackness and Whiteness Outside the United States**
 - [AFST 113](#) **Introduction to Africana Studies**
 - [AFST 115](#) **Black Heroism in the Diaspora and Early America** (not offered in 2023-24)
 - [AFST 120](#) **Race and Racism Outside the U.S.** (not offered in 2023-24)
 - [AFST 220](#) **Color, Class, and Status in Black America** (not offered in 2023-24)
 - [AFST 230](#) **Black Diaspora, Politics of Place** (not offered in 2023-24)
 - [AFST 325](#) **Slavery in the Africana Imagination**
- **Survey Courses** (18 credits). Each student must take three of the following 6-credit courses:
 - [AFST 100](#) **Sports, the Black Experience, and the American Dream**
 - [AFST 100](#) **Blackness and Whiteness Outside the United States**
 - [AFST 113](#) **Introduction to Africana Studies**
 - [AFST 120](#) **Race and Racism Outside the U.S.** (not offered in 2023-24)
 - [AFST 210](#) **Historiographies of Slavery** (not offered in 2023-24)
 - [AFST 215](#) **Contemporary Theory in Black Studies**
 - [ARTH 140](#) **African Art and Culture** (not offered in 2023-24)
 - [ENGL 117](#) **African American Literature** (not offered in 2023-24)
 - [ENGL 238](#) **African Literature in English**
 - [HIST 126](#) **African American History II**
 - [HIST 181](#) **West Africa in the Era of the Slave Trade** (not offered in 2023-24)
 - [HIST 183](#) **History of Early West Africa** (not offered in 2023-24)
 - [HIST 184](#) **Colonial West Africa** (not offered in 2023-24)
 - [HIST 220](#) **From Blackface to Blaxploitation: Black History and/in Film**
 - [HIST 284](#) **History, Culture, and Commerce Africa and Arabia Program: Heritage in Africa and Arabia**
 - [SOAN 108](#) **In & Out of Africa: How Transnational Black Lives Matter** (not offered in 2023-24)

- **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](#), or a methods course in one of the academic disciplines that contribute to Africana Studies. Courses cannot double count for two requirements.

Literary and Artistic Analysis

- [CAMS 219](#) African Cinema: A Quest for Identity and Self-Definition
- [DANC 266](#) Reading The Dancing Body (not offered in 2023-24)
- [ENGL 230](#) Studies in African American Literature: From the 1950s to the Present
- [ENGL 233](#) Writing and Social Justice (not offered in 2023-24)
- [ENGL 238](#) African Literature in English
- [ENGL 252](#) Caribbean Fiction (not offered in 2023-24)
- [ENGL 258](#) Playwrights of Color: Taking the Stage (not offered in 2023-24)
- [ENGL 350](#) The Postcolonial Novel: Forms and Contexts (not offered in 2023-24)
- [ENGL 352](#) Toni Morrison: Novelist
- [FREN 245](#) Francophone Literature of Africa and the Caribbean (not offered in 2023-24)
- [FREN 308](#) France and the African Imagination
- [MUSC 126](#) America's Music
- [MUSC 130](#) The History of Jazz (not offered in 2023-24)
- [MUSC 131](#) The Blues From the Delta to Chicago (not offered in 2023-24)
- [MUSC 140](#) Ethnomusicology and the World's Music
- [MUSC 232](#) Golden Age of R & B (not offered in 2023-24)
- [MUSC 334](#) Marvin Gaye (not offered in 2023-24)

Humanistic Inquiry

- [AFST 115](#) Black Heroism in the Diaspora and Early America (not offered in 2023-24)
- [AFST 130](#) Global Islam and Blackness (not offered in 2023-24)
- [AFST 210](#) Historiographies of Slavery (not offered in 2023-24)
- [AFST 325](#) Slavery in the Africana Imagination
- [GWSS 265](#) Black Feminist Thought (not offered in 2023-24)
- [GWSS 289](#) Pleasure, Intimacy, Violence (not offered in 2023-24)
- [HIST 125](#) African American History I: From Africa to the Civil War (not offered in 2023-24)
- [HIST 127](#) Early Africa in the Global Context
- [HIST 128](#) Southern Africa to the Minerals Revolution
- [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2023-24)
- [HIST 184](#) Colonial West Africa (not offered in 2023-24)

- [HIST 218](#) Black Women's History (not offered in 2023-24)
- [HIST 219](#) Black Revolutions in the Atlantic World (not offered in 2023-24)
- [HIST 220](#) From Blackface to Blaxploitation: Black History and/in Film
- [HIST 223](#) Modern Africa, 1800-Present
- [HIST 224](#) Disease, Health, and Healing in African History
- [HIST 225](#) Migrant Labor and Masculinities in Southern African History
- [HIST 228](#) Civil Rights and Black Power
- [HIST 230](#) Black Americans and the U.S. Civil War and Reconstruction (not offered in 2023-24)
- [HIST 281](#) War in Modern Africa (not offered in 2023-24)
- [HIST 282](#) History, Culture, and Commerce Africa and Arabia Program: African Diaspora in Arabia
- [HIST 284](#) History, Culture, and Commerce Africa and Arabia Program: Heritage in Africa and Arabia
- [HIST 285](#) History, Culture, and Commerce Africa and Arabia Program: Critical Historical Research
- [HIST 383](#) Africa's Colonial Legacies (not offered in 2023-24)
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy (not offered in 2023-24)
- [PHIL 260](#) Philosophy of Race
- [RELG 212](#) Black Religious Thought
- [RELG 220](#) Justice and Responsibility (not offered in 2023-24)
- [RELG 227](#) Liberation Theologies (not offered in 2023-24)
- [RELG 236](#) Black Love: Religious, Political, and Cultural Discussions

Social Inquiry

- [AFST 220](#) Color, Class, and Status in Black America (not offered in 2023-24)
- [AFST 330](#) Black Europe
- [EDUC 138](#) Multicultural Education
- [EDUC 225](#) Issues in Urban Education (not offered in 2023-24)
- [EDUC 245](#) School Reform: Yesterday, Today, and Tomorrow
- [EDUC 338](#) Multicultural Education
- [GWSS 250](#) Politics of Reproductive Justice (not offered in 2023-24)
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2023-24)
- [POSC 266](#) Urban Political Economy (not offered in 2023-24)
- [POSC 273](#) Race and Politics in the U.S.
- [POSC 275](#) Black Political Thought
- [POSC 302](#) Subordinated Politics and Intergroup Relations
- [POSC 366](#) Urban Political Economy (not offered in 2023-24)
- [PSYC 384](#) Psychology of Prejudice
- [SOAN 108](#) In & Out of Africa: How Transnational Black Lives Matter (not offered in 2023-24)
- [SOAN 151](#) Global Minnesota: An Anthropology of Our State (not offered in 2023-24)
- [SOAN 214](#) Neighborhoods and Cities: Inequalities and Identities
- [SOAN 225](#) Social Movements (not offered in 2023-24)

- [SOAN 256](#) **Africa: Representation and Conflict** (not offered in 2023-24)
- [SOAN 310](#) **Sociology of Mass Incarceration** (not offered in 2023-24)
- [SOAN 314](#) **Contemporary Issues in Critical Criminology** (not offered in 2023-24)
- [SOAN 326](#) **Ecology and Anthropology Tanzania Program: Cultural Anthropology of East Africa**
- [SOAN 395](#) **Ethnography of Reproduction**

Additional Distribution Electives: Arts Practice

- [DANC 254](#) **Jazz Dance: Roots and Grooves**
- [DANC 301](#) **West African Dance**
- **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 2023-24)
- [CLAS 220](#) **From the Horn to Melqart's Pillars: African Perspectives in the Ancient Mediterranean** (not offered in 2023-24)
- [ECON 240](#) **Microeconomics of Development**
- [EDUC 340](#) **Race, Immigration, and Schools** (not offered in 2023-24)
- [ENGL 234](#) **Literature of the American South** (not offered in 2023-24)
- [FREN 246](#) **Contemporary Senegal** (not offered in 2023-24)
- [HIST 304](#) **Black Study and the University** (not offered in 2023-24)
- [MUSC 136](#) **History of Rock** (not offered in 2023-24)
- [POSC 122](#) **Politics in America: Liberty and Equality**
- [POSC 241](#) **Ethnic Conflict**

- [RELG 122](#) Introduction to Islam

Africana 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.

Requirements for the Africana Studies Minor

The Africana Studies minor requires 39 credits (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 100](#) Sports, the Black Experience, and the American Dream
- [AFST 100](#) Blackness and Whiteness Outside the United States
- [AFST 113](#) Introduction to Africana Studies
- [AFST 115](#) Black Heroism in the Diaspora and Early America (not offered in 2023-24)
- [AFST 120](#) Race and Racism Outside the U.S. (not offered in 2023-24)
- [AFST 220](#) Color, Class, and Status in Black America (not offered in 2023-24)
- [AFST 230](#) Black Diaspora, Politics of Place (not offered in 2023-24)
- [AFST 325](#) Slavery in the Africana Imagination

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

- [AFST 100](#) Sports, the Black Experience, and the American Dream
- [AFST 100](#) Blackness and Whiteness Outside the United States
- [AFST 113](#) Introduction to Africana Studies
- [AFST 120](#) Race and Racism Outside the U.S. (not offered in 2023-24)

- [AFST 210](#) **Historiographies of Slavery** (not offered in 2023-24)
- [AFST 215](#) **Contemporary Theory in Black Studies**
- [ARTH 140](#) **African Art and Culture** (not offered in 2023-24)
- [ENGL 117](#) **African American Literature** (not offered in 2023-24)
- [ENGL 238](#) **African Literature in English**
- [HIST 126](#) **African American History II**
- [HIST 181](#) **West Africa in the Era of the Slave Trade** (not offered in 2023-24)
- [HIST 183](#) **History of Early West Africa** (not offered in 2023-24)
- [HIST 184](#) **Colonial West Africa** (not offered in 2023-24)
- [HIST 220](#) **From Blackface to Blaxploitation: Black History and/in Film**
- [HIST 284](#) **History, Culture, and Commerce Africa and Arabia Program: Heritage in Africa and Arabia**
- [SOAN 108](#) **In & Out of Africa: How Transnational Black Lives Matter** (not offered in 2023-24)

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**
 - [DANC 266](#) **Reading The Dancing Body** (not offered in 2023-24)
 - [ENGL 230](#) **Studies in African American Literature: From the 1950s to the Present**
 - [ENGL 233](#) **Writing and Social Justice** (not offered in 2023-24)
 - [ENGL 238](#) **African Literature in English**
 - [ENGL 252](#) **Caribbean Fiction** (not offered in 2023-24)
 - [ENGL 258](#) **Playwrights of Color: Taking the Stage** (not offered in 2023-24)
 - [ENGL 350](#) **The Postcolonial Novel: Forms and Contexts** (not offered in 2023-24)
 - [ENGL 352](#) **Toni Morrison: Novelist**
 - [FREN 245](#) **Francophone Literature of Africa and the Caribbean** (not offered in 2023-24)
 - [FREN 308](#) **France and the African Imagination**
 - [MUSC 126](#) **America's Music**
 - [MUSC 130](#) **The History of Jazz** (not offered in 2023-24)
 - [MUSC 131](#) **The Blues From the Delta to Chicago** (not offered in 2023-24)
 - [MUSC 140](#) **Ethnomusicology and the World's Music**
 - [MUSC 232](#) **Golden Age of R & B** (not offered in 2023-24)
 - [MUSC 334](#) **Marvin Gaye** (not offered in 2023-24)
- Humanistic Inquiry
 - [AFST 115](#) **Black Heroism in the Diaspora and Early America** (not offered in 2023-24)

- [AFST 130](#) Global Islam and Blackness (not offered in 2023-24)
- [AFST 210](#) Historiographies of Slavery (not offered in 2023-24)
- [AFST 325](#) Slavery in the Africana Imagination
- [GWSS 265](#) Black Feminist Thought (not offered in 2023-24)
- [GWSS 289](#) Pleasure, Intimacy, Violence (not offered in 2023-24)
- [HIST 125](#) African American History I: From Africa to the Civil War (not offered in 2023-24)
- [HIST 127](#) Early Africa in the Global Context
- [HIST 128](#) Southern Africa to the Minerals Revolution
- [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2023-24)
- [HIST 184](#) Colonial West Africa (not offered in 2023-24)
- [HIST 218](#) Black Women's History (not offered in 2023-24)
- [HIST 219](#) Black Revolutions in the Atlantic World (not offered in 2023-24)
- [HIST 220](#) From Blackface to Blaxploitation: Black History and/in Film
- [HIST 223](#) Modern Africa, 1800-Present
- [HIST 224](#) Disease, Health, and Healing in African History
- [HIST 225](#) Migrant Labor and Masculinities in Southern African History
- [HIST 228](#) Civil Rights and Black Power
- [HIST 230](#) Black Americans and the U.S. Civil War and Reconstruction (not offered in 2023-24)
- [HIST 281](#) War in Modern Africa (not offered in 2023-24)
- [HIST 282](#) History, Culture, and Commerce Africa and Arabia Program: African Diaspora in Arabia
- [HIST 284](#) History, Culture, and Commerce Africa and Arabia Program: Heritage in Africa and Arabia
- [HIST 285](#) History, Culture, and Commerce Africa and Arabia Program: Critical Historical Research
- [HIST 383](#) Africa's Colonial Legacies (not offered in 2023-24)
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy (not offered in 2023-24)
- [PHIL 260](#) Philosophy of Race
- [RELG 212](#) Black Religious Thought
- [RELG 220](#) Justice and Responsibility (not offered in 2023-24)
- [RELG 227](#) Liberation Theologies (not offered in 2023-24)
- [RELG 236](#) Black Love: Religious, Political, and Cultural Discussions

- Social Inquiry
 - [AFST 220](#) Color, Class, and Status in Black America (not offered in 2023-24)
 - [AFST 330](#) Black Europe
 - [EDUC 138](#) Multicultural Education
 - [EDUC 225](#) Issues in Urban Education (not offered in 2023-24)
 - [EDUC 245](#) School Reform: Yesterday, Today, and Tomorrow
 - [EDUC 338](#) Multicultural Education
 - [GWSS 250](#) Politics of Reproductive Justice (not offered in 2023-24)
 - [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2023-24)
 - [POSC 266](#) Urban Political Economy (not offered in 2023-24)

- [POSC 273](#) Race and Politics in the U.S.
- [POSC 275](#) Black Political Thought
- [POSC 302](#) Subordinated Politics and Intergroup Relations
- [POSC 366](#) Urban Political Economy (not offered in 2023-24)
- [PSYC 384](#) Psychology of Prejudice
- [SOAN 108](#) In & Out of Africa: How Transnational Black Lives Matter (not offered in 2023-24)
- [SOAN 151](#) Global Minnesota: An Anthropology of Our State (not offered in 2023-24)
- [SOAN 214](#) Neighborhoods and Cities: Inequalities and Identities
- [SOAN 225](#) Social Movements (not offered in 2023-24)
- [SOAN 256](#) Africa: Representation and Conflict (not offered in 2023-24)
- [SOAN 310](#) Sociology of Mass Incarceration (not offered in 2023-24)
- [SOAN 314](#) Contemporary Issues in Critical Criminology (not offered in 2023-24)
- [SOAN 326](#) Ecology and Anthropology Tanzania Program: Cultural Anthropology of East Africa
- [SOAN 395](#) Ethnography of Reproduction

- Additional Distribution Electives:
 - [DANC 254](#) Jazz Dance: Roots and Grooves
 - [DANC 301](#) West African Dance

- **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](#) **Blackness and Whiteness Outside the United States** Racial categories such as "black" and "white" are social constructions that change across national boundaries. In the U.S. "black" and "white" have historically been defined by ancestry, and have been mutually exclusive. But how are these categories defined elsewhere? In this course, we consider how blackness and whiteness are defined and constructed in non-U.S. contexts. We examine a range of topics that will help us to understand not only racial categories, but also the meanings and narratives that accompany them and the way that these play into racial inequalities. Course topics include skin color stratification,

colorblindness, ethnicity and nationhood, migration and citizenship, media representations, segregation, and transnationalism and globalization. 6 credits; AI, IDS, WR1; *Fall*; **Daniel Williams**

AFST 100 Sports, the Black Experience, and the American Dream With an emphasis on critical reading and writing in an academic context, this course will examine the role of sports in American politics and social organizations. The course pays attention to the African American experience, noting especially the confluence of race and sports. What can sports tell us about freedom, equality, and the pursuit of happiness? How has the Black community contributed to our appreciation of these American virtues? We will read short texts and biographies, and we will watch movies such as *King Richard* and *The Blind Side*. Students will produce short writing exercises aimed at developing their critical thinking and clear writing. 6 credits; AI, WR1; *Fall*; **Chielo Eze**

AFST 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**

AFST 113 Introduction to Africana Studies This course focuses on the histories, ideas, experiences, and dreams that have shaped the lives of people of African descent. Then and now perspectives will define our exploration of incarceration and freedom; migration and emigration; separatism versus integration; race and class; art and politics. Discussion topics and seminal ideas will be drawn from texts including the following: the anthology *Call and Response* (on key debates in Black studies); the historical memoir *Lose Your Mother* (chronicling a journey along the Atlantic slave route); a work of fiction *Middle Passage* (that tells a story of enslavement, revolt, and redemption). 6 credits; HI, IDS, WR2; *Winter*; **Chielo Eze**

AFST 115 Black Heroism in the Diaspora and Early America This course examines motifs of Black Heroism throughout the Trans Atlantic Slave Trade and Early America. We take an interdisciplinary and Black Studies approach to topics like slave life and marronage, freedom suits, military enlistment, and more. The course material will include fiction like Frederick Douglass' *The Heroic Slave* as well as theoretical texts like Neil Roberts' *Freedom as Marronage*. The aim of the course is to provide a look at the multifaceted lives of Black people in the diaspora and early America with an emphasis on complex and quotidian resistance to domination. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

AFST 120 Race and Racism Outside the U.S. In this course, we examine the ways that race structures difference and inequality in non-U.S. contexts with varying degrees of racial “diversity.” As a construct fundamentally grounded in white supremacy through encounters between Europe and its “Others,”

race from its inception has been a global construct for organizing and stratifying human difference. Yet the specific ways that race is constructed varies across societies, with ethnicity and other related concepts of difference substituting for race. Foundational to this course will be how the notions of blackness and whiteness figure into the creation of racial categories, boundaries, and inequalities. Course topics include skin color stratification, "colorblindness," ethnicity and nationhood, migration and citizenship, media representations, anti-blackness as a global phenomenon, transnational and global flows of racial ideas and categories, and social movements for racial justice. 6 credits; NE, WR2, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

AFST 210 Historiographies of Slavery This survey course explores how Black enslaved and ex-enslaved people narrated their experiences of chattel slavery, and its immediate aftermath, in America. Stretching beyond a focus on only traditional historical slave narratives, this course adopts an interdisciplinary approach to slavery that utilizes philosophy, literature, and media studies. Reading and media for the course may include Harriet Jacobs' *Incidents in the Life of a Slave Girl*, selections from William Still's *The Underground Railroad* and the *WPA Slave Narrative Collection*, the film *12 Years a Slave* and the miniseries *Roots*, and Zora Neale Hurston's *Barracoon: The Story of the Last "Black Cargo."* 6 credits; HI, WR2, IDS; *Not offered 2023-24*

AFST 215 Contemporary Theory in Black Studies This course examines the major theories of the Africana intellectual tradition. It introduces students to major concepts and socio-political thoughts that set the stage for Africana Studies as a discipline. With the knowledge of the historical contexts of the Black intellectual struggle and the accompanying cultural movements, students will examine the genealogy, debates and the future directions of Black Studies. Students are invited to take a dedicated dive into primary scholarship by focusing on foundational thinkers to be studied such as Frederick Douglass, W.E.B. Du Bois, Zora Neale Hurston, Frantz Fanon, Steve Biko, Malcolm X, Martin Luther King, Jr., James Baldwin, Audre Lorde, and bell hooks, among others. 6 credits; HI, WR2, IDS; *Fall*; **Chielo Eze**

AFST 220 Color, Class, and Status in Black America As a racial category and identity, "Black" is often treated in a homogenous, monolithic way, obscuring the internal diversity and inequality within the black population in the U.S. In this course, we consider the inequalities within black communities and the black population living in the U.S., historically and through to the present. "Colorism," or skin tone stratification, represents one status linked to class and ranking in society; but does colorism matter more than other statuses to class? Class differences are in fact profound within black communities,

and they are correlated to multiple social statuses--skin tone, immigrant status, national origin, and even political orientation. We will examine how these status, color, and class interact, and how they shape class relations and tensions, lived experience, and notions of authenticity ("blackness") in everyday life and popular culture. Course topics include the Black middle class; education; neighborhood segregation; gender and sexuality; and media representations and popular culture. 6 credits; NE, WR2, QRE, IDS; *Not offered 2023-24*

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; *Not offered 2023-24*

AFST 325 Slavery in the Africana Imagination Through the lens of former slaves and their descendants in America, this course explores ways in which the slave and neo-slave narratives attend to the larger existential question of what it means to be free. The corollary notions of race, gender, identity, solidarity, among others, will also be considered. In addition, this class will investigate the ways in which the re-inscription of slavery, in contemporary literature, has impacted the development of the Africana literary tradition in terms of content, genre, and form. This course adopts an interdisciplinary approach to slavery that utilizes philosophy, literature, and media studies. 6 credits; HI, WR2, IDS; *Spring*; **Chielo Eze**

AFST 330 Black Europe This course examines the history and experiences of people of African descent and black cultures in Europe. Beginning with early contacts between Africa and Europe, we examine the migration and settlement of African people and culture, and the politics and meaning of their identities and presence in Europe. Adopting a comparative perspective, we consider how blackness has been constructed in various countries through popular culture, nationalism, immigration policy, and other social institutions. We further consider how religious, gender, and immigrant identities inform notions of blackness. We conclude by examining contemporary Black European social movements. 6 credits; SI, WR2, IS; *Winter*; **Daniel Williams**

AFST 398 Africana Studies Capstone This three-credit course gives Africana Studies majors and minors the opportunity to reflect on their learning in Africana Studies and to prepare to apply this knowledge to future endeavors. In this capstone course, the student creates a portfolio of their work in Africana Studies and writes a five-ten page reflective essay tying these papers together. This course gives students an opportunity to seriously reflect about the courses they have taken and the work they have produced within and related to their AFST major/minor, and to draw connections among them. Prerequisite: A major or minor in AFST; preferably to be taken in the senior year. 3 credits; NE; *Winter*; **Chielo Eze**

[AFST 400](#) Integrative Exercise The comprehensive exercise is a substantial (approximately 34-40 page) research paper on a topic within African, African American, and/or African Diaspora studies. The student should have completed a 300-level AFST course, or a 300-level course that counts toward the AFST major. The comps process begins with a Comps Topic Development Worksheet during spring term of the junior year, a comps topic intention form followed by a proposal in fall term of the senior year, and ends with a final written thesis and oral presentation early in spring term. 1-6 credit; S/NC; *Fall, Winter, Spring*; **Daniel Williams**

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.

Two courses from a single department (two-term sequence):

- [HIST 116](#) **Intro to Indigenous Histories, 1887-present** (not offered in 2023-24)
- [HIST 122](#) **U.S. Women's History to 1877**
- [HIST 123](#) **U.S. Women's History Since 1877**
- [HIST 125](#) **African American History I: From Africa to the Civil War** (not offered in 2023-24)
- [HIST 126](#) **African American History II**
- [POSC 271](#) **Constitutional Law I**
- [POSC 272](#) **Constitutional Law II**

One-term course from a different department:

- [ARTH 160](#) **American Art to 1940** (not offered in 2023-24)
- [ENGL 117](#) **African American Literature** (not offered in 2023-24)
- [ENGL 120](#) **American Short Stories** (not offered in 2023-24)
- [ENGL 212](#) **Nineteenth-Century American Literature** (not offered in 2023-24)
- [ENGL 215](#) **Modern American Literature** (not offered in 2023-24)
- [ENGL 235](#) **Asian American Literature**
- [MUSC 126](#) **America's Music**
- [POSC 122](#) **Politics in America: Liberty and Equality**
- [RELG 140](#) **Religion and American Culture**

III. Topical Courses: Each student must take 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.

- [AMST 130](#) **Latinx Social Movements: From Bandits to the Young Lords** (not offered in 2023-24)
- [AMST 222](#) **Indigenous Film** (not offered in 2023-24)
- [AMST 225](#) **Beauty and Race in America**
- [AMST 231](#) **Contemporary Indigenous Activism**
- [AMST 238](#) **9/11 and the War on Terror in American Culture** (not offered in 2023-24)
- [AMST 244](#) **Approaches to Indigenous Studies**
- [AMST 250](#) **Asian American Reckonings**
- [AMST 269](#) **Woodstock Nation** (not offered in 2023-24)
- [AMST 325](#) **Labor and Identity in America** (not offered in 2023-24)
- [ARCN 211](#) **Coercion and Exploitation: Material Histories of Labor** (not offered in 2023-24)
- [DANC 254](#) **Jazz Dance: Roots and Grooves**
- [ECON 262](#) **The Economics of Sports** (not offered in 2023-24)
- [EDUC 138](#) **Multicultural Education**
- [EDUC 330](#) **Refugee and Immigrant Experiences in Faribault, MN** (not offered in 2023-24)
- [EDUC 338](#) **Multicultural Education**
- [EDUC 340](#) **Race, Immigration, and Schools** (not offered in 2023-24)
- [EDUC 344](#) **Teenage Wasteland: Adolescence and the American High School** (not offered in 2023-24)
- [ENGL 117](#) **African American Literature** (not offered in 2023-24)
- [ENGL 119](#) **Introduction to U.S. Latino/a Literature** (not offered in 2023-24)
- [ENGL 212](#) **Nineteenth-Century American Literature** (not offered in 2023-24)
- [ENGL 227](#) **Imagining the Borderlands** (not offered in 2023-24)
- [ENGL 230](#) **Studies in African American Literature: From the 1950s to the Present**
- [ENGL 233](#) **Writing and Social Justice** (not offered in 2023-24)
- [ENGL 234](#) **Literature of the American South** (not offered in 2023-24)
- [ENGL 235](#) **Asian American Literature**
- [ENGL 239](#) **Democracy: Politics, Race, & Sex in Nineteenth Century American Novels** (not offered in 2023-24)
- [ENGL 241](#) **Latinx Voices in the Age of Trump** (not offered in 2023-24)
- [ENGL 248](#) **Visions of California** (not offered in 2023-24)
- [ENGL 252](#) **Caribbean Fiction** (not offered in 2023-24)
- [ENGL 253](#) **Food Writing: History, Culture, Practice** (not offered in 2023-24)
- [ENGL 258](#) **Playwrights of Color: Taking the Stage** (not offered in 2023-24)
- [ENGL 352](#) **Toni Morrison: Novelist**
- [ENTS 210](#) **Environmental Justice**
- [GWSS 235](#) **Gender & Sexuality of Migration** (not offered in 2023-24)
- [GWSS 250](#) **Politics of Reproductive Justice** (not offered in 2023-24)
- [GWSS 265](#) **Black Feminist Thought** (not offered in 2023-24)
- [GWSS 289](#) **Pleasure, Intimacy, Violence** (not offered in 2023-24)
- [GWSS 398](#) **Capstone: Race, Gender, and Sexuality in Popular Culture** (not offered in 2023-24)
- [HIST 116](#) **Intro to Indigenous Histories, 1887-present** (not offered in 2023-24)

- [HIST 122](#) U.S. Women's History to 1877
- [HIST 123](#) U.S. Women's History Since 1877
- [HIST 125](#) African American History I: From Africa to the Civil War (not offered in 2023-24)
- [HIST 126](#) African American History II
- [HIST 202](#) Oral History Research Methods: Theory, Ethics, and Practice
- [HIST 203](#) American Indian Education
- [HIST 211](#) Revolts and Resistance in Early America (not offered in 2023-24)
- [HIST 212](#) The Era of the American Revolution (not offered in 2023-24)
- [HIST 218](#) Black Women's History (not offered in 2023-24)
- [HIST 228](#) Civil Rights and Black Power
- [HIST 301](#) Indigenous Histories at Carleton
- [HIST 316](#) Presenting America's Founding
- [LING 140](#) Language in the U.S.
- [MUSC 126](#) America's Music
- [MUSC 130](#) The History of Jazz (not offered in 2023-24)
- [MUSC 131](#) The Blues From the Delta to Chicago (not offered in 2023-24)
- [MUSC 136](#) History of Rock (not offered in 2023-24)
- [MUSC 232](#) Golden Age of R & B (not offered in 2023-24)
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy (not offered in 2023-24)
- [POSC 122](#) Politics in America: Liberty and Equality
- [POSC 204](#) How American Campaigns and Elections Work (and Don't Work) (not offered in 2023-24)
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2023-24)
- [POSC 271](#) Constitutional Law I
- [POSC 272](#) Constitutional Law II
- [POSC 273](#) Race and Politics in the U.S.
- [POSC 302](#) Subordinated Politics and Intergroup Relations
- [POSC 339](#) LGBTQ Politics in America (not offered in 2023-24)
- [POSC 355](#) Identity, Culture and Rights (not offered in 2023-24)
- [PSYC 384](#) Psychology of Prejudice
- [RELG 220](#) Justice and Responsibility (not offered in 2023-24)
- [RELG 239](#) Religion & American Landscape
- [RELG 285](#) Islam in America: Race, Religion and Politics (not offered in 2023-24)
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2023-24)
- [SOAN 151](#) Global Minnesota: An Anthropology of Our State (not offered in 2023-24)
- [SOAN 206](#) Critical Perspectives on Work in the Twenty-first Century (not offered in 2023-24)
- [SOAN 225](#) Social Movements (not offered in 2023-24)
- [SOAN 278](#) Urban Ethnography and the American Experience
- [SOAN 288](#) Diversity, Democracy, Inequality in America (not offered in 2023-24)
- [SOAN 310](#) Sociology of Mass Incarceration (not offered in 2023-24)
- [SOAN 325](#) Sociology of Adoption and Assisted Reproduction (not offered in 2023-24)

- [THEA 227](#) Theatre for Social Change
- 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 100](#) Walt Whitman's New York City
 - [AMST 130](#) Latinx Social Movements: From Bandits to the Young Lords (not offered in 2023-24)
 - [AMST 222](#) Indigenous Film (not offered in 2023-24)
 - [AMST 231](#) Contemporary Indigenous Activism
 - [AMST 269](#) Woodstock Nation (not offered in 2023-24)
 - [AMST 325](#) Labor and Identity in America (not offered in 2023-24)
 - [ARTH 247](#) Architecture Since 1950
 - [ARTH 341](#) Art and Democracy (not offered in 2023-24)
 - [CAMS 225](#) Film Noir: The Dark Side of the American Dream
 - [CAMS 270](#) Nonfiction
 - [ECON 264](#) Health Care Economics (not offered in 2023-24)
 - [ECON 270](#) Economics of the Public Sector
 - [ECON 271](#) Economics of Natural Resources and the Environment
 - [ECON 273](#) Water and Western Economic Development
 - [EDUC 245](#) School Reform: Yesterday, Today, and Tomorrow
 - [EDUC 250](#) Fixing Schools: Politics and Policy in American Education
 - [EDUC 330](#) Refugee and Immigrant Experiences in Faribault, MN (not offered in 2023-24)
 - [EDUC 340](#) Race, Immigration, and Schools (not offered in 2023-24)
 - [ENGL 228](#) Banned. Censored. Reviled.
 - [ENGL 230](#) Studies in African American Literature: From the 1950s to the Present
 - [ENGL 233](#) Writing and Social Justice (not offered in 2023-24)
 - [ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels (not offered in 2023-24)
 - [ENGL 241](#) Latinx Voices in the Age of Trump (not offered in 2023-24)
 - [ENTS 210](#) Environmental Justice
 - [ENTS 307](#) Wilderness Field Studies: Grand Canyon
 - [GWSS 150](#) Working Sex: Commercial Sexual Cultures (not offered in 2023-24)
 - [GWSS 212](#) Foundations of LGBTQ Studies
 - [GWSS 235](#) Gender & Sexuality of Migration (not offered in 2023-24)
 - [GWSS 250](#) Politics of Reproductive Justice (not offered in 2023-24)
 - [GWSS 265](#) Black Feminist Thought (not offered in 2023-24)
 - [GWSS 289](#) Pleasure, Intimacy, Violence (not offered in 2023-24)
 - [GWSS 334](#) Feminist Theory
 - [GWSS 398](#) Capstone: Transnational Feminist Activism

- [GWSS 398](#) Capstone: Schooling Sex: History of Sex Education & Instruction (not offered in 2023-24)
- [HIST 116](#) Intro to Indigenous Histories, 1887-present (not offered in 2023-24)
- [HIST 123](#) U.S. Women's History Since 1877
- [HIST 125](#) African American History I: From Africa to the Civil War (not offered in 2023-24)
- [HIST 126](#) African American History II
- [HIST 202](#) Oral History Research Methods: Theory, Ethics, and Practice
- [HIST 205](#) American Environmental History
- [HIST 212](#) The Era of the American Revolution (not offered in 2023-24)
- [HIST 213](#) Politics and Protest in the New Nation (not offered in 2023-24)
- [HIST 220](#) From Blackface to Blaxploitation: Black History and/in Film
- [HIST 226](#) U.S. Consumer Culture
- [HIST 228](#) Civil Rights and Black Power
- [HIST 229](#) Working with Gender in U.S. History (not offered in 2023-24)
- [HIST 230](#) Black Americans and the U.S. Civil War and Reconstruction (not offered in 2023-24)
- [HIST 301](#) Indigenous Histories at Carleton
- [HIST 306](#) American Wilderness
- [HIST 308](#) American Cities and Nature (not offered in 2023-24)
- [MUSC 126](#) America's Music
- [MUSC 337](#) Music in Social Movements
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy (not offered in 2023-24)
- [POSC 122](#) Politics in America: Liberty and Equality
- [POSC 204](#) How American Campaigns and Elections Work (and Don't Work) (not offered in 2023-24)
- [POSC 209](#) Money and Politics (not offered in 2023-24)
- [POSC 210](#) Misinformation, Political Rumors, and Conspiracy Theories
- [POSC 213](#) Psychology of Mass Political Behavior (not offered in 2023-24)
- [POSC 216](#) Politics in the Post-Truth Society (not offered in 2023-24)
- [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2023-24)
- [POSC 220](#) Politics and Political History in Film (not offered in 2023-24)
- [POSC 231](#) American Foreign Policy (not offered in 2023-24)
- [POSC 240](#) At the Corner of Broadway and Main Street: The Contrasting Politics of Northfield and the Twin Cities (not offered in 2023-24)
- [POSC 266](#) Urban Political Economy (not offered in 2023-24)
- [POSC 269](#) I Did My Own Research: Information and Political Division in America (not offered in 2023-24)
- [POSC 272](#) Constitutional Law II
- [POSC 273](#) Race and Politics in the U.S.
- [POSC 302](#) Subordinated Politics and Intergroup Relations
- [POSC 315](#) Polarization, Parties, and Power (not offered in 2023-24)
- [POSC 339](#) LGBTQ Politics in America (not offered in 2023-24)
- [RELG 130](#) Native American Religions (not offered in 2023-24)

- [RELG 140](#) Religion and American Culture
- [RELG 219](#) Religious Law, II/Legal Religions (not offered in 2023-24)
- [RELG 220](#) Justice and Responsibility (not offered in 2023-24)
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2023-24)
- [SOAN 206](#) Critical Perspectives on Work in the Twenty-first Century (not offered in 2023-24)
- [SOAN 225](#) Social Movements (not offered in 2023-24)
- [SOAN 252](#) Growing up in an Aging Society (not offered in 2023-24)
- [SOAN 288](#) Diversity, Democracy, Inequality in America (not offered in 2023-24)
- [SOAN 310](#) Sociology of Mass Incarceration (not offered in 2023-24)
- [SOAN 314](#) Contemporary Issues in Critical Criminology (not offered in 2023-24)
- [THEA 227](#) Theatre for Social Change
- 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 100](#) Walt Whitman's New York City
 - [AMST 287](#) California Program: California Art and Visual Culture (not offered in 2023-24)
 - [AMST 325](#) Labor and Identity in America (not offered in 2023-24)
 - [ARTH 171](#) History of Photography (not offered in 2023-24)
 - [ARTH 240](#) Art Since 1945 (not offered in 2023-24)
 - [ARTH 247](#) Architecture Since 1950
 - [ARTH 265](#) Architectural Studies in Europe Program: Urban Planning in Europe
 - [ARTH 341](#) Art and Democracy (not offered in 2023-24)
 - [CAMS 225](#) Film Noir: The Dark Side of the American Dream
 - [ECON 271](#) Economics of Natural Resources and the Environment
 - [ECON 273](#) Water and Western Economic Development
 - [EDUC 138](#) Multicultural Education
 - [EDUC 338](#) Multicultural Education
 - [EDUC 344](#) Teenage Wasteland: Adolescence and the American High School (not offered in 2023-24)
 - [ENGL 212](#) Nineteenth-Century American Literature (not offered in 2023-24)
 - [ENGL 221](#) "Moby-Dick" & Race: Whiteness and the Whale (not offered in 2023-24)
 - [ENGL 227](#) Imagining the Borderlands (not offered in 2023-24)
 - [ENGL 234](#) Literature of the American South (not offered in 2023-24)
 - [ENGL 236](#) American Nature Writing
 - [ENGL 247](#) The American West (not offered in 2023-24)
 - [ENGL 248](#) Visions of California (not offered in 2023-24)
 - [ENGL 253](#) Food Writing: History, Culture, Practice (not offered in 2023-24)
 - [ENGL 288](#) California Program: The Literature of California (not offered in 2023-24)
 - [ENGL 329](#) The City in American Literature (not offered in 2023-24)
 - [ENGL 332](#) Faulkner, Hemingway, and Fitzgerald
 - [ENGL 352](#) Toni Morrison: Novelist

- [ENTS 210](#) Environmental Justice
 - [ENTS 307](#) Wilderness Field Studies: Grand Canyon
 - [HIST 126](#) African American History II
 - [HIST 202](#) Oral History Research Methods: Theory, Ethics, and Practice
 - [HIST 203](#) American Indian Education
 - [HIST 205](#) American Environmental History
 - [HIST 228](#) Civil Rights and Black Power
 - [HIST 229](#) Working with Gender in U.S. History (not offered in 2023-24)
 - [HIST 301](#) Indigenous Histories at Carleton
 - [HIST 306](#) American Wilderness
 - [HIST 308](#) American Cities and Nature (not offered in 2023-24)
 - [HIST 316](#) Presenting America's Founding
 - [LING 140](#) Language in the U.S.
 - [MUSC 115](#) Listening to the Movies
 - [POSC 218](#) Schools, Scholarship and Policy in the United States (not offered in 2023-24)
 - [POSC 240](#) At the Corner of Broadway and Main Street: The Contrasting Politics of Northfield and the Twin Cities (not offered in 2023-24)
 - [POSC 273](#) Race and Politics in the U.S.
 - [POSC 302](#) Subordinated Politics and Intergroup Relations
 - [RELG 130](#) Native American Religions (not offered in 2023-24)
 - [RELG 239](#) Religion & American Landscape
 - [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2023-24)
 - [SOAN 151](#) Global Minnesota: An Anthropology of Our State (not offered in 2023-24)
 - [SOAN 206](#) Critical Perspectives on Work in the Twenty-first Century (not offered in 2023-24)
 - [SOAN 252](#) Growing up in an Aging Society (not offered in 2023-24)
 - [SOAN 278](#) Urban Ethnography and the American Experience
 - [SOAN 310](#) Sociology of Mass Incarceration (not offered in 2023-24)
- 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 100](#) Walt Whitman's New York City
 - [AMST 222](#) Indigenous Film (not offered in 2023-24)
 - [AMST 225](#) Beauty and Race in America
 - [AMST 238](#) 9/11 and the War on Terror in American Culture (not offered in 2023-24)
 - [AMST 250](#) Asian American Reckonings
 - [AMST 269](#) Woodstock Nation (not offered in 2023-24)
 - [AMST 287](#) California Program: California Art and Visual Culture (not offered in 2023-24)

- [ARTH 171](#) **History of Photography** (not offered in 2023-24)
- [ARTH 240](#) **Art Since 1945** (not offered in 2023-24)
- [ARTH 247](#) **Architecture Since 1950**
- [ARTH 341](#) **Art and Democracy** (not offered in 2023-24)
- [CAMS 187](#) **Cult Television and Fan Cultures** (not offered in 2023-24)
- [CAMS 215](#) **American Television History**
- [CAMS 216](#) **American Cinema of the 1970s** (not offered in 2023-24)
- [CAMS 225](#) **Film Noir: The Dark Side of the American Dream**
- [CAMS 258](#) **Feminist and Queer Media** (not offered in 2023-24)
- [CAMS 270](#) **Nonfiction**
- [CAMS 340](#) **Television Studies Seminar**
- [DANC 254](#) **Jazz Dance: Roots and Grooves**
- [DANC 266](#) **Reading The Dancing Body** (not offered in 2023-24)
- [ECON 262](#) **The Economics of Sports** (not offered in 2023-24)
- [EDUC 344](#) **Teenage Wasteland: Adolescence and the American High School** (not offered in 2023-24)
- [ENGL 117](#) **African American Literature** (not offered in 2023-24)
- [ENGL 119](#) **Introduction to U.S. Latino/a Literature** (not offered in 2023-24)
- [ENGL 120](#) **American Short Stories** (not offered in 2023-24)
- [ENGL 121](#) **Nineteenth-Century American Literature** (not offered in 2023-24)
- [ENGL 215](#) **Modern American Literature** (not offered in 2023-24)
- [ENGL 221](#) **"Moby-Dick" & Race: Whiteness and the Whale** (not offered in 2023-24)
- [ENGL 227](#) **Imagining the Borderlands** (not offered in 2023-24)
- [ENGL 228](#) **Banned. Censored. Reviled.**
- [ENGL 230](#) **Studies in African American Literature: From the 1950s to the Present**
- [ENGL 233](#) **Writing and Social Justice** (not offered in 2023-24)
- [ENGL 234](#) **Literature of the American South** (not offered in 2023-24)
- [ENGL 235](#) **Asian American Literature**
- [ENGL 236](#) **American Nature Writing**
- [ENGL 239](#) **Democracy: Politics, Race, & Sex in Nineteenth Century American Novels** (not offered in 2023-24)
- [ENGL 241](#) **Latinx Voices in the Age of Trump** (not offered in 2023-24)
- [ENGL 247](#) **The American West** (not offered in 2023-24)
- [ENGL 248](#) **Visions of California** (not offered in 2023-24)
- [ENGL 253](#) **Food Writing: History, Culture, Practice** (not offered in 2023-24)
- [ENGL 258](#) **Playwrights of Color: Taking the Stage** (not offered in 2023-24)
- [ENGL 288](#) **California Program: The Literature of California** (not offered in 2023-24)
- [ENGL 332](#) **Faulkner, Hemingway, and Fitzgerald**
- [ENGL 352](#) **Toni Morrison: Novelist**
- [ENTS 307](#) **Wilderness Field Studies: Grand Canyon**
- [GWSS 150](#) **Working Sex: Commercial Sexual Cultures** (not offered in 2023-24)
- [GWSS 398](#) **Capstone: Race, Gender, and Sexuality in Popular Culture** (not offered in 2023-24)

- [GWSS 398](#) **Capstone: Schooling Sex: History of Sex Education & Instruction** (not offered in 2023-24)
 - [HIST 122](#) **U.S. Women's History to 1877**
 - [HIST 211](#) **Revolts and Resistance in Early America** (not offered in 2023-24)
 - [HIST 220](#) **From Blackface to Blaxploitation: Black History and/in Film**
 - [HIST 226](#) **U.S. Consumer Culture**
 - [HIST 229](#) **Working with Gender in U.S. History** (not offered in 2023-24)
 - [HIST 306](#) **American Wilderness**
 - [HIST 308](#) **American Cities and Nature** (not offered in 2023-24)
 - [HIST 316](#) **Presenting America's Founding**
 - [HIST 320](#) **The Progressive Era?** (not offered in 2023-24)
 - [MUSC 115](#) **Listening to the Movies**
 - [MUSC 126](#) **America's Music**
 - [MUSC 130](#) **The History of Jazz** (not offered in 2023-24)
 - [MUSC 131](#) **The Blues From the Delta to Chicago** (not offered in 2023-24)
 - [MUSC 136](#) **History of Rock** (not offered in 2023-24)
 - [MUSC 232](#) **Golden Age of R & B** (not offered in 2023-24)
 - [MUSC 341](#) **Rock Lab and Lab**
 - [PHIL 228](#) **Freedom and Alienation in Black American Philosophy** (not offered in 2023-24)
 - [POSC 204](#) **How American Campaigns and Elections Work (and Don't Work)** (not offered in 2023-24)
 - [POSC 216](#) **Politics in the Post-Truth Society** (not offered in 2023-24)
 - [POSC 220](#) **Politics and Political History in Film** (not offered in 2023-24)
 - [POSC 355](#) **Identity, Culture and Rights** (not offered in 2023-24)
 - [PSYC 384](#) **Psychology of Prejudice**
 - [RELG 140](#) **Religion and American Culture**
 - [RELG 232](#) **Queer Religions** (not offered in 2023-24)
 - [RELG 285](#) **Islam in America: Race, Religion and Politics** (not offered in 2023-24)
 - [RELG 344](#) **Lived Religion in America** (not offered in 2023-24)
 - [SOAN 114](#) **Modern Families: An Introduction to the Sociology of the Family** (not offered in 2023-24)
 - [SOAN 252](#) **Growing up in an Aging Society** (not offered in 2023-24)
 - [THEA 227](#) **Theatre for Social Change**
- 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 225](#) **Beauty and Race in America**
 - [AMST 238](#) **9/11 and the War on Terror in American Culture** (not offered in 2023-24)
 - [ARTH 240](#) **Art Since 1945** (not offered in 2023-24)

- [ECON 262](#) **The Economics of Sports** (not offered in 2023-24)
- [ECON 264](#) **Health Care Economics** (not offered in 2023-24)
- [ECON 271](#) **Economics of Natural Resources and the Environment**
- [ECON 273](#) **Water and Western Economic Development**
- [EDUC 330](#) **Refugee and Immigrant Experiences in Faribault, MN** (not offered in 2023-24)
- [EDUC 340](#) **Race, Immigration, and Schools** (not offered in 2023-24)
- [ENGL 119](#) **Introduction to U.S. Latino/a Literature** (not offered in 2023-24)
- [ENGL 221](#) **"Moby-Dick" & Race: Whiteness and the Whale** (not offered in 2023-24)
- [ENGL 235](#) **Asian American Literature**
- [ENGL 252](#) **Caribbean Fiction** (not offered in 2023-24)
- [GWSS 150](#) **Working Sex: Commercial Sexual Cultures** (not offered in 2023-24)
- [GWSS 235](#) **Gender & Sexuality of Migration** (not offered in 2023-24)
- [GWSS 398](#) **Capstone: Transnational Feminist Activism**
- [HIST 211](#) **Revolts and Resistance in Early America** (not offered in 2023-24)
- [HIST 213](#) **Politics and Protest in the New Nation** (not offered in 2023-24)
- [LING 288](#) **The Structure of Dakota** (not offered in 2023-24)
- [POSC 122](#) **Politics in America: Liberty and Equality**
- [POSC 216](#) **Politics in the Post-Truth Society** (not offered in 2023-24)
- [POSC 220](#) **Politics and Political History in Film** (not offered in 2023-24)
- [POSC 231](#) **American Foreign Policy** (not offered in 2023-24)
- [POSC 269](#) **I Did My Own Research: Information and Political Division in America** (not offered in 2023-24)
- [POSC 274](#) **Covid-19 and Globalization**
- [POSC 355](#) **Identity, Culture and Rights** (not offered in 2023-24)
- [RELG 243](#) **Native American Religious Freedom** (not offered in 2023-24)
- [RELG 285](#) **Islam in America: Race, Religion and Politics** (not offered in 2023-24)
- [RELG 289](#) **Global Religions in Minnesota**
- [SOAN 151](#) **Global Minnesota: An Anthropology of Our State** (not offered in 2023-24)

American Studies Courses

[AMST 100](#) Walt Whitman's New York City "O City / Behold me! Incarnate me as I have incarnated you!" An investigation of the burgeoning metropolitan city where the young Walter Whitman became a poet in the 1850s. Combining historical inquiry into the lives of nineteenth-century citizens of Brooklyn and Manhattan with analysis of Whitman's varied journalistic writings and utterly original poetry, we will reconstruct how Whitman found his muse and his distinctively modern subject in the geography, demographics, markets, politics, and erotics of New York. 6 credits; AI, WR1, IDS; *Fall*; **Peter J Balaam**

[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*; **Christopher M Elias**

AMST 130 Latinx Social Movements: From Bandits to the Young Lords In this class, we will discuss Latinx social and political movements across America, from post-1848 to the twentieth century. We will work to understand both their historical and historiographical impact: What conditions were these movements responding to? What emerged from their actions? And how are these movements talked about and remembered now? We will also track state responses to these movements, including the creation of law enforcement agencies in the Southwest and national counterintelligence programs. 6 credits; HI, IDS; *Not offered 2023-24*

AMST 222 Indigenous Film This course introduces students to the world of Indigenous films, beginning with representations of Indians and how these images shape what most people “know” about “Indians.” Simultaneously, Indigenous filmmakers exercise visual sovereignty by not only refusing representations of Indigenous people, but by creating visual representations of Indigenous peoples that speak to the urgent issues of the present. Through Indigenous films, we will examine genres, develop an appreciation for historical and cultural contexts of films, and consider how these films are forms of Indigenous resurgence. We will also learn the basics of media literacy and film analysis. Our key concepts include visual sovereignty, Indigenous, Indians, settler colonialism, decolonization, resurgence, tradition, and gender. 6 credits; LA, IDS; *Not offered 2023-24*

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

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; *Fall*; **Meredith L McCoy**

AMST 238 9/11 and the War on Terror in American Culture An exploration of how the terrorist attacks of 9/11/2001 and the subsequent War on Terror impacted American culture. We will focus on issues of both form (the elements determining the look and feel of post-9/11 artwork) and content

(the social and moral concerns driving post-9/11 culture). Shared texts will include novels, short stories, poetry, music, art, and films. Particular attention will be paid to themes such as race and racism, religion and religious discrimination, immigration and xenophobia, debates over American exceptionalism, critiques of American capitalism, the "death of irony," attempts to define "truth," and the spread of conspiracy theories. 6 credits; HI, IDS; *Not offered 2023-24*

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 250 Asian American Reckonings As both targets of racism and beneficiaries of privilege, Asian Americans defy easy categorization. In a timely intervention, Cathy Park Hong, in her 2020 essay collection *Minor Feelings*, undertakes an "Asian American Reckoning." Following Hong's lead, this five-week course will reckon with Asian America in its most vexing aspects. Through an exploration of memoir, cultural criticism, poetry, fiction, and film/media, we will think hard about questions of privilege and discrimination, interracial politics, settler colonialism, and transnational ties. Grappling with the past and looking towards the future, this course asks: What does it mean to be Asian American? 3 credits; LA, IDS; *Fall*; **Nancy J Cho**

AMST 269 Woodstock Nation "If you remember the Sixties, you weren't there." We will test the truth of that popular adage by exploring the American youth counterculture of the 1960s, particularly the turbulent period of the late sixties. Using examples from literature, music, and film, we will examine the hope and idealism, the violence, confusion, wacky creativity, and social mores of this seminal decade in American culture. Topics explored will include the Beat Generation, the Vietnam War, Civil Rights, LSD, and the rise of environmentalism, feminism, and Black Power. 6 credits; LA, WR2, IDS; *Not offered 2023-24*

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; *Not offered 2023-24*

AMST 289 California Program: California Field Studies Students will participate in a number of field trips dealing with California's history, literature, and environment. Sites visited will include Sutter's Fort, 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. Prerequisite: Participation in AMST OCS program. 4 credits; NE; *Not offered 2023-24*

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; *Not offered 2023-24*

AMST 325 Labor and Identity in America How have social categories (i.e., race, class, gender, sexuality) been constructed according to labor? How have people lived their identities through their labor? This course will focus on manual labor, with special attention to agricultural work, and will span from the Antebellum South to the present. We will examine how manual labor has functioned as a symbol of belonging in the nation. Throughout the course, we will emphasize lived experience--or, how people responded to cultural shifts, and made social or political change through their work--using oral histories, community archives, cultural productions and social customs in the workplace. 6 credits; HI, IDS; *Not offered 2023-24*

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 Producing Latinidad 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*; **Christopher M Elias**

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*; **Adriana Estill**

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 departments 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 director of the minor early in their sophomore year in order to plan ahead and retain as much freedom of choice as possible in meeting the requirements of the program.

Requirements for the Archaeology Minor

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

- **Core Courses** (24 credits required)
 - [ARCN 246](#) Archaeological Methods
 - [ARCN 111](#) Archaeology of the Americas
 - or [CLAS 122](#) The Archaeology of Mediterranean Prehistory (not offered 2023-24)
 - or [CLAS 123](#) Greek Archaeology and Art (not offered 2023-24)
 - or [CLAS 124](#) Roman Archaeology and Art
 - [GEOL 210](#) Geomorphology
 - or [GEOL 258](#) Geomorphology of Soils (not offered 2023-24)

(Note: there is a prerequisite of one 100-level geology course 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
- **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 director, 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 director of the minor.

The director 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 director of the minor, who is 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 111](#) Archaeology of the Americas
- [ARCN 211](#) Coercion and Exploitation: Material Histories of Labor (not offered in 2023-24)
- [ARCN 222](#) Experimental Archaeology and Experiential History
- [ARTH 101](#) Introduction to Art History I
- [CLAS 119](#) Under the Ashes of Vesuvius (not offered in 2023-24)
- [CLAS 122](#) The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age (not offered in 2023-24)
- [CLAS 123](#) Greek Archaeology and Art (not offered in 2023-24)
- [CLAS 124](#) Roman Archaeology and Art

- [CLAS 145](#) Ancient Greek Religion (not offered in 2023-24)
- [CLAS 200](#) Greece at a Crossroads: History, Landscape, and Material Culture
- [CLAS 385](#) Islands in Time: Insular Life, Culture, and History in the Mediterranean World (not offered in 2023-24)
- [ENTS 120](#) Introduction to Geospatial Analysis & Lab
- [GEOL 110](#) Introduction to Geology and Lab
- [GEOL 115](#) Climate Change in Geology and Lab (not offered in 2023-24)
- [GEOL 120](#) Introduction to Environmental Geology & Lab (not offered in 2023-24)
- [GEOL 125](#) Introduction to Field Geology and Lab
- [GEOL 210](#) Geomorphology and Lab
- [GEOL 258](#) Geology of Soils and Lab (not offered in 2023-24)
- [HIST 133](#) Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2023-24)
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150 (not offered in 2023-24)
- [HIST 233](#) The Byzantine World and Its Neighbors, 750-ca. 1453 (not offered in 2023-24)
- [HIST 238](#) The Viking World
- [HIST 246](#) Making Early Medieval England (not offered in 2023-24)
- [HIST 338](#) Digital History, Public Heritage & Deep Mapping (not offered in 2023-24)
- [LTAM 220](#) Eating the Americas: 5,000 Years of Food
- [LTAM 330](#) The Rise and Collapse of Andean States
- [SOAN 110](#) Introduction to Anthropology

Archaeology Courses

[ARCN 111](#) **Archaeology of the Americas** This class will examine how archaeologists know the past, focusing on North and South America. The course is organized by themes including migration (first peopling of the Americas, trans-Atlantic slave trade), early cities (Caral in South America, Teotihuacan in Central America, Cahokia in North America), and the environment (domestication, over hunting). Remember--the past is not something natural and static that waits to be “discovered.” The past changes depending on who gets to tell the story--it is not neutral! Whose past is legitimate? Which voices get heard or ignored? In this course, you will find out! 6 credits; SI, IDS; *Spring*; **Sarah A Kennedy**

[ARCN 211](#) **Coercion and Exploitation: Material Histories of Labor** What do antebellum plantations, Spanish missions, British colonies in Australia, mining camps in Latin America, and Roman estates all have in common? All are examples of unfair/unfree and forced labor in colonial and imperial settings. This class will review archaeological, archival, and ethnographic cases of past coerced and exploitative labor, and compare them with modern cases such as human trafficking, child slavery, bonded labor, and forced marriage. Case studies include the Andes under Inka and Spanish rule, North American and Caribbean plantations, British colonial Australia, and Dutch colonial Asia. 6 credits; SI, IS, WR2; *Not offered 2023-24*

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*; **Austin P Mason**

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; *Fall*; **Sarah A Kennedy**

ARCN 251 Greece at a Crossroads: History, Landscape, and Material Culture Program: Digital Archaeology and Virtual Reality Archaeological methodology has been changing at a revolutionary pace throughout the last decade. Today old ways of recording and interpreting archaeological data are being replaced by digital and computational methods, and virtual reality has become a key component of archaeological projects and cultural heritage management alike. The main aim of this course is for the student to develop a comprehensive understanding of the new possibilities offered by the most recent tools and methods in analyzing the past, as well as to acquire a practical skill set, which will be useful in both archaeological fieldwork and cultural heritage management projects. Prerequisite: Participation in Greece at a Crossroads: History, Landscape, and Material Culture OCS Program. 6 credits; NE; *Summer, Spring*; **Alex R Knodell**

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; *Fall*; **Alex R Knodell**

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 functions and processes 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
 - [ARTH 140](#) African Art and Culture (not offered in 2023-24)
 - [ARTH 155](#) Islamic Art and Architecture (not offered in 2023-24)
 - [ARTH 165](#) Japanese Art and Culture
 - [ARTH 166](#) Chinese Art and Culture (not offered in 2023-24)
 - [ARTH 209](#) Chinese Painting (not offered in 2023-24)
 - [ARTH 220](#) The Origins of Manga: Japanese Prints (not offered in 2023-24)
 - [ARTH 266](#) Arts of the Japanese Tea Ceremony
 - [ARTH 267](#) Gardens in China and Japan
 - [ARTH 321](#) Arts of the Chinese Scholar's Studio
 - at least six credits in art history of the western tradition before 1800
 - [ARTH 203](#) Intersectional Medieval Art
 - [ARTH 230](#) Princesses as Patrons circa 1500 (not offered in 2023-24)
 - [ARTH 232](#) Spanish Studies in Madrid Program: Spanish Art Live
 - [ARTH 235](#) Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2023-24)
 - [ARTH 236](#) Baroque Art
 - [ARTH 255](#) Islam in the Eyes of the West (not offered in 2023-24)
 - [ARTH 263](#) Architectural Studies in Europe Program: Prehistory to Postmodernism
 - [ARTH 324](#) The Sexuality of Jesus Christ (not offered in 2023-24)
 - [CLAS 123](#) Greek Archaeology and Art (not offered in 2023-24)
 - at least six credits in art history of the western tradition after 1800
 - [ARTH 100](#) Art and Culture in the Gilded Age
 - [ARTH 160](#) American Art to 1940 (not offered in 2023-24)
 - [ARTH 171](#) History of Photography (not offered in 2023-24)
 - [ARTH 172](#) Modern Art: 1890-1945
 - [ARTH 240](#) Art Since 1945 (not offered in 2023-24)

- [ARTH 241](#) Contemporary Art for Artists
- [ARTH 245](#) Modern Architecture
- [ARTH 247](#) Architecture Since 1950
- [ARTH 262](#) Architectural Studies in Europe Program: Community-Engaged Design
- [ARTH 265](#) Architectural Studies in Europe Program: Urban Planning in Europe
- [ARTH 266](#) Arts of the Japanese Tea Ceremony
- [ARTH 327](#) A History of Campus Planning (not offered in 2023-24)
- 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](#) Observational Drawing
 - [ARTS 113](#) Field Drawing
 - [ARTS 117](#) Living London Program: Visualizing Renaissance England (not offered in 2023-24)
 - [ARTS 210](#) Life Drawing
 - [ARTS 212](#) Studio Art Seminar in the South Pacific: Mixed-Media Drawing (not offered in 2023-24)
 - [ARTS 245](#) Constructed Image
 - [ARTS 260](#) Painting
 - [ARTS 273](#) Studio Art Seminar in the South Pacific: Printmaking (not offered in 2023-24)
 - [ARTS 274](#) Printmaking – Silkscreen and Relief
 - [ARTS 277](#) Printmaking: Relief Processes (not offered in 2023-24)
 - [ARTS 278](#) Printmaking: Intaglio Processes
 - [ARTS 339](#) Advanced Photography
 - [ARTS 360](#) Advanced Painting and Drawing
 - [ARTS 374](#) Advanced Printmaking and Book Arts (not offered in 2023-24)
- two six credits courses with a 3-D emphasis from:
 - [ARTS 122](#) Introduction to Sculpture
 - [ARTS 130](#) Beginning Ceramics
 - [ARTS 151](#) Metalsmithing
 - [ARTS 222](#) Sculptural Practice
 - [ARTS 230](#) Ceramics: Throwing
 - [ARTS 232](#) Ceramics: Handbuilding (not offered in 2023-24)
 - [ARTS 234](#) The Figure in Clay (not offered in 2023-24)
 - [ARTS 236](#) Ceramics: Vessels for Tea

- [ARTS 252](#) **Metalsmithing: Ancient Techniques, New Technologies**
- [ARTS 322](#) **Sculpture 2: Form and Context** (not offered in 2023-24)
- [ARTS 327](#) **Woodworking: The Table** (not offered in 2023-24)
- [ARTS 330](#) **Advanced Ceramics**
- Junior seminar, [ARTS 298](#) (6 credits)
- one six-credit 300 level studio art course
- 18 elective credits (3 six-credit courses) in Studio Art
- the integrative exercise [ARTS 400](#), 5 credit course taken during Fall or Winter terms of the senior year, and 1 credit course taken in the Spring term of the senior year.
- 18 credits in Art History with:
 - six credits in courses which concentrate in art prior to 1900 from
 - [ARTH 100](#) **Art and Culture in the Gilded Age**
 - [ARTH 101](#) **Introduction to Art History I**
 - [ARTH 102](#) **Introduction to Art History II**
 - [ARTH 155](#) **Islamic Art and Architecture** (not offered in 2023-24)
 - [ARTH 160](#) **American Art to 1940** (not offered in 2023-24)
 - [ARTH 165](#) **Japanese Art and Culture**
 - [ARTH 166](#) **Chinese Art and Culture** (not offered in 2023-24)
 - [ARTH 171](#) **History of Photography** (not offered in 2023-24)
 - [ARTH 209](#) **Chinese Painting** (not offered in 2023-24)
 - [ARTH 213](#) **The Medieval Book as Art and Object**
 - [ARTH 220](#) **The Origins of Manga: Japanese Prints** (not offered in 2023-24)
 - [ARTH 235](#) **Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance"** (not offered in 2023-24)
 - [ARTH 236](#) **Baroque Art**
 - [ARTH 255](#) **Islam in the Eyes of the West** (not offered in 2023-24)
 - [ARTH 263](#) **Architectural Studies in Europe Program: Prehistory to Postmodernism**
 - [ARTH 267](#) **Gardens in China and Japan**
 - [ARTH 321](#) **Arts of the Chinese Scholar's Studio**
 - [ARTH 324](#) **The Sexuality of Jesus Christ** (not offered in 2023-24)
 - six credits in courses which concentrate in art post-1900 from
 - [ARTH 140](#) **African Art and Culture** (not offered in 2023-24)
 - [ARTH 214](#) **Queer Art** (not offered in 2023-24)
 - [ARTH 240](#) **Art Since 1945** (not offered in 2023-24)
 - [ARTH 245](#) **Modern Architecture**
 - [ARTH 247](#) **Architecture Since 1950**
 - [ARTH 260](#) **Planning Utopia: Ideal Cities in Theory and Practice**
 - [ARTH 262](#) **Architectural Studies in Europe Program: Community-Engaged Design**
 - [ARTH 265](#) **Architectural Studies in Europe Program: Urban Planning in Europe**
 - [ARTH 288](#) **Curatorial Seminar** (not offered in 2023-24)
 - [ARTH 327](#) **A History of Campus Planning** (not offered in 2023-24)
 - [ARTH 341](#) **Art and Democracy** (not offered in 2023-24)
 - six elective credits from any time period.

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 Art and Culture in the Gilded Age Staggering wealth inequality spurred by transformative technological innovation and unbridled corporate power. Political tumult fueled by backsliding civil rights legislation, disputed elections, and anti-immigrant sentiment. Culture wars. American imperialism. Such characteristics have increasingly fueled comparisons between the present day and the late-nineteenth century in the United States. The Gilded Age witnessed the flourishing of mass culture alongside the founding of many elite cultural organizations—museums, symphony halls, libraries—that still stand as preeminent civic institutions. With an occasional eye to the present, this seminar examines the art, architecture, and cultural history of the Gilded Age. 6 credits; AI, WR1; *Fall*; **Baird E Jarman**

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; *Winter*

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, IS; *Spring*

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 2023-24*

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 2023-24*

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 2023-24*

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; *Winter*; **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; *Not offered 2023-24*

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 2023-24*

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; *Spring*; **Ross Elflin**

ARTH 203 Intersectional Medieval Art Grounded in critical race theory, intersectionality, and queer theory, this class draws on a range of visual and textual sources to trace the histories, experiences, and representations of marginalized identities in the medieval world. We will consider gender, sexuality, and race in the context of Jewish, Christian, and Islamic cultures during the Middle Ages. This class will examine topics including transgender saints, demonic possession, and the so-called "monstrous races." In contrast to misconceptions of a homogenous white Christian past, the reality of medieval Europe was diverse and complex, as reflected in its visual and material culture. 6 credits; LA, IS; *Winter*

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 2023-24*

ARTH 213 The Medieval Book as Art and Object Even more than knights, the Black Plague, or Monty Python, the Middle Ages is characterized by books, as the number of manuscripts from the period far exceed those of paintings, sculptures, mosaics, and other artworks combined. In this course, students will learn about the various forms that the book took on during its development over 1,000 years, through contextual study of patrons, creators, and redactors. Students will also develop an introductory familiarity with the tools of manuscript studies, including paleography and codicology through hands-on exercises. 6 credits; LA, IS; *Spring*

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 2023-24*

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. Prerequisite: Participation in Cross-Cultural Psychology in Prague program. 4 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

ARTH 232 Spanish Studies in 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 and approved participation in Madrid Program. 6 credits; LA, IS; *Fall*; **Palmar Álvarez-Blanco**

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 2023-24*

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; *Not offered 2023-24*

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 Elfline**

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; *Fall*; **Ross Elfline**

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” (Hausmann, 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; *Not offered 2023-24*

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 modernism's 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; *Fall*; **Ross K Elfline**

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 2023-24*

ARTH 260 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; *Fall*; **Baird E Jarman**

ARTH 262 Architectural Studies in Europe Program: Community-Engaged Design In recent years, architects and urban planners have increasingly moved away from the total-design methods that often typified the Modern Movement of architecture in which the master planner oversaw every aspect of design “from the teaspoon to the city.” In its place, many designers have engaged local resources and forms of knowledge rooted in communities as the basis for architecture and urban planning schemes. This course considers case studies in community-based design practices by looking at both the products of such labor as well as the distinct processes that empowered residents to refashion their own surroundings from the ground up. Prerequisite: Participation in Architectural Studies in Europe program. 3 credits; LA, IS; *Winter*; **Ross K Elfline**

ARTH 263 Architectural Studies in Europe 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. Prerequisite: Participation in OCS Architectural Studies Program. 6 credits; LA, IS; *Winter*; **Baird E Jarman, Ross K Elfline**

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. Prerequisite: Participation in OCS Architectural Studies Program. 3 credits; LA, IS; *Not offered 2023-24*

ARTH 265 Architectural Studies in Europe Program: Urban Planning in Europe This course uses metropolitan areas visited during the program as case studies in the history and contemporary practice of urban planning. Students will explore cities with the program director and with local architects and historians—as well as in groups on their own. Specific topics include the use of major international events, such as Olympic Games and World’s Fairs, as large-scale planning opportunities, the development of municipal housing programs, the reduction of automobile traffic and mass transit initiatives, the adaptive reuse of former industrial districts, the use of cultural institutions as civic anchors, and more. Prerequisite: Participation in OCS Architectural Studies Program. 3 credits; LA; *Winter*; **Baird E Jarman**

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 re-creations of gardens. 6 credits; ARP, IS; *Spring*; **Kathleen M Ryor**

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 2023-24*

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

ARTH 324 The Sexuality of Jesus Christ Why did Renaissance artists produce hundreds of paintings of the Christ Child touching his genitals or presenting his genitals to someone, for instance his mother the Virgin Mary, inside the picture? Why did images of the dead Christ emphasize or exaggerate Jesus's genitalia? And why were these phallic features of Renaissance religious painting not openly discussed and debated in art historical scholarship until 1983? These questions are at the heart of this course. In order to answer them we will examine the art critic Leo Steinberg's groundbreaking book, *The Sexuality of Christ in Renaissance Art and in Modern Oblivion* (1983) and the dramatic responses Steinberg's book engendered. 6 credits; LA; *Not offered 2023-24*

ARTH 327 A History of Campus Planning This course considers the history of academic campuses in the United States, using Carleton as a detailed case study. We will examine campus design in relation to social history, treating campuses as complex educational districts reshaped over time to adapt to changing institutional priorities. Topics will include the founding of sectarian colleges, land-grant universities, and state normal schools; collegiate gothic and modernist design; the GI Bill® and other education policies; beaux-arts planning; sustainability initiatives; etc. Utilizing primary documents in the college archives, students will research Carleton's planning history, culminating in a spring-term exhibition at the Perlman Teaching Museum. Prerequisite: Two Art History courses, or instructor consent. 6 credits; LA; *Not offered 2023-24*

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; *Not offered 2023-24*

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*; **Jade A Hoyer, David H Lefkowitz, Eleanor M Jensen**

ARTS 113 Field Drawing A beginning drawing course for students who are interested in developing their skills in drawing from nature, to better see and understand their surroundings. Class material covers line, form, dimension, value, perspective, and space using a variety of drawing materials. Subject matter includes specimens, plant forms, and the landscape. Students will use a portable sketchbook, and classes during the second part of the term are primarily outside. Locations include the Arb and field trips; access to these sites does include walking on unpaved paths and uneven terrain. 6 credits; ARP; *Fall, Spring*; **Eleanor M Jensen**

ARTS 114 Architectural Studies in Europe 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; S/CR/NC; ARP; *Winter*; **Daniel P Bruggeman**

ARTS 117 Living London Program: 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; ARP, IS; *Not offered 2023-24*

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*; **Stephen Mohring**

ARTS 128 Ceramics: Handbuilding Through History This course provides a historical framework through which students will study clay's crucial role in our everyday lives and in the advancement of civilization. Texts and articles will guide the study of historical objects while videos and discussion provide a glimpse into contemporary studio practice. Hands-on projects in low fire and oil-based clays

will put knowledge into action as students create 3D objects and 2D sketches and plans. Various firing processes are dependent on access to the ceramics studio. Use of a digital camera (phone ok) is required. 6 credits; ARP; *Not offered 2023-24*

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, Winter*; **Kelly A Connole, Juliane Shibata**

ARTS 139 Beginning Photography In this course students 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. Beginning students will learn how to use analogue and digital cameras, to use basic studio lighting equipment, and to print their own photographic work. Additionally, students will learn to develop a portfolio as an ongoing process that requires informed and critical decision making to assemble a body of work. Collectively we will critique, analyze, give feedback on work, and discuss readings that are pertinent to the production of images in contemporary times. 6 credits; ARP; *Fall, Winter, Spring*; **Xavier Tavera Castro**

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; *Not offered 2023-24*

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, Winter*; **Danny J Saathoff**

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 form. Our emphasis this term will be on anatomy, the study of portraiture, and the complexity of hands and feet. Prerequisite: Studio Art 110, 113, 142 or 211. 6 credits; ARP; *Spring*

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; *Not offered 2023-24*

ARTS 222 Sculptural Practice In this class we will expand upon your previous studio art coursework, engaging multiple materials including plaster, wood, steel, and mixed media. Through a series of short and two long term projects, we will explore the joys and challenges of working in three dimensions. You will learn (or hone) basic building skills, mold-making and plaster fabrication techniques, as well as basic metal fabrication including cold work and welding mild steel. Prerequisite: Studio Arts 130, 151, 122, 322, 332, 327, 230, 252, Computer Science 232 or instructor consent. 6 credits; ARP; *Spring*; **Stephen Mohring**

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 128, 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, 128, 130, 150, 151, 236 or instructor consent. 6 credits; ARP; *Not offered 2023-24*

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, 128, 130 or instructor's consent. 6 credits; ARP; *Not offered 2023-24*

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 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; *Not offered 2023-24*

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, or 142 or instructor consent. 6 credits; ARP; *Not offered 2023-24*

ARTS 244 Alternative Processes Over the last half century, the media environment has become dominantly digital, and the practice of photography has been transformed into a digital one. In response, contemporary artists and image makers have recently been pursuing analog practices in a search for more engaging material output. In this course, students will be introduced to a series of alternative printing methods that will result in tangible works. Instruction will be given in cyanotype, liquid light, Van Dyke brown printing, and Platinum Palladium. Experimentation and creative departures will be highly encouraged. Prerequisite: Previous Studio Art course. 6 credits; ARP; *Not offered 2023-24*

ARTS 245 Constructed Image In this course we will explore image making beyond the still photographic image. Students will investigate the possibilities of construction and manipulation of photographic images using various camera and darkroom methods including sequence, multiples,

narrative, installation and book formats, marking and altering photographic surfaces, using applied color, and toning both in-camera and manually. Special attention will be put into display and installation of the work produced. Prerequisite: One 100 level Studio Arts courses or instructor consent. 6 credits; ARP; *Fall*; **Xavier Tavera Castro**

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 Arts 151. 6 credits; ARP; *Spring*; **Danny J Saathoff**

ARTS 260 Painting The course serves as an introduction to the language of painting. Students develop a facility with the physical tools of painting--brushes, paint and surfaces--as they gain a fluency with the basic formal elements of the discipline--color, form, value, composition and space. Students are also challenged to consider the choices they make in determining the content and ideas expressed in the work, and how to most effectively convey them. Prerequisite: Studio Art 110, 113, 114, or instructor consent. 6 credits; ARP; *Fall, Winter*; **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; *Not offered 2023-24*

ARTS 274 Printmaking – Silkscreen and Relief Students will work in two primary printmaking media: relief and/or silkscreen. Through printmaking techniques, layering, color mixing, and generating multiples, students will explore how to develop a narrative in their work and build upon skills established in prerequisite drawing classes. Prerequisite: Studio Art 110, 113, 114 or instructor consent. 6 credits; ARP; *Fall*; **Jade A Hoyer**

ARTS 275 Studio Art Program: The Physical and Cultural Environment This is a wide-ranging course that asks students to engage with their surroundings and make broad connections during the South Pacific program. It examines ecological topics, such as natural history, invasive species, conservation efforts, and how the physical landscape has changed since colonialism. Students will also study indigenous people's history, culture, art, and profound relationship to landscape. This course includes readings, films, local speakers, and diverse site visits. Prerequisite: Acceptance to Carleton OCS program. 6 credits; SI, IS; *Not offered 2023-24*

ARTS 277 Printmaking: Relief Processes The subject will introduce the basics of Relief printmaking. It will explore different mark making and cutting techniques (both traditional and contemporary)

suitable for use with a selection of relief printing and registration methods. Relief will cover the use of the reduction (single plate) and multi-plate processes using wood, metal or plastic plates. Safe printing and studio procedures will also be introduced. The subject will look at ways to create drawings as suitable aids for the relief process. Experimentation will be fostered using a variety of tools and print processes to make a series of investigative works. The relief process will be directly linked to its historical origins. Prerequisite: Studio Arts 110, 113, 114, 210, 211 or 212 or instructor consent. 6 credits; ARP; *Not offered 2023-24*

ARTS 278 Printmaking: Intaglio Processes This course will emphasize intaglio printmaking, a process that allows for a rich array of mark-making and the creation of multiples. Through the use of different intaglio techniques such as hard ground, aquatint, and drypoint, students will explore and generate imagery with emphasis on experimentation, state proofing / animation, and narrative. Prerequisite: Studio Arts 110, 113, 114, 210, 211 or 212 or instructor consent. 6 credits; ARP; *Winter*; **Jade A Hoyer**

ARTS 293 Throwing Tutorial This tutorial focuses 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, may be included in the course. Prerequisite: Studio Arts 128, 130, 232 or 236, or extensive non-Carleton experience with wheel throwing and instructor permission with portfolio review. 6 credits; NE; *Not offered 2023-24*

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. 6 credits; S/CR/NC; NE; *Spring*; **Jade A Hoyer**

ARTS 322 Sculpture 2: Form and Context In this intimate and nimble seminar, we will continue our exploration of the many wonders of sculpture, further developing our previous studio-based investigations. During several short and two prolonged problem-based assignments we will work to develop our personal voice and a more nuanced material expression in our art. We'll be introducing interior and exterior site-specific installation, casting, advanced woodworking and welding techniques, as well as the potential for interactive robotics and digital media, to the range of possibilities. In Arts 322 you are free to explore the processes that most intrigue you--no specific

material or sculptural format will be required. Prerequisite: Studio Art 122, 150, 151, 232 or instructor permission. 6 credits; ARP; *Not offered 2023-24*

ARTS 327 Woodworking: The Table This class explores the wondrous joys and enlightening frustrations of an intensive material focus in wood. From the perspective of both functional and non-functional design, we will examine wood's physical, visual, philosophical, and expressive properties. Several short projects will culminate in an examination of the table as a conceptual construct, and six week design/build challenge. Prerequisite: Studio Art 122, 222 or instructor permission. 6 credits; ARP; *Not offered 2023-24*

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 128, 130, 230, 232, 234 or 236 or instructor consent. 6 credits; ARP; *Spring*; **Kelly A Connole**

ARTS 339 Advanced Photography In this course students 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. Advanced students will focus on developing a concise body of work independently through two self-directed longer projects. Instruction includes: use of large format cameras with a hand meter, film scanning, and strobe lighting. Students will learn to develop a portfolio as an ongoing process that requires informed and critical decision making to assemble a body of work. Collectively we will critique, analyze, give feedback on work and discuss readings that are pertinent to the production of images in contemporary times. Prerequisite: Studio Art 140, 141, 238 or 240, 243 or instructor permission. 6 credits; ARP; *Spring*; **Xavier Tavera Castro**

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. Projects focus on art making as an evolving process and a critical engagement with systems of visual representation. Prerequisite: Either Studio Art 260 or two of the following courses: Studio Art 110, 113, 114, 210, 212, 273, 274. 6 credits; ARP; *Spring*; **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; *Not offered 2023-24*

[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; NE; *Spring*, **K. Connole**

[ARTS 400 Integrative Exercise](#) The integrative exercise for the studio arts major consists of an independent research project involving experimentation, reflection, and deep engagement in the production of a cohesive body of artwork. The comps process is designed to give students the opportunity to develop ideas over the course of a term with close advice and support of the studio faculty and fellow students. Class of 2024, students register for six credits in Fall or Winter term. In rare cases and in consultation with the studio faculty, exceptions may be made to allow comps to be spread over two terms. Class of 2025 the department highly recommends students take five credits of comps fall or winter term of the senior year and one credit in the spring term of the senior year. Class of 2026 will be required to take five credits of comps fall or winter term of the senior year and one credit in the spring term of senior year. 1-6 credit; 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](#) or any Chinese courses numbered 230-270.

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.

Appropriate language courses taken on overseas programs can apply.

Asian Language Courses (ASLN)

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*; **Shaohua Guo**

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

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

[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*; **Lin Deng, Lei Yang**

[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*; **Lei Yang, Lin Deng**

[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*; **Lin Deng**

[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 2023-24*

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; *Spring*; **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 2023-24*

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 premodern 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. No prior Chinese language study required. 6 credits; LA, IS; *Not offered 2023-24*

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; HI; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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 2023-24*

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; *Spring*; **Lin Deng**

CHIN 350 Reading Chinese Comics This course selects a range of popular comics as reading materials, including stories based on traditional novels and fantasies, science fiction, children's literature, and non-fiction. Students will gain important cultural and historical knowledge about China, expand vocabulary on a variety of cultural and societal topics, and most importantly, develop proficiency in producing descriptions and third-person narratives both orally and in writing. Prerequisite: Chinese 206. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

CHIN 358 Advanced Chinese: Everyday Life in Ancient China Were chopsticks originally eating utensils? Did ancient Chinese sleep on beds and sit on chairs? What did they wear? In this course, students will find answers to questions like those in a series of expository writings concerning various aspects of daily life in ancient Chinese society, while enhancing their proficiency in comprehending authentic materials and producing extended discourse on related topics through a variety of oral and written coursework. This course also provides a fair amount of exposure to common sources for historical studies of China, and thus expands students' vocabulary and knowledge about Chinese history and archaeology. Prerequisite: Chinese 206 or equivalent. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

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; *Winter; 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 premodern 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 2023-24*

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; LA; *Fall*; **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**

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*; **Chie Tokuyama**

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 Tradition and Modernity: 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 2023-24*

JAPN 241 Introduction to Modern Japanese Literature The course offers a historical survey of modern Japanese literature that covers the period from 1868 to 1945. The course engages in analysis and appreciation of major works, genres, and authors such as a Nobel Laureate Kawabata Yasunari. In parallel with this, the course explores the intellectual history behind the formation of literature as a new field of knowledge in the late nineteenth century and examines its role and value in modern times. All readings are in English. No prior knowledge of Japanese language, literature, or history is necessary. Taught in English. 6 credits; IS, LA; *Winter*; **Chie Tokuyama**

JAPN 248 Modern Japanese Literature: A Survey on Modern Japanese Aesthetics This course offers an introduction to modern theories of art, with an emphasis on the origin of modern Japanese literature (1868-1945) and its newly cultivated aesthetic sensibilities. What are the defining characteristics of literature and what are its values in society? How is our aesthetic taste for beauty determined? The course surveys the field of modern Japanese literature, exploring the newly instituted notion of “literature” and the lofty role its pursuit of “beauty” played, as writers insisted, in enlightening the modern denizens living in the age of uncertainty. Topics of inquiry include how the shift in aesthetic taste for beauty correlated with the change in human relation to the natural world, and what moral implication it entailed. We explore answers to these questions by close-reading various cultural texts. Other readings will range historically and cross-culturally from premodern indigenous discourse on beauty to the nineteenth century Western aesthetic. 6 credits; LA, IS; *Not offered 2023-24*

JAPN 249 Introduction to Contemporary Japan and Literature This course provides an introduction to contemporary Japan through a variety of literary works dating from the early postwar period (1945) to the present. While becoming familiar with prize-winning Japanese writers, literary genres, and various artistic conventions, we will examine how writers reacted to, shaped, and critiqued historical events and social situations in which these literary texts are written. Topics for discussion include: war memory, postwar economic success, loss of national identity, shifting concepts of families, gender roles, and lifestyles, minorities, alienation, and disaster. Through readings, lectures, and discussions, you will become familiar with major cultural and historical movements that comprise the complexity of contemporary Japan, and develop the critical skills necessary to analyze literary texts. All readings are in English, and no background knowledge of Japan is required. 6 credits; LA, IS; *Not offered 2023-24*

JAPN 254 World of Japanese Manga in Translation This course will examine manga (Japanese comic books that first appeared in post-World War II Japan). Manga are avidly read in Japan as a main component of Japanese popular culture. They have a huge influence on other media such as films and anime. The genre has greatly expanded its readership outside of Japan during the last decade. We will read a variety of manga aimed at different gender and age groups, in English translation. The texts will be interpreted as a means of understanding the worldviews of the Japanese, and how Japanese society has evolved in recent decades. 6 credits; LA, IS; *Not offered 2023-24*

JAPN 342 Advanced Reading in Modern Japanese Manga Introduction to canonical authors in modern Japanese manga in the original with exposure to a variety of themes and styles. Some practice in critical analysis. Prerequisite: Japanese 206 or the equivalent. 6 credits; LA; *Not offered 2023-24*

JAPN 343 Advanced Japanese: Human-Nonhuman Relationship in Japanese Popular Media This course explores Japanese popular media from an environmental perspective. The course incorporates prose, live-action films, and animation produced from 1868 through the present and attends to political, cultural, and philosophical events that ran parallel to developments and changes in the

human relationship with the non-human world. By close-reading cultural texts produced in different eras, we will explore what options were available for rebuilding a sustainable environment in modern and contemporary Japan. Themes of exploration include modernization, internal colonization, gender, and industrial disaster, while familiarizing ourselves with an array of canonical authors and issues of global relevance. Students will develop skills in comprehending diverse cultural materials and outputting their integrated knowledge through in-class discussion and written assignments. Prerequisite: Japanese 206 or equivalent. 6 credits; LA, IS; *Not offered 2023-24*

JAPN 344 Japan Trends: Lifestyle, Society, and Culture In this advanced Japanese language course, we will explore a wide range of concepts, social media buzzwords, and cultural phenomena that constitute the fabric of everyday life in Japan today. From “geeks” and “idols” dominating the cultural scene to the “working poor” and “*hikikomori*,” who represent the precarity Japan faces in the contexts of economic, political and psychological crisis, the course delves into the aspects of key phenomena surrounding contemporary Japanese society. You will develop skills to read, analyze, summarize, and critique various texts written in Japanese, including newspaper articles, scholarly essays, literary texts, and films, while becoming familiar with historical contexts in which these keywords emerged and are used. Prerequisite: Japanese 206 or equivalent. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

JAPN 355 Advanced Reading: Contemporary Japanese Prose This course explores various aspects of contemporary Japanese culture and society through an intensive reading of a variety of texts written in Japanese. Students become familiar with diverse genres of writing and formality of styles by analyzing authentic materials, which include popular fiction, newspaper articles, and scholarly essays. The course aims to develop all aspects of communicative skills (reading, speaking, listening, and writing) in addition to enhancing academic skills such as close-reading, summarizing, and critiquing texts. Prerequisite: Japanese 206 or equivalent. 6 credits; LA, IS; *Winter*; **Chie Tokuyama**

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, 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 2023-24)
 - [CCST 245 Meaning and Power: Introduction to Analytical Approaches in the Humanities](#)
 - [HIST 298 Junior Colloquium](#)
 - [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 (not offered in 2023-24)
- [ARTH 209](#) Chinese Painting (not offered in 2023-24)
- [ARTH 220](#) The Origins of Manga: Japanese Prints (not offered in 2023-24)
- [ARTH 266](#) Arts of the Japanese Tea Ceremony
- [ARTH 267](#) Gardens in China and Japan
- [ARTH 321](#) Arts of the Chinese Scholar's Studio
- [ARTS 236](#) Ceramics: Vessels for Tea
- [ASST 100](#) The Cultural Life of Plants in China
- [ASST 283](#) Japanese History and Culture (not offered in 2023-24)
- [ASST 284](#) Japanese Linguistics in Kyoto Seminar: History and Culture of Japan (not offered in 2023-24)
- [CHIN 206](#) Chinese in Cultural Context
- [CHIN 240](#) Chinese Cinema in Translation (not offered in 2023-24)
- [CHIN 245](#) Chinese Vision of the Past in Translation
- [CHIN 250](#) Chinese Popular Culture in Translation (not offered in 2023-24)
- [CHIN 251](#) Heroes, Heroines, Exceptional Lives in Chinese Biographical Histories (not offered in 2023-24)
- [CHIN 252](#) The Chinese Language: A Linguistic and Cultural Survey (not offered in 2023-24)
- [CHIN 258](#) Classical Chinese Thought: Wisdom and Advice from Ancient Masters (not offered in 2023-24)
- [CHIN 348](#) Advanced Chinese: The Mass Media (not offered in 2023-24)
- [CHIN 350](#) Reading Chinese Comics (not offered in 2023-24)
- [CHIN 355](#) Contemporary Chinese Short Stories (not offered in 2023-24)
- [CHIN 360](#) Classical Chinese (not offered in 2023-24)

- [CHIN 361](#) Advanced Chinese: Readings in Twentieth Century Literature
- [CHIN 362](#) Advanced Chinese: Traditional Culture in Modern Language (not offered in 2023-24)
- [CHIN 364](#) Chinese Classic Tales and Modern Adaptation
- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development
- [HIST 100](#) Confucius and His Critics
- [HIST 150](#) Politics of Art in Early Imperial China (not offered in 2023-24)
- [HIST 151](#) History of Modern Japan (not offered in 2023-24)
- [HIST 152](#) History of Late Imperial China
- [HIST 153](#) History of Modern China (not offered in 2023-24)
- [HIST 154](#) Social Movements in Postwar Japan (not offered in 2023-24)
- [HIST 156](#) History of Modern Korea (not offered in 2023-24)
- [HIST 157](#) Health and Medicine in Japan (not offered in 2023-24)
- [HIST 159](#) Age of Samurai
- [HIST 215](#) Carleton in the Archives: Carleton in China (not offered in 2023-24)
- [HIST 253](#) Social Movements in Modern Korea
- [HIST 254](#) Migration in Asia-Pacific History
- [HIST 256](#) Disaster, Disease, & Rumors in East Asia (not offered in 2023-24)
- [HIST 257](#) Chinese Capitalism: From Local to Global (not offered in 2023-24)
- [HIST 258](#) Korean History in Films & Testimonies (not offered in 2023-24)
- [JAPN 206](#) Japanese in Cultural Context
- [JAPN 231](#) Tradition and Modernity: Japanese Cinema in Translation (not offered in 2023-24)
- [JAPN 249](#) Introduction to Contemporary Japan and Literature (not offered in 2023-24)
- [JAPN 254](#) World of Japanese Manga in Translation (not offered in 2023-24)
- [JAPN 342](#) Advanced Reading in Modern Japanese Manga (not offered in 2023-24)
- [JAPN 344](#) Japan Trends: Lifestyle, Society, and Culture (not offered in 2023-24)
- [JAPN 345](#) Advanced Reading in Modern Japanese Literature: The Short Story (not offered in 2023-24)
- [MUSC 182](#) Chinese Musical Instruments
- [MUSC 182J](#) Chinese Musical Instruments (Juried)
- [MUSC 213](#) J-Pop: Listening to Music in Modern Japan (not offered in 2023-24)
- [MUSC 282](#) Chinese Musical Instruments
- [MUSC 282J](#) Chinese Musical Instruments (Juried)
- [POSC 170](#) International Relations and World Politics
- [POSC 241](#) Ethnic Conflict
- [POSC 264](#) Politics of Contemporary China
- [RELG 152](#) Religions in Japanese Culture
- [RELG 153](#) Introduction to Buddhism
- [RELG 254](#) Zen Buddhism (not offered in 2023-24)
- [RELG 257](#) Asian Religions and Ecology (not offered in 2023-24)
- [RELG 280](#) The Politics of Sex in Asian Religion (not offered in 2023-24)
- [RELG 282](#) Samurai: Ethics of Death and Loyalty (not offered in 2023-24)

SOUTH ASIA:

- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development
- [ENGL 245](#) Bollywood Nation (not offered in 2023-24)
- [ENGL 250](#) Indian Fiction 1880-1980 (not offered in 2023-24)
- [ENGL 251](#) Contemporary Indian Fiction
- [ENGL 252](#) Caribbean Fiction (not offered in 2023-24)
- [HIST 161](#) From Mughals to Mahatma Gandhi: An Introduction to Modern Indian History
- [HIST 263](#) Plagues of Empire (not offered in 2023-24)
- [HIST 266](#) History of Islam in South Asia (not offered in 2023-24)
- [HIST 268](#) Globalization & Local Responses in India Program: History, Globalization, and Politics in Modern India (not offered in 2023-24)
- [HIST 269](#) Religion, Race & Caste in Modern India
- [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2023-24)
- [MUSC 180](#) Raga: Vocal or Instrumental Study of Hindustani Music
- [MUSC 180J](#) Raga: Vocal or Instrumental Study of Hindustani Music (Juried)
- [MUSC 181](#) Sitar
- [MUSC 181J](#) Sitar (Juried)
- [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 241](#) Ethnic Conflict
- [RELG 100](#) Christianity and Colonialism
- [RELG 122](#) Introduction to Islam
- [RELG 153](#) Introduction to Buddhism
- [RELG 155](#) Hinduism: An Introduction (not offered in 2023-24)
- [RELG 237](#) Yoga: Religion, History, Practice
- [RELG 257](#) Asian Religions and Ecology (not offered in 2023-24)
- [RELG 266](#) Modern Islamic Thought
- [RELG 269](#) Food, Justice and Nonviolence: Hindu, Buddhist, and Jain Perspectives (not offered in 2023-24)
- [RELG 280](#) The Politics of Sex in Asian Religion (not offered in 2023-24)
- [RELG 283](#) Mysticism and Gender (not offered in 2023-24)
- [RELG 289](#) Global Religions in Minnesota
- [RELG 362](#) Spirit Possession (not offered in 2023-24)
- [RELG 365](#) Mysticism (not offered in 2023-24)
- [SOAN 257](#) Culture and Politics in India (not offered in 2023-24)

CENTRAL ASIA:

- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development
- [HIST 254](#) Migration in Asia-Pacific History
- [HIST 265](#) Central Asia in the Modern Age (not offered in 2023-24)
- [HIST 267](#) Muslims and Modernity (not offered in 2023-24)
- [HIST 360](#) Muslims and Modernity (not offered in 2023-24)
- [RELG 122](#) Introduction to Islam
- [RELG 153](#) Introduction to Buddhism
- [RELG 257](#) Asian Religions and Ecology (not offered in 2023-24)

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. 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. The Buddhist Studies in India, one of Carleton's Global Engagement Programs, introduces students to the diversity of Buddhist traditions as lived in Bodh Gaya, a unique pilgrimage center in northern India.

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). 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 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 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. Formerly LCST 101 Prerequisite: Participation in GEP India Program. 7-8 credits; NE; *Fall*; **Arthur P McKeown**

ASST 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. Formerly LCST 101. Prerequisite: Participation in GEP India Program. 7-8 credits; NE; *Fall*; **Arthur P McKeown**

ASST 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: Participation in GEP India Program. 7-8 credits; NE; *Fall*; **Arthur P McKeown**

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; HI, IS; *Not offered 2023-24*

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 2023-24*

ASST 255 Buddhist Studies in India Program: Introduction to Field Methods and Ethics This course introduces students to the skills and ethics needed to conduct fieldwork for their independent study project in South Asia. In consultation with their adviser, students generate an independent study proposal (ISP) concerned with some aspect of Buddhist Studies (philosophy, ritual, meditation, the arts, culture, etc.) utilizing the unique resources available in India and neighboring countries. The ISP proposal outlines the topic, research methods, and resources located/developed by the student. Topics covered in the course include: introduction to research ethics; conducting a literature review; design and implementation of data collection protocols, interviewing, and survey questionnaires; summary, analysis and presentation data. Prerequisite: Participation in Buddhist Studies in India Program. 4 credits; NE; *Fall*; **Arthur P McKeown**

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 2023-24*

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. Prerequisite: Participation in OCP Kyoto Seminar. 6 credits; HI, IS; *Not offered 2023-24*

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: Participation in GEP India Program. 7-8 credits; NE, IS; *Fall*; **Arthur P McKeown**

ASST 391 Buddhist Studies India Program: Independent Study Project Students spend three weeks of the program conducting field work for the self-designed independent study project proposed in ASST 255: Introduction to Field Methods and Ethics. Students demonstrate ability to carry out an independent study project that successfully incorporates appropriate field research methods and responsible approaches to interpretation of data, and effectively demonstrates what they have learned about their research topic. The progress of each research project is evaluated at regular intervals in relation to parameters established in conjunction with the Faculty Director and faculty adviser. Students present their research at the end of the ISP. Prerequisite: Participation in GEP India Program. 3-4 credits; NE; *Fall*; **Arthur P McKeown**

ASST 400 Integrative Exercise 1-6 credit; S/NC; *Fall, Winter*; **Kathleen M Ryor, Amna Khalid, Asuka Sango**

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: 56 credits

Fundamental Coursework: 36 credits required

- 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
- [CHEM 224](#) Principles of Chemistry II and Lab
- [CHEM 233](#) Organic Chemistry I & Lab
- [CHEM 234](#) Organic Chemistry II & Lab

Core Coursework: 14 credits required. [BIOC 310](#) is a prerequisite for [BIOC 311](#) and [BIOC 331](#) and must be taken prior to these courses.

- [BIOC 301](#) Survey of Biochemistry
- [BIOC 311](#) Biochemistry Lab
- [BIOC 331](#) Current Topics in Biochemistry

Upper Level Course Electives: One course (6 credits) required

- [BIOL 310](#) Immunology
- [BIOL 332](#) Human Physiology
- [BIOL 370](#) Seminar: Selected Topics in Virology (not offered in 2023-24)
- [BIOL 372](#) Seminar: Structural Biology
- [BIOL 382](#) Seminar: Molecular Biology (not offered in 2023-24)
- [BIOL 383](#) Seminar: Illicit Pharmacology: The Biochemistry and Molecular Mechanisms of Recreational Drugs
- [BIOL 385](#) Seminar: Microbial Pathology (not offered in 2023-24)
- [CHEM 343](#) Chemical Thermodynamics
- [CHEM 360](#) Chemical Biology (not offered in 2023-24)

[BIOL 332](#), [BIOL 338](#) and [CHEM 343](#) only count toward the minor if taken prior to 2022-23.

Other relevant courses

The college offers a number of related courses that would enhance the background of a biochemistry minor. The following courses are not part of the minor, 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

Course Descriptions

[BIOC 301](#) Survey of Biochemistry This course applies the principles of chemistry to explore the molecular basis of biological processes. It provides students with a foundational knowledge of biochemistry, with an emphasis on the structure and function of biological macromolecules including nucleic acids and proteins. Topics include enzyme catalysis and kinetics, bioenergetics, and the organization and regulation of metabolic pathways. Biology majors must also complete BIOC 311 in order for BIOC 301 to count towards the Biology major. Prerequisite: Biology 126, Chemistry 224, Chemistry 234. 6 credits; NE, QRE; *Fall, Winter*; **Rou-Jia Sung, Rachel E Horness**

[BIOC 311](#) Biochemistry Laboratory This course introduces students to fundamental biochemical laboratory techniques important to studying protein structure and function, such as the manipulation of nucleic acids, electrophoresis, protein purification, and functional assays. Students will apply these techniques to scientific problems drawn from faculty research. Prerequisite: Biochemistry 301 or Biology 380 or Chemistry 320. 2 credits; LS; *Winter, Spring*; **Joe Chihade, Chris T Calderone**

[BIOC 331](#) Current Topics in Biochemistry An examination of one or more topics of current research interest in biochemistry, focused on reading, interpreting, and understanding the scientific literature. Specific topics vary from year to year but are chosen to illustrate the power of biochemical approaches to address important scientific questions. The bulk of the course will be spent in the close reading and discussion of recent research literature. Prerequisite: Biochemistry 301. 6 credits; NE; *Spring*; **Chris T Calderone**

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

75 credits required for the 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

- [BIOC 301](#) Survey of Biochemistry
- [BIOL 240](#) Genetics
- [BIOL 280](#) Cell Biology
- [BIOL 310](#) Immunology

b. Organismic Biology

- [BIOL 234](#) Microbiology
- [BIOL 238](#) Entomology (not offered in 2023-24)
- [BIOL 242](#) Vertebrate Morphology
- [BIOL 262](#) Ecological Physiology
- [BIOL 272](#) Integrative Animal Physiology (not offered in 2023-24)
- [BIOL 332](#) Human Physiology
- [BIOL 386](#) Neurobiology (not offered in 2023-24)

c. Ecology and Evolutionary Biology

- [BIOL 220](#) Disease Ecology and Evolution
- [BIOL 224](#) Landscape Ecology (not offered in 2023-24)
- [BIOL 238](#) Entomology (not offered in 2023-24)
- [BIOL 248](#) Behavioral Ecology
- [BIOL 321](#) Ecosystem Ecology
- [BIOL 338](#) Genomics and Bioinformatics
- [BIOL 350](#) Evolution
- [BIOL 352](#) Population Ecology
- [BIOL 355](#) Seminar: The Plant-Animal Interface (not offered in 2023-24)

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.

- [BIOC 301](#) Survey of Biochemistry
- [BIOL 210](#) Global Change Biology

- [BIOL 215](#) Agroecology (not offered in 2023-24)
- [BIOL 220](#) Disease Ecology and Evolution
- [BIOL 224](#) Landscape Ecology (not offered in 2023-24)
- [BIOL 234](#) Microbiology
- [BIOL 238](#) Entomology (not offered in 2023-24)
- [BIOL 240](#) Genetics
- [BIOL 242](#) Vertebrate Morphology
- [BIOL 244](#) Biostatistics (not offered in 2023-24)
- [BIOL 248](#) Behavioral Ecology
- [BIOL 262](#) Ecological Physiology
- [BIOL 272](#) Integrative Animal Physiology (not offered in 2023-24)
- [BIOL 280](#) Cell Biology
- [BIOL 310](#) Immunology
- [BIOL 321](#) Ecosystem Ecology
- [BIOL 332](#) Human Physiology
- [BIOL 338](#) Genomics and Bioinformatics
- [BIOL 350](#) Evolution
- [BIOL 352](#) Population Ecology
- [BIOL 355](#) Seminar: The Plant-Animal Interface (not offered in 2023-24)
- [BIOL 356](#) Seminar: Topics in Developmental Biology
- [BIOL 358](#) Seminar: Evolution of Sex and Sexes
- [BIOL 363](#) Seminar: Ecomechanics
- [BIOL 365](#) Seminar: Topics in Neuroscience
- [BIOL 368](#) Seminar: Developmental Neurobiology
- [BIOL 370](#) Seminar: Selected Topics in Virology (not offered in 2023-24)
- [BIOL 372](#) Seminar: Structural Biology
- [BIOL 374](#) Seminar: Grassland Ecology (not offered in 2023-24)
- [BIOL 378](#) Seminar: The Origin and Early Evolution of Life
- [BIOL 379](#) Seminar: Behavioral Genetics (not offered in 2023-24)
- [BIOL 382](#) Seminar: Molecular Biology (not offered in 2023-24)
- [BIOL 383](#) Seminar: Illicit Pharmacology: The Biochemistry and Molecular Mechanisms of Recreational Drugs
- [BIOL 385](#) Seminar: Microbial Pathology (not offered in 2023-24)
- [BIOL 386](#) Neurobiology (not offered in 2023-24)
- [ENTS 250](#) Food, Forests & Resilience (not offered in 2023-24)
- [IDSC 258](#) Consensus or Contentious? Controversies in Science Then and Now
- [NEUR 238](#) Neurons, Circuits and Behavior
- [NEUR 239](#) Neurons, Circuits and Behavior Lab

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 (not offered in 2023-24)
- [BIOL 356](#) Seminar: Topics in Developmental Biology
- [BIOL 358](#) Seminar: Evolution of Sex and Sexes
- [BIOL 363](#) Seminar: Ecomechanics
- [BIOL 365](#) Seminar: Topics in Neuroscience
- [BIOL 368](#) Seminar: Developmental Neurobiology
- [BIOL 370](#) Seminar: Selected Topics in Virology (not offered in 2023-24)
- [BIOL 372](#) Seminar: Structural Biology
- [BIOL 374](#) Seminar: Grassland Ecology (not offered in 2023-24)
- [BIOL 378](#) Seminar: The Origin and Early Evolution of Life
- [BIOL 379](#) Seminar: Behavioral Genetics (not offered in 2023-24)
- [BIOL 382](#) Seminar: Molecular Biology (not offered in 2023-24)
- [BIOL 383](#) Seminar: Illicit Pharmacology: The Biochemistry and Molecular Mechanisms of Recreational Drugs
- [BIOL 385](#) Seminar: Microbial Pathology (not offered in 2023-24)

5. Because of the close interrelationship of Biology to other STEM fields, supporting work in other areas is necessary. The minimum requirement includes all three of these areas:

- Physics: two five-week courses or one ten-week course from 131-165 for a total of 6 credits
 - or [BIOL 244](#) (Biostatistics) plus one three-credit Introductory Physics course
 - or [STAT 120](#)
 - or [CS 111](#);
- [CHEM 123](#) or [CHEM 128](#)
- [CHEM 224](#) or [CHEM 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 (although some students elect to take 125 even if they are exempt). 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.

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 S 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, including genetics, 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. The active learning format of this course allows time in class to apply new concepts with faculty present. Students enter Carleton from a wide variety of academic experiences and our introductory courses are designed to provide a level playing field for students regardless of previous science background. 6 credits; QRE, LS; *Fall, Winter, Spring*; **Annie L Bosacker, Jennifer M Ross-Wolff, Sarah Deel, Stephan G Zweifel, Mark McKone, Amanda K Hund, Debby R Walser-Kuntz, Rika E Anderson, Andrew W Grenfell**

BIOL 126 Energy Flow in Biological Systems and Lab Emphasizes the role of energy flow (acquiring, storing, and using energy) in biological systems. Under this theme, we cover subjects from the molecular to the population levels of organization, including structure/function of proteins and enzymes, transport of molecules within biological systems, and links between organismal physiology and ecosystem function. The active learning format of this course allows time in class to apply new concepts with faculty present. Students enter Carleton from a wide variety of academic experiences and our introductory courses are designed to provide a level playing field for students regardless of previous science background. Prerequisite: Chemistry 123 or 128. 6 credits; LS, QRE; *Winter, Spring*; **Matt S Rand, Raka M Mitra, John L Berini, David Hougen-Eitzman, Mike T Nishizaki, Rou-Jia Sung**

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*; **Daniel Hernández**

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 the 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, 120 or 125); Requires concurrent registration in Biology 216. 6 credits; NE, QRE; *Not offered 2023-24*

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 2023-24*

BIOL 220 Disease Ecology and Evolution Parasites and pathogens play a central role in shaping the natural world, from the physiology and behavior of individuals to the dynamics of populations and the structure of ecosystems. This course will explore the ecological and evolutionary processes that shape host-parasite interactions. Topics include transmission of disease through host populations, the evolution of virulence, coevolution between hosts and parasites, how disease influences communities and food webs, how parasites shape host behavior and life history, and the ecology of newly emerging infectious diseases. Prerequisite: Biology 125 and 126. 6 credits; NE, WR2; *Winter*; **Amanda K Hund**

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 and concurrent registration in BIOL 225. 6 credits; NE, QRE; *Not offered 2023-24*

BIOL 225 Landscape Ecology Laboratory Laboratory component of Biology 224. Prerequisite: Requires concurrent registration in Biology 224. 2 credits; NE; *Not offered 2023-24*

BIOL 234 Microbiology 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; Concurrent registration in Biology 235. 6 credits; LS, QRE; *Spring*; **Raka M Mitra**

BIOL 235 Microbiology Laboratory Prerequisite: Biology 125 and 126; Concurrent registration in Biology 234. 2 credits; NE; *Spring*; **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; Concurrent registration in Biology 239. 6 credits; QRE, NE; *Not offered 2023-24*

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 in Biology 238. 2 credits; NE; *Not offered 2023-24*

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; Spring term 2023 requires concurrent reg in BIOL 241. 6 credits; QRE, NE; *Winter, Spring*; **Andrew W Grenfell, Stephan G Zweifel**

BIOL 241 Genetics Laboratory Prerequisite: Biology 125 and 126 or instructor permission; Concurrent registration in Biology 240. 2 credits; NE; *Winter, Spring*; **Andrew W Grenfell, Stephan G Zweifel**

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; *Fall*; **Matt S Rand**

BIOL 243 Vertebrate Morphology Laboratory 2 credits; NE; *Fall*; **Matt S Rand**

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; *Not offered 2023-24*

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; *Winter*; **Annie L Bosacker**

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; Concurrent registration in Biology 263 required. 6 credits; LS; *Fall*; **Mike T Nishizaki**

BIOL 263 Ecological Physiology Laboratory Experimental approaches to study physiological responses of living organisms to their environment. Students will conduct a semi-independent lab project. Prerequisite: Biology 125 and 126. Requires concurrent registration in Biology 262. 2 credits; NE; *Fall*; **Mike T Nishizaki**

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; *Not offered 2023-24*

BIOL 273 Integrative Animal Physiology Laboratory Prerequisite: Concurrent registration in Biology 272; Biology 125 and 126. 2 credits; NE; *Not offered 2023-24*

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*; **Andrew W Grenfell**

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

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 311 Immunology Laboratory In this laboratory course, students will explore experimental design, immunology-related techniques, and the communication of scientific findings. Prerequisite: Biology 125 and 126 and Biology 240 or 280 and Biology 310. 2 credits; 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, phosphorus), 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: one 200 level course in Biology or Geology 230, 258, 285 or Environmental Studies 244, 254, 260, 265, 288; Biology 126. 6 credits; WR2, QRE, NE; *Fall*; **Daniel Hernández**

BIOL 322 Ecosystem Ecology Laboratory Prerequisite: Requires concurrent registration in Biology 321. 2 credits; NE; *Fall*; **Daniel Hernández**

BIOL 332 Human Physiology Human Physiology seeks to understand the fundamental mechanisms responsible for the diverse functions of the body. Course topics include the function and regulation of the various physiological systems (nervous, circulatory, endocrine, excretory, respiratory, digestive, etc.), biochemistry, cellular physiology, homeostasis and acid-base chemistry. The study of human physiology provides the principal groundwork for internal medicine, pharmacology, and other related health fields. The laboratory includes a variety of experiments focusing on the function and regulation of the human body. Prerequisite: Biology 125 and 126; Concurrent registration in Biology 333. 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 of 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; 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 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 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 or equivalent exposure to statistical analysis; Concurrent registration in Biology 352. 2 credits; NE; *Spring*; **Mark McKone**

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; *Not offered 2023-24*

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. Priority will be given to juniors and seniors who have not already taken a seminar course. Prerequisite: Biology 240, Biology 280 or Biology 342. 6 credits; NE, QRE; *Spring*; **Jennifer M Ross-Wolff**

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; *Winter*; **Mark McKone**

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; *Winter*; **Mike T 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 or instructor consent. 6 credits; NE, QRE; *Fall*; **Eric D Hoopfer**

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 125 and 126 and 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 2023-24*

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, Biochemistry 301 or Chemistry 320. 6 credits; NE, QRE; *Spring*; **Rou-Jia Sung**

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. Prerequisite: Biology 125 and 126, and one of Biology 210, 238, 248, 321 or 352 or instructor permission. 6 credits; WR2, QRE, NE; *Not offered 2023-24*

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; *Winter*; **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; *Not offered 2023-24*

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; *Not offered 2023-24*

BIOL 383 Seminar: Illicit Pharmacology: The Biochemistry and Molecular Mechanisms of Recreational Drugs This seminar will explore the molecular mechanisms, cellular signaling, and metabolism of recreational drugs. With a focus on recent scientific literature, we will unravel the mechanisms of action of these substances (to the extent that they are known) and will use this knowledge to better understand their physiological effects. While our main emphasis will be on scientific advances, we will also investigate cultural and social justice issues related to drug use and drug enforcement. Prerequisite: CHEM 233 and 234 or instructor consent. 6 credits; NE, QRE; *Spring*; **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 2023-24*

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; *Not offered 2023-24*

BIOL 387 Neurobiology Laboratory Prerequisite: Concurrent registration in Biology 386; Biology 125 and 126. 2 credits; NE; *Not offered 2023-24*

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; NE, QRE; *Not offered 2023-24*

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 three upper-level Biology courses; concurrent registration in Biology 400. 3 credits; S/CR/NC; NE; *Fall, Winter*; **Mark McKone, Matt S Rand, Daniel Hernández, Rou-Jia Sung, Mike T Nishizaki, Raka M Mitra, Debby R Walser-Kuntz**

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*; **Raka M Mitra**

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. Note that Chemistry 128 is not offered every year. In the winter term 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 who had chemistry in high school but do not have placement (AP or IB) and are planning to take Chemistry 123 or 128 must 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. More information can be found at <https://apps.carleton.edu/chemistry-placement/>

Requirements for the Chemistry Major

67 credits are required for the major.

Each of the following core courses (33 credits):

- [CHEM 123](#) Principles of Chemistry I and Lab
- [CHEM 123](#) Principles of Chemistry I With Problem Solving and Lab
- [CHEM 128](#) Principles of Environmental Chemistry and Lab (not offered in 2023-24)
- [CHEM 224](#) Principles of Chemistry II and Lab
- [CHEM 233](#) Organic Chemistry I and Lab
- [CHEM 234](#) Organic Chemistry II and Lab
- [CHEM 301](#) Chemical Kinetics Laboratory
- [CHEM 343](#) Chemical Thermodynamics

One of the following quantitative courses (6 credits):

- [CHEM 330](#) Instrumental Chemical Analysis
- [CHEM 344](#) Quantum Chemistry

One of the following electives (6 credits):

- [BIOC 301](#) Survey of Biochemistry
- [CHEM 348](#) Introduction to Computational Chemistry (not offered in 2023-24)
- [CHEM 351](#) Inorganic Chemistry
- [CHEM 353](#) Organic Chemistry III
- [CHEM 354](#) Spectroscopic Applications in Chemistry
- [CHEM 358](#) Organometallic Chemistry (not offered in 2023-24)
- [CHEM 360](#) Chemical Biology (not offered in 2023-24)
- [CHEM 361](#) Materials Chemistry
- [CHEM 362](#) Chemistry at the Nanoscale (not offered in 2023-24)
- [CHEM 363](#) Materials Chemistry for a Sustainable Energy Economy (not offered in 2023-24)

Two of the following elective lab courses (4 credits):

- [BIOC 311](#) Biochemistry Laboratory
- [CHEM 302](#) Quantum Spectroscopy Laboratory
- [CHEM 306](#) Spectrometric Characterization of Chemical Compounds
- [CHEM 331](#) Instrumental Chemical Analysis Laboratory
- [CHEM 338](#) Computer-Assisted Experimentation for Chemists (not offered in 2023-24)
- [CHEM 349](#) Computational Chemistry Laboratory (not offered in 2023-24)
- [CHEM 352](#) Laboratory in Advanced Inorganic Chemistry

Additional requirements:

- Physics: two three-credit courses or one six-credit course from courses 131-165 (6 credits)
- Mathematics: 120 or 211 (6 credits)
- One additional 200-level physics course is strongly recommended (Physics 228 or 235)

Chemistry 400 is required of all majors (6 credits). In addition to six credits of comps (see [CHEM 400](#) description), Chemistry majors will be required to attend at least 10 seminars between the term in which they declare and the end of winter term of their senior year to ensure breadth in the exposure to the ways chemists approach their work.

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 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*; **Tamra Lahom**

[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*; **Isaac Blythe, Rachel E Horness**

[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; *Not offered 2023-24*

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*; **Rachel E Horness, Joe Chihade, Steven M Drew**

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*; **Matt T Whited, Gretchen E Hofmeister**

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*; **Kazimer L Skubi**

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; *Not offered 2023-24*

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 and 233 and Mathematics 120 or 121. 3 credits; QRE, NE, WR2; *Fall*; **Daniela L Kohen, Tamra Lahom**

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. Prerequisite: Concurrent registration in Chemistry 344. 2 credits; QRE, NE; *Winter*; **Trish A 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, 13C, 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*; **Gretchen E Hofmeister**

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 and Chemistry 233; 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: Concurrent registration in Chemistry 330; Chemistry 224 and 233. 2 credits; NE, QRE; *Winter*; **Steven M Drew**

CHEM 338 Computer-Assisted Experimentation for Chemists This laboratory introduces students to the general components that make up an instrument used for chemical analysis. These components include transducers, analog and digital electronic components, data transmission hardware, computers, and appropriate software. The specific topics to be covered are ion selective electrodes, fluorometry, analog electronics, basic data acquisition principles, serial data communication, Arduino and LabVIEW programming. Prerequisite: Chemistry 224. 2 credits; LS; *Not offered 2023-24*

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*; **Trish A Ferrett**

CHEM 344 Quantum Chemistry This course introduces quantum mechanics with an emphasis on chemical and spectroscopic applications. The focus will be on atomic and molecular quantum behavior involving electrons, rotations, and vibrations. The objective is to develop both a deeper understanding of bonding as well as an appreciation of how spectroscopy provides insight into the microscopic world of molecules. Prerequisite: Chemistry 123 or 128, Mathematics 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; Concurrent registration in Chemistry 349. 6 credits; NE, QRE; *Not offered 2023-24*

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 2023-24*

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 224 and 234. 6 credits; NE, QRE; *Spring*; **Isaac Blythe**

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. Prerequisite: Concurrent or previous registration in Chemistry 351. 2 credits; QRE, NE; *Spring*; **Isaac Blythe**

CHEM 353 Organic Chemistry III This course explores the relationship between structure and reactivity in organic molecular systems, with an emphasis on reaction mechanisms. Topics include molecular orbital theory, stereoelectronic effects, linear free energy relationships, and kinetic isotope effects. We will use these theories to revisit and deepen our understanding of reactions from Chemistry 233 (Organic Chemistry & Lab) and 234 (Organic Chemistry II & Lab). We will then analyze additional classes of reactions, such as pericyclic, enantioselective, and organometallic transformations. Students will use the primary literature to further investigate these topics. Prerequisite: Chemistry 234; Either previous or concurrent registration in Chemistry 301, 343 or 344. 6 credits; NE, QRE; *Fall*; **Kazimer L Skubi**

CHEM 354 Spectroscopic Applications in Chemistry The full power of spectroscopy extends well beyond the absorption or emission of a single photon. Details of energy flow through electronic, vibrational, and rotational excited states of molecules can be queried using the specific colors and timescales of one or more pulsed lasers. In addition to developing a working knowledge of lasers and forms of spectroscopy, this discussion-based class also has students presenting on evidence from literature in areas such as chemical reactivity, the atmosphere, and biology. Prerequisite: 6 credits of physics drawn from courses 131 to 165 and one 6-credit 300-level chemistry class. 6 credits; NE, QRE; *Spring*; **Will Hollingsworth**

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; *Not offered 2023-24*

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 2023-24*

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; *Fall*; **Steven M Drew**

CHEM 362 Chemistry at the Nanoscale This discussion-based seminar involves critical examination of research literature authored by prominent investigators in the interdisciplinary field of nanochemistry. Learning will draw upon the multiple disciplines of chemistry (physical, analytical, inorganic, and organic), physics, and biology. Includes a focus on the integrative themes of design, size, shape, surface, self-assembly, and defects. Novel and emerging applications in technology, biology, and medicine will be explored. Prerequisite: Chemistry 343 or 344 and one 300-level Chemistry course. Any of these courses can be taken concurrently. 6 credits; NE; *Not offered 2023-24*

CHEM 363 Materials Chemistry for a Sustainable Energy Economy Chemistry is playing a central role in the development of a renewable energy economy. This class will introduce greenhouse gases and atmospheric chemistry as they relate to climate change, followed by discussions of energy utilization, production, transport, and storage. Example chemistries will include electrochemical and solar-driven processes for producing renewable fuels, in particular hydrogen; gas storage using nanoporous materials such as Metal-Organic Frameworks and metal hydrides; carbon-neutral processes for producing critical commodities such as ammonia; and CO₂ capture. The interactions between science and government policies will be considered as well. Prerequisite: Chemistry 224. 6 credits; NE; *Not offered 2023-24*

CHEM 371 Chemistry and Society - Impact and Legacy Science is a human endeavor. Societal context has thus shaped the questions chemists have asked, who benefits from or is harmed by the technological advancements chemists discover, and who has participated in or been excluded from the chemical enterprise. With the goal of encouraging open minded and self-critical thinking about the discipline and its practice, we will work collaboratively to explore a range of case studies, including the origin of chemical nomenclature, disparate environmental impacts, and the design of pharmaceutical clinical trials, in which chemistry intersects with, and sometimes reinforces, structural racism and other inequalities. Prerequisite: Chemistry 224 and 233. 3 credits; NE; *Not offered 2023-24*

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; S/CR/NC; NE; *Fall*; **Deborah S Gross**

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; NE, QRE; *Not offered 2023-24*

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. Chemistry majors will be required to attend at least 10 seminars between the term in which they declare and the end of winter term of their senior year to ensure breadth in the exposure to the ways chemists approach their work. 1 credit; S/NC; *Fall, Winter, Spring*

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, 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 a limit of 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 Production Courses (12 credits) one of which must be [CAMS 270](#) or [CAMS 271](#):
 - [CAMS 222 Collaborative Narrative Filmmaking](#)
 - [CAMS 245 The Essay Film](#)
 - [CAMS 264 Story Development Workshop](#) (not offered in 2023-24)
 - [CAMS 265 Sound Design](#) (not offered in 2023-24)
 - [CAMS 270 Nonfiction](#)
 - [CAMS 271 Fiction](#)
 - [CAMS 273 Digital Editing Workshop](#)
 - [CAMS 278 Writing for Television](#)
 - [CAMS 279 Screenwriting](#) (not offered in 2023-24)
 - [CAMS 280 Advanced Screenwriting](#) (not offered in 2023-24)
 - [CAMS 288 Experimental Film & Video Production](#)

- 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](#) (not offered in 2023-24)
 - [CAMS 211 Film History II](#)
 - [CAMS 214 Film History III](#)
 - [CAMS 215 American Television History](#)
 - [CAMS 246 Documentary Studies](#) (not offered in 2023-24)

- One 300-level Seminar (6 credits).
 - [CAMS 320 Sound Studies Seminar](#) (not offered in 2023-24)
 - [CAMS 330 Cinema Studies Seminar](#) (not offered in 2023-24)
 - [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.
 - [CAMS 100 American Film Genres](#)
 - [CAMS 101 Making Media](#) (not offered in 2023-24)
 - [CAMS 175 Studio Filmmaking](#)
 - [CAMS 177 Television Studio Production](#) (not offered in 2023-24)
 - [CAMS 186 Film Genres](#)
 - [CAMS 187 Cult Television and Fan Cultures](#) (not offered in 2023-24)
 - [CAMS 210 Film History I](#) (not offered in 2023-24)
 - [CAMS 211 Film History II](#)
 - [CAMS 212 Contemporary Spanish Cinema](#) (not offered in 2023-24)
 - [CAMS 214 Film History III](#)
 - [CAMS 215 American Television History](#)
 - [CAMS 216 American Cinema of the 1970s](#) (not offered in 2023-24)
 - [CAMS 218 Contemporary Global Cinemas](#) (not offered in 2023-24)
 - [CAMS 219 African Cinema: A Quest for Identity and Self-Definition](#)

- [CAMS 222](#) Collaborative Narrative Filmmaking
- [CAMS 225](#) Film Noir: The Dark Side of the American Dream
- [CAMS 228](#) Avant-Garde and Experimental Cinema
- [CAMS 231](#) Film, Literature, and Culture in Mumbai and Seoul Program: Korean Cinema
- [CAMS 233](#) Film, Literature, and Culture in Mumbai and Seoul Program: Korean Popular Culture
- [CAMS 236](#) Israeli Society in Israeli Cinema (not offered in 2023-24)
- [CAMS 240](#) Adaptation (not offered in 2023-24)
- [CAMS 245](#) The Essay Film
- [CAMS 246](#) Documentary Studies (not offered in 2023-24)
- [CAMS 252](#) Media Archaeology: History and Theory of New Media
- [CAMS 254](#) Cinematic Spectacle
- [CAMS 257](#) Video Games and Identity (not offered in 2023-24)
- [CAMS 258](#) Feminist and Queer Media (not offered in 2023-24)
- [CAMS 264](#) Story Development Workshop (not offered in 2023-24)
- [CAMS 265](#) Sound Design (not offered in 2023-24)
- [CAMS 267](#) Contemporary Media Arts Program: Exploring Contemporary Media Arts in New York and Europe (not offered in 2023-24)
- [CAMS 268](#) Contemporary Media Arts Program: Media Production Workshop (not offered in 2023-24)
- [CAMS 270](#) Nonfiction
- [CAMS 271](#) Fiction
- [CAMS 273](#) Digital Editing Workshop
- [CAMS 278](#) Writing for Television
- [CAMS 279](#) Screenwriting (not offered in 2023-24)
- [CAMS 280](#) Advanced Screenwriting (not offered in 2023-24)
- [CAMS 288](#) Experimental Film & Video Production
- [CAMS 320](#) Sound Studies Seminar (not offered in 2023-24)
- [CAMS 330](#) Cinema Studies Seminar (not offered in 2023-24)
- [CAMS 340](#) Television Studies Seminar
- [CAMS 370](#) Advanced Production Workshop I
- [CAMS 371](#) Advanced Production Workshop II

b) A maximum of 12 credits in extra-departmental elective courses can count toward fulfillment of elective credit for the major.

- [AMST 222](#) Indigenous Film (not offered in 2023-24)
- [AMST 269](#) Woodstock Nation (not offered in 2023-24)
- [ARTH 171](#) History of Photography (not offered in 2023-24)
- [ARTH 172](#) Modern Art: 1890-1945
- [ARTH 240](#) Art Since 1945 (not offered in 2023-24)
- [ARTH 241](#) Contemporary Art for Artists

- [ARTS 339](#) **Advanced Photography**
 - [CCST 245](#) **Meaning and Power: Introduction to Analytical Approaches in the Humanities**
 - [CHIN 239](#) **Digital China: Media, Culture, and Society**
 - [CHIN 240](#) **Chinese Cinema in Translation** (not offered in 2023-24)
 - [CHIN 250](#) **Chinese Popular Culture in Translation** (not offered in 2023-24)
 - [CHIN 348](#) **Advanced Chinese: The Mass Media** (not offered in 2023-24)
 - [ENGL 245](#) **Bollywood Nation** (not offered in 2023-24)
 - [ENGL 247](#) **The American West** (not offered in 2023-24)
 - [ENGL 248](#) **Visions of California** (not offered in 2023-24)
 - [ENGL 288](#) **California Program: The Literature of California** (not offered in 2023-24)
 - [ENGL 362](#) **Narrative Theory** (not offered in 2023-24)
 - [ENGL 395](#) **Narrative**
 - [FREN 236](#) **Francophone Cinema and the African Experience** (not offered in 2023-24)
 - [GWSS 398](#) **Capstone: Race, Gender, and Sexuality in Popular Culture** (not offered in 2023-24)
 - [JAPN 231](#) **Tradition and Modernity: Japanese Cinema in Translation** (not offered in 2023-24)
 - [JAPN 254](#) **World of Japanese Manga in Translation** (not offered in 2023-24)
 - [MUSC 115](#) **Listening to the Movies**
 - [MUSC 123](#) **The American Film Musical** (not offered in 2023-24)
 - [POSC 203](#) **Political Communication: Political Advertising in Elections and Public Policy** (not offered in 2023-24)
 - [POSC 204](#) **How American Campaigns and Elections Work (and Don't Work)** (not offered in 2023-24)
 - [POSC 214](#) **Visual Representations of Political Thought and Action** (not offered in 2023-24)
 - [POSC 220](#) **Politics and Political History in Film** (not offered in 2023-24)
 - [POSC 303](#) **Political Communication: Political Advertising in Elections and Public Policy** (not offered in 2023-24)
 - [SPAN 244](#) **Spain Today: Recent Changes through Narrative and Film**
 - [SPAN 356](#) **The Political and Cultural History of the Cuban Revolution**
 - [THEA 320](#) **Live Performance and Digital Media**
- 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 [CAMS 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](#) American Film Genres In this course we survey a number of popular American film genres, including but not limited to the western, the musical, the woman's film, the war film, horror and science-fiction. Who defines genres? What are the conventions and expectations associated with various genres? What is the cultural function of genre storytelling? Do genres change over time? Assignments aim to develop skills in film analysis, research and writing. Requirements include two screenings per week. 6 credits; AI, WR1, IDS; *Fall*; **Carol Donelan**

[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. Students who have taken CAMS 111 cannot take CAMS 101. 6 credits; ARP; *Not offered 2023-24*

[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 screenings per week. Extra time. 6 credits; LA, WR2; *Fall, Winter*; **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*; **Laska Jimsen, Noah Schamus, Cecilia M Cornejo**

[CAMS 175](#) Studio Filmmaking This course will explore the techniques and formal filmmaking strategies that can be employed when working on a soundstage, as well as a grounding in the historical uses of studio filmmaking. Topics will include lighting, set design, blocking/performance, and cinematography with an eye towards how these tools can be deployed in a controlled environment.

Students will gain an understanding of the technical and creative tools at their disposal in a studio setting, as well as the ways these tools may be applied for a broader filmmaking practice. 6 credits; ARP; *Spring*; **Noah Schamus**

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Winter*; **Andrew Vielkind**

CAMS 212 Contemporary Spanish Cinema This course serves as a historical and critical survey of Spanish cinema from the early 1970s to the present. Topics of study will include the redefinition of Spanish identity in the post-Franco era, the rewriting of national history through cinema, cinematic representations of gender and sexuality, emergent genres, regional cinemas and identities, stars and transnational film projects, and new Spanish auteurs from the 1980s to the present. 6 credits; LA, IS; *Not offered 2023-24*

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; *Spring*; **Andrew Vielkind**

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; *Fall*; **Candace I Moore**

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 2023-24*

CAMS 218 Contemporary Global Cinemas This course is designed as a critical study of global filmmakers and the issues surrounding cinema and its circulation in the twenty-first century. The class will emphasize the close reading of films to study different cultural discourses, cinematic styles, genres, and reception. It will look at national, transnational, and diasporic-exilic cinema to consider how films express both cultural forms and contexts. Aesthetic, social, political, and industrial issues also will be examined each week to provide different approaches for cinematic analysis. 6 credits; LA, IS; *Not offered 2023-24*

CAMS 219 African Cinema: A Quest for Identity and Self-Definition Born as a response to the colonial gaze and discourse, African cinema has been a deliberate effort to affirm and express an African personality and consciousness. Focusing on the film production from West and Southern Africa since the early fifties, this course will entail a discussion of major themes such as colonialism, nationalism and independence, and the analysis of African symbolisms, world-views, and their links to narrative techniques. In this overview, particular attention will be given to the films of Ousmane Sembène, Souleymane Cissé, Mweze Ngangura, Zola Maseko, Oliver Schmitz, Abderrahmane Sissako and many others. 6 credits; LA, IS; *Spring*; **Chérif Keïta**

CAMS 222 Collaborative Narrative Filmmaking Narrative films are the product of many specialized artists working in concert toward a shared artistic vision. In this course, students will explore the essential crew roles on narrative films and choose an area in which they would like to specialize during the making of a collaborative project. Through the term, we will move through film development, pre-production, production, post-production, and distribution with each student taking on a specific role in a group project. The term culminates in the exhibition of films that were made over the previous 10 weeks. Prerequisite: Cinema and Media Studies 111. 6 credits; ARP; *Fall*; **Catherine Licata**

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; *Spring*; **Carol Donelan**

CAMS 228 Avant-Garde and Experimental Cinema This course examines the history and theory of avant-garde and experimental cinema practices from the 1920s to the present, focusing upon radical innovations in style and technique. The course places particular emphasis on the social and historical contexts that have shaped alternative and underground film movements. Attention will be paid not only to the influence of parallel modern art movements, but the ways in which filmmakers have challenged conventional means of production, exhibition, and distribution. Topics include city symphonies, abstraction, found footage, seriality, Surrealism, psychedelia, experimental documentaries, video art, essay films, feminist critiques, and the transition from analogue to digital. Requirements include class attendance and participation, readings, evening film screenings, and various written assignments. 6 credits; LA; *Winter*; **Andrew Vielkind**

CAMS 231 Film, Literature, and Culture in Mumbai and Seoul Program: Korean Cinema In recent decades, Korean cinema has emerged from the shadow of Japanese and Hong Kong cinema to become a globally significant and influential force. In this class students will study the history and aesthetics of Korean cinema, its global circulation, and its place in the imagining, representation and

critique of Korean identity. Prerequisite: Participation in the Film, Literature and Culture in Mumbai and Seoul OCS program. 3 credits; LA, IS; *Winter*; **Arnab Chakladar**

CAMS 233 Film, Literature, and Culture in Mumbai and Seoul Program: Korean Popular Culture The mass appeal of Korean popular culture, especially television dramas and K-pop music, now radiates well beyond the borders of the Korean peninsula. Korean dramas are among the most popular offerings on streaming networks around the world and the popularity of K-pop rivals if not surpasses that of American popular music in much of the world. In this class students will learn about the social and material contexts of these forms of popular culture and the circuits through which they appear on wider global stages. Prerequisite: Participation in the Film, Literature and Culture in Mumbai and Seoul OCS program. 3 credits; LA, IS; *Winter*; **Arnab Chakladar**

CAMS 236 Israeli Society in Israeli Cinema This course will introduce students to the global kaleidoscope that is Israeli society today. Since the 1980s the Israeli public has increasingly engaged with its multicultural character, particularly through films and documentaries that broaden national conversation. Our approach to exploring the emerging reflection of Israel's diversity in its cinema will be thematic. We will study films that foreground religious-secular, Israeli-Palestinian, gender, sexual orientation, and family dynamics, as well as Western-Middle Eastern Jewish relations, foreign workers or refugees in Israel, army and society, and Holocaust memory. With critical insights from the professor's interviews with several directors and Israeli film scholars. Conducted in English, all films subtitled. Evening film screenings. 6 credits; LA, IS; *Not offered 2023-24*

CAMS 236F Israeli Society in Israeli Cinema - FLAC Hebrew Trailer This course is a supplement in Hebrew for CAMS 236, Israeli Society in Israeli Cinema. Open to students currently in Hebrew 103 or higher, we will watch particular film clips from class without subtitles and discuss them in Hebrew. We will also read and discuss some critical reviews not available in English, and a sample of scholarly writing in Hebrew on Israeli film and social history. Prerequisite: Hebrew 102; Concurrent registration in Cinema and Media Studies 236. 2 credits; NE; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Spring*; **Cecilia M Cornejo**

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; *Not offered 2023-24*

CAMS 252 Media Archaeology: History and Theory of New Media This course offers a historical survey of developments in media technology from the nineteenth century to the present day. Particular attention will be given to the ways in which moving images, video games, computers, tape recorders, videocassettes, photography, the internet, virtual reality, and artificial intelligence have been instrumental in shaping human interaction and augmenting the senses. Individual units will examine how the origins of our contemporary media culture can be traced back to earlier—often obsolete—formats and technologies. Weekly screenings will demonstrate how filmmakers have grappled with the cultural and social impacts of emerging technologies. Requirements include attendance and participation, readings, and various written assignments. 6 credits; LA; *Spring*; **Andrew Vielkind**

CAMS 254 Cinematic Spectacle This course traces developments in film technology from the nineteenth century to the present-day information age. Individual units will consider the ways in which technical and aesthetic innovations have further bolstered cinema's status as a medium of mass entertainment. Particular attention will be given to immersive formats that have inaugurated seismic shifts in cinematic storytelling. Topics will include special effects, CinemaScope, Cinerama, Technicolor, World's Fairs, theme parks, 3-D cinema, the emergence of the Hollywood blockbuster, IMAX, expanded cinema, digital cinematography, and computer-generated imagery. Requirements include attendance and participation, weekly screenings, readings, and various written assignments. 6 credits; LA; *Fall*; **Andrew Vielkind**

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 videogames function as a window into issues of identity in U.S. culture. 6 credits; LA; *Not offered 2023-24*

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 2023-24*

CAMS 264 Story Development Workshop This course explores the creative practice of developing stories for narrative films. Students will draw inspiration from a variety of sources that are personal, cultural, or observational, and in doing so, develop confidence in their own artistic practice and perspective. We will learn the fundamentals of dramatic tools, use these tools to make screen ideas evolve, consider audience reception, and practice giving and receiving constructive critique. By the end of term, students will have generated ideas for future production projects that reflect their thematic concerns, and have a fully developed outline for a project that may be realized in an upper level production course. Prerequisite: Cinema and Media Studies 111. 6 credits; ARP; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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 or instructor consent. 6 credits; ARP, IDS; *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*; **Noah Schamus**

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. 6 credits; ARP; *Winter*; **Noah Schamus**

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; *Winter*; **Andrew L Rosendorf**

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; *Not offered 2023-24*

CAMS 280 Advanced Screenwriting Topic: Advanced Writing for Television. This is an intensive writing practicum for motivated students to complete a well-structured original television pilot. The course will explore dramatic structure, character motivation and action, and the complex interplay between plot and character. Students will refine their tools for television writing as they develop and revise their pilot's logline, tone, stakes, theme, and more. Over ten weeks students will move from concept to outline and then to a full draft of their original pilot. Weekly feedback provides students with an honest evaluation of their material in a dynamic and supportive environment. Prerequisite: Cinema and Media Studies 264, 278 or 279, or instructor consent. 6 credits; ARP, WR2; *Not offered 2023-24*

CAMS 288 Experimental Film & Video Production Experimental Film & Video Production is 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: Prerequisite: Cinema and Media Studies 111 and one additional Cinema and Media Studies course or instructor permission. 6 credits; ARP; *Winter*; **Andrew Vielkind**

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 2023-24*

CAMS 330 Cinema Studies Seminar This seminar introduces students to the history of ideas in classical and contemporary film theory. Emphasis is on close reading of primary texts and class discussion. The course surveys the formalist and realist traditions in classical film theory, the ontology and aesthetics of the photochemical and digital image, and trends in contemporary film theory, including authorship and genre, ideology and psychoanalysis, cultural studies, phenomenology, and

post-cinema. Prerequisite: Cinema and Media Studies 110 or instructor permission. 6 credits; LA; *Not offered 2023-24*

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. Note: This course is intended to prepare students for a Comps production project in winter term and it is the first in a two part sequence with CAMS 371. If you have any questions about enrolling in this course, please email the instructor. Prerequisite: Cinema and Media Studies 111, and either Cinema and Media Studies 270 or 271 or instructor consent. 6 credits; ARP; *Fall*; **Catherine Licata**

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 or instructor consent. 6 credits; ARP; *Winter*; **Laska Jimsen**

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). Please note that 101 and 102 do NOT count toward the 30 additional credits below unless they are in a second classical language.
- 18 credits in Classical Civilization (CLAS), with one course from each of the three groups below
 - Historical Analysis:
 - [CLAS 145](#) **Ancient Greek Religion** (not offered in 2023-24)
 - [CLAS 220](#) **From the Horn to Melqart's Pillars: African Perspectives in the Ancient Mediterranean** (not offered in 2023-24)
 - [CLAS 227](#) **Athens, Sparta, and Persia**
 - [CLAS 229](#) **The Collapse of the Roman Republic**
 - [CLAS 230](#) **The Rise and Fall of the Great Hellenistic Kingdoms** (not offered in 2023-24)
 - [CLAS 240](#) **Rome: From Village to Superpower** (not offered in 2023-24)
 - [HIST 131](#) **Saints and Society in Late Antiquity** (not offered in 2023-24)
 - [HIST 133](#) **Crisis, Creativity, and Transformation in Late Antiquity** (not offered in 2023-24)
 - Archaeological Analysis:
 - [ARCN 222](#) **Experimental Archaeology and Experiential History**
 - [CLAS 119](#) **Under the Ashes of Vesuvius** (not offered in 2023-24)
 - [CLAS 122](#) **The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age** (not offered in 2023-24)
 - [CLAS 123](#) **Greek Archaeology and Art** (not offered in 2023-24)
 - [CLAS 124](#) **Roman Archaeology and Art**
 - [CLAS 200](#) **Greece at a Crossroads: History, Landscape, and Material Culture**
 - Literary Analysis:
 - [CLAS 111](#) **Greece at a Crossroads: History, Landscape, and Material Culture Program: Myth and Reception**
 - [CLAS 112](#) **The Epic in Classical Antiquity: Texts, Contexts, and Intertexts** (not offered in 2023-24)
 - [CLAS 116](#) **Greek Drama in Performance**
 - [CLAS 117](#) **From Stage to Screen: Adapting Greek Tragedy** (not offered in 2023-24)
 - [CLAS 132](#) **Fantasy and Science Fiction Then and Now**
 - [CLAS 175](#) **Writing the City of Rome: Image, Text, and Site** (not offered in 2023-24)
 - [CLAS 214](#) **Gender and Sexuality in Classical Antiquity** (not offered in 2023-24)
- 6 credits required to be taken in the senior year:

- [CLAS 385](#) **Islands in Time: Insular Life, Culture, and History in the Mediterranean World** (not offered in 2023-24)
- [CLAS 386](#) **Classical Myth: Theory, Function, Afterlife** (not offered in 2023-24)
- [CLAS 387](#) **Expectasne Patronum? Magical Practice in the Greco-Roman World**
- [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 in Classical Civilization (CLAS), with one course from each of the three groups below
 - Historical Analysis:
 - [CLAS 145](#) **Ancient Greek Religion** (not offered in 2023-24)
 - [CLAS 220](#) **From the Horn to Melqart's Pillars: African Perspectives in the Ancient Mediterranean** (not offered in 2023-24)

- [CLAS 227](#) Athens, Sparta, and Persia
- [CLAS 229](#) The Collapse of the Roman Republic
- [CLAS 230](#) The Rise and Fall of the Great Hellenistic Kingdoms (not offered in 2023-24)
- [CLAS 240](#) Rome: From Village to Superpower (not offered in 2023-24)
- [HIST 131](#) Saints and Society in Late Antiquity (not offered in 2023-24)
- [HIST 133](#) Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2023-24)
- Archaeological Analysis:
 - [ARCN 222](#) Experimental Archaeology and Experiential History
 - [CLAS 119](#) Under the Ashes of Vesuvius (not offered in 2023-24)
 - [CLAS 122](#) The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age (not offered in 2023-24)
 - [CLAS 123](#) Greek Archaeology and Art (not offered in 2023-24)
 - [CLAS 124](#) Roman Archaeology and Art
 - [CLAS 200](#) Greece at a Crossroads: History, Landscape, and Material Culture
- Literary Analysis:
 - [CLAS 111](#) Greece at a Crossroads: History, Landscape, and Material Culture Program: Myth and Reception
 - [CLAS 112](#) The Epic in Classical Antiquity: Texts, Contexts, and Intertexts (not offered in 2023-24)
 - [CLAS 116](#) Greek Drama in Performance
 - [CLAS 117](#) From Stage to Screen: Adapting Greek Tragedy (not offered in 2023-24)
 - [CLAS 132](#) Fantasy and Science Fiction Then and Now
 - [CLAS 175](#) Writing the City of Rome: Image, Text, and Site (not offered in 2023-24)
 - [CLAS 214](#) Gender and Sexuality in Classical Antiquity (not offered in 2023-24)
- 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 385](#) Islands in Time: Insular Life, Culture, and History in the Mediterranean World (not offered in 2023-24)
 - [CLAS 386](#) Classical Myth: Theory, Function, Afterlife (not offered in 2023-24)
 - [CLAS 387](#) Expectasne Patronum? Magical Practice in the Greco-Roman World

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 111](#) Greece at a Crossroads: History, Landscape, and Material Culture Program: Myth and Reception This course aims to familiarize students with important Greek mythological stories and figures as represented in Greek literature and art. During the course students will be introduced to select methods of studying and interpreting myths and will explore how myths helped the Greeks organize their understanding of the world and approach issues and problems that affected the lives of individuals and communities. Students will study the way in which myths have been received, interpreted, re-imagined, and rendered into artwork, theatrical performances, opera, and dance pieces in modern times and will discuss their relevance today. Prerequisite: Participation in Greece OCS program. 6 credits; LA, IS; *Spring*; **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 2023-24*

[CLAS 116](#) Greek Drama in Performance What is drama? When and where were the first systematic theatrical performances put on? What can Athenian tragedies and comedies teach us about the

classical world and today's societies? This course will explore the always-relevant world of Ancient Greek theater, its history and development, through the works of Aeschylus, Sophocles, Euripides, and Aristophanes. We will decode the structure and content of Greek tragedies and comedies, ponder their place in the Athenian society and the modern world, and investigate the role of both ancient and contemporary productions in addressing critical questions on the construction and performance of individual and communal identities. 6 credits; LA, WR2; *Fall*; **Anastasia Pantazopoulou**

CLAS 117 From Stage to Screen: Adapting Greek Tragedy The terms “reboot,” “retelling,” and “adaptation” are all over TV and film. While some adaptations are praised for their creativity with the source material, others are panned. So what makes an adaptation good or bad? In this class, we will approach this question through Greek tragedy. We will read plays such as *Oedipus Tyrannus*, *Antigone*, *Medea*, and the *Oresteia* in translation alongside films from around the world in order to understand how directors and writers relate these ancient works to their own settings and struggles, decade after decade. 6 credits; LA; *Not offered 2023-24*

CLAS 119 Under the Ashes of Vesuvius Pompeii, a Roman town famously destroyed but uniquely preserved by the Vesuvian eruption of 79CE, has traditionally been viewed as a quintessential example of the ancient Roman urban experience. But how ‘Roman’ was Pompeii? In this class, we will examine how evidence from that buried city contributes to our understanding of Roman art and architecture, and the everyday use of urban space; and how this, in turn, can help us interrogate what it meant to be ‘Roman’ in the ancient Mediterranean world. 6 credits; LA; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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; *Winter*; **Victoria Austen**

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; HI; *Winter*; **Chico L Zimmerman**

CLAS 132 Fantasy and Science Fiction Then and Now When did science-fiction first appear in literature? The beginnings of modern fantasy and science-fiction are set around the 19th and 17th century respectively. However, fantasy and science-fiction stories and themes are already present in the Greco-Roman world. In this course, we will focus on one of the first fantasy and science-fiction works, Lucian's *True History*, to trace the development of these genres in literature and cinema. Examining *True History* in parallel with works from Homer, Plato, Aristophanes, and Virgil as well as contemporary films, we will explore the influence of classical literature on the genres of fantasy and science-fiction. 6 credits; LA, WR2; *Winter*; **Anastasia Pantazopoulou**

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 2023-24*

CLAS 165 Race: Antiquity and Its Legacy In this course we will explore how the Greeks and Romans conceptualized their own notions of racial difference, and also consider how these concepts have influenced later historical periods, including our own. In doing so, students will be able to identify the difference between the way ancient peoples and modern societies think about race and ethnicity, and demonstrate how contemporary discussions of these topics have been shaped by our encounters with antiquity. 6 credits; HI, WR2; *Spring*; **Victoria Austen**

CLAS 175 Writing the City of Rome: Image, Text, and Site Ancient Rome has occupied a unique place in the Western consciousness for over 2000 years. It is a city that has inspired many texts, and both its physical fabric and symbolic nature have been reworked and rethought by archaeologists, historians, and literary critics alike. For the ancients, 'Rome' took on meaning not just from its concrete monuments, but also from the literary motifs and symbols it evoked. In this class, we will consider

how Rome is used as both a setting and inspiration for Latin poetry, and consider how poets both represented and created an image of 'Rome'. 6 credits; LA; *Not offered 2023-24*

CLAS 200 Greece at a Crossroads: History, Landscape, and Material Culture This course provides a long-term view of the history, landscape, and material culture of Greece, from prehistory to the present day. While the monuments of ancient Greece are cultural touchstones, Greece has a remarkably diverse past, occupying a borderland between continents, empires, and cultures, both ancient and modern. Classroom study and on-site learning examine the wide range of sources that inform us about the Greek past (texts, archaeology, the environment), and focus especially on the stories told by places and things. Site visits in Athens and on trips throughout Greece highlight the importance of local and regional contexts in the "big histories" of the eastern Mediterranean. Prerequisite: Participation in Greece at a Crossroads OCS programs. 6 credits; HI, IS; *Spring*; **Alex R Knodell**

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 2023-24*

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; *Not offered 2023-24*

CLAS 220 From the Horn to Melqart's Pillars: African Perspectives in the Ancient Mediterranean Histories of the classical world often focus on the cultures of Greece and Rome, situated on the northern shores of the Mediterranean. But what can we discover if we 'flip' our map of the Mediterranean, putting African perspectives on top? In this class, we will engage with the artistic, literary, and archaeological evidence left to us by the Mediterranean societies of classical Africa, as well as the ways in which these societies are depicted by Greek and Roman sources. Topics covered include ancient Egypt, the colonial "middle ground" of North Africa, and other African cultures on the Mediterranean periphery. 6 credits; HI, WR2; *Not offered 2023-24*

CLAS 227 Athens, Sparta, and Persia 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; *Spring*; **Jake N Morton**

CLAS 229 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; *Fall*; **Jake N Morton**

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 2023-24*

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? 6 credits; HI, IS; *Not offered 2023-24*

CLAS 385 Islands in Time: Insular Life, Culture, and History in the Mediterranean World The Mediterranean is a world of islands, *par excellence*. This is particularly true of the classical world, when island polities, sanctuaries, and destinations played crucial roles in several aspects of social life and cultural production. This seminar examines what's special about islands and why and how they came to be places of such significance in the ancient Mediterranean. We will begin with some consideration of our sources and theories of insularity, then move into thematic and conceptual discussions of island biogeography and efflorescence; islands in myth and as political and religious

spaces; and islands as strategic territories and connective nodes. Topics in the second part of the class will to a large extent be driven by student interests. Prerequisite: At least two previous Classics courses or instructor consent. 6 credits; HI; *Not offered 2023-24*

CLAS 386 Classical Myth: Theory, Function, Afterlife Stories of gods, heroes and monsters were a pervasive part of life in ancient Greece and Rome, integrated into landscape, the built environment and cultural practice from ritual worship to informal storytelling, and they have retained their power to fascinate through subsequent eras. This seminar will investigate the roles myth played in the ancient world, drawing on literary, historical and archaeological evidence, as well as the most prominent theoretical frameworks for interpreting myths, and some examples of modern adaptations. Topics in the second half of the course will be driven by student interests as they develop their own research and present it at the department Symposium. Prerequisite: At least two courses in Classics or instructor consent. 6 credits; NE; *Not offered 2023-24*

CLAS 387 Expectasne Patronum? Magical Practice in the Greco-Roman World Although it often goes unnoticed in our appreciation of the classical world and its cultural practices, magic was a ubiquitous part of everyday life. From love charms, curses, and healing spells, to divination, alchemy and astronomy, everyone had to engage with magic and its potential to influence events. This course will serve as an introduction to the beliefs and the practices of magic in antiquity, as well as the scholarship that documents and theorizes them. Topics in the second half of the course will be driven by student interests as they develop research projects to present at the department Symposium. Prerequisite: At least two previous Classics courses or instructor consent. 6 credits; HI; *Fall*; **Chico L Zimmerman**

CLAS 400 Senior Research Project From topics developed in Classics 384, 385, 386, or 387, departmental majors will expand and refine their research into articles to be submitted to a journal of professional style, accepted and edited by the group into a presentable volume. Prerequisite: Classics 384, Classics 385, Classics 386 or Classics 387. 3 credits; *Not offered 2023-24*

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*; **Anastasia Pantazopoulou**

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*; **Chico L Zimmerman**

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

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*; **Jake N Morton**

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; *Not offered 2023-24*

GRK 224 The Female Other in Athenian Tragedy Athenian tragedy offers a space for reflection on the female condition in moments of crisis. Mistreated, neglected, exiled, displaced, immigrant, and war-victim, female figures populate the fifth-century tragic stage offering a commentary on the construction of the identity of the Other and its treatment within Athenian society and beyond. In this course, we will read selections of tragedies by Aeschylus, Sophocles, and Euripides in their original language and cultural context, while tracking issues that women still have to confront today in an effort to decode the positionalities of the female Other in fifth-century Athens and the modern Western world. Prerequisite: Greek 204. 6 credits; LA, IS; *Spring*; **Anastasia Pantazopoulou**

GRK 225 Creating Family in Ancient Athens What is a family and why does it matter? How is it created and who defines it? In this class we will read selections from a range of Greek literature—in the original and in translation—to determine our own answers to these questions. Texts such as the *Theogony*, Sophocles’ *Antigone*, and Euripides’ *Andromache*, Xenophon’s *Oeconomicus*, and Aristotle’s *Politics* will guide us in our exploration of the political and personal motivations behind the way Athens defined and regulated families. Prerequisite: Greek 204 or equivalent. 6 credits; NE; *Not offered 2023-24*

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 2023-24*

GRK 240 Xenophon's *Oeconomicus* While ostensibly a dialogue about how to manage one's household (*oikos*), Xenophon's *Oeconomicus* provides valuable insights into the ideology of land-ownership in classical Greece. In this class, we will read significant portions of Xenophon's *Oeconomicus* in Greek as well as other texts, in English and Greek, that explore household economics. Throughout, we will consider what Xenophon's text reveals about perceptions of gender roles within the home, notions of citizenship, the role of education, and the institution of slavery in the ancient world. Students will also work together to produce a student commentary of the text. Prerequisite: Greek 204 or equivalent. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

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*; **William L North**

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 N 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 L 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*

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 L 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 2023-24*

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; *Not offered 2023-24*

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; *Winter*; **Jake N Morton**

LATN 236 Plautus and Roman Comedy Mistaken identities, forbidden trysts, and a healthy dose of punny humor characterize many of the comedic plays of the Roman playwright Plautus. In this class,

we will read the entirety of one of Plautus' plays, *Mostellaria* ("The Haunted House") in Latin, while reading selections from several other plays in English. Along the way, we will stop to consider the influence of Greek comedies on Plautus', the importance of comedic performance to Roman society, the settings and venues of these performances, and the social status of comedic performers, all to come to a fuller understanding of Plautus' language and plays. Prerequisite: Latin 204 or equivalent. 6 credits; LA; *Not offered 2023-24*

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 2023-24*

LATN 255 Biography, History, and Empire in Tacitus' Agricola How is it possible to be a good person in a morally deficient system? Part biography, part history, part eulogy, and part invective against Roman Emperor Domitian, Tacitus' *Agricola* charts the life and military accomplishments of the author's father-in-law, Gnaeus Julius Agricola, in modern-day Britain. In conversation with other readings in English, we will engage closely with the style and language of the text in Latin as we explore the constraints and possibilities of genre, and Tacitus' understanding of geography and ethnicity. Prerequisite: Latin 204 or equivalent. 6 credits; LA; *Not offered 2023-24*

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 2023-24*

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 L Zimmerman**

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, robotics, social cognition, behavioral economics, 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 of 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

Total credits required for the major: 70

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)

Note: Prior to beginning the comps sequence, majors must normally have completed [CGSC 130](#), [CGSC 232](#)/233 and [PSYC 200](#)/201

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 (not offered in 2023-24)
- [BIOL 386](#) Neurobiology (not offered in 2023-24)
- [CGSC 100](#) Cognitive Development in Childhood
- [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2023-24)
- [CGSC 253](#) Philosophy of Cognitive Science
- [CGSC 330](#) Embodied Cognition (not offered in 2023-24)
- [CGSC 336](#) Moral Thinking, Reasoning, and Decision Making (not offered in 2023-24)
- [CGSC 340](#) Phenomenology and Cognitive Science
- [CGSC 382](#) Cognitive Development in Children and Adolescents (not offered in 2023-24)
- [CS 254](#) Computability and Complexity
- [CS 314](#) Data Visualization
- [CS 320](#) Machine Learning
- [CS 321](#) Making Decisions with Artificial Intelligence (not offered in 2023-24)

- [CS 322](#) Natural Language Processing (not offered in 2023-24)
- [CS 344](#) Human-Computer Interaction
- [CS 361](#) Artificial Life and Digital Evolution (not offered in 2023-24)
- [ECON 265](#) Game Theory and Economic Applications
- [ECON 267](#) Behavioral Economics
- [EDUC 234](#) Educational Psychology
- [IDSC 250](#) Color! (not offered in 2023-24)
- [LING 117](#) Sociophonetics (not offered in 2023-24)
- [LING 150](#) From Esperanto to Dothraki: The Linguistics of Invented Languages (not offered in 2023-24)
- [LING 216](#) Generative Approaches to Syntax
- [LING 217](#) Phonetics and Phonology
- [LING 240](#) Semantics and Pragmatics (not offered in 2023-24)
- [LING 275](#) First Language Acquisition
- [LING 276](#) Bilingualism & Code-Switching (not offered in 2023-24)
- [LING 285](#) Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System (not offered in 2023-24)
- [LING 288](#) The Structure of Dakota (not offered in 2023-24)
- [LING 315](#) Topics in Syntax (not offered in 2023-24)
- [LING 316](#) Topics in Morphology (not offered in 2023-24)
- [LING 317](#) Topics in Phonology (not offered in 2023-24)
- [LING 325](#) Syntax of an Unfamiliar Language
- [LING 340](#) Topics in Semantics
- [LING 375](#) Second Language Acquisition: Speech (not offered in 2023-24)
- [MUSC 227](#) Perception and Cognition of Music (not offered in 2023-24)
- [NEUR 127](#) Foundations in Neuroscience and Lab
- [PHIL 116](#) Sensation, Induction, Abduction, Deduction, Seduction
- [PHIL 203](#) Bias, Belief, Community, Emotion (not offered in 2023-24)
- [PHIL 217](#) Reason in Context: Limitations and Possibilities
- [PHIL 223](#) Philosophy of Language
- [PHIL 225](#) Philosophy of Mind (not offered in 2023-24)
- [PHIL 272](#) Early Modern Philosophy: Seventeenth and Eighteenth Century Philosophy
- [PHIL 273](#) Kant's Metaphysics (not offered in 2023-24)
- [PHIL 287](#) Conspiracy Theories and Dogmatism (not offered in 2023-24)
- [PHIL 303](#) Bias, Belief, Community, Emotion (not offered in 2023-24)
- [PHIL 306](#) Causation and Explanation (not offered in 2023-24)
- [PHIL 373](#) Reptiles and Demons (not offered in 2023-24)
- [PSYC 216](#) Behavioral Neuroscience
- [PSYC 220](#) Sensation and Perception
- [PSYC 234](#) Psychology of Language (not offered in 2023-24)
- [PSYC 238](#) Memory Processes
- [PSYC 250](#) Developmental Psychology
- [PSYC 258](#) Social Cognition (not offered in 2023-24)

- [PSYC 267](#) Clinical Neuroscience (not offered in 2023-24)
- [PSYC 366](#) Cognitive Neuroscience
- [PSYC 367](#) Neuropsychology of Aging (not offered in 2023-24)
- [PSYC 371](#) Evolutionary and Developmental Trends in Cognition (not offered in 2023-24)
- [PSYC 375](#) Language and Deception

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 (not offered in 2023-24)
- [BIOL 386](#) Neurobiology (not offered in 2023-24)
- [CGSC 100](#) Cognitive Development in Childhood
- [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2023-24)
- [CGSC 253](#) Philosophy of Cognitive Science
- [CGSC 330](#) Embodied Cognition (not offered in 2023-24)
- [CGSC 336](#) Moral Thinking, Reasoning, and Decision Making (not offered in 2023-24)
- [CGSC 340](#) Phenomenology and Cognitive Science
- [CGSC 382](#) Cognitive Development in Children and Adolescents (not offered in 2023-24)
- [CS 254](#) Computability and Complexity
- [CS 314](#) Data Visualization
- [CS 320](#) Machine Learning
- [CS 321](#) Making Decisions with Artificial Intelligence (not offered in 2023-24)
- [CS 322](#) Natural Language Processing (not offered in 2023-24)
- [CS 344](#) Human-Computer Interaction

- [CS 361](#) Artificial Life and Digital Evolution (not offered in 2023-24)
- [ECON 265](#) Game Theory and Economic Applications
- [ECON 267](#) Behavioral Economics
- [EDUC 234](#) Educational Psychology
- [IDSC 250](#) Color! (not offered in 2023-24)
- [LING 117](#) Sociophonetics (not offered in 2023-24)
- [LING 150](#) From Esperanto to Dothraki: The Linguistics of Invented Languages (not offered in 2023-24)
- [LING 216](#) Generative Approaches to Syntax
- [LING 217](#) Phonetics and Phonology
- [LING 240](#) Semantics and Pragmatics (not offered in 2023-24)
- [LING 275](#) First Language Acquisition
- [LING 276](#) Bilingualism & Code-Switching (not offered in 2023-24)
- [LING 285](#) Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System (not offered in 2023-24)
- [LING 288](#) The Structure of Dakota (not offered in 2023-24)
- [LING 315](#) Topics in Syntax (not offered in 2023-24)
- [LING 316](#) Topics in Morphology (not offered in 2023-24)
- [LING 317](#) Topics in Phonology (not offered in 2023-24)
- [LING 325](#) Syntax of an Unfamiliar Language
- [LING 340](#) Topics in Semantics
- [LING 375](#) Second Language Acquisition: Speech (not offered in 2023-24)
- [MUSC 227](#) Perception and Cognition of Music (not offered in 2023-24)
- [NEUR 127](#) Foundations in Neuroscience and Lab
- [PHIL 116](#) Sensation, Induction, Abduction, Deduction, Seduction
- [PHIL 203](#) Bias, Belief, Community, Emotion (not offered in 2023-24)
- [PHIL 217](#) Reason in Context: Limitations and Possibilities
- [PHIL 223](#) Philosophy of Language
- [PHIL 225](#) Philosophy of Mind (not offered in 2023-24)
- [PHIL 272](#) Early Modern Philosophy: Seventeenth and Eighteenth Century Philosophy
- [PHIL 273](#) Kant's Metaphysics (not offered in 2023-24)
- [PHIL 287](#) Conspiracy Theories and Dogmatism (not offered in 2023-24)
- [PHIL 303](#) Bias, Belief, Community, Emotion (not offered in 2023-24)
- [PHIL 306](#) Causation and Explanation (not offered in 2023-24)
- [PHIL 373](#) Reptiles and Demons (not offered in 2023-24)
- [PSYC 216](#) Behavioral Neuroscience
- [PSYC 220](#) Sensation and Perception
- [PSYC 234](#) Psychology of Language (not offered in 2023-24)
- [PSYC 238](#) Memory Processes
- [PSYC 250](#) Developmental Psychology
- [PSYC 258](#) Social Cognition (not offered in 2023-24)
- [PSYC 267](#) Clinical Neuroscience (not offered in 2023-24)
- [PSYC 366](#) Cognitive Neuroscience

- [PSYC 367 Neuropsychology of Aging](#) (not offered in 2023-24)
- [PSYC 371 Evolutionary and Developmental Trends in Cognition](#) (not offered in 2023-24)
- [PSYC 375 Language and Deception](#)

Cognitive Science Courses

[CGSC 100 Cognitive Development in Childhood](#) This Argument and Inquiry seminar will focus on the cognitive changes experienced by children in the preschool and elementary school years, in such realms as perception, attention, memory, thinking, decision-making, knowledge representation, and the acquisition of academic skills. Weekly observation at local day care centers or elementary schools will be a required course component. 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, Winter, Spring*; **Tony P Chemero, Jonathan R McKinney**

[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; *Not offered 2023-24*

[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 2023-24*

[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. A grade of C- or better must be earned in both Psychology/Cognitive Science 232 and 233 to satisfy the LS requirement. Prerequisite: Psychology 110, Cognitive Science 100, Cognitive Science 130 or instructor permission; concurrent registration in Cognitive Science 233. 6 credits; WR2, LS; *Winter*; **Kathleen M Galotti**

CGSC 233 Laboratory 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. A grade of C- or better must be earned in both Psychology/Cognitive Science 232 and 233 to satisfy the LS requirement. Prerequisite: Concurrent registration in Cognitive Science 232; Psychology 110, Cognitive Science 100, Cognitive Science 130 or permission of the instructor. 2 credits; LS, QRE; *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 2023-24*

CGSC 253 Philosophy of Cognitive Science A study of the central theories, methodological and philosophical issues and major competing paradigms regarding the nature of human cognition. Topics to be treated include: the history of cognitive science as a science, and the context through which we think about mental representations, intentionality, consciousness, the use and importance of language, nativism and externalism in the cognitive sciences, embodied cognition and the constitutive roles of culture and evolution in shaping cognitive processes. Prerequisite: Cognitive Science 130 or instructor consent. 6 credits; HI, WR2; *Spring*; **Jonathan R McKinney**

CGSC 330 Embodied Cognition This seminar will consider recent work in philosophy, cognitive science and linguistics critical of views of human cognition as "disembodied" and Cartesian. Philosophical sources of the early critiques of symbolic AI and "cartesianism" will be considered (Merleau-Ponty, Dewey), as will the enactive (Cuffari, Di Paolo, and De Jaegher) and ecological (Chemero, Cowley, Steffensen) critiques of language, and current work on embodied cognition by Eleanor Rosch, Hubert Dreyfus, John Haugeland, Andy Clark and Evan Thompson. The seminar will include materials relevant to students in philosophy, linguistics, psychology and cognitive science. Prerequisite: Cognitive Science 130, or Cognitive Science/Psychology 232 or permission of the instructor. 6 credits; HI; *Not offered 2023-24*

CGSC 336 Moral Thinking, Reasoning, and Decision Making In this seminar course we will examine how children, adolescents, and adults confront moral dilemmas, reason about ethical issues, and decide on a course of action when challenged by confounding questions. Topics include the development of moral reasoning, gender difference in moral reasoning, socio-cultural influences on moral reasoning, and how moral issues intersect with other realms of decision making. We will examine work by Lawrence Kohlberg, Carol Gilligan, Eliot Turiel, and Jonathan Haidt. As a seminar, the emphasis will be on discussion. Course requirements include regular attendance and participation, preparing and leading class discussions, short reaction/reflection papers, and a final paper. Prerequisite: Cognitive Science 130 or Cognitive Science 232, 236 or any 200-level course in Psychology or instructor consent. 6 credits; SI; *Not offered 2023-24*

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

CGSC 382 Cognitive Development in Children and Adolescents This seminar will focus on the cognitive changes experienced by children in the preschool, elementary, and middle school years, in such realms as perception, attention, memory, thinking, decision-making, knowledge representation, and the acquisition of academic skills. Weekly observation at local day care centers or schools will be a required course component. The seminar will be discussion-based and participants will take turns making presentations and leading discussions. Prerequisite: Psychology 250, Cognitive Science 232, Psychology 232 or instructor consent. 6 credits; SI; *Not offered 2023-24*

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

CGSC 396 Directed Research in Cognitive Studies Senior majors in cognitive studies will work with the instructor to develop a thesis proposal for their comps project. Prerequisite: Cognitive Science 130, Cognitive Science/Psychology 232/233 and Psychology 200/201 or instructor consent. 3 credits; NE; *Fall*; **Kathleen M Galotti**

CGSC 400 Integrative Exercise 3 credits; S/NC; *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 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

72 credits required for the major.

- Courses required for the major. Because the content of [CS 202](#) and [MATH 236](#) have sufficient overlap, we will accept [MATH 236](#) in lieu of the [CS 202](#) requirement.
 - [CS 111](#) Introduction to Computer Science
 - [CS 201](#) Data Structures
 - [CS 202](#) Mathematics of Computer Science
 - [CS 208](#) Introduction to Computer Systems
 - [CS 251](#) Programming Languages: Design and Implementation
 - [CS 252](#) Algorithms
 - [CS 254](#) Computability and Complexity
 - [CS 257](#) Software Design
 - [MATH 111](#) Introduction to Calculus
- Twelve additional credits from Computer Science
 - Courses numbered 200 or above (excluding independent study, senior seminar and comps).
- Integrative Exercise: Majors must complete a capstone experience ([CS 399](#) and [CS 400](#)) during the senior year. The student will participate on a team of four to seven students working on a faculty-specified project.
 - [CS 399](#)
 - [CS 400](#)

Potential majors should take Computer Science 111, Mathematics 111, and at least one of Computer Science 201 and 202 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 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. 6 credits; *Not offered 2023-24*

CS 100 Ethics of Technology What should technology know about us? What actions should technology be allowed to conduct on our behalf? Who makes these decisions, and whose voices are excluded from these conversations? Can algorithms ever be truly fair, just, and unbiased, or are they forever doomed to perpetuate existing inequities? We'll address these questions, and many more, as we explore the history, present, and possible futures of the design, implementation, deployment, and usage of algorithms, apps, systems, devices, and all things tech. This course will equip you to perform the complex ethical reasoning required of living in a technically-focused society. 6 credits; AI, WR1; *Fall*; **Amy Csizmar Dalal**

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, Tom Finzell, Tanya M Amert, Anya E Vostinar**

CS 200 Data Structures with Problem Solving 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. This version of Data Structures includes extra class time to support students' problem solving by meeting five days per week, and is encouraged for students who may have struggled in CS111 or otherwise believe they would benefit from extra support. This course fulfills all requirements of CS 201, and students should take only one of CS 200 or CS 201. Prerequisite: Computer Science 111 or instructor permission. 6 credits; FSR, QRE; *Winter*; **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*; **Matthew Lepinski, Eric C Alexander, Anya E Vostinar, 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; *Fall, Winter, Spring*; **Sneha Narayan, Eric C Alexander**

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 201 or instructor permission. 6 credits; FSR; *Fall, Winter, Spring*; **Tanya M Amert, Jeffrey R Ondich, Anya E Vostinar**

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; *Not offered 2023-24*

CS 232 Art, Interactivity, and Microcontrollers In this hands-on course, taught (in an art studio) by a sculpture professor and computer science professor, we'll explore and create interactive three dimensional art. Using basic construction techniques, microprocessors, and programming, this class brings together sculpture, engineering, computer science, 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. 6 credits; FSR; *Fall*; **David R Musicant, Stephen Mohring**

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, Eric C Alexander, Jeffrey R Ondich**

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; *Winter, Spring*; **Anna N Rafferty, Josh R Davis**

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*; **Anya E Vostinar, Amy Csizmar Dalal, Matthew Lepinski**

CS 294 CS Tea Colloquium Students earn credit by attending at least five of the research-based events in the Computer Science department's weekly colloquium series. Speakers come from academia, industry, nonprofits, and government, and present on a variety of topics, within and adjacent to computer science. Students will submit brief written reports after each talk that they attend. Prerequisite: At least one CS course (concurrent enrollment is allowed). 1 credit; S/CR/NC; NE; *Fall, Winter, Spring*; **Layla K Oesper**

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; S/CR/NC; NE; *Fall*; **Eric C Alexander**

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 2023-24*

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; *Spring*; **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; *Not offered 2023-24*

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; *Spring*; **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; *Not offered 2023-24*

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, Winter*; **Anna N Rafferty, Tom Finzell**

CS 321 Making Decisions with Artificial Intelligence There are many situations where computer systems must make intelligent choices, from selecting actions in a game, to suggesting ways to distribute scarce resources for monitoring endangered species, to a search-and-rescue robot learning to interact with its environment. Artificial intelligence offers multiple frameworks for solving these problems. While popular media attention has often emphasized supervised machine learning, this course instead engages with a variety of other approaches in artificial intelligence, both established and cutting edge. These include intelligent search strategies, game playing approaches, constrained decision making, reinforcement learning from experience, and more. Coursework includes problem solving and programming. Prerequisite: Computer Science 201 and Computer Science 202 (Mathematics 236 will be accepted in lieu of Computer Science 202). 6 credits; FSR; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Winter*; **Matthew Lepinski**

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; *Winter*; **Tanya M Amert**

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*; **David R Musicant**

CS 338 Computer Security When hackers can disable gas pipelines, national hospital systems, and electrical grids, and data brokers can create a largely unregulated world-wide surveillance system, there's a clear need for people who understand the mechanisms of computer security and insecurity. Towards that end, in this course we will study technical and social aspects of computer and network security. Topics will include threat modeling, cryptography, secure network protocols, web security, ethical hacking and penetration testing, authentication, authorization, historical hacking incidents, usability, privacy, and security-related law. Prerequisite: Computer Science 201. 6 credits; FSR; *Fall*; **Jeffrey R Ondich**

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 2023-24*

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; *Spring*; **Amy Csizmar Dalal**

CS 347 Advanced Software Design This course helps students to strengthen their ability to design modular, extensible and maintainable software. The focus of the course is on the design of modern cloud applications. Students will learn how to decompose complex applications into a set of back-end services, develop and debug these services, and deploy them in the cloud. This class is structured around a large project that will be extended over the course of the term. Prerequisite: Computer Science 257. 6 credits; FSR; *Fall, Spring*; **Matthew Lepinski**

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 for both shared memory and distributed parallel programming paradigms. In particular, we will explore how these paradigms affect the code we write, the libraries we use, and the advantages and disadvantages of each. Topics will include synchronization primitives across these models for parallel execution, debugging concurrent programs, fork/join parallelism, example parallel algorithms, computational complexity and performance considerations, computer architecture as it relates to parallel computation, and related theory topics. Prerequisite: Computer Science 201. 6 credits; FSR; *Not offered 2023-24*

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 2023-24*

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 2023-24*

CS 361 Artificial Life and Digital Evolution The field of artificial life seeks to understand the dynamics of life by separating them from the substrate of DNA. In this course, we will explore how we can implement the dynamics of life in software to test and generate biological hypotheses, with a particular focus on evolution. Topics will include the basic principles of biological evolution, transferring experimental evolution techniques to computational systems, cellular automata, computational modeling, and digital evolution. All students will be expected to complete and present a term research project recreating and extending recent work in the field of artificial life. Prerequisite: Computer Science 201. 6 credits; FSR; *Not offered 2023-24*

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; *Winter*; **Layla K Oesper**

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*; **Eric C Alexander, Amy Csizmar Dalal, Layla K Oesper, Jeffrey R Ondich, Anna N Rafferty**

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; *Fall, Winter*; **Jeffrey R Ondich, Layla K Oesper, Eric C Alexander, Amy Csizmar Dalal, Anna N Rafferty**

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
 - [CCST 100](#) Cross Cultural Perspectives on Israeli and Palestinian Identity
 - [RELG 100](#) Christianity and Colonialism
 - [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 2023-24)
 - [IDSC 103](#) Student Conversations about Diversity and Community (not offered in 2023-24)
 - [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 (not offered in 2023-24)
 - [CCST 245](#) Meaning and Power: Introduction to Analytical Approaches in the Humanities
 - [CCST 275](#) I'm A Stranger Here Myself
 - [GWSS 398](#) Capstone: Transnational Feminist Activism
 - [POSC 120](#) Democracy and Dictatorship
 - [POSC 215](#) Comparative Political Communication: News Coverage of Elections (not offered in 2023-24)
 - [POSC 247](#) Comparative Nationalism (not offered in 2023-24)
 - [POSC 358](#) Comparative Social Movements (not offered in 2023-24)

- [PSYC 248](#) Cross-Cultural Psychology
- [PSYC 358](#) Cross-Cultural Psychology Seminar in Prague: Cross-Cultural Psychopathology (not offered in 2023-24)
- [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:
 - [CAMS 218](#) Contemporary Global Cinemas (not offered in 2023-24)
 - [ENGL 238](#) African Literature in English
 - [ENGL 250](#) Indian Fiction 1880-1980 (not offered in 2023-24)
 - [ENGL 251](#) Contemporary Indian Fiction
 - [ENGL 252](#) Caribbean Fiction (not offered in 2023-24)
 - [ENGL 350](#) The Postcolonial Novel: Forms and Contexts (not offered in 2023-24)
 - [FREN 206](#) Contemporary French and Francophone Culture
 - [FREN 245](#) Francophone Literature of Africa and the Caribbean (not offered in 2023-24)
 - [FREN 255](#) French and Francophone Studies in Paris Program: Islam in France: Historical Approaches and Current Debates
 - [FREN 259](#) French and Francophone Studies in Paris Program: Hybrid Paris
 - [FREN 350](#) Middle East and French Connection (not offered in 2023-24)
 - [FREN 359](#) French and Francophone Studies in Paris Program: Hybrid Paris
 - [FREN 360](#) The Algerian War of Liberation and Its Representations
 - [HIST 141](#) Europe in the Twentieth Century (not offered in 2023-24)
 - [HIST 165](#) A Cultural History of the Modern Middle East
 - [HIST 184](#) Colonial West Africa (not offered in 2023-24)
 - [HIST 232](#) Renaissance Worlds in France and Italy (not offered in 2023-24)
 - [HIST 254](#) Migration in Asia-Pacific History
 - [HIST 260](#) The Making of the Modern Middle East
 - [HIST 266](#) History of Islam in South Asia (not offered in 2023-24)
 - [HIST 267](#) Muslims and Modernity (not offered in 2023-24)
 - [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2023-24)
 - [HIST 281](#) War in Modern Africa (not offered in 2023-24)
 - [HIST 360](#) Muslims and Modernity (not offered in 2023-24)
 - [MELA 230](#) Jewish Collective Memory (not offered in 2023-24)
 - [POSC 215](#) Comparative Political Communication: News Coverage of Elections (not offered in 2023-24)
 - [POSC 238](#) Sport and Globalization in London and Seville Program: Globalization and Development: Lessons from Int'l Football
 - [POSC 247](#) Comparative Nationalism (not offered in 2023-24)
 - [POSC 265](#) Public Policy and Global Capitalism
 - [POSC 267](#) Comparative Foreign Policy (not offered in 2023-24)
 - [POSC 268](#) Global Environmental Politics and Policy

- [POSC 294](#) Central and Eastern European Politics Program: Perceptions of Otherness in Modern Eastern and Central Europe (not offered in 2023-24)
- [POSC 295](#) Central and Eastern European Politics Program: Nation-Building in Central and Eastern Europe between Politics and Art (not offered in 2023-24)
- [POSC 296](#) Central and Eastern European Politics Program: Challenges to the Nation-State in Eastern and Central Europe: Immigrants and Minorities (not offered in 2023-24)
- [POSC 348](#) Strangers, Foreigners and Exiles (not offered in 2023-24)
- [POSC 358](#) Comparative Social Movements (not offered in 2023-24)
- [RELG 100](#) Christianity and Colonialism
- [RELG 110](#) Understanding Religion
- [RELG 155](#) Hinduism: An Introduction (not offered in 2023-24)
- [RELG 213](#) Religion, Medicine, and Healing (not offered in 2023-24)
- [RELG 222](#) Trauma, Loss, Memory: Holocaust and Genocide
- [RELG 227](#) Liberation Theologies (not offered in 2023-24)
- [RELG 234](#) Angels, Demons, and Evil
- [RELG 237](#) Yoga: Religion, History, Practice
- [RELG 254](#) Zen Buddhism (not offered in 2023-24)
- [RELG 287](#) Many Marys (not offered in 2023-24)
- [RELG 289](#) Global Religions in Minnesota
- [RUSS 205](#) Russian in Cultural Contexts
- [RUSS 293](#) Advanced Russian Skill Development (not offered in 2023-24)
- [SOAN 108](#) In & Out of Africa: How Transnational Black Lives Matter (not offered in 2023-24)
- [SOAN 256](#) Africa: Representation and Conflict (not offered in 2023-24)
- [SPAN 209](#) Radio and News in Spanish (not offered in 2023-24)
- [SPAN 242](#) Introduction to Latin American Literature (not offered in 2023-24)
- [SPAN 345](#) Culture, Capitalism and the Commons (not offered in 2023-24)
- 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](#) **Cross Cultural Perspectives on Israeli and Palestinian Identity** How have Jewish and Palestinian citizens of Israel shaped their senses of personal and collective identity since the early twentieth century? We will explore mental pictures of the land, one's self, and others in a selection of Israeli Jewish and Palestinian short stories, novels, and films. We will also explore some of the humanistic roots of U.S. involvement in Israeli-Palestinian relations today, particularly in the realm of American initiated bi-cultural youth camps such as Seeds of Peace. Students will enrich our class focus

by introducing us to perspectives on Israel/Palestine in their home countries or elsewhere. In translation. 6 credits; AI, WR1, IS; *Fall*; **Stacy N Beckwith**

CCST 100 Growing up Cross-Culturally First-year students interested in this program should enroll in this seminar. The course is recommended but not required for the 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; *Not offered 2023-24*

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, Spring*; **Luciano H Battaglini, Laura Goering, Ken B Abrams**

CCST 233 The Art of Translation in the Age of the Machine In an era when AI tools can produce a translation that is indistinguishable from the work of a professional translator, what role is left for humans? In this course students study the history and theory of translation, while gaining practical experience in literary translation. Topics include the visibility of the translator, questions of identity, authority, and power, and challenges to Eurocentric traditions of translation. Students will become familiar with available translation tools and practice using them ethically and effectively in a workshop setting. The final project will be an annotated translation into English of a literary text of the student's choice. Prerequisite: Proficiency in a language taught at Carleton (204 or above). Native or near-native fluency in English. 6 credits; ARP, IS; *Winter*; **Laura Goering**

CCST 245 Meaning and Power: Introduction to Analytical Approaches in the Humanities How can it be that a single text means different things to different people at different times, and who or what controls those meanings? What is allowed to count as a "text" in the first place, and why? How might one understand texts differently, and can different forms of reading serve as resistance or activism within the social world? Together we will respond to these questions by developing skills in close

reading and discussing diverse essays and ideas. We will also focus on advanced academic writing skills designed to prepare students for comps in their own humanities department. 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**

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 2023-24*

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*; **Paul Petzschmann**

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 Digital Arts and Humanities 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 among them in the course of their study; at least three subjects (e.g., ARCN, CAMS, STAT,...) must be represented (for at least six elective credits each) and at least 12 elective credits must come from courses designated Arts Practice, Humanistic Inquiry or Literary/Artistic Analysis. No more than 18 elective credits may come from any one department and no more than 18 credits may count toward both the student's major and the DGAH minor.

A. Core Courses (6 credits)

The core courses introduce students to a broad range of digital methodologies and promote 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 (6 credits) Offered annually, this course introduces students to the history and the future of the book, including theories of and hands-on practice with writing, manuscripts, books, printing, and digital media.

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 & Lab
- [ARTS 240](#) Introduction to Film and Digital Photography (not offered in 2023-24)
- [CAMS 111](#) Digital Foundations
- [CS 111](#) Introduction to Computer Science
- [ENTS 120](#) Introduction to Geospatial Analysis & Lab
- [HIST 200](#) Historians for Hire
- [MUSC 108](#) Introduction to Music Technology
- [STAT 120](#) Introduction to Statistics
- [STAT 220](#) Introduction to Data Science
- [STAT 250](#) Introduction to Statistical Inference
- [CS 201](#) can count for students that have placed out of [CS 111](#)
- [PSYC 200/201](#) or [SOAN 239](#) can count for [STAT 120](#)

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.

- [AMST 222](#) Indigenous Film (not offered in 2023-24)
- [ARTH 246](#) What Has Been Happening in Modern Architectural Design? (not offered in 2023-24)
- [ARTS 244](#) Alternative Processes (not offered in 2023-24)
- [ARTS 339](#) Advanced Photography
- [CAMS 187](#) Cult Television and Fan Cultures (not offered in 2023-24)
- [CAMS 214](#) Film History III
- [CAMS 246](#) Documentary Studies (not offered in 2023-24)
- [CAMS 257](#) Video Games and Identity (not offered in 2023-24)
- [CAMS 330](#) Cinema Studies Seminar (not offered in 2023-24)
- [CAMS 340](#) Television Studies Seminar
- [CCST 245](#) Meaning and Power: Introduction to Analytical Approaches in the Humanities
- [CHIN 239](#) Digital China: Media, Culture, and Society
- [CHIN 240](#) Chinese Cinema in Translation (not offered in 2023-24)
- [CHIN 250](#) Chinese Popular Culture in Translation (not offered in 2023-24)
- [CS 314](#) Data Visualization

- [CS 344](#) Human-Computer Interaction
- [ENGL 362](#) Narrative Theory (not offered in 2023-24)
- [ENGL 395](#) Narrative
- [MUSC 208](#) Computer Music and Sound (not offered in 2023-24)
- [MUSC 313](#) Video Game Music: History, Interpretation, Practice (not offered in 2023-24)
- [POSC 214](#) Visual Representations of Political Thought and Action (not offered in 2023-24)
- [POSC 217](#) Monuments, Museums & Meaning: How Politics Shapes Memory in Artifacts (not offered in 2023-24)
- [SPAN 209](#) Radio and News in Spanish (not offered in 2023-24)
- [SPAN 244](#) Spain Today: Recent Changes through Narrative and Film
- [SPAN 345](#) Culture, Capitalism and the Commons (not offered in 2023-24)
- [THEA 320](#) Live Performance and Digital Media

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.

- [ARCN 211](#) Coercion and Exploitation: Material Histories of Labor (not offered in 2023-24)
- [ARCN 222](#) Experimental Archaeology and Experiential History
- [ARTS 252](#) Metalsmithing: Ancient Techniques, New Technologies
- [CS 232](#) Art, Interactivity, and Microcontrollers
- [CS 318](#) Computational Media (not offered in 2023-24)
- [ENGL 265](#) News Stories
- [HIST 206](#) Rome Program: The Eternal City in Time: Structure, Change, and Identity (not offered in 2023-24)
- [HIST 231](#) Mapping the World Before Mercator (not offered in 2023-24)
- [HIST 238](#) The Viking World
- [HIST 245](#) Ireland: Land, Conflict and Memory (not offered in 2023-24)
- [HIST 246](#) Making Early Medieval England (not offered in 2023-24)
- [HIST 335](#) Finding Ireland's Past
- [HIST 338](#) Digital History, Public Heritage & Deep Mapping (not offered in 2023-24)
- [MUSC 221](#) Electronic Music Composition
- [RELG 243](#) Native American Religious Freedom (not offered in 2023-24)
- [RELG 289](#) Global Religions in Minnesota
- [SOAN 314](#) Contemporary Issues in Critical Criminology (not offered in 2023-24)
- [THEA 234](#) Lighting Design for the Performing Arts (not offered in 2023-24)

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, independent studies and LACOL Consortium summer courses 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; *Fall, Winter*; **Christopher Saladin, 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 (not offered in 2023-24)
- [ARTH 267](#) Gardens in China and Japan
- [ARTH 321](#) Arts of the Chinese Scholar's Studio
- [HIST 150](#) Politics of Art in Early Imperial China (not offered in 2023-24)
- [HIST 152](#) History of Late Imperial China
- [HIST 153](#) History of Modern China (not offered in 2023-24)
- [HIST 156](#) History of Modern Korea (not offered in 2023-24)
- [JAPN 231](#) Tradition and Modernity: Japanese Cinema in Translation (not offered in 2023-24)
- [RELG 152](#) Religions in Japanese Culture
- [RELG 153](#) Introduction to Buddhism
- [RELG 257](#) Asian Religions and Ecology (not offered in 2023-24)

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 (not offered in 2023-24)
- [ARTH 209](#) Chinese Painting (not offered in 2023-24)
- [ARTH 220](#) The Origins of Manga: Japanese Prints (not offered in 2023-24)
- [ARTH 266](#) Arts of the Japanese Tea Ceremony
- [ARTH 267](#) Gardens in China and Japan
- [ARTH 321](#) Arts of the Chinese Scholar's Studio
- [ARTS 236](#) Ceramics: Vessels for Tea
- [ASST 283](#) Japanese History and Culture (not offered in 2023-24)
- [ASST 284](#) Japanese Linguistics in Kyoto Seminar: History and Culture of Japan (not offered in 2023-24)
- [CHIN 240](#) Chinese Cinema in Translation (not offered in 2023-24)
- [CHIN 251](#) Heroes, Heroines, Exceptional Lives in Chinese Biographical Histories (not offered in 2023-24)
- [CHIN 252](#) The Chinese Language: A Linguistic and Cultural Survey (not offered in 2023-24)
- [CHIN 348](#) Advanced Chinese: The Mass Media (not offered in 2023-24)
- [CHIN 350](#) Reading Chinese Comics (not offered in 2023-24)
- [CHIN 355](#) Contemporary Chinese Short Stories (not offered in 2023-24)
- [CHIN 360](#) Classical Chinese (not offered in 2023-24)
- [CHIN 361](#) Advanced Chinese: Readings in Twentieth Century Literature
- [CHIN 362](#) Advanced Chinese: Traditional Culture in Modern Language (not offered in 2023-24)
- [CHIN 364](#) Chinese Classic Tales and Modern Adaptation
- [DANC 265](#) Performing the Orient (not offered in 2023-24)
- [ECON 240](#) Microeconomics of Development
- [HIST 150](#) Politics of Art in Early Imperial China (not offered in 2023-24)
- [HIST 154](#) Social Movements in Postwar Japan (not offered in 2023-24)
- [HIST 156](#) History of Modern Korea (not offered in 2023-24)
- [HIST 159](#) Age of Samurai
- [HIST 215](#) Carleton in the Archives: Carleton in China (not offered in 2023-24)
- [HIST 253](#) Social Movements in Modern Korea
- [HIST 254](#) Migration in Asia-Pacific History
- [HIST 256](#) Disaster, Disease, & Rumors in East Asia (not offered in 2023-24)
- [JAPN 206](#) Japanese in Cultural Context
- [JAPN 231](#) Tradition and Modernity: Japanese Cinema in Translation (not offered in 2023-24)
- [JAPN 249](#) Introduction to Contemporary Japan and Literature (not offered in 2023-24)
- [JAPN 254](#) World of Japanese Manga in Translation (not offered in 2023-24)
- [JAPN 344](#) Japan Trends: Lifestyle, Society, and Culture (not offered in 2023-24)
- [JAPN 345](#) Advanced Reading in Modern Japanese Literature: The Short Story (not offered in 2023-24)
- [JAPN 355](#) Advanced Reading: Contemporary Japanese Prose
- [LING 285](#) Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System (not offered in 2023-24)

- [LING 286](#) Japanese Linguistics in Kyoto Seminar: The Structure of Japanese (not offered in 2023-24)
- [MUSC 182](#) Chinese Musical Instruments
- [MUSC 182J](#) Chinese Musical Instruments (Juried)
- [MUSC 213](#) J-Pop: Listening to Music in Modern Japan (not offered in 2023-24)
- [MUSC 282](#) Chinese Musical Instruments
- [MUSC 282J](#) Chinese Musical Instruments (Juried)
- [POSC 264](#) Politics of Contemporary China
- [RELG 153](#) Introduction to Buddhism
- [RELG 254](#) Zen Buddhism (not offered in 2023-24)
- [RELG 257](#) Asian Religions and Ecology (not offered in 2023-24)
- [RELG 280](#) The Politics of Sex in Asian Religion (not offered in 2023-24)
- [RELG 282](#) Samurai: Ethics of Death and Loyalty (not offered in 2023-24)
- [RELG 365](#) Mysticism (not offered in 2023-24)

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 75 credits from:

- Two 100-level courses (12 credits)
 - [ECON 110](#) Principles of Macroeconomics (or equivalent AP or IB)
 - [ECON 111](#) Principles of Microeconomics (or equivalent AP or IB)
- [MATH 111](#) or equivalent (6 credits)
- [STAT 120](#) or [STAT 250](#) or equivalent (6 credits)

- Three 300-level core courses (18 credits)
 - [ECON 329](#) Econometrics
 - [ECON 330](#) Intermediate Price Theory
 - [ECON 331](#) Intermediate Macro Theory

Mathematics 111 (or equivalent) and Statistics 120 or Statistics 250 (or equivalent) are prerequisites for Economics 329 and 331, and Mathematics 111 (or equivalent) is a prerequisite for Economics 330.

- Four electives (numbered 215 or above), this includes [ECON 398](#) (24 credits):
 - [ECON 221](#) Cambridge Program: Contemporary British Economy
 - [ECON 222](#) Cambridge Program: The Industrial Revolution in Britain
 - [ECON 240](#) Microeconomics of Development
 - [ECON 241](#) Growth and Development
 - [ECON 242](#) Economy of Latin America (not offered in 2023-24)
 - [ECON 257](#) Economics of Gender
 - [ECON 262](#) The Economics of Sports (not offered in 2023-24)
 - [ECON 264](#) Health Care Economics (not offered in 2023-24)
 - [ECON 265](#) Game Theory and Economic Applications
 - [ECON 267](#) Behavioral Economics
 - [ECON 268](#) Economics of Cost Benefit Analysis (not offered in 2023-24)
 - [ECON 269](#) Economics of Climate Change
 - [ECON 270](#) Economics of the Public Sector
 - [ECON 271](#) Economics of Natural Resources and the Environment
 - [ECON 273](#) Water and Western Economic Development
 - [ECON 274](#) Labor Economics
 - [ECON 275](#) Law and Economics (not offered in 2023-24)
 - [ECON 276](#) Money and Banking (not offered in 2023-24)
 - [ECON 277](#) History and Theory of Financial Crises
 - [ECON 278](#) Industrial Organization and Firm Behavior
 - [ECON 280](#) International Trade
 - [ECON 281](#) International Finance (not offered in 2023-24)
 - [ECON 282](#) The Theory of Investment Finance
 - [ECON 283](#) Corporate Finance
 - [ECON 285](#) Computational Economics
 - [ECON 293](#) Race and Inequality (not offered in 2023-24)
 - [ECON 398](#) Advanced Research in Economics
- One advanced seminar, Economics 395 (6 credits)
 - [ECON 395](#) Advanced Topics in Labor Economics
 - [ECON 395](#) Advanced Topics in Financial Economics
 - [ECON 395](#) Economics of the Family

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.

- Integrative Exercise (3 credits)
 - [**ECON 400**](#)
- Six Talk Credits: As part of the satisfaction of their comps exercise, majors must accumulate six talk credits during their combined junior and senior years by attending department events, including: the Veblen-Clark Lecture, the Lamson Lecture, other scheduled talks by visiting speakers sponsored by the department, and candidate job talks during recruiting years. These talk credits will be tracked by the economics department and will not appear on your transcript. Note: Attending the Veblen-Clark Lecture or the Lamson Lecture each count for two talk credits. All others count for one talk credit. Juniors may accumulate one talk credit for attending the senior comps poster session. We encourage majors to participate in the numerous activities that take place in the department.

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 students 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 typically offered only in fall term.

Students considering graduate school in economics should also take Mathematics 120, 210 or 211, 232, 236, 241 and Statistics 250. 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*; **Ethan L Struby, Victor Almeida, Michael T Hemesath, Yingtong Xie**

[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*; **Nathan D Grawe, Prathi Seneviratne, Jonathan M Lafky, Aaron M Swoboda, Mark T Kanazawa**

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 111 and 240. 6 credits; SI, QRE, WR2, IS; *Winter*; **Faress F Bhuiyan**

ECON 205 Race & Inequality: Policing Policies An ongoing issue in criminal justice in the United States concerns policing practices and their differential impact on racial groups. The recent book *Transforming the Police* takes an evidence-based approach to examine policing practices. In this course, we will read *Transforming the Police* and other empirical research for deeper insights into current policing practices and evidence-based reforms. There will be a final paper and students will be expected to lead discussions, which form part of the basis for evaluation of their participation. 2 credits; SI; *Spring*; **Michael T Hemesath**

ECON 221 Cambridge Program: Contemporary British Economy The 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. Students majoring in economics, political science, and history are particularly encouraged to apply, but the seminar is open to students of all majors. Prerequisite: Students who have completed Economics 110 and 111 by the end of spring term 2023 are eligible to participate in the seminar. 6 credits; SI, QRE, IS; *Summer*; **Michael T Hemesath**

ECON 222 Cambridge Program: The Industrial Revolution in Britain Economic growth only became an expected part of modern life during the Industrial Revolution. This course will explore the origins and implications of the Industrial Revolution in Britain. Why did this revolution start in Britain? How did it change life for British citizens, and how did the many changes move beyond Britain? The course will use readings, lectures and visits to industrial sites and museums in and around Manchester. Students majoring in economics, political science, and history are particularly encouraged to apply, but the seminar is open to students of all majors. Prerequisite: Students who have completed Economics 110 and 111 by the end of spring term 2023 are eligible to participate in the seminar. 6 credits; SI, WR2, QRE, IS; *Summer*; **Michael T Hemesath**

ECON 223 Cambridge Program: The Economics of Multinational Enterprises Among the most important economic institutions in the world today are multinational enterprises. This course will explore the theory and practice of MNEs. Lectures and reading will be supplemented with visits to British multinationals. Students majoring in economics, political science, and history are particularly encouraged to apply, but the seminar is open to students of all majors. Prerequisite: Students who

have completed Economics 110 and 111 by the end of spring term 2023 are eligible to participate in the seminar. 3 credits; NE, QRE, IS; *Summer*; **Michael T Hemesath**

ECON 224 Cambridge Program: J.M. Keynes and the Bloomsbury Group Britain has nurtured some of the most important economists in the world and Cambridge was the intellectual home of the foremost of these, J.M. Keynes. This course will explore the economic theory and social thought of Keynes and the influence of his contemporaries in the Bloomsbury group on post-WWI Britain. Students majoring in economics, political science, and history are particularly encouraged to apply, but the seminar is open to students of all majors. Prerequisite: Students who have completed Economics 110 and 111 by the end of spring term 2023 are eligible to participate in the seminar. 3 credits; S/CR/NC; SI, QRE, IS; *Summer*; **Michael T Hemesath**

ECON 230 Politics & Pub Policy in Washington DC Program: 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 or instructor consent. 6 credits; SI, QRE; *Not offered 2023-24*

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 F Bhuiyan**

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

ECON 242 Economy of Latin America This course offers an introduction to the economy of Latin America. We will study the region's policies undertaken during its colonial period and its development strategy during the twentieth century. Topics include import substitution industrialization, the 1980s debt crisis, hyperinflation, dollarization, and international trade agreements. Besides these experiences shared by many countries in Latin America, we will also analyze selected country-specific ones such as the Brazilian stabilization plans and the recent Argentine sovereign debt crisis. Prerequisite: Economics 110. 6 credits; SI, IS; *Not offered 2023-24*

ECON 246 Welfare Economics and Mechanism Design 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; *Spring*; **Faress F Bhuiyan**

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; *Winter*; **Prathi Seneviratne**

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 2023-24*

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; *Not offered 2023-24*

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 2023-24*

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; *Fall*; **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 2023-24*

ECON 269 Economics of Climate Change This course studies the relationship between climate change, government policy, and global markets. It explores the historical relationship between economic growth and greenhouse gasses, the cost-benefit analysis of policies aimed at reducing greenhouse gas emissions, and the potential for adaptation to climate change. Through readings, discussions, and case studies, students will gain a deep understanding of the economic implications of climate change and the policies that can be used to mitigate its effects. By the end of the course, students will have developed a critical understanding of the complex relationship between economics and climate change and will be equipped to engage in meaningful discussions and analysis of this pressing global issue. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; *Winter*; **Aaron M Swoboda**

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; *Spring*; **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; *Fall*; **Aaron M Swoboda**

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; *Winter*; **Mark T Kanazawa**

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; *Fall*; **Faress F Bhuiyan**

ECON 275 Law and Economics Legal rules and institutions influence people's behavior. By setting acceptable levels of pollution, structuring guidelines for contract negotiations, deciding who should pay for the costs of an accident, and determining punishment for crimes, courts and legislatures create incentives. How do economic considerations factor into legal rules, and how do laws affect economic output and distribution? In this class, we use court cases, experiments, and current legal controversies to explore such issues. Prerequisite: Economics 111. 6 credits; SI, QRE, WR2; *Not offered 2023-24*

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; *Not offered 2023-24*

ECON 277 History and Theory of Financial Crises This course provides a historical perspective on financial crises and highlights their main empirical patterns. This course also introduces economic theories of financial crises, in which leverage, moral hazard, mistaken beliefs, and coordination problems play a central role. We will also discuss some policy instruments used to balance risk

exposure, such as deposit insurance, collective action clauses, exchange controls, and foreign reserves. Prerequisite: Economics 110 and 111. 6 credits; SI, IS; *Spring*; **Victor Almeida**

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; *Winter*; **Nathan D Grawe**

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; *Not offered 2023-24*

ECON 282 The Theory of Investment Finance This course provides an introduction to the broad range of financial instruments that are used to fund economic activities. We will explore major asset classes in financial markets, look at how investors make choices when allocating their portfolios, and learn how to price a typical security within each asset class. Topics in this course include asset classification, portfolio theory, debt and equity securities valuation, and derivatives valuation. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; *Fall*; **Yingtong Xie**

ECON 283 Corporate Finance This course introduces you to the financial decision-making process of corporations and other institutions. We will analyze financial statements, understand cash flows and how firms choose investment projects, as well as how to raise funding for these investment projects, the related costs of capital, and the trade-off between debt and equity financing. Students will be asked to conduct a real-world business case study in this course. Prerequisite: Economics 110 and 111. 6 credits; SI, QRE; *Spring*; **Yingtong Xie**

ECON 285 Computational Economics This course is an introduction to the use of computational methods for the analysis of economic models. After becoming familiar with the programming environment, we will explore the application of computational methods to constrained optimization, econometric estimation, and calibrating, solving, and simulating static and dynamic economic models. Prerequisite: Economics 110 and 111 or permission of the instructor. Previous elective courses involving mathematical modeling in economics recommended. 6 credits; SI, QRE; *Winter*; **Victor Almeida**

ECON 293 Race and Inequality This course examines the empirical economics literature surrounding racial inequalities. Readings will be selected by students to reflect the dimensions of inequality of greatest interest but may include: employment, earnings, wealth, education, criminal justice, and family choices. Students will draw on these works in addition to theories of economic justice to develop proposals for just policy reform. Prerequisite: Economics 110 & 111 and Economics 293 Theories of Economic Justice. 2 credits; SI, WR2; *Not offered 2023-24*

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: Economics 110 and 111, Mathematics 111 and either Statistics 120 or Statistics 250 or instructor consent. 6 credits; SI, QRE; *Winter, 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: Economics 110 and 111, Mathematics 111 and Statistics 120 or Statistics 250 or instructor consent. 6 credits; SI, QRE; *Fall, Spring*; **Ethan L Struby**

ECON 395 Advanced Topics in Financial Economics This course will include a wide range of topics in Financial Economics and related policy analyses. Specific areas of study depend on student interest but will largely include topics like: financial asset returns; corporate financial policies and the environmental, social, and governance (ESG) strategies of corporations; household financial portfolio choices; business cycle fluctuations, financial sector shocks, and the related macroeconomic policies; developments of financial markets and economic growth. Class time will be a combination of peer-reviewed journal article discussions, application of econometric techniques, individual presentations, and some small group activities to help with research ideas and writings. Prerequisite: Economics 329, 330, and 331, or instructor permission. 6 credits; SI, WR2, QRE; *Fall*; **Yingtong Xie**

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

formation, the timing of marriage and childbirth, and the allocation of unpaid household work among family members. Prerequisite: Economics 329, 330, and 331, or instructor permission. 6 credits; SI, WR2, QRE; *Fall*; **Jenny Bourne**

ECON 395 Economics of the Family This course examines the many ways in which economics explains family behaviors. Questions explored include: What factors explain marriage, divorce, and alternative family structures? How might we understand fertility decisions and the demographic transition that accompanies industrialization? How does family background (e.g., family size, parent income, or receipt of transfer payments) affect child outcomes? What factors explain the degree to which women have a voice within the family? How might policy reform alter family choices? Special attention is given to methodological issues pertaining to survey data. 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. Requires concurrent registration in Economics 400. 6 credits; S/CR/NC; NE; *Winter, Spring*; **Yingtong Xie, Jenny Bourne, Nathan D Grawe**

ECON 400 Integrative Exercise 3 credits; S/NC; *Winter, Spring*; **Yingtong Xie, Jenny Bourne, Nathan D Grawe**

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.

*Note: Teaching licensure at Carleton will no longer be available beginning with the Class of 2027.

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 138](#) Multicultural Education
- [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 2023-24)
- [CGSC 232](#) Cognitive Processes
- [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2023-24)
- [EDUC 262](#) Culturally Sustaining Pedagogy: Teaching and Learning in Diverse Classrooms
- [EDUC 344](#) Teenage Wasteland: Adolescence and the American High School (not offered in 2023-24)
- [PSYC 210](#) Psychology of Learning and Memory
- [PSYC 232](#) Cognitive Processes
- [PSYC 250](#) Developmental Psychology
- [PSYC 251](#) Lifespan Development (not offered in 2023-24)
- [PSYC 258](#) Social Cognition (not offered in 2023-24)
- [PSYC 366](#) Cognitive Neuroscience

Cluster II Social and Cultural Context of Schooling in a Diverse Society The purpose of this cluster is to provide an in-depth understanding of the broader historical, social and cultural context in which U.S. educational institutions are located. This cluster builds on the background knowledge provided by the core courses Introduction to Educational Studies and Multicultural Education.

- [AMST 115](#) Introduction to American Studies
- [EDUC 262](#) Culturally Sustaining Pedagogy: Teaching and Learning in Diverse Classrooms
- [EDUC 340](#) Race, Immigration, and Schools (not offered in 2023-24)
- [EDUC 367](#) Culture Wars in the Classroom (not offered in 2023-24)
- [GWSS 110](#) Introduction to Gender, Women's & Sexuality Studies
- [HIST 116](#) Intro to Indigenous Histories, 1887-present (not offered in 2023-24)
- [HIST 122](#) U.S. Women's History to 1877
- [HIST 123](#) U.S. Women's History Since 1877
- [HIST 125](#) African American History I: From Africa to the Civil War (not offered in 2023-24)
- [HIST 126](#) African American History II
- [HIST 203](#) American Indian Education
- [HIST 228](#) Civil Rights and Black Power
- [HIST 229](#) Working with Gender in U.S. History (not offered in 2023-24)
- [IDSC 203](#) Talking about Diversity
- [POSC 302](#) Subordinated Politics and Intergroup Relations
- [PSYC 384](#) Psychology of Prejudice
- [RELG 140](#) Religion and American Culture
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2023-24)
- [SOAN 226](#) Anthropology of Gender (not offered in 2023-24)
- [SOAN 288](#) Diversity, Democracy, Inequality in America (not offered in 2023-24)

Cluster III Public Policy and Educational Reform The purpose of this cluster is to explore the public policy contexts, issues and questions that are most relevant to educational policy making and school reform. This cluster builds on the background knowledge provided by the core course Introduction to Educational Studies.

- [ECON 246](#) **Welfare Economics and Mechanism Design**
- [ECON 270](#) **Economics of the Public Sector**
- [EDUC 225](#) **Issues in Urban Education** (not offered in 2023-24)
- [EDUC 245](#) **School Reform: Yesterday, Today, and Tomorrow**
- [EDUC 250](#) **Fixing Schools: Politics and Policy in American Education**
- [EDUC 330](#) **Refugee and Immigrant Experiences in Faribault, MN** (not offered in 2023-24)
- [POSC 122](#) **Politics in America: Liberty and Equality**
- [POSC 218](#) **Schools, Scholarship and Policy in the United States** (not offered in 2023-24)
- [POSC 273](#) **Race and Politics in the U.S.**

Senior Seminar:

- [EDUC 395](#) **Senior Seminar**

Educational Studies Courses

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

[EDUC 138](#) **Multicultural Education** This course examines the historical and contemporary issues surrounding the concept of "multicultural education." The 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 deepen students' understandings of what it means to live in a multicultural society. Offered at both the 100 and 300 levels; coursework will be adjusted accordingly. Students who have previously taken a 100- or 200-level Educational Studies course should register for EDUC 338; students who have not taken a previous Educational Studies course should register for EDUC 138. 6 credits; SI, IDS; *Fall*; **Ryan D Oto**

[EDUC 225](#) **Issues in Urban Education** This course is an introduction to urban education in the United States. Course readings and discussion will focus on various perspectives in the field in order to understand the key issues and debates confronting urban schools. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and

teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. 6 credits; SI, IDS; *Not offered 2023-24*

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

EDUC 245 School Reform: Yesterday, Today, and Tomorrow 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; *Winter*; **Ryan D Oto**

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; *Fall*; **Ryan D Oto**

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. Prerequisite: Educational Studies 100 or 110. 6 credits; SI, IDS; *Spring*; **Deborah Appleman**

EDUC 325 Democracy, Schools, and Power One of the foundational elements of an ideal democratic society is an educated and informed public. Simultaneously, the maintenance of power in society demands control over what and how the public is educated. This class examines how schools in the U.S. serve both as sites of promoting democratic life and ideals as well as reproducing social, political, and economic oppression. Throughout the class, we will explore the relationships, tensions, and contradictions between schools, power, and democracy with the goal of answering whether schools can protect and save democracy. 6 credits; NE, WR2, IDS; *Spring*; **Ryan D Oto**

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; *Not offered 2023-24*

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. Offered at both the 100 and 300 levels; coursework will be adjusted accordingly. Students who have previously taken a 100- or 200-level Educational Studies course should register for EDUC 338; students who have not taken a previous Educational Studies course should register for EDUC 138. Prerequisite: 100 or 200-level Educational Studies course or instructor permission. 6 credits; SI, IDS; *Fall, Spring*; **Ryan D Oto, 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 2023-24*

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; *Not offered 2023-24*

EDUC 367 Culture Wars in the Classroom This course examines past and present school controversies, including school prayer, banned books, and student protests. Who controls the curriculum? How do we teach contentious issues such as evolution, racism, and climate change? To what extent do teachers and students enjoy the right to free expression? These are the kinds of questions “Culture Wars in the Classroom” will explore, as we consider the purpose of public education in a diverse, multicultural nation. Prerequisite: 100 or 200-level Educational Studies course or instructor consent. 6 credits; NE, IDS; *Not offered 2023-24*

EDUC 385 Schooling and Communities: A Practicum for Teacher Candidates This course permits licensure candidates to become more familiar with their student teaching sites through frequent observation and interaction. The course provides an opportunity to work directly in schools and community organizations related to schools and to reflect on that experience in a classroom setting. Prerequisite: Acceptance into Teacher Licensure Program and registration for fall student teaching. 6 credits; NE; *Spring*; **Deborah Appleman**

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 Drama, Film, and Society**
- **ENGL 100 Literary Revision: Authority, Art, and Rebellion**
- **ENGL 100 Imagining a Self**
- **ENGL 100 Novel, Nation, Self**
- **ENGL 100 How We Read: The History and Science of Reading**
- **ENGL 100 Reading, Interpreting, Writing**
- **ENGL 100 Inventing the Past**
- **ENGL 112 Introduction to the Novel**

- [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2023-24)
- [ENGL 115](#) The Art of Storytelling
- [ENGL 116](#) The Art of Drama: Passion, Politics, and Culture (not offered in 2023-24)
- [ENGL 117](#) African American Literature (not offered in 2023-24)
- [ENGL 118](#) Introduction to Poetry
- [ENGL 119](#) Introduction to U.S. Latino/a Literature (not offered in 2023-24)
- [ENGL 120](#) American Short Stories (not offered in 2023-24)
- [ENGL 137](#) Terrorism and the Novel (not offered in 2023-24)
- [ENGL 144](#) Shakespeare I
- [ENGL 187](#) Murder (not offered in 2023-24)

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 202](#) The Bible as Literature (not offered in 2023-24)
 - [ENGL 203](#) Other Worlds of Medieval English Literature (not offered in 2023-24)
 - [ENGL 207](#) Princes. Poets. Power
 - [ENGL 208](#) The Faerie Queene
 - [ENGL 209](#) Much Ado About Nothing: A Project Course (not offered in 2023-24)
 - [ENGL 210](#) From Chaucer to Milton: Early English Literature
 - [ENGL 213](#) Christopher Marlowe (not offered in 2023-24)
 - [ENGL 214](#) Revenge Tragedy (not offered in 2023-24)
 - [ENGL 216](#) Milton (not offered in 2023-24)
 - [ENGL 219](#) Global Shakespeare (not offered in 2023-24)
 - [ENGL 244](#) Shakespeare I
 - [ENGL 281](#) Living London Program: Reading London, Writing London
 - [ENGL 310](#) Shakespeare II (not offered in 2023-24)
- Group II: 12 credits in literature between 1660 and 1900
 - [ENGL 212](#) Nineteenth-Century American Literature (not offered in 2023-24)
 - [ENGL 217](#) A Novel Education
 - [ENGL 218](#) The Gothic Spirit
 - [ENGL 221](#) "Moby-Dick" & Race: Whiteness and the Whale (not offered in 2023-24)
 - [ENGL 222](#) The Art of Jane Austen
 - [ENGL 223](#) American Transcendentalism (not offered in 2023-24)
 - [ENGL 225](#) 'Public Offenders': Pre-Raphaelites and Bloomsbury Group (not offered in 2023-24)
 - [ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels (not offered in 2023-24)
 - [ENGL 319](#) The Rise of the Novel
 - [ENGL 323](#) Romanticism and Reform
 - [ENGL 327](#) Victorian Novel
 - [ENGL 328](#) Victorian Poetry (not offered in 2023-24)
 - [ENGL 338](#) Dickinson, Moore, Bishop (not offered in 2023-24)

- Group III: 12 credits in literature after 1900
 - [AMST 269](#) **Woodstock Nation** (not offered in 2023-24)
 - [ENGL 215](#) **Modern American Literature** (not offered in 2023-24)
 - [ENGL 227](#) **Imagining the Borderlands** (not offered in 2023-24)
 - [ENGL 230](#) **Studies in African American Literature: From the 1950s to the Present**
 - [ENGL 233](#) **Writing and Social Justice** (not offered in 2023-24)
 - [ENGL 234](#) **Literature of the American South** (not offered in 2023-24)
 - [ENGL 235](#) **Asian American Literature**
 - [ENGL 236](#) **American Nature Writing**
 - [ENGL 238](#) **African Literature in English**
 - [ENGL 241](#) **Latinx Voices in the Age of Trump** (not offered in 2023-24)
 - [ENGL 245](#) **Bollywood Nation** (not offered in 2023-24)
 - [ENGL 246](#) **Film, Literature, and Culture in Mumbai and Seoul Program: Beyond Bollywood**
 - [ENGL 247](#) **The American West** (not offered in 2023-24)
 - [ENGL 248](#) **Visions of California** (not offered in 2023-24)
 - [ENGL 249](#) **Modern Irish Literature: Poetry, Prose, and Politics**
 - [ENGL 250](#) **Indian Fiction 1880-1980** (not offered in 2023-24)
 - [ENGL 251](#) **Contemporary Indian Fiction**
 - [ENGL 252](#) **Caribbean Fiction** (not offered in 2023-24)
 - [ENGL 255](#) **The Poetics of Disability**
 - [ENGL 258](#) **Playwrights of Color: Taking the Stage** (not offered in 2023-24)
 - [ENGL 272](#) **Film, Literature, and Culture in Mumbai and Seoul Program: Mumbai Stories**
 - [ENGL 274](#) **Ireland Program: Irish Literary Pasts and Presents**
 - [ENGL 275](#) **Film, Literature, and Culture in Mumbai and Seoul Program: Writing Mumbai and Seoul**
 - [ENGL 288](#) **California Program: The Literature of California** (not offered in 2023-24)
 - [ENGL 329](#) **The City in American Literature** (not offered in 2023-24)
 - [ENGL 332](#) **Faulkner, Hemingway, and Fitzgerald**
 - [ENGL 350](#) **The Postcolonial Novel: Forms and Contexts** (not offered in 2023-24)
 - [ENGL 352](#) **Toni Morrison: Novelist**
 - [ENGL 353](#) **The Writings of Virginia Woolf**
 - [ENGL 359](#) **World Literature in the Twenty-First Century** (not offered in 2023-24)
 - [ENGL 362](#) **Narrative Theory** (not offered in 2023-24)
 - [THEA 242](#) **Modern American Drama**

3. **English 295: Critical Methods**

4. **English 395: Advanced Seminar**

- [ENGL 395](#) **Narrative**
- [ENGL 395](#) **Murder**

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 2023-24)
 - [ENGL 116](#) The Art of Drama: Passion, Politics, and Culture (not offered in 2023-24)
 - [ENGL 135](#) Imperial Adventures (not offered in 2023-24)
 - [ENGL 144](#) Shakespeare I
 - [ENGL 202](#) The Bible as Literature (not offered in 2023-24)
 - [ENGL 203](#) Other Worlds of Medieval English Literature (not offered in 2023-24)
 - [ENGL 207](#) Princes. Poets. Power
 - [ENGL 208](#) The Faerie Queene
 - [ENGL 209](#) Much Ado About Nothing: A Project Course (not offered in 2023-24)
 - [ENGL 210](#) From Chaucer to Milton: Early English Literature
 - [ENGL 213](#) Christopher Marlowe (not offered in 2023-24)
 - [ENGL 214](#) Revenge Tragedy (not offered in 2023-24)
 - [ENGL 216](#) Milton (not offered in 2023-24)
 - [ENGL 217](#) A Novel Education
 - [ENGL 218](#) The Gothic Spirit
 - [ENGL 219](#) Global Shakespeare (not offered in 2023-24)
 - [ENGL 222](#) The Art of Jane Austen
 - [ENGL 225](#) 'Public Offenders': Pre-Raphaelites and Bloomsbury Group (not offered in 2023-24)
 - [ENGL 244](#) Shakespeare I
 - [ENGL 246](#) Film, Literature, and Culture in Mumbai and Seoul Program: Beyond Bollywood
 - [ENGL 249](#) Modern Irish Literature: Poetry, Prose, and Politics
 - [ENGL 272](#) Film, Literature, and Culture in Mumbai and Seoul Program: Mumbai Stories
 - [ENGL 274](#) Ireland Program: Irish Literary Pasts and Presents
 - [ENGL 281](#) Living London Program: Reading London, Writing London
 - [ENGL 310](#) Shakespeare II (not offered in 2023-24)

- [ENGL 319](#) The Rise of the Novel
- [ENGL 323](#) Romanticism and Reform
- [ENGL 327](#) Victorian Novel
- [ENGL 328](#) Victorian Poetry (not offered in 2023-24)
- [ENGL 353](#) The Writings of Virginia Woolf
- T2: Literature of North America
 - [AMST 269](#) Woodstock Nation (not offered in 2023-24)
 - [ENGL 117](#) African American Literature (not offered in 2023-24)
 - [ENGL 120](#) American Short Stories (not offered in 2023-24)
 - [ENGL 212](#) Nineteenth-Century American Literature (not offered in 2023-24)
 - [ENGL 215](#) Modern American Literature (not offered in 2023-24)
 - [ENGL 221](#) "Moby-Dick" & Race: Whiteness and the Whale (not offered in 2023-24)
 - [ENGL 223](#) American Transcendentalism (not offered in 2023-24)
 - [ENGL 227](#) Imagining the Borderlands (not offered in 2023-24)
 - [ENGL 230](#) Studies in African American Literature: From the 1950s to the Present
 - [ENGL 233](#) Writing and Social Justice (not offered in 2023-24)
 - [ENGL 234](#) Literature of the American South (not offered in 2023-24)
 - [ENGL 235](#) Asian American Literature
 - [ENGL 236](#) American Nature Writing
 - [ENGL 239](#) Democracy: Politics, Race, & Sex in Nineteenth Century American Novels (not offered in 2023-24)
 - [ENGL 241](#) Latinx Voices in the Age of Trump (not offered in 2023-24)
 - [ENGL 247](#) The American West (not offered in 2023-24)
 - [ENGL 248](#) Visions of California (not offered in 2023-24)
 - [ENGL 255](#) The Poetics of Disability
 - [ENGL 258](#) Playwrights of Color: Taking the Stage (not offered in 2023-24)
 - [ENGL 288](#) California Program: The Literature of California (not offered in 2023-24)
 - [ENGL 329](#) The City in American Literature (not offered in 2023-24)
 - [ENGL 332](#) Faulkner, Hemingway, and Fitzgerald
 - [ENGL 338](#) Dickinson, Moore, Bishop (not offered in 2023-24)
 - [ENGL 352](#) Toni Morrison: Novelist
- T3: Global Anglophone Literatures
 - [ENGL 238](#) African Literature in English
 - [ENGL 245](#) Bollywood Nation (not offered in 2023-24)
 - [ENGL 246](#) Film, Literature, and Culture in Mumbai and Seoul Program: Beyond Bollywood
 - [ENGL 250](#) Indian Fiction 1880-1980 (not offered in 2023-24)
 - [ENGL 251](#) Contemporary Indian Fiction
 - [ENGL 252](#) Caribbean Fiction (not offered in 2023-24)
 - [ENGL 272](#) Film, Literature, and Culture in Mumbai and Seoul Program: Mumbai Stories
 - [ENGL 350](#) The Postcolonial Novel: Forms and Contexts (not offered in 2023-24)
 - [ENGL 359](#) World Literature in the Twenty-First Century (not offered in 2023-24)

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 2023-24)
 - [ARBC 185](#) The Creation of Classical Arabic Literature
 - [ARBC 315](#) Readings in Premodern Arabic Anthologies (not offered in 2023-24)
 - [CHIN 245](#) Chinese Vision of the Past in Translation
 - [CHIN 251](#) Heroes, Heroines, Exceptional Lives in Chinese Biographical Histories (not offered in 2023-24)
 - [CHIN 355](#) Contemporary Chinese Short Stories (not offered in 2023-24)
 - [CHIN 364](#) Chinese Classic Tales and Modern Adaptation
 - [CLAS 112](#) The Epic in Classical Antiquity: Texts, Contexts, and Intertexts (not offered in 2023-24)
 - [CLAS 116](#) Greek Drama in Performance
 - [ENGL 202](#) The Bible as Literature (not offered in 2023-24)
 - [FREN 243](#) Food in French Fiction
 - [FREN 244](#) Contemporary France and Humor
 - [FREN 245](#) Francophone Literature of Africa and the Caribbean (not offered in 2023-24)
 - [FREN 259](#) French and Francophone Studies in Paris Program: Hybrid Paris
 - [FREN 359](#) French and Francophone Studies in Paris Program: Hybrid Paris
 - [FREN 360](#) The Algerian War of Liberation and Its Representations
 - [GERM 247](#) Mirror, Mirror: Reflecting on Fairy Tales and Folklore
 - [GRK 204](#) Intermediate Greek Prose and Poetry
 - [GRK 240](#) Xenophon's Oeconomicus (not offered in 2023-24)
 - [JAPN 345](#) Advanced Reading in Modern Japanese Literature: The Short Story (not offered in 2023-24)
 - [LATN 204](#) Intermediate Latin Prose and Poetry
 - [RELG 162](#) Jesus, the Bible, and Christian Beginnings
 - [RUSS 244](#) The Rise of the Russian Novel
 - [RUSS 266](#) The Brothers Karamazov (not offered in 2023-24)
 - [RUSS 267](#) War and Peace (not offered in 2023-24)
 - [RUSS 351](#) Chekhov (not offered in 2023-24)
 - [SPAN 242](#) Introduction to Latin American Literature (not offered in 2023-24)
 - [SPAN 262](#) Myth and History in Central American Literature (not offered in 2023-24)
 - [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2023-24)
 - [SPAN 366](#) Jorge Luis Borges: Less a Man Than a Vast and Complex Literature (not offered in 2023-24)
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. Students are encouraged to submit their work to college publications such as *The Second Laird Miscellany*, *the Clap*, and *The Manuscript*.

Writers on the Carleton faculty include poets Gregory Hewett and Susan Jaret McKinstry and novelist Gregory Blake Smith. The department invites writers (most recently Jane Hamilton, Kao Kalia Yang, Aisha Sabatini Sloan and Sun Yung Shin) to teach workshops in creative writing. In addition, the department brings writers to campus for readings and lectures. Recent visitors have included Teju Cole, Edwidge Danticat, David Henry Hwang, Sarah Vap, Jaswinder Bolina and Jesmyn Ward.

Requirements for the 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](#)
 - [CAMS 279 Screenwriting](#) (not offered in 2023-24)
 - [CCST 270 Creative Travel Writing Workshop](#) (not offered in 2023-24)
 - [ENGL 160 Creative Writing](#)
 - [ENGL 233 Writing and Social Justice](#) (not offered in 2023-24)
 - [ENGL 265 News Stories](#)
 - [ENGL 267 Studies in Description](#)
 - [ENGL 270 Short Story Workshop](#)
 - [ENGL 271 Poetry Workshop](#)
 - [ENGL 279 Living London Program: Urban Field Studies](#)
 - [ENGL 370 Advanced Fiction Workshop](#)
 - [ENGL 371 Advanced Poetry Workshop](#)
 - [THEA 246 Playwriting](#)
- 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.

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 Drama, Film, and Society With an emphasis on critical reading, writing, and the fundamentals of college-level research, this course will develop students' knowledge, understanding, and appreciation of the relationship between drama and film and the social and cultural contexts of which they are (or were) a part and product. The course explores the various ways in which these plays and movies (which might include anything and everything from Spike Lee to Tony Kushner to Christopher Marlowe) generate meaning, with particular attention to the social, historical, and political realities that contribute to that meaning. An important component of this course will be attending live performances in the Twin Cities. These *required* events may be during the week and/or the weekend. 6 credits; AI, WR1; *Fall*; **Pierre Hecker**

ENGL 100 How We Read: The History and Science of Reading Humans have been reading for 5,000 years, a period too short to be explained in evolutionary terms but long enough for the purposes and social values of reading to have changed considerably. This class begins with an examination of the cognitive process of reading and then considers what reading has meant to readers at different times. We'll examine the motivations and reading practices of medieval monks, Renaissance diplomats, enslaved Americans, and midwestern housewives. We'll reflect on what happens when we read a difficult poem, and we'll read Napoleon's favorite novel as example of how reading can be enchanting, inspiring, and dangerously self-destructive. We'll consider our own histories as readers and examine reading at the present moment, including the way reading on screens may (or may not) be changing our habits. 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 Inventing the Past How and why does literature imagine and create versions of the past? In this seminar, we will explore intersections of fiction and history in a variety of texts, in a novel that envisions a vivid physical and emotional world for Shakespeare's family (*Hamnet*), in a "biography" that sends its protagonist time-travelling through several centuries and genders (*Orlando*), and in a work of alternative history that imagines a computerized Victorian era run by Babbage's Analytical Engine (*The Difference Engine*), among others. 6 credits; AI, WR1; *Fall*; **Constance Walker**

ENGL 100 Literary Revision: Authority, Art, and Rebellion The poet Adrienne Rich describes revision as "the act of looking back, of seeing with fresh eyes, of entering an old text from a new critical direction." This course examines how literature confronts and reinvents the traditions it inherits.

Through a diverse selection of fiction, poetry, and drama, we will examine how writers rework literary conventions, "rewrite" previous literary works, and critique societal myths. From Charles Chesnutt to Charles Johnson, from Henrik Ibsen to Rebecca Gilman, from Charlotte Bronte to Jean Rhys, from Maupassant and Chekhov to contemporary reinventions, we will explore literary revision from different perspectives and periods. 6 credits; AI, WR1; *Fall*; **Nancy J Cho**

ENGL 100 Novel, Nation, Self With an emphasis on critical reading and writing in an academic context, this course will examine how contemporary writers from a range of global locations approach the question of the writing of the self and of the nation. Reading novels from both familiar and unfamiliar cultural contexts we will examine closely our practices of reading, and the cultural expectations and assumptions that underlie them. 6 credits; AI, WR1; *Fall*; **Arnab Chakladar**

ENGL 100 Reading, Interpreting, Writing The texts we will read and the themes to be discussed include: the quest for home and belonging in Angelou's *All God's Children Need Traveling Shoes*; transitions in Obama's *Dreams from My Father*; difficult and essential conversations in Ta-Nehisi Coates's *Between the World and Me*; trauma and healing in Gyasi's *Transcendent Kingdom*. Our related focus on expository writing will be complemented by a final writing assignment that offers you the option to craft either a Letter to Your Younger Self on transitions, or an Autobiographical Fragment in which you trace your search for belonging. 6 credits; AI, WR1; *Fall*; **Kofi Owusu**

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 G Shuffelton, George Cusack**

ENGL 112 Introduction to the Novel This course explores the history and form of the British novel, tracing its development from a strange, sensational experiment in the eighteenth century to a dominant literary genre today. Among the questions that we will consider: What *is* a novel? What makes it such a popular form of entertainment? How does the novel participate in ongoing conversations about family, sex, class, race, and nation? How did a genre once considered a source of moral corruption become a legitimate literary form? Authors include: Daniel Defoe, Jane Austen, Charlotte Bronte, Bram Stoker, Virginia Woolf, and Jackie Kay. 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 2023-24*

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

ENGL 116 The Art of Drama: Passion, Politics, and Culture An exploration of drama approached as literature and in performance. New digital resources enable us to take world-class productions from the National Theatre and elsewhere as our texts. Drawing examples both globally and across time, we will consider plays and recent productions in their historical and cultural contexts. Students will develop critical vocabularies, debate interpretations, and hone their interpretive and rhetorical skills in writing reviews and essays. 6 credits; LA, WR2; *Not offered 2023-24*

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 2023-24*

ENGL 118 Introduction to Poetry "Poetry is the way we help give name to the nameless so it can be thought" —Audre Lorde. In this course we will explore how poets use form, tone, sound, imagery, rhythm, and subject matter to create works of astonishing imagination, beauty, and power. In discussions, Moodle posts, and essay assignments we'll analyze individual works by poets from Sappho to Amanda Gorman (and beyond); there will also be daily recitations of poems, since the musicality is so intrinsic to the meaning. 6 credits; LA, WR2; *Fall, Winter, Spring*; **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 2023-24*

ENGL 120 American Short Stories An exploration of the remarkable variety and evolution of the American short story from its emergence in the early nineteenth century to the present. Authors read will range from Washington Irving to Octavia Butler and Jhumpa Lahiri. We will examine how formal

aspects such as narration, dialogue, style and character all help shape this genre over time. While our central focus will be on literary artistry, we will also consider examples of pulp fiction, graphic short stories, flash fiction and some cinematic adaptations of stories. 6 credits; LA, WR2; *Not offered 2023-24*

ENGL 135 Imperial Adventures Indiana Jones has a pedigree. In this class we will encounter some of his ancestors in stories, novels and comic books from the early decades of the twentieth century. The wilds of Afghanistan, the African forest, a prehistoric world in Patagonia, the opium dens of mysterious exotic London--these will be but some of our stops as we examine the structure and ideology and lasting legacy of the imperial adventure tale. Authors we will read include Arthur Conan Doyle, Edgar Rice Burroughs, Rudyard Kipling and H. Rider Haggard. 6 credits; LA, WR2, IS; *Not offered 2023-24*

ENGL 137 Terrorism and the Novel Novels share some key attributes with acts of terrorism. Both focus our attention on questions of plot, responsibility, and effect. Both often ask us to question how a person's character or background influences unanticipated subsequent events. Like terrorists, many novelists hope their work will draw attention to forgotten causes and influence public opinion through a combination of shock and sympathy. This course will explore a few of the many novels dedicated to terrorism, whether from the perspective of perpetrators, victims, or authorities. The reading list will include examples from Britain, America, and South Asia. 6 credits; LA, WR2; *Not offered 2023-24*

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; *Winter*; **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*; **Gregory G Hewett, Susan Jaret McKinstry**

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; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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; *Fall*; **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; *Fall*; **Timothy Raylor**

ENGL 209 Much Ado About Nothing: A Project Course This interdisciplinary course, taught in conjunction with a full-scale Carleton Players production, will explore one of Shakespeare's most celebrated and performed works, *Much Ado About Nothing*. We will investigate the play's historical, social, 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? Mixing embodied and experiential learning, individual and group projects may include a combination of research, assistant directing, choreography, music direction, dramaturgy, design, exhibition curation, and work in Special Collections. 6 credits; IS, ARP; *Not offered 2023-24*

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; *Spring*; **Pierre Hecker**

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; *Not offered 2023-24*

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 2023-24*

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 2023-24*

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 2023-24*

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 2023-24*

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 explores what sort of education the novel offered its readers during a time when fiction was considered a source of valuable lessons and also an agent of corruption. We will read a selection of eighteenth- and nineteenth-century children's literature, seduction fiction, and novels of manners, considering how these works engage with early educational theories, notions of male and female conduct, and concerns about the didactic and sensational possibilities of fiction. Authors include Samuel Richardson, Jane Austen, Maria Edgeworth, and Charles 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, transgression, sex, otherness, 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 its age. Authors include Horace Walpole, Ann Radcliffe, Matthew Lewis, Jane Austen, Mary Shelley, and Emily Bronte. 6 credits; LA, WR2; *Spring*; **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 2023-24*

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; *Fall, Spring*; **George G Shuffelton**

ENGL 221 "Moby-Dick" & Race: Whiteness and the Whale From its famous opening line to its apocalyptic close, Melville's lofty and profane romance of the whaling-industry is gripped by the myths and marked by the traumas of race. Exploring its black-and-white thematics and racialized characters in nineteenth- as well as twenty-first-century social and political contexts, this course takes Melville's stupendous book as an anatomy of "whiteness" as a racial construct in U.S. cultural history. 6 credits; LA, WR2, IDS; *Not offered 2023-24*

ENGL 222 The Art of Jane Austen All of Jane Austen's fiction will be read; the works she did not complete or choose to publish during her lifetime will be studied in an attempt to understand the art of her mature comic masterpieces, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, and *Persuasion*. 6 credits; LA, WR2; *Winter*; **Susan Jaret McKinstry**

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; *Not offered 2023-24*

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 2023-24*

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 2023-24*

ENGL 228 Banned. Censored. Reviled. What makes a work of art dangerous? While present-day attacks on books, libraries, and schools feel unprecedented, writers and artists have always had to fight efforts to suppress their work, often at great personal and societal cost. We will study literature, films, graphic novels, images, music, and other materials that have been challenged and attacked as offensive, taboo, or transgressive, and also explore strategies of resistance to censorship. 6 credits; LA, WR2, IDS; *Fall*; **Pierre Hecker**

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; *Winter*; **Kofi Owusu**

ENGL 233 Writing and Social Justice Social justice is fairness as it manifests in society, but who gets to determine what fairness looks, sounds, feels like? The self-described Black Canadian poet Dionne Brand says that she doesn't write toward justice because that doesn't exist, but that she writes against tyranny. If we use that framework, how does that change our own writing and our own notions of justice in our or any time? What is the role of literary writing, especially fiction, the essay, and poetry in the collective and individual quest to understand and build conditions that could yield increased potential for social justice? In this course, students will read, analyze, discuss, and write about various texts that might be considered to be against myriad tyrannies, if not necessarily toward social justice. Authors may include Octavia Butler, Phillip Metres, Toni Morrison, Myung Mi Kim, and M. NourbeSe Philipe. 6 credits; ARP, WR2, IDS; *Not offered 2023-24*

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 2023-24*

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; *Fall*; **Michael J Kowalewski**

ENGL 238 African Literature in English This is a course on texts drawn from English-speaking Africa since the 1950's. Authors to be read include Chinua Achebe, Ama Ata Aidoo, Ayi Kwei Armah, Buchi Emecheta, Bessie Head, Benjamin Kwakye, and Wole Soyinka. 6 credits; LA, IS; *Spring*; **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 2023-24*

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; *Not offered 2023-24*

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; *Winter*; **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; *Not offered 2023-24*

ENGL 246 Film, Literature, and Culture in Mumbai and Seoul Program: Beyond Bollywood While the output of the popular Hindi film industry of Mumbai, also known as Bollywood, has global reach and renown, other genres of films produced in Mumbai are not as well-known or studied. In this course, students will encounter independent feature films, documentaries and short films that will expand their understanding of the larger world of Hindi cinema in particular, and Indian cinema more broadly. Prerequisite: Participation in the Film Literature and Culture in Mumbai and Seoul program. 3 credits; LA, IS; *Winter*; **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; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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; *Fall*; **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 2023-24*

ENGL 253 Food Writing: History, Culture, Practice We are living in perhaps the height of what might be called the "foodie era" in the U.S. The cooking and presentation of food dominates Instagram and is one of the key draws of YouTube and various television and streaming networks; shows about chefs and food culture are likewise very popular. Yet a now less glamorous form with a much longer history persists: food writing. In this course we will track some important genres of food writing over the last 100 years or so. We will examine how not just food but cultural discourses about food and the world it circulates in are consumed and produced. We will read recipes and reviews; blogs and extracts from cookbooks, memoirs and biographies; texts on food history and policy; academic and popular feature writing. Simultaneously we will also produce food writing of our own in a number of genres. 6 credits; ARP, WR2; *Not offered 2023-24*

ENGL 254 Fictional Worlds What makes the imaginary world created by a novel feel "real"? What aspects of narrative contribute to our sense of being immersed in a coherent and convincing universe? From the Victorians who addressed letters to Mr. Sherlock Holmes at 221B Baker Street, to fans of a Middle Earth that now encompasses multiple books and films, readers have always been drawn to narratives that create a place that seems capacious and vivid enough to enter. In this course, we will look at world-building from the eighteenth century through the present, comparing novels to other contemporary media in order to develop an understanding of the way in which the impulse towards "realism" has shaped narrative in a variety of different forms. Works to be studied include books and stories by Daniel Defoe, A. Conan Doyle, J.R.R. Tolkien, and Octavia Butler, as well as Villeneuve's film of *Dune*. 3 credits; LA; *Not offered 2023-24*

ENGL 255 The Poetics of Disability Scholar Michael Davidson has suggested that "perhaps the closest link between poetry and disability lies in a conundrum within the genre itself: poetry makes language visible by making language strange." In this class we will read a wide range of poets who tackle ideas

of normalcy and "ability" by centering disability consciousness and culture. We will engage with poetry's capacity as a genre to destabilize our assumptions and generate new imaginaries. Alongside contemporary U.S. poetry, we will study contemporary theory in the field of disability studies in order to better understand the critical conversations around the meaning, nature, and consequences of disability. 6 credits; LA, WR2, IDS; *Spring*; **Adriana Estill**

ENGL 258 Playwrights of Color: Taking the Stage This course examines work by U.S. playwrights of color from the 1950s to the present, focusing on questions of race, performance, and self-representation. We will consider opportunities and limitations of the commercial theater, Off-Off Broadway, ethnic theaters, and non-traditional performance spaces. Playwrights may include Alice Childress, Lorraine Hansberry, Amiri Baraka, Ntozake Shange, Luis Valdez, Cherrie Moraga, August Wilson, David Henry Hwang, Philip Gotanda, Maria Irene Fornes, Anna Deavere Smith, and Chay Yew. We will watch selected film adaptations and attend a live performance when possible. 6 credits; LA, WR2, IDS; *Not offered 2023-24*

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, work in teams with community partners, and revise their pieces to produce a final portfolio of professional work. 6 credits; S/CR/NC; 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; *Not offered 2023-24*

ENGL 267 Studies in Description Why do we describe things? Why do writers put so much care into their descriptions of objects and inner states? What authority do they draw from precise descriptive language? What is an "exactly perceived" detail? How do phrases carry sensory information? This class explores the power of description in capturing perceptions and making pictures of the world more felt. To understand the range of technical strategies involved in description, we will read and imitate the acute sensory visions of Basho, Issa, Hopkins, Rilke, and a range of American poets. Each week the reading will be a springboard for written exercises. 6 credits; ARP, WR2; *Spring*; **Joanna G Klink**

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 workshop offers you ways of developing poetic craft, voice, and vision in a small-group setting. Your poetry and individual expression is the heart and soul of the course. Through intensive writing and revision of poems written in a variety of styles and forms, you will create a significant portfolio. Prerequisite: One prior 6 credit English course. 6 credits; ARP, WR2; *Winter*; **Gregory G Hewett**

ENGL 272 Film, Literature, and Culture in Mumbai and Seoul Program: Mumbai Stories In Mumbai we will read a range of short stories and novels that take Mumbai/Bombay as their setting and discuss the ways in which the heterogeneous cosmopolitanisms of the city are both represented and re-articulated in its fiction. While our focus will be on Mumbai/Bombay, the course will also function as an introduction to twentieth century and contemporary Indian fiction. Prerequisite: Participation in OCS Mumbai/Seoul Program. 3 credits; LA, IS; *Winter*; **Arnab Chakladar**

ENGL 274 Ireland Program: Irish Literary Pasts and Presents In Dublin and Belfast we will read and discuss works by Irish writers from the early twentieth century on the Irish Literary Revival and the political and cultural currents leading up the Easter Rising and Irish independence; we will also read works by early twenty-first century Irish writers in conversation with those crucial moments in Irish political and cultural self-fashioning from a century ago. We will also meet with writers and attend readings, lectures, films, and plays. Prerequisite: Participation in OCS Ireland program. 6 credits; LA, IS, WR2; *Summer*; **Arnab Chakladar**

ENGL 275 Film, Literature, and Culture in Mumbai and Seoul Program: Writing Mumbai and Seoul Under supervision of the program director, students will work together in small groups to conceive and produce text and image based projects that will knit their experience of Mumbai and Seoul together. Students will draw on the breadth of guided program outings in both cities as well as on their own explorations to produce work that expresses their understanding of the cultural contexts of and connections between these two vibrant metropolises as well as their own experience of them. Prerequisite: Participation in OCS Mumbai/Seoul Program. 6 credits; ARP, IS; *Winter*; **Arnab Chakladar**

ENGL 279 Living London Program: Urban Field Studies A combination of short, focused background readings, guided site visits, and individual exploration will give students tools for understanding the history of multicultural London. Starting with the city's early history and moving to the present, students will gain an understanding of how the city has been defined and transformed over time, and of the complex cultural narratives that shape its standing as a global metropolis. There will be a few short written assignments and group presentations. 6 credits; S/CR/NC; ARP; *Spring*; **Gregory G Hewett**

ENGL 281 Living London Program: Reading London, Writing London This is a creative writing course about writing and place, specifically London. Students will have the opportunity to write short stories, poetry, and non-academic essays (also referred to as creative nonfiction). We will be reading select examples in these genres by contemporary writers and poets based in the United Kingdom, some of whom will visit our class. The primary mode of instruction will be the workshop, which involves large and small-group critique and discussion. Prerequisite: Participation in OCS London Program. 6 credits; LA, WR2, IS; *Spring*; **Gregory G Hewett**

ENGL 282 Living London Program: London Theater Students will attend productions (at least two per week) of classic and contemporary plays in a range of London venues both on and off the West End, and will do related reading. We will also travel to Stratford-upon-Avon for a three-day theater trip. Class discussions will focus on dramatic genres and themes, dramaturgy, acting styles, and design. Guest speakers may include actors, critics, and directors. Students will keep a theater journal and write several full reviews of plays. Prerequisite: Participation in OCS London program. 6 credits; LA, WR2, IS; *Spring*; **Gregory G Hewett**

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; *Not offered 2023-24*

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, Joan Didion and Octavia Butler. Films will include: *Sunset Boulevard*, *Chinatown*, *Zoot Suit*, *Boys in the Hood* and *Lala Land*. 6 credits; LA, IDS; *Not offered 2023-24*

ENGL 292 Ireland Program: Irish Field Studies In consultation with the director, students will work individually or in assigned groups to design an independent research or creative project that demonstrates their knowledge of Ireland and which makes connections to sites and concerns from the first five weeks of the program. The projects should focus on Irish sites of cultural significance chosen by students: archaeological sites; important historical buildings or cultural spaces; murals or other public art; etc. The projects will be presented at the end of term on a class blog. Prerequisite: Participation in OCS Ireland program. 3 credits; S/CR/NC; NE; *Summer*; **Arnab Chakladar**

ENGL 295 Critical Methods Required of students majoring in English, this course explores practical and theoretical issues in literary analysis and contemporary criticism. Not open to first year

students. Prerequisite: One English Foundations course and one prior 6 credit English course. 6 credits; LA, WR2; *Fall, Winter*; **Peter J Balaam, Nancy J Cho**

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 2023-24*

ENGL 319 The Rise of the Novel This course traces the development of a sensational, morally dubious genre that emerged in the eighteenth-century: the novel. We will read some of the most entertaining, best-selling novels written during the first hundred years of the form, paying particular attention to the novel's concern with courtship and marriage, writing and reading, the real and the fantastic. Among the questions we will ask: What is a novel? What distinguished the early novel from autobiography, history, travel narrative, and pornography? How did this genre come to be associated with women? How did early novelists respond to eighteenth-century debates about the dangers of reading fiction? Authors include Aphra Behn, Daniel Defoe, Eliza Haywood, Samuel Richardson, Henry Fielding, Laurence Sterne, and Jane Austen. Prerequisite: One English foundations course and one other six 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," *Tragic Muse*). What, indeed? These novels have defined the form of "the novel" for nearly 200 years. Through close reading, historic context, and visual studies, we will examine the prose, design, publication, and illustrations of Victorian editions, and consider how we (re)define and interpret the nineteenth century novel now. Students will create a photographic portrait project. Authors include George Eliot, Charles Dickens, Emily Bronte, Charlotte Bronte, Mary Seacole, and Lewis Carroll. Prerequisite: One English foundations course and one additional 6 credit English course or instructor consent. 6 credits; LA, WR2; *Spring*; **Susan Jaret McKinstry**

ENGL 328 Victorian Poetry Living in an era of rapid progress and profound doubt, Victorian poets are prolific, challenging, inventive, and insistent that poetry address contemporary questions of social inequity, science, gender, nation, self, race, and knowledge itself. Readings will include works by Alfred Tennyson, Robert Browning, Oscar Wilde, Matthew Arnold, Dante Rossetti, Christina Rossetti,

Charles Dodgson (Lewis Carroll), Gerard Manley Hopkins, and others, as well as cultural images and documents. Prerequisite: One English foundations course and one other 6 credit English course. 6 credits; LA, WR2; *Not offered 2023-24*

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; *Not offered 2023-24*

ENGL 332 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; *Spring*; **Michael J Kowalewski**

ENGL 338 Dickinson, Moore, Bishop An intensive study of lyric invention and innovation in the work of Emily Dickinson, Marianne Moore, and Elizabeth Bishop. Starting with formalist readings and historicizing the poetic subjects they pursued in common (self and society, loss and knowledge, nature, gender, the senses, the body), we will explore their practice, reception, and influence in relation to changing Modernist poetics, 1860 to 1970, and to specifics of place: Amherst, Brooklyn, Nova Scotia, Key West, and Brazil. Prerequisite: One English foundations course and one additional 6 credit English course or instructor permission. 6 credits; LA; *Not offered 2023-24*

ENGL 350 The Postcolonial Novel: Forms and Contexts Authors from the colonies and ex-colonies of England have complicated our 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 a number of major novelists of the postcolonial era from Africa, South Asia, the Caribbean and the diaspora 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; *Not offered 2023-24*

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 353 The Writings of Virginia Woolf Virginia Woolf is regarded as one of the chief modernist writers, as well as one of the twentieth-century's most important feminist thinkers. She revolutionized the novel and the concept of time in fiction, as well as ideas of gender and sexuality. She, along with other members of the Bloomsbury Group, was also a critic of World War I and the build-up to World War II. In this course we will read the majority of her novels, as well as selected essays, diary entries, and letters. Articles by literary critics will offer various contexts for our discussions. Some works included: *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, and "A Room of One's Own." Prerequisite: One English foundations course and one other 6 credit English course or instructor consent. 6 credits; LA, WR2; *Winter*; **Gregory G Hewett**

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; *Not offered 2023-24*

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 English foundations course and one additional 6-credit English course or permission of the instructor. 6 credits; LA, WR2; *Not offered 2023-24*

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 In this workshop, students choose to write poems from a broad range of forms, from sonnets to spoken word, from ghazals to slam, from free-verse to blues. Over the ten weeks, each poet will write and revise their own collection of poems. Student work is the centerpiece of the course, but readings from a diverse selection of contemporary poets will be used to expand each student's individual poetic range, and to explore the power of poetic language. For students with some experience in writing poetry, this workshop further develops your craft and poetic voice and vision. 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*; **Joanna G Klink**

ENGL 395 Murder From the ancient Greeks to the King James Bible to the modern serial killer novel, murder has always been a preeminent topic of intellectual and artistic investigation. Slaying our way across different genres and periods, we will explore why homicide has been the subject of such fierce attention from so many great minds. Prepare to drench yourselves in the blood of fiction and non-fiction works that may include: the Bible, Shakespeare, Poe, Thompson, Capote, Tey, McGinniss, Malcolm, Wilder, and Morris, as well as legal and other materials. Warning: not for the faint-hearted. Not open to students who took English 187, Murder. Prerequisite: English 295 and one 300-level English course. 6 credits; LA, WR2; *Winter*; **Pierre Hecker**

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 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*; **George G Shuffelton**

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 (not offered in 2023-24)
 - [GEOL 110](#) Introduction to Geology and Lab
 - [GEOL 115](#) Climate Change in Geology and Lab (not offered in 2023-24)
 - [GEOL 120](#) Introduction to Environmental Geology & Lab (not offered in 2023-24)
 - [GEOL 125](#) Introduction to Field Geology and Lab
 - [GEOL 130](#) Geology of National Parks
 - [GEOL 135](#) Introduction to Climate Science (not offered in 2023-24)
 - [PHYS 131](#) Introduction to Physics: Newtonian Mechanics 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 [ENTS 120](#) Introduction to Geospatial Analysis

and *one* of the following:

- [STAT 120](#) Introduction to Statistics or
- [STAT 230](#) Applied Regression Analysis or
- [MATH 240](#) Probability or
- [STAT 250](#) 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 287](#) California Program: California Art and Visual Culture (not offered in 2023-24)
 - [ARTH 267](#) Gardens in China and Japan
 - [ARTS 113](#) Field Drawing
 - [ARTS 212](#) Studio Art Seminar in the South Pacific: Mixed-Media Drawing (not offered in 2023-24)
 - [ARTS 275](#) Studio Art Program: The Physical and Cultural Environment (not offered in 2023-24)
 - [BIOL 363](#) Seminar: Ecomechanics
 - [ECON 240](#) Microeconomics of Development
 - [ECON 268](#) Economics of Cost Benefit Analysis (not offered in 2023-24)
 - [ECON 269](#) Economics of Climate Change
 - [ECON 273](#) Water and Western Economic Development
 - [ENGL 236](#) American Nature Writing
 - [ENGL 247](#) The American West (not offered in 2023-24)
 - [ENGL 248](#) Visions of California (not offered in 2023-24)

- [ENGL 288](#) California Program: The Literature of California (not offered in 2023-24)
- [ENTS 210](#) Environmental Justice
- [ENTS 215](#) Environmental Ethics
- [ENTS 244](#) Biodiversity Conservation and Development (not offered in 2023-24)
- [ENTS 248](#) Environmental Memoir
- [ENTS 249](#) Troubled Waters
- [ENTS 250](#) Food, Forests & Resilience (not offered in 2023-24)
- [ENTS 251](#) Field Study in Sustainability in Oaxaca (not offered in 2023-24)
- [ENTS 275](#) The Arts and Environmental Justice (not offered in 2023-24)
- [ENTS 307](#) Wilderness Field Studies: Grand Canyon
- [ENTS 310](#) Topics in Environmental Law and Policy (not offered in 2023-24)
- [HIST 306](#) American Wilderness
- [HIST 308](#) American Cities and Nature (not offered in 2023-24)
- [LTAM 220](#) Eating the Americas: 5,000 Years of Food
- [POSC 268](#) Global Environmental Politics and Policy
- [POSC 274](#) Covid-19 and Globalization
- [POSC 333](#) Global Social Changes and Sustainability (not offered in 2023-24)
- [POSC 335](#) Navigating Environmental Complexity—Challenges to Democratic Governance and Political Communication (not offered in 2023-24)
- [RELG 239](#) Religion & American Landscape
- [RELG 243](#) Native American Religious Freedom (not offered in 2023-24)
- [RELG 257](#) Asian Religions and Ecology (not offered in 2023-24)
- [SOAN 203](#) Anthropology of Good Intentions
- [SOAN 233](#) Anthropology of Food (not offered in 2023-24)
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2023-24)
- [SOAN 333](#) Environmental Anthropology (not offered in 2023-24)
- Environmental Science: Take 12 credits from the following list:
 - [BIOL 215](#) Agroecology (not offered in 2023-24)
 - [BIOL 216](#) Agroecology Lab (not offered in 2023-24)
 - [BIOL 224](#) Landscape Ecology (not offered in 2023-24)
 - [BIOL 225](#) Landscape Ecology Laboratory (not offered in 2023-24)
 - [BIOL 238](#) Entomology (not offered in 2023-24)
 - [BIOL 262](#) Ecological Physiology
 - [BIOL 321](#) Ecosystem Ecology
 - [BIOL 350](#) Evolution
 - [BIOL 352](#) Population Ecology
 - [BIOL 374](#) Seminar: Grassland Ecology (not offered in 2023-24)
 - [ENTS 225](#) Carbon and Climate
 - [ENTS 254](#) Topics in Landscape Ecology (not offered in 2023-24)
 - [ENTS 288](#) Abrupt Climate Change
 - [ENTS 289](#) Climate Change and Human Health (not offered in 2023-24)
 - [GEOL 210](#) Geomorphology and Lab

- [GEOL 258](#) **Geology of Soils and Lab** (not offered in 2023-24)
- [GEOL 340](#) **Hydrogeology: Groundwater**
- [GEOL 370](#) **Geochemistry of Natural Waters** (not offered in 2023-24)

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 321](#) **Ecosystem Ecology**
- [BIOL 355](#) **Seminar: The Plant-Animal Interface** (not offered in 2023-24)
- [BIOL 363](#) **Seminar: Ecomechanics**
- [BIOL 374](#) **Seminar: Grassland Ecology** (not offered in 2023-24)
- [ENTS 307](#) **Wilderness Field Studies: Grand Canyon**
- [ENTS 310](#) **Topics in Environmental Law and Policy** (not offered in 2023-24)
- [GEOL 340](#) **Hydrogeology: Groundwater**
- [HIST 306](#) **American Wilderness**
- [HIST 308](#) **American Cities and Nature** (not offered in 2023-24)
- [POSC 333](#) **Global Social Changes and Sustainability** (not offered in 2023-24)
- [POSC 335](#) **Navigating Environmental Complexity—Challenges to Democratic Governance and Political Communication** (not offered in 2023-24)
- [SOAN 323](#) **Mother Earth: Women, Development and the Environment** (not offered in 2023-24)

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; *Not offered 2023-24*

[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, Spring*; **Tsegaye H Nega**

ENTS 210 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*; **Colleen M Carpenter**

ENTS 212 Global Food Systems The course offers a survey of the world's food systems--and its critics--from the initial domestication of plants and animals to our day. We will begin by examining the critical theoretical and foundational issues on the subject, and then turn to a series of case studies that illuminate major themes around the world. Topics will include land and animal husbandry, the problem of food security, food politics, the Green Revolution, biotechnology, and the implications of global climate change. Throughout the course, students will assess and seek to integrate differing disciplinary and methodological approaches. The class will include field experiences. 6 credits; SI, QRE, IS; *Spring*; **Tsegaye H Nega**

ENTS 215 Environmental Ethics This course is an introduction to the central ethical debates in environmental policy and practice, as well as some of the major traditions of environmental thought. It investigates such questions as whether we can have moral duties towards animals, ecosystems, or future generations; what is the ethical basis for wilderness preservation; and what is the relationship between environmentalism and social justice. 6 credits; HI; *Fall, Spring*; **Colleen M Carpenter**

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 P 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*; **Tsegaye H Nega**

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 2023-24*

ENTS 248 Environmental Memoir Through close readings of contemporary and classic environmental memoirs, this course explores the connections between nature and identity; race, belonging, and landscape; and memory, justice, and hope. Issues of environmental justice and injustice will serve as a key interpretive lens for approaching the texts. Authors include Robin Wall Kimmerer, Aldo Leopold, Terry Tempest Williams, and J. Drew Lanham. 6 credits; LA, WR2, IDS; *Fall*; **Colleen M Carpenter**

ENTS 249 Troubled Waters This course considers the contrast between the ways various religions conceive of water as sacred, and the fact that today's intersecting environmental crises mean that drought, flooding, sea level rise, and lack of access to clean water and safe sanitation have made the human relationship with water more fraught and complex than ever before. We will look at specific situations of environmental injustice (including Flint, Michigan; Jackson, Mississippi; and the protests at Standing Rock) as well as reading more theoretical and theological takes on water, water justice, and water activism. 6 credits; HI, IDS; *Spring*; **Colleen M Carpenter**

ENTS 250 Food, Forests & Resilience The course will explore how the idea of sustainability is complicated when evaluated through a socio-ecological framework that combines anthropology and ecology. To highlight this complexity, the course is designed to provide a comparative framework to understand and analyze sustainable socio-ecological propositions in Minnesota and Oaxaca. Key conceptual areas explored include: coupled human-natural systems, resilience (ecological and cultural), self-determination, and social justice across stakeholders. The course includes a series of fieldtrips to nearby projects of interest. This course is part of the OCS winter break Oaxaca program, involving two linked courses in fall and winter terms. This class is the first class in the sequence. Prerequisite: One of the following is recommended: Environmental Studies 110, Sociology/Anthropology 110, Sociology/Anthropology 250, Biology 210, History 170 or History 205. 6 credits; SI, IS; *Not offered 2023-24*

ENTS 251 Field Study in Sustainability in Oaxaca A field-based investigation of socio-ecological systems in Oaxaca, Mexico that will allow students to draw comparisons with similar systems in Minnesota. During winter break, we will visit the city of Oaxaca and neighboring villages to document and research systems of agriculture, sustainable forestry, and ecotourism, emphasizing the integration of methodologies in anthropology and ecology. Following the winter break trip, students will complete and present their research projects. This course is the second part of a two term sequence beginning with Environmental Studies 250. Prerequisite: Prior term registration in Environmental Studies 250. At least one term of introductory Spanish (or equivalent proficiency) is required. 6 credits; SI, IS; *Not offered 2023-24*

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 2023-24*

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 275 The Arts and Environmental Justice How are artists today engaging with climate change, pollution, and other aspects of the planet's environmental crisis? And are their creative works making any difference? In *The Great Derangement*, novelist and social anthropologist Amitav Ghosh argues that today's literary fiction has failed to engage climate change in a meaningful and transformative way: we will read several "climate novels" to test his claim. We will also look at visual arts and music, including work by Maya Lin, Patricia Johanson, and collaborative artist/science/community projects such as those led by CALL, City as Living Laboratory. 6 credits; LA; *Not offered 2023-24*

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 case 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: 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; *Spring*; **Trish A Ferrett**

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). 6 credits; SI, QRE; *Not offered 2023-24*

ENTS 307 Wilderness Field Studies: Grand Canyon This course is the second half of a two-course sequence focused on the study of wilderness in American society and culture. The course will begin with an Off-Campus Studies program at Grand Canyon National Park, where we will learn about the natural and human history of the Grand Canyon region, 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 spring term with the completion and presentation of a major research project. Prerequisite: History 306 and Acceptance in Wilderness Studies at the Grand Canyon OCS program. 6 credits; HI, WR2, IDS; *Spring*; **George H Vrtis**

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 2023-24*

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*; **Tsegaye H Nega**

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

The total number of credits required to complete the minor is 45.

- One of the following gateway courses:
 - **EUST 100 America Inside Out**
 - **EUST 110 The Power of Place: Memory and Counter-Memory in the European City**
 - **HIST 141 Europe in the Twentieth Century** (not offered in 2023-24)
- 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 330](#) Black Europe
- [ARTH 101](#) Introduction to Art History I
- [ARTH 102](#) Introduction to Art History II
- [ARTH 172](#) Modern Art: 1890-1945
- [ARTH 235](#) Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2023-24)
- [ARTH 236](#) Baroque Art
- [ARTH 240](#) Art Since 1945 (not offered in 2023-24)
- [ARTH 245](#) Modern Architecture
- [ARTH 247](#) Architecture Since 1950
- [ARTH 255](#) Islam in the Eyes of the West (not offered in 2023-24)
- [ARTH 263](#) Architectural Studies in Europe Program: Prehistory to Postmodernism
- [ARTH 264](#) European Architectural Studies Program: Managing Monuments: Issues in Cultural Heritage Practice (not offered in 2023-24)
- [ARTH 341](#) Art and Democracy (not offered in 2023-24)
- [CAMS 211](#) Film History II
- [CAMS 214](#) Film History III
- [CCST 270](#) Creative Travel Writing Workshop (not offered in 2023-24)
- [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2023-24)
- [ENGL 135](#) Imperial Adventures (not offered in 2023-24)
- [ENGL 203](#) Other Worlds of Medieval English Literature (not offered in 2023-24)
- [ENGL 219](#) Global Shakespeare (not offered in 2023-24)
- [ENGL 350](#) The Postcolonial Novel: Forms and Contexts (not offered in 2023-24)
- [EUST 100](#) America Inside Out
- [EUST 159](#) "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe (not offered in 2023-24)
- [EUST 249](#) The European Union from Constitution to Crisis
- [FREN 206](#) Contemporary French and Francophone Culture
- [FREN 255](#) French and Francophone Studies in Paris Program: Islam in France: Historical Approaches and Current Debates
- [FREN 259](#) French and Francophone Studies in Paris Program: Hybrid Paris
- [FREN 308](#) France and the African Imagination
- [FREN 353](#) The French Chanson (not offered in 2023-24)
- [FREN 359](#) French and Francophone Studies in Paris Program: Hybrid Paris
- [FREN 360](#) The Algerian War of Liberation and Its Representations
- [GERM 221](#) (re/ex)press yourself: Sexuality and Gender in Fin-de-Siècle Literature and Art (not offered in 2023-24)
- [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 in Transformation (not offered in 2023-24)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 141](#) Europe in the Twentieth Century (not offered in 2023-24)
- [HIST 231](#) Mapping the World Before Mercator (not offered in 2023-24)
- [HIST 232](#) Renaissance Worlds in France and Italy (not offered in 2023-24)
- [HIST 233](#) The Byzantine World and Its Neighbors, 750-ca. 1453 (not offered in 2023-24)
- [HIST 236](#) The Worlds of Hildegard of Bingen
- [HIST 238](#) The Viking World
- [HIST 244](#) The Enlightenment and Its Legacies (not offered in 2023-24)
- [HIST 287](#) From Alchemy to the Atom Bomb: The Scientific Revolution and the Making of the Modern World
- [HIST 332](#) Image Makers and Breakers in the Premodern World (not offered in 2023-24)
- [HIST 341](#) The Russian Revolution and its Global Legacies (not offered in 2023-24)
- [HIST 346](#) The Holocaust (not offered in 2023-24)
- [HIST 347](#) The Global Cold War (not offered in 2023-24)
- [MELA 230](#) Jewish Collective Memory (not offered in 2023-24)
- [MUSC 111](#) Music and Storytelling
- [MUSC 211](#) Race, Gender, and Classical Music
- [MUSC 215](#) Western Music and its Social Ecosystems, 1830-Present
- [PE 338](#) Sport and Globalization in London and Seville Program: Global Athletics
- [PHIL 272](#) Early Modern Philosophy: Seventeenth and Eighteenth Century Philosophy
- [PHIL 274](#) Existentialism (not offered in 2023-24)
- [POSC 120](#) Democracy and Dictatorship
- [POSC 238](#) Sport and Globalization in London and Seville Program: Globalization and Development: Lessons from Int'l Football
- [POSC 244](#) The Politics of Eurovision (not offered in 2023-24)
- [POSC 247](#) Comparative Nationalism (not offered in 2023-24)
- [POSC 253](#) Welfare Capitalisms in Post-War Europe (not offered in 2023-24)
- [POSC 255](#) Post-Modern Political Thought (not offered in 2023-24)
- [POSC 257](#) Marx for the 21st Century: Ecology, Technology, Dispossession
- [POSC 265](#) Public Policy and Global Capitalism
- [POSC 268](#) Global Environmental Politics and Policy
- [POSC 276](#) Imagination in Politics: Resisting Totalitarianism (not offered in 2023-24)
- [POSC 277](#) Religion in Politics: Conflict or Dialogue? (not offered in 2023-24)
- [POSC 283](#) Separatist Movements (not offered in 2023-24)
- [POSC 284](#) War and Peace in Northern Ireland (not offered in 2023-24)
- [POSC 352](#) Political Theory of Alexis de Tocqueville
- [POSC 358](#) Comparative Social Movements (not offered in 2023-24)
- [POSC 359](#) Cosmopolitanism (not offered in 2023-24)
- [RELG 217](#) Faith and Doubt in the Modern Age (not offered in 2023-24)
- [RELG 222](#) Trauma, Loss, Memory: Holocaust and Genocide
- [RELG 231](#) From Luther to Kierkegaard

- [RELG 287](#) **Many Marys** (not offered in 2023-24)
 - [RELG 329](#) **Modernity and Tradition** (not offered in 2023-24)
 - [SOAN 108](#) **In & Out of Africa: How Transnational Black Lives Matter** (not offered in 2023-24)
 - [SPAN 318](#) **Islamic Spain** (not offered in 2023-24)
- 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.
 - [CAMS 212](#) **Contemporary Spanish Cinema** (not offered in 2023-24)
 - [ECON 221](#) **Cambridge Program: Contemporary British Economy**
 - [ENGL 144](#) **Shakespeare I**
 - [ENGL 207](#) **Princes. Poets. Power**
 - [ENGL 209](#) **Much Ado About Nothing: A Project Course** (not offered in 2023-24)
 - [ENGL 210](#) **From Chaucer to Milton: Early English Literature**
 - [ENGL 213](#) **Christopher Marlowe** (not offered in 2023-24)
 - [ENGL 214](#) **Revenge Tragedy** (not offered in 2023-24)
 - [ENGL 216](#) **Milton** (not offered in 2023-24)
 - [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 274](#) **Ireland Program: Irish Literary Pasts and Presents**
 - [ENGL 279](#) **Living London Program: Urban Field Studies**
 - [ENGL 281](#) **Living London Program: Reading London, Writing London**
 - [ENGL 282](#) **Living London Program: London Theater**
 - [ENGL 310](#) **Shakespeare II** (not offered in 2023-24)
 - [ENGL 319](#) **The Rise of the Novel**
 - [ENGL 323](#) **Romanticism and Reform**
 - [ENGL 327](#) **Victorian Novel**
 - [ENGL 328](#) **Victorian Poetry** (not offered in 2023-24)
 - [EUST 207](#) **Rome Program: Italian Encounters** (not offered in 2023-24)
 - [FREN 204](#) **Intermediate French**
 - [FREN 208](#) **French and Francophone Studies in Paris Program: Contemporary France: Cultures, Politics, Society**
 - [FREN 243](#) **Food in French Fiction**
 - [FREN 244](#) **Contemporary France and Humor**
 - [FREN 250](#) **French History in 10 Objects** (not offered in 2023-24)
 - [FREN 254](#) **French and Francophone Studies in Paris Program: French Art in Context**
 - [FREN 259](#) **French and Francophone Studies in Paris Program: Hybrid Paris**
 - [FREN 308](#) **France and the African Imagination**
 - [FREN 353](#) **The French Chanson** (not offered in 2023-24)
 - [FREN 359](#) **French and Francophone Studies in Paris Program: Hybrid Paris**

- [GERM 156](#) Introduction to German Cinema: Film, Nature, and Nation
- [GERM 212](#) Contemporary Germany in Global Context
- [GERM 214](#) What's New: The Latest Works in German-Speaking Media (not offered in 2023-24)
- [GERM 216](#) German Short Prose (not offered in 2023-24)
- [GERM 223](#) Thinking Green: Sustainability, Literature, and Culture in Germany (not offered in 2023-24)
- [GERM 247](#) Mirror, Mirror: Reflecting on Fairy Tales and Folklore
- [GERM 260](#) Love in the Time of Socialism (not offered in 2023-24)
- [GERM 267](#) Catastrophe! Natural Disaster in German Literature
- [GERM 321](#) On the Edge: Monsters, Robots, and Cyborgs (not offered in 2023-24)
- [GERM 360](#) Love in the Time of Socialism (not offered in 2023-24)
- [HIST 100](#) Food and Public Health: Why the Brits Embraced White Bread
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150 (not offered in 2023-24)
- [HIST 206](#) Rome Program: The Eternal City in Time: Structure, Change, and Identity (not offered in 2023-24)
- [HIST 240](#) Tsars and Serfs, Cossacks and Revolutionaries: The Empire that was Russia
- [HIST 241](#) Russia through Wars and Revolutions (not offered in 2023-24)
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France
- [HIST 245](#) Ireland: Land, Conflict and Memory (not offered in 2023-24)
- [HIST 250](#) Modern Germany (not offered in 2023-24)
- [HIST 288](#) Reason, Authority, and Love in Medieval France (not offered in 2023-24)
- [HIST 289](#) Gender and Ethics in Late Medieval France (not offered in 2023-24)
- [HIST 335](#) Finding Ireland's Past
- [POSC 284](#) War and Peace in Northern Ireland (not offered in 2023-24)
- [RUSS 205](#) Russian in Cultural Contexts
- [RUSS 237](#) Beyond Beef Stroganoff: Food in Russian Culture (not offered in 2023-24)
- [RUSS 239](#) The Warped Soul of Putin's Russia (not offered in 2023-24)
- [RUSS 244](#) The Rise of the Russian Novel
- [RUSS 263](#) Madness and Madmen in Russian Culture
- [RUSS 266](#) The Brothers Karamazov (not offered in 2023-24)
- [RUSS 267](#) War and Peace (not offered in 2023-24)
- [RUSS 280](#) 1917 (not offered in 2023-24)
- [RUSS 293](#) Advanced Russian Skill Development (not offered in 2023-24)
- [RUSS 331](#) The Wonderful World of Russian Animation (not offered in 2023-24)
- [RUSS 335](#) Oral History: Narrative and Memory
- [RUSS 342](#) Post-Soviet Film
- [RUSS 345](#) Russian Cultural Idioms of the Nineteenth Century (not offered in 2023-24)
- [RUSS 351](#) Chekhov (not offered in 2023-24)
- [SPAN 229](#) Madrid Program: Current Issues in Spanish Politics (not offered in 2023-24)
- [SPAN 244](#) Spain Today: Recent Changes through Narrative and Film
- [SPAN 301](#) Greek and Christian Tragedy (not offered in 2023-24)

- [SPAN 330](#) **The Invention of the Modern Novel: Cervantes' *Don Quijote*** (not offered in 2023-24)
- [SPAN 345](#) **Culture, Capitalism and the Commons** (not offered in 2023-24)
- [SPAN 349](#) **Madrid Program: Four Masters of Spanish Art** (not offered in 2023-24)
- [SPAN 358](#) **The Spanish Civil War** (not offered in 2023-24)
- [SPAN 366](#) **Jorge Luis Borges: Less a Man Than a Vast and Complex Literature** (not offered in 2023-24)
- [EUST 398](#): Senior Colloquium or [CCST 398](#): CCST Panorama: A Capstone Workshop
- 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.

European Studies Courses

[EUST 100](#) **America Inside Out** "America" has often served as a canvas for projecting European anxieties about economic, social and political modernity. Admiration of technological progress and democratic stability went hand in hand with suspicions about its--actual and supposed--materialism, religiosity and mass culture. These often contradictory perceptions of the United States were crucial in the process of forming European national imaginaries and myths up to and including an European identity. Accordingly, this course will explore some of the most important examples of the European imagination of the United States--from Michel de Montaigne to Hannah Arendt. 6 credits; AI, WR1, IS; *Fall*; **Paul Petzschmann**

[EUST 110](#) **The Power of Place: Memory and Counter-Memory in the European City** This team-taught interdisciplinary course explores the relationship between memory, place and power in Europe's cities. It examines the practices through which individuals and groups imagine, negotiate and contest their past in public spaces through art, literature, film and architecture. The instructors will draw on their research and teaching experience in urban centers of Europe after a thorough introduction to the study of memory across different disciplines. Students will be challenged to think critically about larger questions regarding the possibility of national and local memories as the foundation of identity and pride but also of guilt and shame. 6 credits; HI, WR2, IS; *Winter*; **Paul Petzschmann, Sandra E Rousseau, William L North, Baird E Jarman**

[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 2023-24*

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; *Not offered 2023-24*

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 2023-24*

EUST 398 Senior Colloquium Cross-listed with CCST 398. 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; *Winter*; **Paul Petzschmann**

French and Francophone Studies

General Information

The Department of French and Francophone Studies sees language as fundamental to the study of literatures and cultures. Committed to helping students attain proficiency in the language sequence ([FREN 101](#)-204), the Department strives at all levels to introduce students to the rich and complex endeavors of literary and cultural analysis. Carleton's study abroad programs in Paris 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.

69 credits beyond French 103 including:

- [CCST 245](#) Meaning and Power: Introduction to Analytical Approaches in the Humanities, usually taken in the junior year
Note: [HIST 298](#) Junior Year History Colloquium or [ENGL 295](#) Critical Methods may be substituted for [CCST 245](#) with departmental approval.
- Sixty credits in departmental or other electives. Students should generally begin with courses at the 200 level ([FREN 204](#), [FREN 206](#), [FREN 244](#), [FREN 245](#), [FREN 250](#), etc.), 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)

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 significant 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)

- [CCST 245](#) **Meaning and Power: Introduction to Analytical Approaches in the Humanities**
- [FREN 206](#) **Contemporary French and Francophone Culture**
- [FREN 208](#) **French and Francophone Studies in Paris Program: Contemporary France: Cultures, Politics, Society**
- [FREN 236](#) **Francophone Cinema and the African Experience** (not offered in 2023-24)
- [FREN 243](#) **Food in French Fiction**
- [FREN 244](#) **Contemporary France and Humor**
- [FREN 245](#) **Francophone Literature of Africa and the Caribbean** (not offered in 2023-24)
- [FREN 246](#) **Contemporary Senegal** (not offered in 2023-24)
- [FREN 250](#) **French History in 10 Objects** (not offered in 2023-24)
- [FREN 259](#) **French and Francophone Studies in Paris Program: Hybrid Paris**
- [FREN 308](#) **France and the African Imagination**
- [FREN 353](#) **The French Chanson** (not offered in 2023-24)
- [FREN 359](#) **French and Francophone Studies in Paris Program: Hybrid Paris**
- [FREN 360](#) **The Algerian War of Liberation and Its Representations**
- [FREN 370](#) **Cultural Mutations in the Francophone World: Theory and Practice** (not offered in 2023-24)

Group II History and Art History (One course required)

- [ARTH 140](#) **African Art and Culture** (not offered in 2023-24)
- [ARTH 172](#) **Modern Art: 1890-1945**

- [ARTH 236](#) Baroque Art
- [ARTH 245](#) Modern Architecture
- [ARTH 255](#) Islam in the Eyes of the West (not offered in 2023-24)
- [ARTH 263](#) Architectural Studies in Europe Program: Prehistory to Postmodernism
- [FREN 254](#) French and Francophone Studies in Paris Program: French Art in Context
- [HIST 137](#) Early Medieval Worlds in Transformation (not offered in 2023-24)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 141](#) Europe in the Twentieth Century (not offered in 2023-24)
- [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2023-24)
- [HIST 183](#) History of Early West Africa (not offered in 2023-24)
- [HIST 184](#) Colonial West Africa (not offered in 2023-24)
- [HIST 232](#) Renaissance Worlds in France and Italy (not offered in 2023-24)
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France
- [HIST 244](#) The Enlightenment and Its Legacies (not offered in 2023-24)
- [HIST 288](#) Reason, Authority, and Love in Medieval France (not offered in 2023-24)
- [HIST 289](#) Gender and Ethics in Late Medieval France (not offered in 2023-24)

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

- [CAMS 219](#) African Cinema: A Quest for Identity and Self-Definition
- [EUST 159](#) "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe (not offered in 2023-24)
- [FREN 255](#) French and Francophone Studies in Paris Program: Islam in France: Historical Approaches and Current Debates
- [POSC 251](#) Modern Political Philosophy: Liberalism and Its Critics (not offered in 2023-24)
- [POSC 255](#) Post-Modern Political Thought (not offered in 2023-24)
- [POSC 277](#) Religion in Politics: Conflict or Dialogue? (not offered in 2023-24)
- [POSC 278](#) Memory and Politics (not offered in 2023-24)
- [POSC 329](#) Reinventing Humanism: A Dialogue with Tzvetan Todorov (not offered in 2023-24)
- [POSC 348](#) Strangers, Foreigners and Exiles (not offered in 2023-24)
- [POSC 352](#) Political Theory of Alexis de Tocqueville
- [POSC 359](#) Cosmopolitanism (not offered in 2023-24)
- [SOAN 108](#) In & Out of Africa: How Transnational Black Lives Matter (not offered in 2023-24)
- [SOAN 256](#) Africa: Representation and Conflict (not offered in 2023-24)

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*; **Anthony Revelle, Sarah Anthony**

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*; **Stephanie M Cox, Sarah Anthony, Chérif Keïta**

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*; **Chérif Keïta, Sarah Anthony, Stephanie M Cox, Anthony Revelle**

FREN 204 Intermediate French Through readings, discussions, analysis of media, and other activities, this course increases students' skill and confidence in French. Continuing the emphasis on all modes of communication begun in French 101-103, French 204 focuses on Francophone cultures, contemporary issues, and an iconic text in French. Taught three days a week in French. Prerequisite: French 103 or equivalent. 6 credits; *Fall, Winter*; **Éva S Pósfay, Anthony Revelle, Chérif Keïta**

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 French and Francophone Studies in 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*; **Scott D Carpenter**

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*; **Éva S Pósfay**

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; *Not offered 2023-24*

FREN 243 Food in French Fiction What does "eating together" mean in France--and for whom? Through works of fiction, we will investigate cultural representations of food from the Middle Ages to the present day and address the following topics: the construction of a so-called "national gastronomy"; the social significance of food for Caribbean and African communities in France; the link between food and collective memory; women's writings' relationship with food in colonial and postcolonial masculinist contexts; the Rabelaisian disruptive potential of bodily pleasures; and contemporary ethical issues, such as the rise of veganism and animal rights activism. Prerequisite: French 204 or equivalent. 6 credits; LA, IS; *Winter*; **Anthony Revelle**

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; *Spring*; **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 2023-24*

FREN 246 Contemporary Senegal This course is the second part of a two-term course sequence 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 2023-24*

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 2023-24*

FREN 254 French and Francophone Studies in 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*; **Scott D Carpenter**

FREN 255 French and Francophone Studies in 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*; **Scott D Carpenter**

FREN 259 French and Francophone Studies in 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*; **Scott D Carpenter**

FREN 280 Argue! Practicing Eloquence Eloquence has been described as being able to say what is necessary and not say what is not. The idea of "speaking well" has changed over time and continues to evolve in French society. Can one speak well with an accent, with grammatical mistakes, with slang, or with curse words? How has France fabricated its language as a sacred treasure, and how has this vision excluded native and non-native French speakers? The history of eloquence will be complemented by its practice as students learn to master different registers of French language and learn to argue effectively. Prerequisite: French 204 or the equivalent. 6 credits; LA, IS; *Fall*; **Sandra E Rousseau**

FREN 308 France and the African Imagination This course will look at the presence of France and its capital Paris in the imaginary landscape of a number of prominent African writers, filmmakers and musicians such as Bernard Dadié (Côte d' Ivoire), Ousmane Sembène (Senegal), Calixthe Beyala (Cameroun), Alain Mabanckou (Congo-Brazzaville), Salif Keïta (Mali) and others. The history of Franco-African relations will be used as a background for our analysis of these works. Conducted in French. Prerequisite: One French course beyond French 204. 6 credits; LA, IS; *Fall*; **Chérif Keïta**

FREN 330 Bodies and Borders: Encountering the other in Medieval French Exploring chivalric romances, Crusades epics, fantastic tales, and the Grail legend, this course invites students to develop their knowledge of French literature in the Global Middle Ages. How do medieval texts stage encounters between social groups, between different cultures, between species? And how do we encounter these texts, and what do we encounter in them? With texts available both in the original Old French and in modern French translations, we will investigate what encountering the Other in medieval texts has to say to us regarding cultural hybridity, gender, religious conflicts, racial difference, political formation, and sharing the world with others. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; NE, IS; *Spring*; **Anthony Revelle**

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; *Not offered 2023-24*

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 from Montmartre’s cafés-concerts to the present. We will examine iconic performances in Parisian cabarets, music halls, and nightclubs; the rise of the singer-songwriter; the changing dynamics between lyrics (poetry), music, and performance over time; song categories such as yé-yé, the protest song, and the *chanson* about Paris; rap and slam’s poetic affiliation with *chanson*; musical

hybridity and identity politics; and the clout of the music industry. No musical experience necessary. Conducted in French. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; *Not offered 2023-24*

FREN 359 French and Francophone Studies in 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*; **Scott D Carpenter**

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; *Winter*; **Sandra E Rousseau**

FREN 370 Cultural Mutations in the Francophone World: Theory and Practice *Racisé, transclasse, personne valide, female gaze* are all concepts that have emerged recently in the Francophone world even though they reflect experiences that have existed for a very long time. In this class we will work through such concepts and explore how central they are to the contemporary Francophone world. Through theoretical texts and cultural artefacts (films, songs, BD, literature) from Morocco, France, Belgium, Senegal, and other spaces, this class seeks to develop a deeper understanding of the issues that animate the French-speaking world today. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; *Not offered 2023-24*

FREN 380 Comics: Sequence with Consequence In the Francophone world comics are known as the ninth art, a popular, legitimate--albeit contested--art form. What then differentiates this art form from others? How do comics create meaning? How do they tell stories? What stories do they tell? In this class we will develop a multilayered approach to comics by analyzing the form and content of texts, but also by questioning the place of comics in French, Algerian, and Québécois societies. Readings will include iconic texts (*Asterix, Tintin*), alternative comics (by Fabcaro, Louerrad, Ziadé), theoretical pieces on *bandes dessinées*, and conversations with working artists. Prerequisite: One French course beyond French 204 or instructor permission. 6 credits; LA, IS; *Not offered 2023-24*

FREN 400 Integrative Exercise During their senior year, students 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 deliver an oral presentation

(in English) summarizing their work. Seniors may choose either of the following: 1) A substantial individual essay, or 2) An individual essay that complements work done in a second major (subject to approval by the Department). Further details are available on the Department's website. 3 credits; S/NC; Fall, Winter, Spring; Éva S Pósfay

Gender, Women's & Sexuality Studies

Gender, Women's & Sexuality Studies Major

[GWSS 110](#), Introduction to Gender, Women's & Sexuality Studies, is the gateway to the major that provides an overview of 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 312](#), 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](#), which varies each year, 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

The GWSS major is a total of 66 credits. It requires:

- One gateway course
 - [GWSS 110](#) Introduction to Gender, Women's & Sexuality Studies
- One methodology course
 - [GWSS 200](#) Gender, Sexuality & the Pursuit of Knowledge (not offered in 2023-24)
- One intermediate course
 - [GWSS 212](#) Foundations of LGBTQ Studies
- One theory seminar
 - [GWSS 312](#) Queer and Trans Theory (not offered in 2023-24)
 - [GWSS 334](#) Feminist Theory
- One capstone seminar
 - [GWSS 398](#) Capstone: Race, Gender, and Sexuality in Popular Culture (not offered in 2023-24)
 - [GWSS 398](#) Capstone: Transnational Feminist Activism
 - [GWSS 398](#) Capstone: Schooling Sex: History of Sex Education & Instruction (not offered in 2023-24)

- One Senior Project
 - [GWSS 400](#) Comprehensive Exercise
- In addition to the six required courses listed above (36 credits), students must complete an additional five electives (30 credits) from the GWSS Elective/Additional Courses List below. These 30 credits must be spread across at least two disciplines and should include:
 - One 300-level elective **and**
 - Four any-level* electives (*a max of 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 program director for consideration of other courses to satisfy this requirement.

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 6 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

The GWSS minor is a total of 36 credits. It requires:

- 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](#) Capstone: Race, Gender, and Sexuality in Popular Culture (not offered in 2023-24)
 - [GWSS 398](#) Capstone: Transnational Feminist Activism
 - [GWSS 398](#) Capstone: Schooling Sex: History of Sex Education & Instruction (not offered in 2023-24)

- In addition to the three required courses listed above (18 credits), students must complete an additional three elective courses (18 credits) from the GWSS Elective/Additional Courses List. These 18 credits must be spread across two different disciplines.

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

OCS Programs: You may count up to two 6 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.

GWSS Elective/Additional Courses List

- [AFST 215](#) Contemporary Theory in Black Studies
- [AMST 225](#) Beauty and Race in America
- [AMST 396](#) Producing Latinidad
- [ARTH 214](#) Queer Art (not offered in 2023-24)
- [ARTH 220](#) The Origins of Manga: Japanese Prints (not offered in 2023-24)
- [ARTH 240](#) Art Since 1945 (not offered in 2023-24)
- [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 2023-24)
- [CLAS 214](#) Gender and Sexuality in Classical Antiquity (not offered in 2023-24)
- [DANC 266](#) Reading The Dancing Body (not offered in 2023-24)
- [ECON 257](#) Economics of Gender
- [ENGL 217](#) A Novel Education
- [ENGL 218](#) The Gothic Spirit
- [ENGL 227](#) Imagining the Borderlands (not offered in 2023-24)
- [ENGL 319](#) The Rise of the Novel
- [ENGL 327](#) Victorian Novel
- [GERM 221](#) (re/ex)press yourself: Sexuality and Gender in Fin-de-Siècle Literature and Art (not offered in 2023-24)
- [GWSS 150](#) Working Sex: Commercial Sexual Cultures (not offered in 2023-24)
- [GWSS 235](#) Gender & Sexuality of Migration (not offered in 2023-24)
- [GWSS 250](#) Politics of Reproductive Justice (not offered in 2023-24)
- [GWSS 265](#) Black Feminist Thought (not offered in 2023-24)
- [GWSS 289](#) Pleasure, Intimacy, Violence (not offered in 2023-24)
- [HIST 122](#) U.S. Women's History to 1877
- [HIST 123](#) U.S. Women's History Since 1877
- [HIST 211](#) Revolts and Resistance in Early America (not offered in 2023-24)

- [HIST 218](#) Black Women's History (not offered in 2023-24)
- [HIST 229](#) Working with Gender in U.S. History (not offered in 2023-24)
- [HIST 236](#) The Worlds of Hildegard of Bingen
- [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2023-24)
- [HIST 288](#) Reason, Authority, and Love in Medieval France (not offered in 2023-24)
- [HIST 289](#) Gender and Ethics in Late Medieval France (not offered in 2023-24)
- [IDSC 203](#) Talking about Diversity
- [PHIL 114](#) Philosophy of Love and Sex
- [PHIL 122](#) Identity and Leadership (not offered in 2023-24)
- [PHIL 257](#) Feminist Philosophy
- [PHIL 304](#) Decolonial Feminisms
- [POSC 276](#) Imagination in Politics: Resisting Totalitarianism (not offered in 2023-24)
- [POSC 280](#) Feminist Security Studies
- [POSC 308](#) Global Gender Politics
- [POSC 324](#) Rebels and Risk Takers: Women and War in the Middle East (not offered in 2023-24)
- [POSC 339](#) LGBTQ Politics in America (not offered in 2023-24)
- [RELG 218](#) The Body in Judaism, Christianity, and Islam (not offered in 2023-24)
- [RELG 221](#) Judaism and Gender (not offered in 2023-24)
- [RELG 227](#) Liberation Theologies (not offered in 2023-24)
- [RELG 232](#) Queer Religions (not offered in 2023-24)
- [RELG 233](#) Gender and Power in the Catholic Church
- [RELG 234](#) Angels, Demons, and Evil
- [RELG 242](#) Oh My G*d: Christianity and Sexual Revolutions (not offered in 2023-24)
- [RELG 280](#) The Politics of Sex in Asian Religion (not offered in 2023-24)
- [RELG 283](#) Mysticism and Gender (not offered in 2023-24)
- [RELG 287](#) Many Marys (not offered in 2023-24)
- [RELG 362](#) Spirit Possession (not offered in 2023-24)
- [SOAN 114](#) Modern Families: An Introduction to the Sociology of the Family (not offered in 2023-24)
- [SOAN 207](#) Sociology of Gender (not offered in 2023-24)
- [SOAN 225](#) Social Movements (not offered in 2023-24)
- [SOAN 226](#) Anthropology of Gender (not offered in 2023-24)
- [SOAN 257](#) Culture and Politics in India (not offered in 2023-24)
- [SOAN 313](#) Woke Nature: Towards an Anthropology of Non-Human Beings (not offered in 2023-24)
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2023-24)
- [SOAN 325](#) Sociology of Adoption and Assisted Reproduction (not offered in 2023-24)
- [SOAN 395](#) Ethnography of Reproduction
- [SPAN 244](#) Spain Today: Recent Changes through Narrative and Film
- [THEA 260](#) Space, Time, Body, Minds (not offered in 2023-24)
- [THEA 270](#) Art and (Un)Freedom (not offered in 2023-24)

Gender, Women's & Sexuality Studies Courses

GWSS 100 Queer and Trans Memoir From Audre Lorde's biomythography detailing black lesbian life in 1950s Harlem, to Andy Warhol's famous-for-more-than-fifteen-minutes pop art star diaries, Alison Bechdel's tragicomic comic books, Chelsea Manning's whistleblower tell-all, or Carmen Maria Machado's experimental memoir about same sex domestic abuse, LGBTQ+ autobiographical works provide us with richly subjective, historically situated insights into the lived experiences of queer and trans individuals. Interdisciplinary in scope, this course considers a variety of LGBTQ+ takes and twists on the memoir genre, including photo diaries; video selfies; illustrated works; self-ethnographies; life-as-art performances; stand-up specials; auto theoretical works; and literary or lyrical forms centering on the personal. 6 credits; AI, WR1, IDS; *Fall*; **Candace I Moore**

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; *Winter, Spring*; **Iveta Jusová**

GWSS 150 Working Sex: Commercial Sexual Cultures Why is the sale of sex criminalized? Who participates in sexual labor and for what reasons? What are the goals and tactics of sex worker social movements? Sexual commerce is an integral facet of U.S. society and the global economy, and yet it elicits strong and paradoxical reactions. This course provides an interdisciplinary introduction to the study of commercial sexual cultures. Taking a transnational approach, we will examine historical, political, and economic changes in sexual economies and the regulation of commercial sex. Course readings explore how sex workers have collectively organized to resist criminalization and fight for a better future. 6 credits; HI, IDS; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Spring*; **Candace I Moore**

GWSS 235 Gender & Sexuality of Migration Literature on migration has often left gender and sexuality at the margins of analysis. This class will examine intersectional approaches to migration studies that center gender and sexuality in understanding the complicated history of migration patterns, policy, experiences and sentiments in the U.S. Drawing from a social science approach, this course will review case studies to understand historical and contemporary examples of migrations that highlight the intersections of gender and sexuality. 6 credits; SI, IDS; *Not offered 2023-24*

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 250 Politics of Reproductive Justice Feminist mobilization around reproductive rights in the US has changed in its focus and intensity over the past 50 years. Black American and other transnational feminists have argued about the necessity of distinguishing between reproductive rights and reproductive justice. How has this argument impacted the ideology and collective-change strategies of different feminist communities mobilizing for reproductive rights? What collective-change strategies have they proposed and what obstacles have they faced? This course has a major civic engagement component that requires students to work with feminist non-profit organizations in and around Northfield or in the greater Twin Cities area. 6 credits; SI, IDS; *Not offered 2023-24*

GWSS 265 Black Feminist Thought This course is designed to introduce students to thirty years of black feminist politics, writing, social and cultural analysis, and research. This course begins with a

sketch of contemporary thinking about blackness by noted scholars who illuminate the relationship between blackness, black life, systems of sex/gender, biopolitics, and black/queer feminist knowledge production. We go on to historicize the formation of black feminism as a dynamic and fluid area of study within and across the humanities and social sciences. The history of black feminist thought presented in black women's studies as an inherently decolonial and transformative praxis that centers intellectual radicalism both inside and outside of the academy. 6 credits; HI, IDS; *Not offered 2023-24*

GWSS 289 Pleasure, Intimacy, Violence This is an interdisciplinary course that explores how pleasure, intimacy, and violence are shaped by historic and ongoing processes of inequality in the United States. We will explore how our understandings of sexuality are influenced by discourses and practices of race and race-making in the U.S. by focusing on the relationship between micro-level (interpersonal) and macro-level (societal) violence. The topics of rape, family violence, and intimate partner violence will be examined from a structural vantage point, emphasizing the mutually constituting roles of gender, race, class, and nationality. The concepts of "pleasure" and "enjoyment" are foregrounded throughout the course. 6 credits; HI, IDS; *Not offered 2023-24*

GWSS 312 Queer and Trans Theory This seminar offers students familiar with the foundational terms and concepts in gender and sexuality studies the opportunity to engage in more advanced explorations of relevant topics and debates in contemporary queer and trans theory. Seeing queer theory and trans theory as theoretical traditions that are historically and philosophically entangled but which at times necessarily diverge, the course focuses on "state of the field" essays from *Gay and Lesbian Quarterly* and *Transgender Studies Quarterly* as well as works that put gender and sexuality studies into conversation with disability studies, critical race theory, indigenous studies, and critiques of neoliberalism and imperialism. Prerequisite: Gender, Women's & Sexuality Studies 110, 212, 334 or instructor consent. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

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; *Winter*

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. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

GWSS 398 Capstone: Schooling Sex: History of Sex Education & Instruction How did sex get into public schools? How did sexual practice and desire become an object of scientific inquiry? Why has sex education been a site for repeated social conflicts, and what do those conflicts tell us about gender, racial, and economic inequality in the United States? This course is for everyone who has ever questioned the official and unofficial curriculum of sex education. The course provides a cultural and intellectual history of sex education and instruction within the geographic region of the United States. Throughout we will examine the complex relationship between sexual knowledge, pedagogy, and systems of power. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

GWSS 398 Capstone: Transnational Feminist Activism This course focuses on transnational feminist activism in an era of globalization, militarism and religious fundamentalism. We will learn about the debates around different theories of social change, the challenges and pitfalls of global sisterhood and the various "pedagogies of crossing" borders. We will explore case studies of how feminists have collaborated, built networks, mobilized resources and coalitions for collective action, in addition to the obstacles and constraints they have encountered and surmounted in their search for gender and sexual justice. 6 credits; SI, WR2, IS; *Spring*; **Meera Sehgal**

GWSS 400 Integrative Exercise 1-6 credit; S/NC; NE; *Fall, Winter, Spring*; Candace I Moore

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

66 credits:

- 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 fundamental and wondrous processes that shape the Earth. We approach learning through outdoor and laboratory problems, which are often complicated and messy, like the planet itself. Topics may include the formation of rocks, minerals, and mountains, the water cycle, plate tectonics, climate change, volcanoes, and earthquakes. One all-day weekend field trip is typically required. No previous outdoor experience or gear is needed. Prerequisite: Not open to students who have taken another 100-level Geology course. 6 credits; LS; *Fall, Spring*; **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 2023-24*

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, WR2; *Not offered 2023-24*

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, Spring*; **Cameron Davidson, Dan P Maxbauer**

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. Prerequisite: Not open to students who have taken another 100-level Geology course. 6 credits; LS; *Winter*; **Chloé Fandel**

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 included. 6 credits; LS, QRE; *Not offered 2023-24*

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 2023-24*

GEOL 205 Selected Topics in Geology This seminar course will focus on a specific topic in the Earth Sciences. Coursework will include group and independent study, as well as use of the primary literature to research topics of specific interest. Some sections of this course may involve laboratory or field work. Prerequisite: Instructor Consent. 3 credits; NE; *Not offered 2023-24*

GEOL 210 Geomorphology and Lab A lab and field-focused introduction to water resources—the processes driving the water cycle, the methods used to quantify and understand the flow of water, and the relationship between humans and water. Weekly field trips to nearby locations such as streams, wellfields, caves, and water infrastructure to develop skills including streamflow measurements, water quality monitoring, pump tests, and measuring soil properties. No previous outdoor experience required. Prerequisite: 100 level Geology course. 6 credits; LS, QRE; *Fall*; **Chloé Fandel**

GEOL 215 Paleoclimate This course focuses on reconstructing climate and environmental conditions of the past using local archives of climate. Lab and some class time will be dedicated to group research projects. Weekly laboratories and one Saturday field trip included. Prerequisite: One 100-level geology course, or instructor permission. 6 credits; LS, QRE; *Winter*; **Dan P Maxbauer**

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; *Not offered 2023-24*

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; *Spring*; **Clint A Cowan**

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 2023-24*

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 2023-24*

GEOL 260 Coastal Marine Ecology Modern (and ancient) coastal marine benthic communities and their ecology. Topics include: structure of coastal communities, organisms' interactions with each other and their environment, inshore physical oceanography, intertidal rocky shorelines, kelp forests, mangrove and coral reefs. Readings focus on landmark papers in nearshore marine ecology. Students explore research topics related to modern or ancient crises in marine ecosystems. Some years, an optional, multiday field trip over mid-term break may be provided; no experience or equipment is required, but participants must be prepared to spend time in the water and be competent swimmers. Prerequisite: One 200-level course from either Geology or Biology or permission of the instructor. 6 credits; LS; *Not offered 2023-24*

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 New Zealand OCS Program. 6 credits; NE; *Not offered 2023-24*

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 New Zealand OCS Program. 2 credits; NE; *Not offered 2023-24*

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 New Zealand OCS Program. 6 credits; NE; *Not offered 2023-24*

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 New Zealand OCS Program. 2 credits; NE; *Not offered 2023-24*

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 New Zealand OCS Program. 2 credits; NE; *Not offered 2023-24*

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; *Not offered 2023-24*

GEOL 340 Hydrogeology: Groundwater The principles of groundwater flow through the subsurface, and the functioning of aquifers. Topics include the properties of porous media, hydraulic head gradients, contaminant transport, and fractured and karstified aquifers. Labs will include working with physical sandbox models and soil columns, as well as an outdoor pumping well test (weather permitting). We will simulate groundwater flow using simple numerical modeling, beginning with an introduction to Python coding, and develop an increasingly complex groundwater model over the course of the term. No previous programming experience required. Prerequisite: 100-level Geology course required, Geology 210 recommended. 6 credits; LS, QRE; *Winter, Spring*; **Chloé Fandel**

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; *Fall*; **Clint A Cowan**

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: Two 200-level Geology courses or instructor consent. 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; *Not offered 2023-24*

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 Vienna or to pursue overseas study with other approved programs. 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 Vienna) 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. Courses numbered 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. 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 [CCST 245](#) (best taken during the junior year)

Students who have done advanced work in a different field may petition to substitute a comparable methods course in another department. Approval of the advisor and permission of the instructor is required.

- 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 [GERM 205](#), as well as courses in related fields outside the German Department)
 - [CCST 233](#) **The Art of Translation in the Age of the Machine**
 - [HIST 250](#) **Modern Germany** (not offered in 2023-24)
 - [HIST 346](#) **The Holocaust** (not offered in 2023-24)
 - [LING 232](#) **Structure and History of German** (not offered in 2023-24)
- 6 credits for the Integrative Exercise (comps)

Courses 101, 102, and 103 do not count toward the major. AP, IB or other pre-matriculation credits 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)
 - [CCST 233](#) **The Art of Translation in the Age of the Machine**
 - [HIST 250](#) **Modern Germany** (not offered in 2023-24)
 - [HIST 346](#) **The Holocaust** (not offered in 2023-24)
 - [LING 232](#) **Structure and History of German** (not offered in 2023-24)

No more than 12 credits from non-Carleton off-campus studies programs may be applied toward the minor. Courses 101, 102 and 103 do not count toward the minor. AP, IB or other pre-matriculation credits do not count toward the minor.

German Courses

[GERM 101](#) Elementary German This course introduces the basic structures of the German language and everyday vocabulary in the context of common cultural situations and authentic and fictional media. Students are exposed to all four skills (reading, writing, listening, and speaking). 6 credits; NE; *Fall*; **Kiley Kost, Juliane Schicker**

[GERM 102](#) Elementary German Building on the material covered in German 101, this course introduces more complex structures and exposes students to short literary and cultural texts as well as other media. The focus of the course is on all four skills (reading, writing, listening, and speaking). Prerequisite: German 101 or equivalent. 6 credits; NE; *Winter*; **Kiley Kost**

[GERM 103](#) Intermediate German Continuation of the study of complex 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 What is "German"? Why are certain figures considered German and other identities are excluded--and how might we critically reconsider these categories through a study of "German" music? In this course, we survey significant

developments in German-language culture, broadly defined, from the 1600s to the twenty-first century. Taught in English. 6 credits; LA, IS, WR2; *Spring*; **Juliane Schicker**

GERM 156 Introduction to German Cinema: Film, Nature, and Nation How do films reflect and impact the cultures, societies, and physical environments within which they circulate? How do the complexities of German history offer a special case within film history? In this course, we examine German film history through the lens of environmental critique, from the stylized landscapes of 1920s expressionism to the filmic environments of multicultural contemporary Germany. Topics include propaganda, postwar rubble, and antifascist student-inspired rebel cinema. Alongside each film, we will discuss texts and theories that offer frameworks for understanding the complex interplay of ideas about film art, environmental understanding, and national identity. Taught in English. 6 credits; LA, IS; *Winter*; **Seth E Peabody**

GERM 204 Intermediate German In this course, students build on their communication skills to engage in more in-depth spoken and written discussions of German-speaking literature, art, and culture. By analyzing longer and more challenging texts, films and other 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*; **Seth E Peabody**

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; S/CR/NC; HI, IS; *Fall*; **Juliane Schicker**

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*

GERM 214 What’s New: The Latest Works in German-Speaking Media What products in literature, film, and other media did German-speaking audiences consume in the recent past? What topics do artists address and media outlets discuss? In this course, we will read, watch, and examine various texts and films that were published or premiered in the last ten years or so in the German language. These works, written by a diverse range of artists, reflect on and respond to the turbulent recent

history not only in Germany, Austria, and Switzerland, but also more globally. They will help us determine how people express their most urgent challenges and how these texts participate in public debates. Prerequisite: German 204 or the equivalent. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

GERM 221 (re/ex)press yourself: Sexuality and Gender in Fin-de-Siècle Literature and Art In this course, we will explore literature and art of German-speaking countries around the topics of gender and sex(uality). We will focus on the years between 1880 and 1920, but also venture into more recent times. What was the image of men and women at the time and how did these images change or remain the same? How did science factor into these images? What was/is considered “normal” when it comes to sex(uality) and gender, and what German-speaking voices have been pushing against those norms? How did these voices use literature and art to reflect or criticize such norms? Texts and class discussions will be in English. 6 credits; HI, WR2, IS; *Not offered 2023-24*

GERM 223F Thinking Green in German Prerequisite: German 204 or equivalent and concurrent registration in German 223. 2 credits; LA, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Spring*

GERM 260 Love in the Time of Socialism What was life like for parents and children under socialism in East Germany? In this course, we explore the intersections of childhood, family, politics, and society, and discuss socialist caregiving, gender roles, race, and social justice issues. Through film, text, music, and other media, students develop a deeper understanding of the historical and cultural contexts that shaped family dynamics in the German Democratic Republic. Prerequisite: German 204 or equivalent. 6 credits; *Not offered 2023-24*

GERM 261 German Studies in Austria Program: Vienna Past and Present: The City as Text This class examines the history of Vienna and Austria (including the Austro-Hungarian Empire) through excursions to museums and memorials in the city. How are these histories memorialized in the structure of the city? What institutions make these histories visible? How do museums and memorials in Vienna construct historical narratives and who is left out from these narratives? Site visits and excursions in Vienna and beyond present opportunities for comparative analysis. Prerequisite: Participation in German Studies in Austria Program. 6 credits; HI, IS; *Spring*; **Kiley Kost**

GERM 262 German Studies in Austria Program: Cultural History of Food and Drink in Vienna What are the cultural, historical, environmental, social, and political forces that shape our experience with food and drink? This course takes an interdisciplinary approach to learning about the important food and drink culture in Vienna and Austria. Site visits to the city's iconic markets, taverns, producers, breweries and cafés deepen understanding and language skills. Prerequisite: Participation in German Studies in Austria program. 6 credits; HI, IS; *Spring*; **Kiley Kost**

GERM 263 German Studies in Austria Program: Austrian Art and Architecture In this course, students explore the evolution of art and architecture in Austria, learning about specific artists, eras, and movements. Students learn to critically analyze art and architecture, connecting work to Austrian, European, and global contexts. The class includes field trips to various museums and sites in Vienna. Prerequisite: Participation in German Studies in Austria Program. 6 credits; LA, IS; *Spring*; **Kiley Kost**

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. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; *Fall*; **Kiley Kost**

GERM 274 Weimar Germany: Art, Culture, and the Failure of Democracy "...many will say: even 1920 is not so horrible. This is how it is: the human being is a machine, culture is in shreds, education is arrogance, spirit is brutality, stupidity is the norm, and the military is sovereign" (Adolf Behne, reporting on a Dada art exhibit). In this class, taught in German, students examine cultural products and visual media of and about the Weimar Republic to understand a critical time in German history

and explore how art has been used to cope with societal turbulence. Offered at both the 200 and 300 levels; coursework will be adjusted accordingly. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; *Not offered 2023-24*

GERM 321 On the Edge: Monsters, Robots, and Cyborgs In this course, taught in German, students explore nonhuman figures in literature and film. How do authors and filmmakers depict monsters, robots, cyborgs, and other nonhumans? And what do these figures reveal about what makes us human? By tracing the boundaries of the human through notable texts, we consider the cultural, psychological, and technological implications of these almost-human figures. Selected works include texts by E. T. A. Hoffmann, Franz Kafka, Sharon Dodua Otoo and films by Fritz Lang and F. W. Murnau. Prerequisite: German 204 or equivalent or instructor consent. 6 credits; LA, IS; *Not offered 2023-24*

GERM 322 German Studies in Austria Program: Contemporary Austrian Literature and Cultural Production This course focuses on contemporary Austrian literature, theater, film, and the institutions that support authors and artists. Through multimedia texts (novels, film, theater, newspapers), students encounter the cultural production and criticism of the moment while also strengthening German language skills. Events at cultural institutions and theaters in Vienna enhance understanding of Vienna's diverse cultural landscape today. Prerequisite: Participation in OCS Austria Program. 6 credits; LA, IS; *Spring*; **Kiley Kost**

GERM 360 Love in the Time of Socialism What was life like for parents and children under socialism in East Germany? In this course, we explore the intersections of childhood, family, politics, and society, and discuss socialist caregiving, gender roles, race, and social justice issues. Through film, text, music, and other media, students develop a deeper understanding of the historical and cultural contexts that shaped family dynamics in the German Democratic Republic. Prerequisite: German 204 or equivalent. 6 credits; *Not offered 2023-24*

GERM 374 Weimar Germany: Art, Culture, and the Failure of Democracy "...many will say: even 1920 is not so horrible. This is how it is: the human being is a machine, culture is in shreds, education is arrogance, spirit is brutality, stupidity is the norm, and the military is sovereign" (Adolf Behne, reporting on a Dada art exhibit). In this class, taught in German, students examine cultural products and visual media of and about the Weimar Republic to understand a critical time in German history and explore how art has been used to cope with societal turbulence. Offered at both the 200 and 300 levels; coursework will be adjusted accordingly. Prerequisite: German 204 or equivalent. 6 credits; LA, IS; *Not offered 2023-24*

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. Africa & Its Diaspora—People of African descent inside & outside the African continent.
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. Asia (East Asia, South Asia, Central Asia and Middle East)—Covers East, South and Central Asia (Middle East), with additional courses from Political Science.
4. The Atlantic World—Relationship between Europe, Africa, & the Americas, ca. 1500-1820, through circulation of people, goods, and ideas.

5. Early Modern/Modern Europe—Early Modern and Modern European history (including Russia) with additional courses in European Studies and Economics taught by historians.
6. Environment and Health—Environmental history, the history of disease, and the history of medicine.
7. 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.
8. United States—U.S., AfAm, environment, immigration, labor, public and Women's and Gender History, with additional courses in American Studies and Economics.

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
- Courses 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 Confucius and His Critics An introduction to the study of historical biography. Instead of what we heard or think about Confucius, we will examine what his contemporaries, both his

supporters and critics, thought he was. Students will scrutinize various sources gleaned from archaeology, heroic narratives, and court debates, as well as the *Analects* to write their own biography of Confucius based on a particular historical context that created a persistent constitutional agenda in early China. Students will justify why they would call such a finding, in hindsight, "Confucian" in its formative days. Themes can be drawn from aspects of ritual, bureaucracy, speech and writing 6 credits; AI, WR1, IS; *Fall*; **Seungjoo Yoon**

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*; **Antony E Adler**

HIST 100 Food and Public Health: Why the Brits Embraced White Bread Food, health, medicine, public policy and the built environment... all were transformed as Britain industrialized in the eighteenth and nineteenth centuries. This course explores how cultural, social and economic changes shaped the culture of food consumption during this transitional period. We also explore changing ideas in medical history and public health from the early modern to modern period. We will consider how our historical understanding can inform our views of the present through an academic civic engagement project that will connect students to Northfield communities. 6 credits; AI, WR1, IS; *Fall*; **Susannah R Ottaway**

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 U.S.-Latin American Relations: A Declassified View "Colossus of the North" or "Good Neighbor"? While many of its citizens believe the United States wields a benign influence across the globe, the intent and consequences of the U.S. government's actions across Latin America and Latin American history offers a decidedly more mixed picture. This course explores the history of Inter-American relations with an emphasis on the twentieth century and the Cold War era. National case studies will be explored, when possible through the lens of declassified U.S. national security

documents. Latin American critiques of U.S. involvement in the region will also be considered. 6 credits; AI, IS, WR1; *Fall*; **Andrew B Fisher**

HIST 111 Uncharted Waters: The History of Society and the Sea This course introduces students to maritime history, marine environmental history, and issues in contemporary marine policy. While traditional histories have framed the sea as an empty space and obstacle to be traversed, or as a battleground, we will approach the ocean as a contact zone, a space of labor, and as the site of focused scientific research, thereby emphasizing human interaction with the oceans. We will examine how people have come to know, utilize, and govern the world's oceans across time and space, and we will explore how this history informs contemporary issues in maritime law, governance, and ocean conservation. 6 credits; HI, WR2, IS; *Winter*; **Antony E Adler**

HIST 112 Freedom of Expression: A Global History Celebrated as the bedrock of democracy, freedom of expression is often seen as an American or western value. Yet the concept has a rich and global history. In this course we will track the long and turbulent history of freedom of expression from ancient Athens and medieval Islamic societies to the Enlightenment and the drive for censorship in totalitarian and colonial societies. Among the questions we will consider are: How have the parameters of free expression changed and developed over time? What is the relationship between free speech and political protest? How has free speech itself been weaponized? How does an understanding of the history of free speech help us think about the challenges of combating hatred and misinformation in today's internet age? 6 credits; HI, IS; *Spring*; **Amna Khalid**

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; *Not offered 2023-24*

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; *Fall*; **Annette R Igra**

HIST 123 U.S. Women's History Since 1877 In the twentieth century women participated in the redefinition of politics and the state, sexuality and family life, and work and leisure as the United States became a modern, largely urban society. We will explore how the dimensions of race, class, ethnicity, and sexuality shaped diverse women's experiences of these historical changes. Topics will

include: immigration, the expansion of the welfare system and the consumer economy, labor force segmentation and the world wars, and women's activism in civil rights, labor, peace and feminist movements. 6 credits; HI, IDS; *Winter*; **Annette R Igra**

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 politics, 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; *Not offered 2023-24*

HIST 126 African American History II This course analyzes Black Freedom activism, its goals, and protagonists from Reconstruction until today. Topics include the evolution of racial segregation and its legal and de facto expressions in the South and across the nation, the Great Migration and Harlem Renaissance, Black activism in the New Deal era, the effects of World War II and the Cold War, mass activism in the 1950s and 1960s, white supremacist resistance against Black rights, Black Power activism and Black Internationalism, the “War on Drugs,” racialized welfare state reforms, and police brutality, the election of Barack Obama, and the path to #BlackLivesMatter today. 6 credits; HI, IDS; *Winter*; **Rebecca J Brueckmann**

HIST 127 Early Africa in the Global Context Africa is woefully misunderstood and stereotyped as inherently violent, poor, grossly corrupt, and uncivilized. In response to these misconceptions and misrepresentations, this survey studies the diverse communities and states which existed across Africa and were part of global networks before the nineteenth century. Broadly, it explores the roots of the global hierarchies of power which perpetuate this positioning of Africa as inferior to the West. We will analyze the representations of Africa and its histories and an understanding of how these representations shape our conscious and unconscious opinions about and perceptions of the continent, its people, and their cultures. 6 credits; HI, IS; *Fall*; **Ptwo Molosiwa**

HIST 128 Southern Africa to the Minerals Revolution It is impossible to understand the historical dynamics of southern Africa without an informed knowledge of its extended period of pre-colonial history. This course will take students beyond the confines of contemporary history into the exciting episodes, developments, processes, and dynamics of pre-colonial southern African human history. The focus is to explore the emergence and complex interactions of foraging, herding, and farming societies and examine the sub-region’s contacts with Europe. We will also analyze indigenous state formation and organization and discuss the colonial subjugation of African societies up to the Minerals Revolution. 6 credits; HI, IS; *Spring*; **Ptwo Molosiwa**

HIST 131 Saints and Society in Late Antiquity In Late Antiquity (200-800 CE), certain men and women around the Mediterranean and beyond came to occupy a special place in the minds and lives of their contemporaries: they were known as holy men and women or saints. What led people to perceive

someone as holy? What were the consequences of holiness for the persons themselves and the surrounding societies? When they intervene in their worlds, what are their sources of authority and power? How did these holy figures relate to the established institutions--secular and religious--that surrounded them? Working with a rich array of evidence, we will explore themes such as asceticism, embodied and verbal pedagogy, wealth and poverty, work, marginality, cultural difference, and protest/resistance. We will journey from the lands of Gaul, Italy, and Spain to North Africa and Egypt and the Holy Land, to Armenia and the Fertile Crescent. 6 credits; HI, WR2, IS; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

HIST 136 The Global Middle Ages Encounter, interaction, and communication across space and between cultures are fundamental parts of the human story yet are often marginalized when we use national, regional, or religious frameworks to shape our study. In this course, we will center our investigation of the medieval time period (roughly 500-1500CE) on interactions among cultures and peoples across Eurasia, Africa, and the Americas. We will think comparatively about how peoples around the globe approached similar questions and problems and ask how a global approach helps improve our understanding of this dynamic and creative period. Extra time required for one field trip. 6 credits; HI, WR2, IS; *Spring*; **Victoria Morse**

HIST 137 Early Medieval Worlds in Transformation In this course we will explore a variety of distinct but interconnected worlds that existed between ca.300 and ca.1050. We will interrogate primary

sources, especially written and visual materials, as they bear witness to people forming and transforming political, social, religious, and cultural values, ideas and structures. We will work to understand how communities adapt to new conditions and challenges while maintaining links with and repurposing the lifeways, ideas, and material cultures of the past. We will watch as new and different groups and institutions come to power, and how the existing peoples and structures respond and change. Projects in this course will build capacity to interpret difficult primary documents, formulate research questions, and build arguments that combine rigor and humane sympathy. 6 credits; HI, IS, WR2; *Not offered 2023-24*

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 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 2023-24*

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 2023-24*

HIST 150 Politics of Art in Early Imperial China Poetry has been playing an important role in politics from early China down to the present. Members of the educated elite have used this form of artistic expression to create political allegories in times of war and diplomacy. Students will learn the multiple roles that poet-censors played in early imperial China, with thematic attention given to issues of self and ethnic/gendered identity, internal exile and nostalgia, and competing religious orientations that eventually fostered the rise of Neo-Confucianism. Students will write a short biography of a poet by sampling her/his poems and poetics (all in translation) from the common reading pool. 6 credits; HI, WR2, IS; *Not offered 2023-24*

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 2023-24*

HIST 152 History of Late Imperial China What historical elements made the Industrial Revolution possible? What are the enduring forces that have caused the divergent pathways that China and Europe took from the mid-fourteenth to the mid-seventeenth century? This course examines the prevailing attitudes of the people living in the Ming and Qing period towards technology and science that either facilitated or hindered the country's preparation for industrialization. It will also consider salient value orientations that came to redefine existing social relations. Analyzing various primary sources (memorials, letters, diaries, travelogues, poems, eulogies, and maps), students will develop skills to frame key historical questions against broader historiographical contexts. 6 credits; HI, IS, WR2; *Winter*; **Seungjoo Yoon**

HIST 153 History of Modern China This course examines major features of the trajectory of China's recent past spanning from the seventeenth century through the present. Students will analyze deep socio-cultural currents that cut across the changes in socioeconomic as well as political arenas. Themes for discussion will include state formations, social changes, economic developments, religious orientations, bureaucratic behaviors, and cultural refinements that the Chinese have made. Students are also expected to develop skills to frame key historical questions against broader historiographical contexts by engaging in analyses of many different types of primary sources. 6 credits; *Not offered 2023-24*

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; *Not offered 2023-24*

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 2023-24*

HIST 157 Health and Medicine in Japan How do Shintoism view childbirth and death? How do Buddhism and biotechnology intersect in the making of Japan? How do Japanese perceptions about health and medicine evolve with settler colonialism? This course examines the meaning of body, health, and medicine in Japan's recent past when biomedicine came to replace classical Chinese

medicine and to gradually occupy a hegemonic position in its pharmaceutical regime. Reading materials are drawn from illustrations, travelogues, and poems, as well as medical journals and reports. Themes include body and modern self, family and reproductive justice, medical colonialism, hygienic modernity, narcotics and ethnopsychology, and national healthcare system. 6 credits; NE, WR2, IS; *Not offered 2023-24*

HIST 159 Age of Samurai Japan's age of warriors is often compared to the Middle Ages. Sandwiched between the court society and the shogunate, the warrior population in Japan is often compared to the vassals in feudalism. This course examines the evolution of the samurai from the late twelfth to the seventeenth century, with the thematic focus on the evolving dynamics between violence and competing political regimes (monasteries, estate holders, opportunistic households, regencies, cloistered government). With analyses of many different types of primary sources (chronicles, poems, letters, diaries, travelogues, thanatologues, maps) students will develop critical skills to frame key historical questions against broader historiographical contexts. 6 credits; HI, WR2, IS; *Fall*; **Seungjoo Yoon**

HIST 161 From Mughals to Mahatma Gandhi: An Introduction to Modern Indian History An introductory survey course to familiarize students with some of the key themes and debates in the historiography of modern India. Beginning with an overview of Mughal rule in India, the main focus of the course is the colonial period. The course ends with a discussion of 1947: the hour of independence as well as the creation of two new nation-states, India and Pakistan. Topics include Oriental Despotism, colonial rule, nationalism, communalism, gender, caste and race. No prior knowledge of South Asian History required. 6 credits; HI, IS; *Fall, Winter*; **Amna Khalid, Brendan P LaRocque**

HIST 165 A Cultural History of the Modern Middle East This course provides a basic introduction to the modern history of the Middle East from the late eighteenth century to the present. We will focus on the enormous transformations the region has witnessed in this period, as a world of empires gave way one of nation-states and new political and cultural ideas reshaped the lives of its inhabitants. We will discuss the cultural and religious diversity of the region and its varied interactions with modernity. We will find that the history of Middle East is inextricably linked to that of its neighbors and broader currents of modern history. We will read both the works of historians and literary and political texts from the region itself. 6 credits; HI, IS; *Winter*; **Adeeb Khalid**

HIST 169 Colonial Latin America This course examines the formation of Iberian colonial societies in the Americas with a focus on the lives of "ordinary" people, and the ways scholars study their lived experience through the surviving historical record. How did indigenous people respond to the so-called Spanish conquest? How did their communities adapt to colonial pressures and demands? What roles did African slaves and their descendants play in the formation of colonial societies? How were racial identities understood, refashioned, or contested as these societies became ever more globalized and diverse? These and other questions will serve as the starting point for our study of the origins and formation of contemporary Latin America. 6 credits; HI, IS; *Winter*; **Andrew B Fisher**

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 2023-24*

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; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

HIST 200 Historians for Hire A three-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. 3 credits; HI, IDS; *Winter, Spring*; **Susannah R Ottaway**

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; *Not offered 2023-24*

HIST 202 Oral History Research Methods: Theory, Ethics, and Practice This course introduces oral history methods in historical research. Students will examine power and authority, personal and collective memory, trust, representation, and community benefit in oral history projects. This iteration of the course will emphasize scholarship from Indigenous Studies and Indigenous scholars whose work employs oral histories. Students will deepen and apply their learning through an Academic Civic Engagement partnership with a local Indigenous organization; please note that this course requires some travel to Minneapolis, which will be organized by the professor. While prior coursework in history, Indigenous Studies, or American Studies would be useful, it is not mandatory. 6 credits; HI, IDS; *Fall*; **Meredith L McCoy**

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; *Winter*; **Meredith L McCoy**

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; *Winter, Spring*; **George H 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; *Not offered 2023-24*

HIST 209 Comparative Atlantic World Slavery This course explores the history of slavery in the Atlantic World including West Africa, South and Central American, the Caribbean, North America and Europe. The course examines the intersecting themes of power, labor, law, race, gender, sexuality, and resistance. It will consider how these themes each shaped the construction of different institutions of slavery while simultaneously focusing on the experiences of the enslaved who lived and died within in these systems. 6 credits; HI, IDS; *Not offered 2023-24*

HIST 211 Revolts and Resistance in Early America Far from being a single entity, America in the seventeenth and eighteenth centuries was a world of vibrant, polyglot, globally linked, and violent societies. In this course we will learn how the enslavement of Africans and Native Americans created a state of war that bridged Europe, America, and Africa. We will examine how indigenous resistance to European settlement reshaped landscapes and cultures. We will focus throughout on the daily lives of the women and men who created and shaped the vast world of early America. 6 credits; HI, IDS; *Not offered 2023-24*

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. For whom, for what, and how was the United States created? We 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. 6 credits; HI, IDS; *Not offered 2023-24*

HIST 213 Politics and Protest in the New Nation In the first years of the United States, men and women of all races had to learn what it meant to live in the nation created by the U.S. Constitution. This class will focus on the American attempts to form a more perfect union, paying close attention to the place of slavery, Native dispossession, sexuality, and politics during the years 1787-1840. Throughout the course we will examine the ways in which the politics and protests of the early Republic continue to shape the current United States. 6 credits; HI, IDS, QRE; *Not offered 2023-24*

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 twentieth century 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? The Gould Library Archives Carleton-in-China Collection consists 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; *Not offered 2023-24*

HIST 218 Black Women's History This course focuses on the history of black women in the United States. The class will offer an overview of the lived experiences of women of African descent in this country from enslavement to the present. We will focus on themes of labor, reproduction, health, community, family, resistance, activism, etc., highlighting the diversity of black women's experiences and the ways in which their lives have been shaped by the intersections of their race, gender, sexuality, and class. 6 credits; HI, IDS; *Not offered 2023-24*

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; *Not offered 2023-24*

HIST 220 From Blackface to Blaxploitation: Black History and/in Film This course focuses on the representation of African American history in popular US-American movies. It will introduce students to the field of visual history, using cinema as a primary source. Through films from the twentieth and twenty-first centuries, the seminar will analyze African American history, (pop-)cultural depictions, and memory culture. We will discuss subjects, narrative arcs, stylistic choices, production design, performative and film industry practices, and historical receptions of movies. The topics include slavery, racial segregation and white supremacy, the Black Freedom Movement, controversies and conflicts in Black communities, Black LGBTQIA+ history, ghettoization and police brutality, Black feminism, and Afrofuturism. 6 credits; HI, WR2, IDS; *Spring*; **Rebecca J Brueckmann**

HIST 223 Modern Africa, 1800-Present This course is a general survey of modern African history from the nineteenth century to today through primary and secondary sources and works of fiction. It starts with an overview of the cultural developments in Africa before 1800, including African slave systems and the Atlantic Slave Trade. It then turns to the commercial and religious revolutions of nineteenth century West Africa and the struggles over land and labor in southern Africa, following which we explore the impact of colonialism in Africa. Finally, we examine the problems of independent African nations as they grapple with neo-colonialism and a changing global epidemiology. 6 credits; HI, IS; *Spring*; **Ptwo Molosiwa**

HIST 224 Disease, Health, and Healing in African History This interdisciplinary survey is structured around case studies of epidemics and pandemics from pre-colonial times to the present. It explores the history of disease, health, and healing in the context of changing economic, cultural, and political relations in Africa beginning in the 1800s. Broadly, this course addresses the bigger question of the

coalescence of power, agency, race, gender, and environment around health and disease to today. We will also learn about the variety of interventions made by biomedicine in African history to provide students with perspectives on Africa's place in the history of global health. 6 credits; HI, IS; *Fall*; **Ptwo Molosiwa**

HIST 225 Migrant Labor and Masculinities in Southern African History From the second half of the nineteenth century southern African men engaged in temporary migration to provide cheap labor in the gold mines of South Africa. Due to this gendered historical process of male labor extraction, the history of southern African masculinity has become part of the most recent approaches in African gender history. This seminar constitutes the history of southern African gender through the prism of migrant masculinities. It explores important categories of analysis for the history of southern African male migrancy through the reading of academic works that influenced the development of the field of African masculinities. 6 credits; IS, HI; *Winter*; **Ptwo Molosiwa**

HIST 226 U.S. Consumer Culture In the period after 1880, the growth of a mass consumer society recast issues of identity, gender, race, class, family, and political life. We will explore the development of consumer culture through such topics as advertising and mass media, the body and sexuality, consumerist politics in the labor movement, and the response to the Americanization of consumption abroad. We will read contemporary critics such as Thorstein Veblen, as well as historians engaged in weighing the possibilities of abundance against the growth of corporate power. 6 credits; HI, IDS, WR2; *Fall*; **Annette R 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; *Winter*; **Rebecca J Brueckmann**

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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 2023-24*

HIST 232 Renaissance Worlds in France and Italy Enthusiasm, artistry, invention, exploration.... How do these notions of Renaissance culture play out in sources from the period? Using a range of evidence (historical, literary, and visual) from Italy and France in the fourteenth-sixteenth centuries we will explore selected issues of the period, including debates about the meaning of being human and ideal forms of government and education; the nature of God and mankind's duties toward the divine; the family and gender roles; definitions of beauty and the goals of artistic achievement; accumulation of wealth; and exploration of new worlds and encounters with other peoples. 6 credits; HI, WR2, IS; *Not offered 2023-24*

HIST 233 The Byzantine World and Its Neighbors, 750-ca. 1453 The Byzantine world (eighth-fifteenth centuries) was a zone of fascinating tensions, exchanges, and encounters. Through a wide variety of written and visual evidence, we will examine key features of its history and culture: the nature of government; piety and religious controversy; art and music; the evolving relations with the Latin West, Armenia, the Slavic North and West, and the Dar al-Islam (the Abbasids and Seljuk and Ottoman Turks); gender; economic life; and social relations. Extra time will be required for special events and a group project (ecumenical council). 6 credits; HI, IS, WR2, QRE; *Not offered 2023-24*

HIST 235 Making and Breaking Institutions: Structure, Culture, Corruption, and Reform in the Middle Ages From churches and monasteries to universities, guilds, 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? Where does corruption come from and how can institutions be reformed? 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, IS, QRE; *Spring*; **William L North**

HIST 236 The Worlds of Hildegard of Bingen Author, composer, artist, abbess, Hildegard of Bingen (1098-1179) used words, images and sound to share unique mystical experiences with her community and the broader world. At the same time, developments in Christian-Jewish relations, church-state

relations, and the arts made the Holy Roman Empire a dynamic environment for religious, cultural, and political innovation. Through close examination of Hildegard's works (writings, images, and music) and her contemporaries informed by current scholarship, we will investigate this period of creativity, conflict, and possibility, especially for women. Extra time relates to a collaboration with the early music ensemble *Sequentia* and work with Carleton Special Collections. 6 credits; HI, WR2, IS; *Fall*; **William L North**

HIST 238 The Viking World In the popular imagination, Vikings are horn-helmeted, blood-thirsty pirates who raped and pillaged their way across medieval Europe. But the Norse did much more than loot, rape, and pillage; they cowed kings and fought for emperors, explored uncharted waters and settled the North Atlantic, and established new trade routes that revived European urban life. In this course, we will separate fact from fiction by critically examining primary source documents alongside archaeological, linguistic and place-name evidence. Students will share their insights with each other and the world through two major collaborative digital humanities projects over the course of the term. 6 credits; HI, IS; *Spring*; **Austin P Mason**

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

HIST 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 2023-24*

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; *Winter*; **Adeeb Khalid**

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; *Spring*; **Susannah R Ottaway**

HIST 244 The Enlightenment and Its Legacies The Enlightenment: praised for its role in promoting human rights, condemned for its role in underwriting colonialism; lauded for its cosmopolitanism, despised for its Eurocentrism... how should we understand the cultural and intellectual history of the Enlightenment, and what are its legacies? This course starts by examining essential Enlightenment texts by philosophes such as Montesquieu, Voltaire, Diderot, and Rousseau, and then the second half of the term focuses on unpacking the Enlightenment's entanglements with modern ideas around topics such as religion, race, sex, gender, colonialism etc. 6 credits; NE, WR2, IS; *Not offered 2023-24*

HIST 245 Ireland: Land, Conflict and Memory This course explores the history of Ireland from Medieval times through the Great Famine, ending with a look at the Partition of Ireland in 1920. We examine themes of religious and cultural conflict and explore a series of English political and military interventions. Throughout the course, we will analyze views of the Irish landscape, landholding patterns, and health and welfare issues. Finally, we explore the contested nature of history and memory as the class discusses monuments and memory production in Irish public spaces. 6 credits; HI, WR2, IS, QRE; *Not offered 2023-24*

HIST 246 Making Early Medieval England This course explores the world of Early Medieval England from Rome's decline through the Norman Conquest (c.400-1066) through its material culture. These six centuries witnessed dramatic transformations, including waning Roman influence, changing environmental conditions, ethnic migrations, the coming of Christianity, 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 practice writing history from, and experiment with (re)making early English "things." 6 credits; HI, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

HIST 252 Social Movements in Modern China China as we know today has been ruled over by diverse groups of peoples who crisscrossed the boundaries between the steppe and sown fields. By taking a

comparative historical approach, this course will relate Chinese history from ca. 1200 to ca. 1800 to its world-historical context. Students will examine various approaches to this topic, including the strategic cultures, the Altaic, and more recent colonialism model. Themes include the discursive construction of cultural and ethnic identities, multiple notions of frontiers (e.g., linear, zonal, layered), and alternative ways of constructing sovereignty claims distinct from that of the Westphalia System. 6 credits; IS, HI; *Spring*; **Seungjoo Yoon**

HIST 253 Social Movements in Modern Korea This course examines rich traditions of social movements in Korea from its preindustrial times to the present. It will analyze how the movement organizers came to claim the space between households and the state by organizing themselves around various groupings (religious societies, labor unions, and SMOs). Thematically, it will scrutinize the intersections of multiple value orientations (e.g., feminist consciousness and fight for democracy and social justice) and unintended consequences (state violence and traumatic memory). Engaging with different sources (e.g., films, testimonies, memoirs, autobiographies, journals, and government reports), students will develop skills to frame key historical questions against broader historiographical contexts. 6 credits; NE, WR2, IS; *Winter*; **Seungjoo Yoon**

HIST 254 Migration in Asia-Pacific History Why do people migrate? Is there an East Asian pattern of migration that distinguishes itself from Euro-American ones? This course examines many faces of migration (voluntary to forced; downward to upward) across maritime frontiers evolving from the fifteenth century to the present. It explores various dynamics of on-the-spot human encounters in both sending and receiving societies. Topics include migratory networks, niche economies, colonial mapping and settlements, gendered frontiers, redefinition of health and hygiene, opium regimes, and conflicts and collaboration. Students will have hands-on experience in working with many different kinds of evidence and learning about the process of writing histories. 6 credits; HI, IS, WR2; *Spring*; **Seungjoo Yoon**

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; *Not offered 2023-24*

HIST 257 Chinese Capitalism: From Local to Global How did China become a global player in the market economy? This course surveys Chinese business history in the recent past focusing on the origins of industrial development in China, agrarian “involution” and famine, vernacular commercialism, and arguments about China’s economic divergence from and convergence with the rest of the world. Historical examples are drawn from enterprises that produced salt, medicine, cotton textile, machine tools, electricity, automobiles, and the iPhone. Students will pick one of them

and write a historical biography of a businessperson, an economic thinker, a company, or an entrepreneurial activity (e.g., operating department stores or advertising companies). 6 credits; HI, QRE, IS, WR2; *Not offered 2023-24*

HIST 258 Korean History in Films & Testimonies What are the limits and promises of putting history on screen, and vice versa? What would be a better way to convey the sentiments of a human being who must make a moral choice in a distinctive historical circumstance? This course explores the dynamic relationship between testimony-giving and filmmaking about the lived experience in Korea in the recent past. We will focus on the voices of ordinary people, especially those shaped by female and downtrodden citizens. Drawing examples from films, diaries, memoirs, autobiographies, eyewitnesses, and/or novels, students will analyze an enduring value orientation of a historical figure of their choice. 6 credits; HI, IS; *Not offered 2023-24*

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; *Fall*; **Adeeb Khalid**

HIST 263 Plagues of Empire The globalization of disease is often seen as a recent phenomenon aided by high-speed communication and travel. This course examines the history of the spread of infectious diseases by exploring the connection between disease, medicine and European imperial expansion. We consider the ways in which European expansion from 1500 onwards changed the disease landscape of the world and how pre-existing diseases in the tropics shaped and thwarted imperial ambitions. We will also question how far Western medicine can be seen as a benefit by examining its role in facilitating colonial expansion and constructing racial and gender difference. 6 credits; HI, IS; *Not offered 2023-24*

HIST 265 Central Asia in the Modern Age Central Asia--the region encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, and the Xinjiang region of the People's Republic of China--is often considered one of the most exotic in the world, but it has experienced all the excesses of the modern age. After a basic introduction to the long-term history of the steppe, this course will concentrate on exploring the history of the region since its conquest by the Russian and Chinese empires. We will discuss the interaction of external and local forces as we explore transformations in the realms of politics, society, culture, and religion. 6 credits; HI, IS; *Not offered 2023-24*

HIST 266 History of Islam in South Asia While Islam in popular thought is often associated solely with the Arab world, in reality eighty percent of the world's Muslim population is not of Arab ethnicity. The countries of South Asia--particularly India, Pakistan and Bangladesh--are collectively home to the largest number of Muslims. After examining the early background of the appearance and growth of Islamic societies and governments, we will explore the rich history of the expansion of Islam into the Indian subcontinent. We will take account of the role of trade and conquest in the early centuries of Islamic expansion and study the development of specifically Indian forms of Islam. The nature and

impact of the Indo-Islamic empires will receive our attention, as will the interaction of Muslims with non-Muslim communities in medieval and early modern India. This will be followed by a look at the period of colonial rule, and an analysis of the specific historical contexts that gave rise to specific religious nationalist movements. We will then trace out how, once established, these movements developed according to their changing relationships to national liberation movements, secularism, state administrative systems, global economic shifts, and changing social demands. 6 credits; HI, IS; *Not offered 2023-24*

HIST 267 Muslims and Modernity Through readings in primary sources in translation, we will discuss the major intellectual and cultural movements that have influenced Muslim thinkers from the nineteenth century on. Topics include modernism, nationalism, socialism, and fundamentalism. 6 credits; HI, WR2, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

HIST 269 Religion, Race & Caste in Modern India This course will examine the history of religious beliefs, practices, and community, European imperialist and Orientalist ideologies, and the socio-political implications of anti-colonial nationalist movements in India. We will address questions including: How did the European powers justify their imperial undertaking through specific concepts of race, religion, science and technology? How did the imperial experience impact Christianity, Islam, and Hinduism, and caste, race, and gender in India? In the post-colonial period we will examine the powerful growth of low-caste and anti-caste social movements and political parties, as well as religious nationalist, pluralist, and secular mass-movements. 6 credits; HI, IS; *Spring*; **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 2023-24*

HIST 272 The Mexican Revolution: History, Myth and Art The Mexican Revolution was the twentieth-century's first major social and political upheaval and a watershed moment in Latin American history. This course examines the factors that precipitated the conflict, as well as its main domestic and international dimensions. It explores how an official myth of "The Revolution" was created and contested by the Mexican state, artists, intellectuals, and peasants through the means of education, murals, photography, protest, commemorations, and shrines. The mythification of martyred agrarian leader and rebel chieftain Emiliano Zapata will be examined. Students will work with the College's collection of Mexican silkscreen posters created in commemoration of the ninetieth anniversary of Zapata's assassination in 1919. 6 credits; *Not offered 2023-24*

HIST 277 The Other September 11th: History & Memory in Chile September 11, 2023 marks the fiftieth anniversary of the coup d'état that deposed the democratically elected government of socialist Salvador Allende and ushered in the seventeen-year dictatorship of General Augusto Pinochet. Students will examine this era through published eyewitness accounts and testimony, oral history projects, documentary film, photography and music. The course covers the rise and fall of Allende's government, life under both Unidad Popular and Pinochet, the 1980s protest movement against military rule, and the ongoing struggles and debates over human rights, justice, and collective memory. 6 credits; HI, IS; *Fall*; **Andrew B Fisher**

HIST 278 The Aztecs and Their World Come explore the world of feathered serpents, smoking mirrors, flower songs, and water mountains! This course examines from multiple disciplinary perspectives the Nahuatl-speaking people of central Mexico under both Aztec and early Spanish rule (spanning approximately the fourteenth through sixteenth centuries). Students will gain experience working with a range of sources produced by Nahua authors, scribes, and artists, including ritual calendars, imperial tribute records, dynastic annals, and translated documents. The College's rich collection of Mesoamerican codex facsimiles will play a prominent role in our investigation. No prior knowledge is required or expected. 6 credits; HI, IS; *Spring*; **Andrew B Fisher**

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; *Not offered 2023-24*

HIST 282 History, Culture, and Commerce Africa and Arabia Program: African Diaspora in Arabia This course offers a broad historical overview of African men's and women's experiences as religious,

political, and military leaders, as merchants and poets, and in agricultural and maritime industries in Arabia. Situated in Zanzibar and in various Gulf societies, the course will examine long standing historical, cultural, and commercial exchanges between Africa and the Gulf from medieval times to the present day. The course will question the ideologies that assume that Africa and Arabia represent racial and cultural difference. Prerequisite: 100 or 200 level Africana Studies or History course and participation in OCS program. 6 credits; HI, IS, WR2, QRE; *Spring*; **Thabiti C Willis**

HIST 283 History, Culture, and Commerce Africa and Arabia Program: Thinking Historically in the Present This course explores how people in the countries associated with the Africa-Arabia program use notions of the past, heritage, and culture to forge national identities. It involves foundational reading material based on available field trips and experts. Students also will be tested on knowledge that they amass from a range of sources by the end of the first week of the term. These sources include lectures, museums, and local archives. Students will demonstrate this knowledge during presentations before an audience of their peers and scholars, heritage practitioners, and staff from institutional partners. Prerequisite: Participation in OCS Program. 2 credits; S/CR/NC; HI, IS; *Spring*; **Thabiti C Willis**

HIST 284 History, Culture, and Commerce Africa and Arabia Program: Heritage in Africa and Arabia Through lectures, readings, and visits to museums and archaeological and other heritage sites, this course examines the rich cultural heritage of East Africa and Arabia. Students will investigate a range of sites, reflecting on the deep and enduring connections between Africa's and Arabia's historical trading systems and cultures. The course also examines the influence of various European powers. Prerequisite: 100 or 200 level Africana Studies or History course and participation in OCS program. 4 credits; HI, IS; *Spring*; **Thabiti C Willis**

HIST 285 History, Culture, and Commerce Africa and Arabia 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 in OCS program. 6 credits; HI, IS; *Spring*; **Thabiti C Willis**

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*; **Antony E Adler**

HIST 288 Reason, Authority, and Love in Medieval France In a series of letters written after the abrupt and violent ending of their sexual relationship, Peter Abelard, a controversial and creative teacher and philosopher, and Heloise, a respected abbess and thinker, explored central questions about the nature of gender roles, love, authority, and the place of reason in human affairs. In other works, Abelard articulated new approaches to ethical judgment (the primacy of intention), the status of universals, and the potential of logical argument to foster interreligious dialogue. Through their use of dialectic, his works modeled new approaches to metaphysics, ontology, anthropology, and the nature and use of authorities. Through close reading and discussion of these works and those of select contemporaries, this course will explore the key philosophical, social, and institutional dynamics of a moment of profound change in medieval thought and culture. 3 credits; HI, IS; *Not offered 2023-24*

HIST 289 Gender and Ethics in Late Medieval France Acknowledged by contemporaries as one of the leading intellects of her time, Christine de Pizan (ca. 1364-ca. 1431) became an author of unusual literary range, personal resilience, and perceptiveness in a time of ongoing warfare, civil strife, and intellectual ferment. In addition to composing romances, poetry, quasi-autobiographical works, royal biography, and political theory, she became an articulate critic of the patriarchy and misogyny of her world, contemporary patterns and cultures of violence, and a critical voice in defense of female capability. Using Christine's writings together with other contemporary voices, we will examine how contemporaries confronted fundamental questions of identity, status, violence, ethics, and love in domestic and public spheres in late medieval France. 6 credits; HI, IS, WR2; *Not offered 2023-24*

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*; **Serena R Zabin, Andrew B Fisher, Amna Khalid**

HIST 301 Indigenous Histories at Carleton Carleton's new campus land acknowledgement affirms that this is Dakota land, but how did Carleton come to be here? What are the histories of Indigenous faculty, students, and staff at Carleton? In this course, students will investigate Indigenous histories on our campus by conducting original research about how Carleton acquired its landbase, its historic relationships to Dakota and Anishinaabeg people, histories of on-campus activism, the shifting demographics of Native students on campus, and the histories 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; *Spring*; **Meredith L McCoy**

HIST 302 Creatures and Cultures: The History of Animals and Society How have animals shaped human societies and cultures, and how have humans in turn influenced the lives of animals? We will examine several historical contexts, cultures, and regions to gain a global understanding of the complexities of human-animal interactions. Other historical topics may include the ethical and political implications of these relationships as well as the impact on human societies and the environment of animal husbandry, wildlife conservation, and the display of exotic animals. Students will write a 25- to 30-page paper based on primary research and will read and critique each other's papers. 6 credits; HI, WR2, IS; *Spring*; **Antony E Adler**

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; *Not offered 2023-24*

HIST 306 American Wilderness To many Americans, wild lands are among the nation's most treasured places. Yellowstone, Yosemite, Mount Rainier, Joshua Tree, Grand Canyon – the names alone stir the heart, the mind, and the imagination. But where do those thoughts and feelings come from, and how have they both reflected and shaped American culture, society, and nature over the last three centuries? These are the central issues and questions that we will pursue in this seminar and in its companion course, ENTS 307 Wilderness Field Studies: Grand Canyon (which includes an Off-Campus Studies program at Grand Canyon National Park). Prerequisite: Acceptance in Wilderness Studies at the Grand Canyon OCS program. History 205 is recommended but not required. 6 credits; HI, WR2, IDS; *Winter*; **George H Vrtis**

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 is recommended but not required. 6 credits; WR2, IDS, HI; *Not offered 2023-24*

HIST 315 America's Founding This course is part of an off-campus winter break program that includes two linked courses in the fall and winter. The creation and establishment of the United States was a contested and uncertain event stretched over more than half a century. For whom, for what, and how was the United States created? In what ways do the conflicts and contradictions of the nation's eighteenth-century founding shape today's America? We will examine how the nation originated in violent civil war and in political documents that simultaneously offered glorious promises and a "covenant with death." Our nuanced understanding of the American Revolution and Early Republic will underpin our ability to tell these stories to the wider public. Prerequisite: One previous history course. 6 credits; HI, IDS; *Fall*; **Serena R Zabin**

HIST 316 Presenting America's Founding This course is the second half of a two-course sequence focused on the study of the founding of the United States in American public life. The course will begin with a two-week off-campus study program during winter break in Washington, D.C and Boston, where we will visit world-class museums and historical societies, meet with museum professionals, and learn about the goals and challenges of history museums, the secrets to successful exhibitions, and the work of museum curators and directors. The course will culminate in the winter term with the completion of an exhibit created in conjunction with one of the museums located on Boston's Freedom Trail. Prerequisite: History 315. 6 credits; HI, IDS; *Winter*; **Serena R Zabin**

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; *Not offered 2023-24*

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; *Spring*; **Victoria Morse**

HIST 332 Image Makers and Breakers in the Premodern World What roles do images play in premodern societies? What are these images thought to be and to do? Why, at particular moments, have certain groups attempted to do away with images either completely or in specific settings? How do images create and threaten communities and how is the management of the visual integrated with and shaped by other values, structures, and objectives? This course will examine these and related questions by looking in depth at image-making and veneration and their opponents in a range of case studies (from the medieval west, Byzantium, Muslim lands, and Protestant Europe) and by examining

theoretical discussions of images, vision, and cognition from the fourth through sixteenth centuries. This course is discussion intensive and each student will develop a research project on a topic of their own design. Prerequisite: Previous history course or instructor consent. 6 credits; HI, WR2, IS; *Not offered 2023-24*

HIST 334 Voyages of Understanding This seminar will examine the phenomenon of travel across historical periods and around the globe. We will look at motivations for travel; ideas about place, space, and geography; travel as site of encounter and conflict with peoples of different religions, ethnicities, and cultures; the effect of travel on individual and group identity; and representations of travel, cultural contact, and geography in texts, maps, and images. We will work on key research skills, and each student will carry out an original research project leading to a ca. 25-page research paper. 6 credits; HI, WR2, IS; *Winter*; **Victoria Morse**

HIST 335 Finding Ireland's Past How do historians find and use evidence of Ireland's history? Starting with an exploration of castle archaeology and digital reconstruction, and ending with a unit on folklore and oral history collections from the early twentieth century, the first half of the course takes students through a series of themes and events in Irish history. During the second half of the course, students will pursue independent research topics to practice skills in historical methods, and will complete either a seminar paper or a digital project. 6 credits; HI, WR2, QRE, IS; *Fall*; **Susannah R Ottaway**

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 in collaboration with specialists in public history and community partners. 6 credits; HI, QRE, IDS; *Not offered 2023-24*

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 2023-24*

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 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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*; **Annette R Igra, Serena R Zabin**

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 Building Connections in STEM This course consists of three one-week seminars with faculty from various departments in the sciences. Topics change from year to year, depending on faculty interests. Classes consist of a mix of lecture, hands-on activities, problem sets, and completion of an independent research project. For high school juniors and seniors. 6 credits; S/CR/NC, *Summer*, **Jennifer Wolff**

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 099 Storytelling through Different Lenses Storytelling Through Different Lenses is an intensive academic program exploring the art of storytelling from three different disciplines: cognitive psychology, American studies and creative writing, and film music to address the following questions. What drives humans to create stories? What makes an effective story? How do we write stories? How does music tell a story? How do we integrate what we see, hear, feel, experience, and know into a coherent narrative? Students will work with faculty to research and create multimedia final projects that they will present at the program's final symposium. 6 credits; S/Cr/NC, *Summer*, **Mija Van der Wege, Brooke McCorkle, Adriana Estill**

IDSC 099 Summer Humanities Program In this course, we will explore how key historic figures understood the connection between knowledge, power, and identity and the ways in which they sought to help their contemporaries perceive and cope with uncertainty, deception, and controversial truths. Throughout this course students choosing history as their primary field will pursue individual curated research projects that will culminate in a research essay and a public presentation based on this research. 6 credits; S/CR/NC; *Summer*; **William L North**

IDSC 100 Civil Discourse in a Troubled Age As we listen to people discussing critical issues facing individuals, communities, countries and the planet, what do we see happening? Is communication occurring? Do the sides hear each other and seek to understand another point of view, even if in disagreement? Is the goal truth or the best policy or victory for a side? What skills, approaches, and

conditions lead to genuine discussion and productive argument? How can we cultivate these as individuals and communities? This Argument and Inquiry seminar addresses these questions in both theory and practice by allowing students the opportunity to read, view, discuss, and analyze theoretical discussions and case studies drawn from the past and present on a range of controversial topics. 6 credits; AI, WR1; *Fall*; **William L North, Sindy L Fleming**

IDSC 100 Data Visualization As Activism Data visualization (turning evidence into images) and activism have a common goal: to make the invisible more visible. How can graphs be used for activist work? Through discussion, reading, production, and reflection, this seminar will teach students how to read and think critically about graphs, produce graphs for public audiences, and consider the ethical dimensions of data access and representation. We will learn from data visualization pioneers such as W.E.B. Du Bois, who combined graphs and photographs for the 1900 Paris World's Fair to tell a complex story of the 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 experiment with creating our own visual arguments; our final project will be in partnership with a local community organization. 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 Let's Talk about Race!: Exploring Race in Higher Education From Starbucks' failed "Race together" initiative to debates about Rachel Dolezal's racial identity to the Black Lives Matter movement, it is clear that race still matters in America. These incidents also demonstrate the difficulties of having discussions about race, especially across racial lines. Drawing on texts from multiple disciplines, this course will examine the history of racial categories with a particular emphasis on how race matters in higher education. This course will also incorporate readings and activities that will help students develop further their skills to have productive discussions about race, especially in the context of a small residential college. 6 credits; AI, WR1; *Fall*; **Anita P Chikkatur**

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. 2 credits; NE, IDS; *Not offered 2023-24*

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; *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 2023-24*

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; NE, IS; *Not offered 2023-24*

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; NE, IS; *Not offered 2023-24*

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; NE, IS; *Not offered 2023-24*

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. 2 credits; S/CR/NC; NE; *Fall, Winter, Spring*; **Rika E Anderson**

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*; **Cherlon L Ussery**

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 identities including 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, Trey Williams**

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; IDS, NE; *Not offered 2023-24*

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; *Not offered 2023-24*

IDSC 238 Vaccines: Science, Skeptics, and Stakeholders Vaccines are often touted as one of humankind's greatest biomedical achievements. They have undoubtedly prevented hundreds of millions of deaths from infectious diseases since their discovery. Yet, there remain many obstacles that prevent their wider development and dissemination. Among these are the technological challenges associated with vaccine development, the well-funded anti-vaccination movements that often thrive on and spread misinformation, and economic hurdles that affect the production and equitable distribution of vaccines. Through an interdisciplinary lens that incorporates material from biology, psychology, and economics, this course will allow students to reach an integrated understanding of vaccines. 6 credits; NE; *Fall, Spring*; **Ken B Abrams, Michael T Hemesath, 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 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; *Not offered 2023-24*

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*; **Alan Rubenstein, Laurence D Cooper**

IDSC 257 Sense of Place: Art and Ecology in Tallgrass Prairie This project is a collaboration between two courses—Grassland Ecology and Field Drawing—that will foster an interdisciplinary dialogue on the Tallgrass Prairie Ecosystem. Students will work together to develop a project that explores how ecological study and artistic expression can deepen their understanding of this landscape. The course will involve field trips in the Carleton Arboretum, guest speakers, directed readings and culminate in a gallery exhibition. Prerequisite: Previous or concurrent registration in Studio Art 113 or Biology 374. 2 credits; NE; *Not offered 2023-24*

IDSC 258 Consensus or Contentious? Controversies in Science Then and Now Almost every global challenge confronting humankind requires some level of engagement with science and technology.

However, finding solutions to our most pressing problems also requires an understanding of how science operates within its social, political, and cultural context. This course will explore the relationship between science and society by examining a series of controversies in science from both the past and the present. We will investigate topics such as biological and social concepts of race, the use of unethically obtained scientific results, the ethics of genomics research, legislation over vaccination mandates, “parachute” science, and climate change denial. Examining the role of science in society will help us understand issues related to the use of evidence, expertise, and the relationship between science and politics. By wrestling with current and historic scientific controversies, we will examine the ways in which scientific disagreements are often as much about values as they are about research methods. 2 credits; NE; *Winter*; **Antony E Adler, Rika E Anderson**

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*; **Yansi Pérez**

IDSC 285 Ethics of Civic Engagement This course explores vexing ethical questions raised in academic civic engagement practice. With structured reflection on students' varied civic engagement experiences and a group project aligned with the instructor's work, students will consider questions arising from asymmetries of power, the relationships between scholarship and advocacy, scholarly and community knowledges, empathy with others and a student's own moral commitments, and practices of civic engagement and community organizing. Offered biennially by rotating faculty, course themes will vary accordingly. The 2023 theme is Indigenous engagement in Minnesota. 3 credits; HI, IDS; *Fall*; **Michael D McNally**

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; S/CR/NC; NE; *Fall, Spring*; **Rob C Thompson**

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*; **Mija M Van Der Wege**

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 and by the Department of Middle Eastern Language. Pertinent courses are periodically offered in other departments as well. For Hebrew course descriptions, refer to listings for Hebrew.

Courses Pertinent to Judaic Studies:

- [CAMS 236](#) **Israeli Society in Israeli Cinema** (not offered in 2023-24)
- [CAMS 236F](#) **Israeli Society in Israeli Cinema - FLAC Hebrew Trailer** (not offered in 2023-24)
- [CCST 100](#) **Cross Cultural Perspectives on Israeli and Palestinian Identity**
- [HEBR 101](#) **Elementary Modern Hebrew** (not offered in 2023-24)
- [HEBR 102](#) **Elementary Modern Hebrew** (not offered in 2023-24)
- [HEBR 103](#) **Elementary Modern Hebrew** (not offered in 2023-24)
- [HEBR 204](#) **Intermediate Modern Hebrew**
- [HIST 346](#) **The Holocaust** (not offered in 2023-24)
- [MELA 230](#) **Jewish Collective Memory** (not offered in 2023-24)
- [RELG 120](#) **Introduction to Judaism**
- [RELG 162](#) **Jesus, the Bible, and Christian Beginnings**
- [RELG 218](#) **The Body in Judaism, Christianity, and Islam** (not offered in 2023-24)
- [RELG 219](#) **Religious Law, II/Legal Religions** (not offered in 2023-24)
- [RELG 221](#) **Judaism and Gender** (not offered in 2023-24)
- [RELG 322](#) **Apocalypse How?**

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, and 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.

Prospective majors are encouraged to take [LING 216](#) as sophomores, if possible. This course is offered once per year, in the winter term. The upper-level requirements for the major can still be comfortably completed if [LING 216](#) is taken in the junior year, but as many of the 300-level courses have [LING 216](#) as their prerequisite, taking [LING 216](#) as a sophomore affords much greater flexibility. Prospective majors are invited to consult the department chair regarding long-term course planning.

Requirements for the Linguistics Major

A total of 69 credits

- Four core courses (24 credits)
 - Six credits must be either [LING 100](#) or [LING 110](#) plus 18 additional credits
 - [LING 100](#) The Noun
 - [LING 110](#) Introduction to Linguistics
 - [LING 115](#) Introduction to the Theory of Syntax
 - [LING 135](#) Introduction to Sociolinguistics
 - [LING 216](#) Generative Approaches to Syntax
 - [LING 217](#) Phonetics and Phonology
- Three 300-level courses (18 credits)
 - [LING 315](#) Topics in Syntax (not offered in 2023-24)
 - [LING 316](#) Topics in Morphology (not offered in 2023-24)
 - [LING 317](#) Topics in Phonology (not offered in 2023-24)
 - [LING 318](#) Laboratory Phonology
 - [LING 325](#) Syntax of an Unfamiliar Language
 - [LING 340](#) Topics in Semantics
 - [LING 375](#) Second Language Acquisition: Speech (not offered in 2023-24)
 - [LING 376](#) Bilingualism & Code-Switching (not offered in 2023-24)
- [LING 399](#) and [LING 400](#) (9 credits)

- Three electives (18 credits)
 - At least two drawn from:
 - [LING 117 Sociophonetics](#) (not offered in 2023-24)
 - [LING 135 Introduction to Sociolinguistics](#)
 - [LING 140 Language in the U.S.](#)
 - [LING 150 From Esperanto to Dothraki: The Linguistics of Invented Languages](#) (not offered in 2023-24)
 - [LING 232 Structure and History of German](#) (not offered in 2023-24)
 - [LING 240 Semantics and Pragmatics](#) (not offered in 2023-24)
 - [LING 275 First Language Acquisition](#)
 - [LING 276 Bilingualism & Code-Switching](#) (not offered in 2023-24)
 - [LING 285 Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System](#) (not offered in 2023-24)
 - [LING 286 Japanese Linguistics in Kyoto Seminar: The Structure of Japanese](#) (not offered in 2023-24)
 - [LING 288 The Structure of Dakota](#) (not offered in 2023-24)
 - At most one drawn from:
 - [CGSC 232 Cognitive Processes](#)
 - [CHIN 252 The Chinese Language: A Linguistic and Cultural Survey](#) (not offered in 2023-24)
 - [CS 202 Mathematics of Computer Science](#)
 - [CS 254 Computability and Complexity](#)
 - [CS 322 Natural Language Processing](#) (not offered in 2023-24)
 - [PHIL 210 Logic](#)
 - [PHIL 223 Philosophy of Language](#)
 - [PHIL 225 Philosophy of Mind](#) (not offered in 2023-24)
 - [PSYC 234 Psychology of Language](#) (not offered in 2023-24)
 - [PSYC 366 Cognitive Neuroscience](#)
 - [PSYC 375 Language and Deception](#)

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*; **Morgan Rood**

[LING 110 Introduction to Linguistics](#) The capacity to acquire and use natural languages such as English is surely one of the more remarkable features of human nature. In this course, we explore several aspects of this ability. Topics include the sound systems of natural languages, the structure of words,

principles that regulate word order, the course of language acquisition in children, and what these reveal about the nature of the mind. 6 credits; FSR; *Winter, Spring*; **Christopher Geissler**

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, Spring*; **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 2023-24*

LING 135 Introduction to Sociolinguistics There is a complex relationship between language and society. This course examines how language variation is tied to identity and the role of language in human social interaction. We will consider language as it relates to social status, age, gender, ethnicity, and location as well as theoretical models used to study variation. We will also examine how language is used in conversation, in the media, and beyond using ethnography of communication and discourse analysis. You will become more aware of how language is used in your own daily life and will be able to argue sociolinguistic perspectives on language attitudes. 6 credits; SI, IDS; *Fall*; **Morgan Rood**

LING 140 Language in the U.S. The United States is home to diverse and interconnected linguistic communities. In this course, we will see how applying the tools of linguistics—the scientific study of language—can shed light on the dynamics of these communities. We will examine how language unites and divides, changes over time, and is used for oppression and for liberation. We will see how groups and individuals vary their linguistic expression as they navigate subtle racial, ethnic, geographic, and socioeconomic boundaries. Along the way, students will gain familiarity with a range of research methodologies and the interpretation of different kinds of data. 6 credits; SI, IDS; *Spring*; **Christopher Geissler**

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; *Not offered 2023-24*

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*; **Christopher Geissler**

LING 232 Structure and History of German Why does German sometimes put the verb second and sometimes at the end, and how did this strange arrangement emerge? What differentiates the Scandinavian languages from Germanic tongues from more central latitudes? How did Germans come to say *Apfel*, while English and Dutch speakers say *apple/apfel*? This course will explore these and similar questions, providing a linguistic overview of the German language and investigating key historical developments in the Germanic language family. Key topics will include dialectal variation, historical sound change, and syntactic structure, with primary focus on German and some attention to the Germanic language family as a whole. Prerequisite: Either previous or concurrent enrollment in any Carleton Linguistics courses or knowledge of German or another Germanic language (not English). Concurrent enrollment in German 101 or higher satisfies the knowledge of German requirement. 6 credits; HI, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

LING 275 First Language Acquisition Humans are unique among animals in that we are able to attain native speaker competency in any language(s) we receive a sufficient amount of exposure to during our development. The path of acquisition is remarkably stable regardless of the language(s) being acquired, and is believed to yield insights into the nature of human language. In this course, we

explore children's capacity to acquire language, with a focus on its implications for linguistic theory. Topics include acquisition of phonology, morphology, syntax, and semantics, and acquisition in extraordinary circumstances. Prerequisite: 100-level linguistics course. 6 credits; LS; *Winter*; **Catherine R Fortin**

LING 276 Bilingualism & Code-Switching Code-switching, or shifting between two shared languages, is a common practice of bilinguals around the globe. This course reviews key linguistic research on code-switching, focusing particularly on when and why code-switching occurs and what linguistic, cultural, and cognitive restrictions it is subject to. These questions will take us on a wide-ranging exploration of bilingualism as a phenomenon, touching on sociolinguistic issues, questions of language structure, and the impacts of code-switching on pronunciation, as well as a variety of issues in the study of multilingualism broadly construed, such as how bilinguals maintain multiple linguistic systems within a single cognitive environment. Prerequisite: Any previous Linguistics course. 6 credits; SI; *Not offered 2023-24*

LING 285 Japanese Linguistics in Kyoto Seminar: The Linguistics of the Japanese Writing System The Japanese writing system is often said to be the most complicated in the world, even as Japan has among the very highest literacy rates. In this course, we will closely examine this extraordinary aspect of Japanese society, including its history, relationship with the spoken language, psychological processing, and neural implementation. Finally, we will examine the controversy concerning the use of Kanji, its political ramifications, and look at how the Japanese are responding to various pressures on the system. Experience with Japanese is not necessary. Prerequisite: 100-level Linguistics course. 6 credits; SI, IS; *Not offered 2023-24*

LING 286 Japanese Linguistics in Kyoto Seminar: The Structure of Japanese This course examines the nature of the Japanese language through the lens of contemporary linguistic theory. Topics include the history of the language, its sound structure, word formation operations, syntax, and its use in social and artistic contexts. This course is not intended to teach students to speak Japanese, and while experience with Japanese would be helpful, it is not necessary. Prerequisite: 100-level Linguistics course. 6 credits; FSR, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

LING 315 Topics in Syntax More on syntax. Particular topics vary by year and student interest. Prerequisite: Linguistics 216. 6 credits; FSR; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

LING 318 Laboratory Phonology Laboratory phonology is the study of sound patterns in language through experiments. We will work together to conduct an original study that tests ideas in phonology using phonetic data. In order to design our own research project, we will explore claims and predictions made in the theoretical literature. As such, this course provides an experimental look at the phonetics-phonology interface. Students will collaboratively develop the experiment design, conduct recordings, take measurements, analyze data, and interpret results. Tools for quantitative analysis will be provided as needed. Students will be able to apply the skills acquired to future quantitative-based research projects. Prerequisite: Linguistics 217. 6 credits; LS, QRE; *Winter*; **Christopher Geissler**

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; *Fall*; **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; *Spring*; **Cherlon L Ussery**

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 topics set by the class. Prerequisite: Linguistics 217. 6 credits; SI, QRE; *Not offered 2023-24*

LING 376 Bilingualism & Code-Switching Code-switching, or shifting between two shared languages, is a common practice of bilinguals around the globe. This course explores current research on code-switching, focusing particularly on when and why code-switching occurs and what linguistic, cultural, and cognitive restrictions it is subject to. These questions will take us on a wide-ranging exploration of bilingualism as a phenomenon, touching on sociolinguistic issues, questions of language structure, the impacts of code-switching on pronunciation, and theoretical issues in the study of multilingualism broadly construed, such as how bilinguals maintain multiple linguistic systems within a single cognitive environment. Prerequisite: Either Linguistics 216 or Linguistics 217. 6 credits; SI; *Not offered 2023-24*

LING 399 Senior Thesis 3 credits; S/CR/NC; FSR; *Fall*; **Cherlon L Ussery**

LING 400 Integrative Exercise 6 credits; S/NC; *Winter*

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 66 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** (not offered in 2023-24)
- **LTAM 400 Integrative Exercise** (not offered in 2023-24)

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:

- [AMST 130](#) **Latinx Social Movements: From Bandits to the Young Lords** (not offered in 2023-24)
- [AMST 396](#) **Producing Latinidad**
- [ARCN 111](#) **Archaeology of the Americas**
- [ARCN 211](#) **Coercion and Exploitation: Material Histories of Labor** (not offered in 2023-24)
- [ECON 240](#) **Microeconomics of Development**
- [ECON 242](#) **Economy of Latin America** (not offered in 2023-24)
- [ECON 277](#) **History and Theory of Financial Crises**
- [ENGL 119](#) **Introduction to U.S. Latino/a Literature** (not offered in 2023-24)
- [ENGL 227](#) **Imagining the Borderlands** (not offered in 2023-24)
- [ENGL 241](#) **Latinx Voices in the Age of Trump** (not offered in 2023-24)
- [ENTS 250](#) **Food, Forests & Resilience** (not offered in 2023-24)
- [HIST 100](#) **U.S.-Latin American Relations: A Declassified View**
- [HIST 169](#) **Colonial Latin America**
- [HIST 272](#) **The Mexican Revolution: History, Myth and Art** (not offered in 2023-24)
- [HIST 277](#) **The Other September 11th: History & Memory in Chile**
- [HIST 278](#) **The Aztecs and Their World**
- [LTAM 110](#) **Portuguese for Spanish Speakers** (not offered in 2023-24)
- [LTAM 220](#) **Eating the Americas: 5,000 Years of Food**
- [LTAM 330](#) **The Rise and Collapse of Andean States**
- [LTAM 398](#) **Latin American Forum** (not offered in 2023-24)
- [MUSC 241](#) **Music of Latin America** (not offered in 2023-24)
- [POSC 120](#) **Democracy and Dictatorship**
- [POSC 221](#) **Latin American Politics**

- [POSC 227](#) Contemporary Capitalisms
- [POSC 265](#) Public Policy and Global Capitalism
- [RELG 227](#) Liberation Theologies (not offered in 2023-24)
- [SOAN 203](#) Anthropology of Good Intentions
- [SOAN 233](#) Anthropology of Food (not offered in 2023-24)
- [SOAN 313](#) Woke Nature: Towards an Anthropology of Non-Human Beings (not offered in 2023-24)
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2023-24)
- [SOAN 333](#) Environmental Anthropology (not offered in 2023-24)
- [SOAN 343](#) Advanced Ethnographic Workshop (not offered in 2023-24)
- [SOAN 353](#) Ethnography of Latin America (not offered in 2023-24)
- [SPAN 218](#) Introduction to Latin American Cinema (not offered in 2023-24)
- [SPAN 220](#) Racism, Immigration, and Gender in Contemporary Latin American Narrative
- [SPAN 242](#) Introduction to Latin American Literature (not offered in 2023-24)
- [SPAN 245](#) On Cannibals, Witches, and Zombies (not offered in 2023-24)
- [SPAN 250](#) The Carnival Trail: Carnival Literature in Latin America
- [SPAN 262](#) Myth and History in Central American Literature (not offered in 2023-24)
- [SPAN 319](#) Works on Work: Films and Literature on Labor in Latin America
- [SPAN 321](#) Murder as a Fine Art: The Detective Novel in Latin America (not offered in 2023-24)
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2023-24)
- [SPAN 356](#) The Political and Cultural History of the Cuban Revolution
- [SPAN 358](#) The Spanish Civil War (not offered in 2023-24)
- [SPAN 366](#) Jorge Luis Borges: Less a Man Than a Vast and Complex Literature (not offered in 2023-24)
- [SPAN 376](#) Mexico City: The City as Protagonist
- [SPAN 380](#) Dispossession, Gentrification, and Reoccupation in Latin America (not offered in 2023-24)
- [SPAN 385](#) Riots, Rebellions & Revolutions in Latin America (not offered in 2023-24)

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 (not offered 2022-23)
- [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:

- [AMST 130](#) **Latinx Social Movements: From Bandits to the Young Lords** (not offered in 2023-24)
- [AMST 396](#) **Producing Latinidad**
- [ARCN 111](#) **Archaeology of the Americas**
- [ARCN 211](#) **Coercion and Exploitation: Material Histories of Labor** (not offered in 2023-24)
- [ECON 240](#) **Microeconomics of Development**
- [ECON 242](#) **Economy of Latin America** (not offered in 2023-24)
- [ECON 277](#) **History and Theory of Financial Crises**
- [ENGL 119](#) **Introduction to U.S. Latino/a Literature** (not offered in 2023-24)
- [ENGL 227](#) **Imagining the Borderlands** (not offered in 2023-24)
- [ENGL 241](#) **Latinx Voices in the Age of Trump** (not offered in 2023-24)
- [ENTS 250](#) **Food, Forests & Resilience** (not offered in 2023-24)
- [HIST 100](#) **U.S.-Latin American Relations: A Declassified View**
- [HIST 169](#) **Colonial Latin America**
- [HIST 272](#) **The Mexican Revolution: History, Myth and Art** (not offered in 2023-24)
- [HIST 277](#) **The Other September 11th: History & Memory in Chile**
- [HIST 278](#) **The Aztecs and Their World**
- [LTAM 110](#) **Portuguese for Spanish Speakers** (not offered in 2023-24)
- [LTAM 220](#) **Eating the Americas: 5,000 Years of Food**
- [LTAM 330](#) **The Rise and Collapse of Andean States**
- [LTAM 398](#) **Latin American Forum** (not offered in 2023-24)
- [MUSC 241](#) **Music of Latin America** (not offered in 2023-24)
- [POSC 120](#) **Democracy and Dictatorship**
- [POSC 221](#) **Latin American Politics**
- [POSC 227](#) **Contemporary Capitalisms**

- [POSC 265](#) Public Policy and Global Capitalism
- [RELG 227](#) Liberation Theologies (not offered in 2023-24)
- [SOAN 203](#) Anthropology of Good Intentions
- [SOAN 233](#) Anthropology of Food (not offered in 2023-24)
- [SOAN 313](#) Woke Nature: Towards an Anthropology of Non-Human Beings (not offered in 2023-24)
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2023-24)
- [SOAN 333](#) Environmental Anthropology (not offered in 2023-24)
- [SOAN 343](#) Advanced Ethnographic Workshop (not offered in 2023-24)
- [SOAN 353](#) Ethnography of Latin America (not offered in 2023-24)
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- [SPAN 380](#) Dispossession, Gentrification, and Reoccupation in Latin America (not offered in 2023-24)
- [SPAN 385](#) Riots, Rebellions & Revolutions in Latin America (not offered in 2023-24)

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 2023-24*

[LTAM 220](#) Eating the Americas: 5,000 Years of Food Food is both a biological necessity and a cultural symbol. We eat to survive, we “are what we eat,” and delicious foods are “to die for.” What does this all mean in the context of Latin America, which gave us the origins of peanut butter (peanuts), spaghetti sauce (tomatoes), avocado toast (avocados), french fries (potatoes), and power bowls (quinoa)? In this class, we will explore the long history humans have had with food in Latin America, drawing from archaeology, ethnohistory, and anthropology to explore the relationship between food, culture, power, identity, gender, and ethnicity. 6 credits; SI, WR2, IS; *Winter*; **Sarah A Kennedy**

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; *Not offered 2023-24*

LTAM 330 The Rise and Collapse of Andean States Who were the first settlers of South America? Was Caral the first city on earth? Who made the Nazca Lines? How did the Inka build Machu Picchu? Which societies flourished or collapsed in the Andean region of South America? This course will examine these questions using archaeology and ethnohistory to understand the political and governing arrangements that existed among Andean states prior to the arrival of the Spanish. Evidence used to explore these themes comes from a range of prehispanic states, including the Chavin, Tiwanaku, Wari, Moche, Chimu, and Inka. Expected preparation: Any 200 LTAM social science or humanities course. Prerequisite: Any 200 Latin American Studies social science or humanities required or elective course. 6 credits; SI, WR2, IS; *Spring*; **Sarah A Kennedy**

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 2023-24*

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 2023-24*

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.

Statistics is the science of giving meaning to data in the context of uncertainty. Statisticians are involved in data collection and study design, data analysis, and the communication of information to a broad audience. The statistics curriculum is designed to balance both statistical theory and application, and will provide students the opportunity to work on real world data problems 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** (take either Mathematics 101 or 111 and either Mathematics 210 or 211 and all of remaining courses listed):
 - [MATH 101](#) Calculus with Problem Solving
 - [MATH 111](#) Introduction to Calculus
 - [MATH 120](#) Calculus 2
 - [MATH 210](#) Calculus 3
 - [MATH 211](#) Introduction to Multivariable Calculus
 - [MATH 232](#) Linear Algebra
 - [MATH 236](#) Mathematical Structures
- **B. Electives** (36 credits): Six courses from among:
 - [CS 252](#) Algorithms
 - [CS 254](#) Computability and Complexity
 - [CS 352](#) Advanced Algorithms (not offered in 2023-24)
 - [MATH 240](#) Probability
 - [MATH 241](#) Ordinary Differential Equations
 - [MATH 244](#) Geometries
 - [MATH 251](#) Chaotic Dynamics (not offered in 2023-24)
 - [MATH 261](#) Functions of a Complex Variable (not offered in 2023-24)
 - [MATH 271](#) Computational Mathematics
 - [MATH 282](#) Elementary Theory of Numbers
 - [MATH 295](#) Introduction to Computational Algebraic Geometry
 - [MATH 321](#) Real Analysis I
 - [MATH 331](#) Real Analysis II (not offered in 2023-24)

- [MATH 332](#) Advanced Linear Algebra
- [MATH 333](#) Combinatorial Theory (not offered in 2023-24)
- [MATH 341](#) Partial Differential Equations
- [MATH 342](#) Abstract Algebra I
- [MATH 344](#) Differential Geometry (not offered in 2023-24)
- [MATH 349](#) Methods of Teaching Mathematics
- [MATH 352](#) Galois Theory
- [MATH 354](#) Topology
- [MATH 361](#) Complex Analysis
- [MATH 362](#) Representation Theory of Finite Groups (not offered in 2023-24)
- [MATH 395](#) Introduction to Analytic Number Theory (not offered in 2023-24)
- [STAT 250](#) Introduction to Statistical Inference
- [STAT 320](#) Time Series Analysis
- [STAT 340](#) Bayesian Statistics (not offered in 2023-24)

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:
 - [MATH 282](#) Elementary Theory of Numbers
 - [MATH 332](#) Advanced Linear Algebra
 - [MATH 342](#) Abstract Algebra I
 - [MATH 352](#) Galois Theory
 - [MATH 362](#) Representation Theory of Finite Groups (not offered in 2023-24)
- Analysis:
 - [MATH 251](#) Chaotic Dynamics (not offered in 2023-24)
 - [MATH 261](#) Functions of a Complex Variable (not offered in 2023-24)
 - [MATH 321](#) Real Analysis I
 - [MATH 331](#) Real Analysis II (not offered in 2023-24)
 - [MATH 361](#) Complex Analysis
 - [MATH 395](#) Introduction to Analytic Number Theory (not offered in 2023-24)
- Applied Mathematics:
 - [MATH 240](#) Probability
 - [MATH 241](#) Ordinary Differential Equations
 - [MATH 271](#) Computational Mathematics
 - [MATH 341](#) Partial Differential Equations
 - [STAT 250](#) Introduction to Statistical Inference
 - [STAT 320](#) Time Series Analysis
 - [STAT 340](#) Bayesian Statistics (not offered in 2023-24)
- Discrete Structures:
 - [CS 252](#) Algorithms
 - [CS 254](#) Computability and Complexity
 - [CS 352](#) Advanced Algorithms (not offered in 2023-24)

- [MATH 333](#) **Combinatorial Theory** (not offered in 2023-24)
- Geometry and Topology:
 - [MATH 244](#) **Geometries**
 - [MATH 295](#) **Introduction to Computational Algebraic Geometry**
 - [MATH 344](#) **Differential Geometry** (not offered in 2023-24)
 - [MATH 354](#) **Topology**

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 website.

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) Take either Mathematics 101 or 111 and either Mathematics 210 or 211 and all of remaining courses listed:
 - [CS 111](#) **Introduction to Computer Science**
 - [MATH 101](#) **Calculus with Problem Solving**
 - [MATH 111](#) **Introduction to Calculus**
 - [MATH 120](#) **Calculus 2**
 - [MATH 210](#) **Calculus 3**

- [MATH 211](#) Introduction to Multivariable Calculus
- [MATH 232](#) Linear Algebra
- **B. Required Core** (18 credits): All of the following, of which at least two must be taken at Carleton
 - [MATH 240](#) Probability
 - [STAT 230](#) Applied Regression Analysis
 - [STAT 250](#) Introduction to Statistical Inference
- **C. Electives** (18 credits): Three electives, of which at least two must be Carleton courses with a Statistics designation
 - [CS 314](#) Data Visualization
 - [CS 320](#) Machine Learning
 - [CS 362](#) Computational Biology
 - [MATH 271](#) Computational Mathematics
 - [STAT 220](#) Introduction to Data Science
 - [STAT 260](#) Introduction to Sampling Techniques
 - [STAT 310](#) Spatial Statistics
 - [STAT 320](#) Time Series Analysis
 - [STAT 330](#) Advanced Statistical Modeling (not offered in 2023-24)
 - [STAT 340](#) Bayesian Statistics (not offered in 2023-24)
- **D. Statistical Practice** (2 credits):
 - [STAT 285](#) 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, Winter*; **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, Spring*; **Rebecca Terry, Joseph D Johnson, Rob C Thompson, Corey Brooke**

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 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 exam. 6 credits; FSR; *Fall, Winter, Spring*; **Claudio Gómez-González, Corey Brooke, Sunrose T Shrestha**

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 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; *Winter, Spring*; **Corey Brooke, 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: Score of 4 or 5 on the AP

Calculus BC exam, or placement via Calculus Placement Exam #3. 6 credits; FSR; *Fall, Winter*; **Rebecca Terry, Josh R Davis, Mike Adams**

MATH 232 Linear Algebra Linear algebra centers on the study of highly structured functions called linear transformations. Given the abundance of nonlinear functions in mathematics, it may come as a surprise that restricting to linear ones opens the door to a rich and powerful theory that finds applications throughout mathematics, statistics, computer science, and the natural and social sciences. Linear transformations are everywhere, once we know what to look for. They appear in calculus as the functions that are used to define lines and planes in Euclidean space. In fact, differentiation is also a linear transformation that takes one function to another. The course focuses on developing geometric intuition as well as computational matrix methods. Topics include kernel and image of a linear transformation, vector spaces, determinants, eigenvectors and eigenvalues. Prerequisite: Mathematics 120 or Mathematics 211. 6 credits; FSR; *Fall, Winter, Spring*; **Rafe F Jones, Mike Adams, Rebecca Terry**

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*; **Caroline L Turnage-Butterbaugh, Claudio Gómez-González, Deanna B Haunsperger**

MATH 240 Probability Introduction to probability and its applications. Topics include discrete probability, random variables, independence, joint and conditional distributions, expectation, limit laws and properties of common probability distributions. Prerequisite: Mathematics 120 or Mathematics 211. 6 credits; FSR; *Fall, Winter*; **Adam Loy, Katie R St. Clair**

MATH 241 Ordinary Differential Equations Ordinary differential equations are a fundamental language used by mathematicians, scientists, and engineers to describe processes involving continuous change. In this course we develop ordinary differential equations as models of real world phenomena and explore the mathematical ideas that arise within these models. Topics include separation of variables; phase portraits; equilibria and their stability; non-dimensionalization; bifurcation analysis; and modeling of physical, biological, chemical, and social processes. Prerequisite: Mathematics 232 or instructor permission. 6 credits; FSR; *Winter, Spring*; **Joseph D Johnson, Rob C Thompson**

MATH 244 Geometries Euclidean geometry from an advanced perspective; projective, hyperbolic, inversive, and/or other geometries. Recommended for prospective secondary school teachers. Prerequisite: Mathematics 236. 6 credits; FSR; *Fall*; **Sunrose T Shrestha**

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 2023-24*

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; *Not offered 2023-24*

MATH 271 Computational Mathematics An introduction to mathematical ideas from numerical approximation, scientific computing, and/or data analysis. Topics will be selected from numerical linear algebra, numerical analysis, and optimization. Theory, implementation, and application of computational methods will be emphasized. Prerequisite: Mathematics 232. 6 credits; FSR; *Winter*; **Rob C Thompson**

MATH 282 Elementary Theory of Numbers A first course in number theory, covering properties of the integers. Topics include the Euclidean algorithm, prime factorization, Diophantine equations, congruences, divisibility, Euler's phi function and other multiplicative functions, primitive roots, and quadratic reciprocity. Along the way we will encounter and explore several famous unsolved problems in number theory. If time permits, we may discuss further topics, including integers as sums of squares, continued fractions, distribution of primes, Mersenne primes, the RSA cryptosystem. Prerequisite: Mathematics 236 or instructor permission. 6 credits; FSR; *Winter*; **Rafe F Jones**

MATH 295 Introduction to Computational Algebraic Geometry Classical algebraic geometry is the study of geometric objects defined by polynomial equations. This course will cover fundamental concepts and techniques—varieties, ideals, and Gröbner bases, to name a few—as well as algorithms for solving equations and computing intersections of curves and surfaces. Ultimately, this course will build towards several beautiful results: the 27 lines on a cubic surface, the 28 bitangents on a planar quartic, and the construction of regular polygons. Students will learn to use software such as SageMath to perform computations and practice visualization. While familiarity with Python would be helpful, it is by no means required! Prerequisite: Mathematics 236 or instructor permission. 6 credits; FSR; *Spring*; **Claudio Gómez-González**

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*; **Rafe F Jones**

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, Spring*; **Caroline L Turnage-Butterbaugh, Sunrose T Shrestha**

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; *Not offered 2023-24*

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; *Fall*; **Rob C Thompson**

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; *Not offered 2023-24*

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*; **Joseph D Johnson**

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; *Winter*; **Claudio Gómez-González**

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; *Not offered 2023-24*

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; *Fall*; **Deanna B Haunsperger**

MATH 352 Galois Theory In the nineteenth century, Évariste Galois discovered a deep connection between field theory and group theory. Now known as Galois theory, this led to the resolution of

several centuries-old problems, including whether there is a version of the quadratic formula for higher-degree polynomials, and whether the circle can be squared. Today Galois theory is a fundamental concept for many mathematical fields, from topology to algebra to number theory. This course develops the theory in a modern framework, and explores several applications. Topics include field extensions, classical constructions, splitting fields, the Galois correspondence, Galois groups of polynomials, and solvability by radicals. Prerequisite: Mathematics 342. 6 credits; FSR; *Spring*; **Rafe F Jones**

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; *Winter*; **Josh R Davis**

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; *Winter*; **Caroline L Turnage-Butterbaugh**

MATH 362 Representation Theory of Finite Groups Representation theory is the study of mathematical structures via the tools of linear algebra. The first objects to be studied in this way were finite groups at the end of the nineteenth century, motivated by the powerful framework of characters in number theory, but the field has generalized incredibly due to the prevalence of symmetry throughout mathematics, physics, and beyond. In this course the focus is on finite groups. Topics include Maschke's theorem, complete reducibility, and Schur's lemma; characters, orthogonality relations, and character tables; Fourier transformations and random walks. Additional topics may include Burnside's Lemma, Frobenius reciprocity, and an exploration of representations of infinite groups. Prerequisite: Mathematics 342. 6 credits; *Not offered 2023-24*

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 282 or Mathematics 342. 6 credits; FSR; *Not offered 2023-24*

MATH 399 Senior Seminar As part of their senior capstone experience, majors will work together in teams (typically three to four students per team) to develop advanced knowledge in a faculty-specified area or application of mathematics, and to design and implement the first stage of a project completed the following term. Prerequisite: Open only to senior Math majors. 6 credits; S/CR/NC; NE; *Fall*; **Rob C Thompson**

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*; **Deanna B Haunsperger, Caroline L Turnage-Butterbaugh, Rob C Thompson, Rafe F Jones, Sunrose T Shrestha**

Statistics Courses

STAT 120 Introduction to Statistics Introduction to statistics and data analysis. Practical aspects of statistics, including extensive use of the statistical software R, 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 Probability/Statistical Inference sequence. Prerequisite: Not open to students who have already received credit for Psychology 200/201, Sociology/Anthropology 239 or Statistics 250. 6 credits; FSR, QRE; *Fall, Winter, Spring*; **Deepak Bastola, Andy N Poppick, Claire E Kelling, Katie R St. Clair, Adam Loy**

STAT 220 Introduction to Data Science This course will cover the computational side of data analysis, including data acquisition, management, and visualization tools. Topics may include: data scraping, data wrangling, data visualization using packages such as ggplots, interactive graphics using tools such as Shiny, supervised and unsupervised classification methods, and understanding and visualizing spatial data. We will use the statistics software R in this course. Prerequisite: Statistics 120, Statistics 230 or Statistics 250. 6 credits; FSR, QRE; *Fall, Winter, Spring*; **Claire E Kelling, Deepak Bastola**

STAT 230 Applied Regression Analysis A second course in statistics covering simple linear regression, multiple regression and ANOVA, and logistic regression. Exploratory graphical methods, model building and model checking techniques will be emphasized with extensive use of statistical software to analyze real-life data. Prerequisite: Statistics 120, Statistics 250, Psychology 200, or AP Statistics Exam score of 4 or 5. 6 credits; FSR, QRE; *Fall, Winter, Spring*; **Claire E Kelling, Adam Loy, Andy N Poppick**

STAT 250 Introduction to Statistical Inference Introduction to modern mathematical statistics. The mathematics underlying fundamental statistical concepts will be covered as well as applications of these ideas to real-life data. Topics include: resampling methods (permutation tests, bootstrap intervals), classical methods (parametric hypothesis tests and confidence intervals), parameter estimation, goodness-of-fit tests, regression, and Bayesian methods. The statistical package R will be used to analyze data sets. Prerequisite: Mathematics 240 Probability. 6 credits; FSR, QRE; *Winter, Spring*; **Andy N Poppick, Katie R St. Clair**

STAT 260 Introduction to Sampling Techniques Covers sampling design issues beyond the basic simple random sample: stratification, clustering, domains, and complex designs like two-phase and multistage designs. Inference and estimation techniques for most of these designs will be covered and

the idea of sampling weights for a survey will be introduced. We may also cover topics like graphing complex survey data and exploring relationships in complex survey data using regression and chi-square tests. Prerequisite: Statistics 120, Statistics 230, or Statistics 250. 6 credits; FSR, QRE; *Winter*; **Katie R St. Clair**

STAT 285 Statistical Consulting Students will apply their statistical knowledge by analyzing data problems solicited from the Northfield community. Students will also learn basic consulting skills, including communication and ethics. Prerequisite: Statistics 230 and instructor permission. 2 credits; S/CR/NC; FSR, QRE; *Fall, Winter, Spring*; **Adam Loy**

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*; **Rafe F Jones**

STAT 310 Spatial Statistics Spatial data is becoming increasingly available in a wide range of disciplines, including social sciences such as political science and criminology, as well as natural sciences such as geosciences and ecology. This course will introduce methods for exploring and analyzing spatial data. Methods will be covered to describe and analyze three main types of spatial data: areal, point process, and point-referenced (geostatistical) data. The course will also extensively cover tools for working with spatial data in R. The goals are that by the end of the course, students will be able to read, explore, plot, and describe spatial data in R, determine appropriate methods for analyzing a given spatial dataset, and work with their own spatial dataset(s) in R and derive conclusions about an application through statistical inference. Prerequisite: Statistics 230 and Statistics 250. 6 credits; FSR, QRE; *Spring*; **Claire E Kelling**

STAT 320 Time Series Analysis 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. Exposure to matrix algebra may be helpful but is not required. 6 credits; FSR, QRE; *Fall*; **Andy N Poppick**

STAT 330 Advanced Statistical Modeling 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 or permission of the instructor. 6 credits; FSR, QRE; *Not offered 2023-24*

STAT 340 Bayesian Statistics 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. 6 credits; FSR, QRE; *Not offered 2023-24*

STAT 399 Senior Seminar As part of their senior capstone experience, majors will work together in teams (typically three to four students per team) to develop advanced knowledge in a faculty-specified area or application of statistics, and to design and implement the first stage of a project completed the following term. Prerequisite: Senior standing and instructor permission. Students are required to take Statistics 230 and Statistics 250 before enrolling. 6 credits; NE; *Winter*; **Andy N Poppick**

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 and Statistics 250 before starting this course. 3 credits; S/NC; *Fall, Winter, Spring*; **Deanna B Haunsperger, Claire E Kelling, Adam Loy, Andy N Poppick**

Medieval and Renaissance Studies

The Medieval and Renaissance Studies Minor encourages students interested in the cultures and polities that flourished from (ca. 250-CE-1700) to deepen their understanding of these worlds through an interdisciplinary program of study. Heirs to ancient empires and creators of complex cultures, societies in northern Europe, the Mediterranean Basin, and areas of Asia and Africa offer fascinating opportunities to watch communities and cultures coping with timeless problems of power, identity, meaning and belief. Students explore these topics through written, archaeological, material, and visual evidence in pursuit of a rich, multi-dimensional understanding of other peoples and other worlds.

The minor is open to students in ANY major who wish to expand their knowledge of this important and fascinating period of human history and all of the cultures and connections that contributed.

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--another advanced course (at the 200 or 300 level) as a capstone course provided that the minor pursues a substantial interdisciplinary research project 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

42 credits are required for the minor:

Core Courses (3 courses/18 credits required):

- [ARBC 185](#) The Creation of Classical Arabic Literature
- [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 2023-24)
- [ARTH 203](#) Intersectional Medieval Art
- [ARTH 213](#) The Medieval Book as Art and Object
- [ARTH 235](#) Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2023-24)
- [ARTH 255](#) Islam in the Eyes of the West (not offered in 2023-24)
- [ARTH 263](#) Architectural Studies in Europe Program: Prehistory to Postmodernism
- [ARTH 321](#) Arts of the Chinese Scholar's Studio
- [ARTH 324](#) The Sexuality of Jesus Christ (not offered in 2023-24)
- [CHIN 258](#) Classical Chinese Thought: Wisdom and Advice from Ancient Masters (not offered in 2023-24)
- [CLAS 124](#) Roman Archaeology and Art
- [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2023-24)
- [ENGL 144](#) Shakespeare I
- [ENGL 203](#) Other Worlds of Medieval English Literature (not offered in 2023-24)
- [ENGL 210](#) From Chaucer to Milton: Early English Literature
- [ENGL 216](#) Milton (not offered in 2023-24)
- [ENGL 244](#) Shakespeare I
- [ENGL 285](#) Textual Technologies from Parchment to Pixel (not offered in 2023-24)
- [ENGL 310](#) Shakespeare II (not offered in 2023-24)
- [FREN 330](#) Bodies and Borders: Encountering the other in Medieval French
- [HIST 100](#) Confucius and His Critics
- [HIST 131](#) Saints and Society in Late Antiquity (not offered in 2023-24)
- [HIST 133](#) Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2023-24)
- [HIST 135](#) Making and Breaking Institutions in the Middle Ages: Structure, Culture, Corruption, and Reform (not offered in 2023-24)
- [HIST 137](#) Early Medieval Worlds in Transformation (not offered in 2023-24)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 150](#) Politics of Art in Early Imperial China (not offered in 2023-24)
- [HIST 159](#) Age of Samurai

- [HIST 169](#) Colonial Latin America
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150 (not offered in 2023-24)
- [HIST 206](#) Rome Program: The Eternal City in Time: Structure, Change, and Identity (not offered in 2023-24)
- [HIST 231](#) Mapping the World Before Mercator (not offered in 2023-24)
- [HIST 232](#) Renaissance Worlds in France and Italy (not offered in 2023-24)
- [HIST 233](#) The Byzantine World and Its Neighbors, 750-ca. 1453 (not offered in 2023-24)
- [HIST 235](#) Making and Breaking Institutions: Structure, Culture, Corruption, and Reform in the Middle Ages
- [HIST 236](#) The Worlds of Hildegard of Bingen
- [HIST 238](#) The Viking World
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France
- [HIST 245](#) Ireland: Land, Conflict and Memory (not offered in 2023-24)
- [HIST 278](#) The Aztecs and Their World
- [HIST 289](#) Gender and Ethics in Late Medieval France (not offered in 2023-24)
- [HIST 331](#) Regional States: Boundaries and Horizons in Fourteenth-Century Italy
- [HIST 332](#) Image Makers and Breakers in the Premodern World (not offered in 2023-24)
- [LATN 243](#) Medieval Latin (not offered in 2023-24)
- [POSC 224](#) Ancient and Medieval Political Theory
- [RELG 111](#) Introduction to the Qur'an (not offered in 2023-24)
- [RELG 122](#) Introduction to Islam
- [RELG 162](#) Jesus, the Bible, and Christian Beginnings
- [RELG 231](#) From Luther to Kierkegaard
- [RELG 234](#) Angels, Demons, and Evil
- [RELG 235](#) Religion and Identity in the Medieval Middle East
- [RELG 278](#) Semantics of Love in Sufism (not offered in 2023-24)
- [RELG 282](#) Samurai: Ethics of Death and Loyalty (not offered in 2023-24)
- [SPAN 301](#) Greek and Christian Tragedy (not offered in 2023-24)
- [SPAN 318](#) Islamic Spain (not offered in 2023-24)
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2023-24)

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
- [ARBC 315](#) Readings in Premodern Arabic Anthologies (not offered in 2023-24)
- [ARBC 387](#) The One Thousand and One Nights
- [ARCN 111](#) Archaeology of the Americas
- [ARCN 211](#) Coercion and Exploitation: Material Histories of Labor (not offered in 2023-24)
- [ARCN 222](#) Experimental Archaeology and Experiential History
- [ARCN 246](#) Archaeological Methods & Lab
- [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property

- [ARTH 101](#) Introduction to Art History I
- [ARTH 102](#) Introduction to Art History II
- [ARTH 155](#) Islamic Art and Architecture (not offered in 2023-24)
- [ARTH 165](#) Japanese Art and Culture
- [ARTH 166](#) Chinese Art and Culture (not offered in 2023-24)
- [ARTH 203](#) Intersectional Medieval Art
- [ARTH 209](#) Chinese Painting (not offered in 2023-24)
- [ARTH 213](#) The Medieval Book as Art and Object
- [ARTH 235](#) Revival, Revelation, and Re-animation: The Art of Europe's "Renaissance" (not offered in 2023-24)
- [ARTH 236](#) Baroque Art
- [ARTH 255](#) Islam in the Eyes of the West (not offered in 2023-24)
- [ARTH 263](#) Architectural Studies in Europe Program: Prehistory to Postmodernism
- [ARTH 324](#) The Sexuality of Jesus Christ (not offered in 2023-24)
- [ARTS 117](#) Living London Program: Visualizing Renaissance England (not offered in 2023-24)
- [CHIN 258](#) Classical Chinese Thought: Wisdom and Advice from Ancient Masters (not offered in 2023-24)
- [CLAS 124](#) Roman Archaeology and Art
- [ENGL 114](#) Introduction to Medieval Narrative (not offered in 2023-24)
- [ENGL 144](#) Shakespeare I
- [ENGL 203](#) Other Worlds of Medieval English Literature (not offered in 2023-24)
- [ENGL 207](#) Princes. Poets. Power
- [ENGL 208](#) The Faerie Queene
- [ENGL 209](#) Much Ado About Nothing: A Project Course (not offered in 2023-24)
- [ENGL 210](#) From Chaucer to Milton: Early English Literature
- [ENGL 213](#) Christopher Marlowe (not offered in 2023-24)
- [ENGL 214](#) Revenge Tragedy (not offered in 2023-24)
- [ENGL 219](#) Global Shakespeare (not offered in 2023-24)
- [ENGL 244](#) Shakespeare I
- [ENGL 310](#) Shakespeare II (not offered in 2023-24)
- [FREN 330](#) Bodies and Borders: Encountering the other in Medieval French
- [HIST 131](#) Saints and Society in Late Antiquity (not offered in 2023-24)
- [HIST 133](#) Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2023-24)
- [HIST 136](#) The Global Middle Ages
- [HIST 137](#) Early Medieval Worlds in Transformation (not offered in 2023-24)
- [HIST 139](#) Foundations of Modern Europe
- [HIST 159](#) Age of Samurai
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150 (not offered in 2023-24)
- [HIST 206](#) Rome Program: The Eternal City in Time: Structure, Change, and Identity (not offered in 2023-24)
- [HIST 231](#) Mapping the World Before Mercator (not offered in 2023-24)
- [HIST 232](#) Renaissance Worlds in France and Italy (not offered in 2023-24)

- [HIST 233](#) **The Byzantine World and Its Neighbors, 750-ca. 1453** (not offered in 2023-24)
- [HIST 235](#) **Making and Breaking Institutions: Structure, Culture, Corruption, and Reform in the Middle Ages**
- [HIST 236](#) **The Worlds of Hildegard of Bingen**
- [HIST 238](#) **The Viking World**
- [HIST 243](#) **The Peasants are Revolting! Society and Politics in the Making of Modern France**
- [HIST 245](#) **Ireland: Land, Conflict and Memory** (not offered in 2023-24)
- [HIST 246](#) **Making Early Medieval England** (not offered in 2023-24)
- [HIST 278](#) **The Aztecs and Their World**
- [HIST 288](#) **Reason, Authority, and Love in Medieval France** (not offered in 2023-24)
- [HIST 289](#) **Gender and Ethics in Late Medieval France** (not offered in 2023-24)
- [HIST 331](#) **Regional States: Boundaries and Horizons in Fourteenth-Century Italy**
- [HIST 332](#) **Image Makers and Breakers in the Premodern World** (not offered in 2023-24)
- [HIST 334](#) **Voyages of Understanding**
- [HIST 335](#) **Finding Ireland's Past**
- [IDSC 150](#) **Plague, War and Crisis: Reading Hobbes Reading Thucydides, Books 1-2: Plague and Democracy** (not offered in 2023-24)
- [IDSC 151](#) **Plague, War, Crisis: Reading Hobbes Reading Thucydides: Books 3-5 Revolt and Revolution** (not offered in 2023-24)
- [IDSC 152](#) **Plague, War, Crisis: Reading Hobbes Reading Thucydides: Books 6-8 Catastrophe and Coup** (not offered in 2023-24)
- [LATN 233](#) **The Catilinarian Conspiracy** (not offered in 2023-24)
- [LATN 234](#) **Julius Caesar: the Gallic and Civil Wars** (not offered in 2023-24)
- [LATN 255](#) **Biography, History, and Empire in Tacitus' Agricola** (not offered in 2023-24)
- [PHIL 113](#) **The Individual and the Political Community** (not offered in 2023-24)
- [PHIL 270](#) **Ancient Greek Philosophy**
- [PHIL 272](#) **Early Modern Philosophy: Seventeenth and Eighteenth Century Philosophy**
- [POSC 224](#) **Ancient and Medieval Political Theory**
- [POSC 250](#) **Kings, Tyrants, Philosophers: Plato's Republic**
- [POSC 254](#) **Freedom, Excellence, Happiness: Aristotle's *Ethics***
- [RELG 111](#) **Introduction to the Qur'an** (not offered in 2023-24)
- [RELG 120](#) **Introduction to Judaism**
- [RELG 121](#) **Introduction to Christianity** (not offered in 2023-24)
- [RELG 122](#) **Introduction to Islam**
- [RELG 152](#) **Religions in Japanese Culture**
- [RELG 153](#) **Introduction to Buddhism**
- [RELG 155](#) **Hinduism: An Introduction** (not offered in 2023-24)
- [RELG 231](#) **From Luther to Kierkegaard**
- [RELG 233](#) **Gender and Power in the Catholic Church**
- [RELG 235](#) **Religion and Identity in the Medieval Middle East**
- [RELG 242](#) **Oh My G*d: Christianity and Sexual Revolutions** (not offered in 2023-24)
- [RELG 254](#) **Zen Buddhism** (not offered in 2023-24)
- [RELG 278](#) **Semantics of Love in Sufism** (not offered in 2023-24)

- [RELG 287](#) Many Marys (not offered in 2023-24)
- [RELG 322](#) Apocalypse How?
- [SPAN 301](#) Greek and Christian Tragedy (not offered in 2023-24)
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2023-24)
- [THEA 195](#) Acting Shakespeare

Capstone Seminars (6 credits required):

Please consult with Program Coordinator regarding the Capstone Seminar/Project Requirement)

- [HIST 331](#) Regional States: Boundaries and Horizons in Fourteenth-Century Italy
- [HIST 332](#) Image Makers and Breakers in the Premodern World (not offered in 2023-24)
- [HIST 335](#) Finding Ireland's Past
- [RELG 322](#) Apocalypse How?
- [SPAN 301](#) Greek and Christian Tragedy (not offered in 2023-24)
- [SPAN 318](#) Islamic Spain (not offered in 2023-24)
- [SPAN 330](#) The Invention of the Modern Novel: Cervantes' *Don Quijote* (not offered in 2023-24)

Middle East Studies Minor

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 interdisciplinary 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 2023-24)
 - [ARBC 185](#) The Creation of Classical Arabic Literature

- [ARTH 155](#) Islamic Art and Architecture (not offered in 2023-24)
- [HIST 165](#) A Cultural History of the Modern Middle East
- [POSC 242](#) Middle East Politics
- [RELG 120](#) Introduction to Judaism
- [RELG 122](#) Introduction to Islam
- [RELG 162](#) Jesus, the Bible, and Christian Beginnings

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 (not offered in 2023-24)
- [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property
- [CLAS 122](#) The Archaeology of Mediterranean Prehistory: From the Beginning to the Classical Age (not offered in 2023-24)
- [HIST 131](#) Saints and Society in Late Antiquity (not offered in 2023-24)
- [HIST 133](#) Crisis, Creativity, and Transformation in Late Antiquity (not offered in 2023-24)
- [HIST 233](#) The Byzantine World and Its Neighbors, 750-ca. 1453 (not offered in 2023-24)
- [HIST 260](#) The Making of the Modern Middle East
- [HIST 265](#) Central Asia in the Modern Age (not offered in 2023-24)
- [HIST 267](#) Muslims and Modernity (not offered in 2023-24)
- [HIST 284](#) History, Culture, and Commerce Africa and Arabia Program: Heritage in Africa and Arabia
- [HIST 285](#) History, Culture, and Commerce Africa and Arabia Program: Critical Historical Research
- [HIST 360](#) Muslims and Modernity (not offered in 2023-24)
- [POSC 235](#) The Endless War on Terror (not offered in 2023-24)
- [POSC 280](#) Feminist Security Studies
- [POSC 282](#) Terrorism and Counterterrorism (not offered in 2023-24)
- [POSC 324](#) Rebels and Risk Takers: Women and War in the Middle East (not offered in 2023-24)
- [RELG 162](#) Jesus, the Bible, and Christian Beginnings
- [RELG 221](#) Judaism and Gender (not offered in 2023-24)
- [RELG 235](#) Religion and Identity in the Medieval Middle East
- [RELG 266](#) Modern Islamic Thought
- [RELG 285](#) Islam in America: Race, Religion and Politics (not offered in 2023-24)

- [RELG 322](#) **Apocalypse How?**
- [SOAN 151](#) **Global Minnesota: An Anthropology of Our State** (not offered in 2023-24)
- [SOAN 201](#) **Colonialism, Oil, And The War On Terror: The Global Middle East** (not offered in 2023-24)

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 2023-24)
 - [ARBC 185](#) **The Creation of Classical Arabic Literature**
 - [ARBC 206](#) **Arabic in Cultural Context**
 - [ARBC 222](#) **Music in the Middle East** (not offered in 2023-24)
 - [ARBC 223](#) **Arab Music Workshop** (not offered in 2023-24)
 - [ARBC 245](#) **Modern Arab Environments** (not offered in 2023-24)
 - [ARBC 310](#) **Advanced Media Arabic**
 - [ARBC 315](#) **Readings in Premodern Arabic Anthologies** (not offered in 2023-24)
 - [ARBC 387](#) **The One Thousand and One Nights**
 - [ARTH 155](#) **Islamic Art and Architecture** (not offered in 2023-24)
 - [ARTH 255](#) **Islam in the Eyes of the West** (not offered in 2023-24)
 - [CAMS 236](#) **Israeli Society in Israeli Cinema** (not offered in 2023-24)
 - [CCST 100](#) **Cross Cultural Perspectives on Israeli and Palestinian Identity**
 - [FREN 350](#) **Middle East and French Connection** (not offered in 2023-24)
 - [FREN 360](#) **The Algerian War of Liberation and Its Representations**
 - [MELA 230](#) **Jewish Collective Memory** (not offered in 2023-24)
 - [SPAN 318](#) **Islamic Spain** (not offered in 2023-24)
- **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*; **Yaron Klein**

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. Also in translation we offer courses on Jewish history and culture, on music in the Middle East, and on Israeli and Palestinian film and fiction.

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, Yaron Klein**

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*; **Zaki A Haidar**

ARBC 103 Elementary Arabic This course sequence introduces non-Arabic speakers to the sounds, script, and basic grammar of Arabic--the language of 200 million speakers in the Arab world and the liturgical language of over a billion Muslims. Students will develop basic listening, speaking, reading and writing skills in Modern Standard Arabic. Classes will incorporate readings and audio-visual

material from contemporary Arabic media, as well as popular music. Prerequisite: Arabic 102 or equivalent. 6 credits; NE; *Spring*; **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 2023-24*

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; *Spring*; **Yaron Klein**

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*; **Zaki A Haidar, 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*; **Zaki A Haidar, Yaron Klein**

ARBC 206 Arabic in Cultural Context In this course students will continue to develop their Arabic language skills, including expanding their command of Arabic grammar, improving their listening comprehension, reading and writing skills. In addition to more language-focused training, the course will introduce students to more advanced readings, including literary texts (prose and poetry, classical

and modern) and op-ed articles from current media. Class discussions will be in Arabic. Prerequisite: Arabic 205 or equivalent. 6 credits; NE; *Spring*; **Zaki A Haidar**

ARBC 211 Colloquial Levantine Arabic In this course we will focus on acquiring conversational and listening comprehension skills, and building vocabulary in the Levantine/Shami dialect of spoken Arabic, spoken throughout bilad al-Sham or "Greater Syria." Building upon the foundation of Modern Standard Arabic, we will focus upon points of grammatical and semantic convergence and divergence, and work to develop strategies for fluidly navigating our way between and within these two linguistic registers. We will study the language systematically, but we will also incorporate a range of written and audiovisual materials--music, films, television and web series--as well as other popular culture from the region. Prerequisite: Arabic 204 or equivalent. 6 credits; NE; *Winter*; **Zaki A Haidar**

ARBC 222 Music in the Middle East The Middle East is home to a great number of musical styles, genres, and traditions. Regional, ideological, and cultural diversity, national identity, and cross-cultural encounters--all express themselves in music. We will explore some of the many musical traditions in the Arab world, from early twentieth century to the present. Class discussions based on readings in English and guided listening. No prior music knowledge required, but interested students with or without musical background can participate in an optional, hands-on Arab music performance workshop, on Western or a few (provided) Middle Eastern instruments throughout the term. 6 credits; LA, IS; *Not offered 2023-24*

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; ARP; *Not offered 2023-24*

ARBC 245 Modern Arab Environments In this course we will study representations of the environment in modern Arab culture, across the media of film and literature. In our approach to Egyptian culture we will study depictions of the exemplary space of the cityscape and the village, and their entanglement with myths of nation. In the film and fiction of North Africa and the Persian Gulf we will explore representations of the desert, and a literary and visual approach that defies the typical casting of arid spaces as barren. We will explore how works from Palestine, Iraq, and Lebanon envision the relationship of their societies to the mountain and sea. Through our close study of Arab fictions we will think about how environments have shaped those societies, and how members of those societies have made claims of their own about and upon their surroundings. In translation, no Arabic required. All course readings will be in English. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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; *Spring*; **Yaron Klein**

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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 2023-24*

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; *Fall*; **Stacy N Beckwith**

Middle Eastern Language Courses (MELA)

MELA 230 Jewish Collective Memory Judaism emphasizes transmitting memory from one generation to the next. How have pivotal events and experiences in Jewish history lived on in Jewish collective memory? How do they continue to speak through artistic/literary composition and museum/memorial design? How does Jewish collective memory compare with recorded Jewish history? We will study turning points in Jewish history including the Exodus from Egypt, Jewish expulsion from medieval Spain, the Holocaust, and Israeli independence, as Jews in different times and places have interpreted them with lasting influence. Research includes work with print, film, and other visual/ performative media. 6 credits; HI, IS, WR2; *Not offered 2023-24*

Pertinent Courses

- **ARBC 185 The Creation of Classical Arabic Literature**
- **CAMS 236 Israeli Society in Israeli Cinema** (not offered in 2023-24)
- **CAMS 236F Israeli Society in Israeli Cinema - FLAC Hebrew Trailer** (not offered in 2023-24)
- **CCST 100 Cross Cultural Perspectives on Israeli and Palestinian Identity**

- [MUSC 172 Oud](#)

Music

General Information

The Department of Music at Carleton enrolls several hundred students every term, both majors and non-majors, in a curriculum that offers a diverse and integrated approach to the areas of performance, composition, theory, history, and ethnomusicology. Students arrive at Carleton with a wide range of musical backgrounds and abilities, and 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.

64 credits, including:

- **Musical Foundations and Theory (16 credits)**
 - [MUSC 103](#) Musicianship I
 - [MUSC 104](#) Musicianship II
 - [MUSC 110](#) Theory I: The Principles of Harmony
 - [MUSC 204](#) Theory II: Musical Structures

* 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. Students who are exempted from 103 need only 61 credits to complete the major. Students who are exempted from 110 will need to take another 6-credit classroom course in Music ([MUSC 100](#) does not qualify).

- **One 200- or 300-level course in Western Art Music (6 credits)**
 - [MUSC 211](#) Race, Gender, and Classical Music
 - [MUSC 215](#) Western Music and its Social Ecosystems, 1830-Present
 - [MUSC 217](#) Opera: Stage, Screen, Recording
 - [MUSC 308](#) Seminar in Music Analysis
- **One 200- or 300-level course in Ethnomusicology or Popular Music (6 credits)**
 - [ARBC 222](#) Music in the Middle East (not offered in 2023-24)
 - [MUSC 213](#) J-Pop: Listening to Music in Modern Japan (not offered in 2023-24)
 - [MUSC 232](#) Golden Age of R & B (not offered in 2023-24)
 - [MUSC 241](#) Music of Latin America (not offered in 2023-24)
 - [MUSC 313](#) Video Game Music: History, Interpretation, Practice (not offered in 2023-24)
 - [MUSC 320](#) Ambient Music (not offered in 2023-24)
 - [MUSC 337](#) Music in Social Movements
 - [MUSC 338](#) Sonic Spectacles in Minnesota and Beyond: Music as Heritage (not offered in 2023-24)
 - [MUSC 341](#) Rock Lab and Lab
- **Composition (6 credits)**
 - [MUSC 153J](#) Composition (Juried)
 - [MUSC 208](#) Computer Music and Sound (not offered in 2023-24)
 - [MUSC 220](#) Composition Studio
 - [MUSC 221](#) Electronic Music Composition
 - [MUSC 224](#) Collaborative Composition in Community Partnership
 - [MUSC 225](#) Performing with Electronics (not offered in 2023-24)
 - [MUSC 253J](#) Composition (Juried)

- **Ensemble Participation** (2 credits)
 - [MUSC 185](#) Carleton Choir
 - [MUSC 186](#) Carleton Chamber Choir
 - [MUSC 187](#) Carleton Orchestra
 - [MUSC 188](#) Carleton Chinese Music Ensemble
 - [MUSC 189](#) Carleton Symphony Band
 - [MUSC 190](#) Carleton Jazz Ensemble
 - [MUSC 194](#) Chamber Music
 - [MUSC 195](#) Jazz Chamber Music
- **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 and [CGSC 130](#) The Musical Mind, [GERM 150](#) German Music and Culture from Mozart to Rammstein, 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.

A student may major in Music and minor in Music Performance or American Music. Students will not be able to major and minor in Music and additionally cannot minor in both Music and Music Performance.

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
 - [AMST 115](#) Introduction to American Studies
 - [CAMS 110](#) Introduction to Cinema and Media Studies
 - [GWSS 110](#) Introduction to Gender, Women's & Sexuality Studies
 - [HIST 122](#) U.S. Women's History to 1877
 - [HIST 123](#) U.S. Women's History Since 1877
 - [HIST 125](#) African American History I: From Africa to the Civil War (not offered in 2023-24)
 - [HIST 126](#) African American History II
 - [MUSC 110](#) Theory I: The Principles of Harmony
 - [MUSC 204](#) Theory II: Musical Structures
 - [RELG 140](#) Religion and American Culture
 - [SOAN 110](#) Introduction to Anthropology
 - [SOAN 111](#) Introduction to Sociology
- **Soundtracks of America:** 18 credits, at least one course must be at the 200 level or above
 - [AMST 269](#) Woodstock Nation (not offered in 2023-24)
 - [MUSC 111](#) Music and Storytelling
 - [MUSC 115](#) Listening to the Movies
 - [MUSC 123](#) The American Film Musical (not offered in 2023-24)
 - [MUSC 130](#) The History of Jazz (not offered in 2023-24)
 - [MUSC 131](#) The Blues From the Delta to Chicago (not offered in 2023-24)
 - [MUSC 136](#) History of Rock (not offered in 2023-24)
 - [MUSC 137](#) Rock, Sex, & Rebellion (not offered in 2023-24)
 - [MUSC 140](#) Ethnomusicology and the World's Music
 - [MUSC 144](#) Music and Migration (not offered in 2023-24)

- [MUSC 208](#) Computer Music and Sound (not offered in 2023-24)
- [MUSC 211](#) Race, Gender, and Classical Music
- [MUSC 213](#) J-Pop: Listening to Music in Modern Japan (not offered in 2023-24)
- [MUSC 215](#) Western Music and its Social Ecosystems, 1830-Present
- [MUSC 217](#) Opera: Stage, Screen, Recording
- [MUSC 232](#) Golden Age of R & B (not offered in 2023-24)
- [MUSC 241](#) Music of Latin America (not offered in 2023-24)
- [MUSC 341](#) Rock Lab and Lab
- **Research Seminar 6 credits**
 - [MUSC 308](#) Seminar in Music Analysis
 - [MUSC 313](#) Video Game Music: History, Interpretation, Practice (not offered in 2023-24)
 - [MUSC 334](#) Marvin Gaye (not offered in 2023-24)
 - [MUSC 337](#) Music in Social Movements
 - [MUSC 338](#) Sonic Spectacles in Minnesota and Beyond: Music as Heritage (not offered in 2023-24)

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 211](#), [MUSC 213](#), [MUSC 215](#), [MUSC 217](#), [MUSC 220](#), [MUSC 221](#), [MUSC 224](#), [MUSC 227](#), [MUSC 239](#), [MUSC 241](#), [MUSC 246](#), [MUSC 248](#), or any course number [MUSC 303](#)-339, [MUSC 341](#)
- **300-level Seminar (6 credits)**
 - One class from courses numbered [MUSC 303](#)-339
- **Music Electives (12 credits)**
 - Any MUSC credits, including Music classes, [CGSC 130](#) The Musical Mind, 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. Students who are exempted from [MUSC 110](#) will need to take another six-credit classroom course in Music. [MUSC 100](#) does not qualify.

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 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** (2-6 credits)*
 - One course from [MUSC 101](#), [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** (11-15 credits to total 36 credits)
 - Any additional MUSC credits, including classroom courses, ensembles, applied lessons or [CGSC 130](#) The Musical Mind.

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. Students

who are exempted from [MUSC 101](#) or [MUSC 103](#) will need to take two additional credits to obtain the 36 credits required for the 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 A Flory**

[MUSC 101](#) Music Fundamentals A course designed for students with little or no music background as preparation and support for other music courses, ensemble participation and applied music study. The course covers the fundamentals of music notation, including notes and chords in treble and bass clefs, key and time signatures, and the realization of basic rhythmic patterns. 2 credits; ARP; *Fall*; **Lauren Visel**

[MUSC 103](#) Musicianship I A course in aural skills, focusing upon sight reading using solfège (movable do, la-based minor), and short melodic dictation exercises of up to four bars in length in major and minor keys. Prerequisite: Music 101, or permission of the instructor as assessed by a diagnostic exam administered at the start of the term. 2 credits; ARP; *Winter*; **Justin M London**

[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; *Spring*; **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 109](#) Choir & A Cappella Arranging Arranging music for vocal groups is a unique balance between artistic integrity, expressivity, and practicality. This balance will be explored experientially first by broadening student's compositional skills and then by applying these skills to their own vocal arrangements for choirs and a cappella groups. Class activities will include studying vocal ranges,

scoring for vocal ensembles, and arranging/transcribing music for various combinations of vocal groups. Prerequisite: Music 103, Music 110 or instructor consent. 3 credits; ARP; *Not offered 2023-24*

MUSC 110 Theory I: The Principles of Harmony An introduction to the materials of western tonal music, with an emphasis on harmonic structure and syntax. It covers basic harmonic syntax (through secondary dominants), melodic phrase structure and cadences, and small musical forms, along with related theoretical concepts and vocabulary. Student work involves readings, analysis and composition exercises, and short essay assignments. Prerequisite: Music 101, or permission of the instructor as assessed by a diagnostic exam administered at the start of the term. 6 credits; LA; *Winter*; **Justin M London**

MUSC 111 Music and Storytelling Western music, especially classical music, is often called a “dead” genre. Part of this has to do with its associations with wealth, its aging audience base, and its seeming loftiness. But is this music really dead? In this class we will explore the history of Western music, with classical music as a starting point, but will examine the numerous ways music functions throughout cultures to tell different kinds of stories. We work from the assumption that no music (or art in general) is apolitical; because of this it behooves us to examine the ways the music of the past is deployed in service of social and political values today, whether it is to convince us to buy pizza or to incite revolution. 6 credits; LA, WR2; *Spring*

MUSC 115 Listening to the Movies We all watch movies, whether it’s in a theater, on television, a computer, or a smartphone. But we rarely listen to movies. This class is an introduction to film music and sound. The course begins with a module on how film music generally works within a narrative. With this foundation, the course then concentrates on the role film music and sound play in shaping our understanding of the film’s stories. Over the course of the term, students will study a variety of films and learn about theories of film music and sound. Class assignments include a terminology quiz, cue chart, and a short comparative essay. The course will culminate in a final project that may take the form of a term paper or creative project. 6 credits; LA, WR2; *Fall*; **Brooke Okazaki**

MUSC 123 The American Film Musical A survey of film musicals from their beginnings in the 1920s to the present. The course will cover the definition and attributes of film musicals, how a film musical differs from a film with music, and then continue with a historical survey of various eras of musicals, such as early sound film musicals, the film musical at its zenith, the adaptation of Broadway musicals to the screen, and current postmodern musicals and animated musicals by Disney and Pixar. The course will also discuss how musicals convey evolving cultural attitudes of gender, race, ethnicity, and sexual orientation, as well as good vs. evil. 6 credits; LA, IDS; *Not offered 2023-24*

MUSC 124 Hip-Hop in the 1980s This course will consider the musical elements of early hip-hop. Using guided listening and student responses, we will focus on a single album each week through the term, traversing the entire decade of the 1980s. 2 credits; HI; *Not offered 2023-24*

MUSC 125 Listening to Rock This course will consider the musical elements of Rock. The instructor will create a theme for the term focusing on a subset of rock history (girl groups, concept albums,

etc.). Using guided listening and student responses, the class will focus on a single album (or other group of tracks) per week throughout the term. No theme will repeat during any four-year period, allowing students to take the course multiple times. This course may be offered as a stand-alone class or as a coordinated trailer to "History of Rock." 2 credits; NE; *Not offered 2023-24*

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 A Flory**

MUSC 127 Music and Censorship This course examines the causes, methods and logic behind attempts to censor music by governments, commercial corporations and religious authorities through guided listening, reading, and writing assignments. Lectures focus first on the "entartete musik" of Nazi Germany. Contemporary cases of music censorship are then selected from a wide range of countries, including the United States, South Africa, and Russia. The music studied includes that by Pussy Riot, Paul Simon, Pete Seeger, and Richard Wagner. 6 credits; LA, WR2, IS; *Fall*; **Hector L Valdivia**

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; *Winter*; **Hector L Valdivia**

MUSC 130 The History of Jazz A survey of jazz from its beginnings to the present day focusing on the performer/composers and their music. 6 credits; LA, WR2, IDS; *Not offered 2023-24*

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 2023-24*

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 2023-24*

MUSC 137 Rock, Sex, & Rebellion This course will develop critical listening skills and an understanding of musical parameters through an introduction to select genres within the history of rock music. Our focus is on competing aesthetic tendencies and sub-cultural forces that shaped the music. The course includes discussions of rock's significance in American culture and the minority communities that have enriched rock's legacy as an expressively diverse form. Examined genres include blues, jazz, early rock 'n' roll, folk rock, protest music, psychedelia, music of the British Invasion, punk, art rock, Motown, funk, hip hop, heavy metal, grunge, glitter, and disco. Lectures, readings, careful listening, and video screenings. Students will also argue for the best rock song of all time. 6 credits; LA, IDS; *Not offered 2023-24*

MUSC 140 Ethnomusicology and the World's Music This course introduces the world's musical diversity and the discipline of ethnomusicology through scholarship and music-making. We will study the history, theory, and methods of ethnomusicology, as well as contemporary critiques. Students will receive group instruction (instruments provided) and learn through playing rudimentary musical material from one or more traditions. No musical experience necessary. 6 credits; ARP, IS, WR2; *Spring*; **Melissa Scott**

MUSC 144 Music and Migration Throughout history, people have relocated for a variety of reasons, both voluntarily and forcibly. What sorts of consequences do mass movements of people have on cultural practices? This course will examine the legacy of the slave trade with relation to African-influenced music developments throughout the Americas and the Caribbean. We will first consider the nuances of West African music practices and beliefs before and during the slave trade. Then, we will explore a variety of sacred and secular traditions that developed in the New World as a result of the African Diaspora, including spirituals, the blues, jazz, rock and roll, and hip hop in North America; tango, blocos afro, cumbia, and candombe in South America; and Santería, reggae, timba, rara, and steel pan in the Caribbean. As part of this exploration, we will consider difficult questions, such as what is "black music"?; What ethical considerations must we think about in relation to who can/should play black music?; and What sorts of similarities and differences exist between African-influenced music styles in the Americas, and why? Lastly, we will consider how music in Africa has changed in more recent times due to a return of African-Americans back to their ancestral roots as well as other points of contact between the Americas and Africa, especially in relation to genres like Afrobeat, highlife, and gumbe. No previous musical experience required. 6 credits; LA, WR2, IDS; *Not offered 2023-24*

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, Melissa Holm-Johansen, Julia Ennen, Matthew J Olson**

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, Melissa Holm-Johansen, Julia Ennen, Matthew J Olson**

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, Natalia Moiseeva, Susan M Crawford**

MUSC 155J Violin (Juried) 1 credit; ARP; *Fall, Winter, Spring*; **Hector L Valdivia, Natalia Moiseeva, Susan M Crawford**

MUSC 156 Viola 1 credit; S/CR/NC; ARP; *Fall, Winter, Spring*; **Hector L Valdivia, Natalia Moiseeva, Susan M Crawford**

MUSC 156J Viola (Juried) 1 credit; ARP; *Fall, Winter, Spring*; **Hector L Valdivia, Natalia Moiseeva, Susan M Crawford**

MUSC 157 Cello 1 credit; S/CR/NC; ARP; *Fall, Winter, Spring*; **Thomas Rosenberg, Greg C Byers**

MUSC 157J Cello (Juried) 1 credit; ARP; *Fall, Winter, Spring*; **Thomas Rosenberg, Greg C Byers**

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*; **Charles Block**

MUSC 158J Classical String Bass (Juried) The study of the acoustic string bass in the Classical style. 1 credit; ARP; *Fall, Winter, Spring*; **Charles Block**

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*; **Christopher Thomson**

MUSC 162J Saxophone (Juried) 1 credit; ARP; *Fall, Winter, Spring*; **Christopher Thomson**

MUSC 163 Bassoon 1 credit; S/CR/NC; ARP; *Fall, Winter, Spring*; **Briana O'Connell**

MUSC 163J Bassoon (Juried) 1 credit; ARP; *Fall, Winter, Spring*; **Briana O'Connell**

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/Euphonium 1 credit; S/CR/NC; ARP; *Fall, Winter, Spring*; **Joshua Becker**

MUSC 166J Trombone/Euphonium (Juried) 1 credit; ARP; *Fall, Winter, Spring*; **Joshua Becker**

MUSC 167 Tuba 1 credit; S/CR/NC; ARP; *Fall, Winter, Spring*; **Joshua Becker**

MUSC 167J Tuba (Juried) 1 credit; ARP; *Fall, Winter, Spring*; **Joshua Becker**

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 (Juried) 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 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*; **Dave Schmalenberger**

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*; **Dave Schmalenberger**

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, Greg C Byers**

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, Greg C Byers**

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 (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. 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 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; ARP; *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; ARP; *Fall, Winter, Spring*; **Hannah Schendel**

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; ARP; *Fall, Winter, Spring*; **Lauren Visel**

MUSC 190 Carleton Jazz Ensemble The Carleton Jazz Ensemble's focus is on improvisation and the fusion between jazz, rock, funk, and Latin influences. There is no predetermined instrumentation. Rather, the ensemble's size and instrumentation vary each term. String players, vocalists, and any brass or woodwind instrumentalists are welcome to register. The ensemble performs once each term. Prerequisite: Admission by audition. 1 credit; S/CR/NC; ARP; *Fall, Winter, Spring*; **Laura S Caviani**

MUSC 191 The Rhythms of West Africa An introduction to the anthropology of music through readings, discussion, and hands-on encounters with the percussion-based musical styles of West Africa. The course will cover the history and ethnography of West African societies and cultures, methods of fieldwork and music analysis, and engage with classic and contemporary scholarship. In addition, students will learn essential playing techniques and repertoire through performing in djembe-centered percussion ensembles. No prerequisites; no prior musical experience required. 6 credits; ARP; *Not offered 2023-24*

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, Hector L Valdivia, Connie K Martin, Gao Hong, Nina E Olsen, Martha N Jamsa, Greg C Byers, Natalia Moiseeva, Matthew McCright**

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, Dave Schmalenberger**

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; ARP; *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*; **Matthew J Olson**

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, what gives rise to a sense of tonality, the complexity of rhythmic patterns, and the architecture of musical form. 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 using empirical methods. Prerequisite: Music 101, or permission of the instructor as assessed by a diagnostic exam administered at the start of the term. 6 credits; LA, WR2, QRE; *Spring*; **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; *Not offered 2023-24*

MUSC 211 Race, Gender, and Classical Music This course tackles a crucial question in the study of western classical music: why do compositions by white, dead, men still dominate the concert halls in

the twenty-first century? And more importantly, how can we as music students and lovers change this? By looking at the role race and gender have historically played in the production and reception of western classical music, students will interrogate what it means to listen to it. Through a variety of assignments including listening analyses, creative responses, and a final QRE project, students will develop skills to help them succeed in their various musical endeavors. 6 credits; LA, WR2, QRE; *Fall*; **Brooke Okazaki**

MUSC 213 J-Pop: Listening to Music in Modern Japan Japanese popular music encompasses a wide variety of genres, from World War II propaganda tunes to anime soundtracks. But how does this music relate to the history of modern Japan? What is “modern” (or post-modern) about this specific music? This class will examine the creation and consumption of Japanese popular music from around 1945 to present, focusing on how popular music worked in the cultural and political milieu. Through the study of Japanese folk, jazz, rock, hip-hop, bubble gum pop, and film music, students will engage with broader historical trajectories in society. We will discuss music as it relates to issues of race, gender, and pop culture in Japan and around the world. 6 credits; NE, WR2, IS; *Not offered 2023-24*

MUSC 215 Western Music and its Social Ecosystems, 1830-Present How does music shape society? What does it feel like to participate in musical life—as a creator, performer, listener, leader, fan, or critic? These questions will guide us as we study the history of Western music with an emphasis on social experience. We’ll explore music from the Romantic era to our contemporary moment, with our ears and eyes trained toward the repertoire’s civic and interpersonal meanings. Along the way, you’ll respond to current concert programming and curate playlists that speak to your communities on campus and beyond. Front of mind will be expansive themes of belonging and identity. 6 credits; LA, WR2; *Fall*; **Victoria Aschheim**

MUSC 217 Opera: Stage, Screen, Recording Opera has something for everyone: drama, desire, politics, stagecraft, design. The medium sets life to music and reveals the music within people’s lives. In the spirit of exchange between art and reality, this course looks at the history of opera through a contemporary lens. Centering on a diverse collection of operas—and voices—from past to present, we’ll ask how modern sensibilities animate the music’s production and performance. We’ll bring concepts of relevance, risk, representation, and justice to bear on opera, with attention to media and technology. We’ll listen to recent operatic interpretations and discover how creatives are making opera new. Prerequisite: None, ability to read music is not necessary. 6 credits; LA, WR2; *Fall*; **Victoria Aschheim**

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; *Winter*; **Andrea Mazzariello**

MUSC 221 Electronic Music Composition This course focuses on creating new electronic music. We will use digital audio workstations for composition and production, grounding their use in the fundamentals of digital audio. We will listen extensively, in many genres of electronic music, applying this critical listening to our own work and our colleagues' work. Frequent composition assignments build fundamental skills in melodic creation and development, drum programming, synthesis, and audio production. The course culminates in a term project, a stylistically unrestricted, substantial original composition. Prerequisite: Music 108, Music 110 or instructor consent. 6 credits; ARP; *Winter*; **Andrea Mazzariello**

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; *Spring*; **Andrea Mazzariello**

MUSC 225 Performing with Electronics Performing with Electronics is both a survey and a creative course. We will explore historical and contemporary examples of performing with live electronics that incorporate both analog and digital technologies, such as use of turntables and sampling, microphones and speakers, synthesizers, no-input mixing, digital processing, among others. Taking cue from these different approaches to working with electronics in real time, we will investigate ways of approaching a live scenario, designing hardware and software interfaces for performance. Our goal will be learning to perform with our setups, ultimately looking into the possibilities of performing as an ensemble. 3 credits; ARP; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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 2023-24*

MUSC 241 Music of Latin America This course is designed to increase your awareness of musical styles in Latin America within particular social, economic, and political contexts. We will cover topics related to popular, folkloric, classical, and indigenous musics spanning from Mexico to South America's Southern Cone. The course will include elements of performance and dance instruction in addition to a critical examination of lived experiences across the region. No previous musical experience is necessary. 6 credits; LA, IS; *Not offered 2023-24*

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, Melissa Holm-Johansen, Julia Ennen, Matthew J Olson**

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, Melissa Holm-Johansen, Julia Ennen, Matthew J Olson**

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, Natalia Moiseeva, Susan M Crawford**

MUSC 255J Violin (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; *Fall, Winter, Spring*; **Hector L Valdivia, Natalia Moiseeva, Susan M Crawford**

MUSC 256 Viola Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; *Fall, Winter, Spring*; **Hector L Valdivia, Natalia Moiseeva, Susan M Crawford**

MUSC 256J Viola (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; *Fall, Winter, Spring*; **Hector L Valdivia, Natalia Moiseeva, Susan M Crawford**

MUSC 257 Cello Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; *Fall, Winter, Spring*; **Thomas Rosenberg, Greg C Byers**

MUSC 257J Cello (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; *Fall, Winter, Spring*; **Thomas Rosenberg, Greg C Byers**

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*; **Charles Block**

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*; **Charles Block**

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*; **Christopher Thomson**

MUSC 262J Saxophone (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; *Fall, Winter, Spring*; **Christopher Thomson**

MUSC 263 Bassoon Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; *Fall, Winter, Spring*; **Briana O'Connell**

MUSC 263J Bassoon (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; *Fall, Winter, Spring*; **Briana O'Connell**

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/Euphonium Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; *Fall, Winter, Spring*; **Joshua Becker**

MUSC 266J Trombone/Euphonium (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; *Fall, Winter, Spring*; **Joshua Becker**

MUSC 267 Tuba Prerequisite: Instructor Permission. 2 credits; S/CR/NC; ARP; *Fall, Winter, Spring*; **Joshua Becker**

MUSC 267J Tuba (Juried) Prerequisite: Instructor Permission. 2 credits; ARP; *Fall, Winter, Spring*; **Joshua Becker**

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 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 272J Oud (Juried) 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 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*; **Dave Schmalenberger**

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*; **Dave Schmalenberger**

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, Greg C Byers**

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, Greg C Byers**

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 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, 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, 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; *Spring*; **Justin M London**

MUSC 313 Video Game Music: History, Interpretation, Practice Over the decades, video game music has evolved from simple beeps and boops into a genre that has garnered millions of fans worldwide. This course traces the history of video game music aesthetics and technology. We will consider how it relates to a variety of musical traditions and engages with broader social issues. We will learn to listen for loops, styles, structures, and function in games via direct engagement with primary sources: the games themselves. The course culminates in the practical application of knowledge via a creative project. Expected preparation: The ability to read music and a previous music course, or instructor consent. 6 credits; LA, WR2; *Not offered 2023-24*

MUSC 320 Ambient Music In the liner notes to his *Ambient 1: Music for Airports*, Brian Eno claims that ambient music “should accommodate many levels of listening attention without enforcing one in particular; it must be as ignorable as interesting.” In this class, we will investigate what we can learn from listening intently to that which is meant to sound in the background. While we will discuss the ambient as a genre, we will also consider its broader implications on how we experience music in everyday life. Our study of the repertoire will be paired with critical readings on ambient music and immersive sound. Prerequisite: The ability to read music and a previous music course, or instructor consent. 6 credits; LA, WR2; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Winter*; **Melissa Scott**

MUSC 338 Sonic Spectacles in Minnesota and Beyond: Music as Heritage In the last fifty years, governments and transnational entities such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO) have increasingly called to safeguard cultural practices and historic buildings around the world. Through trial and error, social scientists and policymakers have realized that such cultural heritage preservation programs come with unforeseen consequences, especially regarding musical performance and the communities that practice such traditions. This course is divided into two sections. First, we will concentrate on case studies from around the world, considering the advantages, detriments, and best practices for recognizing and celebrating music as heritage. We will debate questions such as: What is heritage? How can something ephemeral such as music be 'conserved' for generations to come? What role does the West play in shaping musical practices around the world, and for who do we want to 'save' the music? Who makes decisions of what music should or should not be safeguarded, and what are the implications for local practitioners? Second, we will explore music festivals and other music heritage projects specifically in Minnesota. Learning from the mistakes of the past, the course will culminate with a collaborative class project that will contribute to a sensitive yet productive endeavor to document oral histories of musicians, or plan a festival/performance on campus that highlights musical life in and around Northfield. 6 credits; LA, WR2, IDS; *Not offered 2023-24*

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; *Spring*; **Andy A Flory**

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*; **Nikki Melville**

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*

Neuroscience

Requirements for the Neuroscience Minor

The Neuroscience Minor requires 47 credits as follows:

- **Core Courses** (20 credits required):
 - **BIOL 125** Genes, Evolution, and Development and Lab
 - **NEUR 127** Foundations in Neuroscience and Lab
 - **NEUR 238** Neurons, Circuits and Behavior
 - **NEUR 239** Neurons, Circuits and Behavior Lab
- The **BIOL 125** requirement is waived if a student received a score of 5 on the AP Biology Exam or a higher level IB exam score of 6 or 7.
- **Capstone** (3 credits required):
 - **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
 - **Elective List**
 - **BIOL 240** Genetics
 - **BIOL 248** Behavioral Ecology
 - **BIOL 272** Integrative Animal Physiology (not offered in 2023-24)
 - **BIOL 280** Cell Biology
 - **BIOL 281** Cell Biology Laboratory
 - **BIOL 332** Human Physiology
 - **BIOL 333** Human Physiology Laboratory
 - **BIOL 356** Seminar: Topics in Developmental Biology
 - **BIOL 365** Seminar: Topics in Neuroscience
 - **BIOL 368** Seminar: Developmental Neurobiology
 - **BIOL 379** Seminar: Behavioral Genetics (not offered in 2023-24)

- [BIOL 386](#) **Neurobiology** (not offered in 2023-24)
- [CS 254](#) **Computability and Complexity**
- [CS 321](#) **Making Decisions with Artificial Intelligence** (not offered in 2023-24)
- [MUSC 227](#) **Perception and Cognition of Music** (not offered in 2023-24)
- [MUSC 228](#) **Perception and Cognition of Music Lab** (not offered in 2023-24)
- [PHIL 225](#) **Philosophy of Mind** (not offered in 2023-24)
- [PSYC 210](#) **Psychology of Learning and Memory**
- [PSYC 211](#) **Laboratory Research Methods in Learning and Memory**
- [PSYC 216](#) **Behavioral Neuroscience**
- [PSYC 217](#) **Laboratory Research Methods in Behavioral Neuroscience**
- [PSYC 218](#) **Hormones, Brain, and Behavior**
- [PSYC 219](#) **Laboratory Research Methods in 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 2023-24)
- [PSYC 318](#) **Psychopharmacology** (not offered in 2023-24)
- [PSYC 366](#) **Cognitive Neuroscience**
- [PSYC 367](#) **Neuropsychology of Aging** (not offered in 2023-24)
- [PSYC 370](#) **Behavioral Neuroimmunology**
- [PSYC 371](#) **Evolutionary and Developmental Trends in Cognition** (not offered in 2023-24)
- [PSYC 379](#) **Child and Adolescent Psychiatry** (not offered in 2023-24)

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*; **Eric D Hoopfer, Sarah H Meerts**

[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. A grade of C- or better must be earned in both Neuroscience 238 and 239 to satisfy the LS requirement. Prerequisite: Neuroscience

127 or Biology 125; Concurrent registration in Neuroscience 239. 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 of 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. Prerequisite: Biology 125 (or permission of instructor), Neuroscience 127, Neuroscience 238 and 239, open only to seniors. 3 credits; S/CR/NC; NE; *Spring*; **Sarah H Meerts**

Philosophy

Philosophy asks and attempts to answer questions about the nature of reality and our knowledge about it, moral goodness, justice, beauty and freedom. In the context of liberal arts, we help students develop critical thinking skills by focusing on argument construction and analysis. We offer a range of courses in traditional areas of philosophy, such as epistemology and ethics, as well as courses in history of philosophy and applied philosophy.

Our courses, except for the comps, are open to both majors and non-majors, although some upper level courses may require prior exposure to philosophy.

Requirements for the Philosophy Major

72 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: Seventeenth and Eighteenth Century 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!** (not offered in 2023-24)
- **PHIL 203 Bias, Belief, Community, Emotion** (not offered in 2023-24)

- [PHIL 211](#) Being, Time and Identity (not offered in 2023-24)
- [PHIL 217](#) Reason in Context: Limitations and Possibilities
- [PHIL 223](#) Philosophy of Language
- [PHIL 225](#) Philosophy of Mind (not offered in 2023-24)
- [PHIL 226](#) Love and Friendship (not offered in 2023-24)
- [PHIL 236](#) Proof, Knowledge, and Understanding in Mathematics (not offered in 2023-24)
- [PHIL 255](#) Comparative Philosophy
- [PHIL 273](#) Kant's Metaphysics (not offered in 2023-24)
- [PHIL 274](#) Existentialism (not offered in 2023-24)
- [PHIL 287](#) Conspiracy Theories and Dogmatism (not offered in 2023-24)
- [PHIL 297](#) Kant's Philosophy of Mind
- [PHIL 302](#) Philosophy of María Lugones
- [PHIL 306](#) Causation and Explanation (not offered in 2023-24)
- [PHIL 319](#) Philosophy of Quantum Mechanics (not offered in 2023-24)
- [PHIL 338](#) Philosophy East and West
- [PHIL 373](#) Reptiles and Demons (not offered in 2023-24)

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 (not offered in 2023-24)
- [PHIL 218](#) Virtue Ethics (not offered in 2023-24)
- [PHIL 219](#) American Pragmatism
- [PHIL 221](#) Philosophy of Law
- [PHIL 222](#) Topics in Medical Ethics
- [PHIL 226](#) Love and Friendship (not offered in 2023-24)
- [PHIL 228](#) Freedom and Alienation in Black American Philosophy (not offered in 2023-24)
- [PHIL 232](#) Social and Political Philosophy
- [PHIL 255](#) Comparative Philosophy
- [PHIL 257](#) Feminist Philosophy
- [PHIL 260](#) Philosophy of Race
- [PHIL 261](#) The Individual and the Political Community
- [PHIL 274](#) Existentialism (not offered in 2023-24)
- [PHIL 302](#) Philosophy of María Lugones
- [PHIL 304](#) Decolonial Feminisms
- [PHIL 338](#) Philosophy East and West
- [PHIL 340](#) Kant's Practical Philosophy

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](#) This Course is About Discourse: An Introduction to Philosophy Through Dialogues Most philosophy comes in the form of books or articles where the author expounds their view over the course of many pages. But there is a long tradition of writing philosophy as a *dialogue* between multiple characters. These dialogues are a hoot to read and philosophically illuminating. This course is an introduction to philosophy through dialogues from various philosophical traditions around the world. The dialogues we'll read ask questions like: What is justice? Is there a God? What is the nature of personal identity? What is the nature of reality? What do we owe to nature? How does science work? 6 credits; AI, IS, WR1; *Fall*; **Daniel M Groll**

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 105 The Complications of Heroism What does it mean to be heroic? Are heroes in the Western world consistent across contexts and vantage points? In this introduction to philosophy, we explore some lauded philosophical discussions on heroism, ethical complications, and shifts in the valuation of heroic and ethical acts. Students will read contemporary and historical philosophical texts by figures such as Thomas Carlyle, Søren Kierkegaard, Friedrich Nietzsche, and others. Students will explore illustrations of heroism by the primary authors and we will explore counter examples that challenge these views. Finally, students are invited to explore the meaning of heroism today utilizing the course's philosophical resources. 6 credits; HI, WR2; *Not offered 2023-24*

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; *Not offered 2023-24*

PHIL 114 Philosophy of Love and Sex This course is an examination of theories and attitudes concerning love and sexuality that have been prevalent in the Western world. We will explore philosophical and theological conceptions of sex and love and ethical issues related to these topics (including monogamy, same-sex marriage, cultural differences, pornography, and consent.) The course will focus on contemporary U.S. beliefs and practices examined through the lens of the different beliefs and practices concerning intimacy within the cultures of the U.S. The lens of gender, race/ethnicity, and sexual orientation will be ongoing themes of the class and included in all topics. 6 credits; HI; *Fall*; **Cynthia Marrero-Ramos**

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; *Not offered 2023-24*

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; *Spring*; **Jason A Decker**

PHIL 117 Reclaiming Argument Our lives are drenched in argument and persuasion. This course aims to teach you how to deftly and *ethically* manage argument and persuasion in your own life. Our goals: to develop your skill at recognizing how language can be used and misused as a tool for persuasion, by teaching techniques from formal logic, linguistics, and argument-mapping; and to show you how (and why) to construct your own arguments with honesty and logical transparency. Our hope is that you will come to see argument not primarily as a contest to be won or lost, but as something that should be "reclaimed" for a more noble purpose: building genuine understanding between people, even across profound differences of viewpoint. 6 credits; HI; *Not offered 2023-24*

PHIL 119 Meaning of Life Does life have a meaning? To answer this, we will first inquire into more basic questions about agency that provide a foundation for our topic: Is everything fated? Is fate compatible with free will? Is happiness in our control? After developing your ideas on the answers to those questions, we will turn to various approaches to meaning in life, both those that affirm meaning and deny it. We will cover, for example, approaches to the meaning of life grounded in narrative, divinity, creativity, and more. 6 credits; HI, WR2; *Winter*; **Hope C Sample**

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, Africana 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; *Not offered 2023-24*

PHIL 123 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? Not open to students who have taken Philosophy 222. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

PHIL 124 Friendship What is friendship? Are there different types of friendships? What makes a friendship good? While this course will familiarize you with a variety of scholarly views on friendship from both historically canonical and contemporary sources, our main goal is to become more reflective about our lived experience of friendship here and now. 6 credits; HI, WR2, IS; *Spring*; **Allison E Murphy**

PHIL 201 Fables, Stories, and Philosophy Storytelling is a universal human activity. We enculturate and educate children through picture books, fables, and fairy tales. How? Do they make us morally better? Epistemically better (even though they are, strictly speaking, false)? What makes a story or fairy tale effective (whatever that means) as opposed to boringly didactic? And how can non-semantic modes of communication like music and visual art amplify or complicate the ways stories impart lessons for humanity? This course will explore the nature of stories from a philosophical perspective. Among other things, students will work together to update a classic story, fable or fairy tale for a contemporary audience. 3 credits; S/CR/NC; NE; *Winter*; **Daniel M Groll**

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; *Not offered 2023-24*

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*; **Jason A Decker**

PHIL 211 Being, Time and Identity The aim of metaphysics has traditionally been to identify the nature and structure of reality. The topics of this course are the topology of time, identity of things

and individuals, causality, free will, and the referents of general terms. We will read a variety of classic and contemporary texts, which are organized topically. Prerequisite: 100-level Philosophy course or instructor permission. 6 credits; HI, WR2; *Not offered 2023-24*

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; *Fall*; **Daniel M Groll**

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, WR2; *Fall*; **Allison E Murphy**

PHIL 218 Virtue Ethics What is a good human life? Who is a good person? From the time of Plato and Aristotle onwards, many philosophers have thought 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* enables us to make good judgments about how to act. How do virtue and wisdom work together to produce a good human life? Is a good life the same as a happy life? We will reflect on these and related questions as we read texts from Alasdair MacIntyre, Philippa Foot, and other significant thinkers in the contemporary virtue ethics tradition. We will also consider the application of virtue ethics to specific areas, such as environmental ethics, as well as the parallels between Western virtue ethics and the tradition of Confucianism in ancient China. 6 credits; HI, WR2; *Not offered 2023-24*

PHIL 219 American Pragmatism The class is a survey of this distinctly North American tradition, which understands knowing the world as inseparable from exercising one's agency within it. We will especially focus on the tradition's directedness towards various dimensions of social improvement and the notion that philosophy is a tool in the realization of an inclusive American democracy. We will start with the readings on how an indigenous philosophical perspective served as a crucial source of American pragmatism, we will then read works of African American Pragmatists as well as "classic" pragmatists and emerging theories such as Black Feminist Pragmatism. 6 credits; HI; *Winter*; **Anna Moltchanova**

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; *Winter*; **Anna Moltchanova**

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; *Spring*; **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; *Winter*; **Jason A Decker**

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 2023-24*

PHIL 226 Love and Friendship This course will consider various philosophical views on the nature of love and friendship. It will focus on both the history of philosophical thinking about these notions from Plato and Aristotle to the twentieth century and a variety of contemporary views on the meaning of love and friendship that derive their insight from the most recent studies of emotion, agency, action, rationality, moral value, and motivation. We will also look at the variations in the understanding of love and friendship among the members of the same culture and across cultures. 6 credits; HI, WR2; *Not offered 2023-24*

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; *Not offered 2023-24*

PHIL 232 Social and Political Philosophy We will study several prominent late twentieth century philosophers writing about social and political justice and representing a variety of views, such as liberalism, socialism, libertarianism, communitarianism, feminism and post-modernism. The following are some of the authors we will read: John Rawls, Gerald Cohen, Robert Nozick, Charles Taylor, Iris Marion Young, Seyla Benhabib, Jurgen Habermas, Jean-Francois Lyotard. 6 credits; HI, WR2, QRE, IDS; *Spring*; **Anna Moltchanova**

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; *Not offered 2023-24*

PHIL 255 Comparative Philosophy Philosophical problems are motivated by human concerns that are often shared across cultures. In this course, we will analyze how philosophers from different traditions have approached problems concerning the structure of reality, the nature of knowledge and experience, and how we ought to live. We will identify how their cultural context impacts their resolution of metaphysical, epistemic, and ethical problems. Moreover, beyond comparing and contrasting, we will consider how philosophers from different philosophical traditions could have learned from or inspired one another if they had engaged with one another. By engaging in this cross-cultural investigation inquiry, we will gain a broader view of how philosophy has been used to make sense of the world and its limitations and prospects philosophy. 6 credits; HI, IS, WR2; *Winter*; **Hope C Sample**

PHIL 257 Feminist Philosophy This course provides a survey of contemporary issues in feminist philosophy and theories of gender. We will cover intersectional theory, narrative theory, and feminist theories of embodiment. We will attempt to answer the following kinds of questions in this course: How does feminism interact with nationalism? How do categories of gender, sex, sexuality, race, nationality, and class affect our willingness to attribute knowledge or epistemic authority to others? How do we know our sexual orientation? What is oppression? Should gender impact custody decisions? How does the criminal justice system reinforce structures of oppression? 6 credits; HI, WR2, IDS; *Fall*; **Hope C Sample**

PHIL 260 Philosophy of Race What is race? How do we define racism? How have philosophers defined race historically? What does it mean to examine race philosophically? US history, culture, and politics are haunted by the specters of race, racism, and slavery. Ideas about race and racism permeate nearly all aspects our lives evidenced by the mainstream media's obsession with questions like: Does racism still exist? Should critical race theory be taught in schools? Do "Black Lives" or "All Lives" matter? In this course, we will investigate the ways in which ideas about race and racism in the US have been and are continuously re-defined for the sake of preserving white supremacy and white-supremacist institutions. 6 credits; HI, IDS; *Winter*; **Cynthia Marrero-Ramos**

PHIL 261 The Individual and the Political Community Are human beings by nature atomic units or oriented towards community? What does the difference amount to, and why does it matter for our understanding of the ways in which political communities come into existence and are maintained? In this course we will explore these and related questions while reading two foundational works in political theory, Plato's *Republic* and Hobbes's *Leviathan*, as well as several related contemporary pieces. 6 credits; HI, WR2, IS; *Spring*; **Allison E Murphy**

PHIL 270 Ancient Greek Philosophy Is there a key to a happy and successful human life? If so, how do you acquire it? Plato and Aristotle thought the key was virtue and that your chances of obtaining it depend on the sort of life you lead. We'll read texts from these authors that became foundational for the later history of philosophy, including the *Apology*, *Gorgias*, *Symposium*, and the *Nicomachean Ethics*, while situating the ancient understanding of virtue in the context of larger questions of metaphysics (the nature of being), psychology, and ethics. 6 credits; HI, IS, WR2; *Fall*; **Allison E Murphy**

PHIL 272 Early Modern Philosophy: Seventeenth and Eighteenth Century

Philosophy This seventeenth and eighteenth century philosophy course is not limited to any geographic region: it is open to Indigenous philosophical traditions as well as those of Europe, the Americas, Africa, and Asia. On the metaphysical side, we will cover topics such as time and space, freedom, and divinity. Ethical issues that we will cover include, but are not limited to, moral responsibility, virtue, suffering, and the good life. Further, we will cover epistemic issues concerning belief, perception, and knowledge. 6 credits; HI, WR2, IS; *Spring*; **Hope C Sample**

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; *Not offered 2023-24*

PHIL 274 Existentialism We will consider the emergence and development of major themes of existentialism in the works of Kierkegaard and Nietzsche, as well as "classical" existentialists such as Heidegger, Sartre and De Beauvoir. We will discuss key issues put forward by the existentialist movement, such as "the question of being" and human historicity, freedom and responsibility and look at how different authors analyzed the nature and ambitions of the Self and diverse aspects of subjectivity. 6 credits; HI, WR2, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

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; S/CR/NC; NE; *Spring*; **Daniel M Groll**

PHIL 297 Kant's Philosophy of Mind Kant's contributions to philosophy of mind cover a diverse array of aspects of consciousness and have deeply influenced the history of philosophy of mind. His

phenomenological reflections on the perception of space and time and the basic categories through which we judge inspired subsequent Kantian philosophers and even contemporary debates about the role of concepts in perception. Further, Kant's account of judgments of beauty and the sublime provide essential background for contemporary aesthetics. Finally, Kant's universal law formulation of his central moral principle provides an innovative way to understand moral decision making in terms of collective rationality. 6 credits; HI, IS, WR2; *Fall*; **Hope C Sample**

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 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. 3 credits; S/CR/NC; NE; *Fall*; **Daniel M Groll**

PHIL 302 Philosophy of María Lugones This course is dedicated to the philosophy of María Lugones. We will read her work as well as the work of those whose ideas she engaged and inspired. The themes of the course are intersectionality and the debates surrounding it, liminality and complex communication, "world"-traveling and coalitional resistance to oppression, and coloniality of gender. Prerequisite: One course in Philosophy or in the subject areas covered by the seminar or permission of the instructor. 6 credits; HI, WR2, IDS; *Spring*; **Anna Moltchanova**

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 2023-24*

PHIL 304 Decolonial Feminisms This course familiarizes students with major issues and debates within the emerging field of decolonial feminist philosophy. We will start by considering some of the historical, geopolitical, and theoretical underpinnings from which decolonial feminisms emerged. We will then investigate core concepts and problems pertaining to decolonial feminisms as a critical methodology and as a practice to build solidarity between and across anti-racist, anti-colonial, anti-sexist, anti-capitalist schools of thought and/or political coalitions. We will pay particular attention to Latina feminist philosopher María Lugones and her development of the "colonial modern gender system" and her articulation of "decolonial feminism." Prerequisite: One prior course in Philosophy or

a relevant area of studies or permission of the instructor. 6 credits; HI, IDS; *Spring*; **Cynthia Marrero-Ramos**

PHIL 306 Causation and Explanation Intimately related in deep but philosophically mysterious ways, the paired concepts of *causation* and *explanation* structure how we think about the reality we inhabit and our place in it, as well as our self-understanding as inquirers. After all, when we investigate just about anything, we aim to know not just the where and the when, but the *how* and the *why*. This seminar will introduce you to some of the most important philosophical investigations into causation, explanation, and their relationship to one another. Along the way, we'll pay close attention to ways in which these investigations matter--well outside the confines of academic philosophy--by looking at stubborn disputes within the social sciences about what counts as "causal" or "explanatory." 6 credits; HI; *Not offered 2023-24*

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. 7-8 credits; NE, IS; *Fall*; **Arthur P McKeown**

PHIL 319 Philosophy of Quantum Mechanics Quantum theories of matter are astonishingly successful—and deeply mysterious. Niels Bohr is said to have 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 wholes really are more than the sum of their parts and that nature is non-local in a surprising way. 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 look at some currently popular approaches: Bohm's deterministic theory, spontaneous collapse theories, many-worlds and many-minds theories. Prerequisite: One Previous Philosophy course or instructor consent. 6 credits; HI, QRE; *Not offered 2023-24*

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; *Not offered 2023-24*

PHIL 322 Social Construction The idea that various things are socially constructed is ubiquitous. But what exactly does it mean for something to be socially constructed? And what things are socially constructed? Race? Gender? Quarks? Mental Illness? *Everything?* We will read, among others, Sally Haslanger (*Resisting Reality*), Ian Hacking (*The Social Construction of What?*), Nelson Goodman (*Ways of Worldmaking*) and Ásta (*Categories We Live By*). Prerequisite: One previous course in Philosophy. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

PHIL 338 Philosophy East and West This course will cover philosophical themes within seventeenth and eighteenth century Eastern and Western philosophical traditions and put them in conversation with one another. Some examples of topics that may be covered include, but are not limited to, the following: nature, divinity, knowledge, virtue, animal ethics, philosophy of mind, change, and education. Further, we will analyze methodological issues of translation. We will also evaluate problems for comparative work such as incommensurability, anachronism, ideological imperialism, ethnocentrism, and more. The aim of this course is to gain a contextual understanding of these philosophical traditions to promote the creation of new dialogues. Prerequisite: One Prior course in Philosophy. 6 credits; HI, WR2, IS; *Winter*; **Hope C Sample**

PHIL 340 Kant's Practical Philosophy Kant's deep influence on the history of ethics and political philosophy remains today. For example, Kant's concept of equal respect for intrinsic human dignity is reflected in the UN's *Universal Declaration of Human Rights*. Our guiding question for the course will be as follows: according to Kant, who has equal moral worth? To answer that question, we will read selections from his ethics and politics as well as Kant's anthropology and physical geography. Further, we will cover Kantian background distinctions necessary for our inquiry: practical versus theoretical reason, analytic versus synthetic propositions, and *a priori* versus empirical justification. 6 credits; HI, WR2, IS; *Winter*; **Hope C Sample**

PHIL 373 Reptiles and Demons Skeptical arguments—like Descartes' malignant demon argument—threaten to completely undermine our claim to have any knowledge of this world. Philosophers (and non-philosophers) have often met our apparent inability to answer these skeptical arguments with a shrug. The skeptical scenarios exert no gravitational pull on most minds and can be safely filed under "philosophical curiosities." Meanwhile, global conspiracy theories—like David Icke's theory that the world's governments are overrun with shapeshifting reptilians from the constellation Draco—also threaten to undermine our knowledge of the world. Trying to answer them runs us into the very same cognitive and epistemic roadblocks that we run into with philosophical skepticism. We can't, however, meet these theories with a shrug. Conspiracy theories—even the wilder ones—do attract adherents and do have real-world (and sometimes devastating) consequences. Intensifying our predicament is the undeniable fact that we live in a world that is rife with conspiracies—some of them rather wild. In this seminar we will examine the cognitive architecture and evidential conditions that contribute to our predicament and then ask whether cognitive science or formal epistemology

can offer any useful tools or strategies for confronting philosophical skepticism and conspiracy theories. Prerequisite: A prior 200-level course in philosophy. 6 credits; HI, WR2, QRE; *Not offered 2023-24*

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*; **Jason A Decker**

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*; **Jason A Decker**

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 provide 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 M 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. Prerequisite: PE 103. *Fall, Winter, Spring*; **Eric C Schlichting, Kristina N Syx, Aaron J Chaput, Annie M 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. *Fall, Winter, Spring*; **Eric C Schlichting, Kristina N Syx, Aaron J Chaput, Annie M 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. Prerequisite: Beginning Aikido. *Fall, Winter, Spring*; **Eric C Schlichting, Kristina N Syx, Aaron J Chaput, Annie M 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. *Winter*; **Amy Erickson**

PE 107 Ballet I A beginning course in ballet technique, including basic positions, beginning patterns and exercises. Students develop an awareness of the many ways their body can move, an appreciation of dance as an artistic expression and a recognition of the dancer as an athlete. *Fall, Winter, Spring*; **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, Winter*; **Alec Holcomb**

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*; **Sloan B Wallgren**

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*; **Alanna E Morris**

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. *Winter*

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*

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. *Not offered 2023-24*

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. *Not offered 2023-24*

PE 122 Introductory Aerobic Walking and Fitness This course will introduce students to safe, user friendly walking and introductory fitness activities. With the winter weather as our guide, class sessions will include socially distanced walking outdoors as well as remote indoor stretching, agility, mobility and light strength training. Students will develop enjoyable exercise skills and habits that provide life-long benefits and do so in a friendly, mindful, and easy going class community. *Spring*; **Bob S Carlson**

PE 123 AfroFit In this class, we will be using modern hip-hop Afrobeats 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*; **Andy M Clark, Annie M Larson**

PE 124 Fitness for the Athlete Advanced fitness class for off-season or preseason competitors (IM, club, or varsity). This course mimics High Intensity Interval Training with a combination of cardio and strength. Workouts hit all of your major muscle groups and will help you burn fat and build muscle. Participants choose free weights that are a safe, yet challenging weight for each class and can modify and/or progress as needed. This advanced, physically challenging course is fast, fun and results-driven. Please check your ego at the door. The atmosphere in class is "team" focused. Everyone gives everything they've got and we have fun doing it. *Winter, Spring*; **Jessica J Mueller**

PE 125 Folk Dance Folk dance includes a variety of dances of varying intricacy from around the world. No experience necessary. *Fall, Winter, Spring*; **Andy M Clark, Annie M 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*; **Andy M Clark, Annie M 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*; **Andy M Clark, Annie M Larson**

PE 128 Frisbee, Advanced Ultimate Enhance your skills and abilities in Ultimate. *Spring*; **Andy M Clark, Annie M Larson**

PE 129 Golf, Beginning Basic instruction and opportunities to improve your game are provided. All equipment is provided. Experience not necessary. *Spring*; **Tom W 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. Prerequisite: Must be competent player, no beginners. Must have experience playing regulation course and be able to complete 9 holes in under 2 hours. *Fall, Spring*; **Ryan M Kershaw**

PE 131 Ice Hockey 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*; **Andy M Clark, Annie M 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*; **Andy M Clark, Annie M 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. *Not offered 2023-24*

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. *Not offered 2023-24*

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. *Not offered 2023-24*

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. *Not offered 2023-24*

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. *Spring; Ray W Hayward*

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. *Not offered 2023-24*

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. *Fall, Winter, Spring; Aaron J Chaput, Annie M 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. *Not offered 2023-24*

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. *Not offered 2023-24*

PE 145 Beginning Juggling Juggling is excellent for hand-eye coordination, building grey matter in the brain, and is closely related to math and music. In this course, we will introduce basic juggling props and styles. By the end of the term we will have worked up from one ball to three-ball tricks, passing, and games. Students will leave the course with a new skill for life. *Fall, Winter, Spring; Andy M Clark, Annie M Larson*

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 M 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. *Winter*

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*; **Kristin Van Loon, Arwen P Wilder**

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*; **Andy M Clark, Annie M 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 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. The course couples hands on outdoor experiential learning with in-class lectures. First five weeks *Spring*; **Nancy C Braker, Brooke L Plotz**

PE 154 Quadball (formerly Quidditch) Brooms up! This course is an introduction to the game of Quadball, based on the sport of Quidditch from Harry Potter. Quadball 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, Spring*; **Andy M Clark, Annie M Larson**

PE 155 Intermediate Juggling This course will cover more advanced juggling patterns, tricks, and performance skills. By the end of the term, students will have learned multi-person passing patterns, solo tricks with balls and clubs, and developed juggling routines to music. Students who take this class will have the skills and vocabulary to juggle with anyone in the broader community. Prerequisite: Beginning Juggling or permission of instructors. *Spring*; **Andy M Clark, Annie M Larson**

PE 156 Beginning Pickleball This course will present the basic rules, skills and strategies of Pickleball in a fun, relaxed and inclusive atmosphere. While it is a beginning class and will be presented as such, students of all levels will be allowed to take the course. All equipment will be provided to students. *Winter, Spring*; **Amy Erickson**

PE 157 Beginning Bachata Bachata is a style of dance that originated in the Dominican Republic. The basics of the dance is a three-step movement; however, there are many variations in which we will learn. In addition, this course will expose you to bachata music. This beginning Bachata class welcomes everyone at any skill level, and is designed for anyone who wants to learn a Latin dance and/or improve their technique and comfort with dance. In this course, we will cover the basics of Bachata, including basic steps and partner techniques. By the end of this course, you will be able to perform basic bachata to a variety of slow/fast bachata songs. *Not offered 2023-24*

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**

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. *Not offered 2023-24*

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. *Fall, Spring*; **Mary Brandl, Annie M 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. *Not offered 2023-24*

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 W Journell*

PE 165 Introduction to Nordic Skiing: Classic This course is designed to introduce people to Nordic (cross-country) skiing and give them the fundamentals to be able to enjoy the arb in winter. No prior skiing experience required and all equipment is provided. *Winter; Aaron J Chaput, Annie M Larson*

PE 166 Introduction to Nordic Skiing: Skate This course is designed to introduce people to the skate discipline of Nordic (cross-country) skiing, which is an amazing way to enjoy the arb in winter! The class will primarily focus on teaching the skate technique for all interest levels and will lightly touch on more advanced competition-specific techniques for those who may be interested in joining the racing team in the future, such as training fundamentals, ski waxing and strength training. Some prior endurance sport experience, or Intro to Classic Skiing, or any skiing experience recommended but not required. Equipment will be provided. *Winter; Aaron J Chaput, Annie M Larson*

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; Andy M Clark, Annie M 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; Andy M Clark, Annie M Larson*

PE 169 Contemporary Experiments This class is a workshop in improvisation using the individual body as a site/map for exploration. Through an embodied exploration of ancestral memory, tracing and thought to increase physical range and capacity, we will engage movement within empathetic exchanges as a collaborative process. Open to all movers. *Fall, Winter, Spring;*

PE 170 Dance Improvisation In this course we will explore spontaneous moving, sourcing inspiration from our senses, our environment, and each other. Students will work on creating movement, improvisationally, and sharing that movement with each other. Open to all levels of experience. *Not offered 2023-24*

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 J 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 M 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. *Not offered 2023-24*

PE 175 West Coast Swing, Beginning This course is designed to introduce people to West Coast Swing and give them the fundamentals to be able to appreciate and enjoy social dancing. It assumes no prior dance knowledge. The course covers basics of partner dancing, individual and partnership technique, and a variety of moves. At the end of the course, students should feel comfortable dancing West Coast Swing to a variety of different styles of music and with different partners, and have gained an understanding of the ways to communicate with their partner and express the music in their dancing. *Fall, Winter, Spring*; **Andy M Clark, Annie M 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*; **Andy M Clark, Annie M 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. *Spring*; **Andy M Clark, Annie M Larson**

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. *Not offered 2023-24*

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. Weekly run outside of class time required. Class offered first six weeks of fall term. *Fall; 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 M Clark*

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. *Winter; Abby Walton*

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. *Winter, Spring; Abby Walton*

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. *Winter; Alec Holcomb*

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. *Not offered 2023-24*

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 2023-24*

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. *Fall, Winter, Spring*; **Michelle Moad, Annie M 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. *Fall, Winter, Spring*; **Michelle Moad, Annie M Larson**

PE 199 Yoga, Lifestyle This class is for all levels of yoga experience. This yoga lifestyle class will take your yoga off the mat and into your daily life. A large part 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). This is an all levels class and beginners are welcome. *Not offered 2023-24*

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*; **Alec Holcomb**

PE 211 Basketball Intercollegiate, Men *Winter*; **Ryan M Kershaw**

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 H Ricks**

PE 218 Cross Country Intercollegiate, Women *Fall*; **Donna Ricks**

PE 219 Cycling Club Must participate in club rides in any capacity during fall term, and regularly attend club rides during spring term. Supplementary to fall term participation, individuals are expected to participate in a team competition during the spring term. *Spring*; **Aaron J Chaput**

PE 226 Football Intercollegiate *Fall*; **Tom W Journell**

PE 227 Ultimate Frisbee Club, CUT and GOP Participants must be rostered players on CUT/CHOP and be in attendance at all team events (practices, workouts, and tournaments) unless an exception has been discussed with leadership. Participation for all three terms is required. If interested, tryouts are in the Fall term! *Spring*; **Aaron J Chaput**

PE 228 Ultimate Frisbee Club, Syzygy and Eclipse This course is for Syzygy/Eclipse team members who tried out in the fall and made the team. Eligible members are required to attend practices and tournaments for all terms on campus, and must be part of our official roster. If you're interested in participating on either of these teams, please come to tryouts in the fall! *Spring*; **Aaron J Chaput**

PE 229 Golf Intercollegiate, Men *Fall*; **Sloan B Wallgren**

PE 230 Golf Intercollegiate, Women *Fall*; **Sloan B Wallgren**

PE 231 Ice Hockey Club, Men Men's Hockey practices twice a week during Winter Term, and plays games against local club teams each Winter season. Team members need to be able to make each practice (although some exceptions can be made) and should be able to make it to half of the scheduled games to earn PE credit. *Winter*; **Aaron J Chaput**

PE 232 Ice Hockey Club, Women Women's Hockey practices twice a week during Winter Term, and plays two games each season. To earn PE credit, players must miss no more than two practices during the term and participation in games is strongly encouraged. *Winter*; **Aaron J Chaput**

PE 244 Lacrosse Club, Men This club team will introduce students to the wonderful game of lacrosse. People will have to become familiar with both positioning and the skills of throwing and catching, and we will be competing with other teams across the Midwest in our league the GLLL (Great Lakes Lacrosse League). In order to receive PE credit for being a part of this team, students must be a part of the team both Winter and Spring term. Prerequisite: Winter term participation. *Spring*; **Aaron J Chaput**

PE 245 Lacrosse Club, Women Women's Club Lacrosse is a competitive team (open to all skill levels) with games during the end of Winter term and beginning of Spring term. In the Winter, there are two skills practices a week focused on stick handling, offense, and defense, as well as one shorter track practice, focusing on conditioning and agility. On some weekends, we play one or more games against other colleges in the area. In order to receive PE credit for being a part of this team, students must be a part of the team for at least two of the three terms, one needing to be Winter Term. *Winter*; **Aaron J Chaput**

PE 258 Rugby Club, Men Participants will learn the rules and skills required to play rugby; no experience is needed. Opportunities to compete in rugby 7s and possibly 15s will be available. To receive credit, participants must attend a minimum of 16 practices and have participated in the club for at least one term prior to Spring (Fall or Winter). *Spring*; **Aaron J Chaput**

PE 259 Rugby Club, Women Women's club rugby is a competitive team that is open to all skill levels. We have practice in the fall, winter, and spring with games during the fall and spring. In the spring, we have two skills practices a week that focus on skill development and gameplay with our coach, and a bonus practice once a week to focus on passing and conditioning led by the captains. We play games and practice with different rugby teams in the area. Students must play on the team in the spring and at least 1 other term (Fall or Winter) to be eligible for credit. *Spring*; **Aaron J Chaput**

PE 263 Nordic Ski Club *Winter*; **Aaron J Chaput**

PE 265 Alpine Ski Club *Not offered 2023-24*

PE 269 Soccer Intercollegiate, Men *Fall*; **Bob S Carlson**

PE 270 Soccer Intercollegiate, Women *Fall*; **Jessica J Mueller**

PE 271 Softball Intercollegiate, Women *Spring*; **Amy Erickson**

PE 272 Swimming/Diving Intercollegiate, Men *Winter*; **Andy M Clark**

PE 273 Swimming/Diving Intercollegiate, Women *Winter*; **Andy M Clark**

PE 282 Tennis Intercollegiate, Men *Spring*; **Stephan G Zweifel**

PE 283 Tennis Intercollegiate, Women *Spring*; **Luciano H Battaglini**

PE 284 Tennis Club This club was formed to provide a competitive environment for students of all genders who are well qualified tennis players but not on the varsity teams. In order to register for club tennis you must have been an active member for both the fall and winter terms, or get approval from the captains. Please see the Sport Club Website for contact information. *Spring*; **Aaron J Chaput**

PE 286 Track and Field/Indoor Intercollegiate, Men *Winter*; **Dave H Ricks**

PE 287 Track and Field/Indoor Intercollegiate, Women *Winter*; **Donna Ricks**

PE 288 Track and Field/Outdoor Intercollegiate, Men *Spring*; **Dave H Ricks**

PE 289 Track and Field/Outdoor Intercollegiate, Women *Spring*; **Donna Ricks**

PE 290 Sport and Globalization in London and Seville Program: Directed Reading and Volunteer Coaching Project Prior to departure students will read selected works that highlight the sporting and cultural history of Great Britain and Spain. Understanding of these readings will be evaluated through discussion and written work in London and Seville. Students will also complete two short projects to prepare for observing, coaching, and examining sport abroad. 2 credits; S/CR/NC; NE; *Winter*; **Bob S Carlson**

PE 290 Volleyball Club, Men Active participation in club volleyball practices throughout the term, as well as before or beyond this term is expected. While the club is open to players of all skill/experience levels, our focus in the Winter is largely on preparation for our competitive tournaments. In order to earn PE credit for participating in Men's Volleyball, a student must be eligible for or actually participate in competition. The league we compete in is the NIVC, Men's Volleyball league. *Winter*; **Aaron J Chaput**

PE 291 Volleyball Intercollegiate, Women *Fall*; **Abby Walton**

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*; **Jessica J Mueller**

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*; **Patrick G Gordon**

PE 338 Sport and Globalization in London and Seville Program: 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; *Winter*; **Bob S Carlson**

PE 340 Sport and Globalization in London and Seville Program: 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; *Winter*; **Bob S Carlson**

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; *Spring*; **Ryan M Kershaw**

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, medicine, 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 131 AND Physics 151) 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 131](#) AND [PHYS 151](#) (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 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*; **Arjendu K Pattanayak**

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: Concurrent registration in or successful completion of Mathematics 101 or 111, not open to students who have completed Physics 143, 144 or 145 at Carleton. 3 credits; LS, QRE; *Fall*; **Arjendu K Pattanayak, Chris J West**

PHYS 143 Physical Systems: Mechanics and Relativity and Lab This course begins with an introduction to classical mechanics using the Newtonian worldview. Descriptions of motion and change in motion of some simple systems at human speeds are investigated using Newton's laws, vector analysis, and the conservation laws of momentum and energy. The course moves beyond the Newtonian framework to consider a relativistic framework where time and space are intertwined and explores the motion of objects whose speeds approach the speed of light. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisite: Previous completion of Mathematics 101 or 111. Not open to students who have completed Physics 131, 144, 145 or 151 at Carleton. 6 credits; LS, QRE; *Winter, Spring*; **Chris J West**

PHYS 144 Astrophysical Systems: Mechanics and Relativity and Lab This course begins by reviewing Newtonian mechanics, with applications of vector analysis and the concepts of momentum and energy to large-scale gravitational phenomena in the universe. The course moves beyond the Newtonian framework to consider a relativistic framework where time and space are intertwined and explores the motion of objects whose speeds approach the speed of light. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory

work. Prerequisite: Previous completion of 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 the study of the motion of objects on the human scale using Newton's laws. The course provides the foundation for the study of conservation of energy and momentum, waves, and fluids. Biologic, medical, chemical, nuclear, and geologic applications may be considered. 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*; **Chris J West**

PHYS 151 Introduction to Physics: Relativity and Particles and Lab An introduction to principles of physics in the realm of the very small and very fast. The course provides an introduction to special relativity where time and space are intertwined and explores the motion of objects whose speeds approach the speed of light. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisite: Mathematics 101 or 111 (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*; **Seth Kimbrell**

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 101, 111 (completion or concurrent registration) and Physics 131 (completion or concurrent registration), 143, 144 or 145. 3 credits; LS, QRE; *Fall*; **Arjendu K Pattanayak, Chris J 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 to areas such as electronics, medicine, or materials science. Topics include electric and magnetic fields, electric potentials, DC and AC circuits and geometric and wave optics. 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 101 or 111. 6 credits; LS, QRE; *Winter*; **Seth Kimbrell**

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; *Not offered 2023-24*

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. Prerequisite: Physics 143, 144 or 151; Physics 226. 2 credits; NE; *Not offered 2023-24*

PHYS 228 Atomic and Nuclear Physics and Lab An introduction to quantum mechanics and select applications that explore physics in the realm of the very small world of atoms and nuclei. Topics include wave-like and particle-like behavior of both light and matter, behavior of particles in confined spaces, material properties of solids, radioactive decay, and experimental techniques and instrumentation for exploring these optical, atomic, and nuclear processes. One laboratory per week. Prerequisite: Physics 143, 144 or 151 and Mathematics 120. 6 credits; LS, QRE; *Fall*; **Barry N Costanzi, Jay D Tasson**

PHYS 231 Analytical and Computational Mechanics An analytical and computational treatment of classical mechanics and dynamics. We start from a reconsideration of complicated Newtonian problems and also develop the Lagrangian and Hamiltonian formalism of classical mechanics. 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 (completion or concurrent registration) or instructor permission. 6 credits; NE, QRE; *Winter*; **Arjendu K Pattanayak**

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 226, 228 or 231. 6 credits; NE, QRE; *Spring*; **Ryan C Terrien**

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; *Not offered 2023-24*

PHYS 234 Computer Simulations in Complex Physical Systems The development of techniques to study complex physical systems from a probabilistic and numerical standpoint, focused on cellular automata models. 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 computer programming skills are assumed. Prerequisite: Physics 131, 143, or 144, or instructor permission. 6 credits; LS, QRE; *Spring*; **Jay D Tasson**

PHYS 235 Electricity and Magnetism and Lab Electric and magnetic fields in free space, and their interactions with charges and currents. Topics include electric fields and magnetic fields of various charge and current distributions, induction, DC and AC circuits and Maxwell's equations. Weekly laboratory work explores course content in more practical detail. Prerequisite: Physics 165, 226, 228 or Physics 231; Mathematics 210 or Mathematics 211; or instructor permission. 6 credits; LS, QRE; *Spring*; **Seth Kimbrell, Marty Baylor**

PHYS 251 Theory and Applications of Remote Sensing Remote sensing – interpreting information about physical systems at a distance using the electromagnetic spectrum – enables scientists to monitor climate change, detect material resources, track urban development, or map the surface of other planets, among a host of other applications. This course will explore key satellite remote sensing methods, such as visible and thermal imagery, visible through mid-infrared spectroscopy, radar, gamma ray and neutron spectroscopy, and laser altimetry, introducing both the physical theory and practical data analysis techniques. Prerequisite: 100-level PHYS (151, 152, 143, 144, 145, 165), Astronomy 110, ENTS 120, or Geology 110. Math 120 or 121 also required. 6 credits; NE, QRE; *Not offered 2023-24*

PHYS 297 Assessment and Communication of External Physics Activity An independent study course intended for students who have completed an external activity related to the physics major (for example, an internship or an externship) to communicate (both in written and oral forms) and assess their physics learning from that activity. Prerequisite: Permission of department chair and homework in advance of the external physics activity. 1 credit; NE; *Not offered 2023-24*

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; *Not offered 2023-24*

PHYS 312 Astronomical Detection and Measurement A study of astronomical detection and measurement across the electromagnetic spectrum, encompassing both the underlying physical principles and their application. Building on a foundation of radiometry, optics, and measurement statistics, this course will explore the design and function of modern electromagnetic measurement systems. Possible topics include high-dispersion spectroscopy, spatial interferometry, and the analysis of sensitivity and noise in electromagnetic detection for coherent and incoherent detectors. Prerequisite: Physics 228. 6 credits; NE, QRE; *Not offered 2023-24*

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 235, previous or concurrent registration in Physics 335. 6 credits; NE; *Winter*; **Chris J West**

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 226 or 228, and Physics 231 and Mathematics 232. Familiarity with matrix algebra is assumed. 6 credits; NE, QRE; *Winter*; **Jay D Tasson**

PHYS 341 Waves The analysis of wave phenomena, including normal mode expansions, the wave equation and boundary value problems, and interference, diffraction, dispersion, and polarization. Applications are made to mechanical, sound, water and electromagnetic waves with particular emphasis on both the unifying principles across all wave phenomena, as well as the nuances of particular types of waves. Prerequisite: Physics 231 and 235, and Mathematics 232. 6 credits; NE, QRE; *Winter*

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 227 or 228) and 235 and (Physics 335 or Physic 346) or instructor permission. 6 credits; LS, QRE; *Spring*; **Melissa Eblen-Zayas, Ryan C Terrien**

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; *Fall*; **Melissa Eblen-Zayas**

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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 226 or 228. 6 credits; NE, QRE; *Fall*; **Arjendu K Pattanayak**

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 Physics 231. 6 credits; NE; *Not offered 2023-24*

PHYS 352 Advanced Electricity and Magnetism The course introduces techniques for applying electromagnetic theory to charge and current distributions beyond what is covered in prior Electricity and Magnetism courses. Additional topics include applications to Maxwell's equations, radiation, and relativity. Prerequisite: Physics 235, Mathematics 341 strongly recommended. 6 credits; NE, QRE; *Spring*; **Arjendu K Pattanayak**

PHYS 354 Solid State Physics An introduction to the physics of solids. Particular attention is paid to the properties exhibited by atoms and molecules because of their association and regular periodic arrangement in crystals. Topics include crystal structure and diffraction, the reciprocal lattice, phonons and lattice vibrations, thermal properties, free-electron theory and band structure. Prerequisite: Physics 335 or 346. 6 credits; NE, QRE; *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; *Fall*; **Jay D Tasson**

PHYS 356 Special Project Individual projects in experimental, theoretical, or computational physics. Available projects are often related to faculty research interests or to the development of course-support materials, such as new laboratory exercises. Prerequisite: Permission of the instructor. 2-3 credits; NE; *Not offered 2023-24*

PHYS 400 Integrative Exercise An extensive study of a specific topic in physics, culminating in a 60-minute presentation during winter or spring term and a 7500 word paper. Students may arrange to complete the bulk of their work during winter or spring term (Physics 400, 6 credits), or divide their

effort between terms (Physics 400, winter, 3 credits; Physics 400, spring, 3 credits). 3-6 credits; S/NC; *Winter, Spring*; **Barry N Costanzi, Ryan C Terrien, Melissa Eblen-Zayas, Arjendu K Pattanayak, Jay D Tasson**

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*; **Ryan C Terrien**

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 226, 228, 232, 233 or instructor permission. 3 credits; S/CR/NC; LS, QRE; *Fall, Spring*; **Seth Kimbrell**

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 226, 228, 231 or instructor permission. 6 credits; NE, QRE; *Spring*; **Ryan C Terrien**

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 or 231 or instructor permission. 6 credits; NE, QRE; *Not offered 2023-24*

ASTR 356 Special Project Individual projects in observational, theoretical, or computational astronomy. Available projects are often related to faculty research interests or to the development of course-support materials, such as new laboratory exercises. Prerequisite: Instructor Permission. 2-3 credits; NE; *Not offered 2023-24*

Political Science and International Relations

Political Scientists study dynamics of norms and power that structure collective action and coercion. Study of political science encompasses governments, private and public organizations, political behavior, public policies, political processes, systems, and theory. It includes international relations, world politics, comparative politics including American Politics, political philosophy, and local-global environmental politics. The department's curriculum is designed to cultivate active 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.

Requirements for the Political Science and International Relations major

Seventy-five credits, including:

1. Core Courses (18 credits):

Majors must complete three of the following core courses preferably prior to their senior year. These courses cannot be substituted with any other courses at Carleton or elsewhere:

- [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 (15 credits):

a. One course (6 credits) of introductory statistics or equivalent preparation, including:

- [STAT 120](#) Introduction to Statistics
- [STAT 230](#) Applied Regression Analysis
- [STAT 250](#) Introduction to Statistical Inference
- [PSYC 200/201](#) Measurement and Data Analysis
- [SOAN 239](#) Social Statistics
- Or AP Statistics score of 4 or 5 (see below)

The introductory statistics course (or equivalent) may be taken on an S/CR/NC basis. Other courses may be accepted for this requirement with the approval of the chair. Students who use AP Statistics score of 4 or 5 for the placement must take an additional elective in the department (i.e., 42 elective credits, not 36) to meet the required 75 credits for the major. It is recommended, but not required, to replace that 6 credits with [POSC 232](#) when available. Otherwise, choose one 6 credit elective course from the list of approved elective courses.

b. [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 stats class listed above. This course cannot be substituted with any other method course at Carleton or elsewhere.

c. [POSC 232](#) Methods (3 credits) from a list of courses offered in the department. Methods courses of 3 credits or more in other departments may be substituted with prior approval from the chair.

- [POSC 232](#) PS Lab: Focus Group Analysis
- [POSC 232](#) PS Lab: Agent-Based Models
- [POSC 232](#) PS Lab: Political Philosophy and the Art of Reading
- [POSC 232](#) PS Lab: Public Policy Analysis
- [POSC 232](#) PS Lab: Interview Techniques

3. Elective Courses (36 credits):

- At least two courses (12 credits) must be at the 300-level. The department recommends that majors take at least one seminar course during the junior year.
- Students may count the fourth 100-level core course (6 credits) as one of their electives.
- A maximum of 12 credits earned outside of the department may be applied towards the total number of electives. These non-department credits may consist of: (a) approved courses in other Carleton departments; (b) from non-Carleton OCS programs; or (c) from non-Carleton post-matriculation courses. Non-departmental courses may not be used to replace 300-level seminars, and should be distinct and independent from courses offered by the department. Application of non-Carleton OCS courses and other post-matriculation courses require approval from the chair. The chair may require a copy of the course syllabus for off-campus and other post-matriculation courses.
- Students may count up to six credits of [POSC 300](#) Collaborative Research course as elective credit. Those credits must be taken on a graded basis. Students may take additional [POSC 300](#) credits without those credits counting as electives in the major. This [POSC 300](#) course is not a regular course and offered by individual faculty members at their discretion.

Elective Courses:

- [POSC 122](#) **Politics in America: Liberty and Equality**
- [POSC 190](#) **In the News: US, China, and World Politics** (not offered in 2023-24)
- [POSC 201](#) **Statecraft and the Tools of National Power** (not offered in 2023-24)
- [POSC 203](#) **Political Communication: Political Advertising in Elections and Public Policy** (not offered in 2023-24)
- [POSC 204](#) **How American Campaigns and Elections Work (and Don't Work)** (not offered in 2023-24)
- [POSC 206](#) **Tools of National Power: Statecraft and Economic Power** (not offered in 2023-24)
- [POSC 207](#) **Polarization and Democratic Decline in the United States**
- [POSC 209](#) **Money and Politics** (not offered in 2023-24)
- [POSC 210](#) **Misinformation, Political Rumors, and Conspiracy Theories**
- [POSC 211](#) **Media, Politics, and Difference: How Film Teaches Us Who We Are(n't)**
- [POSC 212](#) **Political Psychology of Elites** (not offered in 2023-24)
- [POSC 213](#) **Psychology of Mass Political Behavior** (not offered in 2023-24)
- [POSC 214](#) **Visual Representations of Political Thought and Action** (not offered in 2023-24)
- [POSC 215](#) **Comparative Political Communication: News Coverage of Elections** (not offered in 2023-24)
- [POSC 216](#) **Politics in the Post-Truth Society** (not offered in 2023-24)
- [POSC 217](#) **Monuments, Museums & Meaning: How Politics Shapes Memory in Artifacts** (not offered in 2023-24)
- [POSC 218](#) **Schools, Scholarship and Policy in the United States** (not offered in 2023-24)
- [POSC 219](#) **Policy Feedback**
- [POSC 220](#) **Politics and Political History in Film** (not offered in 2023-24)
- [POSC 221](#) **Latin American Politics**

- [POSC 224](#) Ancient and Medieval Political Theory
- [POSC 225](#) Prisons and Punishment
- [POSC 227](#) Contemporary Capitalisms
- [POSC 229](#) The U.S. Congress: Coordination and Conflict (not offered in 2023-24)
- [POSC 231](#) American Foreign Policy (not offered in 2023-24)
- [POSC 235](#) The Endless War on Terror (not offered in 2023-24)
- [POSC 236](#) Global, National and Human Security (not offered in 2023-24)
- [POSC 238](#) Sport and Globalization in London and Seville Program: Globalization and Development: Lessons from Int'l Football
- [POSC 240](#) At the Corner of Broadway and Main Street: The Contrasting Politics of Northfield and the Twin Cities (not offered in 2023-24)
- [POSC 241](#) Ethnic Conflict
- [POSC 242](#) Middle East Politics
- [POSC 244](#) The Politics of Eurovision (not offered in 2023-24)
- [POSC 247](#) Comparative Nationalism (not offered in 2023-24)
- [POSC 249](#) From the International to the Global: Critical Theories of World Politics (not offered in 2023-24)
- [POSC 250](#) Kings, Tyrants, Philosophers: Plato's Republic
- [POSC 251](#) Modern Political Philosophy: Liberalism and Its Critics (not offered in 2023-24)
- [POSC 252](#) Free Expression: the Good, the Bad, and the Ugly (not offered in 2023-24)
- [POSC 253](#) Welfare Capitalisms in Post-War Europe (not offered in 2023-24)
- [POSC 254](#) Freedom, Excellence, Happiness: Aristotle's *Ethics*
- [POSC 255](#) Post-Modern Political Thought (not offered in 2023-24)
- [POSC 256](#) Nietzsche: Beyond Good and Evil (not offered in 2023-24)
- [POSC 257](#) Marx for the 21st Century: Ecology, Technology, Dispossession
- [POSC 258](#) Politics and Ambition (not offered in 2023-24)
- [POSC 261](#) The Global Crisis of Democracy (not offered in 2023-24)
- [POSC 262](#) Displaced Lives: Freedom and Meaning (not offered in 2023-24)
- [POSC 264](#) Politics of Contemporary China
- [POSC 265](#) Public Policy and Global Capitalism
- [POSC 266](#) Urban Political Economy (not offered in 2023-24)
- [POSC 267](#) Comparative Foreign Policy (not offered in 2023-24)
- [POSC 268](#) Global Environmental Politics and Policy
- [POSC 269](#) I Did My Own Research: Information and Political Division in America (not offered in 2023-24)
- [POSC 270](#) Revolutions in the Age of Digital Innovations (not offered in 2023-24)
- [POSC 271](#) Constitutional Law I
- [POSC 272](#) Constitutional Law II
- [POSC 273](#) Race and Politics in the U.S.
- [POSC 274](#) Covid-19 and Globalization
- [POSC 275](#) Black Political Thought
- [POSC 276](#) Imagination in Politics: Resisting Totalitarianism (not offered in 2023-24)
- [POSC 277](#) Religion in Politics: Conflict or Dialogue? (not offered in 2023-24)

- [POSC 278](#) **Memory and Politics** (not offered in 2023-24)
- [POSC 279](#) **The Promise of Civil Society: A Global Perspective** (not offered in 2023-24)
- [POSC 280](#) **Feminist Security Studies**
- [POSC 281](#) **U.S-China Rivalry: The New Cold War?**
- [POSC 282](#) **Terrorism and Counterterrorism** (not offered in 2023-24)
- [POSC 283](#) **Separatist Movements** (not offered in 2023-24)
- [POSC 284](#) **War and Peace in Northern Ireland** (not offered in 2023-24)
- [POSC 285](#) **The U.S. Intelligence Community** (not offered in 2023-24)
- [POSC 288](#) **Politics and Public Policy in Washington, D.C., Program: Global Politics & Pub Policy in Washington DC**
- [POSC 294](#) **Central and Eastern European Politics Program: Perceptions of Otherness in Modern Eastern and Central Europe** (not offered in 2023-24)
- [POSC 295](#) **Central and Eastern European Politics Program: Nation-Building in Central and Eastern Europe between Politics and Art** (not offered in 2023-24)
- [POSC 296](#) **Central and Eastern European Politics Program: Challenges to the Nation-State in Eastern and Central Europe: Immigrants and Minorities** (not offered in 2023-24)
- [POSC 300](#) **Political Research Experience**
- [POSC 302](#) **Subordinated Politics and Intergroup Relations**
- [POSC 303](#) **Political Communication: Political Advertising in Elections and Public Policy** (not offered in 2023-24)
- [POSC 307](#) **Go Our Own Way: Autonomy in the U.S. Civil Rights Movement** (not offered in 2023-24)
- [POSC 308](#) **Global Gender Politics**
- [POSC 310](#) **Democracy and Citizenship**
- [POSC 312](#) **Congress and The Presidency**
- [POSC 313](#) **Legal Issues in Higher Education**
- [POSC 315](#) **Polarization, Parties, and Power** (not offered in 2023-24)
- [POSC 323](#) **Revolutionary Latin America** (not offered in 2023-24)
- [POSC 324](#) **Rebels and Risk Takers: Women and War in the Middle East** (not offered in 2023-24)
- [POSC 328](#) **Foreign Policy Analysis** (not offered in 2023-24)
- [POSC 329](#) **Reinventing Humanism: A Dialogue with Tzvetan Todorov** (not offered in 2023-24)
- [POSC 330](#) **The Complexity of Politics** (not offered in 2023-24)
- [POSC 333](#) **Global Social Changes and Sustainability** (not offered in 2023-24)
- [POSC 336](#) **Global Populist Politics**
- [POSC 339](#) **LGBTQ Politics in America** (not offered in 2023-24)
- [POSC 345](#) **Politics of Dictatorship**
- [POSC 348](#) **Strangers, Foreigners and Exiles** (not offered in 2023-24)
- [POSC 352](#) **Political Theory of Alexis de Tocqueville**
- [POSC 355](#) **Identity, Culture and Rights** (not offered in 2023-24)
- [POSC 358](#) **Comparative Social Movements** (not offered in 2023-24)
- [POSC 359](#) **Cosmopolitanism** (not offered in 2023-24)
- [POSC 361](#) **Approaches to Development**
- [POSC 366](#) **Urban Political Economy** (not offered in 2023-24)

- [POSC 367](#) Social Welfare in a Time of Crisis (not offered in 2023-24)
- [POSC 372](#) Mansions and Shantytowns: Politics of the Spaces We Live In (not offered in 2023-24)
- [POSC 380](#) Political Economy of China and Zomia (not offered in 2023-24)

- [ARBC 144](#) Arabic Literature at War (not offered in 2023-24)
- [ECON 240](#) Microeconomics of Development
- [ECON 241](#) Growth and Development
- [ECON 257](#) Economics of Gender
- [ECON 264](#) Health Care Economics (not offered in 2023-24)
- [ECON 268](#) Economics of Cost Benefit Analysis (not offered in 2023-24)
- [ECON 270](#) Economics of the Public Sector
- [ECON 271](#) Economics of Natural Resources and the Environment
- [ECON 274](#) Labor Economics
- [ECON 275](#) Law and Economics (not offered in 2023-24)
- [ECON 277](#) History and Theory of Financial Crises
- [ECON 280](#) International Trade
- [ECON 281](#) International Finance (not offered in 2023-24)
- [ENTS 210](#) Environmental Justice
- [ENTS 310](#) Topics in Environmental Law and Policy (not offered in 2023-24)
- [EUST 100](#) America Inside Out
- [EUST 159](#) "The Age of Isms" - Ideals, Ideas and Ideologies in Modern Europe (not offered in 2023-24)
- [EUST 249](#) The European Union from Constitution to Crisis
- [HIST 123](#) U.S. Women's History Since 1877
- [HIST 139](#) Foundations of Modern Europe
- [HIST 141](#) Europe in the Twentieth Century (not offered in 2023-24)
- [HIST 150](#) Politics of Art in Early Imperial China (not offered in 2023-24)
- [HIST 151](#) History of Modern Japan (not offered in 2023-24)
- [HIST 152](#) History of Late Imperial China
- [HIST 153](#) History of Modern China (not offered in 2023-24)
- [HIST 156](#) History of Modern Korea (not offered in 2023-24)
- [HIST 161](#) From Mughals to Mahatma Gandhi: An Introduction to Modern Indian History
- [HIST 165](#) A Cultural History of the Modern Middle East
- [HIST 181](#) West Africa in the Era of the Slave Trade (not offered in 2023-24)
- [HIST 183](#) History of Early West Africa (not offered in 2023-24)
- [HIST 184](#) Colonial West Africa (not offered in 2023-24)
- [HIST 205](#) American Environmental History
- [HIST 212](#) The Era of the American Revolution (not offered in 2023-24)
- [HIST 226](#) U.S. Consumer Culture
- [HIST 235](#) Making and Breaking Institutions: Structure, Culture, Corruption, and Reform in the Middle Ages
- [HIST 240](#) Tsars and Serfs, Cossacks and Revolutionaries: The Empire that was Russia
- [HIST 241](#) Russia through Wars and Revolutions (not offered in 2023-24)

- [HIST 242](#) Communism, Cold War, Collapse: Russia Since Stalin
- [HIST 243](#) The Peasants are Revolting! Society and Politics in the Making of Modern France
- [HIST 244](#) The Enlightenment and Its Legacies (not offered in 2023-24)
- [HIST 245](#) Ireland: Land, Conflict and Memory (not offered in 2023-24)
- [HIST 250](#) Modern Germany (not offered in 2023-24)
- [HIST 257](#) Chinese Capitalism: From Local to Global (not offered in 2023-24)
- [HIST 260](#) The Making of the Modern Middle East
- [HIST 263](#) Plagues of Empire (not offered in 2023-24)
- [HIST 265](#) Central Asia in the Modern Age (not offered in 2023-24)
- [HIST 266](#) History of Islam in South Asia (not offered in 2023-24)
- [HIST 269](#) Religion, Race & Caste in Modern India
- [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2023-24)
- [HIST 281](#) War in Modern Africa (not offered in 2023-24)
- [HIST 341](#) The Russian Revolution and its Global Legacies (not offered in 2023-24)
- [HIST 346](#) The Holocaust (not offered in 2023-24)
- [HIST 347](#) The Global Cold War (not offered in 2023-24)
- [HIST 360](#) Muslims and Modernity (not offered in 2023-24)
- [HIST 383](#) Africa's Colonial Legacies (not offered in 2023-24)
- [LTAM 300](#) Issues in Latin American Studies (not offered in 2023-24)
- [PHIL 113](#) The Individual and the Political Community (not offered in 2023-24)
- [RELG 152](#) Religions in Japanese Culture
- [RELG 222](#) Trauma, Loss, Memory: Holocaust and Genocide
- [SOAN 225](#) Social Movements (not offered in 2023-24)
- [SOAN 256](#) Africa: Representation and Conflict (not offered in 2023-24)
- [SOAN 257](#) Culture and Politics in India (not offered in 2023-24)
- [SOAN 288](#) Diversity, Democracy, Inequality in America (not offered in 2023-24)
- [SOAN 323](#) Mother Earth: Women, Development and the Environment (not offered in 2023-24)
- [SOAN 353](#) Ethnography of Latin America (not offered in 2023-24)

4. [POSC 400](#) - Integrative Exercise (6 credits):

During their senior year, students will revise substantially the final paper from an advanced seminar in Political Science.

5. Study Abroad

A maximum of 12 credits earned on a non-Carleton and non-departmental within 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 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*; **Alfred P Montero, Huan Gao**

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*; **Ryan Dawkins, Adam J Le**

POSC 150 The Political Thought of Malcolm X and Martin Luther King, Jr. & the American Civil Rights Movement What justifies self-defense and retaliation in defending civil rights and liberty? What moral reasoning and strategies offer alternatives to using physical violence in a social movement to gain civil rights? Our seminar examines the American Civil Rights Movement 1954 and 1968, and compares the writings of Dr. Martin Luther King, Jr. and Malcolm X to learn about nonviolent direct action, self-defense, and the use of "any means necessary" to right the wrongs of racial injustice. 6 credits; SI, IDS; *Not offered 2023-24*

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*; **Paul Petzschmann, 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; *Fall, Winter, Spring*; **Summer N Forester, Tun Myint**

POSC 190 In the News: US, China, and World Politics How will Russia's invasion of Ukraine end? Will new conflicts break out across the Taiwan Strait? How will a backsliding Turkey and a highly volatile Syria evolve in response to the devastating Kahramanmaras earthquake? This course provides a forum to discuss and analyze such important current global affairs through reading and debating news headlines. We will follow major news stories chosen by students, analyze reporting from multiple sources and perspectives, and conduct individual research. The goal of this course is to

encourage students to think deliberately about current events, and to practice the research and analytical skills needed to gain a deeper understanding of global affairs. Students will also leverage course readings and discussions to produce their own editorial articles or detailed research proposal for future inquiries at the end of the course. 3 credits; SI, IS; *Not offered 2023-24*

POSC 201 Statecraft and the Tools of National Power This course covers the science and art of statecraft, which is the application of the tools of national power. Students will study how nations use diplomatic, economic, and military power to achieve stated national policy objectives. The course is team-taught by three career national security professionals. Case studies are used to assess the application of diplomatic, economic, and military power in the real world. Course readings, papers, and significant classroom discussion will deliver content to students and set the stage for the International Strategic Crisis Negotiation Exercise, which is a graded part of the course. 6 credits; SI, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

POSC 204 How American Campaigns and Elections Work (and Don't Work) Campaigns and elections are the cornerstones of our democracy. Formally, they are the way we select our elected officials; informally they tell us a lot about the American ethos, the preferences of particular demographics, and the future direction of our country. The course will draw from scholarship in political psychology, political behavior and participation, and public opinion and will examine American campaigns and elections through three lenses: the institutional structures that guide them; the candidates and voters that participate in them; and the political scientists who study them. 6 credits; QRE, SI, IDS, WR2; *Not offered 2023-24*

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; *Not offered 2023-24*

POSC 207 Polarization and Democratic Decline in the United States The United States is more politically polarized today than at any time since the late 19th Century, leaving lawmakers, journalists, and experts increasingly concerned that the toxicity in our politics is making the country vulnerable to

political instability, violence, and democratic decline. Moreover, citizens are increasingly willing to call into question the legitimacy of this country's core electoral and governing institutions. How did the U.S. get to this point? What can be done about it? This course will examine political polarization as a central feature of American politics and the consequences for American democracy. 6 credits; SI; *Spring*; **Ryan Dawkins**

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; *Not offered 2023-24*

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; *Spring*; **Christina E Farhart**

POSC 211 Media, Politics, and Difference: How Film Teaches Us Who We Are(n't) As cultural and historical texts, narrative films offer important insight into the cultures that produce and view them. Entertainment media teach us about how to see the world, including what counts as difference—abilities, genders, sexualities, races, ethnicities, classes, identities—and these categories' meanings and commitments. The messages are "political" in many ways, signaling who has what kinds of: authority, power, resources, and capacities. In this class, we use communications theory, historical and contemporary discourses on race, feminist theory, and political psychology to examine depictions of identity in U.S. cinema, comparing and contrasting Hollywood and independent filmmakers' works. 6 credits; LA, IDS; *Fall*; **Barbara Allen**

POSC 212 Political Psychology of Elites When we study the decisions of political leaders, we often consider them in terms of power relations between states. The class examines psychological explanations of leaders' decision-making. We focus on political elites' actions, especially in foreign policy asking, why otherwise intelligent and savvy individuals and groups often make very poor decisions. Students will learn about different theoretical perspectives and how to apply them to different historical examples in the study of elite decision-making from the Cuban Missile Crisis, to the Covid pandemic. Students will evaluate contending theories, joining theory and practice to explain elites' motives and decisions shaping world politics. 3 credits; SI; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

POSC 215 Comparative Political Communication: News Coverage of Elections This course will focus on the major theories of political communication in election advertising and political news contexts. Our case studies will focus on recent U.S., French, and UK 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., UK, and EU. 6 credits; QRE, SI, IS; *Not offered 2023-24*

POSC 216 Politics in the Post-Truth Society We live in an age marked by attacks on democratic institutions, suspicion of expertise, and a general sense that facts are disposable in the face of inconvenient truths. This course will examine misinformation and anti-intellectualism in the past and today, how and why people adopt misinformation and conspiracy theories, the political effects of the post-truth era, and what mitigates the spread of misinformation. Through readings, discussions, and investigative projects, students will both advance their knowledge on the topic and learn to better evaluate information and evidence. This course focuses on the United States but occasionally includes a comparative and/or non-U.S. perspective. 6 credits; SI, WR2, IDS; *Not offered 2023-24*

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 2023-24*

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 2023-24*

POSC 219 Policy Feedback What does politics look like for everyday citizens? Policy feedback is the idea that "policy creates politics." In this course we examine the relationship between people and politics through the services and programs that citizens interact with in their "ordinary" lives. We also stretch the concept of policy feedback to include interactions with agents of the state (e.g., bureaucrats and officers) and public services (e.g., parks, roads, etc.) We discuss what it means to participate with and know about politics in key policy areas such as healthcare, criminal justice policy, policing, housing, and welfare. 6 credits; SI; *Spring*; **Adam J Le**

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; *Not offered 2023-24*

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; *Winter*; **Juan Diego Prieto**

POSC 224 Ancient and Medieval Political Theory What do philosophers such as Plato, Aristotle, and Machiavelli have to do with contemporary politics? Many of the themes and concepts from the Ancients such as democracy, politics, liberty, and tyranny help us make sense of the political world around us in the present day. In this course, we read and discuss a selection of philosophers in the ancient and medieval Western political theory tradition. We utilize primary and secondary readings of these theorists to consider questions of justice, ideal regimes, and human nature. 6 credits; SI; *Fall*; **Adam J Le**

POSC 225 Prisons and Punishment The United States prides itself on freedom, yet millions of "legal" and "undocumented" citizens live without it. Across federal and state prisons, county jails, private prisons, and undocumented detention centers, the mark of incarceration has a significant impact on American politics. We center this paradox throughout the course as we look at different aspects of incarceration and punishment. We analyze the United States criminal justice system through policy, public opinion, sociology, and political theory. By using an interdisciplinary approach centered in political science, together we will discover whether the relationship between freedom and domination is truly a paradox. 6 credits; SI; *Fall*; **Adam J Le**

POSC 227 Contemporary Capitalisms This course examines the intersections between political and economic power: how markets are embedded in social and political institutions and how they in turn shape political life and institutions. It begins with a survey of classic and contemporary theoretical frameworks, followed by an overview of the history of contemporary market economies and the search for "development," both in the global north as well as the south. It then analyzes the

contemporary varieties of capitalism across the globe, with a focus on their varying responses to challenges like globalization, economic crises, technological transformations, and climate change. 6 credits; SI, IS; *Spring*; **Juan Diego Prieto**

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; *Not offered 2023-24*

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, AP Statistics (score of 4 or 5) or Psychology 200/201 or Sociology/Anthropology 239. 6 credits; SI, WR2, QRE; *Fall, Winter, Spring*; **Greg G Marfleet**

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 2023-24*

POSC 232 PS Lab: Agent-Based Models Linear modeling using statistical techniques and equilibrium-centered, game-theoretic approaches are standard methods in quantitative social science. However, research into complex systems suggests that dynamic, chaotic and non-linear processes are common in networked, multi-actor systems. Equilibrium may also be difficult to achieve in a world of adaptive or evolutionary agents. How do these concepts apply to our political world? In this class we will explore agent-based models related to political, social and policy questions while student build their own models using the open-source NetLogo language. Prerequisite: Political Science 230 or concurrent enrollment. 3 credits; NE, QRE; *Fall*; **Greg G Marfleet**

POSC 232 PS Lab: Focus Group Analysis This lab offers a hands-on experience in designing and moderating a small group discussion for the purpose of observing not only attitudes, beliefs, and opinions but also dynamic social interactions as a method for getting answers to complex, dynamic social science research questions. Students will design a focus group study, learning about participant selection and recruitment; question writing and protocol design; group conversation moderation; data extraction and analysis, report writing, and overall project and data management. 3 credits; SI, IDS, QRE; *Fall*; **Barbara Allen**

POSC 232 PS Lab: Interview Techniques This class provides a hands-on introduction to how researchers devise, conduct, and analyze interviews in political science. Students will learn about different types of interview methodologies with a particular focus on semi-structured techniques. Over the course of the class, students will consider the types of questions most appropriately answered by interviews, the fundamentals of different sampling strategies, how to devise questionnaires, and how to use the information collected for both quantitative and qualitative analysis. We will also cover interview ethics, how to employ culturally sensitive techniques, and how to employ interviews in individual, group, and crowd situations. 3 credits; SI; *Spring*; **Dev Gupta**

POSC 232 PS Lab: Political Philosophy and the Art of Reading Political philosophy inquires into basic matters that most of us take for granted: what is good and bad? what is just and unjust? and why? These inquiries can threaten, or be perceived as threatening, our most dearly held beliefs and all that rests on these beliefs. Political philosophers have often employed arts of writing aimed at veiling their most radical thoughts from all but their most careful and persistent readers. In this course we will study these arts of writing and the arts of reading that they demand of us. We will learn not only about various methods and techniques but also about a philosophic education. 3 credits; HI; *Winter*; **Laurence D Cooper**

POSC 232 PS Lab: Public Policy Analysis How do we read news reports, government documents, and follow policy debates? How do we understand public policy process and outcomes? How do we evaluate governmental and non-governmental policies that affect provision and production of public goods? How do we conduct benefit and cost analysis of a public policy? Students will learn how to conduct archival document research, benefit-cost analysis, and public policy analysis. 3 credits; SI; *Spring*; **Tun Myint**

POSC 235 The Endless 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 endless 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; *Not offered 2023-24*

POSC 236 Global, National and Human Security What are the greatest threats to national and global security? In this course we will explore a range of traditional security topics including: the proliferation of WMDs, terrorism, piracy, insurgencies, arms races, territorial disputes and strategic rivalries. In addition to these classic concerns, we also consider newer ones such as cyber-security, the threat of global pandemics, unmanned warfare and the impact of climate change. Our study begins and concludes with the debate over the concept of security in the twenty-first century. 6 credits; SI, IS; *Not offered 2023-24*

POSC 237 Greece at a Crossroads: History, Landscape, and Material Culture Program: Borders, Boundaries and Human Mobility Borders are at once real and imagined. They divide and they are crossed. The course draws case studies and examples from the United States and Europe to critically reflect on the notion of borders and to discuss both the construction and reimagining of borders in the physical and socioeconomic sense. The course connects the concept of border(s) and human mobility, from immigration to daily movement in urban spaces and examines critically the construction and deconstruction of borders, the notions of inclusion and exclusion: who has the right to it, within which borders, and at what cost? Prerequisite: Participation in the Greece at a Crossroads: History, Landscape, and Material Culture OCS program. 6 credits; NE, IS; *Spring*; **Alex R Knodell**

POSC 238 Sport and Globalization in London and Seville Program: 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; *Winter*; **Bob S Carlson**

POSC 240 At the Corner of Broadway and Main Street: The Contrasting Politics of Northfield and the Twin Cities According to the 2020 U.S. Census, roughly 328.2 million people live in the United States. Of that population, 63% live in one of 19,500 "incorporated places," defined as a city, town, village, or borough with legally-prescribed limits, powers, and functions. However, three-quarters of incorporated places have fewer than 5,000 people; 42% have fewer than 500 people. In fact, only 40% of all cities have a population of 50,000 or more in 2019, yet nearly 39% of the U.S. population live in those cities. A majority of human social, political, and economic interactions now happen in urban areas (like the Twin Cities) but a significant portion of American life is experienced in smaller towns (like Northfield). Utilizing established social theories, critical thinking skills, and common research techniques, we will learn how to bolster our understanding of both rural and urban phenomena, policies, and processes, addressing topics like political, racial, and class polarization; intolerance; health care; housing, development, and zoning, and transportation. Through field visits to and speakers from both the Twin Cities and Northfield, we will chart the urban/rural political divide to provide a richer understanding of politics and policy in all corners of the United States. 6 credits; NE, WR2, QRE; *Not offered 2023-24*

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; *Winter*; **Dev Gupta**

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; *Spring*; **Summer N Forester**

POSC 244 The Politics of Eurovision At first glance, Eurovision, the decades-long, continent-wide singing contest, is nothing more than a mindless pop culture event. Dismissed as a celebration of (at best) mediocre music, Eurovision seems like it would be the last place to learn about serious politics. In this class, however, we will explore Eurovision as a place where art is deeply political and often engages in debates about gender and sexuality, race, the legacies of colonialism, war and revolution, nationalism, and democracy—not just within the context of the competition itself but how these discussions spill over into broader social and political dynamics. 3 credits; SI, IS; *Not offered 2023-24*

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 2023-24*

POSC 249 From the International to the Global: Critical Theories of World Politics Why is the world divided territorially? Why are some states considered more powerful than others? What can be done about violent conflict? This course will introduce students with critical approaches to world politics that ask these and other big questions. Marxist, feminist, post-structuralist and post-colonial scholars have challenged classical approaches of thinking about the international in terms of states and power. They have also questioned the dominance of western conceptions of politics in the way political scientists view the world. In this course will read and debate their contributions and apply them to real cases. 6 credits; SI, IS; *Not offered 2023-24*

POSC 250 Kings, Tyrants, Philosophers: Plato's Republic In this course we will read Plato's *Republic*, perhaps the greatest and surely the most important work of political philosophy ever written. What are the deepest needs and the most powerful longings of human nature? Can they be fulfilled, and, if so, how? What are the deepest needs of *society*, and can *they* be fulfilled? What is the relation between individual happiness and societal well-being? Are they compatible or in conflict with one another? And where they are in conflict, what does justice require that we do? The *Republic* explores these questions in an imaginative and unforgettable way. 6 credits; HI; *Winter*; **Laurence D Cooper**

POSC 251 Modern Political Philosophy: Liberalism and Its Critics Liberalism has been the dominant political philosophy of our age, and we who live in a liberal polity have been shaped by it. But liberalism has been, and continues to be, the target of sharp critique. What *is* liberalism, and what can be said both for and 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. Readings will be drawn from authors such as Locke, Montesquieu, Rousseau, Marx, Mill, and Tocqueville. 6 credits; HI, IS; *Not offered 2023-24*

POSC 252 Free Expression: the Good, the Bad, and the Ugly Freedom of expression has never lacked obstacles or opponents, even if its opponents have often claimed to be friends. In recent years, however, both the possibility and the desirability of free expression have been openly contested on moral, political, and philosophic grounds. Is free expression simply good, or does it also impose costs? What is the relation between freedom of expression and freedom of *thought* or *mind*? Is freedom of mind even possible? These will be our questions. Readings will be drawn from philosophers ranging from Plato to Nietzsche and from political essayists such as George Orwell and Vaclav Havel. 6 credits; HI; *Not offered 2023-24*

POSC 253 Welfare Capitalisms in Post-War Europe In this course students will explore the different kinds of welfare states that exist in Europe, the political economic and social conditions that made them possible and the debates about their strengths, weaknesses and prospects. We will review the so-called "varieties of capitalism" literature along with key welfare policies such as social insurance, health care, education, unemployment insurance, family and income support, and pensions. Welfare states use combinations of these policies differently to insure citizens against "old" and "new" risks. Finally, the course looks at how welfare regimes have responded of migration, financial, and public health crises. 6 credits; SI, IS; *Not offered 2023-24*

POSC 254 Freedom, Excellence, Happiness: Aristotle's Ethics 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; *Spring*; **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 2023-24*

POSC 256 Nietzsche: Beyond Good and Evil Nietzsche understood himself to be living at a moment of great endings: the exhaustion of modernity, the self-undermining of rationalism, the self-overcoming of morality--in short, 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 2023-24*

POSC 257 Marx for the 21st Century: Ecology, Technology, Dispossession This course introduces students to the work of Karl Marx by exploring parts of *Capital* volumes one, two and three as well as of the *Grundrisse* in tandem with twenty-first century discussions of carboniferous capitalism, digital labor and colonial dispossession. Using concepts of the "metabolic" relationship to nature, "original accumulation" and of Marx's analysis of machines and technological obsolescence we will together chart a course through twenty-first century attempts to make Marx's nineteenth century critique of industrial capitalism fruitful for an understanding of today's world. 6 credits; SI, IS; *Spring*; **Paul Petzschmann**

POSC 258 Politics and Ambition Is personal ambition a threat to peace and the public good or is it a prod to nobility and heroism? Does it exemplify the opposition between self and society or does it represent their intersection and mutual support—or both? 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 2023-24*

POSC 261 The Global Crisis of Democracy Democracy is in trouble worldwide. The most visible indicators are the rise of explicitly anti-democratic leaders and anti-liberal parties that employ populism and exploit ethnic and ideological polarization to acquire power. Democratic norms and institutions have eroded across the globe. Structures that undergirded the positive-sum linkage between industrialization, the rise of labor unions, and democratic parties in much of the West have been transformed in ways that undermine democracy. This course will analyze these and related trends that demonstrate that liberal democracy is suffering a global crisis. Instruction will cover cases across time and from all regions of the world. 6 credits; SI, QRE, IS; *Not offered 2023-24*

POSC 262 Displaced Lives: Freedom and Meaning To feel secure and accepted by society are essential human needs. However, even a cursory look at the twentieth century shows how often and

unexpectedly the lives of individuals were profoundly disrupted and crushed by the forces of nature and history. Security and social acceptance are fragile gifts of history. If so, what freedom and meaning, if at all, are to be found in living a displaced life, against and through the destructive tidal waves of history? The course tries to answer this question through an engagement with the memoirs and writings of Stefan Zweig, Edward Said, Norman Manea, Mikhail Bulgakov, Karl Ove Knausgaard, and James Baldwin. 6 credits; HI; *Not offered 2023-24*

POSC 264 Politics of Contemporary China This course examines the political, social, and economic transformation of China over the past century. Though contemporary issues are at the heart of the course, students will delve into an entire century of changes and upheaval to understand the roots of current affairs in China. Particular emphasis will be placed on state-building and how this has changed state-society relations at the grassroots. 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; *Fall*; **Huan Gao**

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 strongly recommended, or instructor permission. 6 credits; SI, QRE, IS; *Fall*; **Alfred P Montero**

POSC 266 Urban Political Economy City revenue is increasingly dependent on tourism. Cities manufacture identity and entertainment, whether we think of Las Vegas or Jerusalem, Berlin or Bilbao, the ethnoscapes of Copenhagen or the red light district of Amsterdam. As cities compete in the global economy to become playgrounds for a transnational tourist class, what is the role of urban residents? Who governs? Who benefits? Short essays or exams will be required. 6 credits; SI, IDS; *Not offered 2023-24*

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 2023-24*

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; *Spring; Tun Myint*

POSC 269 I Did My Own Research: Information and Political Division in America Many Americans sense that polarization makes governance harder; scholars argue that polarization can undermine democracy itself. How do we manage difficult problems in a polarized political era? Can we ever agree if we are so free to pursue information that only supports what we already believe? We examine group identity in American culture and how boundaries affect attitudes and behavior as well as information around policy disputes around incarceration/policing, free speech, LGBTQ rights, health care, elections, immigration, and more. Finally, we consider how to reduce unproductive polarization for a better America even when we don't agree on what better entails. 6 credits; SI, IDS; *Not offered 2023-24*

POSC 270 Revolutions in the Age of Digital Innovations How do Internet and social media transform individual freedom? This course addresses how internet and social media present challenges and possibilities of expanding human freedom and democracy beyond the borders of nation-state. Are agency and freedom of individuals different in actual and virtual worlds? What are rising challenges and possibilities for democracy to capitalize on digital freedom? What are theories and analytical concepts that will help us understand the rise of digital individuals and the future of freedom? The course brings together readings and real-world cases such as Arab Spring, Spring Revolution in Myanmar, Wikileaks, self-driving electric vehicles, and the rise of artificial intelligence to weave a tapestry of discussion and writing projects so as to understand political and social changes. 6 credits; *Not offered 2023-24*

POSC 271 Constitutional Law I This course will explore the United States Constitution and the legal doctrines that have emerged from it, using them as lenses through which to understand the history—and shape the future—of this country. Using prominent Supreme Court opinions as teaching tools and loci of debate (including cases on the Court's recent and current docket), this course will explore the different kind of theoretical approaches with which to make Constitutional arguments and interpret the Constitution. It is one of two paired courses (the other being POSC 272) that complement each other. Both courses will address the structure and functioning of the United States government, and will explore in greater depth the historic Constitutional "trends" towards greater equality and more liberty (albeit slowly, haltingly, and with steps both forward and backward). This course will focus in particular on how matters of racial justice have been a Constitutional issue from the very beginning of the nation—and very much remain unfinished legal work. In exploring matters of personal liberty, this course will focus in particular on First Amendment freedom of religion. Finally, in examining governmental structures, this course will emphasize federalism and the distribution of power between the national and state governments, including the rise of a nationwide economic system and the modern administrative state. The course will require close reading of judicial opinions and other

texts, and learning how to construct arguments using logic and precedent. A special feature of this course will be detailed examination and intra-class mock debate of the cases the Supreme Court will hear this fall challenging raced-based affirmative action programs at private and public universities. 6 credits; SI; *Fall*; **Steven G Poskanzer**

POSC 272 Constitutional Law II This course will explore the United States Constitution and the legal doctrines that have emerged from it, using them as lenses through which to understand the history—and shape the future—of this country. Using prominent Supreme Court opinions as teaching tools and loci of debate (including cases on the Court’s recent and current docket), this course will explore the different kind of theoretical approaches with which to make Constitutional arguments and interpret the Constitution. It is one of two paired courses (the other being POSC 271) that complement each other. Both courses will address the structure and functioning of the United States government, and will explore in greater depth the historic Constitutional “trends” towards greater equality and more liberty (albeit slowly, haltingly, and with steps both forward and backward). This course will focus in particular on how gender equality is very much unfinished Constitutional work on our way towards a “more perfect union.” This topic will include an examination of the Court’s recent controversial decision in *Dobbs v. Jackson Women’s Health Organization*. In exploring matters of personal liberty, this course will focus in particular on First Amendment freedom of speech and other fundamental rights protected under the Fourteenth Amendment’s Due Process Clause. Finally, in examining governmental structures, this course will emphasize the separation of powers across the branches of the federal government. The course will require close reading of judicial opinions and other texts, and learning how to construct arguments using logic and precedent. POSC 271 is not a prerequisite for POSC 272. The two courses can be taken independently, although having taking POSC 271 will provide students with a broader and more nuanced foundation for exploring the themes covered of this course 6 credits; SI; *Winter, Spring*; **Steven G Poskanzer**

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; *Winter*; **Christina E Farhart**

POSC 274 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, IS; *Fall*; **Tun Myint**

POSC 275 Black Political Thought Western political thought has developed numerous ways to think about freedom, citizenship, the relationship between state and citizens, and more. This course turns to the tradition of Black political thought to consider how thinkers within this tradition developed new and alternative ways to conceptualize freedom and citizenship from racial domination through slavery, apartheid, and colonialism. We center thinkers of Black political thought in the modern Atlantic world from the Antebellum era through the era of mass incarceration and neoliberalism to provide a historical and theoretical analysis of freedom. 6 credits; SI; *Winter*; **Adam J Le**

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; *Not offered 2023-24*

POSC 277 Religion in Politics: Conflict or Dialogue? The course explores the relationship between religion and politics, especially in multicultural societies where believers and nonbelievers alike must live together. The leading question of the course is if religion is a source of violence, as seems to be so much the case in the world today, or if it can enter the public sphere in ways that educate and enhance the sensibility and ability of modern individuals to live with radically different others. In the attempt to answer these questions we will read, among others, from the writings of Kant, Habermas, Herder, Derrida, Ricoeur, Taylor, and Zizek. 6 credits; HI, IS; *Not offered 2023-24*

POSC 278 Memory and Politics Central to individual and collective identity, memory can be abused through the excess of commemoration. Is memory just a tool in the hands of nationalistic and divisive politics or can it be used for the cosmopolitan purpose of fighting oppression and injustice? To answer this question, we will read in this class literature on the nationalistic and cosmopolitan uses and abuses of memory and apply the theory to two case studies: the memory of the Jewish presence in Romanian society and politics and the role the memory of the Holocaust and Naqba plays in the relationship between Israel and Palestine. 6 credits; HI, IS; *Not offered 2023-24*

POSC 279 The Promise of Civil Society: A Global Perspective Today, we are often encouraged to be civically engaged and to associate in order to improve our society. Even in authoritarian regimes where free associations are limited, they are seen as a force for human rights and progress. So how do our associations, ranging from neighborhood watch groups to international NGOs, contribute to changing the world? This course will examine civic associations to address some of the most pressing global issues, such as climate change, inequality, and epidemics. We will delve into classic literature on civil society, analyze contemporary organizations and movements, and evaluate their political,

social, and economic impact. This course incorporates engagement with local NGOs; students should expect 6-8 hours of community work over the term. 6 credits; SI, IS, WR2; *Not offered 2023-24*

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; *Winter*; **Summer N Forester**

POSC 281 U.S-China Rivalry: The New Cold War? This course surveys key security dynamics, actors and issues in the Asia-Pacific. We will begin with a brief overview of historical conflicts and cooperations in the region, focusing on the impact of decolonization, communism, and the Cold War. We will then proceed to discuss contemporary security issues; topics include territorial disputes, Taiwan, nuclear proliferation, the U.S. alliance system, regional organizations like ASEAN, and U.S.-China rivalry. We will also study major international relation paradigms and theories, including heterodox approaches relevant to major actors in the Asia-Pacific, to guide our investigation of these security issues. No prior knowledge required. 6 credits; SI, WR2, IS; *Fall*; **Huan Gao**

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 2023-24*

POSC 283 Separatist Movements This course explores the emergence and resolution of separatist movements around the world. While separatist movements are often associated with the violent dissolution of states, not all separatist movements result in violence and not all separatist movements seek independence. We will investigate the conditions under which separatist pressures are most likely to develop and when such pressures result in actual separation. We will contrast the tactics of movements, from peaceful approaches in places like contemporary Quebec or Scotland, to peaceful outcomes like the "velvet divorce" of Czechoslovakia, to violent insurrections in places like the Philippines, Spain, and Northern Ireland. 6 credits; SI, QRE, IS; *Not offered 2023-24*

POSC 284 War and Peace in Northern Ireland This class examines the decades-long conflict in Northern Ireland between Catholics and Protestants known as "The Troubles." We will investigate the causes of violence in this region and explore the different phases of the conflict, including initial mobilization of peaceful protestors, radicalization into violent resistance, and de-escalation. We will

also consider the international dimensions of the conflict and how groups forged transnational ties with diaspora groups and separatist movements around the world. Finally, we will explore the consequences of this conflict on present-day Northern Ireland's politics and identify lessons from the peace process for other societies in conflict. 6 credits; SI, IS; *Not offered 2023-24*

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 diplomatic and economic cooperation and engagement, and security challenges ranging from deterrence to conventional war. The course concludes with the study of asymmetric/hybrid 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 2023-24*

POSC 288 Politics and Public Policy in Washington, D.C., Program: Global Politics & Pub Policy in Washington DC Students will participate in a seminar centered around meetings with experts in areas of global politics and policy. Over the course of the term they will collaborate in groups to produce a presentation exploring the political dimensions of public policy with a focus on how problem identification, institutional capacity, and stakeholder interests combine to shape policy options. Prerequisite: Mathematics 215, Statistics 120 or other statistics courses and participation in Washington DC OCS program. 6 credits; SI, IS; *Winter*; **Greg G Marfleet**

POSC 289 Politics and Public Policy in Washington, D.C., Program: Politics & Public Policy in Washington DC Students will participate in a seminar centered around meetings with experts in areas of U.S. politics and policy. Over the course of the term they will collaborate in groups to produce a presentation exploring the political dimensions of public policy with a focus on how problem identification, institutional capacity, and stakeholder interests combine to shape policy options. Prerequisite: Mathematics 215, Statistics 120 or other statistics course and participation in Washington DC OCS program. 6 credits; SI, IDS; *Winter*

POSC 293 Politics and Public Policy in Washington, D.C., Program: Practical Experience in DC All students will intern at an office in Washington or participate in some form of sustained civic engagement activity with instructor approval. In the past students have worked for legislators, executive agencies, interest groups and media outlets. Part of this experience involves keeping a weekly journal and writing a reflective summary paper. Prerequisite: Participation in Washington DC OCS program. 6 credits; NE; *Winter*; **Greg G Marfleet, Christina E Farhart**

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Spring*; **Christina E Farhart**

POSC 303 Political Communication: Political Advertising in Elections and Public Policy *Crosslisted with POSC 203.* How does political advertising influence the electorate? How does political advertising influence our understanding of policy proposals? Election ads along with the 6-second "sound bite" are now among the major forms of political communication in modern democracies. Add to these forms a battery of visual "arguments" seen in news media, film, and paid ads aimed at persuading us to adopt various policy positions. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. Our policy focus for 2016 will be on climate change and the 2016 general election. Students enrolled in the 303 version will conduct more extensive analysis of data for their seminar papers. 6 credits; SI, QRE, IS; *Not offered 2023-24*

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 2023-24*

POSC 308 Global Gender Politics How have gendered divisions of power, labor, and resources contributed to the global crises of violence, sustainability, and inequity? Where and why has the pursuit of gender justice elicited intense backlash, especially within the last two decades? In this course, we will explore the global consequences of gender inequality and the ongoing pursuit of gender justice both transnationally and in different regions of the world. We will investigate a variety of cases ranging from land rights movements in East Africa, to the international movement to ban nuclear weapons. Finally, we will pay special attention to how hard-won gains in women's rights and other related inequalities in world affairs are being jeopardized by new and old authoritarianisms. 6 credits; SI, IS; *Fall*; **Summer N Forester**

POSC 310 Democracy and Citizenship We often hear "citizenship" thrown around as solely a legal right, but what does it actually mean? In this course we use an interdisciplinary framework to understand both what citizenship is and what it does. We utilize canonical political theory to critique and test concepts and measures of citizenship in American Politics. We will focus particularly on how marginalized groups know about and interact with politics to see if what it means to be a citizen differs when your relationship with government is categorized by domination, and we will discuss ways that marginalized groups obtain freedom, power, solidarity through community. 6 credits; SI; *Spring*; **Adam J Le**

POSC 312 Congress and The Presidency The Constitution of the United States designed Congress to be the most powerful branch of government because the framers intended our national politics to revolve around the legislative branch. However, since the late nineteenth century, the political center of gravity in Washington has shifted to the executive branch, which has reshaped American

democracy around the presidency. Why did this happen? What does it mean for the balance of power between our elected branches of government? This course will explore the patterns of conflict and cooperation between Congress and the Presidency from the framing of the Constitution to the present. 6 credits; SI; *Winter*; **Ryan Dawkins**

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. 6 credits; SI; *Spring*; **Steven G Poskanzer**

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; *Not offered 2023-24*

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; *Not offered 2023-24*

POSC 323 Revolutionary Latin America Cycles of revolutionary upheaval and counterrevolutionary violence punctuated Latin America's tumultuous twentieth and twenty-first centuries. This course compares "successful" revolutions (Cuba [1959], Nicaragua [1979]) with "unsuccessful" (Bolivia [1952], Chile [1970]) and abortive (El Salvador, Guatemala, and Peru in the 1970s and 1980s) attempts at revolutionary change. We will examine questions including, why do revolutionary outbreaks occur? Why do revolutionaries take power in some countries and fail in others? How can we explain (counter-)revolutionary mobilization, violence, and terror? Do revolutions produce enduring social change, or reproduce enduring problems? What do Latin America's revolutionary legacies mean for twenty-first century politics? 6 credits; SI, WR2, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

POSC 329 Reinventing Humanism: A Dialogue with Tzvetan Todorov Humanism is today severely criticized for reducing humanity to Western culture and history and for its aggressive control and destruction of the non-human. Concomitantly, the history of the twentieth century reveals a growing totalitarian and anti-humanistic tendency in (post)modern societies and their politics, to replace individual agency, freedom, and responsibility with systemic solutions. The course explores, through a dialogue with the work of the French thinker, Tzvetan Todorov, how being human could be reinvented today in ways that avoid the moral and political pitfalls of the previous humanistic tradition, without devaluing, in the process, the idea of a shared humanity. 6 credits; HI; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

POSC 335 Navigating Environmental Complexity—Challenges to Democratic Governance and Political Communication How can we design democratic institutions to deal with environmental and social problems? Are there universal approaches to solving political problems in physically and socially diverse communities? Do people come up with different institutional ways to address shared problems because of environmental or cultural differences? Our seminar considers current thinking about complex social-ecological systems and how we communicate and work collectively to address the problems of local and global commons. 6 credits; SI, QRE, IS; *Not offered 2023-24*

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; *Fall*; **Dev Gupta**

POSC 339 LGBTQ Politics in America The advancement of LGBTQ rights in the United States has experienced unprecedented success over the last twenty years, shifting public attitudes and legal protections for LGBTQ Americans. This course provides a discussion of LGBTQ history and in-depth analysis of how LGBTQ policy victories were achieved, including background on the strategies and tactics used to generate results. We will take a critical look at such milestones and examine what they mean for the entire LGBTQ population, including queer people of color, transgender and gender-nonconforming individuals, the disabled, and the economically disadvantaged. 6 credits; SI, WR2; *Not offered 2023-24*

POSC 345 Politics of Dictatorship Seventy percent of the world's population live in closed autocracies or electoral autocracies today. As the Taliban retook Afghanistan and Myanmar's budding democracy fell to a military coup, there is an urgent need to better understand non-democratic regimes. This course takes a deep dive into dictatorships past and present, exploring key questions of who holds power, how power is monopolized, how controls and resistance interact, and how regimes transition to and from democracy. This course will also investigate the social and economic consequences of dictatorship, focusing primarily on how regime type interacts with economic development, the protection of rights, and inequality. 6 credits; SI, IS, QRE, WR2; *Winter*; **Huan Gao**

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 2023-24*

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; *Fall*; **Barbara Allen**

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 2023-24*

POSC 358 Comparative Social Movements This course will examine the role that social movements play in political life. The first part of the course will critically review the major theories that have been developed to explain how social movements form, operate and seek to influence politics at both the domestic and international levels. In the second part of the course, these theoretical approaches will be used to explore a number of case studies involving social movements that span several different issue areas and political regions. Potential case studies include the transnational environmental movement, religious movements in Latin America and the recent growth of far right activism in northern Europe. 6 credits; SI, IS; *Not offered 2023-24*

POSC 359 Cosmopolitanism Stoic philosophers saw themselves as citizens of the world (cosmopolitans), a position that Kant enthusiastically revived in the eighteenth century. After the end of 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*. However, today it seems that nationalism and xenophobia are making a powerful comeback. Is cosmopolitanism dead? This course explores the promises and dangers of globalization, as well as the inexhaustible attraction of nationalism. The attempt is to show that the escape from the unsettling complexity of globalization is not within tribalistic nationalism, but rather in the cosmopolitan transformation of identity, as well as of the sense of being at home and of belonging. 6 credits; HI; *Not offered 2023-24*

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; *Winter*; **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 ethnoscapes of Copenhagen or the red light district of Amsterdam. As cities compete in the global economy to become playgrounds for a transnational tourist class, what is the role of urban residents? Who governs? Who benefits? A research paper will be required. Students who have taken POSC 266 remain welcome to take POSC 366. 6 credits; SI, IS; *Not offered 2023-24*

POSC 367 Social Welfare in a Time of Crisis During COVID-19, many countries adopted new cash transfers, wage subsidies, and basic income experiments, among other innovative social policies, prompting major debates on the need to transform existing social protection systems. We will examine the origins and evolution of formal welfare institutions in the global north and south, with an intersectional focus on their consequences for diverse groups. We will also explore how non-state actors contribute to the construction and maintenance of social safety nets around the world. Based on these insights, we will consider how states, markets, families, and communities may shape the future of welfare states. 6 credits; SI, IS; *Not offered 2023-24*

POSC 372 Mansions and Shantytowns: Politics of the Spaces We Live In This course explores theories about spaces/places and investigates the impact of our physical environment on a broad range of social and political issues. We will look at how parks, monuments, residential communities, and other features of our cities and towns are made, who makes them, and in turn, their effects on our daily lives. Students will engage with important contemporary issues such as residential segregation, public space management, protest policing, etc. Most of the course will focus on urban politics, with a brief foray into rural issues. The goal of this course is to encourage students to think about everyday environmental features in a more systematic and theoretic manner and design social scientific inquiries into spatial issues. 6 credits; SI, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

POSC 400 Integrative Exercise 1-6 credit; S/NC; *Fall, Winter, Spring*; **Tun Myint, Barbara Allen, Summer N Forester, Dev Gupta, Greg G Marfleet, Steven G Poskanzer, Huan Gao, Alfred P Montero, Christina E Farhart, Laurence D Cooper**

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. If a student received an AP score of 4 or 5 or a higher level IB score of 6 or 7, that student may waive the six-credit [PSYC 110](#) requirement.

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

63 credits required for the major

- 6 credits: The introductory course, [PSYC 110](#). This requirement may be waived if the student received an AP score of 4 or 5 or a higher level IB score of 6 or 7.
- 8 credits: The measurement and methods course and lab:
 - [PSYC 200](#) Measurement and Data Analysis in Psychology
 - [PSYC 201](#) Measurement and Data Analysis Lab

(ideally to be taken during the sophomore or junior year)

- 24 credits (courses cannot count in two groups):
 - 6 credits from the Biological and Behavioral Processes group
 - [PSYC 210](#) Psychology of Learning and Memory
 - [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 2023-24)
 - 6 credits from the Cognitive Studies group
 - [CGSC 232](#) Cognitive Processes
 - [CGSC 236](#) Thinking, Reasoning, and Decision Making (not offered in 2023-24)
 - [MUSC 227](#) Perception and Cognition of Music (not offered in 2023-24)
 - [PSYC 220](#) Sensation and Perception

- [PSYC 232](#) Cognitive Processes
- [PSYC 234](#) Psychology of Language (not offered in 2023-24)
- [PSYC 238](#) Memory Processes
- 6 credits from the Social Behavior, Development and Personality group
 - [PSYC 244](#) Positive Psychology (not offered in 2023-24)
 - [PSYC 246](#) Human Sexuality
 - [PSYC 248](#) Cross-Cultural Psychology
 - [PSYC 250](#) Developmental Psychology
 - [PSYC 251](#) Lifespan Development (not offered in 2023-24)
 - [PSYC 252](#) Personality (not offered in 2023-24)
 - [PSYC 254](#) Psychopathology
 - [PSYC 256](#) Social Behavior and Interpersonal Processes
 - [PSYC 258](#) Social Cognition (not offered in 2023-24)
 - [PSYC 260](#) Health Psychology
- 6 credits from any of the above courses listed in the groups
 - Two laboratory courses (in addition to [PSYC 201](#)) (4 credits):
 - [MUSC 228](#) Perception and Cognition of Music Lab (not offered in 2023-24)
 - [PSYC 211](#) Laboratory Research Methods in Learning and Memory
 - [PSYC 217](#) Laboratory Research Methods in Behavioral Neuroscience
 - [PSYC 219](#) Laboratory Research Methods in Hormones, Brain, and Behavior
 - [PSYC 221](#) Laboratory Research Methods in Sensation and Perception (not offered in 2023-24)
 - [PSYC 233](#) Laboratory Research Methods in Cognitive Processes
 - [PSYC 235](#) Psychology of Language Laboratory (not offered in 2023-24)
 - [PSYC 253](#) Research Methods in Personality (not offered in 2023-24)
 - [PSYC 257](#) Laboratory Research Methods in Social Behavior and Interpersonal Processes
 - [PSYC 259](#) Laboratory Research Methods in Social Cognition (not offered in 2023-24)
 - [PSYC 261](#) Health Psychology Lab
 - Two upper-level courses (12 credits):
 - [CGSC 382](#) Cognitive Development in Children and Adolescents (not offered in 2023-24)
 - [PSYC 318](#) Psychopharmacology (not offered in 2023-24)
 - [PSYC 354](#) Counseling Psychology
 - [PSYC 358](#) Cross-Cultural Psychology Seminar in Prague: Cross-Cultural Psychopathology (not offered in 2023-24)
 - [PSYC 366](#) Cognitive Neuroscience
 - [PSYC 367](#) Neuropsychology of Aging (not offered in 2023-24)
 - [PSYC 370](#) Behavioral Neuroimmunology
 - [PSYC 371](#) Evolutionary and Developmental Trends in Cognition (not offered in 2023-24)
 - [PSYC 373](#) Topics in Professional Psychology (not offered in 2023-24)
 - [PSYC 375](#) Language and Deception
 - [PSYC 379](#) Child and Adolescent Psychiatry (not offered in 2023-24)
 - [PSYC 382](#) Topics in Social and Personality: Endings
 - [PSYC 384](#) Psychology of Prejudice

- [PSYC 386](#) **Intervention Science: Using Psychology to Advance Social Good** (not offered in 2023-24)

only one of which may be [PSYC 318](#), [PSYC 354](#) or [PSYC 358](#)

- The capstone seminar (6 credits):
 - [PSYC 358](#) **Cross-Cultural Psychology Seminar in Prague: Cross-Cultural Psychopathology** (not offered in 2023-24)
 - [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 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*; **Neil S Lutsky, Lawrence J Wichlinski, Sharon A Akimoto, Julie J Neiworth, Gisel G 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 Psychology/Cognitive Science 232/233, or instructor permission; Concurrent registration in Psychology 201 required. 6 credits; FSR, QRE; *Winter, Spring*; **Mija M Van Der Wege, Mitchell R Campbell**

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, or Psychology/Cognitive Science 232/233, or instructor permission. Concurrent registration in Psychology 200 is required. 2 credits; QRE; *Winter, Spring*; **Mija M Van Der Wege, Mitchell R Campbell**

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; *Fall*; **Julie J Neiworth**

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; Concurrent registration in Psychology 210. 2 credits; QRE, LS, WR2; *Fall*; **Julie J Neiworth**

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. Expected preparation: Psychology 110 or instructor permission. 6 credits; LS; *Spring*; **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 does NOT require 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. Expected preparation: Psychology 110 or instructor permission. 2 credits; LS; *Spring*; **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. Enrollment in Psychology 219 is recommended. A grade of C-

or better must be earned in both Psychology 218 and 219 to satisfy the LS requirement. Prerequisite: Psychology 110 or instructor consent. 6 credits; LS, QRE; *Winter*; **Sarah H Meerts**

PSYC 219 Laboratory Research Methods in Hormones, Brain, and Behavior The laboratory in Hormones, Brain and Behavior will consider the role of hormones in shaping the brain, the effect of experience on hormone levels, and neuroendocrine factors in the display of hormones. Students will learn common techniques in behavioral neuroendocrinology and will collect and analyze data. Psychology 219 requires current or prior registration in Psychology 218. A grade of C- or better must be earned in both Psychology 218 and 219 to satisfy the LS requirement. Prerequisite: Requires concurrent or prior registration in Psychology 218. 2 credits; LS, 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 permission. 6 credits; NE; *Winter, Spring*; **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; *Not offered 2023-24*

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. A grade of C- or better must be earned in both PSYC/CGSC 232 and 233 to satisfy the LS requirement. Prerequisite: Psychology 110, Cognitive Science 100, Cognitive Science 130 or permission of the instructor.; 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. A grade of C- or better must be earned in both to complete the LS requirement Prerequisite: Psychology 232; Psychology 110, Cognitive Science 100, Cognitive Science 130 or instructor permission. 2 credits; LS, QRE; *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. Concurrent registration in PSYC 235 is optional, but strongly recommended. A grade of C- or better must be earned in both Psychology 234 and 235 to satisfy the LS requirement. Prerequisite: Psychology 110 or instructor consent. 6 credits; LS; *Not offered 2023-24*

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 or instructor consent; Concurrent registration in Psychology 234. 2 credits; LS, QRE; *Not offered 2023-24*

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 or instructor consent. 6 credits; SI; *Fall*; **Mija M Van Der Wege**

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 2023-24*

PSYC 246 Human Sexuality Humans are a sexual animal. Not only do we engage in sexual behavior for procreation, but also at times for pleasure, intimacy, affiliation, and profit. Furthermore, we maintain sexual and gender identities that affect our behaviors and help us organize our social worlds. These identities develop over time, through our childhood and adolescence and into adulthood. We also place boundaries on sexuality and gender through norms, laws, and social conventions. Sexuality is at once commonplace and private, ubiquitous yet taboo. In this course, we will explore the many dimensions and paradoxes of human sexuality and its connection to our psychology. We will also

consider these topics in the context of real-world phenomena and cross-cultural examples. Prerequisite: Psychology 110 or instructor consent. 6 credits; SI; *Fall*; **Mitchell R Campbell**

PSYC 248 Cross-Cultural Psychology Do psychological principles apply universally or are they culture specific? How does the exploration of psychological phenomena 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 or instructor consent. 6 credits; SI, IS; *Spring*; **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 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Fall, Winter*; **Ken B Abrams**

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 optional, but 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 or instructor consent. 6 credits; LS; *Winter*; **Neil S Lutsky**

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 or instructor consent. 2 credits; LS, QRE; *Winter*; **Neil S Lutsky**

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 2023-24*

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 2023-24*

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 or instructor permission. 6 credits; LS, QRE; *Fall*; **Gisel G 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: Concurrent registration in Psychology 260. 2 credits; QRE, LS; *Fall*; **Gisel G 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 or instructor permission. 6 credits; SI; *Winter*; **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 2023-24*

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; *Not offered 2023-24*

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 2023-24*

PSYC 354 Counseling Psychology This course provides an introduction to the field of counseling psychology, exploring its fundamental principles and practices. Students will gain a comprehensive understanding of various counseling theories and treatment modalities, including their historical development and practical application. Students will also explore research methodologies utilized in counseling psychology and critically analyze empirical studies to inform evidence-based practice. Additionally, the course addresses professional issues, ethical considerations, and multicultural factors that influence counseling psychology, fostering cultural competence and awareness of diverse populations. Prerequisite: Psychology 110 or instructor permission. 6 credits; SI; *Winter*; **Emily A Hazlett**

PSYC 358 Cross-Cultural Psychology Seminar in Prague: Cross-Cultural 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 2023-24*

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; *Winter*; **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 or Psychology 110 or instructor permission. 6 credits; SI; *Not offered 2023-24*

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: Neuroscience 127 or Psychology 216 recommended or instructor permission. 6 credits; WR2, QRE, NE; *Winter*; **Gisel G 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 emphasis 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 2023-24*

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 2023-24*

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, 238 or Cognitive Science 236. 6 credits; SI, QRE; *Spring*; **Mija M Van Der Wege**

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; *Not offered 2023-24*

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; *Spring*; **Neil S Lutsky**

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; *Fall*; **Sharon A Akimoto**

PSYC 386 Intervention Science: Using Psychology to Advance Social Good Many of the most pressing issues facing our world today, including prejudice/discrimination, climate change, health, conflict, and polarization/radicalization, ultimately stem from human behavior. As a science centrally focused on human behavior, psychology is well-poised to contribute meaningfully to developing solutions to these and other issues. In this class, we will review the rapidly expanding literature on intervention science, which involves employing psychological concepts and principles to change real-world outcomes. We will also study relevant behavioral science and motivational theories, as well as examining how findings from the lab can be translated to real-world applications. Students will also complete a final project that will involve conducting their own intervention experiment in the field. Students will leave the class equipped to use their knowledge of behavioral science to effect change in the real world to address the issues they care about. Prerequisite: Psychology 110 or instructor consent. 6 credits; SI; *Not offered 2023-24*

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*; **Lawrence J Wichlinski, Julia F Strand, Ken B Abrams**

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*; **Lawrence J Wichlinski, Julia F Strand, Julie J Neiworth, Ken B Abrams**

Other Courses Pertinent to Psychology

- **CGSC 232 Cognitive Processes**
- **CGSC 236 Thinking, Reasoning, and Decision Making** (not offered in 2023-24)
- **ECON 267 Behavioral Economics**
- **EDUC 234 Educational Psychology**
- **MUSC 227 Perception and Cognition of Music** (not offered in 2023-24)
- **PE 332 Foundations of Sport Psychology and Performance Mentality**

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.

Requirements for the Public Policy Minor

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](#) 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](#), [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 221](#) Philosophy of Law
 - [PHIL 222](#) Topics in Medical Ethics
 - [RELG 213](#) Religion, Medicine, and Healing (not offered in 2023-24)
 - [RELG 219](#) Religious Law, II/Legal Religions (not offered in 2023-24)

- [RELG 220](#) **Justice and Responsibility** (not offered in 2023-24)
- [RELG 269](#) **Food, Justice and Nonviolence: Hindu, Buddhist, and Jain Perspectives** (not offered in 2023-24)
- [RELG 270](#) **Philosophy of Religion**
- [RELG 274](#) **Religion and Biomedical Ethics** (not offered in 2023-24)

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**
 - [ECON 268](#) **Economics of Cost Benefit Analysis** (not offered in 2023-24)
 - [ECON 274](#) **Labor Economics**
 - [ECON 275](#) **Law and Economics** (not offered in 2023-24)
 - [ECON 280](#) **International Trade**
 - [ECON 281](#) **International Finance** (not offered in 2023-24)
 - [POSC 209](#) **Money and Politics** (not offered in 2023-24)
 - [POSC 266](#) **Urban Political Economy** (not offered in 2023-24)
 - [POSC 361](#) **Approaches to Development**
 - [POSC 366](#) **Urban Political Economy** (not offered in 2023-24)
 - [RELG 227](#) **Liberation Theologies** (not offered in 2023-24)
- Public Health
 - [BIOL 234](#) **Microbiology**
 - [BIOL 240](#) **Genetics**
 - [BIOL 310](#) **Immunology**
 - [BIOL 338](#) **Genomics and Bioinformatics**
 - [BIOL 370](#) **Seminar: Selected Topics in Virology** (not offered in 2023-24)
 - [ECON 264](#) **Health Care Economics** (not offered in 2023-24)
 - [IDSC 235](#) **Perspectives in Public Health** (not offered in 2023-24)
 - [PHIL 222](#) **Topics in Medical Ethics**
 - [PSYC 260](#) **Health Psychology**
 - [RELG 233](#) **Gender and Power in the Catholic Church**
 - [SOAN 262](#) **Anthropology of Health and Illness** (not offered in 2023-24)

- Environmental Policy and Sustainability
 - [BIOL 210](#) **Global Change Biology**
 - [BIOL 338](#) **Genomics and Bioinformatics**
 - [ECON 269](#) **Economics of Climate Change**
 - [ECON 271](#) **Economics of Natural Resources and the Environment**
 - [ECON 273](#) **Water and Western Economic Development**
 - [ENTS 210](#) **Environmental Justice**
 - [ENTS 212](#) **Global Food Systems**
 - [ENTS 215](#) **Environmental Ethics**
 - [ENTS 244](#) **Biodiversity Conservation and Development** (not offered in 2023-24)
 - [ENTS 288](#) **Abrupt Climate Change**
 - [ENTS 289](#) **Climate Change and Human Health** (not offered in 2023-24)
 - [ENTS 307](#) **Wilderness Field Studies: Grand Canyon**
 - [ENTS 310](#) **Topics in Environmental Law and Policy** (not offered in 2023-24)
 - [HIST 205](#) **American Environmental History**
 - [HIST 306](#) **American Wilderness**
 - [HIST 308](#) **American Cities and Nature** (not offered in 2023-24)
 - [POSC 268](#) **Global Environmental Politics and Policy**
 - [POSC 333](#) **Global Social Changes and Sustainability** (not offered in 2023-24)
 - [POSC 335](#) **Navigating Environmental Complexity—Challenges to Democratic Governance and Political Communication** (not offered in 2023-24)
 - [RELG 243](#) **Native American Religious Freedom** (not offered in 2023-24)
 - [SOAN 203](#) **Anthropology of Good Intentions**
 - [SOAN 323](#) **Mother Earth: Women, Development and the Environment** (not offered in 2023-24)
 - [SOAN 333](#) **Environmental Anthropology** (not offered in 2023-24)

- Social Policy and Welfare
 - [ECON 246](#) **Welfare Economics and Mechanism Design**
 - [ECON 257](#) **Economics of Gender**
 - [PHIL 232](#) **Social and Political Philosophy**
 - [POSC 253](#) **Welfare Capitalisms in Post-War Europe** (not offered in 2023-24)
 - [POSC 257](#) **Marx for the 21st Century: Ecology, Technology, Dispossession**
 - [POSC 273](#) **Race and Politics in the U.S.**
 - [POSC 274](#) **Covid-19 and Globalization**
 - [RELG 289](#) **Global Religions in Minnesota**
 - [SOAN 206](#) **Critical Perspectives on Work in the Twenty-first Century** (not offered in 2023-24)
 - [SOAN 252](#) **Growing up in an Aging Society** (not offered in 2023-24)
 - [SOAN 288](#) **Diversity, Democracy, Inequality in America** (not offered in 2023-24)
 - [SOAN 310](#) **Sociology of Mass Incarceration** (not offered in 2023-24)
 - [SOAN 314](#) **Contemporary Issues in Critical Criminology** (not offered in 2023-24)
 - [SOAN 325](#) **Sociology of Adoption and Assisted Reproduction** (not offered in 2023-24)

- Education Policy
 - [EDUC 225](#) **Issues in Urban Education** (not offered in 2023-24)
 - [EDUC 245](#) **School Reform: Yesterday, Today, and Tomorrow**
 - [EDUC 250](#) **Fixing Schools: Politics and Policy in American Education**
 - [HIST 203](#) **American Indian Education**
 - [POSC 218](#) **Schools, Scholarship and Policy in the United States** (not offered in 2023-24)
 - [POSC 313](#) **Legal Issues in Higher Education**
- Foreign Policy and Security
 - [POSC 231](#) **American Foreign Policy** (not offered in 2023-24)
 - [POSC 236](#) **Global, National and Human Security** (not offered in 2023-24)
 - [POSC 241](#) **Ethnic Conflict**
 - [POSC 247](#) **Comparative Nationalism** (not offered in 2023-24)
 - [POSC 267](#) **Comparative Foreign Policy** (not offered in 2023-24)
 - [POSC 282](#) **Terrorism and Counterterrorism** (not offered in 2023-24)
 - [POSC 285](#) **The U.S. Intelligence Community** (not offered in 2023-24)
 - [POSC 328](#) **Foreign Policy Analysis** (not offered in 2023-24)
 - [RELG 329](#) **Modernity and Tradition** (not offered in 2023-24)
- Other Comparative Public Policy Courses
 - [POSC 203](#) **Political Communication: Political Advertising in Elections and Public Policy** (not offered in 2023-24)
 - [POSC 261](#) **The Global Crisis of Democracy** (not offered in 2023-24)
 - [POSC 271](#) **Constitutional Law I**
 - [POSC 272](#) **Constitutional Law II**
 - [POSC 288](#) **Politics and Public Policy in Washington, D.C., Program: Global Politics & Pub Policy in Washington DC**
 - [POSC 303](#) **Political Communication: Political Advertising in Elections and Public Policy** (not offered in 2023-24)
 - [POSC 330](#) **The Complexity of Politics** (not offered in 2023-24)
 - [RELG 266](#) **Modern Islamic Thought**
- Off-Campus Programs at Carleton
 - ECON Microeconomic Development in Bangladesh (winter-break program)
 - ENTS Ecology and Anthropology in Tanzania
 - HIST Wilderness Studies at the Grand Canyon (spring-break program)
 - POSC Washington D.C. Program
 - POSC Political Economy and Ecology in 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

69 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](#), [RELG 359](#) or [RELG 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 Breadth and Depth requirements can be double-dipped and such courses could also be used for another requirement in the major if applicable.

Requirements for the Religion Minor

The religion minor offers students a flexible and broad exposure to the discipline, emphasizing the diversity of religious practices and understandings, both within and among religious traditions, while providing opportunities to master theoretical tools and to apply these in the detailed study of specific themes or traditions. These skills and perspectives enhance academic work in majors across the college and in numerous career paths after college. Whether entering fields related to public policy, health care, nonprofit advocacy and service, education, law, or more, a religion minor can nurture habits of mind and competencies that enable students to be professionals with a unique understanding of religion as a pervasive, significant, and complex dimension of human life.

36 credits, distributed as follows:

- **Introductory Level** (courses introducing the diversity within and among religious traditions) 6 credits:
 - [RELG 100](#) (Any of the Religion A&I Seminars)
 - [RELG 110](#) Understanding Religion
 - Any of the department's regular 100-level courses
- **Method and Theory** (courses providing theoretical grounding in the study of religion) 6 or 12 credits at the 300-level Religion courses. Either
 - [RELG 300](#) Theories and Methods or
 - 12 credits of 300-level Religion seminar

It cannot, however, be fulfilled by [RELG 399](#) (the senior comps seminar) or [RELG 359](#) (an off-campus studies course for Buddhist Studies in Bodh Gaya).

- **Electives** (courses exploring traditions, interdisciplinary themes, problems, and puzzles in the study of religion). 24 or 18 credits of any combination of 100-, 200-, or 300-level Religion courses.
 - A maximum of 6 credits may be taken outside of the Religion Department. Such courses may be:
 - Religion-pertinent courses in other departments

- Off-Campus Studies (OCS) courses. For an OCS course to count for the minor, students must submit a petition and the course's syllabus.

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 Re-Imagining God How have religious thinkers interrogated the concept "God" in response to the intellectual challenges and political crises of the modern world? In this class, we consider how mass suffering, racial injustice, political oppression, ecological concerns, and religious pluralism have prompted theologians to redefine the very meaning of the word "God" and the nature of God's power, agency, and relationship to human communities. We also examine the definitions of power, truth, and human fulfillment embedded in these theologies, as well as their interpretations of suffering, faith, meaning, and resilience. Readings draw primarily from Christianity, and also from Judaism. 6 credits; AI, WR1, IDS; *Fall*; **Lori K Pearson**

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*; **Lori K Pearson, Michael D McNally, Sonja G Anderson**

RELG 111 Introduction to the Qur'an This course aims to introduce students to the Qur'an as the sacred text of Islam. It assumes no background in Islamic Studies nor does it introduce students to the religion of Islam. Rather it familiarizes students with one of the most widely read, dynamic, and influential texts in human history. Topics in the course include the history of the Qur'an and its codex, the Qur'an's literary style and structure, its references to other religions, its commentarial tradition, and its roles and significance in Muslims' devotional, social, and political lives. 6 credits; HI, WR2, IS; *Not offered 2023-24*

RELG 120 Introduction to Judaism What is Judaism? Who are Jewish people? What are Jewish texts, practices, ideas? What ripples have Jewish people, texts, practices, and ideas caused beyond their sphere? These questions will animate our study as we touch on specific points in over three millennia

of history. We will immerse ourselves in Jewish texts, historic events, and cultural moments, trying to understand them on their own terms. At the same time, we will analyze them using key concepts such as 'tradition,' 'culture,' 'power,' and 'diaspora.' We will explore how 'Jewishness' has been constructed by different stakeholders, each claiming the authority to define it. 6 credits; HI, WR2, IS; *Winter*

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, IDS, QRE; *Not offered 2023-24*

RELG 122 Introduction to Islam This course is a general introduction to Islam as a prophetic religious tradition. It explores the different ways Muslims have interpreted and put into practice the prophetic message of Muhammad through analyses of varying theological, legal, political, mystical, and literary writings as well as through Muslims' lived histories. These analyses aim for students to develop a framework for explaining the sources and vocabularies through which historically specific human experiences and understandings of the world have been signified as Islamic. The course will focus primarily on the early and modern periods of Islamic history. 6 credits; HI, IS, WR2; *Fall*; **Kambiz GhaneaBassiri**

RELG 130 Native American Religions This course explores the history and contemporary practice of Native American religious traditions, especially as they have developed amid colonization and resistance. While surveying a broad variety of ways that Native American traditions imagine land, community, and the sacred, the course focuses on the local traditions of the Ojibwe and Lakota communities. Materials include traditional beliefs and practices, the history of missions, intertribal new religious movements, and contemporary issues of treaty rights, religious freedom, and the revitalization of language and culture. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

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; *Winter*; **Michael D McNally**

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, QRE; *Spring*; **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; *Spring*; **Asuka Sango**

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, QRE; *Not offered 2023-24*

RELG 162 Jesus, the Bible, and Christian Beginnings Who was Jesus? What's in the Bible? How did Christianity begin? This course is an introduction to the oldest Christian documents we have (27 books in the New Testament) as well as several ancient texts that did not become part of the Bible. We will study this literature critically and historically by situating it within its ancient Jewish, Greco-Roman context, but we will also learn about the different ways modern readers have interpreted it. As we work our way through the texts, we will pay special attention to three topics of enduring debate and political significance in the history of biblical interpretation: (1) suffering, liberation, and empire; (2) antisemitism, and (3) gender, sexuality, and marriage. 6 credits; HI, WR2, IS; *Winter*; **Sonja G Anderson**

RELG 212 Black Religious Thought Although Black thinkers are well-known for discussing religion, the relationship between Blackness and religious thought is ambiguous. Much like religion can be understood in numerous ways, so does "Black" carry several meanings. In this course, we will investigate this ambiguity by unpacking how Black thinkers have expanded upon, reimagined, and rejected various forms of religious practices, beliefs, and institutions. Particular attention will be paid to the ways in which these engagements are shaped by thinkers' identification with, definition of, and politics surrounding Blackness and the African diaspora. The syllabus may include Baldwin, Hurston, Malcolm X, and Cone. 6 credits; HI, WR2, IDS; *Fall*; **Paul Cato**

RELG 213 Religion, Medicine, and Healing How do religion and medicine approach the healing of disease and distress? Are religion and medicine complementary or do they conflict? Is medicine a more evolved form of religion, shorn of superstition and pseudoscience? This course explores

religious and cultural models of health and techniques for achieving it, from ancient Greece to Christian monasteries to modern mindfulness and self-care programs. We will consider ethical quandaries about death, bodily suffering, mental illness, miraculous cures, and individual agency, all the while seeking to avoid simplistic narratives of rationality and irrationality. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

RELG 214 Irish Studies In Ireland Program: Sacred Place & Pilgrimage in Ireland Encounters with the sacred on the landscape present a through line of Irish religion: pre-Christian, Christian, and post-Christian. Holy mountains, islands, stones, and wells materialize the sacred and organize the practices of lived religion. Such places are also charged sites of historical memory, colonization, and resistance. Long wellsprings of Irish cultural nationalism, they now capture spiritual imaginations of global seekers of earth-based spirituality. Through readings, field visits, and walking several pilgrimage routes, this course explores narratives and practices of sacred places, engages the blurry boundary between the sacred/secular entailed in pilgrimage, and queries the modern romance with “Celtic Spirituality.” Prerequisite: Participation in Ireland Program. 6 credits; HI, IS; *Summer*; **Michael D McNally**

RELG 216 Irish Studies in Ireland Program: Becoming Ireland: Nature, Culture, and Religion in Irish History The past is a strong presence in Ireland. People live with Iron Age tombs and medieval sculptures in their backyards. Modern identities are negotiated through memories of Ireland becoming Celtic, or Christian, or colonized. Understanding modern traditions about these changes requires investigation of how such features of “being Irish” played out long ago. This course explores foundations of modern Ireland through an archaeological tour of key moments in ancient Ireland, with emphasis on changes in sacred landscapes from period to period. The course involves readings, material culture studies, and experience at archaeological sites, including active excavations. 3 credits; HI, IS; *Summer*; **Michael D McNally**

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; *Not offered 2023-24*

RELG 218 The Body in Judaism, Christianity, and Islam Mind and body are often considered separate but not equal; the mind gives commands to the body and the body complies. Exploring the ways the three religious traditions of Judaism, Christianity, and Islam think about the body will deepen our understanding of the mind-body relationship. We will ask questions such as: How does the body direct the mind? How do religious practices discipline the body and the mind, and how do habits of body and mind change the forms and meanings of these practices? Gender, sexuality, sensuality, and bodily function will be major axes of analysis. 6 credits; HI, WR2, IS; *Not offered 2023-24*

RELG 219 Religious Law, II/Legal Religions The concept of law plays a central role in religion, and the concept of religion plays a central role in law. We often use the word ‘law’ to describe obligatory religious practices. But is that ‘law,’ as compared with state law? Legal systems in the U.S. and Europe make laws that protect religious people, and that protect governments from religion. But what does ‘religion’ mean in a legal context? And how do implicit notions of religious law affect how judges deal with religion? We will explore these questions using sources drawn from contemporary religions and recent legal disputes. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

RELG 220 Justice and Responsibility How have religious thinkers understood the demands of justice, the work of love, and the relation of both to power and politics? Is resistance 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 engagement with difference? This course draws on Christian theology, African American religious thought, and Jewish thought to explore a range of questions about ethics and social change. Along the way, we encounter diverse models of human selfhood, moral obligation, and the role of religion in public life. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

RELG 221 Judaism and Gender How does gender shape the Jewish tradition, and how have Jewish historical moments, texts, and practices shaped Jewish notions of gender? Taking Judaism as a test case, this course will explore the relationship between historical circumstance, positionality, and the religious imaginary. We will examine the ways that Jewish gender and theology inform each other. We will see how gender was at play in Jewish negotiations of economic and social class, racial and ethnic status, even citizenship. Following the threads of practice and narrative, we will think about how intersectional gender has shaped the stories Jews tell, and the stories that are told about them. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

RELG 222 Trauma, Loss, Memory: Holocaust and Genocide Building on the legacy of Holocaust memory and commemoration, this course considers how different losses touch and, in the process, illuminate each other in their similarities and in their differences. It asks questions about what it means to do justice to these legacies. Students will read works by James Young on monuments and memorials, Marianne Hirsch on postmemory, Michael Rothberg on multidirectional memory, and Svetlana Boym on diasporic intimacy and the possibility of connection after traumatic loss. Students will be encouraged to consider a range of texts and legacies of trauma and loss placing them in conversation with course readings. 6 credits; HI, WR2, IS; *Spring*

RELG 227 Liberation Theologies Is God on the side of the poor? This course explores how liberation theologians have called for justice, social change, and resistance by drawing on fundamental sources in Christian tradition and by using economic and political theories to address poverty, racism, oppression, gender injustice, and more. We explore the principles of liberationist thought, including black theology, Latin American liberation theology, and feminist theology through writings of various contemporary thinkers. We also examine the social settings out of which these thinkers have

emerged, their critiques of “traditional” theologies, and the new vision of community they have developed in various contexts. 6 credits; HI, IDS, WR2; *Not offered 2023-24*

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; *Spring*; **Lori K Pearson**

RELG 232 Queer Religions 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; *Not offered 2023-24*

RELG 233 Gender and Power in the Catholic Church How does power flow and concentrate in the Catholic Church? What are the gendered aspects of the Church’s structure, history, and theology? Through readings, discussions, and analysis of current media, 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; *Winter*; **Sonja G Anderson**

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; *Spring*; **Sonja G Anderson**

RELG 235 Religion and Identity in the Medieval Middle East This course explores the emergence and formation of Islam as a faith in the medieval Middle East (sixth-eleventh centuries) and its impact on social relations and identities in the complex and evolving cultural and religious communities that populated this multifaceted region. Through close reading and discussion of primary sources (in

translation) (Arabic, Syriac, Ethiopic, Armenian, Persian, Greek, and Latin) and scholarship, we will situate the development of Islam in the context of religious and social change in this period and to understand Islam's role in the transformation of life in the region. 6 credits; HI, WR2, IS; *Winter*; **Kambiz GhaneaBassiri, William L North**

RELG 236 Black Love: Religious, Political, and Cultural Discussions In 2021, the passing of Black feminist bell hooks led the scholarly journal *Women's Studies Quarterly* (WSQ) to publish a special issue on Black love: hooks' expertise. As is often the case in discussions of Blackness and love, the issue included many allusions to the divine and suggested some ties between race, love, and religion. Drawing inspiration from WSQ, this class will investigate the role religion, spirituality, and belief play in conversations about Blackness, love, and their intersection. The syllabus will include an array of academic essays, personal reflections, and creative works, including those by Lorde, Hartman, and Wonder. 6 credits; HI, WR2, IDS; *Winter*

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; *Spring*; **Kristin C Bloomer**

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; *Fall*; **Michael D McNally**

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; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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 religious communities in the United States have imagined and narrativized impending apocalypse(es) and the problem of living when the world is falling apart. Emphasizing the cultural politics of apocalypticism, this course will explore race, gender, affect, ritual practice, epistemology, and community formation in contexts including nineteenth century millennialist movements, alien abductions, contemporary conspiracy theories, sex panics, indigenous resistance to colonialism, cold war apocalyptic literature, and Afro-futurist responses to climate collapse. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

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 2023-24*

RELG 257 Asian Religions and Ecology How "eco-friendly" are Asian religious traditions? What does "eco-friendly" even mean? This course begins with an overview of the major religious traditions of South, Southeast, Central, and East Asia. From this foundation, we turn to modern and contemporary ecological thinkers, movements, and policies and discuss their indebtedness to, and divergence from, various religious heritages. We will also explore how modernity, capitalism, industrialization, climate collapse, and Western environmental movements have influenced eco-advocacy in contemporary Asia. 6 credits; HI, WR2, IS; *Not offered 2023-24*

RELG 261 Race & Empire in American Islam From colonial times when Muslims were brought to America as slaves, to the aftermath of the Spanish-American War when the United States found itself ruling over a large Muslim population in the Philippines, to the more recent War on Terror, Muslims and Islam have long been entangled in the politics of race and empire in America. This course will examine these entanglements through primary and secondary sources to better understand the role that race, religion, and empire have played in the forging of American Islam today. 6 credits; *Not offered 2023-24*

RELG 266 Modern Islamic Thought Through close reading of primary sources, this course examines how some of the most influential Muslim thinkers of the nineteenth and twentieth centuries in the Middle East and South Asia conceptualized God and the ideal God-human relationship to address such pressing questions as: How should religion relate to modern technological and scientific advancements? Can Islam serve as an ideology to counter European colonialism? Can Islam become the basis for the formation of social and political life under a nation-state, or does it demand a transnational political collectivity of its own? What would a modern Islamic economy look like? 6 credits; HI, WR2, IS; *Fall*; **Kambiz GhaneaBassiri**

RELG 267 Black Testimony: Art, Literature, Philosophy Throughout Black history, testimony--a discourse in which an individual uses personal stories to convey ideas of broader meaning--has played an essential role in Black religion, politics, and daily life. In this course, we will identify the significance, history, and particularities of Black people's testimonies, and outline their presence and potential today. Remaining mindful of testimony's religious dimensions will include particular attention to the role of religion and spirituality in the assigned materials. The syllabus may include testimonial art by Romare Bearden and Kenrick Lamar, writings by Angela Davis and Frederick Douglass, and films by Barry Jenkins. 6 credits; HI, WR2, IDS; *Spring*

RELG 269 Food, Justice and Nonviolence: Hindu, Buddhist, and Jain Perspectives This course introduces students to the history of the South and East Asian religious ethic of nonviolence (*ahimsā*). We will discuss nonviolence and vegetarianism in Hindu, Buddhist, and Jain traditions, including critical perspectives from inside and outside of those traditions. The course will explore the philosophical and cultural aspects of nonviolence, with a focus on its relationship to *karma*, self-purification, animal welfare, and food practices. We conclude by examining modern deployments of the ethic in charged discourses concerning agriculture, nationalism, environmental destruction and conservation, and social justice. 6 credits; HI, IS, WR2; *Not offered 2023-24*

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; *Winter*; **Lori K Pearson**

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 2023-24*

RELG 274 Religion and Biomedical Ethics 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; *Not offered 2023-24*

RELG 278 Semantics of Love in Sufism Sufism broadly refers to a complex of devotional, literary, ethical, theological, and mystical traditions in Islam. More specifically, it refers to the activities associated with institutionalized master-disciple relationships, which define the paths through which Muslims have sought experiential knowledge of God. In both the broad and narrow sense of Sufism, love has been a prominent means of Sufi self-representation. In this course, we will explore the ideas and practices semantically associated with love in the Sufi tradition and analyze the ways in which these ideas and practices have both shaped and been shaped by individual lives, religious institutions, and socio-cultural contexts. 6 credits; HI, WR2, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

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 2023-24*

RELG 283 Mysticism and Gender Love. Emptiness. Union. Ecstasy. These are some ways that humans have described “mystical experience,” often defined as an immediate encounter with God, ultimate reality, or the absolute—however those may be construed. This course interrogates “mysticism” across traditions, with close attention to issues of gender, sexuality, and race, through studying a number of famous female and male mystics across historical periods. Questions include: What, exactly, is mysticism? Is it gendered? Is it just the firing of a bunch of neurons? What is the role of the body in mystical practice? Are mystics critics of institutionalized religion? Radicals for social justice? 6 credits; HI, WR2, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

RELG 285 Islam in America: Race, Religion and Politics This course examines the history of Islam in America from the colonial period to the present. It contextualizes American Islam at the cross section of American religious history and modern Islamic history. While primarily focused on the politics of race and religion in America, the course also explores the influence of comparative theology and religious studies on conceptions of religious diversity; the relationship between race, religion and ideas of progress; the role of Islam in the civil rights movement and in nationalist movements in Muslim-majority societies; and the rise of militant Islam as a matter of global concern. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

RELG 287 Many Marys The history of Christianity usually focuses on Jesus: the stories and doctrines that have revolved around him. This course will focus on Mary and the many ways she has contributed to the various lived traditions of Christianity. We will, for example, consider the mother of Jesus (Miriam, as she was first called) as she has figured in literature, art, apparition, and ritual practice around the world. We will also consider Mary Magdalene, her foil, who appears in popular discourse from the Gnostic gospels to *The Da Vinci Code*. Case studies, texts, images, and film will be our fare. 6 credits; HI, WR2, IDS; *Not offered 2023-24*

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; *Fall*; **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*; **Lori K Pearson**

RELG 322 Apocalypse How? When will the world end, and how? What's wrong with the world that makes its destruction necessary or inevitable? Are visions of "The End" a form of resistance literature, aimed at oppressive systems? Or do they come from paranoid minds disconnected from reality? This seminar explores apocalyptic thought, which in its basic form is about unmasking the deceptions of the given world by revealing the secret workings of the universe. We begin with ancient Jewish and Christian apocalypses and move into modern religious and "secular" visions of cosmic collapse, including doomsday cults, slave revolts, UFO religions, and Evangelical fantasies about armageddon in the Middle East. We will also create a giant handwritten manuscript of the book of Revelation using calligraphy pens, paint, and gold leaf. 6 credits; HI, WR2, IDS; *Fall*; **Sonja G Anderson**

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 2023-24*

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 2023-24*

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, Zen, 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. 7-8 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 2023-24*

RELG 365 Mysticism Love. Emptiness. Union. Ecstasy. These are just a handful of ways that humans have described "mystical experience," often explicated as an immediate encounter with God, ultimate reality, or the absolute—however those may be construed. This comparative course will explore the phenomenon of "mysticism" across traditions as we try to understand (and interrogate) both the term and the plethora of experiences that fall under its rubric. Questions will include: What is mysticism? Is mystical experience gendered? What is the role of the body in mystical practice? Does mystical experience free us? Are mystics critics of institutional religion or social injustice? 6 credits; NE, WR2, IS; *Not offered 2023-24*

RELG 379 Material Religion While many people associate religions with spirituality and transcendence, religious beliefs and practices have always been mediated through objects, sensory experiences, bodies, and spaces. Broadly speaking these constitute the material dimensions of religion. This course will first introduce students to the major theoretical and methodological issues involved in the study of material religion. Students will then be asked to put what they have learned to practice by developing a research project around a religious thing or some other material aspect of religion. 6 credits; HI, WR2; *Spring*; **Kambiz GhaneaBassiri**

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*; **Kristin C Bloomer**

RELG 400 Integrative Exercise 3 credits; S/NC; *Spring*; **Kristin C Bloomer**

Other Courses Pertinent to Religion

- [CLAS 145](#) Ancient Greek Religion (not offered in 2023-24)
- [ENGL 202](#) The Bible as Literature (not offered in 2023-24)
- [ENTS 249](#) Troubled Waters
- [HIST 131](#) Saints and Society in Late Antiquity (not offered in 2023-24)
- [HIST 135](#) Making and Breaking Institutions in the Middle Ages: Structure, Culture, Corruption, and Reform (not offered in 2023-24)
- [HIST 201](#) Rome Program: Building Power and Piety in Medieval Italy, CE 300-1150 (not offered in 2023-24)
- [HIST 236](#) The Worlds of Hildegard of Bingen
- [HIST 269](#) Religion, Race & Caste in Modern India
- [HIST 288](#) Reason, Authority, and Love in Medieval France (not offered in 2023-24)
- [HIST 332](#) Image Makers and Breakers in the Premodern World (not offered in 2023-24)
- [HIST 360](#) Muslims and Modernity (not offered in 2023-24)
- [MELA 230](#) Jewish Collective Memory (not offered in 2023-24)
- [RELG 110](#) Understanding Religion
- [RELG 111](#) Introduction to the Qur'an (not offered in 2023-24)
- [RELG 120](#) Introduction to Judaism
- [RELG 121](#) Introduction to Christianity (not offered in 2023-24)
- [RELG 122](#) Introduction to Islam
- [RELG 130](#) Native American Religions (not offered in 2023-24)
- [RELG 140](#) Religion and American Culture
- [RELG 152](#) Religions in Japanese Culture
- [RELG 153](#) Introduction to Buddhism
- [RELG 155](#) Hinduism: An Introduction (not offered in 2023-24)
- [RELG 162](#) Jesus, the Bible, and Christian Beginnings
- [RELG 212](#) Black Religious Thought
- [RELG 213](#) Religion, Medicine, and Healing (not offered in 2023-24)
- [RELG 217](#) Faith and Doubt in the Modern Age (not offered in 2023-24)
- [RELG 218](#) The Body in Judaism, Christianity, and Islam (not offered in 2023-24)
- [RELG 219](#) Religious Law, II/Legal Religions (not offered in 2023-24)
- [RELG 221](#) Judaism and Gender (not offered in 2023-24)
- [RELG 222](#) Trauma, Loss, Memory: Holocaust and Genocide
- [RELG 227](#) Liberation Theologies (not offered in 2023-24)
- [RELG 231](#) From Luther to Kierkegaard
- [RELG 232](#) Queer Religions (not offered in 2023-24)
- [RELG 233](#) Gender and Power in the Catholic Church
- [RELG 234](#) Angels, Demons, and Evil
- [RELG 235](#) Religion and Identity in the Medieval Middle East
- [RELG 236](#) Black Love: Religious, Political, and Cultural Discussions
- [RELG 237](#) Yoga: Religion, History, Practice
- [RELG 239](#) Religion & American Landscape

- [RELG 242](#) **Oh My G*d: Christianity and Sexual Revolutions** (not offered in 2023-24)
- [RELG 243](#) **Native American Religious Freedom** (not offered in 2023-24)
- [RELG 246](#) **Christianity and Capitalism** (not offered in 2023-24)
- [RELG 250](#) **It's the End of the World: Religion, Moral Panics, and Apocalypses** (not offered in 2023-24)
- [RELG 254](#) **Zen Buddhism** (not offered in 2023-24)
- [RELG 261](#) **Race & Empire in American Islam** (not offered in 2023-24)
- [RELG 266](#) **Modern Islamic Thought**
- [RELG 267](#) **Black Testimony: Art, Literature, Philosophy**
- [RELG 270](#) **Philosophy of Religion**
- [RELG 273](#) **Religious Approaches to Death** (not offered in 2023-24)
- [RELG 274](#) **Religion and Biomedical Ethics** (not offered in 2023-24)
- [RELG 280](#) **The Politics of Sex in Asian Religion** (not offered in 2023-24)
- [RELG 282](#) **Samurai: Ethics of Death and Loyalty** (not offered in 2023-24)
- [RELG 283](#) **Mysticism and Gender** (not offered in 2023-24)
- [RELG 284](#) **Art and Religion** (not offered in 2023-24)
- [RELG 285](#) **Islam in America: Race, Religion and Politics** (not offered in 2023-24)
- [RELG 287](#) **Many Marys** (not offered in 2023-24)
- [RELG 289](#) **Global Religions in Minnesota**
- [RELG 300](#) **Theories and Methods in the Study of Religion**
- [RELG 322](#) **Apocalypse How?**
- [RELG 329](#) **Modernity and Tradition** (not offered in 2023-24)
- [RELG 344](#) **Lived Religion in America** (not offered in 2023-24)
- [RELG 359](#) **Buddhist Studies India Program: Buddhist Meditation Traditions**
- [RELG 362](#) **Spirit Possession** (not offered in 2023-24)
- [RELG 365](#) **Mysticism** (not offered in 2023-24)
- [RELG 379](#) **Material Religion**
- [RELG 399](#) **Senior Research Seminar**
- [RELG 400](#) **Integrative Exercise**
- [SOAN 228](#) **Public Sociology of Religion**

Russian

Russian is the eighth most-spoken language in the world, with some 155 million native speakers--30 million of whom live outside the Russian Federation. 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 from across the Russophone world. 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 cultural and social issues while focusing on skill development at the intermediate 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). Topics courses at the 330-395 level are conducted entirely in Russian, providing opportunities for students to expand their 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 (3 credits);
- 12 credits in English: Russian courses conducted in English numbered 150 or above or [CAMS 237](#)
- 18 credits numbered 330 or above, 6 of which will normally be [RUSS 395](#)
- [CCST 245 Meaning and Power: Introduction to Analytical Approaches in the Humanities](#) (6 credits) preferred, but in consultation with their advisor, students may substitute a comparable methods course in a different field.
- 15 credits of electives from the list below:
 - [CCST 233 The Art of Translation in the Age of the Machine](#)
 - [HIST 240 Tsars and Serfs, Cossacks and Revolutionaries: The Empire that was Russia](#)
 - [HIST 241 Russia through Wars and Revolutions](#) (not offered in 2023-24)
 - [HIST 242 Communism, Cold War, Collapse: Russia Since Stalin](#)
 - [HIST 341 The Russian Revolution and its Global Legacies](#) (not offered in 2023-24)
 - [RUSS 100 From Underground Man to Invisible Man](#)
 - [RUSS 204 Intermediate Russian](#)
 - [RUSS 207 Russian at a Cultural Crossroad Program: Intermediate Grammar](#) (not offered in 2023-24)
 - [RUSS 208 Russian at a Cultural Crossroad Program: Intermediate Phonetics](#) (not offered in 2023-24)
 - [RUSS 209 Russian at a Cultural Crossroad Program: Intermediate Conversation](#) (not offered in 2023-24)
 - [RUSS 237 Beyond Beef Stroganoff: Food in Russian Culture](#) (not offered in 2023-24)
 - [RUSS 239 The Warped Soul of Putin's Russia](#) (not offered in 2023-24)
 - [RUSS 244 The Rise of the Russian Novel](#)
 - [RUSS 266 The Brothers Karamazov](#) (not offered in 2023-24)
 - [RUSS 267 War and Peace](#) (not offered in 2023-24)
 - [RUSS 280 1917](#) (not offered in 2023-24)
 - [RUSS 301 Current Events in the Russophone Media](#) (not offered in 2023-24)
 - [RUSS 307 Russian at a Cultural Crossroad Program: Advanced Grammar](#) (not offered in 2023-24)
 - [RUSS 308 Russian at a Cultural Crossroad Program: Advanced Phonetics and Intonation](#) (not offered in 2023-24)

- [RUSS 309](#) **Russian at a Cultural Crossroad Program: Advanced Practicum** (not offered in 2023-24)
- [RUSS 331](#) **The Wonderful World of Russian Animation** (not offered in 2023-24)
- [RUSS 332](#) **Chekhov in Film, Film in Chekhov** (not offered in 2023-24)
- [RUSS 342](#) **Post-Soviet Film**
- [RUSS 345](#) **Russian Cultural Idioms of the Nineteenth Century** (not offered in 2023-24)
- the integrative exercise (6 credits)

Courses 101, 102 and 103 do not count toward the major. IB or other pre-matriculation credits 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 program in Qazaqstan. 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 Language Associate who is a native speaker of Russian 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.
- 18 elective credits may be chosen from among
 - other offerings in the Russian section,
 - [CAMS 237](#) and
 - [HIST 240](#)-242, 341
 - [CCST 245](#)

Courses 101, 102 and 103 do not count toward the minor. IB or other pre-matriculation credits do not count toward the major.

Russian Courses

[RUSS 100](#) **From Underground Man to Invisible Man** In 1864 Fyodor Dostoevsky created an unnamed character whose response to his own alienation was to retreat to a life under the floorboards, where he mused on the imperfectability of human society and the nature of free will. A century later, African-American writer Ralph Ellison, author of the novel *Invisible Man*, called Dostoevsky his "literary ancestor." In this course we will study *Notes from Underground* in its original cultural context

and then turn to how the book was adapted, contested, and reinterpreted by Dostoevsky's literary descendants around the world, each in their own way investigating what it means to be human. 6 credits; AI, WR1, IS; *Fall*; **Laura Goering**

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*; **Anna M Dotlibova, Victoria Y Thorstensson**

RUSS 103 Elementary Russian Concludes introductory method of Russian 101-102. Prerequisite: Russian 102 or equivalent. 6 credits; NE; *Spring*; **Laura Goering**

RUSS 107 Russian at a Cultural Crossroad Program: Beginning Grammar This course will focus on continued study of the fundamentals of Russian grammar, vocabulary expansion, and activation. This course is conducted by members of Kazakh National University's Philological Faculty and supervised by the program director. Prerequisite: Russian 102 or placement beyond Russian 102. 3 credits; NE; *Not offered 2023-24*

RUSS 108 Russian at a Cultural Crossroad Program: Beginning Phonetics This course is taken in combination with Russian 107. Students focus on the essentials of Russian pronunciation with preliminary work in intonation. This course is conducted by members of Kazakh National University's Philological Faculty and supervised by the program director. Prerequisite: Russian 102 or placement beyond Russian 102. 3 credits; NE; *Not offered 2023-24*

RUSS 109 Russian at a Cultural Crossroad Program: Beginning Conversation This course is taken in combination with Russian 107. Emphasis on socially relevant material. This course is conducted by members of Kazakh National University's Philological Faculty and supervised by the program director. Prerequisite: Russian 102 or placement beyond Russian 102. 3 credits; NE; *Not offered 2023-24*

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, Winter*; **Victoria Y Thorstensson, Anna M Dotlibova**

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 Russian at a Cultural Crossroad 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 Kazakh National University's Philological Faculty and supervised by the program director. Prerequisite: Russian 205 or equivalent. 3 credits; NE; *Not offered 2023-24*

RUSS 208 Russian at a Cultural Crossroad 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 Kazakh National University's Philological Faculty and supervised by the program director. 3 credits; NE; *Not offered 2023-24*

RUSS 209 Russian at a Cultural Crossroad 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 Kazakh National University's Philological Faculty and supervised by the program director. Prerequisite: Russian 205 or equivalent. 3 credits; NE; *Not offered 2023-24*

RUSS 228 Russian at a Cultural Crossroad Program: Dialogues in the Russophone World In this course we will address the problem of Russophonia and the changing role of the Russian language in the post-Soviet world. Through discussions of theoretical readings, literary texts and cultural artefacts, we will explore spaces for creative dialogues among writers and artists in the post-Soviet states and the Russophone diasporas. Topics will include the post-colonial search for identity in contemporary art; linguistic, gender and cultural hybridity in prose and poetry; imperial legacies, trauma and (post)memory in historical and auto-fiction; and connections between creative communities and ecological and political activism. Taught in English. Prerequisite: Participation in OCS program in Qazaqstan. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

RUSS 239 The Warped Soul of Putin's Russia What is Russia's problem? Why is the country famous for its great "soul" and culture waging a bloody war and becoming increasingly anti-Western? This course explores the cultural mythology that characterizes the state of contemporary Russian society and its "soul," using critical approaches from trauma and memory studies, as well as theories of resentment and nostalgia. Authors to be studied include ideologues of Putin's Russia (Surkov,

Prilepin), its critics (Sorokin), and other writers, artists, and filmmakers who reflect, define, question, and challenge the direction in which country is moving and give it a cultural diagnosis. In English. 6 credits; LA, IS; *Not offered 2023-24*

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; *Fall*; **Victoria Y Thorstenson**

RUSS 263 Madness and Madmen in Russian Culture This course explores the theme of madness in Russian literature and arts from the medieval period to the present. Madness is a basic but controversial aspect of world culture that has preoccupied Russian minds since medieval times. It is reflected in numerous stories, plays, paintings, films, and operas, as well as in medical, political, and philosophical essays. Madness has been treated by great Russian authors and artists not only as a medical or psychological matter, but also as a metaphysical one, touching the deepest levels of human consciousness, encompassing problems of suffering, imagination, history, sex, social and world order, evil, retribution, death, and the afterlife. Taught in English. No knowledge of Russian is required. 6 credits; HI, IS; *Winter*; **Victoria Y Thorstenson**

RUSS 266 The Brothers Karamazov Fyodor Dostoevsky's last novel, *The Brothers Karamazov*, is many things: a riveting murder mystery, a probing philosophical treatise, one of the best known novels in world literature, and a complex book worth reading and discussing with serious readers of diverse backgrounds. We will familiarize ourselves with the historical and philosophical context in which it was written, while grappling with the fundamental questions it raises: What does it mean to act morally? Why do humans so often act against their own best interest? How do we reconcile a world of chaos and suffering with the notion of a benevolent god? Conducted in English. Prerequisite: No prerequisites and no knowledge of Russian literature or history required. 3 credits; LA, IS; *Not offered 2023-24*

RUSS 267 War and Peace Against the backdrop of the Napoleonic Wars, Lev Tolstoy challenges readers to confront some of the most confounding questions of human existence: How can we reconcile the notion of free will with the seemingly ineluctable forces of history? Is individual moral action possible in war? How can we live a meaningful life in the face of inevitable death? And what might lie after death? In this course we read *War and Peace* in its cultural and historical context, while also considering how it continues to be relevant to our lives today. Conducted in English. Prerequisite: No prerequisites and no knowledge of Russian literature or history required. 3 credits; LA, IS; *Not offered 2023-24*

RUSS 280 1917 Short texts in a variety of genres connected with the momentous events of 1917 provide the basis for continued development of reading, writing, listening, and speaking skills. Prerequisite: Instructor permission required. Waitlist only. Russian 205 or 293 required. Not

open to students who have received credit for a 300-level Russian course. 2 credits; NE, IS; *Not offered 2023-24*

RUSS 290 Russian at a Cultural Crossroads Program: Reading for Qazaqstan 3 credits; NE; *Not offered 2023-24*

RUSS 293 Advanced Russian Skill Development In this course students use authentic materials to learn about selected aspects of Russian culture in global context, while continuing to develop their speaking, listening, writing, and reading skills. For students who have completed the language requirement in Russian. Prerequisite: Russian 204 or instructor consent. 6 credits; NE, IS; *Not offered 2023-24*

RUSS 301 Current Events in the Russophone Media In weekly meetings we will discuss in Russian current events taking place in Russia and around the world as reported by the Russophone online media. Emphasis will be on reading, listening, and conversation. Vocabulary building by topics; grammar as needed. Prerequisite: Completion of or concurrent registration in Russian 205 or instructor consent. 3 credits; NE, IS; *Not offered 2023-24*

RUSS 307 Russian at a Cultural Crossroad Program: Advanced Grammar This course combines advanced work in Russian grammar (largely corrective) and fundamentals in composition, with conversational Russian. Prerequisite: Six credits of Russian at the 300 level and participation in Russian OCS Program. 3 credits; NE; *Not offered 2023-24*

RUSS 308 Russian at a Cultural Crossroad 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 Kazakh National University Philological Faculty and supervised by the program director. Prerequisite: Six credits of Russian at the 300 level and Participation in Russian OCS program. 3 credits; NE; *Not offered 2023-24*

RUSS 309 Russian at a Cultural Crossroad 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 Kazakh National University Philological Faculty and supervised by the program director. Prerequisite: Six credits of Russian at the 300 level. 3 credits; NE; *Not offered 2023-24*

RUSS 331 The Wonderful World of Russian Animation Beginning in the 1910's, Russian and then the Soviet Union was home to some of the most creative and innovative animated films in the world. In this course we will examine selected animated shorts in the context of Russian history and culture. Topics to be considered include the roots of animated film in the folk tale, the role of cartoons in educating the model Soviet child, the language of Soviet colonial discourse, and the ways in which post-Soviet animated films perpetuated or subverted past traditions. Prerequisite: Russian 205 or consent of the instructor. 3 credits; LA, IS; *Not offered 2023-24*

RUSS 332 Chekhov in Film, Film in Chekhov Chekhov's literary oeuvre appeared at the same moment as the birth of cinematography, and the two are closely intertwined. His art rests on what Sergei Eisenstein called the central principle of film: montage, visuality, the constant changing of shots, and dislocation in time and space. It is no wonder that Chekhov's stories were adapted for the screen in record numbers: to date we count 235 film adaptations plus 10 animated films. In this course we will read several of his best short stories, view films based on his works, and analyze the cinematographic qualities of Chekhov's prose. Prerequisite: Russian 205 (previous or concurrent) or instructor's permission. 3 credits; LA, IS; *Not offered 2023-24*

RUSS 335 Oral History: Narrative and Memory This course introduces students to the genre of oral history in the Russophone world through readings and discussions of theoretical texts which situate it at the intersection of history, memory, and life story narratives. We will read, listen to, and analyze Russian-language oral histories that present personal life stories against the background of traumatic experiences of recent history: the Soviet trauma, the post-Soviet collapse, post-Soviet nation-building and identity-construction projects, war, and immigration. Students will get basic training in interviewing methodologies, and learn and practice the skills required to conceptualize, conduct, analyze, and disseminate oral history interviews. Taught in Russian. Prerequisite: Russian 205 or permission of the instructor. 6 credits; LA, IS; *Spring*; **Victoria Y Thorstenson**

RUSS 342 Post-Soviet Film This course focuses on the question of collective identity in post-Soviet cinema. Topics include the marginalization of "the other," whether disabled, gay, hipster, migrant or elderly; the breaking down of the boundary between civil society and the criminal world; and the transformation of former "brothers" into outsiders. In light of current events in Ukraine, particular emphasis will be placed on films dealing with war. Conducted in Russian. Prerequisite: Russian 205 or instructor consent. 6 credits; LA, IS; *Fall*; **Anna M Dotlibova**

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 2023-24*

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; *Not offered 2023-24*

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

The Sociology/Anthropology major is 72 credits.

It is *recommended but not required* that majors and students considering a major take both 110 and 111, preferably by the end of their sophomore year.

- [SOAN 110](#) or [SOAN 111](#)

Before students can enroll in the major's research methods course Sociology/Anthropology 240, students must fulfill the statistics requirement.

- [SOAN 239](#) or
- [STAT 120](#) or
- [STAT 250](#) or
- a score of 4 or 5 on the AP Math Statistics exam

Students should plan on taking the research methods course Sociology/Anthropology 240 and the theory courses, 330 and 331, no later than their junior year.

- [SOAN 240](#)
- [SOAN 330](#)
- [SOAN 331](#)

Students will work on their comprehensive exercise during their senior year, completing the comps writing course Sociology/Anthropology 396 in the fall and the comps independent work Sociology/Anthropology 400 in the winter.

- [SOAN 396](#)
- [SOAN 400](#)

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 215](#) Contemporary Theory in Black Studies
- [ARCN 111](#) Archaeology of the Americas
- [ARCN 211](#) Coercion and Exploitation: Material Histories of Labor (not offered in 2023-24)
- [ARCN 246](#) Archaeological Methods & Lab
- [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property
- [ENTS 250](#) Food, Forests & Resilience (not offered in 2023-24)
- [GWSS 200](#) Gender, Sexuality & the Pursuit of Knowledge (not offered in 2023-24)
- [GWSS 398](#) Capstone: Transnational Feminist Activism
- [LTAM 220](#) Eating the Americas: 5,000 Years of Food

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 an off-campus program. 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 108](#) In & Out of Africa: How Transnational Black Lives Matter In our contemporary world-on-the-move, people forge ties across countries and continents. This course introduces students to an Africanist transnational anthropology, emphasizing practices of care and connection among African migrants in both the U.S. and Europe. In families, migrant organizations, and workplaces, diasporic Africans circulate stories and strategies that respond to nationalist and often racist attitudes they encounter in their places of migration. Through readings by African/diaspora scholars and creative multi-method assignments, this course engages with the back-and-forth, profoundly transnational movement of connections, people, ideas, and institutions. 6 credits; QRE, SI, IS, WR2; *Not offered 2023-24*

[SOAN 110](#) Introduction to Anthropology Anthropology is the study of all human beings in all their diversity, an exploration of what it means to be human throughout the globe. This course helps us to see ourselves, and others, from a new perspective. By examining specific analytic concepts—such as culture—and research methods—such as participant observation—we learn how anthropologists seek to understand, document, and explain the stunning variety of human cultures and ways of organizing society. This course encourages you to consider how looking behind cultural assumptions helps anthropologists solve real world dilemmas. 6 credits; SI, IS, WR2; *Fall, Spring*; **Cheryl Yin**

[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*; **Daniel Williams, Wes D Markofski, Annette M Nierobisz**

SOAN 113 Sociology of Work & Organizations Most of us “go to work” at some point in our lives. Whether it's a summer job, a side hustle or a life-long career, people invest a lot of our time and energy into planning to be, preparing for, and operating as members of the “workforce.” Work shapes all aspects of people’s lives from their ability to provide for basic needs to their personal and social identities. In industrialized societies work is often characterized by membership in complex formalized organizations. However recent history and sociological theory raise a lot of questions about how work and organized labor may be changing. How do we define success? Who makes the most money and why? Have recent events like the pandemic changed the way we approach work? This course will cover classic and contemporary research into social organizations and the shifting landscape of work in post-industrial society. Topics will include the rise of complex for profit and nonprofit organizations, inequality in the workplace, sex work and illicit labor, and recent trends in the labor force. 6 credits; SI, IS; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

SOAN 201 Colonialism, Oil, And The War On Terror: The Global Middle East Through processes like colonialism, oil extraction, and the war on terror, the Middle East forms an important pivot, shaping global political and economic structures. This course will examine how the Middle East has developed in dynamic interaction with the wider globe. Yet, we will resist the urge to treat the Middle East merely as an object of Western intervention. Rather, we will explore how the West and wider globe are also shaped by this interaction. In particular, we will examine how ideas about modernity,

secularism, and liberalism—key elements of contemporary Western identity—are shaped through dynamic interconnection with Middle East. 6 credits; SI, WR2, IS; *Not offered 2023-24*

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; *Winter*

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. 6 credits; SI, WR2, IDS; *Not offered 2023-24*

SOAN 207 Sociology of Gender What *is* gender and how do we make sense of it? Ideas about gender have a powerful influence on our lives and society but understanding this influence can be complex. From the recent women’s march and #MeToo movement to debates about transgender rights, our social landscape is full of pressing questions related to gender. Why does gender inequality persist? How is gender identification determined? Is it possible to eliminate gender categorization or is it inevitable? This course will offer students an overview of sociological theories that explain how societies think about and are built on gender and gender differences. It will cover variations in how individuals experience and identify based on embodied and lived differences as well as the social forces that shape how society defines gender categories and gendered behavior. 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 2023-24*

SOAN 208 Gentrification Gentrification, a process of neighborhood-level class displacement, whereby devalued urban areas are redeveloped into trendy hubs, is one of the predominant modes of urban change in the twenty-first century. In this class, we will first develop a general understanding of how gentrification works. Then we will direct ethnographic attention to explore how gentrification takes place in specific contexts around the globe. We will examine how social boundaries, power relationships, and identities are reorganized through gentrification; how class and racial disparity are

produced and enforced; how the social meaning of place impacts neighborhood change; and how communities have resisted gentrification. 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 2023-24*

SOAN 214 Neighborhoods and Cities: Inequalities and Identities Inequalities and identities are well understood yet too often disconnected from the context of space and place. In this class, we discuss the ways that neighborhoods and cities are sites of inequality as well as identity. Neighborhoods are linked to the amount of wealth we hold; the schools we attend; the goods, services, and resources we have access to; and who our neighbors are. Neighborhoods are also spaces where identities and community are created, claimed, and contested. They can also be sites of conflict as they change through gentrification or other processes that often reflect inequalities of power, resources, and status. In this course, special attention will be paid to how race, gender and sexuality, and immigration shape inequalities and identity in neighborhoods and cities. This course will also include an academic civic engagement component, collaborating with local communities in Minnesota. 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*; **Daniel Williams**

SOAN 225 Social Movements How is it that in specific historical moments ordinary people come together and undertake collective struggles for justice in social movements such as Black Lives Matter, Me Too, Standing Rock, immigrant, and LGBTQ rights? How have these movements theorized oppression, and what has been their vision for liberation? What collective change strategies have they proposed and what obstacles have they faced? We will explore specific case studies and use major sociological perspectives theorizing the emergence of movements, repertoires of protest, collective identity formation, frame alignment, and resource mobilization. We will foreground the intersectionality of gender, sexuality, race, and class in these movements. 6 credits; SI, IDS; *Not offered 2023-24*

SOAN 226 Anthropology of Gender We all lead gendered lives, in our felt identities as well as through how we are perceived, advantaged, and disadvantaged by others. This course examines gender and gender relations from an anthropological perspective, centering and contextualizing the global human diversity of gendered experiences. Key concepts such as gender, voice/mutedness, status, public and private spheres, and the gendered division of labor—and their intellectual history—let us explore intriguing questions such as how many genders there are, and whether gender is mutable. 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 gender relations. 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; *Not offered 2023-24*

SOAN 228 Public Sociology of Religion This course focuses on special topics in the public sociology of religion. We will look at the intersection of race, religion, and politics in the U.S.; the intersection of

science and religion in Indigenous-led environmental movements; and varieties of public religion around the world—including Islamic feminism and democracy in Egypt and Indonesia, Coptic Christianity and the Muslim Brotherhood, orthodox Jewish movements in Israel, American evangelicals in the U.S., and Black church mobilization in the U.S. civil rights movement. As we do so, we will examine core theoretical perspectives and empirical developments in the contemporary sociology of religion. Prerequisite: The department recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses number 200 or above. 6 credits; SI, IS; *Spring*; **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. 6 credits; SI, IS; *Not offered 2023-24*

SOAN 240 Methods of Social Research When sociologists and anthropologists conduct their research, how do they know which method to choose? What assumptions guide their decision? What challenges might they encounter? And, even more importantly, what are their ethical obligations? In this course we will answer these questions through examining some popular sociological and anthropological research methods (e.g., interviews, surveys, and participant observation). Specific topics include: developing feasible research questions, selecting an appropriate research method, collecting and analyzing qualitative and quantitative data, and writing up research findings. By the end of the course, students will be better equipped to design and conduct a research study. Prerequisite: Sociology/Anthropology 110 or 111; Sociology/Anthropology 239, Mathematics 215 or Statistics 120 or 250. 6 credits; SI, QRE, WR2; *Spring*; **Annette M Nierobisz**

SOAN 252 Growing up in an Aging Society Both the U.S. and global populations are trending toward a world with far fewer young people than ever before. So, what does it mean to grow up in a rapidly aging society? This course explores age, aging, and its various intersections with demographic characteristics including gender, sexuality, race, and social class. We situate age and aging within the context of macro-structural, institutional, and micro-everyday realms. Some topics we will examine include: media depictions and stereotypes; interpersonal relationships and caregiving; the workplace and retirement; and both the perceptions and inevitable realities of an aging population. 6 credits; NE, WR2, QRE, IDS; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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*

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; *Not offered 2023-24*

SOAN 307 Human Trafficking The FBI receives praise and criticism for shutting down Backpage.com. A conspiracy theory about online furniture company Wayfair goes viral. Jeffrey Epstein is arrested. What do these disparate events have in common? They are all recent incidents that raise the question: when and how will the United States respond to the crime of human trafficking? In the past several decades activists and governments around the world have been increasingly focused on addressing human trafficking. However, there is often disagreement about the best way to understand and attempt to prevent a crime that is tied to a complex host of social, political, and cultural forces. This course will cover how human trafficking is defined, measured and studied as well as the cultural and political factors that affect how it occurs and how we try to respond to it. Topics will include labor, sex and organ trafficking, globalization, migration and inequality, and the criminalization/decriminalization of sex-based labor. 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 2023-24*

SOAN 310 Sociology of Mass Incarceration Since the 1980s, the United States criminal justice system has embarked on a social experiment we now call, “mass incarceration.” The outcome – unprecedented rates of imprisonment, particularly in BIPOC communities – has had devastating consequences for individuals, families, neighborhoods, and American society. This course explores the causes and consequences of mass incarceration. Potential topics include: race, class, gender, and age in the prison system; the impacts of incarceration on children and intimate partners who get left behind; punishment strategies such as solitary confinement and the death penalty; the lucrative business of the prison industrial complex; and the promise of prison abolition. Prerequisite: Prerequisites: 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, QRE, IDS; *Not offered 2023-24*

SOAN 313 Woke Nature: Towards an Anthropology of Non-Human Beings The core of anthropological thought has been organized around the assumption that the production of complex cultural systems is reserved to the domain of the human experience. While scholars have contested this assumption for years, there is an emerging body of scholarship that proposes expanding our understandings of culture, and the ability to produce meaning in the world, to include non-human beings (e.g., plants, wildlife, micro-organisms, mountains). This course explores ethnographic works in this field and contextualizes insights within contemporary conversations pertaining to our relationship with nature, public health, and social justice movements that emerge within decolonized frameworks. 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 2023-24*

SOAN 314 Contemporary Issues in Critical Criminology In this course we examine contemporary criminological issues from the critical perspectives offered by sociologists. Topics under examination include: how crime is conventionally defined, measured, and theorized; societal reactions to crime; and punishment of those who are deemed criminal. While exploring these topics, we will consider the impact of race, gender, and social class in shaping individuals' interactions with the U.S. criminal justice system. Students will also seek a cross-national comparative understanding. Course readings primarily consist of theoretical and ethnographic accounts supplemented with statistical summaries. 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, WR2, QRE; *Not offered 2023-24*

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. 7-8 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 2023-24*

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; *Not offered 2023-24*

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 327 Greece at a Crossroads: History, Landscape, and Material Culture Program: The Culture of Modern Greece: The Ethnography of a Society in Transition This course focuses on the culture(s) of Modern Greece from the 1960s onward, drawing on authors from across the social sciences to identify key realms that make life in Greece distinct. Theories and methods of anthropology will be discussed with special attention to how ethnographies in Greece have changed over the past decades. Students will try on different lenses as they conduct ethnographic research and examine the world through theories of space, ritual, performance, gender, and symbol. This structure will allow students an understanding of contemporary Greek society and a developing awareness of their own cultural conditionings and ethnocentrism. Prerequisite: Participation in Greece OCS program. 6 credits; SI, IS; *Spring*; **Jake N Morton**

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 Our ways of perceiving and acting in the world emerge simultaneously from learned and shared orientations of long duration, and from specific contexts and contingencies of the moment. This applies to the production of anthropological ideas and of anthropology as an academic discipline. This course examines anthropological theory by placing the observers and the observed in the same comparative historical framework, subject to the ethnographic process and to historical conditions in and out of academe. We seek to understand genealogies of ideas, building on and/or reacting to previous anthropological approaches. We highlight the diversity of voices who thought up these ideas, and have influenced anthropological thought through time. We attend to the intellectual and political context in which anthropologists conducted research, wrote, and published their works, as well as which voices did/did not reach academic audiences. The course thus traces the development of the core issues, central

debates, internecine battles, and diversity of anthropological thought *and* of anthropologists that have animated anthropology since it first emerged as a distinct field of inquiry to present-day efforts at intellectual decolonization. Prerequisite: Sociology/Anthropology 110 or 111, and at least one 200- or 300-level SOAN course, or permission of instructor. 6 credits; SI, IS, WR2; *Winter*; **Pamela Feldman-Savelsberg**

SOAN 333 Environmental Anthropology Can we learn to use resources sustainably? Are there people in the world that know how to manage their environment appropriately? What are the causes behind environmental degradation? These questions are commonly asked in public and academic forums but what discussions often overlook is the fact that these are fundamentally social questions and thus social analysis is needed to understand them fully. This course aims at exploring key issues of human/nature interactions by using anthropological critiques and frameworks of analysis to show how culture is a critical variable to understanding these interactions in all their complexity. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI, WR2, IS; *Not offered 2023-24*

SOAN 335 The Politics of Public Art In this class we will explore the politics of public art. While we will look at the political messaging of public art, we will also seek to understand how public art, through its integration into a social geography, has a political impact beyond its meaning. We will see how art claims public space and structures social action, how art shapes social groups, and how art channels economic flows or government power. By tracing the ways that art is situated in public space, we will examine how art enters into urban contest and global inequality. For the purposes of this class, we will focus primarily (but not exclusively) on public art in urban settings. Class activity will include exploration of public art and students will be introduced to key concepts of urban spatial analysis to help interrogate this art. Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above. 6 credits; SI; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

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; *Winter*; **Pamela Feldman-Savelsberg**

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*; **Liz Y Raleigh**

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*; **Wes D Markofski, Pamela Feldman-Savelsberg, Liz Y Raleigh, Constanza C Ocampo-Raeder, Annette M Nierobisz**

Other Courses Pertinent to Sociology/Anthropology:

- [AFST 215](#) Contemporary Theory in Black Studies
- [ARCN 111](#) Archaeology of the Americas
- [ARCN 211](#) Coercion and Exploitation: Material Histories of Labor (not offered in 2023-24)
- [ARCN 246](#) Archaeological Methods & Lab
- [ARCN 395](#) Archaeology: Science, Ethics, Nationalism and Cultural Property
- [ENTS 250](#) Food, Forests & Resilience (not offered in 2023-24)
- [GWSS 200](#) Gender, Sexuality & the Pursuit of Knowledge (not offered in 2023-24)
- [GWSS 398](#) Capstone: Transnational Feminist Activism
- [LTAM 220](#) Eating the Americas: 5,000 Years of Food

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 and 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 (not offered in 2023-24)
 - [ENGL 251](#) Contemporary Indian Fiction
 - Humanistic Inquiry
 - [HIST 161](#) From Mughals to Mahatma Gandhi: An Introduction to Modern Indian History
 - [HIST 270](#) Nuclear Nations: India and Pakistan as Rival Siblings (not offered in 2023-24)
 - [RELG 153](#) Introduction to Buddhism

- [RELG 155](#) **Hinduism: An Introduction** (not offered in 2023-24)
- [RELG 257](#) **Asian Religions and Ecology** (not offered in 2023-24)
- Social Inquiry
 - [SOAN 257](#) **Culture and Politics in India** (not offered in 2023-24)
- **Supporting Courses:** 24 credits from among the following; courses must be from at least two distribution areas:
 - Literary and Artistic Analysis
 - [ASST 101](#) **Buddhist Studies India Program: Elementary Hindi**
 - [ASST 103](#) **Buddhist Studies India Program; Intermediate Hindi**
 - [DANC 265](#) **Performing the Orient** (not offered in 2023-24)
 - [ENGL 245](#) **Bollywood Nation** (not offered in 2023-24)
 - [ENGL 251](#) **Contemporary Indian Fiction**
 - [ENGL 252](#) **Caribbean Fiction** (not offered in 2023-24)
 - [MUSC 180](#) **Raga: Vocal or Instrumental Study of Hindustani Music**
 - [MUSC 181](#) **Sitar**
 - [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** (not offered in 2023-24)
 - [ASST 319](#) **Buddhist Studies India Program: History of South Asian Buddhism**
 - [ASST 391](#) **Buddhist Studies India Program: Independent Study Project**
 - [HIST 268](#) **Globalization & Local Responses in India Program: History, Globalization, and Politics in Modern India** (not offered in 2023-24)
 - [HIST 269](#) **Religion, Race & Caste in Modern India**
 - [HIST 270](#) **Nuclear Nations: India and Pakistan as Rival Siblings** (not offered in 2023-24)
 - [PHIL 318](#) **Buddhist Studies India Program: Buddhist Philosophy**
 - [RELG 100](#) **Christianity and Colonialism**
 - [RELG 122](#) **Introduction to Islam**
 - [RELG 153](#) **Introduction to Buddhism**
 - [RELG 155](#) **Hinduism: An Introduction** (not offered in 2023-24)
 - [RELG 237](#) **Yoga: Religion, History, Practice**
 - [RELG 257](#) **Asian Religions and Ecology** (not offered in 2023-24)
 - [RELG 266](#) **Modern Islamic Thought**
 - [RELG 280](#) **The Politics of Sex in Asian Religion** (not offered in 2023-24)
 - [RELG 283](#) **Mysticism and Gender** (not offered in 2023-24)
 - [RELG 289](#) **Global Religions in Minnesota**
 - [RELG 359](#) **Buddhist Studies India Program: Buddhist Meditation Traditions**
 - [RELG 362](#) **Spirit Possession** (not offered in 2023-24)
 - [RELG 365](#) **Mysticism** (not offered in 2023-24)
 - Social Inquiry
 - [ECON 240](#) **Microeconomics of Development**

- [ECON 241](#) Growth and Development
 - [POSC 120](#) Democracy and Dictatorship
 - [POSC 241](#) Ethnic Conflict
 - [SOAN 322](#) Buddhist Studies India Program: Contemporary Buddhist Culture
- Capstone Course:
 - [ENGL 251](#) Contemporary Indian Fiction

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 pre-matriculation work must still complete 66 credits
- 6 credits of Spanish 400

Majors 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 majors 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*; **Claudia M Lange, Ariel Arjona Hernandez, Héctor Melo Ruiz**

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*; **Claudia M Lange, Vera R Coleman, Ariel Arjona Hernandez, Fernando I Contreras Flamand, Beatriz Pariente-Beltrán**

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*; **Claudia M Lange, Vera R Coleman, Ariel Arjona Hernandez, Beatriz Pariente-Beltrán, Fernando I Contreras Flamand, Mar Valdecantos**

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*; **Vera R Coleman, Ingrid Luna, Jorge Brioso, Beatriz Pariente-Beltrán, Humberto R Huergo, Fernando I Contreras Flamand, Héctor Melo Ruiz**

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; *Winter, Spring*; **Humberto R Huergo, Héctor Melo Ruiz**

SPAN 208 Coffee and News An excellent opportunity to brush up your Spanish while learning about current issues in Spain and Latin America. The class meets only once a week for an hour. Class requirements include reading specific sections of Spain's leading newspaper, El País, everyday on the internet (El País), and then meeting once a week to exchange ideas over coffee with a small group of students like yourself. Prerequisite: Spanish 204 or equivalent. 2 credits; S/CR/NC; LA, IS; *Fall, Winter, Spring*; **Yansi Pérez**

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; HI, IS; *Not offered 2023-24*

SPAN 210 The Spanish Civil War Through Graphic Novels This course serves as a bridge between beginning (Spanish 204-208) and advanced courses (Spanish 220-300) in the Department of Spanish. It is designed to help students improve their written and oral skills while reading some of the best graphic novels about the Spanish Civil War published in recent years, including: *Vida y muerte de Federico García Lorca*, *Soldados de Salamina*, *Tres heridas de Miguel Hernández*, *El arte de volar*, *La muerte de Guernica*, and others. This course is ideal for students who have recently completed Spanish 204 and are ready to tackle an introductory history and literature course in Spanish. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; *Not offered 2023-24*

SPAN 212 Madrid Program: 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 2023-24*

SPAN 213 Spanish Studies in Madrid Program: Pragmatics and Conversation in Context Pragmatics studies the relationship between language and context. Learning conversational skills in a second language requires students to linguistically adapt to a range of contexts, hence the field of pragmatics provides an ideal theoretical framework for a conversation class. For example, students learn about essential cultural and linguistic differences between English and Spanish with regard to conversational styles, politeness and verbal interaction in general. Prerequisite: Spanish 205. 2 credits; S/CR/NC; HI, IS; *Fall*; **Palmar Álvarez-Blanco**

SPAN 218 Introduction to Latin American Cinema This course will introduce the student to several production systems and aesthetic traditions in Latin American cinema, from silent cinema to current Netflix productions, allowing students to engage cinematic debates by situating them in their national, regional and global cultural contexts. Be prepared to be immersed in the moving image and its cultural significance through the viewing of many films and critical work on them. Recommended as a foundation course for further study. Prerequisite: Spanish 204 or the equivalent. 6 credits; LA, IS; *Not offered 2023-24*

SPAN 220 Racism, Immigration, and Gender in Contemporary Latin American Narrative This course focuses on contemporary short stories and short novels. We will read some of the most relevant living authors from Latin America including Carlos Gamerro, Pilar Quintana, Kike Ferrari, Yeniter Poleo, Antonio José Ponte, among others. This will expose students to the most pressing issues in today's Latin America, ranging from gender, violence, racism, and immigration. We will interview at least one

of the authors read during the term and discuss the social implications of their literature in today's world. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; *Fall*; **Héctor Melo Ruiz**

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 2023-24*

SPAN 230 Spanish Studies in Madrid Program: Urban Transformation and Cultural Tensions in a Global City This course proposes an exploration of Madrid in a historical perspective to track those tensions between the persistence of the city and the pulsion of modernity, between the local traditions and peculiarities and the influences arriving as an effect of globalization. In this journey we will study the transformation of Madrid from Middle Ages to the present, focusing on the struggles and strategies of the community adapting to the new circumstances. In more general terms, we will understand Madrid's way of life, the problems and particularities of its community, and as well as an introduction to the threats to urban society in a global world. Prerequisite: Spanish 205 and participation in Madrid Program. 6 credits; HI, IS; *Fall*; **Palmar Álvarez-Blanco**

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; *Not offered 2023-24*

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; *Winter*; **Palmar 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; *Not offered 2023-24*

SPAN 250 The Carnival Trail: Carnival Literature in Latin America Carnivals are frequently associated with colourful crowds, merrymaking and excess. But what role do carnivals play in the construction of national and collective identities? We will try to answer this and other questions focusing on films, paintings, and literary texts from the twentieth and twenty-first centuries that represent some of the most popular carnivals in Latin America: Candombe (Uruguay), Yawar Fiesta (Peru), Blacks and Whites (Colombia), Oruro (Bolivia), and Rio (Brazil). We will analyze them from an interdisciplinary perspective that includes literary criticism, anthropology, and history. Students will engage with debates about nation, popular culture, modernity/modernization, and intangible cultural heritage. Prerequisite: Spanish 204 or the equivalent. 6 credits; LA, IS; *Spring*; **Ingrid Luna**

SPAN 262 Myth and History in Central American Literature In this course we study the relationship between myth and history in Central America since its origins in the Popol Vuh, the sacred texts of the Mayans until the period of the post-civil wars era. The course is organized in a chronological manner. We will study, in addition to the Popol Vuh, the chronicles of Alvarado, some poems by Rubén Darío and Francisco Gavidia, some of the writings of Miguel Ángel Asturias and Salarrué. The course will end with a study of critical visions of the mythical presented by more contemporary authors such as Roque Dalton and Luis de Lión. Prerequisite: Spanish 204 or equivalent. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

SPAN 290 Spanish Seminar in Madrid Program: Independent Reading Basic readings in Spanish history and culture in preparation for the program. 1-4 credit; NE; *Summer*; **Palmar Álvarez-Blanco**

SPAN 301 Greek and Christian Tragedy This course is a comparative study of classical and Christian tragedy from Sophocles to Valle Inclán and from Aristotle to Nietzsche. Classes alternate between lectures and group discussions. Course requisites include a midterm exam and a final paper. All readings are in Spanish, Sophocles and Aristotle included. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; *Not offered 2023-24*

SPAN 318 Islamic Spain Muslims conquered Spain in 711 and lived in the country roughly until 1614. This course will examine the Islamic origins of Spain from a variety of disciplines, including literature, religion, history, and art history. Topics covered include: Hispano-Arabic literature, the fall of Granada, the repression of Moriscos under Philip II, *aljamiado* literature (literature written in Spanish with Arabic characters), the expulsion of Moriscos, and the diaspora in Tunisia. We will also devote two weeks to the study of the representation of Turks, Muslims, and Moriscos in Cervantes' plays and novels, including several chapters of his famous *Don Quixote*. All texts are in Spanish, including Arab

sources by Ibn Hazm, Wallada, Muhya, and other Hispano-Arabic and Morisco writers. Prerequisite: Spanish 205 or above. 6 credits; LA, WR2, IS; *Not offered 2023-24*

SPAN 319 Works on Work: Films and Literature on Labor in Latin America This course studies the cultural representation of labor in Latin America. It focuses on the racial division of labor over the colonial, industrial, and neoliberal periods. We will analyze a wide range of visual and literary representations of Native, Black and women workers under the Encomienda labor system; peonages during the period of independence and specific national contexts (i.e. rubber tapper); industrial workers throughout the twentieth century (blue-collar workers); as well as the role of unemployment and precarized labor within the context of globalization. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; *Spring*; **Héctor Melo Ruiz**

SPAN 321 Murder as a Fine Art: The Detective Novel in Latin America We will study the socio-historical factors that gave rise to the genre as well as some of its classical predecessors (Poe, Chandler). We will then turn our attention to some prominent heirs of this genre in Latin America (Borges, Piglia, Bolaño) and end by studying why in contemporary Central American literature the genre is enjoying a resurgence (Menjívar, Castellanos Moya and Rey Rosa). We will study the specific traits the genre has adopted in Latin America and how it has become a mirror that often reflects the political and social realities confronting the region, particularly in Central America. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

SPAN 347 Spanish Studies in Madrid Program: Welcome to the Spanish Revolution. From the "Spanish Miracle" to the "Indignant Movement" (1940-2021) When we travel to another country are we tourists or travelers? What are our expectations when traveling? How do we get to know a place,

its people, and culture? In this course we will walk through the history of some of the most important cultural and historical landmarks that mark the different transitions that Spain has gone through. We will become travelers who read, think, observe, and reflect upon political, cultural, and social questions connected to each text we read and every place we visit. This program includes several workshops with guest speakers, and significant contact with social collectives and communities in Spain. Prerequisite: Spanish 205 and participation in OCS Madrid Program. 6 credits; SI, IS; *Fall*; **Palmar Álvarez-Blanco**

SPAN 349 Madrid Program: Four Masters of Spanish Art This course offers an in-depth view of four of the greatest Spanish masters of all time—El Greco, Velázquez, Goya, and Picasso. The course combines class lectures at the Complutense University in Madrid with weekly museum visits and excursions outside Madrid to study, in person, iconic works of Western art such as El Greco's *The Disrobing of Christ* in Toledo's cathedral, Velázquez' *Las Meninas* and Goya's *Black Paintings* at the Prado Museum, and Picasso's *Guernica* at the Reina Sofía Museum. Special attention will be given to artistic theory in the seventeenth and twentieth centuries. Prerequisite: Spanish 205 or above. 6 credits, HI, IS; *Not offered 2023-24*

SPAN 356 The Political and Cultural History of the Cuban Revolution In 2014 Obama and Castro simultaneously announced the end of an era: the Cold War. This announcement was a turning point for one of the most influential and symbolically important political movements in Latin America: The Cuban Revolution. We will study the political and historical background that sustained this revolution for over fifty years. We will read historical, political, philosophical, and cultural texts to understand this process and the fascination that it commanded around the world. We will also examine the different exoduses that this revolution provoked and the exile communities that Cubans constructed in different parts of the world. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; *Fall*; **Jorge Brioso**

SPAN 358 The Spanish Civil War Considered by many historians the beginning of the II World War, the Spanish Civil war served as the arena where the main ideologies of the twentieth century--Capitalism, Fascism, and Communism--first clashed. The result was not only one of the bloodiest wars in history, but also was of the most idealistic, with 40,000 volunteers from all over the world willing to die in defense of a country they did not even know. This course will explore the meaning of the war through a variety of mediums and disciplines, including literature, history, graphic arts, and films. Prerequisite: Spanish 205 or above. 6 credits; IS, HI; *Not offered 2023-24*

SPAN 366 Jorge Luis Borges: Less a Man Than a Vast and Complex Literature Borges once said about Quevedo that he was less a man than a vast and complex literature. This phrase is probably the best definition for Borges as well. We will discuss the many writers encompassed by Borges: the vanguard writer, the poet, the detective short story writer, the fantastic story writer, the essayist. We will also study his many literary masks: H. Bustoc Domecq (the apocryphal writer he created with Bioy Casares) a pseudonym he used to write chronicles and detective stories. We will study his impact on contemporary writers and philosophers such as Foucault, Derrida, Roberto Bolaño, etc. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Winter*; **Silvia López**

SPAN 380 Dispossession, Gentrification, and Reoccupation in Latin America This course studies the concept of property in Latin America. It analyzes historical events such as colonial dispossession, urban transformations in cities like Rio de Janeiro, cases of gentrification, reappropriation of territories, and occupations. The course offers a critical approach to Latin American modernization, both from a historical and cultural perspective, focusing on discourses of colonialism, hygienization, racial and class stigmatization, and state violence. Prerequisite: Spanish 205 or above. 6 credits; LA, IS; *Not offered 2023-24*

SPAN 385 Riots, Rebellions & Revolutions in Latin America Latin American cultural history is one of agitation and turmoil. Since colonial times, Riots, Rebellions, and Revolutions are not only at the center of Latin America's politics, but also its art, literature, and culture. Through a survey of a representative selection of canonical and non-canonical Latin American texts (including literary pieces, films, pamphlets, periodicals, photographs, among others), this course will examine the intersections between literature, politics of unrest, and intellectuals in Latin America. Students will gain an understanding of fundamental topics of Latin American cultural and political history, including colonialism, modernity, racism, and political resistance. 6 credits; LA; *Not offered 2023-24*

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: movement practice, 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 body knowledge; somatic research; cultural awareness of movement and performing practices; and the experience of Dance Studies as a way to understand current issues and art from a global and social justice 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:

Movement Practice and Performance: A minimum of 12 credits

- It is recommended that at least one movement practice class be taken per term. Additional movement practice 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
- [DANC 147](#) Moving Anatomy
- [DANC 148](#) Modern Dance I: Technique and Theory
- [DANC 150](#) Contact Improvisation

- [DANC 158](#) Contemporary Dance Forms I
- [DANC 170](#) Dance Improvisation (not offered in 2023-24)
- [DANC 172](#) Contemporary Experiments (not offered in 2023-24)
- [DANC 200](#) Modern Dance II: Technique and Theory
- [DANC 205](#) Winter Dance
- [DANC 206](#) Spring Dance
- [DANC 208](#) Ballet II
- [DANC 210](#) Contemporary Dance Forms II
- [DANC 215](#) Winter Dance, Student Choreography
- [DANC 253](#) Movement for the Performer (not offered in 2023-24)
- [DANC 254](#) Jazz Dance: Roots and Grooves
- [DANC 300](#) Modern Dance III: Technique and Theory
- [DANC 301](#) West African Dance
- [DANC 309](#) Ballet III
- [DANC 310](#) Contemporary Dance Forms III
- [DANC 350](#) Semaphore Repertory Dance Company

Choreography: a minimum of 12 credits

- [DANC 190](#) Fields of Performance
- [DANC 268](#) The Body as Choreographer (not offered in 2023-24)
- [DANC 295](#) Dance Lab
- [THEA 260](#) Space, Time, Body, Minds (not offered in 2023-24)

History, Theory, and Literature: a minimum of 6 credits

- [DANC 254](#) Jazz Dance: Roots and Grooves
- [DANC 265](#) Performing the Orient (not offered in 2023-24)
- [DANC 266](#) Reading The Dancing Body (not offered in 2023-24)

Required Elective: a minimum of 6 additional credits in any of the three categories:

- Movement Practice and Performance
- Choreography
- History, Theory, and Literature

Dance Courses (DANC)

Movement Practice and Performance Courses: 107, 147, 148, 150, 158, 170, 172, 200, 205, 206, 208, 210, 215, 253, 254, 300, 301, 309, 310, 350

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: 254, 265 and 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 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; *Winter*

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, Spring*; **Kristin Van Loon, Arwen P Wilder**

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*; **Alanna E Morris**

DANC 170 Dance Improvisation In this course we will explore spontaneous moving, sourcing inspiration from our senses, our environment, and each other. Students will work on creating movement, improvisationally, and sharing that movement with each other. Open to all levels of experience. 1 credit; ARP; *Not offered 2023-24*

DANC 172 Contemporary Experiments This class is a workshop in improvisation using the individual body as a site/map for exploration. Through an embodied exploration of ancestral memory, tracing and thought to increase physical range and capacity, we will engage movement within empathetic exchanges as a collaborative process. Open to all movers. 1 credit; ARP; *Not offered 2023-24*

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, Winter, Spring*; **Daphne L McCoy**

DANC 205 Winter Dance Intensive rehearsal and performance of a work commissioned from professional guest choreographer. Learning and training the basics of Krump. The process of the growth development in this intensive will be approached with LUAEE (Learn, Understand, Apply, Investigate and Execute). The end result will be for each individual to know more about the style's foundation and become able to improvise within the style. The class will culminate in a performance in the Spring Term, so students taking this course should plan to register for DANC 206 in Spring. 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, Daphne L McCoy**

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; *Winter*

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; *Not offered 2023-24*

DANC 254 Jazz Dance: Roots and Grooves This course positions jazz and related social dance styles as forms with African diasporic roots and American branches. Composed of 60% in-class movement investigation and 40% both in-class and out of class reading, viewing, writing, and creating, *Jazz Dance: Roots and Grooves* will ask students to invest in how the elements of groove, improvisation and interaction unite different approaches to jazz and make it a form that appreciates the past,

centers the present and innovates for the future. Some dance experience recommended. 3 credits; ARP; *Winter*; **Erinn K Liebhard**

DANC 265 Performing the Orient Magic carpets, glittering pagodas, harem fantasies...Orientalism dominated Europe's creative landscape and imagination since the 1700s, but what purpose did it serve? This class will explore over 300 years of "exotic" portrayals of "Orientals" on the Western ballet and opera stages, and geopolitics that impacted how we view Asian people and cultures to this day: from Genghis Khan, the Opium Wars, Chinese Exclusion, to Japanese Internment and #StopAsianHate. The course will also examine the creative process of shifting a Eurocentric work of art for a multiracial audience and provide practical frameworks for how to create art outside of your own cultural experience. 6 credits; HI, IS; *Not offered 2023-24*

DANC 266 Reading The Dancing Body Dance is a field in which bodies articulate a history of sexuality, nation, gender, and race. In this course, the investigation of the body as a "text" will be anchored by intersectional and feminist perspectives. We will re-center American concert dance history, emphasizing the Africanist base of American Dance performance, contemporary black choreographers, and Native American concert 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; *Not offered 2023-24*

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 2023-24*

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*; **Daphne L McCoy**

DANC 301 West African Dance In this class you will be introduced to traditional West African dance movement accompanied by live drumming. A variety of dynamics such as grounding, centeredness, and footwork will be addressed. Each class will cover the cultural background of the rhythm as well as the conversation between drummer and dancer. All levels are welcome to join in this vigorous experience of West African dance forms. 2 credits; S/CR/NC; ARP; *Fall*; **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*

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, Daphne L McCoy**

Requirements for the Theater Major

Note: any single course may satisfy only one requirement.

69 credits distributed as follows:

1. 12 credits in theater history and theory:

- **THEA 225 Theater History and Theory** (not offered in 2023-24)
- **THEA 242 Modern American Drama**

2. 6 credits from the following courses in design or technical theater:

- **THEA 115 Principles of Design** (not offered in 2023-24)
- **THEA 229 Makeup Design** (not offered in 2023-24)
- **THEA 234 Lighting Design for the Performing Arts** (not offered in 2023-24)
- **THEA 237 Scenic Design for the Performing Arts**
- **THEA 238 Costume Design for the Performing Arts**
- **THEA 239 Costume Pattern Development** (not offered in 2023-24)

- [THEA 257](#) **Costume Pattern Development** (not offered in 2023-24)
- [THEA 320](#) **Live Performance and Digital Media**

3. 18 credits from the following courses in practical theater:

- [DANC 150](#) **Contact Improvisation**
- [DANC 253](#) **Movement for the Performer** (not offered in 2023-24)
- [DANC 254](#) **Jazz Dance: Roots and Grooves**
- [DANC 268](#) **The Body as Choreographer** (not offered in 2023-24)
- [THEA 110](#) **Beginning Acting**
- [THEA 185](#) **The Speaking Voice**
- [THEA 195](#) **Acting Shakespeare**
- [THEA 199](#) **Theater Practicum**
- [THEA 227](#) **Theatre for Social Change**
- [THEA 245](#) **Directing** (not offered in 2023-24)
- [THEA 246](#) **Playwriting**
- [THEA 260](#) **Space, Time, Body, Minds** (not offered in 2023-24)
- [THEA 312](#) **Topics in Theater** (not offered in 2023-24)
- [THEA 345](#) **Devised Theater and Collective Creation**

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 2023-24)
- [RUSS 351](#) **Chekhov** (not offered in 2023-24)
- [THEA 312](#) **Topics in Theater** (not offered in 2023-24)
- [THEA 314](#) **Advanced Acting**
- [THEA 320](#) **Live Performance and Digital Media**
- [THEA 345](#) **Devised Theater and Collective Creation**

5. 6 additional credits, in literature, criticism, or history courses from the following list:

- [CLAS 116](#) **Greek Drama in Performance**
- [ENGL 116](#) **The Art of Drama: Passion, Politics, and Culture** (not offered in 2023-24)
- [ENGL 144](#) **Shakespeare I**
- [ENGL 209](#) **Much Ado About Nothing: A Project Course** (not offered in 2023-24)
- [ENGL 213](#) **Christopher Marlowe** (not offered in 2023-24)
- [ENGL 214](#) **Revenge Tragedy** (not offered in 2023-24)
- [ENGL 219](#) **Global Shakespeare** (not offered in 2023-24)
- [ENGL 244](#) **Shakespeare I**
- [ENGL 258](#) **Playwrights of Color: Taking the Stage** (not offered in 2023-24)
- [ENGL 281](#) **Living London Program: Reading London, Writing London**
- [ENGL 282](#) **Living London Program: London Theater**
- [THEA 228](#) **Performing Women**

- [THEA 248](#) **We Can't Go On, We'll Go On: Existential Themes in Drama, Ancient to Modern** (not offered in 2023-24)
- [THEA 255](#) **August Wilson: History and the Blues** (not offered in 2023-24)

6. 2 credits of [THEA 190](#), Players Production

7. 6 credits of [THEA 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** (not offered in 2023-24)
- [THEA 242](#) **Modern American Drama**

2. One of the following tracks.

- Acting:
 - [THEA 110](#) or [THEA 195](#) (taken at the 200 or 300 level) are required. 6 additional credits from the list. Other courses may be used with approval of the minor coordinator.
 - [CLAS 116](#) **Greek Drama in Performance**
 - [THEA 110](#) **Beginning Acting**
 - [THEA 185](#) **The Speaking Voice**
 - [THEA 195](#) **Acting Shakespeare**
 - [THEA 314](#) **Advanced Acting**
 - [THEA 345](#) **Devised Theater and Collective Creation**
- Directing:
 - All three courses required
 - [THEA 115](#) **Principles of Design** (not offered in 2023-24)
 - [THEA 245](#) **Directing** (not offered in 2023-24)
 - [THEA 345](#) **Devised Theater and Collective Creation**
- Design:
 - [THEA 115](#) is required. 12 additional credits from the list Other courses may be used with the approval of the minor coordinator.
 - [THEA 115](#) **Principles of Design** (not offered in 2023-24)
 - [THEA 229](#) **Makeup Design** (not offered in 2023-24)

- [THEA 234](#) Lighting Design for the Performing Arts (not offered in 2023-24)
 - [THEA 237](#) Scenic Design for the Performing Arts
 - [THEA 238](#) Costume Design for the Performing Arts
 - [THEA 239](#) Costume Pattern Development (not offered in 2023-24)
 - [THEA 257](#) Costume Pattern Development (not offered in 2023-24)
 - [THEA 320](#) Live Performance and Digital Media
- Playwriting and Research:
 - [THEA 246](#) is required. 12 additional credits from the list. Other courses may be used with approval of the minor coordinator.
 - [ENGL 144](#) Shakespeare I
 - [ENGL 214](#) Revenge Tragedy (not offered in 2023-24)
 - [ENGL 258](#) Playwrights of Color: Taking the Stage (not offered in 2023-24)
 - [ENGL 282](#) Living London Program: London Theater
 - [RUSS 351](#) Chekhov (not offered in 2023-24)
 - [THEA 246](#) Playwriting
 - [THEA 255](#) August Wilson: History and the Blues (not offered in 2023-24)

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 100](#) What Stories Teach Us The stories we encounter from sources as diverse as theater, television, film, literature, the internet and the news, may lead us to believe things about the lives we lead and the world we live in that may or may not be "true." This course will examine some of the stories we encounter, look at ways that popular culture oversimplifies or falsifies them and look at ways that theater and literature question and complicate them. The course will focus in particular on plays, films, TV shows, news and short fiction that deal with race, gender, gender identity, class, sexuality and criminal justice. 6 credits; AI, WR1, IDS; *Fall*; **David E Wiles**

[THEA 110](#) Beginning Acting Introduces students to fundamental acting skills, including preliminary physical 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; *Winter, Spring*; **Andrew I Carlson**

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; *Not offered 2023-24*

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; *Winter, 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, Spring*; **Jeanne I Willcoxon, Andrew I Carlson**

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' principal 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; *Fall*; **David E Wiles**

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, Spring*; **Jeanne I Willcoxon, Andrew I Carlson**

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; *Not offered 2023-24*

THEA 227 Theatre for Social Change This class is an examination of significant artists who use theatre as a tool for envisioning and enacting social change. We will study the justice-making strategies of a variety of artists, including Augusto Boal, Cherríe Moraga, Anna Deavere Smith, among many other contemporary artists whose work continues to shape American society. We will also examine influential methods of using theatre for social change, including documentary theatre, Theatre of the Oppressed, theatre for young audiences, and theatre in prisons. The class will include a number of guest artist visits from people making work in the field. The final project will be an original theatrical creation that uses the strategies studied in class to address a contemporary social issue. 6 credits; ARP; *Spring*; **Andrew I Carlson**

THEA 228 Performing Women Through a performance studies lens, this course analyzes performances of gender and race in American theatre, focusing on female-identified artists of color. Our starting questions are: How do we read “woman” on stage and how have artists disrupted or supported dominant understandings of “woman” through theatrical performances? Additionally, how have artists intentionally challenged this gender binary in performance? Among other artists, we examine the work of Angelina Weld Grimké, Kristina Rae Colón, Larissa FastHorse, Teatro Luna, Young Jean Lee, and Aditi Brennan Kapil. At the end of the course students move from an analysis of performance to creation of their own performance pieces. 6 credits; LA, WR2; *Winter*; **Jeanne I Willcoxon**

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; *Not offered 2023-24*

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; *Not offered 2023-24*

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; *Fall*; **Joe H Stanley**

THEA 238 Costume Design for the Performing Arts An introductory course in costume design. This course will examine the basic concepts of costume design and how they apply to the performing arts. The collaborative process, basic rendering techniques and clothing history will also be studied. In depth analysis of script, characters and choreography will lead to an exploration of how the principles of costume design can be used to enhance a production. The course will include individual projects, group projects and attendance at live performances. 6 credits; ARP; *Winter*; **Mary Ann A Kelling**

THEA 239 Costume Pattern Development Costume Pattern Development is an in-depth exploration of flat patterning techniques. These techniques will be used to translate a costume or clothing design to a pattern that can be used to create the designed garment. Each student will pattern and create a garment of their own design. Knowledge of sewing is beneficial but not required. 3 credits; ARP; *Not offered 2023-24*

THEA 242 Modern American Drama A study of significant American plays from the early twentieth century to the present, including playwrights such as Tennessee Williams, August Wilson, Alice Childress, Suzan Lori-Parks, and Lauren Yee. We will read plays from a theatrical lens, discussing them as blueprints for performance by examining their structure, characters, language, and theatricality. We will also discuss how these plays are in conversation with contextual historical events and notions of American identity. 6 credits; LA, WR2, IDS; *Spring*; **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; *Not offered 2023-24*

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; S/CR/NC; ARP; *Spring*; **Andrew L Rosendorf**

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; *Not offered 2023-24*

THEA 255 August Wilson: History and the Blues This course will explore the ten plays that comprise August Wilson's "Century Cycle." Wilson wrote one play for each decade of the twentieth century, exploring the movement of African-Americans, in critic John Lahr's words, "from property to personhood." Wilson's work, inspired by the Black Arts movement of the 1960's-70's is rooted musically in the Blues, the African American musical form at the root of modern American popular music. We will read these plays, informed by the Blues, against the major historical events in African-American life during each of the decades they represent. 6 credits; LA, IDS; *Not offered 2023-24*

THEA 257 Costume Pattern Development Costume Pattern Development is an in-depth exploration of flat patterning techniques. These techniques will be used to translate a costume or clothing design to a pattern that can be used to create the designed garment. Each student will pattern and create a garment of their own design. Knowledge of sewing is beneficial but not required.

3 credits; ARP; *Not offered 2023-24*

THEA 260 Space, Time, Body, Minds What is a body? What can bodies do? These questions guide our journey into the elements of space/time/body/mind as anchor points to explore contemporary performance art. We will engage feminist technoscience studies, geographies of space and place, trauma-informed care practices, intersectional women of color feminisms, and art as activism to deepen our evolving understandings of spacetimebodyminds. Students will develop performance solos in their chosen artistic mediums that take up and respond to bodies as theoretical, material, concrete, and abstract. The course is open to all students, regardless of experience level, with an interest in: movement, performance, art, community building, feminist theory, and collective creation. Assignments will include a mix of viewings, creative response sheets, journal prompts, embodied exercises, and a research-based photo essay. 6 credits; ARP; *Not offered 2023-24*

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 2023-24*

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; *Not offered 2023-24*

THEA 314 Advanced Acting Advanced Acting focuses on in-depth scene study, auditioning, and acting for the camera. While Beginning Acting THEA 110 is recommended, students with other previous acting experience may also register. 6 credits; ARP; *Winter*; **Andrew I Carlson**

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; *Spring*; **Zoe Cinel**

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; *Fall*; **Jeanne I Willcoxon**

THEA 400 Integrative Exercise 1-6 credit; S/NC; *Winter, Spring*; **Andrew I Carlson**

Placement and Transfer Credits

Carleton accepts any combination of up to 18 pre- or post-matriculation credits toward the Carleton degree from the following:

- College Board Advanced Placement,
- Higher Level International Baccalaureate,
- select British A-level Examinations (GCE) with grades of B or higher,
- credits earned in college-level courses taken at a regionally accredited college or university, including courses taken as PSEO or College in the Schools.

Pre-matriculation credits may not be applied to distribution requirements. Additional information on transferring college-level work can be found in our Transfer of Credits Policy.

For Students in the class of 25 and before:

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.

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 2023-24 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. Students who need to take a Greek placement exam should contact the department chair. **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 Mathematics major (for Mathematics 111) **Calculus BC:** Score of 4 or 5: 12 credits granted which count toward the Mathematics major (for Mathematics 111 and 120) **Statistics:** Score of 4 or 5: 6 credits granted. Credits do not apply to the Statistics major. Suggested placement into Statistics 230, Applied Regression Analysis, but enrollment in Statistics 120 Introduction to Statistics is allowed.

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 144 (10 week course) with appropriate math preparation. **Physics C Mechanics OR Physics C Electricity & Magnetism:** 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 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. **Comparative Government** Score of 5: 6 credits granted.

PSYCHOLOGY—Score of 4 or 5: 6 credits and exemption from Psychology 110 requirement.

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 2023-24 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. Credits do not apply to the major.

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 and STATISTICS—Analysis and Approaches Higher Level: Score of 5, 6, or 7: 6 credits are granted which count toward the Mathematics major (for Mathematics 111).

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.

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

Approximately 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 faculty-led programs during term or break periods, Carleton Global Engagement programs open to both Carleton and non-Carleton students, and programs sponsored by other organizations.

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 term programs and break programs, students can choose a Carleton Global Engagement program. These programs enroll students from institutions nationwide.

- Carleton summer program 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 hundreds of non-Carleton programs. Students who plan to participate in non-Carleton programs must complete the 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 2023-24

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, URBAN PLANNING, AND RELATED FIELDS: A wide range of professional degrees—typically master's programs lasting around 1.5 to 3 years—exist in fields such as architecture (MArch), landscape architecture (MLA), urban planning (MUP), historic preservation (MHP), and all manner of graphic and industrial design (MDes). Such study easily spills into professional spheres as diverse as structural engineering (see Engineering below), interior design, construction management (see Business and Management below), environmental design and sustainability, fashion, cinematography,

transportation planning, urban studies, geography, housing studies, game design, and so forth. While some students specialize narrowly in such fields as university undergraduates, a liberal-arts education is a strong—and common—first step towards careers in all these areas. To practice some of these professions, such as architecture, requires specific degrees as well as passing licensure exams.

Graduate schools of architecture do not require a specific major, but most require or recommend some combination of courses from a subset of four different fields: Studio Art (especially drawing, such as ARTS 110, 113 and 210), Physics (particularly classical mechanics, such as PHYS 131), Mathematics (sometimes specifically calculus, such as MATH 101 or 111), and Art History (especially architectural history, such as ARTH 245 and 247). Few programs require coursework in all four of these disciplines, but some emphasize more extensive preparation in one or two areas. Refer to specific program requirements on a case-by-case basis. Most programs require a portfolio of visual materials as part of the application process, and thus students may want to take additional courses in studio art. 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, statistics, computer science and ethics. Interested students can discuss careers in these fields with the chair or any member of the departments listed above, as well as with coaches 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 2022-2023, 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](#). Teacher licensure at Carleton will no longer be available beginning with the class of 2027.

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.), 3-3 (B.A./B.S./M.S.), and 4-3 (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.

An Accelerated Interdisciplinary Legal Education (AILE) Program 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, but students interested in exploring this program should visit with the pre-law advisor as early as possible after arriving at Carleton.

Any student interested in pursuing a career in law, should meet with Carleton's pre-law adviser, [RJ Holmes-Leopold 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

Admissions

Admission to Carleton is based on several considerations. Of importance are superior academic achievement, as demonstrated in the applicant's school record and other supporting academic materials; 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 Admissions Committee 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, personal qualities, and perspectives.

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 grades: warmth, openness, a sense of humor, an active interest in service and broader community involvement, initiative, resourcefulness, motivation and courage. Although many applicants numerically rank among the very best of their high school cohorts, 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 characteristics and drive 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 their enrollment deposit.
- January 15. Applicants will receive decisions by February 15, and admitted candidates will have until March 1 to submit their enrollment 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 confirm their enrollment.

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

* *Applications may be submitted after this date, but priority will be given to those applying on or before the deadline.* Initial enrollment deposits are returned to students upon graduation from the College (minus expenses), and are otherwise nonrefundable.

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/appstatus.

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.

High School Diploma/GED Validation Policy

In the event Carleton College has reason to believe a high school diploma is not valid or was not obtained from an entity providing secondary school education, the Admissions Office will conduct additional research to determine if the diploma is valid. Additional research may be performed when:

- No apparent state legal authority for high school or G.E.D.
- Limited curriculum/instructors
- High school diploma given for a fee within a short period of time

- High school diploma date/place not consistent
- High school diplomas/transcripts/GED's that were issued by a school that bears a non-traditional name that does not end in "high school", such as "academy", or "center"
- High school diplomas/transcripts/GED's that were purchased and/or completed online
- High school diplomas/GED's that have names and/or dates that have been written on the diploma, and those where "white out" type corrections have been made

Should any of the above exist, the Admissions Office will conduct additional research to include:

- Checking the National Center for Education Statistics (NCES) website for information relative to the validity of the school, and if the school in fact provides secondary school education. If the Admissions Office is unable to obtain the required information, they will contact the state the school is located in an attempt to obtain the appropriate documentation.
- Determining if the school has previously been identified as a high school diploma mill, via internet research and existing lists the school maintains.
- Determining if the diploma or transcript was purchased online with little work expected by the student, or if it was earned via brick and mortar traditional high school.

Ultimately, if Carleton College is not reasonably certain a high school diploma or G.E.D. is valid, (insert outcomes/denials). Carleton's decision relative to the validity of a particular high school diploma or G.E.D. is final, and not subject to appeal.

Admissions Testing: Carleton has adopted a test-optional policy through 2023, 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 visit hours and options is detailed at our website go.carleton.edu/visit. From June through August, 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.

Fees

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 2023-24 the comprehensive fee totals \$82,167 and it is allocated as follows:

- Tuition: \$65,043
- Housing: \$8,820
- Food: \$7,890
- CSA Activity Fee: \$414

Special Fees

The department of music offers private lessons in applied music. The fees for 2023-24 per term for individual instruction in all instruments, and use of practice facilities are: after the drop/add deadline, a term fee of \$376 is billed to each student for weekly (normally 9) half-hour lessons (1 credit) per term, or \$752 for weekly (normally 9) hour lessons (2 credits). Class Guitar and Class African Drum are \$104 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 Aid 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 accepted (enrollment deposit)	\$300
August 15	\$27,389
December 15	\$27,389
March 15	\$27,389
Comprehensive Fee TOTAL	\$82,167

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.

Penalties

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, housing, food plan 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 2023	September 22, 2023
Winter 2024	January 16, 2024
Spring 2024	April 5, 2024

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 2023	October 16, 2023

Winter 2024	February 5, 2024
Spring 2024	April 29, 2024

Tuition Refund Conditions

<i>Reason for leaving</i>	<i>When Requested</i>	<i>Tuition amount refunded</i>
<i>Any</i>	Prior to start of term	100%
<i>Withdraw</i>	Any day during the first ten days of class up to 5:00 pm on the tenth day of class	25%
<i>Withdraw</i>	Any time after 5:00 pm on the tenth day of class and the end of term	0%
<i>Illness</i>	Any time during the first day of class up to 5:00 pm on the Monday of mid-term break	50%
<i>Illness</i>	Any time after 5:00 pm on the Monday of mid-term break and the end of the term	0%
<i>Suspended, Dismissed, or Expelled</i>	After the start of the term	0%

Housing charges will not be refunded if a student leaves after the term starts.

Food plan 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](#).

- Pandemic housing and food plans refunds will be addressed by our emergency response procedures.

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

Carleton College is a residential liberal arts college. An important and exciting part of being a Carleton student comes directly from residing with other students in the residence halls and houses.

Living at Carleton is a challenging and rewarding experience—an experience of intellectual, emotional, and social growth. By living in a residence hall, students learn from other students a great deal about themselves and how to work and live with others. In all residential settings, students have the opportunity to learn about citizenship and responsibility by developing community standards.

At Carleton, students are encouraged to develop mature new interests, skills, and attitudes. As a vital part of this growth process, they are held accountable for adult standards of behavior. Residence hall regulations are minimal, because students are expected to know proper standards of conduct and to make every effort to adhere to them. Residence hall living is unique to educational institutions and some regulations are necessary. All students are expected to know and abide by the [regulations and policies](#) that govern residential community living at Carleton.

Residential Life Policies

Residential Life strives to provide a safe and supportive residential environment which complements and extends the educational experience of students. Student-centered programs and services are developed and implemented with an emphasis on holistic individual and community development, student leadership, individual responsibility, advocacy of academic inquiry, and freedom of thought, opinion and expression in the spirit of mutual respect. These are the hallmarks of the Carleton residential experience and provide the essential foundation for a quality liberal arts education within a diverse and dynamic community.

Residential Life Goals

- Assist residents with their adjustment to living with roommate(s) and floor/house residents.
- Help residents learn to accept responsibility for self and personal actions.
 - Assist with the development of self-management, health and wellness skills.
 - Assist with the development of balancing life's pleasures and responsibilities.
- Encourage residents to get involved with and provide leadership to residential activities.
- Work with students to develop a sense of respect for self, others, and property.
- Help residents to learn civility and gain an understanding of diversity.

Supporting Students

The Residential Life staff consists of the Director, Associate Director, Area Directors, Resident Assistants (RAs), and office staff.

Each community has one or more RAs. RAs are upper-class students who play a primary role in developing social and educational programs, and serve as peer advisors and campus resources. These student leaders are the first people residents can contact with concerns about anything related to their residential experience.

A full-time professional Area Director is connected to each living area. The Area Directors supervise and work closely with RAs. Additionally, they help develop residential programs and activities and serve as resources to students. They coordinate room changes, facilitate roommate discussions, and collect and disseminate Residential Life information. They also participate in the Residential Life emergency on-call system and work with student crisis. These professionals live in apartments within the Carleton community.

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.

If a student has an existing Title IV credit balance, the 14-day payment requirement is put on hold while Carleton College determines the final amount of the Title IV credit balance with consideration of the R2T4 calculation. 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 Aid (SFA 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 SFA 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: 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.

- Federal Unsubsidized Direct Stafford Loan
- Federal Subsidized Direct Stafford Loan
- Federal Direct Parent Loan (PLUS)
- Federal Direct Grad Plus
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Teach Grant

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 effective date of the withdrawal.

If you have any questions about refund calculations, please contact Student Financial Aid at 507-222-4138 or financialaid@carleton.edu.

Other Student Funding

- [Special Funds](#)
- [Endowed Scholarship Awards](#)
- [Current Scholarship Awards](#)
- [Fellowships and Prizes](#)
- [Trophy Awards](#)

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](#)

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.

[The Faculty](#)

[Offices and Departments](#)

The main switchboard can be reached at (507) 222-4000. The [Admissions Office](#) can be reached at (507) 222-4190.

9/5/2023