

Carleton College 2011-2012 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 that the Reverend James W. Strong took office as the first president, the first college class was formed, and the first on-campus building was begun. It was agreed at the outset that after one year formal church control should end, but throughout its formative years, the College received significant support and direction from the Congregational churches. Although it is now autonomous and non-sectarian, the College respects these historical ties and gives continuing recognition to them through membership in the Council for Higher Education of the United Church of Christ.

By the fall of 1871, the name of the College had been changed to honor an early benefactor, William Carleton of Charlestown, Massachusetts, who earlier that year had bestowed a gift of \$50,000 on the struggling young college. At the time, it was the largest single contribution ever made to a western college, and it was made unconditionally, with no design that the name of the College should be changed. As of June 30, 2010, the College had an endowment of \$563 million and assets valued at \$908 million.

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 of 1,991 (Fall 2010) includes nearly equal numbers of men and women.

Mission, Vision, Values and Goals

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

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

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

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

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

Accreditation and Affiliations

Accredited by several associations, including the North Central Association of Colleges and Schools (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 of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411. Phone 800-621-7440.

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

College Governance

While the Board of Trustees is ultimately responsible for the existence and welfare of the College, most major decisions about policies affecting the nature and operation of the College are made by governance bodies composed of students, faculty, staff, and senior administrative officers. The campus governance system falls naturally into two divisions: educational policy, which is the province of the faculty, and policies concerning the life of the campus at large, which is under the care of an elected College Council. The faculty has the assistance in the making of educational policy of a student-faculty committee, known as the Education and Curriculum Committee (ECC), under the leadership of the

Dean of the College. Five faculty and five students join with the Dean and one Associate Dean to make up the ECC. The College Council is chaired by the President of the College, and composed of five faculty, five students, and five staff (three of them senior administrative officers). The Council functions through subcommittees called into being to deal with particular policy issues. The Budget Committee is a permanent subcommittee of the Council and is composed partly of Council members and partly of other students, faculty, and staff elected or selected to that particular service. The implementation of policies regarding student life on campus is the responsibility of the Vice President for Student Development and Dean of Students and her or his staff. The Committee on Student Life (CSL), made up of seven students, one faculty member, and two student life staff, advises the Vice President/Dean of Students in such matters. Many other standing committees exist, with varying memberships, to make policy recommendations and to help administer various areas of the campus.

Carleton Student Association

Every student is a member of the Carleton Student Association (CSA). Three officers and 18 senators are elected annually to serve as the Senate, CSA's legislative body. The Senate's duties include: the election of student members; creation of ad-hoc subcommittees; the management of the student activities budget; and the appointment of student representatives to standing committees. CSA also works with the Dean of Students Office to address issues of concern to students.

The College: A Statistical Look

Carleton College is a co-educational, residential liberal arts college of modest size with a diverse student body and a distinguished faculty.

Carleton enrolls a significant number of National Merit Scholars, 60 in the class that enrolled in 2010, or 12 percent of the first-year class. In 2010, Carleton was ranked second among national liberal arts colleges in the number of National Merit Scholars in the first-year class.

According to the most recent Alumni Survey (2009), 79 percent of respondents had earned or were studying for a post-graduate degree within ten years of graduation; 86 percent of those twenty years from graduation had earned or were studying for a higher degree. Among those twenty years from graduation, 24 percent had earned or were studying for a doctorate, 7 percent for a medical degree, 11 percent for a legal degree, and 8 percent for a degree in management. Carleton ranks third among liberal arts colleges in graduates who have earned doctoral degrees in academic fields between 1966 and 2008. In that period, according to the National Science Foundation *Survey of Earned Doctorates*, graduates of Carleton earned 2692 academic doctor degrees, including: 514 degrees in the life sciences, 509 in the humanities, 441 in the physical sciences, 321 in the social sciences, 210 in psychology, 192 in the geosciences, and 152 in education. In the period 1995 to 2004, Carleton ranked sixth among all national colleges and universities for the number of doctoral degrees earned when adjusted for the number of graduating seniors.

In fall of 2010-2011 41 percent of Carleton's 1,991 students came from the Midwest, 19 percent from the West, 22 percent from the East, 8 percent from the South, and 10 percent from outside the United States. Approximately 21 percent are African American, Asian, Native Hawaiian/Pacific Islander, Hispanic, Native American or of two or more races. 55 percent of Carleton students receive institutional need-based aid. Carleton has 212 full-time faculty, and 95 percent have a doctorate or a terminal degree in their field. The overall student/faculty ratio is 9:1. The average class size is 18; in

the fall of 2010, 65 percent of class sections had under 20 students, and 0.6 percent had over 50 students. Each year, students can choose from approximately 1000 courses in 37 majors and several interdisciplinary programs. 74 percent of students in the 2010 graduating class participated in off-campus study for Carleton credit at least once during their undergraduate years, with study in 57 countries.

In the fall of 2010, 98 percent of the cohort of 2009 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, 2004 is 93.2 percent, and 88.5 percent of that cohort graduated in four years or less. Of the cohort that entered in fall 2002, 93.8 percent graduated within eight years of entering Carleton. Questions related to this report should be directed to Carleton's Office of Institutional Research and Assessment at 507-222-4284.

The Campus

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

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

Architectural Heritage

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

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

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

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

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

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

Leighton Hall 1921—religion, history, philosophy, sociology and anthropology offices, classrooms, administrative offices; **Davis Hall** 1923—residence hall, Wellness Center; **Evans Hall** 1927—residence hall; **Severance Hall** 1927—residence hall, Dean of Students Office, Residential Life Office; **Laird Stadium** 1927—locker rooms, weight training area, football game field, eight-lane, 400-meter, all-weather track, and student housing.

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

Laurence McKinley Gould Library 1956—950,000 volumes, 1500 journals currently received, access to over 11,000 full-text electronic journals, over 11,000 electronic books, 1772 electronic databases, 450 study spaces, 52 public access computers, computer lab, 18 group study rooms, classrooms, and staff offices. A \$7.5 million expansion project, completed in 1984, doubled the size of the Library. In 1996 it was renamed the Laurence McKinley Gould Library; **Musser Hall** 1958—residence hall; **Myers Hall** 1958—residence hall.

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

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

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

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

Language and Dining Center 2001—Asian languages, classical languages, German and Russian, French and Spanish and Cross-Cultural Studies Offices, 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 Memorial 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 Memorial Hall. Both halls have been designed with an eye toward sustainability and include numerous shared spaces to encourage community life and innovative features.

Weitz Center for Creativity 2011—a facility geared toward creative collaboration supporting multiple student and classroom projects and allowing faculty members to teach with words, images, sounds, and narrative in a variety of media. In addition to housing the departments of Cinema and Media Studies (CAMS), and Theater, and Dance, the space will include a teaching museum, a dramatic theater, a cinema theater, dance studios, classrooms, the Learning and Teaching Center and a coffee shop. The building is home to the Presentation, Events and Production Support (PEPS) office and the IdeaLab, a shared, interdisciplinary laboratory for exploring and learning to use technology.

Sustainability

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

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

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

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

In keeping with Carleton values, two new residence halls were built in 2009 to meet LEED gold certification and the new Weitz Center for Creativity is designed to meet a minimum of silver certification through the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) program.

Cassat Hall and Memorial Hall, with exteriors of durable brick, stone, and clay tile, are of an environmentally sustainable design, as certified by the Leadership in Environmental and Energy Design (LEED) system and will earn a LEED gold rating by complying with 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. Renewable energy is generated on-site to utilize energy from the sun to pre-heat water and reduce the environmental impacts of conventional energy sources. Photovoltaic (PV) solar roof panels on Memorial Hall generate renewable energy on-site to 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 new **Weitz Center for Creativity**, rather, entire sections of the original 1910 and 1934 structures were either preserved or recycled. The following materials have been retained for use in the new facility: mosaic tile floor, ornate ironwork on a main staircase, wood from the bleachers in the former gym which will be reused as wall covering, wood seats from the 1930s-era auditorium which will reappear as a sculpture installation on the ceiling leading to the new cinema, much of the original woodwork and trim, and slate from the original blackboards. Other details that will help the Weitz Center for Creativity comply with LEED requirements include:

- Incorporating 75 percent of the existing walls and floors from the original buildings into the new design;
- Diverting more than 98 percent of construction materials from landfills, meaning they will be reused on site or recycled;
- Re-insulating all existing exterior walls and ceilings;
- Replacing all existing windows with new, energy-efficient windows;
- Installing automated, high-efficiency lighting systems and occupancy sensors in hallways, classrooms, and common areas;
- Using high-efficiency heating and cooling systems;
- Minimizing water consumption through low-flow plumbing fixtures, water-efficient landscaping, and a storm-water-capture system for irrigation;
- Using paint, adhesives, and carpeting that emit low levels of volatile organic compounds;
- Using regionally manufactured materials when possible.

Academic Programs

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

Graduation Requirements

(Entry level students who matriculate fall 2010 and subsequent terms)

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

A good liberal arts education requires not only rigor and depth, but also sufficient breadth to expose students to a wide range of subjects and methods of studying them. The college seeks to insure that its students study one field in depth by requiring a major. 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), complete four terms of physical education, and complete a major and an integrative exercise within the major. Successful completion of all course and credit requirements requires grades of C- or better in each course.

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

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

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.

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.

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.

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.

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.

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.

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

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

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

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

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

A Major Field of Study: Carleton students choose a major during the third term of their sophomore year. The number of credits required of students in major fields varies by department. For a course to count toward the major, a grade of C- or better must be earned; these courses cannot be taken on an elective S/CR/NC basis. Departments may make exceptions for extra-departmental course if appropriate. Successful completion of an “integrative exercise” (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 majors are available at Carleton: African/African-American Studies, American Studies, Art History, Art (Studio), Asian Studies, Biology, Chemistry, Cinema & Media Studies, Classical Languages, Classical Studies, Computer Science, Economics, English, Environmental & Technology Studies, French & Francophone Studies, Geology, German, Greek, History, Latin, Latin American Studies, Linguistics, Mathematics, Mathematics: Statistics, Music, Philosophy, Physics, Political Science, Political Science/IR, Psychology, Religion, Russian, Sociology/Anthropology, Spanish, Theater Arts, Women’s and Gender Studies.

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

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

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

Academic Regulations

Academic policies are published in the on-line handbook "Academic Regulations and Procedures" on the Dean of Students' 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 18 credits per term. They may take as few as 12 and, on occasion, as many as 22, or, with special permission, 24, although such heavy course loads are discouraged. Students usually carry three courses each term. 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 written examinations are held at the end of each term for many courses. The Registrar sets the testing schedule.

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

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

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

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

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

Summer Study: Carleton does not ordinarily give degree credit for courses taken elsewhere during the summer. Permission may be given, if there are convincing academic reasons, but it must be requested in advance from the Academic Standing Committee, and the department chair may specify at that time that credit will be granted only upon special examination after the completion of the course. Petition forms for the approval of credit for summer courses may be obtained in the Dean of Students Office.

Credit by Examination: Students can obtain credit for courses offered at Carleton, when appropriate material has been mastered independently of Carleton class instruction, by taking special examinations. During the school year, a petition for credit by examination must be submitted to the Registrar at least two weeks before the date of the examination; the credit earned is included in the 22-credit maximum allowed per term.

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

Students in the classes of 2012, 2013, and 2014 who have outstanding records in all course work will earn the Bachelor of Arts degree with honors, either cum laude (for a GPA of 3.25 or better), magna cum laude (3.50 or better), or summa cum laude (3.90 or better). Beginning with the class of 2015, honors will be awarded to students with a grade point average in the top 2 percent of their graduating class (summa cum laude), those in the remainder of the top 15 percent (magna cum laude), and those in the remainder of the top 30 percent (cum laude).

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

Certificate of Advanced Study in Foreign Language and Literature or Foreign Language and Area Studies: With the Certificate of Advanced Study in Foreign Language and Literature or Area

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

Courses of Instruction

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

Courses are numbered with the following general scheme:

- 000-189 Introductory
- 100 Argument and Inquiry Seminar
- 200-289 Intermediate
- 290 Independent Reading
- 291 Independent Study
- 292 Independent Research
- 293 Internship
- 298 Junior Colloquium
- 300-389 Advanced
- 390 Independent Reading
- 391 Independent Study
- 392 Independent Research
- 393 Internship
- 395 Advanced Seminar
- 397 Senior Tutorial
- 398 Senior Colloquium
- 399 Senior Thesis
- 400 Integrative Exercise

Independent Study, Reading and Research: A student may pursue independent study, independent research or independent reading in more than one term. Course credit for these various independent study options is determined by arrangement with the instructor before registration, and may be for one to six credits. Although not noted separately under departmental course listings, independent study options are available across the curriculum. Forms are available in the Registrar’s Office and on-line on the Registrar’s Office Web page. Independent study in any form, including internships, does not count toward Curricular Exploration, Writing, Language, Quantitative Reasoning Encounter, or Global Citizenship requirements.

Independent Study: All departments offer “Independent Study,” in which a student may work on a special project of his or her own planning under the supervision of a faculty member in the department. Ordinarily, this work is not on the introductory level. 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 concentration and, with his or her assistance and approval, determine the nature and purpose of the study and the number of credits to be assigned.

Independent Reading: Offered within departments or on a cross-disciplinary basis, this program is not to be confused with the advanced research done in independent study. The emphasis in independent reading is on topics or areas not currently offered in Carleton’s curriculum. Faculty who have developed these reading courses provide students with such aids as a detailed syllabus which includes recommended readings and problems or questions to serve as study guides.

Internships: Credit or non-credit internships, paid or unpaid, are a form of independent study with field work activity. This type of experiential learning offers the student the opportunity to enhance and complement classroom learning by working in a social, business, political, cultural or community organization. The Career Center provides information on established programs or assists students with developing their own. Internships can be thought of as a testing tool. They provide first-hand knowledge which is valuable when a student makes decisions such as choosing a major, applying for a job, or planning graduate study. Credit may be awarded if a faculty member agrees that the internship augments or extends in significant ways an area of instruction. Credit internships may be paid or unpaid if they are off-campus. On-campus credit internships may not be paid. All credit internships are under the supervision of the Career Center and a faculty member.

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

Special Interest: While we do not offer a program in these areas, the following link will allow you to search for pertinent courses in Studies in Ethics; Health Issues; Philosophy of Science; Social Thought; Legal Studies; Academic Civic Engagement: Applied or theoretical:
<http://apps.carleton.edu/campus/registrar/schedule/>.

Concentrations: A concentration is an integrated interdisciplinary program which students may elect in addition to a major. Concentrations may strengthen and complement a major, by applying its methods to problems and issues that cut across the boundaries of academic disciplines, but a declared major in a particular department is not a prerequisite for acceptance into any concentration. Concentrations often bridge divisions necessarily created by a disciplinary focus and may promote communities of learning. By their nature, interdisciplinary endeavors of this sort are often problem-oriented, relating academic studies to the kinds of issues and opportunities one confronts outside the academy. Concentrations may also provide an opportunity for students to bring focus to the choice of electives and, in some cases, the fulfillment of other curricular requirements. Carleton offers fifteen concentrations.

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

- African/African American Studies

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

Courses at St. Olaf College: By special arrangement a limited number of students may take courses at St. Olaf College which are not offered at Carleton. Graded course credit will be granted; enrollment requires the permission of the instructor and the registrar at each institution.

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

Pertains to students matriculating Fall 2010 and thereafter:

- 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)

Pertains to students who matriculated prior to Fall 2010 (see 2009-2010 Carleton College Catalog)

- AL = Arts and Literature (12 credits required)
- HU = Humanities (12 credits required)
- SS = Social Sciences (18 credits required)
- MS = Mathematics and Natural Sciences (18 credits required)
- RAD = Recognition and Affirmation of Difference
- WR = Writing Rich
- ND=No Distribution Credit

AFRICAN/AFRICAN AMERICAN STUDIES (AFAM)

Director: Professor Pamela Feldman-Savelsberg

Committee Members: Deborah Appleman, Elizabeth Ciner, Pamela Feldman-Savelsberg, Richard A. Keiser, Chérif Keïta, Kofi Owusu, Melinda Russell

The program in African/African American Studies provides a cross-cultural and comparative framework for systematically studying the traditions and experiences of Africans in the New and Old Worlds. Students in this program are encouraged to develop their analytic, research and literary skills through a critical study of patterns of Western and African civilizations in their interwoven complexity. The program provides a forum for addressing topics such as cultural and artistic creativity, construction of self, marginality, responses to exclusion, and the conjunction of issues related to gender, class, race and ethnicity.

The African/African American Studies Committee is composed of faculty and administrative members. It acts as a focal point for the encouragement of African/African American studies at Carleton by actively urging departments and faculty members to offer courses in this field, by preparing each year a list of available courses and faculty resources, and by supporting the hiring of specialists in the field by various departments.

Numerous courses taught at Carleton have a bearing on African/African American Studies in addition to those offered by the program itself. Students majoring in African/African American Studies have been able to create programs, on an individual basis, out of the available Carleton offerings, independent study, and, in some cases, off-campus study. Students interested in majoring in the field should consult the Director of African/African American Studies before declaring their major.

Requirements for a Major

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

II. Survey Courses (18 credits). Students must take three of the following courses:

AFAM 113 Introduction to African/African American Studies

ENGL 117 African American Literature

HIST 183 History of Early West Africa (Not offered in 2011–2012)

HIST 184 Colonial West Africa (Not offered in 2011–2012)

MUSC 130 The History of Jazz

MUSC 132 Golden Age of R and B

MUSC 136 History of Rock

MUSC 245 Music of Africa

RELG 122 Muhammad and the Qur'an: An Introduction to Islam

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

AFAM 113 Introduction to African/African American Studies

ENGL 243 Text and Film

IV. Distribution Courses (30 credits). Each student should take five courses that are essential to his or her major from the following groups:

Arts and Literature

ENGL 238 African Literature in English

ENGL 252 Caribbean Fiction (Not offered in 2011–2012)

ENGL 258 Contemporary American Playwrights of Color

ENGL 350 The Postcolonial Novel: Forms and Contexts

FREN 235 Francophone Literature of Africa and the Caribbean (Not offered in 2011–2012)

FREN 245 Francophone Literature of Africa and the Caribbean (Not offered in 2011–2012)

THEA 242 Twentieth Century American Drama

Humanities

HIST 125 African American History I (Not offered in 2011–2012)

HIST 221 African American History II (Not offered in 2011–2012)

HIST 276 The African Diaspora in Latin America

HIST 280 African in the Arab World

HIST 281 War in Modern Africa

HIST 282 Masquerades in Africa

HIST 322 Civil Rights and Black Power (Not offered in 2011–2012)

HIST 324 The Concord Intellectuals (Not offered in 2011–2012)

Social Sciences

EDUC 238 Multicultural Education: Race, Gender and Education

POSC 207 Urban Politics in a Global Era (Not offered in 2011–2012)

POSC 266 Urban Political Economy (Not offered in 2011–2012)

POSC 306 How Race Matters in American Politics* (Not offered in 2011–2012)

POSC 366 Urban Political Economy* (Not offered in 2011–2012)

PSYC 384 Psychology of Prejudice

SOAN 256 Ethnography of Africa

At least one course must be chosen from each of the three groups, and at least two of the total of five courses must be at the 300-level.

V. Senior Seminar in African/African American Studies (6 credits)

To be announced

VI. Comprehensive Exercise (6 credits).

Defense of a substantial (approximately 34-40 page) research paper, written in consultation with two faculty advisers. The paper must be grounded in two complementary disciplines. Students prepare by taking a 300-level capstone seminar with a research component in one of the disciplines in which they will write the comprehensive exercise. Work on the exercise begins once a proposal is accepted in fall term, continues in winter term, and concludes in spring term. Students in the performing, visual, or studio arts may create an alternative exercise in the appropriate medium if the proposal demonstrates significant familiarity with related disciplinary perspectives.

African/African American Studies Courses

113. Introduction to African/African American Studies This core course employs interdisciplinary approaches to critically examine selected intellectual and cultural themes in African, African American, and Black Diaspora studies. The course combines lecture and discussion formats. Members of the faculty deliver guest lectures in their own areas of specialization. Themes may vary from year to year. *Note:* Required of majors and concentrators in the African and African American tracks. *6 credits, AL, WR, RAD; HI, WR2, IDS, Spring—Staff*

400. Integrative Exercise *6 credits, S/NC, ND, Winter—Staff*

Other Courses Pertinent to African/African American Studies

DANC 301 Contemporary Styles and Techniques: African Dance

ECON 100 Black and White in America: The Economics of Race

ECON 240 Microeconomics of Development

ECON 247 Economics of the Civil Rights Revolution

EDUC 353 Schooling and Opportunity in American Society (Not offered in 2011–2012)

HIST 100 History and Memory in Africa, Nineteenth-Twenty-first Centuries
 HIST 120 Rethinking the American Experience: American Social History, 1607-1865
 HIST 121 Rethinking the American Experience: American Social History, 1865-1945
 HIST 214 Rethinking the American Civil War
 HIST 229 Working with Gender in U.S. History
 HIST 360 Muslims and Modernity
 HIST 381 History, Memory and the Atlantic World: Ghana and the United (Not offered in 2011–2012)
 MUSC 131 The Blues From the Delta to Chicago (Not offered in 2011–2012)
 MUSC 330 Jazz History Seminar (Not offered in 2011–2012)
 POSC 122 Politics in America: Liberty and Equality
 POSC 170 International Relations and World Politics
 POSC 219 Protest, Power & Grassroots Organizing: American Social Movements
 POSC 275 Identity Politics in America: Ethnicity, Gender, Religion
 POSC 319 Protest, Power and Grassroots Organizing: American Social Movements
 POSC 355 Identity, Culture and Rights* (Not offered in 2011–2012)
 PSYC 224 Psychology of Gender (Not offered in 2011–2012)
 PSYC 248 Cross-Cultural Psychology
 RELG 246 Religion and the Black Freedom Struggle (Not offered in 2011–2012)
 RELG 262 Islamic Africa
 RELG 330 Radical Pacifism (Not offered in 2011–2012)
 SOAN 220 Class, Power, and Inequality in America (Not offered in 2011–2012)
 SOAN 226 Anthropology of Gender
 WGST 110 Introduction to Women's and Gender Studies

AFRICAN/AFRICAN AMERICAN STUDIES CONCENTRATION

Director: Professor Pamela Feldman-Savelsberg

In this concentration, the study of the traditions and experiences of Africans in the New and Old Worlds is rooted both in the mastery of a social science, arts and literature, or humanities discipline, and in interdisciplinary course work. The concentration will emphasize international and cross-cultural perspectives.

Requirements for the Concentration

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

Two survey courses

One interdisciplinary course

Three distribution courses that are deemed essential to the concentration chosen from at least two of the following groups: arts and literature, humanities, social sciences. Two of the three courses must be at the 300-level.

Senior Seminar in African/African American Studies

For a list of relevant courses, see the African/African American Studies major.

AMERICAN STUDIES (AMST)

Director: Professor Melinda Russell

Professor: Elizabeth McKinsey

Associate Professor: Adriana Estill

Committee Members: Sharon Akimoto, Barbara Allen, Deborah Appleman, Peter Balaam, Laurel Bradley, Lawrence E. Burnett, Clifford E. Clark, Jr., Carol Donelan, Gregory G. Hewett, Anna Rachel Igra, Baird E. Jarman, Mark T. Kanazawa, Richard Keiser, Michael J. Kowalewski, Jerome M. Levi, Michael McNally, Beverly Nagel, Annette Nierobisz, Kofi Owusu, Ronald W. Rodman, Melinda Russell, John F. Schott, Kimberly K. Smith, Ruth Weiner, David Wiles, Harry McKinley Williams, Carolyn Wong, Serena R. Zabin

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

Requirements for a Major

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

Majors must complete 69 credits in the following general areas:

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

AMST 115 Introduction to American Studies

AMST 345 Theory and Practice of American Studies

AMST 396 Junior Research Seminar

AMST 399 Senior Seminar in American Studies

AMST 400 Colloquium and Integrative Exercise in American Studies (3 credits, to be taken in winter term of the senior year, along with AMST 399.

American Studies 115 is a prerequisite for 345 and 396.

II. Survey Courses: Students must take three survey courses. Two of these three survey courses should be part of a two-term sequence in one department. The third survey course should be a one-term course in 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-term survey courses:

HIST 120 Rethinking the American Experience: American Social History, 1607-1865

HIST 121 Rethinking the American Experience: American Social History, 1865-1945

HIST 122 U.S. Women's History to 1877

HIST 123 U.S. Women's History Since 1877

HIST 125 African American History I (Not offered in 2011–2012)

HIST 221 African American History II (Not offered in 2011–2012)

POSC 271 Constitutional Law I

POSC 272 Constitutional Law II

One-term survey courses:

ARTH 160 American Art to 1940 (Not offered in 2011–2012)

ECON 232 American Economic History: A Cliometric Approach (Not offered in 2011–2012)

ENGL 212 Nineteenth-Century American Literature

POSC 122 Politics in America: Liberty and Equality

RELG 140 Religion and American Culture

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

IV. Integrative Exercise: A senior may choose:

AMST 400 Colloquium and Integrative Exercise in American Studies

- a. 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 service learning project) accompanied by a 15-20 page essay. Open only to students who receive approval of a project prospectus. Students hoping to write an essay are advised to take a methods course in one of the social science departments or SOAN 242 Qualitative Thinking.
- b. Examination Option: A written examination given early in spring term.

American Studies Courses

100. Imagining America This course surveys twentieth century literature, film, and music in the U.S. to consider how newcomers first imagine this country and how, in turn, "America" sees them. We'll trace how ideas of Americanness shift over time, reflecting on how understandings of citizenship, freedom, and rights depend on the variable meanings of race, gender, ethnicity, and sexuality. We will have the opportunity to attend the Imagining America conference in Minneapolis to see how scholars and artists work through these questions. *6 credits, AI, WR1, IDS, Fall—A. Estill*

115. Introduction to American Studies: The Immigrant Experience Is America truly a nation of immigrants? What role has immigration played in the construction of an American identity? This course is a team-taught, comparative study of the experience of migrants and immigrants to America and other countries. We will use texts from history, literature, film, psychology, and other disciplines to help us investigate the following topics: the causes of emigration; acculturation and assimilation; changes in family structure and gender roles; discrimination; and ongoing debates about immigration policy in relation to national ideals and principles. *6 credits, HU, WR, RAD; HI, WR2, IDS, Spring—S. Akimoto, C. Clark*

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

127. Introduction to U.S. Latino/a Studies This course will survey the field of Latino/a Studies, juxtaposing it to Chicano, Caribbean and Latin American Studies in order to trace the historical, methodological, and paradigmatic conflicts that led to its institutionalization. How does the lens of U.S. Latino/a Studies help us to examine heterogeneous and changing Latino communities? How are

the "Latin Boom" of the entertainment industry and the recent demographic shift that places Latinos as the "majority minority" related? A selection of texts from a variety of disciplines (including history, the social sciences, literature, music, and the visual arts) will inform our discussions. *6 credits, ND, WR, RAD; SI, WR2, IDS, QRE, Not offered in 2011-2012*

215. Diverse Bodies, One Nation How has the U.S. historically and culturally handled diversity? This course looks at how difference has been negotiated, understood, legislated, represented. We will consider theoretical interventions into issues of race, ethnicity, gender, sexuality, and disability in order to better understand how embodiment matters to understandings of Americanness. *6 credits, HU, WR, RAD; SI, WR2, IDS, Spring—A. Estill*

226. Latinas in Hollywood Latinas have a long history in Hollywood, from silent films to J. Lo. We will examine how the presence of Latinas onscreen reflects the pressures and needs of different eras. We will think about the pressure to "pass" as white and compare that to the insistent stereotypes about Latinas circulated through film. Throughout the course we'll be attentive to the relationship between film and other media, between the U.S. and other countries. What are the linguistic, social, and economic conditions that enable a "cross-over" artist? And how do Latino/a literatures, documentaries, and performances respond to the film and television industries? Prerequisite: Spanish reading fluency a plus, but not required. *6 credits, AL, WR, RAD; LA, WR2, IDS, Winter—A. Estill*

227. Beyond the Border: Latinos Across America The metaphor of the U.S.-Mexico border often determines our understanding of Latinos' place in the United States. This class studies Latinidad in other spaces: New York, the suburban Southwest, the rural Midwest, and the agricultural Southeast. We will use several disciplines--literary studies, history, cultural studies (music, film, and dance), and sociology--to investigate the following questions: How do immigrant Latinos change the communities they move into? How do these communities change Latinos? How are place and identity transformed? How do the mass media influence how Americans think about where and how Latinos belong in the U.S.? *6 credits, AL, WR, RAD; HI, WR2, IDS, QRE, Not offered in 2011-2012*

230. The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America Focusing on the early nineteenth century struggle to create an American nation and a national culture, we will look at the ways Americans adopted and adapted European ideas, particularly the aesthetic idea of the Sublime, in their attempt to come to terms with the conquest of the new land and its native inhabitants and with the nature of their national enterprise. Writers Irving, Cooper, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson and painters Cole, Bierstadt, Church, Kensett, and Lane will be included. Major themes will include attitudes towards landscape and settlement, a distinctively American character, the nature and utility of art, and ideas of American empire. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

238. Native American Literature Study and discussion of Native American literature from its graphic and oral roots to contemporary memoir, fiction, and poetry. Authors read will include Black Elk/John Neihardt, Charles Eastman, James Welch, N. Scott Momaday, Louise Erdrich, Joy Harjo, Susan Power, LeAnne Howe, Leslie Marmon Silko, David Treuer, and Sherman Alexie. Topics to be discussed will include the importance of place, nature, and spiritual life; diverse representations of historical events; complexities of individual and tribal identity; and differences between fictive literature and ethnography. The course will also critique the depiction of Native Americans by Euro-Americans in popular media. *6 credits, AL; NE, Not offered in 2011-2012*

239. Introduction to Asian American Studies This course is designed as an interdisciplinary study of Asian American identities and cultures. We will address the diversity and fluidity of Asian American experiences through an examination of history, social sciences, literature, and film. Students of all

majors and backgrounds are welcome to enroll. *6 credits, ND, WR, RAD; HI, WR2, IDS, Not offered in 2011-2012*

240. The Midwest and the American Imagination The history of American culture has always been shaped by a dialectic between the local and the universal, the regional and the national. The particular geography and history of the Midwest (the prairie, the plains, the old Northwest, Native Americans and white adventurers, settlers and immigrants) have shaped its livelihoods, its identities, its meanings. Focusing on the late nineteenth and early twentieth centuries, this course will explore literature, art history, and the social and cultural history of the Midwest. *6 credits, AL, WR; HI, WR2, Spring—E. McKinsey*

250. Getting to Know Buffalo Bill Cody An iconic figure of the American West, William F. (Buffalo Bill) Cody was probably the most famous American in the world at the end of the nineteenth century. He is less well-known today. Using my new book on Buffalo Bill as a point of entry, I will conduct a kind of tour of Buffalo Bill's life and the things written about it. Class readings will range from nineteenth-century dime novels to twenty-first century historiography, with detours through Hollywood and Broadway. *6 credits, HU; NE, Not offered in 2011-2012*

267. Utopia, Dystopia, and Myopia: The Suburbs in American Fiction This course peers through the picture window of suburban life in the United States. Our primary text will be film. To what extent do fictional accounts reflect the scholarly concerns and analytical conclusions of Historians and Social Scientists? What themes are common in film and/or literature but get little attention from scholars? Students will be obligated to view films on their own if designated show times are inconvenient. Some films may be R-rated. Prerequisite: American Studies 115 or sophomore standing. *6 credits, SS, WR; SI, WR2, Not offered in 2011-2012*

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 in the field 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. The course is 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. *6 credits, ND; NE, IDS, Winter—D. Appleman*

396. Suburbanization in America: Causes and Consequences The process of suburbanization transformed the United States in a revolutionary way, yet this was a quiet revolution. Both the causes and consequences of suburbanization can be found in the country's politics, race relations, economy, literature and popular imagery, architecture and design, technology, and our definition of community. This course will take an explicitly interdisciplinary approach to these topics. Prerequisite: American Studies 115 and 345. *6 credits, SS; SI, IDS, Offered in alternate years, Spring—R. Keiser*

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. Concurrent enrollment in AMST 400 is required. Prerequisite: American Studies 396. *6 credits, ND; NE, Winter—E. McKinsey*

400. Integrative Exercise 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. They 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, ND, Winter—M. Russell*

400. Integrative Exercise 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. Prerequisite: American Studies 396. *3 credits, S/NC, ND, Winter—M. Russell*

Topical Courses:

Group I

- AMST 226 Latinas in Hollywood
- AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (Not offered in 2011–2012)
- AMST 238 Native American Literature (Not offered in 2011–2012)
- AMST 240 The Midwest and the American Imagination
- ARTH 160 American Art to 1940 (Not offered in 2011–2012)
- ARTH 222 History of Photography (Not offered in 2011–2012)
- ARTH 240 Art Since 1945
- ARTH 245 Modern Architecture
- ARTH 247 Architecture Since 1950
- ARTS 340 Advanced Film and Digital Photography
- CAMS 188 Rock 'n' Roll in Cinema
- CAMS 224 Classical American Film Comedy
- CAMS 225 Film Noir: The Dark Side of the American Dream (Not offered in 2011–2012)
- ENGL 117 African American Literature
- ENGL 119 Introduction to U.S. Latino/a Literature (Not offered in 2011–2012)
- ENGL 215 Modern American Literature
- ENGL 227 Borderlands: Places and People (Not offered in 2011–2012)
- ENGL 234 Literature of the American South (Not offered in 2011–2012)
- ENGL 235 Asian American Literature
- ENGL 236 American Nature Writing
- ENGL 239 American Best-Sellers (Not offered in 2011–2012)
- ENGL 247 The American West (Not offered in 2011–2012)
- ENGL 248 Visions of California (Not offered in 2011–2012)
- ENGL 258 Contemporary American Playwrights of Color
- ENGL 272 Truth vs. Power: A Journey in Journalism (Not offered in 2011–2012)
- ENGL 332 Studies in American Literature: Faulkner, Hemingway, and Fitzgerald
- MUSC 115 Music and Film (Not offered in 2011–2012)
- MUSC 130 The History of Jazz
- MUSC 131 The Blues From the Delta to Chicago (Not offered in 2011–2012)
- MUSC 136 History of Rock
- MUSC 137 Spiritual Hymns and Gospel Music: Aspects of African-American Music Traditions (Not offered in 2011–2012)
- MUSC 247 The 1960s Folk Music Revival
- MUSC 330 Jazz History Seminar (Not offered in 2011–2012)
- THEA 242 Twentieth Century American Drama

THEA 252 African-American Theater (Not offered in 2011–2012)

THEA 352 African-American Theater (Not offered in 2011–2012)

Group II

AFAM 113 Introduction to African/African American Studies

AMST 127 Introduction to U.S. Latino/a Studies (Not offered in 2011–2012)

AMST 215 Diverse Bodies, One Nation

AMST 227 Beyond the Border: Latinos Across America (Not offered in 2011–2012)

AMST 250 Getting to Know Buffalo Bill Cody (Not offered in 2011–2012)

CAMS 216 American Cinema of the 1970s (Not offered in 2011–2012)

CAMS 310 Moviegoing and Film Exhibition in America (Not offered in 2011–2012)

HIST 120 Rethinking the American Experience: American Social History, 1607-1865

HIST 121 Rethinking the American Experience: American Social History, 1865-1945

HIST 122 U.S. Women's History to 1877

HIST 123 U.S. Women's History Since 1877

HIST 125 African American History I (Not offered in 2011–2012)

HIST 205 American Environmental History

HIST 212 The Era of the American Revolution (Not offered in 2011–2012)

HIST 213 The Age of Jefferson (Not offered in 2011–2012)

HIST 217 From Ragtime to Football: U.S. History in the 1890s (Not offered in 2011–2012)

HIST 221 African American History II (Not offered in 2011–2012)

HIST 226 U.S. Consumer Culture

HIST 227 The American West (Not offered in 2011–2012)

HIST 229 Working with Gender in U.S. History

HIST 279 American Intellectual History (Not offered in 2011–2012)

HIST 306 American Wilderness

HIST 322 Civil Rights and Black Power (Not offered in 2011–2012)

HIST 324 The Concord Intellectuals (Not offered in 2011–2012)

RELG 124 Jews and the American Experience (Not offered in 2011–2012)

RELG 130 Native American Religions (Not offered in 2011–2012)

RELG 140 Religion and American Culture

RELG 243 Native American Religious Freedom (Not offered in 2011–2012)

RELG 246 Religion and the Black Freedom Struggle (Not offered in 2011–2012)

RELG 249 Religion and American Public Life (Not offered in 2011–2012)

RELG 289 Global Religions in Minnesota

RELG 330 Radical Pacifism (Not offered in 2011–2012)

RELG 344 Lived Religion in America (Not offered in 2011–2012)

Group III

AMST 267 Utopia, Dystopia, and Myopia: The Suburbs in American Fiction (Not offered in 2011–2012)

ECON 232 American Economic History: A Cliometric Approach (Not offered in 2011–2012)

ECON 262 The Economics of Sports (Not offered in 2011–2012)

ECON 271 Economics of Natural Resources and the Environment

ECON 273 Water and Western Economic Development (Not offered in 2011–2012)

ECON 275 Law and Economics

EDUC 225 Issues in Urban Education (Not offered in 2011–2012)

EDUC 238 Multicultural Education: Race, Gender and Education

EDUC 242 Developing Education Policy for Access & Equity (Not offered in 2011–2012)

EDUC 340 Race, Immigration and Urban Schools

EDUC 344 Teenage Wasteland: Adolescence and the American High School
 EDUC 353 Schooling and Opportunity in American Society (Not offered in 2011–2012)
 EDUC 365 Democracy, Diversity, and Education (Not offered in 2011–2012)
 POSC 122 Politics in America: Liberty and Equality
 POSC 201 National Policymaking (Not offered in 2011–2012)
 POSC 204 Media and Electoral Politics: 2010 United States Election (Not offered in 2011–2012)
 POSC 205 Issues in American Democracy
 POSC 206 The American Courts (Not offered in 2011–2012)
 POSC 207 Urban Politics in a Global Era (Not offered in 2011–2012)
 POSC 216 The Initiative, Referendum and Public Policy (Not offered in 2011–2012)
 POSC 219 Protest, Power & Grassroots Organizing: American Social Movements
 POSC 220 Politics and Political History in Film (Not offered in 2011–2012)
 POSC 231 American Foreign Policy
 POSC 271 Constitutional Law I
 POSC 272 Constitutional Law II
 POSC 273 Citizen and Immigration Politics
 POSC 275 Identity Politics in America: Ethnicity, Gender, Religion
 POSC 305 Issues in American Democracy*
 POSC 306 How Race Matters in American Politics* (Not offered in 2011–2012)
 POSC 308 Poverty and Public Policy* (Not offered in 2011–2012)
 POSC 309 The American Presidency* (Not offered in 2011–2012)
 POSC 311 Topics in Constitutional Law* (Not offered in 2011–2012)
 POSC 316 The Initiative, Referendum and Public Policy* (Not offered in 2011–2012)
 POSC 319 Protest, Power and Grassroots Organizing: American Social Movements
 POSC 329 Vietnam and American Policy*
 POSC 346 Spies, Rogues and Statesmen: Intelligence and the Formation of Foreign Policy* (Not offered in 2011–2012)
 POSC 352 Political Theory of Alexis de Tocqueville*
 POSC 355 Identity, Culture and Rights* (Not offered in 2011–2012)
 PSYC 384 Psychology of Prejudice
 SOAN 202 Girls Gone Bad: Women, Crime, and Criminal Justice
 SOAN 220 Class, Power, and Inequality in America (Not offered in 2011–2012)
 SOAN 221 Law and Society (Not offered in 2011–2012)
 SOAN 225 Social Movements (Not offered in 2011–2012)
 SOAN 259 Comparative Issues in Native North America (Not offered in 2011–2012)
 SOAN 302 Anthropology and Indigenous Rights
 WGST 250 Women's Health Activism

ARABIC

See Middle Eastern Languages.

ARCHAEOLOGY CONCENTRATION (ARCN)

Directors: Professors Nancy C. Wilkie and Mary Savina

Archaeology is an interdisciplinary study of material artifacts in their cultural and environmental context. The introductory and core courses of the concentration are designed to give

students a methodological introduction to these three elements of artifacts, culture, and environment. In the supporting 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.

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

Requirements for the Concentration

Eight courses are required for the concentration, including two introductory courses, two core courses, projects in three supporting courses, and one capstone seminar.

Introductory Courses (2):

GEOL 110: Introduction to Geology or
GEOL 120: Introduction to Environmental Geology and
SOAN 110: Introduction to Anthropology

Core Courses (2):

GEOL 210: Geomorphology (Not offered in 2011-2012) or
GEOL 258: Geology of Soils and
ARCN 246: Archaeological Methodology (Not offered in 2011-2012)

Projects in Supporting Courses (3):

A **minimum of three supporting courses** must be selected from among the college's offerings (other than the courses required for the concentration listed above). At least one of these courses must help students become familiar with a culture other than their own through work in history, sociology/anthropology, Latin American Studies, Asian Studies or any other program in which the material aspects of a given culture can be examined. In the three supporting courses, as part of the regular course requirements (or as a separate independent study, growing out of the course), students will write a paper or complete a project involving interpretation of archaeological materials. The topic of the paper should be negotiated by the student and the course instructor. If it is not possible to complete a project that uses archaeological data while taking the supporting course, the student must enroll in a separate two to six credit independent study for the purpose of writing such a paper. Students must fulfill normal prerequisites for the supporting courses before enrolling.

The concentration coordinators can advise students about which courses may fulfill these requirements. These courses are in many college departments and include courses conducted by visiting professors. Students are encouraged to consult with the concentration coordinators for suggestions.

The concentration coordinators are available to help students and instructors of supporting courses. Students are responsible for giving a copy of each completed paper/project to the concentration coordinators who will decide if the project is acceptable for the concentration.

Capstone Seminar (1):

ARCN 395 Archaeology Seminar

Field Experience

Concentrators are strongly urged to gain practical field experience in archaeology over and above what is available through the capstone seminar. Field projects and off-campus programs with an archaeological component offer opportunities for such practical experience. For example, the ACM Costa Rica program offers field work in archaeology. The concentration coordinators can help arrange

internships for concentrators with archaeological projects and laboratories.

Archaeology Courses

246. Archaeological Methodology A study of the methods currently employed in the retrieval, recording and interpretation of archaeological evidence. Among the topics to be covered are regional surveys, selection of sites for excavation, methods of excavation and recording, conservation of artifacts, scientific analyses of archaeological material and data, and the final publication of results. No prerequisite. *6 credits, SS; LS, Not offered in 2011-2012*

395. Archaeology Capstone Seminar The course will focus on a wide range of contemporary issues in archaeology, including archaeological ethics, cultural property legislation, illicit collecting, looting of archaeological sites, and the role of nationalism in archaeology. The course serves as the capstone seminar for the Archaeology Concentration. Enrollment is open to non-concentrators with permission of the instructors. *6 credits, SS; SI, Spring—N. Wilkie*

ART AND ART HISTORY

Associate Chair: Associate Professor Linda Rossi

Professors: Fred Hagstrom, Alison Kettering, Kathleen M. Ryor

Associate Professors: Kelly Connole, Baird E. Jarman, David Lefkowitz, Stephen Mohring, Linda Rossi

Assistant Professor: Ross K. Elflin

Visiting Assistant Professor: Juliane Beth Shibata

Senior Lecturer: Daniel P. Bruggeman

Visiting Teacher Artists: Wilber (Chip) Schilling, Keiji Shinohara

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

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

Requirements for a Major

Art History: 72 credits including: the seminar for art history majors (Art History 298); the integrative exercise (Art History 400); two Studio Art courses; and 48 elective credits in Art History, normally including Art History 101 and 102, as well as at least one course in non-Western art history, one course in art history of the western tradition before 1800, one course in art history of the western tradition after 1800, and 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 may count as an elective toward the major.

Studio Art: 72 credits including: two courses from Studio Art 110, 113, 210, 212, 238, 240, 260, or 274; two courses from 122, 230, 232, 251 or 300 level 3D (322, 327, 330, 351); Studio Art 298; a

300 level studio art course; two electives; the integrative exercise; 18 credits in Art History with at least six of the credits in courses which concentrate in art of the western tradition before 1800, six credits in courses which concentrate in contemporary art post 1945, and six elective credits. Potential majors should enroll in Drawing or Sculpture their first year. One of the following Cinema and Media Studies courses can count toward one elective credit within the major: Cinema and Media Studies 111, 270, 271, 281 and 282. One of the following Cinema and Media Studies courses can count towards the Art History requirement within the major: Cinema and Media Studies 210, 211, or 228.

Art History Courses (ARTH)

100. Art in the Age of Globalization In this course, students will investigate the complex relationship between the art world and the forces of globalization. As the art market expands to include the visual culture of developing nations, as new media bring an increasing number of visual producers into instant contact with new audiences, and as large-scale mega-exhibitions proliferate, the once-stodgy art world must contend with this fundamental change to how it does business. Among other issues, we will consider how artists represent our globalized environment; the changing role of museums, galleries and exhibitions; and the shifting status of the artist from lone genius to savvy entrepreneur. *6 credits, AI, WR1, IS, Fall—R. Elfline*

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, AL, WR; LA, WR2, IS, Fall—B. Jarman, A. Kettering*

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, AL, WR, RAD; LA, WR2, IS, Winter—B. Jarman*

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, AL, RAD; LA, IS, Fall—R. Elfline*

144. Architecture Across Cultures This course will investigate the history of world architecture through selected examples organized by architectural type. We will consider a variety of buildings types from many different periods of history and discuss the formal, spatial and structural features of the buildings. We will pay close attention to the religious, political, social and cultural circumstances surrounding the design of these structures. We will examine the architectural variety found in various

cultures around the globe and we will also search for any shared traits between cultures in their efforts to meet a range of religious, political and social needs. *6 credits, AL; LA, IS, Not offered in 2011-2012*

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 twentieth 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 and modernization. *6 credits, AL; LA, IS, Not offered in 2011-2012*

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, AL, RAD; LA, IDS, Not offered in 2011-2012*

164. Buddhist Art The Buddhist religion has been a central part of Asian cultures and societies since the third century BC. This course will trace the development of Buddhist art and architecture from its beginnings in India through its migration across the Asian continent. Attention will be paid to both the Mahayana and Theravada traditions in Central East, South, and South-East Asia. Special emphasis will be placed on the relationship between different doctrines, for example, Tantrism or Zen and the development of form and style. *6 credits, AL, RAD; LA, IS, Spring—K. Ryor*

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, AL, RAD; LA, IS, Not offered in 2011-2012*

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, AL; LA, IS, Not offered in 2011-2012*

170. Printmaking: The First Media Revolution The course explores printmaking's effects on Western ways of understanding the world; until photography prints were the only exactly repeatable pictorial statements their audiences knew. It examines how prints functioned in their cultures (their originality, production, marketing, collecting). Woodcut, engraving, etching, aquatint, and lithography, c.1400-1930, are studied through such artists as Dürer, Rembrandt, Goya, Daumier, Toulouse-Lautrec, Cassatt, and Kollwitz. The class works extensively with prints in the collections of the Minneapolis Institute of Arts (three field trips) and the Carleton Art Gallery. Students taking the course for 4 credits write one fewer paper and a shortened final exam. *4 or 6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

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, AL; LA, IS, Not offered in 2011-2012*

209. Chinese Painting Since the tenth century in China, a tension emerges between art created as a means of self expression and works which were intended to display social status and political power and to convey conventional values. This course concentrates on the primary site of this tension, the art of painting. We will explore such issues as the influence of Confucian and Daoist philosophy on painting and calligraphy, the changing perception of nature and the natural in art, the politics of style, and the increasing dominance of poetry rather than narrative as a conceptual construct for painting. Prerequisite: Any one term of art history. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

215. Cross Cultural Psychology in Prague: Modern Art in the Czech Lands:Nineteenth-Twenty-First Centuries The course provides an introduction to various aspects of contemporary arts and architecture in Czech culture. Students will examine the relationship between the construction of memory and the construction of contemporary art, architecture, and writings through lectures, discussions, and visits to galleries and architectural sites within the city of Prague. *4 credits, S/CR/NC, AL; LA, Not offered in 2011-2012*

220. Gender and Genre in the Floating World: Japanese Prints Pictures of the floating world, or *ukiyo*, were an integral part of popular culture in Japan and functioned as illustrations, advertisements, and souvenirs. This course will examine the development of both style and subject matter in Japanese prints within the socio-economic context of the seventeenth through twentieth centuries. Emphasis will be placed on the prominent position of women and the nature of gendered activity in these prints. Prerequisite: Any one term of art history. *6 credits, AL; LA, IS, Not offered in 2011-2012*

222. 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. Prerequisite: Any one term of art history. *6 credits, AL, RAD; LA, Not offered in 2011-2012*

223. Women in Art The study of art about and produced by women in the west from the Renaissance to the present. Attention to the ways gender identity is constructed in the arts, the conditions under which women have worked, the ideologies and institutions that have shaped their relationships to the arts, the feminist critique of the discipline of art history. Prerequisite: Any one term of art history. *6 credits, AL, WR, RAD; LA, WR2, Not offered in 2011-2012*

233. Van Eyck, Bosch, Bruegel: Their Visual Culture Secular and religious painting during the "northern renaissance" of the fifteenth and sixteenth centuries. The transformation of late medieval artistic forms through the influence of humanism and the Reformation. Artists include Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Matthias Grünewald, and Pieter Bruegel. Students electing to take the course for four credits will write one less paper and take a shortened final exam. Prerequisite: Any one term of art history or permission of the instructor. *4 or 6 credits, AL, WR; LA, WR2, Fall—A. Kettering*

234. Italian Renaissance Art Painting and sculpture in fifteenth and sixteenth century Florence, Rome, and Venice and the Mannerist reaction to that art. Particular attention given to the works of Masaccio, Piero della Francesca, Leonardo, Raphael, Michelangelo, Pontormo, and Titian, as well as the artistic implications of various types of patronage and urban traditions. Prerequisite: Any one term of art history or permission of the instructor. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

238. Rembrandt, Vermeer and Netherlandish Art A survey of Dutch and Flemish painting from the

fifteenth through the nineteenth centuries in its cultural and historical context. Special attention will be given to the art of van Eyck, Memling, Vermeer and, especially Rembrandt. Topics will include the implications of Protestantism in the Dutch Republic, the development of genre painting and the riddle of realism. Prerequisite: Any one term of art history or permission of the instructor. *6 credits, AL, WR; LA, WR2, Spring—A. Kettering*

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, AL, WR; LA, WR2, IDS, Winter—R. Elfline*

245. Modern Architecture The history of the modern movement from its beginnings in the nineteenth century to its triumph in the mid-twentieth century. Architects studied include Sullivan, Wright, Gropius, Le Corbusier, Mies van der Rohe. Prerequisite: Any one term of art history. *6 credits, AL; LA, Fall—B. Jarman*

247. Architecture Since 1950 This course begins by considering the international triumph of architecture's Modern Movement as seen in key works by Mies van der Rohe, Le Corbusier and their followers. Soon after modernisms rise, however, architects began to question the movement's tenets and the role that architecture as a discipline plays in the fashioning of society. This course will examine the central actors in this backlash from Britain, France, Italy, Japan, the United States and elsewhere before exploring the architectural debates surrounding definitions of postmodernism. The course will conclude by considering the impact of both modernism and postmodernism on contemporary architectural practice. *6 credits, AL; LA, Winter—R. Elfline*

251. Ruins and Romantics: English Gothic and Gothic-Revival Art and Architecture The culture shock of the Industrial Revolution in England sparked a favorable reappraisal of the Middle Ages, previously regarded as a bleak historical epoch. Starting in the late eighteenth century, Gothic Revivalists, skeptical of machine-age progress, sought to revitalize imagined qualities of medieval society, such as spirituality, craftsmanship, and communalism. This course will explore interpretations of medieval English culture by anti-modernists such as the Pre-Raphaelites, Arts and Crafts workers, and others. This course is part of the off-campus winter break England program, involving two linked courses in fall and winter terms; this class is the first class in the sequence. Prerequisite: Two art history courses and permission of the instructor. *6 credits, AL; LA, IS, Not offered in 2011-2012*

266. Planning Utopia: Ideal Cities in Theory and Practice This course surveys the history of ideal plans for the built urban environment. Particular attention will be given to examples from about 1800 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 term of art history. Extra time. *6 credits, AL; LA, IS, Spring—B. Jarman*

286. Legacies of the Avant-Garde: Dada Then and Now By definition, the artistic neo-avantgarde of the post-1945 era looked back to the historical avant-garde movements of the early twentieth century for inspiration and ideological support. This course will examine how one such historical movement, Dada, has continued to play a profound role in shaping how artists define art and use the art object as an active force to radically alter everyday life. In particular, we will investigate the ways in which

Dadaists used chance, humor, irony, negation and the ready made to challenge the institution of art, and then trace the legacies of these practices in recent artistic practice. Prerequisite: Any one art history class. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

287. Legacies of the Avant-Garde: Constructivism Then and Now Contemporary artists often look to the historical avant-garde movements of earlier generations for inspiration and ideological support. This course will examine how the strategies of one such historical movement, Constructivism, continue to resonate in the art world as artists question both the definition of art and its broader role in society. In particular, this course will consider how Russian artists in the 1920s and 30s used monochrome painting, industrial materials, installation art, public demonstrations and propaganda to alter the institution of art. We will then trace the legacies of these disruptive practices in art of the recent past. *6 credits, AL; LA, IS, Spring—R. Elfline*

288. Curatorial Seminar An art museum collects artifacts as emblems of creativity, examples of craftsmanship, and as "emissaries of culture." The collection, often an accumulation of donated personal collections, is a reminder of past tastes and institutional practices. This course will entertain theoretical and historical questions about the nature of museums and collections, and also engage with practical museum procedures and projects. Assignments will bring into focus the special history and function of art collections and museums in a college context. Students will contribute to an exhibition and speculate on possible curricular uses of the Carleton College collection. Prerequisite: Permission of the instructor. *6 credits, AL; LA, Not offered in 2011-2012*

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, S/CR/NC, AL; LA, Spring—B. Jarman*

309. Historic Preservation This five-week seminar will provide a general introduction to the topic of historic preservation. We will study the evolution of the field and consider theoretical, practical, ethical, and legal issues pertaining to the selective maintenance of the built environment. Projects chosen by students will greatly affect the course content, but subjects likely to receive sustained attention include: the pedagogy of site interpretation, historic districting, private versus public preservation schemes, heritage tourism, industrial site preservation, UNESCO World Heritage sites, downtown revitalization projects, historic house management, and preservation legislation. Several field trips will be required for this course. Prerequisite: Any one term of art history. *3 credits, AL; LA, IDS, Not offered in 2011-2012*

320. Japanese Theater: Visualizing Narrative Across Media This course will address the ways various forms of theater in Japan have responded to changing social and political forces over their histories. It will also interrogate the intersections, as well as crucial differences, between literary drama, performance, and representation in print media. Students will read a number of Kabuki and Noh plays, view films of performances of these plays, study illustrated books that preserve visual and textual records of performances, examine woodblock prints of actors in their roles from the eighteenth through twentieth centuries, and look at the development of costumes and masks. Prerequisite: Any 100 level art history course or Japanese studies course. *6 credits, AL; LA, IS, Not offered in 2011-2012*

321. Arts of the Chinese Scholar's Studio During the sixteenth and seventeenth centuries in China, unprecedented economic development and urbanization expanded the number of educated elite who used their wealth to both display their status and distinguish themselves as cultural leaders. As a result, this period experienced a boom in estate and garden building, art collecting and luxury consumption. This course will examine a wide range of objects from painting and calligraphy to furniture and

ceramics within the context of domestic architecture of the late Ming dynasty. It will also examine the role of taste and social class in determining the style of art and architecture. Prerequisite: Any one term of art history. *6 credits, AL; LA, IS, Spring—K. Ryor*

340. Theories of Postmodernism In this discussion-based seminar, students will look closely at a series of key texts that have come to epitomize the historical rupture between modernism and postmodernism in visual culture. As "postmodernism" refers neither to a cohesive movement, nor to a specific style, we will investigate the web of various theories and political positions that represent a fundamental re-thinking of modernism's aims. Specifically, we will consider the following themes as they relate to cultural practices from the 1960s to the present day: deconstruction, the death of authorship, post-feminism, simulation, post-colonialism and globalization. Prerequisite: Any two art history courses. *6 credits, AL; LA, Offered in alternate years, Not offered in 2011-2012*

351. English Art and Architecture on Site This course is the second part of a two-term sequence beginning with Art History 251. The course starts with a two-week winter break trip in England, where we will visit many architectural sites and museum collections. During the winter term the course continues on campus, where each student will complete an independent research project involving regular progress reports, a formal presentation, and a final written paper. Prerequisite: Art History 251. *6 credits, AL; LA, IS, Not offered in 2011-2012*

400. Integrative Exercise The integrative exercise for the art history major has two components: 1) A presentation to introductory students of a topic chosen by the senior; 2) A three-hour examination, made up and graded by an outside examiner, on western art with emphasis on the period from the Renaissance to the present. Each component is worth three credits. *6 credits, S/NC, ND; NE, Fall, Winter, Spring—Staff*

Studio Art Courses (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. No prerequisites. *6 credits, AL; ARP, Fall, Winter, Spring—D. Bruggeman, F. Hagstrom, D. Lefkowitz*

113. Field Drawing A beginning drawing course for students who are interested in developing their skills in drawing from nature. Much of the classwork will be done outdoors and deal directly with drawing from plant forms, geological sources, and the landscape as subjects. Emphasis will be placed on the development of the technical skills needed for visual note-taking and development of journals. Problems will deal with the analysis of space and objects through line, shape, volume, and tone. No prerequisites. *6 credits, AL; ARP, Spring—D. Bruggeman, D. Lefkowitz*

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, AL; ARP, Fall, Winter, Spring—S. Mohring*

140. The Digital Landscape Study nature aesthetics and examine your assumptions about the landscape photograph. Question the formal, moral and biological implications of your "framed view-

point," as you move your lens across the prairies, woods and farmer's fields of Northfield. Reflect on the ways in which nature has been visually represented in the classroom, creating a three-way intersection between art, science and technology. In particular, what are the effects of two-dimensional representation on our estrangement from nature itself? Demonstrations, readings, discussions and field trips will help the student create a final portfolio of digital prints and text. Student must provide their own digital camera. *6 credits, AL; ARP, Not offered in 2011-2012*

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

212. Studio Art Seminar in the South Pacific: Mixed-Media Drawing This course involves extending basic drawing problems by use of varied media and scale. Processes used could include watercolor, pen and ink, and bookbinding. Prerequisite: Studio Art 110 or 113. *6 credits, AL; ARP, Not offered in 2011-2012*

228. Woodblock Printing This course will explore ideas of both Western and Eastern printmaking techniques, combining today's new technologies with the original process in many exciting ways. Students will study the print work of Rembrandt, Goya, Picasso and Munch, along with the Japanese masters Hiroshige, Utamaro and Hokusai. Students will use various types of wood, carving with knives, gouges, and dremel tools. In addition, surface-building techniques will be taught. The Western use of roller and intaglio, the system of printing multiple color blocks at once, the Japanese system of printing multiple color blocks, and the Japanese technique using watercolor, rice paste, and baren will be demonstrated. Prerequisite: Studio Art 110 or 113. *6 credits, AL; ARP, Fall—K. Shinohara*

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

232. Ceramics: Handbuilding This course is an introduction to handbuilding as a primary method to construct both functional and non-functional ceramic forms with a focus on experimentation. An understanding of aesthetic values and technical skills are achieved through studio practice, readings, and demonstrations. Basic glaze and clay calculations, kiln firing techniques, and basic throwing methods will be covered. Prerequisite: Studio Art 110, 113 or 122. *6 credits, AL; ARP, Winter—K. Connole*

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

240. Introduction to Film and Digital Photography Learn the fine art of both black and white and color photography through the use of light sensitive silver and pigmented ink. Like the alchemist we

will separate and join together the materials, concepts and technology of the past with today's digital image. As we transition between chemicals in the darkroom and Photoshop in the digital lab we will explore the creative and cultural nature of photography. Studio production will be promoted through field trips, readings and critiques. Students will need their own digital camera, however film cameras will be provided. Prerequisite: Studio Art 110 or 113. *6 credits, AL; ARP, Winter—L. Rossi*

251. 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. Using both natural and man-made objects as source material, the course complicates the concept of adornment and examines how jewelry forms relate to the human body. Found materials will be used in addition to traditional metals including copper, brass, and silver. Prerequisite: Studio Art 110, 113 or 122. *6 credits, AL; ARP, Fall—K. Connole*

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

261. Water Based Painting This course introduces students to the basic principles of painting with watercolor, gouache and acrylic paint. Specific instruction will be offered in developing skills in surface preparation, paint application and color mixing. Through lectures, demonstrations and critique we will explore basic tenets of pictorial arrangement and develop an individualized approach to ideas and content. Prerequisite: Studio Art 110 or 113. *6 credits, AL; ARP, Not offered in 2011-2012*

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

274. Studio Art Seminar in the South Pacific: Printmaking Students will select from intaglio, relief, lithography, silkscreen, or letterpress printing. Both terms are open to beginning or intermediate levels of experience. The course involves developing an image over time, taking advantage of a rich and demanding process. Students receive a sound technical training in at least one of the print processes. Grade will be based on the final portfolio, examining both growth in image and technical facility. Prerequisite: Studio Art 110 or 113. *6 credits, AL; ARP, Not offered in 2011-2012*

275. Studio Art Seminar in the South Pacific: Physical & Cultural Environment of Australia & New Zealand An interdisciplinary course which examines how Australia and New Zealand have changed since colonization. We will examine both how the physical landscape has been changed through agriculture, mining and the importation of non-native species as well as studying the unique social and political climates of two countries which share a history of colonization. The course will use readings, meetings with visiting artists and lectures as well as visits to cultural centers. *6 credits, S/CR/NC, SS, RAD; LA, IS, Not offered in 2011-2012*

276. Paper Arts: Sculptural Technique This class introduces students to the principal aspects of hand papermaking. Work will include processing raw fiber and recycled materials, dyeing and pigmenting pulp, exploring Eastern and Western sheet formation styles, and examining various drying and finishing techniques. While sheet formation will be explored, emphasis will be placed on the sculptural applications of handmade paper. Students will construct moulds, cast paper pieces, and

create three-dimensional objects through the use of armatures. Throughout the course, the history of paper will be discussed. Prerequisite: Studio Art 110 or 113. *6 credits, AL; ARP, Not offered in 2011-2012*

277. Paper Arts: Artist's Books and Printmaking This course provides an introductory instruction in printmaking while working in the book format. Students will learn at least one print technique in addition to various styles of binding. Through visits to special collections as well as narrative student projects, we will also begin an exploration of the medium of an artist's book. Prerequisite: Studio Art 110. *6 credits, AL; ARP, Not offered in 2011-2012*

278. Paper Arts: Binding and Two-Dimensional Applications This class introduces students to the fundamentals of handmade paper with special emphasis placed on its use as a substrate for printing, drawing, painting, and other media. Colorants, additives, fiber preparation and finishing techniques will be examined as will various sheet formation techniques including the use of stencils and pulp painting. The second half of the course will introduce students to a variety of binding techniques. Sewn single- and multi-signature bindings will be presented as will various adhesive bindings, decorative spine book structures, traditional Japanese bindings, hard cover formats, historical designs and non-traditional embellishment techniques. Prerequisite: Studio Art 110 or 113. *6 credits, AL; ARP, Not offered in 2011-2012*

279. Paper Arts: The Book as an Artistic Medium This course provides an introduction to working in the book format. In addition to various styles of bookbinding, students will learn to use the letterpress for printing and printmaking. Text and imagery will be combined to create context and narrative in various book formats. Through visits to special collections, lectures on the history of the book, exploration of contemporary artists' books, along with creating class projects, students will acquire a strong grounding in aesthetic understanding and technical skill, in the book as an exciting artistic medium. Prerequisite: Studio Art 110 or 113. *6 credits, AL; ARP, Winter—C. Shilling*

298. Critical Issues in Contemporary Arts Required for the studio major, and recommended for the junior year, this seminar is for student artists considering lives as producers of visual culture. The goal in this class is to develop a familiarity with important questions, both practical and theoretical, facing artists today. We will examine how art is disseminated, understood, and at times, misunderstood. Be prepared to read, write about, and discuss essays, criticism, and interviews covering a wide range of media, and visit artists' studios and exhibition venues. Students will help select topics, direct discussions, and organize a brief presentation about their own artistic development. *6 credits, S/CR/NC, AL; ARP, Spring—D. Bruggeman, K. Connole*

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

327. Woodworking: The Table This class explores the wondrous joys and enlightening frustrations of an intensive material focus in wood. From the perspective of both functional and non-functional design, we will examine wood's physical, visual, philosophical, and expressive properties. Several short projects will culminate in an examination of the table as a conceptual construct, and six week design/build challenge. Prerequisite: Studio Art 122 or by permission of the instructor. *6 credits, AL; ARP, Spring—S. Mohring*

330. Advanced Ceramics This course is a continuation of either or both beginning courses, focusing on sophisticated handbuilding and throwing techniques and advanced problem solving in ceramics. Development of a personal voice is encouraged through open-ended assignments deepening

exploration into the expressive nature of clay. Glaze calculations, kiln firing theory, and alternative firing techniques will broaden approaches to surface design. Prerequisite: Studio Art 230 and/or Studio Art 232. *6 credits, AL; ARP, Spring—K. Connole*

339. Advanced Photo: Digital Imaging This course will explore the technical, aesthetic and critical issues of digital media. The student will work with digital cameras, scanners, printers and the Photoshop program. Through specific assignments, field trips and personal experimentation students will broaden their understanding of this new media. Students will need their own digital camera. Prerequisite: Prerequisites: Studio Art 110 or 113, and 238 or 240. *6 credits, AL; ARP, Not offered in 2011-2012*

340. Advanced Film and Digital Photography In advanced photography we will study the work of a broad range of contemporary photographers, who utilize both medium and large format cameras and studio and natural lighting, to create important and compelling works of art. We will build upon the skills and concepts you learned in Introduction to film and Digital Photography through the use of new photographic tools and ideas. Increasing our photoshop skills we will learn to both edit and sequence images, to create a photographic book and portfolio. Students will need their own digital camera. Prerequisite: Studio Art 110 or 113, and 238 or 240 or permission of the instructor. *credits, AL; ARP, Spring—L. Rossi*

351. Advanced Metals This course continues the investigation of metalsmithing with more focus on vessel making, hollow forms, boxes, and the development of a personal voice in metal. Techniques explored include raising, fabrication, lost wax casting and further development of surfaces on both copper and silver. Prerequisite: Studio Art 251. *6 credits, AL; ARP, Not offered in 2011-2012*

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

374. Advanced Printmaking and Book Arts This course is a continuation from the introductory level print courses, offering instruction in any of the print media- intaglio, relief, silk-screen, lithography and letterpress. In addition, several binding techniques are taught, and some of the assignments can be fulfilled by book-based projects. *6 credits, AL; ARP, Not offered in 2011-2012*

400. Integrative Exercise *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

ASIAN LANGUAGES AND LITERATURES

Chair: Professor Kathryn W. Sparling

Professors: Mark Hansell, Mariko Kaga, Kathryn W. Sparling, Qiguang Zhao

Associate Professor: Noboru Tomonari

Assistant Professor: Hong Zeng

Visiting Instructor: Yuedong (Faye) Merritt

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 in English translation and some linguistics courses related to Asian Languages. Accommodation can be made for students who can speak, but cannot read or write the languages. At the intermediate level, students are encouraged to participate in one of several approved academic programs in China or Japan. A major in Chinese or Japanese is available by petition.

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

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

Asian Language Courses (ASLN)

111. Writing Systems The structure and function of writing systems, with emphasis on a comparison of East Asian writing systems (Chinese, Japanese, Korean) to Western alphabetic systems. Topics covered include classification of writing systems, historical development, diffusion and borrowing of writing systems, and comparison with non-writing symbol systems. *6 credits, SS; SI, Not offered in 2011-2012*

237. Tao of Wisdom in Asian Literature We will enter the poetic and philosophical world formed by Lao Tzu's *Tao Te Ching*, Gibran's *Prophet*, Tagore's *Stray Birds*, and other masterpieces by Asian as well as some Western thinkers in the same spiritual world. These writers have found a common way by which liberty, health, and joy may be shaped through words and images. Together we will find the beauty hidden in the mysteries of nature and the wisdom in daily life. We will also do some mental practices, such as Taichi and meditation, to appreciate the hidden beauty and to improve our wisdom. *6 credits, AL; LA, IS, Not offered in 2011-2012*

260. Historical Linguistics Concepts and techniques of historical linguistics, especially methods used in the discovery of family relationships between languages and the reconstruction of ancestral forms. Other topics include grammatical, semantic, and lexical change, processes of sound change, language contact, and the use of linguistic evidence in cultural reconstruction. In addition to the more familiar Indo-European languages, data will come from Western Pacific and Australian languages, and especially East Asian languages. Prerequisite: previous experience in linguistics or instructor's permission. *6 credits, SS; SI, Winter—M. Hansell*

Chinese Courses (CHIN)

101, 102, 103. 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 consult the department about the possibility of an independent study in Chinese Literacy given fall term. This six credit independent study will cover all the Chinese

characters introduced in Chinese 101-204. Successful completion will allow the student to register for Chinese 205 winter term. *6 credits, ND; NE, Fall, Winter, Spring—M. Hansell, Staff*

115. The Taoist Way of Health and Longevity: Taichi and Other Forms We will study Taichi's theory, practice its movements, explore its invisible thoughts, and read texts concerning it. The course also includes other ways to health and longevity, such as traditional mind-breath meditation and other forms. This course stresses not only mental and physical well-being but also the philosophical roots of health and wisdom formulated in Chinese classics. All readings in English translation. No prerequisites. *6 credits, S/CR/NC, AL, RAD; LA, Spring—Q. Zhao*

204, 205. Intermediate Chinese Equal emphasis on the development of the four skills: reading, writing, speaking, and listening comprehension, with special attention to activization. The college language requirement is met in Chinese with the completion of Chinese 205. *6 credits, ND; NE, Fall, Winter—H. Zeng, Q. Zhao*

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 the equivalent. *6 credits, ND; NE, Spring—Q. Zhao*

207. Chinese Studies Seminar in Tianjin: Chinese Language This course builds oral and written proficiency, emphasizing expressive ability, accuracy of grammar, and pronunciation. Students learn to read, write, and speak Chinese inside and outside of the classroom. Prerequisite: Chinese 103 or the equivalent. *9 credits, ND; NE, Not offered in 2011-2012*

212. Chinese Studies Seminar in Tianjin: Chinese Culture Local masters will teach Chinese calligraphy, art, Peking opera, Taichi, and/or other martial arts to students, immersing them in the Chinese artistic and spiritual world. *3 credits, S/CR/NC, AL; LA, Not offered in 2011-2012*

235. Beauty, Good, and Evil in Chinese Literature in Translation This course will focus on the themes of beauty, good, and evil in some well-known Tang and Song poems and tales, and modern short fiction by Lu Xun, Lao She, and other writers. The course will explore both modern and classical Chinese in its cultural and historical context. All readings in English translation. No prerequisites. *6 credits, AL, RAD; LA, Not offered in 2011-2012*

240. Chinese Cinema This course selects around twenty Chinese films from 1920s to today, including masterpieces produced by mainland, Hong Kong, Taiwanese, and overseas Chinese film directors. Films are studied in terms of the innovation of film techniques, relationship to literature, MTV, documentary, painting, world cinema, and historical and cultural background. The students' final reports on an individual film will include another 10-20 films for examination. Film clips will be put on Moodle with specific questions to elicit detailed study of film language. In English translation. *6 credits, AL, RAD; LA, Not offered in 2011-2012*

241. Twentieth Century Chinese Literature and Film in Translation The course examines the literary legacy of May 4th writers, such as Lu Xun, Sheng Congwen, Ding Ling, and their impact on contemporary writers, especially on writers creating after the June 4th event. Themes include: cultural cannibalism, imaginary nostalgia, female subjectivity, and historical/dehistoricized violence. Chinese films (from the first to the sixth generation) were selected to match the thematic concerns of the literature. In English translation. *6 credits, AL, RAD; LA, Not offered in 2011-2012*

248. The Structure of Chinese This course uses linguistic methodology to examine the structure of Modern Standard Chinese. Its purpose is to give students a greater insight into the systems and logic at the heart of the Chinese language, both to help them better appreciate the beauty and elegance of

language structure, and to help them more effectively learn the language. Topics covered will include the sound system, word formation, syntax, and semantics. No prior experience with linguistics is necessary, but students should have studied at least a year of Chinese or its equivalent. Readings and discussion will be in English. Prerequisite: Chinese 103 or equivalent. *6 credits, SS; SI, Not offered in 2011-2012*

282. Chinese Studies Seminar in Tianjin: Chinese Civilization This lecture course includes a general introduction to Chinese literature, history, geography, and society. It examines the social, ideological, and literary basis of Chinese civilization and society. The course will be conducted in English accompanied by some Chinese vocabulary with its English translation. *6 credits, AL, RAD; HI, IS, Not offered in 2011-2012*

307. Chinese Studies Seminar in Tianjin: Advanced Chinese Language This course builds oral and written proficiency, emphasizing expressive ability, accuracy of grammar, and pronunciation. Students learn to read, write, and speak Chinese inside and outside of the classroom. *9 credits, ND; LA, Not offered in 2011-2012*

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

347. Advanced Readings in Contemporary Chinese Prose: Newspapers Readings from PRC and Taiwan newspapers will expose students to formal written Chinese. Emphasis is on vocabulary expansion, text comprehension strategies, and differences between colloquial and written usage. Active use of the language (including oral discussion and regular written compositions) will be stressed. Prerequisite: Chinese 206 or the equivalent. *6 credits, AL; NE, Not offered in 2011-2012*

348. Advanced Chinese: The Mass Media This conversation and composition course will be centered around a Chinese feature film, with additional materials including TV shows, TV commercials, and written 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. *6 credits, AL; NE, Not offered in 2011-2012*

349. Advanced Chinese: Social Commentary This course will focus on increasing students' ability to read, write, and speak about contemporary social issues through readings, essay writing, oral presentations, and class discussion. Readings will be from leading twentieth century Chinese reformers and social critics. *6 credits, AL; HI, Fall—M. Hansell*

350. Advanced Chinese: Poems and Stories Introduction to traditional and modern Chinese poems and short stories. The most beautiful poems ever written by the Chinese language help students to experience beauty, inspiration, and emotional purification. Selected stories read and discussed in detail will advance students' proficiency in oral and written Chinese. *6 credits, AL; LA, Not offered in 2011-2012*

355. Contemporary Chinese Short Stories and Films An advanced Chinese language course that will introduce contemporary short stories and films in the original language. The selected stories represent the writing styles of some well-known contemporary Chinese writers such as Yu Hua, Su Tong, Wang Meng, Liang Sizheng, and Wang Anyi. The selected films were mainly directed by the acclaimed fifth generation film directors such as Cheng Kaige and Zhang Yimou. The historical, cultural and literary forces that shape these creations will be examined. *6 credits, AL; LA, Not offered in 2011-2012*

356. Modern and Contemporary Women Writers The course materials encompass the extremely diverse beauty of prose works and poetry by representative modern and contemporary Chinese women writers, including Zhang Ailing, Ding Ling, Xiao Hong, Shu Ting, Huo Yongming, Yi Lei, Wang Anyi, Li Ang, Can Xue, Lin Bai, Chen Ran, and Hai Nan. Historical condition, female subjectivity and modes of expression, literary heritage and innovation are examined. This is an advanced language course and includes films concerned with female lives. Prerequisite: Chinese 206 or equivalent. *6 credits, AL; LA, Spring—H. Zeng*

357. Advanced Chinese: Contemporary Social Issues This is an advanced Chinese language course, employing multimedia materials (texts and documentary movie) on the most debated social issues of contemporary China: self-owned enterprises, single child policy, the education of children, status of modern women, economic and political reform. Debate, discussion and composition will provide ample opportunity for improving spoken and written Chinese. Cultural materials will bring students immediate contact with the contemporary China scene, and the ways in which people speak in real life in China today. Prerequisite: Chinese 206 or equivalent. *6 credits, AL; HI, Not offered in 2011-2012*

358. Chinese Idiom Stories This advanced language course uses Chinese "idiom stories" as materials. These idioms, coming from ancient Chinese historical and philosophical books, not only crystalize Chinese wisdom and schools of thought, but are also a lively part of daily language of today. Being able to use them correctly will enliven your daily speech with humor, refinement and cultivation, and demonstrate the fact of your familiarity with Chinese culture. Includes dramatic staging of these stories and illustrations of their usage in daily life. Prerequisite: Chinese 206 or equivalent. *6 credits, AL; LA, Not offered in 2011-2012*

360. Classical Chinese Classical Chinese dominated traditional Chinese culture with its concise grammar, powerful rhetoric, and graceful rhythm. It represents the dignity and glory of an enduring civilization of 5,000 years. Far from being dead, Classical Chinese is frequently referred to and quoted in modern Chinese texts. We will read the elegant essays, wise fables and charming poems written by Confucian masters, Taoist philosophers, and traditional poets. The class will pay attention to the modern application of classical Chinese. We will proceed slowly and thoroughly, immersing ourselves in words that are stronger than swords. Prerequisite: Chinese 206 or equivalent. *6 credits, AL; LA, Not offered in 2011-2012*

Japanese Courses (JAPN)

101, 102, 103. 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, ND; NE, Fall, Winter, Spring—M. Kaga, K. Sparling*

204, 205, 206. 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. The college language requirement is met in Japanese with the completion of Japanese 205. Japanese 206 focuses on polishing and refining basic survival skills in Japanese. *6 credits, ND; NE, Fall, Winter, Spring—K. Sparling, N. Tomonari*

230. Topics in Pre-Modern Literature in Translation A topical focus on Japanese poetry and prose from different ages before 1868, with attention to literary, aesthetic, and cultural tradition, and to the relationship between text and society. Consideration of reading strategies appropriate to Japanese literature in translation, and some inquiry into the art and the process of literary translation. *6 credits, AL; LA, Winter—N. Tomonari*

231. Japanese Cinema in Translation This course examines the extraordinary achievement of Japanese cinema, from the classic films of Mizoguchi, Ozu, and Kurosawa to the pop cinema of Kitano

and the phenomenon of anime. The films will be studied for their aesthetic, cultural, and auteur contexts. Particular attention will be paid to the relationship of the film to traditional arts, culture and society. This course is conducted in English and all the course materials are in English translation or in English subtitles. *6 credits, AL, RAD; LA, Spring—N. Tomonari*

232. Autobiography in Modern Japan in Translation This course examines a variety of Japanese self-narratives from the early modern years to the present. The main texts include Japanese autobiographies as well as background readings that situate the autobiographies in the cultural milieu. We focus largely on the social, historical and economic aspects of the Japanese autobiographies, and discuss their significance. In addition, some texts of oral history that take the form of first-person narratives are explored, in order to make further enquiry into various autobiographical representations of the self, class, gender, ethnicity, and society in Japan. *6 credits, AL, RAD; LA, Not offered in 2011-2012*

234. Modern Japanese Novel in Translation: Mothers/Daughters; Fathers/Sons Critical analysis of twentieth-century Japanese novels by Natsume Soseki, Tanizaki Junichiro, Kawabata Yasunari, Enchi Fumiko, Oe Kenzaburo, Tsushima Yuko and others, with special attention to the social and cultural context, and to reading strategies appropriate to that context. Most of the readings are from the 1960's or later, several of them are absolutely contemporary. All of them have to do with questions of identity, tradition, and generational change: what one might hope to pass on to one's real or metaphorical children, what one might hope to learn from one's real or metaphorical parents. *6 credits, AL; LA, Not offered in 2011-2012*

235. Contemporary Japanese Women in Translation: Bad Girls Close readings of novels, short stories, and poetry by prominent modern and contemporary Japanese women such as Enchi Fumiko, Kono Taeko, Yamada Eimi, and Ito Hiromi, looking at how women suffer, challenge, violate, and change social norms and standards. Course conducted in English. *6 credits, AL; LA, IS, Spring—K. Sparling*

236. Classical Japanese Fiction: The Tale of Genji and Its World in Translation A close look at the great classic of Japanese fiction, with special attention to literary and aesthetic traditions and to the social and cultural context of Heian Japan. *6 credits, AL; LA, Not offered in 2011-2012*

237. Literature and Arts of Japan: 1333-1868 in Translation Introduction to the poetry, drama, and fiction of two contrasting eras. From the Muromachi culture, centering on Kyoto and permeated by the aesthetics of Zen Buddhism, the course will examine Noh drama, linked poetry, ink painting, tea ceremony, and garden architecture; from the vibrant, irreverent, urban culture of Edo, centering on Osaka and what is now Tokyo, it will focus on the kabuki and puppet theaters, haiku, comic fiction, and the woodblock prints of the Floating World. *6 credits, AL; LA, Not offered in 2011-2012*

240. Literature and Society of Modern Japan in Translation In this course we will look at some canonical works of modern Japanese literature in translation such as those by Soseki, Tanizaki, and Mishima. Their works will be read in the context of Japanese modernity and the construction of the Japanese subject. The representation of society in literature will be discussed as well as the role of literature in society. We will also read contemporary works by Nakagami, Murakami, Yoshimura, and some authors writing in Okinawa in order to explore the intricate relationship between literary practice and modern Japanese society. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

242. Japanese Poetry in Translation A topical survey of Japanese poetry in English translation, beginning with earliest written history (sixth century anonymous song), ending with blank verse from the present moment, including longer poetic forms from the Manyoshu, waka in the classical tradition, linked verse, comic senryu, haiku, and sonnets and other poetry from Western traditions. Consideration

will be given to the literary, aesthetic, and social contexts of Japanese poetry. We will undertake exploration and analysis of individual poems by reference to the original Japanese and to multiple translations. Special attention will be given to the practice of composition and the process of translation. *6 credits, AL; LA, Not offered in 2011-2012*

243. The Other in Modern Japanese Literature and Society in Translation This course is a study of major works of fiction, non-fiction, and cinema from 1906 to the present. We will trace the representations of minority characters in Japanese literature and cinema and also explore the rich diversity of minority voices in the field. Authors include Shimazaki Toson, Sumii Sue, Yu Miri, and the film directors include Sai Yoichi and Hashiguchi Ryosuke. The texts are all in English and films are shown with English subtitles. *6 credits, AL; LA, Not offered in 2011-2012*

343. Advanced Japanese Through Fiction and Film In this course we will subtitle in English language a recent Japanese film and also read the novel on which the film is based. The aims of this course are to understand Japanese spoken at a natural speed, to improve the reading skills of Japanese texts, and to comprehend some aspects of contemporary Japan. The students are expected to participate actively in the discussion of film/novel and of subtitles. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL; LA, IS, Winter—N. Tomonari*

344. Advanced Writing: Contemporary Prose In this class, students will learn the contemporary styles and forms of casual and formal writing, reports, short essays, etc., while they expand their knowledge of Chinese characters and idiomatic expressions. They will explore various writings with authentic materials. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL; NE, Fall—M. Kaga*

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, AL; LA, Spring—K. Sparling*

346. Advanced Reading in Modern Japanese Literature: Poetry and Drama Introduction to the poetry of Takamura Kotaro, Hagiwara Sakutarō, Miyazawa Kenji, and others, plus one contemporary one-act play, to be read and performed; some consideration of the conventions of both genres. Discussion in Japanese. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL; LA, Not offered in 2011-2012*

347. Advanced Reading in Contemporary Japanese Prose: Newspapers Introduction to journalistic prose styles, with attention to vocabulary and syntax peculiar to newspapers. Discussion in Japanese. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL; NE, Not offered in 2011-2012*

348. Advanced Japanese Conversation and Composition Listening and speaking practice with emphasis on situational context and some attention to aspects of contemporary Japanese culture, using audiovisual materials. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL; LA, Not offered in 2011-2012*

349. Advanced Readings in Contemporary Japanese Prose Reading and discussion of advanced Japanese materials. Exercise in speaking the language and in writing compositions. Prerequisite: Japanese 206 or the equivalent *6 credits, AL; LA, Not offered in 2011-2012*

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

equivalent. 6 credits, AL; NE, Not offered in 2011-2012

352. Advanced Japanese through Manga and Contemporary Materials Reading and discussion of advanced Japanese materials that include classical and recent manga. The materials are to be determined by both the instructor and the students. Prerequisite: Japanese 206 or the equivalent. 6 credits, AL; LA, Not offered in 2011-2012

ASIAN STUDIES (ASST)

Director: Professor Roger R. Jackson

Committee Members: Kristin Bloomer, Arnab Chakladar, Elizabeth Coville, Van Dusenbery, Michael Flynn, Roy F. Grow, Devashree Gupta, Mark Hansell, Roger R. Jackson, Mariko Kaga, Adeb Khalid, Amini Khalid, Burton Levin, Tun Myint, Melinda Russell, Kathleen M. Ryor, Asuka Sango, Meera Sehgal, Shana Sippy, Kathryn W. Sparling, Noboru Tomonari, Nancy C. Wilkie, Seungjoo Yoon, Hong Zeng, Qiguang Zhao

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

Requirements for a Major

A total of 66 credits:

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

- a) at least 12 credits in courses related to Asia
- b) 6 credits in an appropriate methodology course:
ARTH 298 Seminar for Art History Majors
CAMS 330 Cinema Studies Topics Seminar
HIST 298 Junior-year History Colloquium
LCST 245 Introduction to Critical Methods: Structure, Gender, Culture
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:

- a) at least 6 credits in each of three distribution areas: Arts and Literature, Humanities, Social Sciences

- b) a maximum of 18 credits at the 100 level
- c) 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:

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

Courses by regional focus, subdivided by distribution area:

EAST ASIA:

- ARTH 164 Buddhist Art
- ARTH 165 Japanese Art and Culture (Not offered in 2011–2012)
- ARTH 166 Chinese Art and Culture (Not offered in 2011–2012)
- ARTH 209 Chinese Painting (Not offered in 2011–2012)
- ARTH 220 Gender and Genre in the Floating World: Japanese Prints (Not offered in 2011–2012)
- ARTH 320 Japanese Theater: Visualizing Narrative Across Media (Not offered in 2011–2012)
- ARTH 321 Arts of the Chinese Scholar's Studio
- ASLN 111 Writing Systems (Not offered in 2011–2012)
- ASLN 237 Tao of Wisdom in Asian Literature (Not offered in 2011–2012)
- ASLN 260 Historical Linguistics
- ASST 284 Linguistics Seminar: History and Culture of Japan
- CHIN 115 The Taoist Way of Health and Longevity: *Taichi* and Other Forms
- CHIN 207 Chinese Studies Seminar in Tianjin: Chinese Language (Not offered in 2011–2012)
- CHIN 212 Chinese Studies Seminar in Tianjin: Chinese Culture (Not offered in 2011–2012)
- CHIN 235 Beauty, Good, and Evil in Chinese Literature in Translation (Not offered in 2011–2012)
- CHIN 240 Chinese Cinema (Not offered in 2011–2012)
- CHIN 241 Twentieth Century Chinese Literature and Film in Translation (Not offered in 2011–2012)
- CHIN 248 The Structure of Chinese (Not offered in 2011–2012)
- CHIN 282 Chinese Studies Seminar in Tianjin: Chinese Civilization (Not offered in 2011–2012)
- CHIN 307 Chinese Studies Seminar in Tianjin: Advanced Chinese Language (Not offered in 2011–2012)
- CHIN 347 Advanced Readings in Contemporary Chinese Prose: Newspapers (Not offered in 2011–2012)
- CHIN 348 Advanced Chinese: The Mass Media (Not offered in 2011–2012)
- CHIN 349 Advanced Chinese: Social Commentary
- CHIN 355 Contemporary Chinese Short Stories and Films (Not offered in 2011–2012)
- CHIN 356 Modern and Contemporary Women Writers
- CHIN 357 Advanced Chinese: Contemporary Social Issues (Not offered in 2011–2012)

CHIN 358 Chinese Idiom Stories (Not offered in 2011–2012)
 CHIN 360 Classical Chinese (Not offered in 2011–2012)
 ECON 240 Microeconomics of Development
 HIST 152 History of Early China
 HIST 153 History of Modern China
 HIST 254 Colonialism in East Asia
 HIST 255 Print Culture and Nationalism in East Asia
 JAPN 230 Topics in Pre-Modern Literature in Translation
 JAPN 231 Japanese Cinema in Translation
 JAPN 234 Modern Japanese Novel in Translation: Mothers/Daughters; Fathers/Sons (Not offered in 2011–2012)
 JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (Not offered in 2011–2012)
 JAPN 237 Literature and Arts of Japan: 1333-1868 in Translation (Not offered in 2011–2012)
 JAPN 240 Literature and Society of Modern Japan in Translation (Not offered in 2011–2012)
 JAPN 343 Advanced Japanese Through Fiction and Film
 JAPN 344 Advanced Writing: Contemporary Prose
 JAPN 345 Advanced Reading in Modern Japanese Literature: The Short Story
 JAPN 346 Advanced Reading in Modern Japanese Literature: Poetry and Drama (Not offered in 2011–2012)
 JAPN 348 Advanced Japanese Conversation and Composition (Not offered in 2011–2012)
 JAPN 349 Advanced Readings in Contemporary Japanese Prose (Not offered in 2011–2012)
 JAPN 352 Advanced Japanese through Manga and Contemporary Materials (Not offered in 2011–2012)
 MUSC 182 Chinese Musical Instruments
 MUSC 182J Chinese Musical Instruments (Juried)
 MUSC 282 Chinese Musical Instruments
 POSC 170 International Relations and World Politics
 POSC 237 Southeast Asian Politics (Not offered in 2011–2012)
 POSC 239 The Diplomat's Craft: Three Case Studies
 POSC 241 Ethnic Conflict
 POSC 326 America's China Policy* (Not offered in 2011–2012)
 POSC 329 Vietnam and American Policy*
 POSC 345 Guerillas, Warlords and Bandits: The Art of Asymmetric War*
 RELG 151 Religions in Chinese Culture
 RELG 152 Religions in Japanese Culture (Not offered in 2011–2012)
 RELG 253 Tibetan Buddhism (Not offered in 2011–2012)
 RELG 254 Zen Buddhism (Not offered in 2011–2012)
 RELG 255 Social Engagement in Asian Religions
 RELG 258 Women and Buddhism (Not offered in 2011–2012)
 RELG 268 Encountering Islam: Dialogue and Difference (Not offered in 2011–2012)
 RELG 350 Emptiness (Not offered in 2011–2012)
 RELG 358 Zen, Nationalism, and Orientalism (Not offered in 2011–2012)

SOUTH ASIA:

ARTH 164 Buddhist Art
 CCST 210 Global/Local Perspectives
 ECON 240 Microeconomics of Development
 ENGL 250 Modern Indian Fiction (Not offered in 2011–2012)

ENGL 251 Contemporary Indian Fiction (Not offered in 2011–2012)
 HIST 161 History of Modern India
 HIST 167 History of Modern South Asia
 HIST 259 Women in South Asia: Histories, Narratives and Representation
 HIST 266 History of Islam in India (Not offered in 2011–2012)
 MUSC 180 Raga: Vocal or Instrumental Study of Hindustani Music
 MUSC 180J Raga: Vocal or Instrumental Study of Hindustani Music
 MUSC 181 Sitar
 MUSC 280 Raga: Vocal or Instrumental Study of Hindustani Music
 MUSC 281 Sitar
 POSC 170 International Relations and World Politics
 POSC 241 Ethnic Conflict
 POSC 247 Comparative Nationalism (Not offered in 2011–2012)
 RELG 122 Muhammad and the Qur'an: An Introduction to Islam
 RELG 150 Religions of South Asia
 RELG 163 The Qur'an (Not offered in 2011–2012)
 RELG 251 Theravada Buddhism
 RELG 253 Tibetan Buddhism (Not offered in 2011–2012)
 RELG 257 Buddha (Not offered in 2011–2012)
 RELG 261 Beyond Hindu and Muslim: The Lives of Indian Saints (Not offered in 2011–2012)
 RELG 350 Emptiness (Not offered in 2011–2012)
 RELG 353 Hindu Hierarchies: Caste in Theory and Practice (Not offered in 2011–2012)
 RELG 356 Buddhism and Ecology
 SOAN 257 Culture and Politics in India

CENTRAL ASIA:

ECON 240 Microeconomics of Development
 HIST 254 Colonialism in East Asia
 HIST 265 Central Asia in the Modern Age
 HIST 360 Muslims and Modernity
 RELG 122 Muhammad and the Qur'an: An Introduction to Islam
 RELG 253 Tibetan Buddhism (Not offered in 2011–2012)
 RELG 263 Sufism (Not offered in 2011–2012)

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 below 228 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
 CHIN 206 Chinese in Cultural Context
 CHIN 207 Chinese Studies Seminar in Tianjin: Intermediate Chinese Language
 JAPN 101, 102, 103 Elementary Japanese
 JAPN 204, 205, 206 Intermediate Japanese

Languages available at Carleton through special arrangement may include: Uzbek (A. Khalid); Sanskrit, Pali, and Classical Tibetan (R. Jackson).

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 cooperates with several other colleges to

sponsor the Associated Kyoto Program, which takes 50 students and seven faculty members to Japan for an academic year. Carleton also participates in a one-year program at Waseda University sponsored by the Associated Colleges of the Midwest (ACM). The ACM Program in India consists of five months stay in Pune, where students study Marathi, take academic courses centered on India, and investigate an independent study topic. The program in Hong Kong at the Chinese University, also for students from ACM institutions, normally lasts one year, though a semester-long program is also possible. The Carleton Chinese Studies Seminar in Tianjin is a Chinese language and culture program at Nankai University. The Linguistics Off-Campus Seminar in Kyoto is also available. Students take courses in Chinese languages, civilization and society and culture including art, Taichi and other martial arts is also available. Carleton, Bates, Bowdoin, Colby, Swarthmore, Grinnell, Holy Cross, and Whitman jointly sponsor the Intercollegiate Sri Lanka Education Program (ISLE), in which students and a faculty member study at the University of Peradeniya near Kandy, the old capital in the middle of the island. A triennial program emphasizing Political Economy was begun in 1990, in Beijing, China. Opportunities to study in Asia also are available through a variety of non-Carleton 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)

284. Linguistics Seminar: History and Culture of Japan This course is an introduction to several aspects of Japanese society, taking advantage of the Linguistics Off-Campus Studies Seminar seminar in Kyoto. The course consists of readings and lectures about important events in historical and contemporary Japan, and will include visits to sites that illuminate those events in an important way. In addition to Kyoto and the nearby Uji and Nara, we will also make excursions to Tokyo, Kobe, and Hiroshima. *6 credits, HU, RAD; HI, IS, Offered in alternate years, Spring—Doshisha University Faculty*

400. Integrative Exercise *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

ASTRONOMY

See Physics and Astronomy

BIOCHEMISTRY CONCENTRATION

Director: Associate Professor Joseph Walter Chihade

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

Requirements for the Concentration

The biochemistry concentration requirements reflect the fundamental importance of the intellectual tools and structures of biology and chemistry to the study of all issues in biochemistry, and

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

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

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

Course Requirements

- BIOL 125 Genes, Evolution, and Development: A Problem Solving Approach
- BIOL 125 Genes, Evolution, and Development
- BIOL 126 Energy Flow in Biological Systems
- BIOL 380 Biochemistry
- BIOL 381 Biochemistry Laboratory
- CHEM 123 Principles of Chemistry
- CHEM 128 Principles of Environmental Chemistry
- CHEM 230 Equilibrium and Analysis
- CHEM 233 Organic Chemistry I
- CHEM 234 Organic Chemistry II
- CHEM 320 Biological Chemistry
- CHEM 321 Biological Chemistry Laboratory

Upper Level Course Electives

(one course is required)

- BIOL 310 Immunology
- BIOL 360 Seminar in Biophysics (Not offered in 2011–2012)
- BIOL 367 The Molecular Basis of Human Disease
- BIOL 382 Molecular Biology
- BIOL 384 Oncogenes and the Molecular Biology of Cancer (Not offered in 2011–2012)
- BIOL 385 Microbial Pathology (Not offered in 2011–2012)
- BIOL 388 Molecular Mechanisms of Drug Action (Not offered in 2011–2012)
- CHEM 343 Chemical Thermodynamics
- CHEM 350 Chemical and Biosynthesis
- CHEM 360 Chemical Biology (Not offered in 2011–2012)

Other relevant courses

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

- BIOL 234 Microbiology with laboratory
- BIOL 240 Genetics
- BIOL 280 Cell Biology
- PSYC 318 Psychopharmacology

BIOLOGY (BIOL)

Chair: Professor Debby Rae Walser-Kuntz

Professors: Fernán Jaramillo, Mark McKone, Susan R. Singer, John L. Tymoczko, Debby Rae Walser-Kuntz, Stephan G. Zweifel

Visiting Professor: Charles E. Crutchfield, III

Associate Professor: Matthew S. Rand

Assistant Professors: Marsha Nidanie Henderson, Daniel Luis Hernández, Raka Mustaphi Mitra, Jennifer Ross Wolff

Visiting Assistant Professors: Anna L. Bosacker, Sabrice Guerrier

Senior Lecturer: David J. Hougen-Eitzman

Visiting Instructor: Andrea Marie Henle

Lecturer: Sarah Deel

Post-doctoral Fellow: Andrea K. Kalis

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

Requirements for a Major

Ten courses are required within the department.

1. Biology 125 and 126 (majors are required to complete both introductory courses, with a grade of "C-" or better before taking any other courses in the department)
2. One course from each of the following groups including their laboratories where listed separately:
 - a. Molecular and Cell Biology (240/241, 278, 280/281, 310/311, 380/381, 382/383, 384)
 - b. Organismic Biology (Biology 232/233, 234, 236, 238/239, 242/243, 252/253, 342/343, 344, 376/377, 386/387)
 - c. Ecology and Evolutionary Biology (Biology 221/222, 350, 352/353, 361/362, 374)
3. Three electives, which may include a six-credit independent study, a junior/senior seminar, or any of the courses listed above. If you choose a course for an elective that offers a laboratory section, then the lab must be taken in order for the course to count toward the major.
4. One course must emphasize data interpretation and analysis of the primary literature. Courses that fulfill this include Biology 344, 361/362, 368, 370, 372, 374, 376, 377, 379, 382/383, 384, 385, 386, 389.
5. Critical Reading and Analysis of Primary Literature (Biology 399).
6. Integrative Exercise (Biology 400 two terms).

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

Because of the close interrelationship of Biology to other sciences, supporting work in other

areas is necessary. The minimum requirement includes 1) Physics: One five-week Newtonian mechanics course, 131, 132, 141, or 142, and one of the following five-week courses: 151, 152, 153, 161, or 162; or Mathematics 215; and 2) Chemistry 123 or 128; and 3) Chemistry 230 or 233. The need for additional courses in allied sciences and mathematics will vary with the professional plans of the student.

The Introductory Sequence

The introductory Biology sequence consists of two courses, Biology 125 and 126. The two courses can be taken in either order. Both courses are required before any further upper-level course work in Biology, with one exception. Students who received a score of "5" on the AP exam or a score of "6" or "7" on the IB exam may elect not to take Biology 125. In this case Biology 126 is the only required introductory course. There are three versions of Biology 125 from which to choose, and students are urged to make a thoughtful choice of the proper offering for their background and learning style.

The winter term offering of Biology 125 is designed for students who 1) earned a score of 3 or higher in AP Biology, 2) earned a score of 5 or higher in IB Biology, or 3) earned a grade of B or higher in Honors or Advanced Biology in high school. In addition, these students are expected to have mastered basic concepts of chemistry in either a high school or college chemistry course. These same criteria would apply to any students who would like to take Biology 126 before taking Biology 125. The fall offering of Biology 125, a problem solving approach, is appropriate for all students. In some years a second fall term section of Biology 125 will be offered for first-year students who are enrolled in the Dyad program (see Cognitive Science) but wish to explore biology in the context of other disciplines.

Biology Courses

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, MS; NE, QRE, Winter—M. Rand*

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

125. Genes, Evolution, and Development: A Problem Solving Approach This offering of Biology 125 offers a problem solving approach and covers the same concepts as the winter version of Biology 125. The course format allows time in class to apply new concepts by working through case study type problems with faculty present. Students enter Carleton from a wide variety of academic experiences, and this offering of Biology 125 is designed to provide a level playing field for students regardless of previous science background. In addition, the active learning component of the course is beneficial for students who like to learn by doing. Students who complete this course are well-prepared to continue on to Biology 126. *6 credits, MS; LS, QRE, Fall—D. Walser-Kuntz, J. Wolff*

126. Energy Flow in Biological Systems Follows the pathways through which energy and matter are acquired, stored, and utilized within cells, organisms, and ecosystems. The focus moves among the different levels of organization from protein function to nutrient movement through ecosystems. *6 credits, MS; LS, QRE, Winter, Spring—D. Hernandez, D. Hougen-Eitzman, M. Rand, J. Tymoczko*

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 resource 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 or 120). *6 credits, MS; NE, QRE, Winter—D. Hernandez*

212. Australia Program: Biology Field Studies and Research Designed to complement Biology 250, the course teaches methods and approaches to the analysis of biological problems with emphasis on an ecological viewpoint. We will be studying animals and plants in both terrestrial and marine habitats, with a particular focus on the behavioral ecology of animals. *6 credits, MS; NE, QRE, Winter—A. Bosacker*

221. Ecosystem Ecology This course examines major ecosystems on Earth, including terrestrial, wetland, lake, river, estuarine, and marine systems. Topics include the two major themes of energy flow and production and decomposition, microbial ecology and nutrient transformations, element cycles, ecosystems as a component of the Earth System, and global change. Current applied issues are emphasized as case studies, including clear cutting, rising atmospheric CO₂, eutrophication of aquatic systems, acid rain, wetland delineation, and biodiversity effects on ecosystems. Prerequisite: Biology 126 and one of the following: Biology 125, Geology 110, Chemistry 123 or 128. *6 credits, MS, WR; NE, WR2, QRE, Fall—D. Hernandez*

222. Ecosystem Ecology Laboratory *2 credits, ND; NE, Fall—D. Hernandez*

230. Introduction to Pharmacology This course provides an introduction to how drugs work in the body. We will discuss overarching ideas, such as the clinical uses of drugs, as well as specific pharmacological principles, including pharmaceutical administration, distribution, metabolism, and excretion. Since most drugs provide adverse as well as therapeutic effects, aspects of toxicology and drug design will be described. Students interested in clinical medicine, basic research, or pharmaceutical design will get a basic foundation to the action of therapeutic drugs, which will enhance subsequent advanced study. Prerequisite: Biology 125, 126, Chemistry 233. *6 credits, MS; NE, QRE, Not offered in 2011-2012*

232. 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. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, QRE, Winter—F.*

Jaramillo

233. Human Physiology Laboratory *2 credits, ND; NE, Winter—F. Jaramillo*

234. Microbiology with Laboratory A study of the metabolism, genetics, structure, and function of microorganisms. While presented in the framework of the concepts of cellular and molecular biology, the emphasis will be on the uniqueness and diversity of the microbial world. The course integrates

lecture and laboratory, and will fulfill requirements of a microbiology course with lab for veterinary or pharmacy schools. Prerequisite: Biology 125 and 126. *6 credits, MS; LS, QRE, Offered in alternate years, Not offered in 2011-2012*

236. Plant Biology How do plants work? This course is framed in the context of advances in evolution and genomics, which offer insight into physiological, developmental, morphological, and anatomical adaptations to diverse environments. Emphasis is placed on experimental approaches to the study of plants. The biology behind current issues related to food and agriculture, including genetically modified organisms, will be investigated. Prerequisite: Biology 125 or 126. *6 credits, MS; NE, QRE, Spring—S. Singer*

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. Prerequisites: Biology 125 and 126. Concurrent registration in Biology 239 required. *6 credits, MS; NE, QRE, Offered in alternate years, Not offered in 2011-2012*

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. *2 credits, ND; NE, Offered in alternate years, Not offered in 2011-2012*

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. Prerequisites: Biology 125 and 126 or permission of the instructor. *6 credits, MS; NE, QRE, Winter, Spring—J. Wolff, S. Zweifel*

241. Genetics Laboratory *2 credits, ND; NE, Winter, Spring—J. Wolff, S. Zweifel*

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. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, Not offered in 2011-2012*

243. Vertebrate Morphology Laboratory *2 credits, ND; NE, Not offered in 2011-2012*

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. *credits, MS; NE, QRE, Not offered in 2011-2012*

250. Australia Program: Marine Biology We will study the biology of marine ecosystems with an emphasis on population and community ecology and the life histories and evolution of marine organisms. We will explore the diverse marine ecosystems of Australia through extensive field work in habitats including temperate oceans, mangrove forests, and tropical coral reefs. *6 credits, MS; NE, QRE, Winter—A. Bosacker*

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

253. Environmental Animal Physiology Laboratory *2 credits, ND, Fall—M. Rand*

255. Australia Program: Culture and Environment in Australia We will consider both the natural history of the Australian landscape and the cultural history of the people who have settled there. We will use readings, writing exercises, meetings with visiting lecturers, and visits to cultural centers. *2 credits, S/CR/NC, ND; NE, Winter—A. Bosacker*

260. Visiting Speakers Seminar Meets up to once per week for all three terms. Research presentations by distinguished visiting scholars in various areas of biology. Credit awarded during spring term after attendance of two-thirds of all the presentations. Not open to senior majors. *1 credit for all three terms, S/CR/NC, ND; NE, Fall, Winter, Spring—Staff*

278. Introduction to Biochemistry This course presents an overview of the biochemical aspects of energy and information metabolism. This course is intended to provide students with the fundamental biochemical knowledge to support their further studies in biology. Questions such as the following are addressed: What defines a good fuel? How are metabolic pathways constructed and made to occur at rates sufficient to support life? Interwoven throughout the discussion of energy will be consideration of information processing. How do molecules recognize one another? How is the complex metabolic web of the cell regulated? How does this regulation change in response to signals such as hormones or environmental conditions, and to conditions such as exercise, starvation, alcohol consumption or disease states? This course does not fulfill requirements for the Biochemistry concentration. Prerequisites: Biology 125 and 126, Chemistry 123 or 128. *6 credits, MS; NE, QRE, Spring—J. Tymoczko*

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 energy capture, storage, and utilization; cellular reproduction; organelles, membranes, and other cellular components; and cell-cell communication. Concurrent registration in Biology 281 required. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, QRE, Spring—S. Guerrier*

281. Cell Biology Laboratory The focus of the laboratory will be on current techniques used to study cellular structure and function. Concurrent registration in Biology 280 required. *2 credits, ND; NE, Spring—S. Guerrier*

290. Australia Program: Directed Reading *4 credits, ND; NE, Winter—A. Bosacker*

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. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, QRE, Winter—D. Walser-Kuntz*

311. Immunology Laboratory *2 credits, ND; NE, Not offered in 2011-2012*

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

343. Animal Developmental Biology Laboratory Laboratory will introduce descriptive and experimental embryological techniques using a variety of model organisms. *2 credits, ND; NE, Spring—J. Wolff*

344. Plant Development A study of the development of vascular plants. Topics including embryogenesis, meristem function, leaf morphogenesis, and reproduction will be investigated through the analysis of primary literature. Emphasis will be placed on the experimental basis for current concepts in plant development ranging from molecular mechanisms to evolution of developmental pathways. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, QRE, Not offered in 2011-2012*

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. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, QRE, Fall—M. McKone*

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. Prerequisites: Biology 125 and 126; Mathematics 111 or other previous calculus course. Recommended course: Mathematics 215 or equivalent exposure to statistical analysis. Concurrent registration in Biology 353 required. *6 credits, MS; NE, QRE, Spring—A. Bosacker*

353. Population Ecology Laboratory *2 credits, ND; NE, Spring—A. Bosacker*

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

360. Seminar in Biophysics Biophysical methods are important tools for understanding biology. The biophysical characterization of proteins is accelerating drug discovery in diseases such as Alzheimer's, cystic fibrosis, mad cow, inherited emphysema, and many cancers. Because biophysics relies on the principles of physics to look at biological problems at the molecular level, students majoring in biology, physics, and chemistry often feel unprepared to explore this interdisciplinary subject. This seminar will provide upper-level students, in each of these fields, the background to critically analyze the biophysical results that permeate the literature and the opportunity to apply knowledge in their major, across disciplines. Prerequisite: Introductory Biology series, or Introductory Chemistry series,

or Introductory Physics series, or permission from instructor. *6 credits, MS; NE, QRE, Not offered in 2011-2012*

361. Tropical Rainforest Ecology The tropical rainforests contain most of the earth's species, but have been less studied than many other biological communities. Recently there has been a dramatic increase in ecological investigations in the tropics, and the goal of this course is to survey the most contemporary and influential published work in rainforest ecology. Topics to be emphasized include the latitudinal gradient in species diversity, evolutionary ecology, and interactions between species. This course is part of the off-campus winter break program, involving two linked courses in fall and winter; this class is the first class in the sequence. Prerequisites: Biology 352 or other ecology course work and permission of the instructor. *6 credits, MS; NE, Offered in alternate years, Not offered in 2011-2012*

362. Field Investigation in Tropical Rainforest Ecology This course is the second part of a two-term sequence beginning with Biology 361. This course begins with a two-week visit in December to the La Selva Biological Station near Puerto Viejo, Costa Rica. The station is located in lowland rainforest and has been the site of many important ecological experiments. While at La Selva, the class will perform extensive field experiments planned during Biology 361. In regular meetings during the term, data will be analyzed and presented in oral and written reports. Prerequisites: Biology 361 and permission of the instructor. Does not count toward the Biology major. *6 credits, MS; NE, Offered in alternate years, Not offered in 2011-2012*

365. 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. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, QRE, Fall—F. Jaramillo*

367. The Molecular Basis of Human Disease The course will examine the biochemical basis of human disease. Although the focus will be on common diseases, such as metabolic syndrome and type 2 diabetes, rare but instructive conditions will also be examined. An analytical approach, based on primary literature, will be used and the emphases will be placed on critical evaluation of experimental design and data interpretation. Prerequisite: Biology 232 or 240 or 242 or 278 or 380 or Chemistry 320 or consent of instructor. *6 credits, MS; NE, QRE, Offered in alternate years, Winter—J. Tymoczko*

368. Developmental Neurobiology An examination of the cellular and molecular mechanisms underlying development of the nervous system. We will survey recent studies of a variety of model organisms to explore key steps in neuronal development including neural induction, patterning, specification of neuronal identity, axonal guidance, synapse formation, cell death and regeneration. The laboratory will focus on current techniques used to study neuronal development in invertebrate and vertebrate model systems. Prerequisites: Biology 240 or Biology 280. *6 credits, MS; NE, QRE, Not offered in 2011-2012*

369. Developmental Neurobiology Laboratory *2 credits, ND; NE, Not offered in 2011-2012*

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. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, QRE, Spring—D. Walser-Kuntz*

372. Seminar: Selected Topics in Exercise Biochemistry An examination of how basic biochemical and physiological systems respond to the demands of exercise, and how they are modified in response

to training. Prerequisite: Biology 278 or 380. *6 credits, MS; NE, QRE, Spring—J. Tymoczko*

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. Prerequisites: Biology 125 and 126, and one upper-level course in ecology (Biology 221 or 352) or plant biology (Biology 236) or permission of the instructor. *6 credits, MS, WR; NE, WR2, QRE, Winter—D. Hernandez*

376. Seminar: Animal Behavior in the Galápagos We will explore topics in animal behavior that specifically relate to some of the unusual as well as the usual behavioral patterns exhibited by animals in the Galápagos Islands. One of the goals for this course is to attempt to design procedures for behavioral observation under less than optimal conditions. Wildlife conservation issues will not allow us to manipulate animals and will place serious time constraints on our observations. The challenge will be to design studies using comparative observations while minimizing the disturbance to the wildlife. Prerequisite: Biology 125 and 126 and permission of the instructor. This course is part of the off-campus study winter break Galápagos program. Involving two linked classes in fall and winter terms; and this class is the first class in the sequence. *6 credits, MS; NE, QRE, Offered in alternate years, Not offered in 2011-2012*

377. Animal Behavior in the Galápagos This course is the second part of a two-term sequence beginning with Biology 376. The Galápagos Islands are one of the few places on earth where large animals (especially birds) do not possess an innate fear of humans. This unusual behavioral pattern coupled with the amazing abundance of the island fauna, creates an extremely unique opportunity to observe, characterize, and measure animal behavior under natural conditions. This two-week course includes a visit to the Galápagos Islands and a short trip to the Ecuadorian Rainforest in December. Regular meetings during the term will be used to present oral and written reports based on our observations in the field. Prerequisites: Biology 376, permission of the instructor. *6 credits, MS; NE, Not offered in 2011-2012*

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, MS; NE, QRE, Not offered in 2011-2012*

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

381. Biochemistry Laboratory *2 credits, ND; NE, Fall—Staff*

382. Molecular Biology The molecular basis of the structure, replication, stable inheritance, and expression of genetic material illustrated with examples from the primary literature. Topics include: DNA replication and recombination, chromosome stability, DNA mutation and repair, regulation of

gene expression, methods of gene identification, and the impact of recombinant DNA technology on human genetics. Laboratory will focus on current techniques in molecular biology including: gene cloning, genome databases, DNA finger printing, DNA sequencing, and the polymerase chain reaction. Prerequisites: Biology 240, Chemistry 233. Concurrent registration in Biology 383 required. *6 credits, MS; NE, QRE, Fall—S. Zweifel*

383. Molecular Biology Laboratory *2 credits, ND; NE, Fall—S. Zweifel*

384. Oncogenes and the Molecular Biology of Cancer An analysis of the biochemical, molecular and cellular processes that result in the transformation of normal cells into cancer cells. An analytical approach, based on the primary literature used and emphasis will be placed on critical evaluation of experimental design and data-interpretation. Prerequisites: Biology 240 or 380. *6 credits, MS, Not offered in 2011-2012*

385. 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 280 or 240. *6 credits, MS; QRE, Not offered in 2011-2012*

386. Neurobiology An analysis of the biology of neurons and the nervous system. Topics include the molecular basis of electrical excitability in neurons; neurons and muscle, transfer of information across synapses, mechanisms of sensation, learning, memory, and behavior. Prerequisites: Biology 125 and 126. *6 credits, MS; NE, QRE, Spring—F. Jaramillo*

387. Neurobiology Laboratory *2 credits, ND, Spring—F. Jaramillo*

388. Molecular Mechanisms of Drug Action This seminar will analyze the mechanism of drug action in prominent diseases. Emphasis will be placed on the molecular changes that promote the selected diseases and how particular drug strategies work to affect enzyme activity, receptor binding, or the synthesis and metabolism of molecules. We will discuss recent advances in the treatment of diseases in which the standards-of-care or promising drug strategies include both chemical and biotherapeutic strategies. The process of drug discovery including the screening of combinatorial libraries and rational drug design will be described. Prerequisite: Biology 280 and Chemistry 233, or Biology 380 or Chemistry 320. *6 credits, ND; NE, Not offered in 2011-2012*

389. Evo-Devo: Evolutionary Developmental Biology This seminar course is focused on introductory concepts in evolutionary developmental biology. We will use critical evaluation of primary literature to explore how the genetic mechanisms that control development have evolved the diversity of life on earth. Prerequisite: One of the following: Biology 240, 242, 280, 342, 350, or permission of instructor. *6 credits, MS; NE, QRE, Winter—A. Kalis*

394. Biology Research Laboratory and/or field investigation associated with an ongoing research program in the department of Biology. The project is undertaken with the direct supervision of a faculty member. Regular individual meetings, written progress reports, and public presentations should be expected. *1-6 credits, ND; NE, Fall, Winter, Spring—Staff*

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. Prerequisites: Biology 125 and 126. *3 credits, S/CR/NC, ND; NE, QRE,*

Fall—S. Deel

399. Critical Reading and Analysis of Primary Literature Guided instruction in reading and interpretation of contemporary primary literature in Biology. Prerequisite: Completion of Biology 125, 126 and three upper-level biology courses. *3 credits, S/CR/NC, ND; NE, Fall, Winter—Staff*

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). *3 credits, S/NC, ND; NE, Fall, Winter, Spring—Staff*

CHEMISTRY (CHEM)

Chair: Associate Professor Deborah S. Gross

Professors: David G. Alberg, Marion E. Cass, Steven M. Drew, Tricia A. Ferrett, William E. Hollingsworth

Associate Professors: Joseph Walter Chihade, Deborah S. Gross, Gretchen E. Hofmeister, Daniela Kohen

Assistant Professor: Matthew T. Whited

Visiting Assistant Professor: Michael W. Burand

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). For ACS certification students must complete work in chemistry listed under the Professional Requirements section of this catalog.

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

The Introductory Courses

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

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

Students planning to take Chemistry 122, 123, or 128 should take the self-administered chemistry placement evaluation, available on the chemistry department home page. This evaluation covers topics dealing with simple formulas, equations, stoichiometry, gas laws, and the properties of

solutions. It also includes a list of topics for you to review before you take the placement exam.

Requirements for a Major

Chemistry 123 or 128, 230, 233, 234, 301, 302, 343, 344; one of the following: 320, 328, 334, 339, 348, 350, 351, 353, 354, 358, 359, 360, 361; and one of the following lab courses: 306, 321, 329, 335, 338, 339, 349, 352, 355; Physics: One five-week Newtonian mechanics course, Physics 131, 132, 141, or 142, and one of the following five-week physics courses: 151, 152, 153, 161, or 162; and Mathematics 211. An additional physics course, Physics 228 or 235, is strongly recommended. Chemistry 400 is required of all majors.

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

In addition to completing the requirements for the chemistry major listed above, the student should also take the following courses required for admission to the engineering schools: Physics 161 and 162 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

113. Concepts of Chemistry A one-term chemistry course designed for non-science majors. In this course we examine what gives rise to three-dimensional shapes of molecules and we explore how the structure and composition of molecules gives rise to chemical reactivity. Our goal is to understand readily observable phenomena (e.g. removal of grease by soap, storage of toxins in fat tissues, cancer, viruses, etc). Topics include those of current global interest such as anthropogenic forces on the environment and energy producing technologies. The course includes one four-hour lab per week. *6 credits, MS; LS, QRE, Winter—M. Cass*

122. An Introduction to Chemistry An introduction to the fundamentals of chemistry to prepare students to enter subsequent chemistry courses (Chemistry 123 or 128). Atoms and molecules, stoichiometry, and gases will be covered in the course. Although learning through discovery-based processes, small groups, and short laboratory experimentation will occur, this is not a lab course and doesn't fulfill the requirements for medical school. This course assumes competence with simple algebra, but no prior chemistry experience. 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, MS; NE, QRE, Fall—M. Burand*

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

128. Principles of Environmental Chemistry The core topics of chemistry (i.e. thermodynamics, kinetics, equilibrium, and bonding) are central to understanding major environmental topics such as greenhouse warming, ozone depletion, acid-rain deposition, and general chemical contamination in air, water, and soil. These topics and the chemical principles behind them are addressed through an

emphasis on the earth's atmosphere. One four-hour laboratory per week. Because this course covers the major topics of Chemistry 123 (but with an environmental emphasis), students cannot receive credit for both Chemistry 123 and 128. Prerequisite: Adequate secondary school preparation as indicated by the self-administered Chemistry Placement Exam (Chemistry Home Page) or Chemistry 122. *6 credits, MS; LS, QRE, Spring—W. Hollingsworth*

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

233. Organic Chemistry I Theoretical aspects of carbon chemistry are examined with reference to structure-reactivity relationships, functional groups, stereochemistry, reaction mechanisms and spectroscopy. Laboratory work concentrates on modern techniques of organic chemistry, the synthesis of new compounds, and identification of unknown compounds using chemical and physical methods. One laboratory per week. Prerequisite: Chemistry 123 or 128. *6 credits, MS; LS, QRE, Fall, Winter—D. Alberg, G. Hofmeister*

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

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

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

306. Spectroscopic Characterization of Chemical Compounds This lecture/lab course teaches students how to use modern spectroscopic techniques for the structural characterization of molecules. Lecture sessions will cover topics in the theory and practical applications associated with GC-Mass Spectrometry, ESI-Mass Spectrometry, Infrared, and Nuclear Magnetic Resonance Spectroscopy (^1H , ^{13}C , and 2D experiments). Students will apply all of these techniques in the laboratory for the structural characterization of known and unknown molecules. Lecture sessions for the first five weeks, and one laboratory per week during the full ten-week term. Prerequisites: Chemistry 234 and 344 or consent of instructor. *2 credits, ND; NE, QRE, Spring—M. Burand, D. Gross*

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

321. Biological Chemistry Laboratory Purification and characterization of proteins and nucleic acids, with a focus on enzyme kinetics and mechanism, macromolecular interactions with small

molecules and the basis of specificity in biological systems. One laboratory per week. Corequisite: Chemistry 320. *2 credits, ND; NE, QRE, Spring—J. Chihade*

328. Environmental Analysis In this course, we will study the chemistry of molecules in the air, water, and soil. Emphasis will be placed on understanding the chemistry in the natural (unpolluted) environment, and the changes which occur due to human activity and pollution. In addition, we will explore the methods which are used to measure pollutants in the environment and their applicability, as well as regulatory issues of relevance to the topics studied. Prerequisites: Chemistry 230 or 233 or consent of the instructor. *6 credits, MS, WR; NE, WR2, QRE, Not offered in 2011-2012*

329. Environmental Analysis Laboratory Credit for the laboratory portion of Chemistry 328. Co-requisite: Chemistry 328. *2 credits, ND; NE, QRE, Not offered in 2011-2012*

338. Introduction to Computers and Electronics in Chemical Instrumentation This laboratory serves to introduce students to the general components that make up any instrument useful in chemical analysis. These components include transducers, analog and digital electronic components, data transmission hardware, computers, and appropriate software. The specific topics to be covered are ion selective electrodes, fluorometry, analog and digital electronics, basic data acquisition principles, serial data communication, and LabVIEW programming. Prerequisite: Chemistry 230. *2 credits, ND; LS, QRE, Winter—S. Drew*

339. A Survey of Instrumentation for Chemical Analysis This laboratory course provides students with additional experience using instrumental methods for quantitative chemical analysis. Laboratory work will consist of six assigned experiments that use instrumental techniques such as liquid and gas chromatography, spectrophotometry and fluorometry, mass spectrometry, and voltammetry. This laboratory course will conclude with an instrumental analysis project that will be researched and designed by each student. Prerequisite: Chemistry 230. *2 credits, ND; NE, QRE, Winter—S. Drew*

343. Chemical Thermodynamics The major topic is chemical thermodynamics, including the First and Second Laws, the conditions for spontaneous change, thermochemistry, and chemical equilibrium. To showcase how chemists utilize energy concepts to solve problems, thermodynamics will be regularly applied to a number of real-world examples and scientific problems. Prerequisite: Chemistry 123 or 128, Mathematics 211, and one of the following: Physics 151, 152, 153, 161 or 162. *6 credits, MS; NE, QRE, Fall—D. Kohen*

344. Quantum Chemistry This course introduces quantum mechanics with an emphasis on chemical and spectroscopic applications. The focus will be on atomic and molecular quantum behavior involving electrons, rotations, and vibrations. The objective is to develop both a deeper understanding of bonding as well as an appreciation of how spectroscopy provides insight into the microscopic world of molecules. Prerequisite: Chemistry 123 or 128, Mathematics 211, and one of the following: Physics 151, 152, 153, 161 or 162. *6 credits, MS; NE, QRE, Winter—W. Hollingsworth*

345. Statistical Thermodynamics Statistical mechanics is the field which bridges the gap between the modern microscopic world of quantum mechanics and the classical macroscopic world of thermodynamics. Starting with the allowed quantized energy levels for the different forms of molecular motion and then statistically averaging for a large collection of molecules, partition functions are developed which accurately predict thermodynamic properties such as free energy and entropy. Prerequisites: Chemistry 343 and 344. *2 credits, S/CR/NC, MS; NE, QRE, Not offered in 2011-2012*

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. Corequisite: Chemistry 349 Prerequisite: Chemistry 343 and 344 or consent of the instructor. *6 credits, MS; NE, QRE, Spring—D. Kohen*

349. Computational Chemistry Laboratory Credit for the laboratory portion of Chemistry 348. Co-requisite: Chemistry 348. *2 credits, ND; NE, Spring—D. Kohen*

350. Chemical and Biosynthesis This seminar course considers nature's biosynthetic pathways in conjunction with how organic chemists design the chemical synthesis of complex organic molecules. Important metabolic pathways for biochemical syntheses, as well as the methodology of chemical synthesis, will form the focus of the course. Prerequisite: Chemistry 234. *6 credits, MS; NE, QRE, Winter—D. Alberg*

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 344. *6 credits, MS; NE, QRE, Spring—M. Whited*

352. Laboratory in Advanced Inorganic Chemistry Synthesis, purification and spectroscopic characterization of air sensitive and/or chiral transition metal complexes. One laboratory per week. Prerequisite: Co-requisite: Chemistry 351. *2 credits, ND; NE, QRE, Spring—M. Cass, M. Whited*

353. Organic Chemistry III The correlation of structure and reactivity in organic molecular systems is studied through the analysis of reaction mechanisms. Topics will include linear free energy relationships, isotope effects, and molecular orbital theory. We will use these theories to analyze reactions, such as pericyclic, enantioselective, and organometallic transformations. Prerequisites: Chemistry 234 and 343. *6 credits, MS; NE, QRE, Not offered in 2011-2012*

354. Lasers and Spectroscopy Understanding the principles of lasers in conjunction with the framework provided by spectroscopy provides a powerful way to advance a deeper understanding of the molecular basis of chemical reactivity. Important experimental techniques such as Raman scattering methods and molecular beams are explored in addition to a wide range of specific laser applications. Readings are taken from both texts and literature. Prerequisites: Chemistry 302 and 344. *6 credits, MS; NE, QRE, Not offered in 2011-2012*

355. Lasers and Spectroscopy Laboratory This project-based lab uses both continuous-wave and pulsed lasers to explore not only the basic principles of laser operation but also spectroscopic applications and excited-state phenomena using techniques such as laser-induced fluorescence and Raman scattering. Corequisite: Chemistry 354. *2 credits, ND; LS, QRE, Not offered in 2011-2012*

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, MS; NE, Offered in alternate years, Fall—M. Whited*

359. Molecular Orbital Theory This course will focus on the construction and understanding of molecular orbital (MO) diagrams using symmetry and energy arguments. Conceptual constructs will be contrasted to computational output to support theoretical tenets. We will begin with the construction

of the MO diagrams of small molecules (water, ammonia) and proceed to larger molecules (such as octahedral metal complexes, benzene and organometallic compounds) culminating in dimers and asymmetric molecules using the Hoffmann Fragment Approach. Prerequisites: Chemistry 351 or consent of the instructor. *6 credits, ND; NE, QRE, Not offered in 2011-2012*

360. Chemical Biology This seminar course will center on current literature in chemical biology, an emerging field built around the use of small molecules both to gain an understanding of the molecular mechanisms of biological processes and to manipulate them in a defined and predictable fashion. Topics will include glycobiology, proteomics, chemical genetics, molecular recognition, and protein engineering. Prerequisite: Chemistry 234 and Biology 125 or 126. *6 credits, MS; NE, QRE, Not offered in 2011-2012*

361. Materials Chemistry Materials chemistry is an active area of scientific research involving the study of the properties of materials and their practical applications, and therefore provides a connection between chemistry and technology. Topics will include crystal structures, crystallography and diffraction techniques, thin films, liquid crystals, conductivity, band theory, semiconductivity, solid state chemistry, solid solutions, phase diagrams, synthetic methods, and purification techniques. Through this introduction to materials chemistry, students will gain an important understanding of a variety of materials on both a micro- and a macroscopic level. Corequisite: Chemistry 343 or Physics 339. Prerequisite: Chemistry 234. *6 credits, ND; NE, QRE, Not offered in 2011-2012*

394. Student-Faculty Research Projects related to summer research with Carleton chemistry faculty in all areas of chemistry. Activities include: original inquiry, laboratory and/or theoretical work, literature reading, formal writing related to research results, preparing talks or posters for research conferences, or preparing for upcoming summer work. Weekly meetings with a faculty advisor and/or research group are expected. Students doing projects that are not directly tied to Carleton's summer chemistry research program should enroll in Chemistry 291/2 or 391/2. Prerequisite: Permission of the instructor. *1 to 6 credits, ND, Fall, Winter, Spring—Staff*

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. *6 credits, S/NC, ND, Winter, Spring—Staff*

CHINESE

See Asian Languages and Literature.

CINEMA AND MEDIA STUDIES (CAMS)

Chair: Associate Professor Carol Donelan, fall and winter, Professor John F. Schott, spring

Professor: John F. Schott

Associate Professor: Carol Donelan

Assistant Professor: Jay Beck

Visiting Assistant Professor: Laska Jimsen

Adjunct Instructor: Paul Hager

The Cinema and Media Studies (CAMS) major combines the critical study of film and media with digital media production, reflecting a liberal arts philosophy in which critical thinking and creative making are mutually informing. The disciplinary core of CAMS is cinema studies (film history, theory and production) with some reaching out towards visual studies (digital photography, projection installations and graphic design) and sound studies (audio history, theory and production).

Requirements for a Major

Seventy-two credits are required for the major; forty-eight credits in core courses and twenty-four credits in elective courses.

I. Core Courses:

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

CAMS 110 Introduction to Cinema and Media Studies

CAMS 111 Digital Foundations

CAMS 400 Integrative Exercise

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

CAMS 270 Nonfiction I: Reality Storytelling

CAMS 271 Fiction I

CAMS 272 Advanced Editing Techniques (Not offered in 2011–2012)

CAMS 275 Audio Workshop

CAMS 276 Fiction II: Producing and Directing the Short Film (Not offered in 2011–2012)

CAMS 277 Television Studio Production

CAMS 281 Digital Photography: Visual Description & Storytelling (Not offered in 2011–2012)

CAMS 282 Graphic Design: Type + Image + Message

CAMS 283 Site-Specific Media: Out and About (Not offered in 2011–2012)

CAMS 285 Community Video (Not offered in 2011–2012)

CAMS 289 New Media Seminar in Europe: Digital Workshop

c) Two 200-level History Courses (12 credits). One of these courses must be a film history course (either CAMS 210, 211 or 214).

ARTH 172 Modern Art: 1890-1945 (Not offered in 2011–2012)

ARTH 222 History of Photography (Not offered in 2011–2012)

ARTH 240 Art Since 1945

CAMS 210 Film History I

CAMS 211 Film History II (Not offered in 2011–2012)

CAMS 214 Film History III

d) Two 300-level Theory Courses (12 credits). These courses may be taken multiple times as the subject matter changes.

CAMS 330 Cinema Studies Topics Seminar

CAMS 350 Visual Studies Topics Seminar

e) Integrative Exercise CAMS 400 (6 credits)

Students considering a major in Cinema and Media Studies are strongly encouraged to take CAMS 110 Introduction to Cinema and Media Studies and CAMS 111 Digital Foundations by the end of their sophomore year and the two required core history courses (CAMS 210 Film History I, CAMS 211 Film History II, CAMS 214 Film History III or Art History 172, 222, 240) and at least one of two required 300-level topics seminar courses (CAMS 330 Cinema Studies Topics Seminar and CAMS 350 Visual Studies Topics Seminar) by the end of their junior year. Two 300-level topics seminar courses are offered every year.

Students interested in cinema studies should consider enrolling in the three-term film history sequence (CAMS 210 Film History I, CAMS 211 Film History II and CAMS 214 Film History III). At least two of these courses are offered every year and it is not necessary to take them in any particular order. CAMS 330 Cinema Studies Topics Seminar, one of the department's required core topics seminar courses, is offered every year. Additional courses focus on film genres and modes (CAMS 186 Film Genres, CAMS 224 Classical American Film Comedy, CAMS 225 Film Noir, CAMS 228 Avant-Garde Film and Video) and national, transnational and global cinemas (CAMS 212 Contemporary Spanish Cinema, CAMS 213 Italian Neorealism and Global Cinema, CAMS 216 American Cinema of the 1970s, CAMS 217 Border Crossings: Perspectives on French and German Cinema, and CAMS 218 Contemporary Global Cinemas). CAMS majors are also encouraged to choose courses from a rich array of extra-departmental offerings in film and media studies.

Students interested in digital film production should start with CAMS 111 Digital Foundations, proceed to 200-level production genre courses such as CAMS 270 Nonfiction, CAMS 271 Fiction, and CAMS 285 Community Video, and expect to execute advanced projects in digital film production in CAMS 370 Advanced Production Workshop, which can be taken multiple times.

Students interested in visual studies, including new media, digital photography and graphic design, are encouraged to enroll in courses such as CAMS 281 Digital Photography, CAMS 282 Graphic Design, CAMS 283 Site-Specific Media, CAMS 284 Digital Photography Workshop and CAMS 350 Visual Studies Topics Seminar. Students pursuing work in these media may also consider enrolling in ARTH 222 History of Photography, ARTS 238 Photography I, and ARTS 339 Advanced Photo: Digital Imaging as well as related courses in film (CAMS 228 Avant-Garde Film and Video) and contemporary art history (ARTH 172 Modern Art 1890-1945 and ARTH 240 Art Since 1945). Advanced projects in new media, digital photography and graphic design may be produced in CAMS 370 Advanced Production Workshop, which can be taken multiple times.

Students interested in sound studies, including sound design and audio production, can explore sound-image relationships and produce audio projects in courses such as MUSC 115 Music and Film, CAMS 188 Rock and Roll Cinema, CAMS 242 Sound and Music in New Media, CAMS 243 Film Sound Studies and CAMS 275 Audio Workshop. Advanced projects in audio may be produced in CAMS 370 Advanced Production Workshop, which can be taken multiple times.

II. Elective Courses

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

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

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

CAMS 242 Sound and Music in New Media

CAMS 270 Nonfiction I: Reality Storytelling

CAMS 271 Fiction I

CAMS 272 Advanced Editing Techniques (Not offered in 2011–2012)

CAMS 275 Audio Workshop

CAMS 276 Fiction II: Producing and Directing the Short Film (Not offered in 2011–2012)

CAMS 277 Television Studio Production

CAMS 279 Screenwriting (Not offered in 2011–2012)

CAMS 281 Digital Photography: Visual Description & Storytelling (Not offered in 2011–2012)

CAMS 282 Graphic Design: Type + Image + Message

CAMS 283 Site-Specific Media: Out and About (Not offered in 2011–2012)

CAMS 284 Digital Photography Workshop

CAMS 285 Community Video (Not offered in 2011–2012)
CAMS 289 New Media Seminar in Europe: Digital Workshop
CAMS 370 Advanced Production Workshop

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

AMST 226 Latinas in Hollywood
ARTH 222 History of Photography (Not offered in 2011–2012)
ARTS 238 Photography I
ARTS 339 Advanced Photo: Digital Imaging (Not offered in 2011–2012)
CHIN 240 Chinese Cinema (Not offered in 2011–2012)
ENGL 100 Shakespeare on Film
ENGL 243 Text and Film
ENGL 245 Bollywood Nation
ENGL 247 The American West (Not offered in 2011–2012)
ENGL 248 Visions of California (Not offered in 2011–2012)
ENGL 362 Narrative Theory (Not offered in 2011–2012)
FREN 250 Mali Program: Film and Society in Mali
GERM 219 German Film after World War II
JAPN 231 Japanese Cinema in Translation
LCST 245 Introduction to Critical Methods: Structure, Gender, Culture
MUSC 115 Music and Film (Not offered in 2011–2012)
POSC 203 Political Communication: Election Campaign Advertising and Public Opinion* (Not offered in 2011–2012)
POSC 204 Media and Electoral Politics: 2010 United States Election (Not offered in 2011–2012)
POSC 220 Politics and Political History in Film (Not offered in 2011–2012)
POSC 303 Political Communication: Election Campaign Advertising and Public Opinion* (Not offered in 2011–2012)
RUSS 255 Russian Cinema: History and Theory (Not offered in 2011–2012)
SPAN 250 Spanish Cinema (Not offered in 2011–2012)
SPAN 256 Lorca, Buñuel, and Dalí: Poetry, Film, and Painting in Spain
SPAN 356 The Cuban Revolution and the Revolution of Literature (Not offered in 2011–2012)

Cinema and Media Studies Courses

109. Media Production Lab An introduction to key technical and aesthetic concepts of video storytelling to be applied to assignments in the corresponding course, including developing story content and context, analyzing successful examples of video storytelling, building skills in scripting, composition, camera movement, lighting, audio recording, interviewing, rhythm and pacing in editing and incorporating graphics. Instructor's permission required. *2 credits, ND; ARP, Not offered in 2011-2012*

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

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 Final Cut Pro. 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, AL; ARP, Fall, Winter, Spring—P. Hager, L. Jimsen*

186. Film Genres In this course we survey four or more genres, including but not limited to the Western, the musical, the horror film, the comedy, and the 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, AL, WR; LA, WR2, Not offered in 2011-2012*

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

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, AL; LA, IS, Fall—C. Donelan*

211. Film History II This course covers the continued rise and development of cinema from 1940-1970, looking simultaneously at both the American studio system and international cinemas. Emphasis is placed on wartime and post-war genres, the development of wide screen and color technologies, New Wave modernisms, Third Cinema movements, and international trends in narrative, documentary and avant-garde film. Requirements include class attendance and participation, readings, required evening film screenings, and various written assignments and exams. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

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 the emergence of new Spanish auteurs from the 1980s to the present. *6 credits, AL; LA, IS, Spring—J. Beck*

213. Italian Neorealism and Global Cinema Neorealism designates a set of films produced by the Italian film industry during the post-World War II years, but filmmakers all over the world have been preoccupied with neorealism's primary concern--representing social reality. In this course we examine the traditional neorealist films of Rossellini, De Sica and Visconti in relation to relevant theories, the

modernist films of Fellini, Pasolini and Antonioni that question or problematize neorealism, and the influence of neorealist aesthetics and politics on global cinema. *6 credits, AL; LA, IS, Offered in alternate years, Not offered in 2011-2012*

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

216. American Cinema of the 1970s American cinema from 1965-1977 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 in the departure from industrial standards and 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 cinema as a site for social commentary and change. *6 credits, ND; LA, Offered in alternate years, Not offered in 2011-2012*

217. Border Crossings: Postmodern Perspectives on French and German Cinema In this course, we will explore the responses of French and German filmmakers to the challenges facing Europe as it redefined itself throughout the twentieth century. Taking Foucault's and Derrida's theories about the center and the margin as a starting point, we will examine such issues as national identity, marginalization, shifting gender roles and technological change. Filmmakers to be discussed will be Jean-Luc Godard, Jean Renoir, Agnes Varda, Fritz Lang, Rainer W. Fassbinder and Helma Sanders-Brahms. *6 credits, AL; LA, IS, Not offered in 2011-2012*

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 examine the growth and evolution of cinema as a global event and look at points of contact between different cultural discourses, cinematic styles, genres, and reception. It will look at national, transnational, and diasporic-exilic discourses as well as considering how film articulates both culture and cultural contexts. Artistic, social, political, and industrial issues will be examined each week to provide different models of cinematic creation and consumption. *6 credits, ND; LA, Offered in alternate years, Not offered in 2011-2012*

224. Classical American Film Comedy This course serves as a historical and critical survey of American film comedy from the late silent era through the end of the classical Hollywood period. It is designed to study the evolution of sound film comedy from its origins in slapstick and vaudeville-based skit routines through the sophisticated dialogue and screwball comedies of the 1930s and the social commentary comedies of the 1940s and 50s. The term will be spent studying the evolution of forms of film comedy, understanding how the genre has changed, and examining the social/historical factors that account for these changes. *6 credits, AL; LA, IDS, Spring—J. Beck*

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 30s cinema seemed hollow indeed. During the 40s, the movies, our true national pastime, took a nosedive into pessimism. The result? A collection of exceptional films chocked full of tough guys and bad women lurking in the shadows of nasty urban landscapes. This course applies the tools of formal criticism, intellectual history, and feminist theory to

films like *Double Indemnity*, *Out of the Past*, and *Kiss Me Deadly*. 6 credits, AL; LA, Not offered in 2011-2012

228. Avant-Garde Film & Video from Dada to MTV This class charts avant-garde film, video and multi-media from Salvadore Dali's surrealist cinema in the 1920's to the flowering of video art in the mid-1980's. Key films are read against the progression of art historical styles and "-isms" that informed them. We will take an extended look at Beat Culture in the 1950's as a context for the emergence of the American avant-garde. Expect to view rare original prints at Walker Art Center and make your own experimental film. 6 credits, AL; LA, Not offered in 2011-2012

231. Cinema Directors: Bergman and Godard This seminar explores the ground-breaking films of Ingmar Bergman and Jean-Luc Godard, the Shakespeare and Joyce of Cinema. These two cinema giants reinvented cinema and cinematic language through their audacious personal styles. Through close analysis of their films, director interviews, and theoretical writings, we investigate how these directors developed specific cinematic forms and language to more fully express their critiques of religion, family, marriage, sexual politics, 60s youth culture, and cinema itself. 6 credits, AL; LA, Offered in alternate years, Not offered in 2011-2012

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

243. Film Sound Studies Although cinema is an audio-visual medium, there has long been a tendency to privilege the visual component of film over the elements of film sound. In an attempt to redress this imbalance, this course will focus on the technological, cultural, and theoretical histories of film sound throughout the twentieth century. We will examine the transition to sound in United States and European cinema, radio's role in the development of sound aesthetics, standardized and alternative sound practices, the role and use of music in cinema, and the complex effects of contemporary sound technologies on the medium and experience of film. 6 credits, AL; LA, Offered in alternate years, Winter—**J. Beck**

269. Understanding New Media This edition of Understanding New Media will be organized around our extensive engagement with the exhibitions, artists and critics we will encounter in our travels. The class will mix reading, discussion and critique. Because access to the wireless Internet is widespread in Europe, students are encouraged to equip their laptops with wireless cards in order that we can easily conduct research on the Net and post individual critical responses to our class weblog. 6 credits, AL; LA, Offered in alternate years, Spring—**J. Schott**

270. Nonfiction I: Reality Storytelling 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 out of others' lives. Whether you want to produce social documentary, experimental nonfiction, or a media-based comps project, this class will give you the tools you will need. The class culminates in the production of a significant nonfiction media project. Prerequisite: Cinema and Media Studies 111 or permission of instructor. 6 credits, AL; ARP, Fall—**L.**

Jimsen

271. Fiction I In a series of workshop exercises, students will explore the director's process, including script analysis, working with actors, framing, camera movement, and pacing. We will analyze how mood, tone, and themes are constructed through formal techniques. Students will also learn how to effectively produce a short film, including budgeting, scheduling, and coordinating cast, crew, and locations. Group and individual exercises in and out of class will develop diverse strategies for narrative construction and cinematic storytelling. The course will culminate in individual short fiction projects. Prerequisite: Cinema and Media Studies 111 or permission of instructor. *6 credits, AL; ARP, Winter—L. Jimsen*

272. Advanced Editing Techniques New digital media are changing the way we produce and distribute art and information. We'll combine critical perspectives with hands-on production with particular focus on multi-media for the web and DVD authoring. Prerequisite: Cinema and Media Studies 111. *6 credits, AL; ARP, Not offered in 2011-2012*

275. Audio Workshop The Audio Workshop introduces students to essential skills in audio storytelling and drama. Students will produce projects in three essential genres: reportorial projects (suitable for news or research reporting), personal narratives (along the lines of *This American Life*), and new audio drama (fiction recorded in our sound booth with actors). Along with essential technical skills, students will engage critical historical and esthetic issues in audio, along with directorial skills like interviewing and directing voice talent. *6 credits, AL; ARP, Fall—J. Schott*

276. Fiction II: Producing and Directing the Short Film This course builds on the skills developed in Cinema and Media Studies 271 Fiction 1, and takes them further in the areas of screenplay analysis, cinematography, casting, production management, and location shooting—skills utilized in the production of a short work of fiction, the focus of this course. Since this is not a screenwriting class, students work from scripts written in Cinema and Media Studies 279 Screenwriting, found elsewhere or provided by the instructor. Prerequisite: Cinema and Media Studies 271, or permission of the instructor; Cinema and Media Studies 279 strongly recommended. *6 credits, AL; ARP, Not offered in 2011-2012*

277. Television Studio Production In this hands-on studio television production course, held in the new, fully-outfitted Weitz Center studios, 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, AL; ARP, Winter—P. Hager*

279. Screenwriting "Screenwriting is an architectural, not literary activity."--David Mamet. Screenwriting has baffled many literary giants, including William Faulkner. But the deceptively simple art of cinematic storytelling can be learned--not by formula, but through form. Visiting writer-director Eric Tretbar teaches the principles and universal forms of cinematic storytelling with which students can write unique, challenging, meaningful scripts. Exercises with well-known movies teach students to select and arrange narrative material, analyze and design scenes, and map and analyze story structure. With these basic tools, students design, outline, and write their own short film. Prerequisite: Cinema and Media Studies 271 recommended but not required; or permission of the instructor. *6 credits, AL; ARP, Not offered in 2011-2012*

281. Digital Photography: Visual Description & Storytelling This production class in digital photography explores using images to describe and narrate the world around us. Students will learn to master their digital camera, develop an eye for composition and photographic style, learn advanced

techniques in Photoshop, and then apply these skills in creating a photo essay about topics in the community or on campus, and publish these online or in print. Additionally, students will create fictional photographic stories based on existing short fiction, their own stories, or other experimental forms. This class offers a solid foundation for those interested in digital imaging, visual documentary, moving image storytelling, and photojournalism. Digital camera required. *6 credits, AL; LA, Not offered in 2011-2012*

282. Graphic Design: Type + Image + Message Provides students with essential skills for producing and publishing forceful, effective visual communication. We focus on the combination of typography and image in formats such as graphic-intensive print-style publications, posters, still and motion-based typography. Production tools are primarily digital, including Photoshop, Adobe InDesign, Apple iWorks, LiveType and OmniGraffle. Unlike traditional pre-professional graphic design classes that teach a "design vocabulary," this class is predicated on the notion that the best design evolves from one's own specific, real-world design problems. Students read widely in the emerging literature of visual communication and the visualization of information. Prerequisite: Cinema and Media Studies 110 and 111 or permission of the instructor. *6 credits, AL; ARP, Fall—J. Schott*

283. Site-Specific Media: Out and About Video and photography are coming off the screen, out of the gallery, finding their way into the world through site-specific, installation-style projects. We will take visual projects out of the studio using projection and print techniques that speak and respond to particular locations. Imagine a multi-track movie playing on ten laptops in the Arb; or a film projected on the side of a mobile home with viewers in folding chairs. We will explore VJ software and produce live multi-track visuals to accompany a band performance at the end of the class. This class should be attractive to videographers, musicians, photographers, dancers and others with a speculative, experimental bent. Prerequisite: Cinema and Media Studies 110 and 111 or permission of the instructor. *6 credits, AL; ARP, Not offered in 2011-2012*

284. Digital Photography Workshop This edition of the workshop will focus on photographic portraiture. Students will begin reading on the history and theory of portraiture and representation in photography, art, and cinema. With this grounding, they will undertake multiple creative portrait assignments in a wide variety of styles, including street styles, studio set-ups and lighting, editorial/fashion, documentary portraiture, and conceptual projects. This class will take advantage of the new CAMS studios in The Weitz Center for Creativity. Students should have their own digital camera; software is provided. *6 credits, AL; ARP, Spring—J. Schott*

285. Community Video In this course students will focus on non-fiction structure, story, and production techniques as they create video projects working in collaboration with Northfield area non-profit organizations. Students will develop producer-client relationships (including production agreements) with organizations of their choosing. This class will meet with Carleton's Academic Civic Engagement office to identify local organizations and civic opportunities. Students will be required to produce two video projects for two separate organizations. *6 credits, ND; ARP, Not offered in 2011-2012*

289. New Media Seminar in Europe: Digital Workshop Creative new media projects will be tailored to each student's skill set and technical resources, and students will be encouraged to work in teams where appropriate. Descriptive and conceptual or web-based projects in photography will be at the center of the seminar, but students may also work in video and other new media forms. Students are encouraged to take an introductory course in a medium of their choice at Carleton before the seminar. *6 credits, AL; ARP, Offered in alternate years, Spring—J. Schott*

291. New Media Seminar in Europe: Directed Reading This is a self-directed course in which

assigned materials and projects should be completed prior to departure. The course will provide students with a broad understanding of key issues and ideas central to the seminar. Students will create blogs and post creative projects as part of this class. *4 credits, S/CR/NC, ND; NE, Offered in alternate years, Spring—J. Schott*

310. Moviegoing and Film Exhibition in America How have the sites where movies are screened, the sorts of entertainment programs offered, and the experience of movie going varied over time and in different locations and communities? In this course, we will familiarize ourselves with the various methodologies for doing film history while researching and writing (or producing in media form) the history of movie culture at the local level, making use of primary sources such as newspapers, interviews, and photographs. *6 credits, AL; HI, Not offered in 2011-2012*

330. Cinema Studies Topics Seminar The purpose of this seminar is to guide students in consolidating their conceptual understanding of theories central to the discipline of cinema studies. This term, students will engage in the close reading of classical and contemporary film theory and participate in stimulating debate about those theories. The course covers the realist and formalist traditions in classical film theory, theories related to the ontology of the photographic, cinematic and digital images, theories of authorship and genre, and trends in contemporary film theory, including psychoanalysis, ideology, cultural studies, phenomenology and cognitive studies. Prerequisite: At least one film history course (CAMS 211, 212 or 214) or permission of instructor. *6 credits, AL; LA, Fall—C. Donelan*

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

370. Advanced Production Workshop This workshop is for students who have taken Cinema and Media Studies 111 and at least one 200-level production course. Working in a variety of genres and technical formats, students design, test, and execute an in-depth, individual media project during the course of the term. Students are expected to work at advanced technical and conceptual levels to expand specific skills and aesthetics. Weekly class critiques will help students develop formal approaches, audio and visual language, and work flows specific to their projects. As students enter the production and post-production phases, further critiques will help them shape their material for the greatest, most precise expression. Prerequisite: Cinema and Media Studies 111 and at least one 200-level production course. *6 credits, AL; ARP, Offered in alternate years, Spring—L. Jimsen*

400. Integrative Exercise *6 credits, S/NC, ND, Fall, Winter—Staff*

CLASSICAL LANGUAGES

Chair: Professor Clara S. Hardy

Professors: Jackson Bryce, Clara S. Hardy, Nancy C. Wilkie, Clayton L. Zimmerman

Assistant Professor: Kathryn Seidl Steed

Visiting Assistant Professor: Christopher Brian Polt

Courses in the Department of Classical Languages cover numerous aspects of the ancient Greco-Roman world. While the majority of our courses focus on the study of Greek and Latin literary, historical, and philosophical texts, many also incorporate evidence from material remains such as art, architecture, 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. Classics 110, Introduction to Classical Studies, provides an in-depth study of Periclean Athens and Early Imperial Rome and is a requirement for all majors in the department. Completion of the Greek and Latin sequences, 101, 102, 103, and 204, fulfills the college language requirement.

Requirements for the Major

The Department of Classical Languages offers four majors:

Major in Classical Studies: This major is intended for students who want a broad introduction to classical civilization. Students anticipating further work in classics should supplement the requirements of this major with more courses in the ancient languages. Requirements: 30 credits of work in Greek and/or Latin, 24 credits of course work beyond the 102 level in the student's principal language, whether Greek or Latin; six further credits of language courses, either at the upper level of the principal language or at the elementary level in the other language; 36 additional credits in the general area of classical civilization, including Classics 110, 227 and 228. Further courses in the languages may be included in this group. Students must choose a particular focus within the general area of classical civilization and shape their program around it. Normally this will involve a concentration on either Greek or Roman civilization with work in the appropriate language. All majors must submit the junior skills portfolio in their junior year, and take Classics 394 and Classics 400 in their senior year.

Major in Greek: This major is intended for students who want a thorough introduction to the language and literature of Greece; students who intend to go on to graduate work in classics will need to take more work in Latin than this major requires. Requirements: 36 credits in Greek beyond Greek 102. In addition, students must take 30 additional credits in the general area of classical civilization including Classics 110 and 227. Further courses in Greek beyond 102 or Latin at any level may count toward this requirement. All majors must submit the junior skills portfolio in their junior year, and take Classics 394 and take Classics 400 in their senior year.

Major in Latin: This major is intended for students who want a thorough introduction to the language and literature of Rome; students who intend to do graduate work in classics will need to take more work in Greek than this major requires. Requirements: 36 credits in Latin beyond Latin 102. In addition, students must take 30 additional credits in the general area of classical civilization including Classics 110 and 228. Further courses in Latin beyond 102 and Greek at any level may count toward this requirement. All majors must submit the junior skills portfolio in their junior year, and take Classics 394 and take Classics 400 in their senior year.

Major in Classical Languages: This major is intended for students who plan to pursue graduate work in classics or who want a thorough introduction to the language and literature of both Greece and Rome. Requirements: 30 credits in Latin beyond Latin 102, plus 24 credits in Greek beyond Greek 102; or 30 credits in Greek beyond Greek 102, plus 24 credits in Latin beyond Latin 102. In addition, students must take the following in-translation courses: Classics 110 and either 227 or 228, depending on the language emphasized. All majors must submit the junior skills portfolio in their junior year, and take Classics 394 and take Classics 400 their senior year.

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

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

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

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

Classics Courses (CLAS)

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

100. Laughing Together, Laughing Alone: Individual and Society in Western Comedy Comedy is one of the oldest and most relatable forms of art, but what does it do for us? Does it celebrate what we share and can laugh about together, or does it mock the conflicts that arise when people interact? What can comedy teach us about our rights as individuals and our roles as members of larger communities (e.g., family, college, country, and world)? We will consider these and related questions by exploring Aristophanes, Menander, Plautus, Terence, Moliere, Wilde, Chaplin, and modern musicals *6 credits, AI, WR1, Fall—C. Polt*

110. Introduction to Classical Studies This course will examine in depth the two most content-rich focal points of Classical antiquity--Periclean Athens and Early Imperial Rome--since they provide a context for so much of what Classics is about and, just as important, what different ages have imagined antiquity to be about. The course will cover Athens and Rome in roughly equal units, providing different perspectives on the material from the variety of approaches that currently make up the study of the Classics: history, archaeology, anthropology, gender studies, literary criticism, philology, religious studies, etc. *6 credits, HU, WR; HI, WR2, Winter—C. Hardy, C. Zimmerman*

112. The Epic in Classical Antiquity An introduction to the genre of epic poetry from Classical Antiquity. Students will read in translation examples from the Greek, Hellenistic, and Roman traditions in order to trace the development of the major features and themes of this genre and to understand the considerable influence this genre has exerted both during antiquity and thereafter. Authors will include Homer, Apollonius, Virgil, and Lucan. No prerequisites. *6 credits, AL; LA, Not offered in 2011-2012*

114. 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. Readings from epic, lyric, and drama, as well as ancient historical, philosophical, and medical writers. No prerequisites. *6 credits, HU, RAD; HI, Fall—C. Hardy*

116. Ancient Drama: Truth in Performance The tragic and comic stage offered the Greeks and Romans a public arena for addressing in an engaging way such fundamental topics as love, family, justice, and the divine. Although the written word has fortunately preserved for us many ancient plays, the proper media for their communication remains, as their authors intended, the stage, the voice, and the body. This course will therefore address a variety of ancient tragedies and comedies with special

attention, not only to their themes, but to the manner of their staging and performance. *6 credits, AL; ARP, Not offered in 2011-2012*

117. Archaeology of Greece The course will concentrate on the Prehistoric Period in Greece, from the first arrival of man to the end of the Bronze Age. A major emphasis will be placed on the Minoan and Mycenaean Periods in Crete and Greece respectively. Along with the study of the culture of this period, the course will include a study of archaeological technique, so that the archaeological evidence can be evaluated. *6 credits, AL; HI, Not offered in 2011-2012*

118. Archaeology of Greece: 1000-323 BCE This course surveys the material remains of Greek culture from the Early Iron Age through the Archaic and Classical Periods. Emphasis will be given to the development of art and architecture as material expressions of Greek culture, as well as to the physical and topographical definition of the Greek city-states and their institutions. *6 credits, AL; HI, Not offered in 2011-2012*

125. Love, Death and Destiny: The Ancient Novel The novel is an unfamiliar but delightful area of Greek and Roman literature, with its heyday in the Roman empire of the second century AD. We will study most of the nine Greek ones, which are romantic short novels about ill-fated lovers and their wild, world-wide adventures. We will also read the two Latin ones, Petronius' *Satyricon* and Apuleius' *Metamorphoses*, or *Golden Ass*, which are rich both in satire and an important spiritual dimension. No prerequisites. Read in English. *6 credits, AL; LA, Winter—K. Steed*

224. The Oresteia Project: Visualizing Greek Tragedy The course will focus on Aeschylus' famous tragic trilogy as an entry-point into and case study of the production, both ancient and modern, of Greek drama. We will examine both the original context for Greek tragedy--the material, ritual, political and historical circumstances in which drama was performed in fifth century BCE Athens--and the challenges and possibilities for modern productions of these works. All students enrolled in the course are required to participate in some way (e.g. acting, dancing, costume, lighting, dramaturgy, etc.) in the term's Players' production of a new adaptation of the Oresteia. Co-requisite: Theater Arts 190. *6 credits, AL; ARP, Spring—C. Hardy, R. Weiner*

227. Greek History: Greek World From the Rise of the City-State to the Rise of the Hellenistic Kingdom A survey of the civilization of the ancient Greeks, emphasizing the evolution of the city-state as a cohesive social, political, and economic organism. The development of the city-state as a response to the physical environment of Greece will form a component of this study, as will a discussion of the historical method: how do we use the few surviving archaeological remains and little written evidence to reconstruct the history of these people and their institutions? The period covered in depth will run from the beginning of the city-state ca. 750 BC to the conquests of Alexander the Great (336-323 BC) and the legacy of international monarchies that followed. *6 credits, HU; HI, IS, Not offered in 2011-2012*

228. The Roman Republic Introduction to Rome's political and social history from the Etruscan period to the end of the Republic. Topics include Roman political culture, the acquisition of empire, the role of the army, the psychology of Rome, and interpretation of historical evidence. Based largely on primary source readings. *6 credits, HU, WR, RAD; HI, WR2, IS, Spring—K. Steed*

229. The Later Roman Empire, Byzantium and Islam Introduction to the basic facts of political history of the Roman, Byzantine, and Islamic empires from the third to the ninth centuries AD. Readings and discussion of primary texts from the points of view of social, intellectual, and particularly religious history. Some attention to art and architecture; individual projects of research and interpretation. An important goal is to understand the phenomena of Christianity and Islam in their native context, the Mediterranean world of late antiquity. Prerequisite: one Carleton course in history,

classics, Greek or Latin. *6 credits, HU, RAD; HI, IS, Not offered in 2011-2012*

251. Translation Theory and Practice We live in a world permeated by different languages at every level--from literary texts to multilingual instruction manuals, from newspapers and books to songs and films--and we all translate every day, whether we know it or not. This course aims to examine major issues related to translation, including its history, theory, and practice, as well as what ideological and ethical concerns translation poses today. We will also explore translation's relationship to issues of literature, religion, culture, race and ethnicity, and sex and gender. Prerequisite: Competence in any language other than English beyond four terms of study, or permission of the instructor. *6 credits, HU, WR, RAD; HI, WR2, IS, Fall—C. Polt*

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

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

Greek Courses (GRK)

(These courses all involve acquiring or using ancient Greek)

101. Elementary Greek Study of essential forms and grammar, with reading of connected passages. *6 credits, ND; NE, Winter—C. Polt*

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, ND; NE, Spring—C. Zimmerman*

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, ND; NE, Fall—J. Bryce*

204. Greek Tragedy Selected readings from Greek Tragedy with an introduction to Greek meter. Prerequisite: Greek 103 with a grade of at least C-. Completes the college foreign language requirement. *6 credits, ND; NE, Winter—C. Zimmerman*

230. Homer: The Odyssey Reading of selected portions in Greek and of the entire poem in translation. *6 credits, AL; LA, Not offered in 2011-2012*

231. Homer: The Iliad Reading of selected portions in Greek and of the entire poem in translation. *6 credits, AL; LA, Not offered in 2011-2012*

233. Longus' Daphnis and Chloe Readings of selected portions of the novel in Greek and the entire text in translation. Prerequisites: Greek 204 or equivalent. *6 credits, AL; LA, Not offered in 2011-2012*

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, AL, WR; LA, WR2, Spring—C. Polt*

248. Ancient Greek Composition Practice in composing Greek prose. Prerequisites: Greek 103 or any higher-level Greek course. *3 credits, AL; NE, Winter—J. Bryce*

258. The Greek Orators This course will examine in Greek selected public and private orations of Lysias, Demosthenes, and other extant Attic Orators. We will focus on issues both of rhetoric and law, as well as studying Athenian court procedure and the political and historical background to the speeches. Supplementary readings in translation. *6 credits, AL; HI, Not offered in 2011-2012*

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

351. Aristophanes Intensive study of one or two plays in the original and of the remaining plays in translation. *6 credits, AL; LA, Not offered in 2011-2012*

352. Thucydides Study in the original of selections from Thucydides *Peloponesian War* and in translation of the entire work. Prerequisite: Greek 204. *6 credits, AL; HI, Not offered in 2011-2012*

Latin Courses (LATN)

(These courses all involve acquiring or using Latin)

101. Elementary Latin Study of essential forms and grammar. This course should be elected by all students who have taken less than two years of secondary school Latin or who have not studied the subject for two or more years before entering college. *6 credits, ND; NE, Fall—K. Steed*

102. Intermediate Latin Continuation of essential forms and grammar. Prerequisite: Latin 101 with a grade of at least C-; or placement by examination during New Student Week. *6 credits, ND; NE, Winter—K. Steed*

103. Catullus and Other Latin Poets Readings from the works of great poets in the original Latin, and of further selections in English. Prerequisite: Latin 102 with a grade of at least C-; or appropriate score on the Latin placement exam. *6 credits, ND; NE, Fall, Spring—C. Polt*

204. Latin Prose Review of essential forms and grammar, with introduction to Latin prose through the study of medieval texts, Cicero and elementary Latin prose composition. Prerequisite: Latin 103 with a grade of at least C-. Completes the college foreign language requirement. *6 credits, ND; NE, Fall—K. Steed*

243. Medieval Latin Reading from representative works of prose and poetry, and from the Roman liturgy. Prerequisite: Latin 204 or equivalent; students with a strong high school background of three-four years may also register upon taking the Latin placement exam. *6 credits, AL; LA, Not offered in 2011-2012*

245. Cicero Representative readings, in Latin, across the range of Cicero's literary activity, including oratory, philosophy, criticism, and correspondence. Prerequisite: Latin 204 or equivalent. *6 credits, AL; HI, Not offered in 2011-2012*

248. Latin Composition Practice in composing Latin prose. Prerequisites: Latin 103 or any higher-level Latin course. *3 credits, AL; NE, Winter—J. Bryce*

253. Seneca the Younger Seneca the Younger was a key figure in the reigns of the Roman Emperors, Claudius and Nero. He was a prolific writer and a major force in shaping the moral philosophy of the later Roman world. This course will examine Seneca's thought and lively writing style by reading samples from a broad selection of his prose works (philosophical essays and letters) as well as his

tragedies. There will be a short paper (six-eight pages) in addition to other assignments designed to familiarize students with some of the research tools and practices of the discipline. Prerequisite: Latin 204 (or equivalent). *6 credits, AL; LA, Spring—C. Zimmerman*

255. Tacitus A survey of the works of the Roman Silver Age historian and rhetorician Gaius Cornelius Tacitus, reading Latin excerpts and selections in English translation. Prerequisite: Latin 204. *6 credits, AL; HI, Fall—J. Bryce*

258. Seminar: Horace Selection from Horace's *Odes, Epodes, Satires* and *Epistles* in Latin and the remaining works in translation. Prerequisite: Latin 204 or equivalent. *6 credits, AL; LA, Not offered in 2011-2012*

259. Seminar: Virgil Selections from *Eclogues, Georgics, and Aeneid* in Latin and all of Virgil in English. Offered simultaneously with Latin 359 without the supplemental assignments for advanced students. *6 credits, AL; LA, Not offered in 2011-2012*

345. Roman Comedy Selected readings in the original from Plautus and/or Terence; study in translation of both Roman Comedy and its predecessor Greek New Comedy. *6 credits, AL; LA, Not offered in 2011-2012*

347. Latin Love Poetry Reading the poetry of Catullus, Tibullus, Propertius, and Ovid in Latin, we will explore how different poets conceived of love by embracing or rejecting cultural, societal, and political expectations in first century BCE Rome. We will examine how Greek literature and thought influenced Roman ideas about love, as well as how Latin authors shaped the course of love poetry and songs in the West. We will also consider a range of topics related to love in antiquity, including sexuality, gender, courtship rituals, marriage, and children. Prerequisite: Latin 204 or above. *6 credits, AL; LA, Not offered in 2011-2012*

349. Ovid's *Fasti* Reading Ovid's *Fasti*--a poem about the origins, practice, and significance of ancient holidays--we will explore how Romans approached ideas of sacred time and space, both conceptually and practically. We will consider a variety of related issues, including ancient religion, calendars, etymology, and origin stories. We will also examine how issues of sex and gender, public and private worship, politics, propaganda, and competing ideologies are reflected and challenged in the process of creating and explaining holiday and festival occasions. Supplemental readings in Catullus, Vergil, Livy, and other of Ovid's poems. Prerequisite: Latin 204 or equivalent. *6 credits, AL, WR; LA, WR2, Winter—C. Polt*

COGNITIVE SCIENCE CONCENTRATION (CGSC)

Director: Professor Kathleen M. Galotti

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, intelligence, neuroscience, social cognition, anthropology, education and others. The concentration in Cognitive Science therefore represents a formal means of bringing together students and faculty in different disciplines who share common interests. We seek to enrich the view provided by any one discipline through an exploration or the methodologies of others.

The concentration is designed for students majoring in psychology, philosophy, computer

science, or linguistics, although all students are welcome.

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

Requirements for the Concentration

Common Experience: (6 credits)

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

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

CGSC 130 How to Build a Mind: Introduction to Cognitive Science

A second alternative entry point into the concentration is enrollment in the Biology-Philosophy DYAD--linked sections of Biology 125 and Philosophy 100. DYAD students may count successful completion as the equivalent of Cognitive Science 130 (not offered in 2011-2012).

CGSC/PSYC 232/233 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. (For the purposes of counting, the DYAD will count as part of the CGSC program.)

BIOL 365 Topics in Neuroscience

BIOL 368 Developmental Neurobiology (Not offered in 2011–2012)

BIOL 379 Seminar: Behavioral Genetics (Not offered in 2011–2012)

BIOL 386 Neurobiology

CGSC 100 How We Make Important Decisions

CGSC 130 How to Build A Mind: An Introduction to Cognitive Science

CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool Years (Not offered in 2011–2012)

CGSC 385 Cognitive Development in Middle Childhood

CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plans (Not offered in 2011–2012)

CGSC 396 Directed Research in Cognitive Studies

CS 254 Computability and Complexity

CS 321 Artificial Intelligence

CS 322 Natural Language Processing (Not offered in 2011–2012)

ECON 266 Experimental Economics

ECON 267 Behavioral Economics

EDUC 234 Educational Psychology

LING 216 Generative Approaches to Syntax

LING 217 Phonetics and Phonology

LING 265 Language and Brain (Not offered in 2011–2012)

LING 275 First Language Acquisition (Not offered in 2011–2012)

LING 315 Topics in Syntax

LING 316 Topics in Morphology

LING 317 Topics in Phonology (Not offered in 2011–2012)

LING 325 Syntax of an Unfamiliar Language

LING 340 Topics in Semantics (Not offered in 2011–2012)
MUSC 227 Introduction to the Perception and Cognition of Music
PHIL 212 Epistemology
PHIL 223 Philosophy of Language
PHIL 225 Philosophy of Mind (Not offered in 2011–2012)
PHIL 395 Wittgenstein on Language, Mind and Meaning
PSYC 100 Psychology, Technology and Design
PSYC 216 Behavioral Neuroscience
PSYC 220 Sensation and Perception
PSYC 234 Psychology of Language (Not offered in 2011–2012)
PSYC 238 Memory Processes
PSYC 250 Developmental Psychology
PSYC 258 Social Cognition
PSYC 362 Psychology of Spoken Words
PSYC 373 Face Recognition (Not offered in 2011–2012)
PSYC 375 Language and Deception
SOAN 260 Myth, Ritual, and Symbolism (Not offered in 2011–2012)
SOAN 274 Language, Culture and Society

Cognitive Science Courses

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

130. How to Build A Mind: An Introduction to Cognitive Science Cognitive science is a multidisciplinary field of inquiry involving biology, computer science, linguistics, philosophy and psychology whose aim is to understand the nature of the human mind. This course will explore current models of human cognition, including artificial intelligence, connectionism, modularity theory, dynamical systems, robotics and embodied cognition. Specific topics to be explored from these perspectives include the nature of mental representation, consciousness, reasoning, language and vision. *6 credits, HU; HI, Winter—R. Elveton*

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

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

380. Seminar in Developmental Psychology: Cognitive Development During the Preschool Years

We will consider the development of memory, perception, and attention, as well as concepts and categorization, problem-solving and thinking, during the years from two to six. We will focus particularly on how these developments are reflected in children's spontaneous behavior and play. Course requirements will include readings, class discussions, short papers, a final project, and regular observation of preschoolers or kindergarteners. Prerequisites: Psychology 250 or Educational Studies 234 or permission of the instructor. *6 credits, SS; SI, Not offered in 2011-2012*

385. Cognitive Development in Middle Childhood We will consider the development of memory, perception, and attention, as well as concepts and categorization, problem-solving and thinking, during the years from six to 11. We will focus particularly on how these developments are reflected in children's academic learning and social relationships. Course requirements will include readings, class discussions, short papers, a final project, and regular observation of school-aged children. Prerequisite: Psychology 250 or Educational Studies 234 or permission of instructor. *6 credits, SS; SI, Fall—K. Galotti*

386. Adolescent Cognitive Development: Developing an Identity and Life Plans An examination of recent literature on how adolescents develop their value system, explore their goals, begin to make life-framing decision, establish new relationships, and discover answers to the question "Who am I?" Course readings will involve primary literature, and the course is discussion-based. Prerequisite: Psychology 250, Educational Studies 234 or consent of the instructor. *6 credits, SS; SI, Not offered in 2011-2012*

396. Directed Research in Cognitive Studies Senior majors in cognitive studies will work with the director to develop a thesis proposal for their comps project. Prerequisite: Permission of the instructor. *3 credits, ND; NE, Fall—R. Elveton, K. Galotti*

COMPUTER SCIENCE (CS)

Chair: Associate Professor David R. Musicant

Professors: Jack Goldfeather, Jeffrey R. Ondich

Associate Professors: Amy Csizmar Dalal, David Liben-Nowell, David R. Musicant

Assistant Professor: Sherri Goings

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

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

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

bioinformatics, linguistics, cognitive science, and law.

Requirements for a Major

The course requirements are Mathematics 111; Computer Science 111, 201, 202 (or Mathematics 236), 204, 208, 251, 252, and 254; and two additional courses from among: Computer Science courses numbered 200 or above, Mathematics 311, and Physics 247. Although they are not required for the CS major, we recommend that our students take as many mathematics and statistics courses as possible. Majors must complete a capstone experience (CS 399 and 400): during fall and winter terms of the senior year, the student will participate on a team of four to seven students working on a faculty-specified project. Potential majors should take Computer Science 111, Mathematics 111, and at least one of Computer Science 201, 202, 204, and 208 by the end of the sophomore year.

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

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

Computer Science Courses

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

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. No prerequisites. *6 credits, MS; FSR, QRE, Fall, Winter, Spring—Staff*

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 consent of the instructor. *6 credits, MS; FSR, QRE, Fall, Winter, Spring—Staff*

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 permission of instructor. *6 credits, MS; FSR, Winter—D. Liben-Nowell*

204. 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 111 or consent of the instructor. *6 credits, MS; FSR, Spring—J. Ondich*

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

231. Computer and Network 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, 202 or 204 or 208. *6 credits, MS, Not offered in 2011-2012*

251. Programming Languages 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 permission of instructor. *6 credits, MS; FSR, Fall—D. Musicant*

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

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 either Computer Science 202 or Mathematics 236. *6 credits, MS; FSR, Spring—D. Liben-Nowell*

311. Computer Graphics The raster graphics representation of 2- and 3- dimensional images. Topics include frame buffers, data structures for image storage, geometric transformations, hidden surface algorithms, raytracing, splines, and lighting models. Prerequisites: Computer Science 201, Mathematics 232 or consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

321. Artificial Intelligence How can we design computer systems with behavior that seems "intelligent?" This course will examine a number of different approaches to this question, including intelligent agents (simulated with a robot), machine learning (including neural networks and genetic algorithms), and reasoning with uncertainty. We will also examine search methods, with an interest in computer game playing. The coursework is a mix of problem solving and computer programming based on the ideas that we discuss. Prerequisite: Computer Science 201 or consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Spring—D. Musicant*

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. Prerequisites: Computer Science 201 and 202 or permission of the instructor. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

324. Data Mining How does Google understand what it is you're looking for? How does Amazon.com figure out what items you might want to buy? These questions and others are part of machine learning and data mining, two highly related fields at the crossroads of artificial intelligence, database systems, and statistics. Machine learning concerns itself with getting a computer to learn or discover patterns, whereas data mining focuses this task on large databases. Much of the material will be presented through primary source research papers, and the content will include techniques such as classification, clustering, association rules, web mining, collaborative filtering, and others. Prerequisite: Computer Science 201 or consent of the instructor. *6 credits, MS; FSR, QRE, Offered in alternate years, Not offered in 2011-2012*

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, and emerging applications and technologies such as peer-to-peer networking, WiFi, and WiMax. Prerequisite: CS 201 or consent of instructor. *6 credits, MS; FSR, Offered in alternate years, Fall—A. Csizmar Dalal*

332. Operating Systems The thing that we call a computer is actually a complex collection of interacting devices. To ensure that these devices work together effectively without excessive human intervention, people have developed operating systems software that coordinates the behavior of the

devices and gives programmers ways to control those devices. This course will address the fundamental problems that operating systems need to solve, including those concerned with process management, file organization, memory management, and input/output control. We will also study the structure of the Linux operating system. Prerequisites: Computer Science 208 or consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Spring—S. Goings*

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, MS; FSR, Offered in alternate years, Winter—D. Musicant*

341. Cryptography If you want to send information that only your intended recipient can understand, you need cryptography, the art of securing messages. Cryptography is at the heart of applications like on-line commerce, password-protected computer accounts, secure wireless networks, and cash withdrawal from automatic teller machines. This course will focus on these and other applications to motivate our study of the mathematics, protocols, and history of cryptography and cryptanalysis. Prerequisite: Computer Science 201 and either Computer Science 202 or Mathematics 236, or permission of the instructor. *6 credits, MS; FSR, QRE, Offered in alternate years, Not offered in 2011-2012*

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 permission of instructor. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

361. Evolutionary Computing and Artificial Life An introduction to evolutionary computation and artificial life, with a special emphasis on the two way flow of ideas between evolutionary biology and computer science. Topics will include the basic principles of biological evolution, experimental evolution techniques, and the application of evolutionary computation principles to solve real problems. All students will be expected to complete and present a term project exploring an open question in evolutionary computation. Prerequisite: Computer Science 111; 201 or 204 or Biology 125. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

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, Mathematics 121, Computer Science 111, 201, 202 (or Mathematics 236); one course from among Computer Science 204 or 208; two courses from among Computer Science 251, 252 and 254; one course from among Computer Science courses numbered 260. *3 credits, S/CR/NC, ND; NE, Fall—Staff*

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, ND; NE, Winter—Staff*

Other Courses Pertinent to Computer Science:

Physics 247 Digital Electronics
Physics 343 Electronics

CROSS-CULTURAL STUDIES CONCENTRATION (CCST)

Director: Professor Clifford E. Clark, Jr.

Committee Members: Scott D. Carpenter, Clifford E. Clark, Jr., Charlie Cogan, Stephanie Cox, Van Dusenbery, Roger R. Jackson, Sigi D. Leonhard, Luyen Phan, Kathryn Sparling

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

Requirements for the Concentration:

Language is fundamental to understanding other societies and it is therefore fundamental to the concentration. Each concentrator will fulfill the Carleton language requirement in the language of the focus area, or will study in a language-intensive program in the focus area. Upper level language study is encouraged.

Concentrators will select a nation or region of the world on which to focus their cultural and linguistic study. This area will then be examined from three out of the following four perspectives:

- In binary comparison with another culture
- In regional perspective (i.e., beyond national borders)
- In relation to global issues
- Relating to ethnic diversity and diaspora

Core courses:

- CCST 100: Growing Up Cross-Culturally (recommended but not required)
- CCST 210: Global/Local Perspectives
- CCST 275: I'm a Stranger Here Myself

Electives:

Four courses from a least three of the four comparative categories listed above, to be selected from the list of pertinent courses available on the department Web site. Students who have participated in the first-year seminar, Growing Up Cross-Culturally, are required to take only three additional courses from any three categories.

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

Cross-Cultural Studies Courses

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

210. Global/Local Perspectives How do global processes affect local cultures (and vice versa)? How do transnational movements of people, goods, capital, images and ideas affect identities? Is it really possible to translate, compare, and converse across cultures? Such questions animate this course, which aims to expose CCST concentrators, as well as interested students in related majors and concentrations, to theories and methods in the interdisciplinary field variously called global studies or cross-cultural studies. To model interdisciplinary conversation and methods of inquiry, the course incorporates co-instructors and guest presenters from the humanities and social sciences and includes readings drawn from multiple disciplines. *6 credits, ND, RAD; SI, IS, Spring—V. Dusenbery*

250. Process Writing: As You Set Out For Ithaka This creative writing course offers students the opportunity to explore their own experiences in and with another culture through writing. Students will study basic building blocks and narrative strategies, and use them to craft stories that deal with intercultural transitions and the challenges of negotiating life in a different culture and a different language. We will read stories, novels and essays by contemporary writers while also writing and revising our own stories. Ideally, the course will help you envision and follow the path to your own "Ithaka." There is an option to write in a foreign language (French, German, English). *6 credits, S/CR/NC, AL, WR; ARP, WR2, IS, Spring—S. Leonhard*

275. I'm A Stranger Here Myself Designed for students who are returning from off-campus studies or who have lived abroad, and for anyone who has had the experience of being an outsider, this course will explore theories and models of intercultural competence and intercultural transition. Using the actual experience of the students in class as its evidence, it will first develop theories about the nature of intercultural contact and then test their usefulness by applying them to the analysis of specific historical and literary evidence. *6 credits, ND, RAD; SI, IS, Winter—R. Jackson*

Pertinent courses are available in a wide range of disciplines, including: Art History, Economics, History, Music, Area Studies, Political Science, Religion, and Sociology and Anthropology. For questions about particular courses, please check the department Web site or contact the director.

Binary Comparison:

ARTS 275 Studio Art Seminar in the South Pacific: Physical & Cultural Environment of Australia & New Zealand (Not offered in 2011–2012)

FREN 235 Francophone Literature of Africa and the Caribbean (Not offered in 2011–2012)

POSC 326 America's China Policy* (Not offered in 2011–2012)

Regional Perspective:

AMST 240 The Midwest and the American Imagination

ARTH 164 Buddhist Art

BIOL 210 Global Change Biology

CAMS 217 Border Crossings: Postmodern Perspectives on French and German Cinema (Not offered in 2011–2012)

ENGL 238 African Literature in English
 FREN 241 Sexuality and Sagacity: Introduction to French and Francophone Literature
 HEBR 221 Israeli Literature in the Middle East (Not offered in 2011–2012)
 HIST 137 Before Europe: The Early Medieval World, 250-c. 1050 (Not offered in 2011–2012)
 HIST 139 Foundations of Modern Europe (Not offered in 2011–2012)
 HIST 140 Modern Europe 1789-1914 (Not offered in 2011–2012)
 HIST 141 Europe in the Twentieth Century
 HIST 169 Colonial Latin America 1492-1810 (Not offered in 2011–2012)
 HIST 170 Modern Latin America 1810-Present
 HIST 180 An Historical Survey of East Africa (Not offered in 2011–2012)
 HIST 204 Crusade, Contact and Exchange in the Medieval Mediterranean (Not offered in 2011–2012)
 HIST 232 Renaissance Worlds in France and Italy
 HIST 233 Cultures of Empire: Byzantium, 710-1453
 HIST 236 Women's Lives in Pre-Modern Europe (Not offered in 2011–2012)
 HIST 259 Women in South Asia: Histories, Narratives and Representation
 HIST 260 The Making of the Modern Middle East
 HIST 265 Central Asia in the Modern Age
 LTAM 200 Issues in Latin American Studies
 MUSC 243 Music of the Caribbean
 POSC 241 Ethnic Conflict
 POSC 255 Post-Modern Political Thought (Not offered in 2011–2012)
 POSC 263 European Political Economy (Not offered in 2011–2012)
 POSC 322 Political Economy of Latin America* (Not offered in 2011–2012)
 POSC 383 European Political Economy Seminar in Madrid and Maastricht: Politics of the European Union (Not offered in 2011–2012)
 RELG 150 Religions of South Asia
 RELG 251 Theravada Buddhism
 RELG 253 Tibetan Buddhism (Not offered in 2011–2012)
 SOAN 256 Ethnography of Africa
 SOAN 259 Comparative Issues in Native North America (Not offered in 2011–2012)
 SPAN 242 Introduction to Latin American Literature
 SPAN 260 Forces of Nature (Not offered in 2011–2012)
 SPAN 336 Genealogies of the Modern: Turn of the Century Latin America
Global Issues:
 BIOL 210 Global Change Biology
 BIOL 212 Australia Program: Biology Field Studies and Research
 BIOL 221 Ecosystem Ecology
 BIOL 352 Population Ecology
 BIOL 361 Tropical Rainforest Ecology (Not offered in 2011–2012)
 BIOL 362 Field Investigation in Tropical Rainforest Ecology (Not offered in 2011–2012)
 CHEM 328 Environmental Analysis (Not offered in 2011–2012)
 ECON 224 Cambridge Program: Comparative Environmental Policy
 ECON 281 International Finance
 ECON 395 Advanced Topics in International Finance
 ENTS 112 Conservation Biology (Not offered in 2011–2012)
 ENTS 215 Environmental Ethics
 ENTS 244 Biodiversity Conservation and Development

HIST 360 Muslims and Modernity
 MUSC 111 Western Art Music and Western Civilization
 MUSC 210 Medieval and Renaissance Music (Not offered in 2011–2012)
 MUSC 245 Music of Africa
 PHIL 242 Environmental Ethics (Not offered in 2011–2012)
 POSC 120 Comparative Political Regimes
 POSC 255 Post-Modern Political Thought (Not offered in 2011–2012)
 POSC 259 Justice Among Nations
 POSC 265 Politics of Global Economic Relations
 POSC 268 International Environmental Politics and Policies
 POSC 281 Global Society: An Approach to World Politics
 POSC 355 Identity, Culture and Rights* (Not offered in 2011–2012)
 POSC 358 Comparative Social Movements* (Not offered in 2011–2012)
 PSYC 384 Psychology of Prejudice
 RELG 121 Introduction to Christianity (Not offered in 2011–2012)
 RELG 258 Women and Buddhism (Not offered in 2011–2012)
 RELG 263 Sufism (Not offered in 2011–2012)
 SOAN 226 Anthropology of Gender
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2011–2012)
 SOAN 262 Anthropology of Health and Illness
 SOAN 302 Anthropology and Indigenous Rights
 Ethnic Diversity and Diaspora:
 AMST 115 Introduction to American Studies: The Immigrant Experience
 AMST 115 Introduction to American Studies: Placing Identities
 AMST 127 Introduction to U.S. Latino/a Studies (Not offered in 2011–2012)
 AMST 227 Beyond the Border: Latinos Across America (Not offered in 2011–2012)
 AMST 239 Introduction to Asian American Studies (Not offered in 2011–2012)
 EDUC 353 Schooling and Opportunity in American Society (Not offered in 2011–2012)
 ENGL 119 Introduction to U.S. Latino/a Literature (Not offered in 2011–2012)
 ENGL 235 Asian American Literature
 ENGL 258 Contemporary American Playwrights of Color
 FREN 243 Topics in Cultural Studies: The Urban Periphery/Negotiated Cultures
 HIST 276 The African Diaspora in Latin America
 HIST 322 Civil Rights and Black Power (Not offered in 2011–2012)
 HIST 360 Muslims and Modernity
 POSC 355 Identity, Culture and Rights* (Not offered in 2011–2012)
 PSYC 384 Psychology of Prejudice
 RELG 130 Native American Religions (Not offered in 2011–2012)
 RELG 243 Native American Religious Freedom (Not offered in 2011–2012)
 RELG 271 Religious and Moral Issues of the Holocaust (Not offered in 2011–2012)
 SOAN 259 Comparative Issues in Native North America (Not offered in 2011–2012)
 SOAN 302 Anthropology and Indigenous Rights
 SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in
 2011–2012)
 SPAN 350 Recent Trends in Latin American Narrative: Pop Culture and Testimony (Not offered in
 2011–2012)

EAST ASIAN STUDIES CONCENTRATION

Director: Professor Mark Hansell

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

Requirements for the Concentration:

The East Asian Studies Concentration requires a total of 42 credits, with at least 6 credits drawn from each of the three Asian Studies distribution areas (Arts and Literature, Humanities, Social Sciences)

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

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

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

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

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

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

ARTH 165 Japanese Art and Culture (not offered in 2011-2012)

ARTH 166 Chinese Art and Culture (not offered in 2011-2012)

CHIN 282 Chinese Studies Seminar in Tianjin: Chinese Civilization (not offered in 2011-2012)

HIST 151 History of Modern Japan (not offered in 2011-2012)

HIST 152 History of Early China

HIST 153 History of Modern China

JAPN 237 Literature and Arts of Japan: 1333-1868 in Translation (not offered in 2011-2012)

JAPN 240 Literature and Society of Modern Japan in Translation (not offered in 2011-2012)

RELG 151 Religions in Chinese Culture

RELG 152 Religions in Japanese Culture (not offered in 2011-2012)

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

ARTH 164 Buddhist Art

ARTH 209 Chinese Painting (not offered in 2011-2012)

ARTH 220 Gender and Genre in the Floating World: Japanese Prints (not offered in 2011-2012)

ARTH 320 Japanese Theater: Visualizing Narrative Across Media (not offered in 2011-2012)

ASLN 111 Writing Systems (not offered in 2011-2012)

ASLN 237 Tao of Wisdom in Asian Literature (not offered in 2011-2012)

ASLN 260 Historical Linguistics

CHIN 115 The Taoist Way of Health and Longevity, *Taichi* and Other Forms

CHIN 212 Chinese Studies Seminar in Tianjin: Chinese Culture (not offered in 2011-2012)

CHIN 235 Beauty, Good and Evil in Chinese Literature (not offered in 2011-2012)
 CHIN 240 Chinese Cinema (not offered in 2011-2012)
 CHIN 241 Twentieth Century Chinese Literature and Film in Translation (not offered in 2011-2012)
 CHIN 347 Advanced Reading in Contemporary Chinese Prose: Newspapers (not offered in 2011-2012)
 CHIN 348 Advanced Chinese: The Mass Media (not offered in 2011-2012)
 CHIN 349 Advanced Chinese: Social Commentary
 CHIN 350 Advanced Chinese: Poems and Stories (not offered in 2011-2012)
 CHIN 356 Modern and Contemporary Women Writers
 CHIN 357 Advanced Chinese: Contemporary Social Issues (not offered in 2011-2012)
 CHIN 358 Chinese Idiom Stories
 CHIN 360 Classical Chinese (not offered in 2011-2012)
 ECON 240 Microeconomics of Development
 HIST 253 Bureaucracy, Law and Religion in East Asia (not offered in 2011-2012)
 HIST 254 Colonialism in East Asia
 HIST 255 Print Culture and Nationalism in East Asia
 JAPN 230 Topics in Pre-Modern Literature in Translation
 JAPN 231 Japanese Cinema in Translation
 JAPN 234 Modern Japanese Novel in Translation: Mothers/Daughters Fathers/Sons (not offered in 2011-2012)
 JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (not offered in 2011-2012)
 JAPN 242 Japanese Poetry in Translation (not offered in 2011-2012)
 JAPN 243 The Other in Modern Japanese Literature and Society in Translation (not offered in 2011-2012)
 JAPN 344 Advanced Writing: Contemporary Prose
 JAPN 345 Advanced Reading in Modern Japanese Literature: The Short Story
 JAPN 346 Advanced Readings in Modern Japanese Literature: Poetry and Drama (not offered in 2011-2012)
 JAPN 348 Advanced Conversation and Composition
 JAPN 349 Advanced Readings in Contemporary Japanese Prose (not offered in 2011-2012)
 JAPN 352 Advanced Japanese Through Manga and Contemporary Materials (not offered in 2011-2012)
 LING 285 The Linguistics of the Japanese Writing System
 LING 286 The Structure of Japanese
 POSC 239 The Diplomat's Craft: Three Case Studies
 POSC 326 America's China Policy* (not offered in 2011-2012)
 POSC 329 Vietnam and American Policy
 POSC 345 Guerillas, Warlords and Bandits: The Art of Asymmetric War* (not offered in 2011-2012)
 RELG 254 Zen Buddhism (not offered in 2011-2012)
 RELG 255 Social Engagement in Asian Religions
 RELG 258 Women and Buddhism (not offered in 2011-2012)
 RELG 350 Emptiness (not offered in 2011-2012)
 RELG 358 Zen, Nationalism and Orientalism (not offered in 2011-2012)
Capstone Course: For 2011-2012, the designated capstone course is: to be announced

ECONOMICS (ECON)

Chair: Professor Stephen H. Strand

Professors: Michael Hemesath, Mark T. Kanazawa, Martha White Paas, Stephen H. Strand, Jenny Bourne Wahl

Associate Professor: Nathan D. Grawe

Assistant Professors: Muhammad Faress Bhuiyan, Lauren Feiler, Pavel Kapinos, Aaron M. Swoboda, Radek Szulga

Headley Distinguished Visitor-in-Residence: Gavin Wright

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

Requirements for a Major

All economics majors are required to successfully complete the two introductory courses (110 and 111), the three core courses (330, 331, and 332), the integrative exercise (400), and 30 additional credits in economics at the 200 level or above. Unless specifically noted otherwise, all economics courses at the 200-level and above have both Economics 110 and 111 as prerequisites. Mathematics 215 (or 275) is a prerequisite for 332 and is also required.

Mathematics 111 or its equivalent is a prerequisite for Economics 330. Any student intending graduate work in economics should also take Mathematics 121, 211, and 232. Courses teaching additional skills such as computer science, advanced rhetoric, and analysis of political and social policies are highly recommended.

Economics Courses

100. Black and White in America: The Economics of Race Blacks and whites have lived side by side since colonial times, participating in the same economy yet facing very different constraints and opportunities. This course focuses on the economics of race in America, paying particular attention to the experiences of black Americans. We read texts from a variety of disciplines, including history, literature, law, demography, and economics. We use the lens of economics to examine topics such as slavery; segregation in schools, workplaces, and schools; migration; urban life; welfare policy; family formation; crime and punishment; civil rights; affirmative action; black entrepreneurship; and reparations. *6 credits, AI, WR1, IDS, Fall—J. Wahl*

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, SS; SI, QRE, Fall, Winter, Spring—Staff*

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, SS; SI, QRE, Fall, Winter, Spring—Staff*

221. Cambridge Program: Contemporary British Economy This course will focus on the theoretical and policy debates in Britain from the 1930s to the present and the development of the structure of the British economy and institutions during that period. Prerequisites: Economics 110 and 111. *4 credits, SS; SI, Summer—A. Swoboda*

222. Cambridge Program: The Industrial Revolution in Britain This course studies the development of the British economy during the Industrial Revolution, with special attention paid to the role of agriculture, foreign trade, capital accumulation, population growth, and technological innovation. The week-long trip to sites of the Industrial Revolution and excursions to other locations of historical significance are important aspects of this course. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, Summer—A. Swoboda*

223. Cambridge Program: The Life of J. M. Keynes This course will examine the life and times of J. M. Keynes. In addition to studying the economic ideas of Keynes, students will examine the social and political milieu in Britain in the first half of the twentieth century. *4 credits, S/CR/NC, SS; SI, Summer—A. Swoboda*

224. Cambridge Program: Comparative Environmental Policy This course will explore the environmental economic policies in place in Cambridge, Britain, and the European Union. Particular attention will be paid to comparing these policies to contemporary and historical policy in the United States. Topics may include: energy, climate change, land-use, water, and transportation, among others. Prerequisite: Economics 110 and 111. *4 credits, SS; SI, Summer—A. Swoboda*

232. American Economic History: A Cliometric Approach An introduction to the growth of the American economy from colonial times to the present with emphasis on the nineteenth century. Topics include technical change, the choice of production technology, income distribution, demographic transition, factor markets, and the role of institutions. Debates in economic history such as the economic viability of antebellum slavery, the integration of capital markets, the role of railroads in the growth process, and the economic impact of the New Deal are evaluated with an emphasis on empirical evidence. May be counted toward the History major. Prerequisites: Economics 110 and 111. *6 credits, SS, WR; SI, WR2, QRE, Not offered in 2011-2012*

233. European Economic History A comparative study of dynamic economic components in the growth of western European countries, with particular attention to Great Britain, from the sixteenth to the twentieth century. Topics include the methodology of economic history, agriculture, technology, population, foreign trade, the role of the state, and monetary systems. Prerequisites: Economics 110 and 111. *6 credits, SS, WR; SI, WR2, IS, QRE, Fall—M. Paas*

236. Economics of the European Union The evolution of economic and monetary union in Europe has been underway for over 50 years. This course examines the economics of the customs union, common market, and monetary union that characterize this period in European history. Microeconomic aspects of European labor, capital and product markets, as well as national monetary and fiscal policies

are discussed. Emphasis is given to tracing in an historical context the economic theories and policies that have been central in creating the present state of the European Union. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, IS, QRE, Not offered in 2011-2012*

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. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, IS, QRE, Fall—F. Bhuiyan*

241. Growth and Development Macroeconomic issues, such as growth and distribution, that arise within developing countries will be examined in this course. The course complements Economics 240. Prerequisite: Economics 110 and 111. *6 credits, SS; SI, IS, QRE, Spring—R. Szulga*

242. Economics of Education This course investigates economic issues related to education. The course incorporates both theoretical and empirical works to provide a better understanding of how economists view the educational problems that persist in different countries. The course covers a wide range of topics including literature on human capital formation, returns to education, private and charter schools, early childhood programs, and educational problems in developing countries. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2011-2012*

243. Economic Demography This course explores topics in population studies, or demography, from an economic perspective. Core demographic variables, such as fertility, mortality, and migration, are both consequences and determinants of economic factors. We will cover basic demographic concepts and measures, and we will use economic theory to understand the relationship between economics and demography. Potential topics covered include: the dynamics of fertility and child bearing decisions, marriage markets, migration, household composition, intergenerational mobility, and societal shifts in age structure. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

245. Economics of Inequality As economies develop beyond the point of meeting basic needs, more emphasis is placed on the distribution of resources. This course surveys different elements and measures of economic inequality. We look at race and gender discrimination, industry wage differentials, educational inequality, and changes in inequality within these groups. Because the effects of inequality can be mitigated by movements between economic classes, we also study mobility both within and across generations. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

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

247. Economics of the Civil Rights Revolution The course will consider economic aspects of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Topics will include public

accommodations, labor market discrimination, school desegregation, and voting rights. The material will not be highly technical, but the focus will be on such economic questions as: What was the economic basis for the Jim Crow regime, and how did it sustain itself? Were economic gains for African-Americans won at the expense of white southerners? Did voting rights change economic policy in southern states and cities? A brief written essay will be required. *1 credits, S/CR/NC, SS; SI, IDS, Fall—G. Wright*

250. History of Economic Ideas A survey of the evolution of economic thought from the seventeenth century to the present, with emphasis on the intellectual and historical background which influenced economists. Prerequisites: Economics 110 and 111. *6 credits, SS, WR; SI, WR2, Winter—M. Paas*

251. The Economics of the Arts and Culture This course examines the growth and structure of the arts in the United States since the 1920s. Using the theory of contracts and the logic of economic organization, we will examine the creative industries and the properties that make them special. We will also examine the theory of public goods and of intellectual property rights along with the study of cultural industries, public policy for the arts and cultural heritage preservation. Students will have the opportunity to study one cultural industry in a research paper. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

260. Managerial Economics I Managerial Economics provides students with the opportunity to apply knowledge of micro- and macro-economic principles to decision-making in the real world. This course emphasizes accounting and the accounting systems which provide data to decision-makers, giving particular attention to the relevance of accounting data to economic decision-making. An introduction to spreadsheet program will be an integral part of the course, which concludes with an introduction to some basic decision-making techniques (e.g. break-even analysis, naive forecasting models) that use accounting data. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Fall—S. Strand*

261. Managerial Economics II This course continues the student's introduction to practical decision-making techniques used by economists and managers. Building on material presented in Economics 260, topics surveyed in this course include demand and cost curve analysis as well as the implications of alternative pricing and production choices. Among the analytical techniques used are linear programming, econometrics, calculus, and game theory. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Winter—S. Strand*

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. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

264. Health Economics An economic analysis of the nature of demand for different types of health services, the supply of health services, the supply of those services by different providers, the health care industry, market failures in providing health care, and alternative health care delivery systems. Proposals for national health insurance will be discussed. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

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.

Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Spring—L. Feiler*

266. Experimental Economics Controlled experiments are a useful tool for testing and improving upon economic theory. This course will provide an introduction to experimental methodology, with an emphasis on design and hypothesis testing. We will examine experimental results across a wide range of economic topics, including individual decision making, auctions, public goods, and asset markets. Students will participate in experiments, as well as design and conduct their own studies. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Fall—L. Feiler*

267. Behavioral Economics Why do some observations of consumer behavior contradict the predictions of economic theory? By combining psychological and economic models of behavior, behavioral economists develop alternatives to standard economic theory to explain observed behavioral anomalies. This course will examine questions such as whether addictions can be considered rational, why people hold losing stocks longer than theory predicts, why most dieters are unsuccessful and why people don't save enough money for retirement. Topics covered may include expected utility theory, bounded rationality, prospect theory, hyperbolic discounting and rational addiction. Prerequisite: Economics 110 and 111. *6 credits, SS; SI, QRE, Winter—L. Feiler*

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. Some statistics background will be useful. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

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. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

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, SS; SI, QRE, Spring—M. Kanazawa*

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. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

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. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Winter—F. Bhuiyan*

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. Prerequisites: Economics 110 and 111. *6 credits, WR; SI, WR2, QRE, Spring—J. Wahl*

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. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

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. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Fall—M. Hemesath*

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. Prerequisites: Economics 110 and 111. *6 credits, SS; SI, QRE, Winter—R. Szulga*

282. Investment Finance The main objective of this course is to investigate various aspects of modern investment theory and develop basic techniques for applying this theoretical framework to the real-world data. Topics covered include: portfolio and asset pricing theories; fixed-income security management; derivatives with the primary focus on option pricing. The class will develop and actively use univariate calculus for theory-building and statistical techniques for data analysis. Prerequisite: Economics 110 and 111. *6 credits, SS; SI, QRE, Fall—P. Kapinos*

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. Prerequisites: Economics 110 and 111, Mathematics 111 or its equivalent. *6 credits, SS; SI, QRE, Fall, Winter—J. Wahl*

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. Prerequisites: Economics 110 and 111, 330 or consent of instructor. *6 credits, SS; SI, QRE, Winter, Spring—P. Kapinos*

332. Econometrics This course is an introduction to the statistical methods used by economists to test hypotheses and to study and quantify economic relationships. The course emphasizes both statistical theory and practical application through analysis of economic data sets using statistical software. Topics include two-variable and multiple regression, interval estimation and hypothesis testing, discrete and continuous structural change, parameter restrictions, model construction,

heteroscedasticity, autocorrelation, and multicollinearity. This course is normally taken by juniors. Sophomores considering enrolling should speak to the instructor. Prerequisite: Mathematics 111 and either Mathematics 215 or 275 and Economics 110 and 111. *6 credits, SS; SI, QRE, Fall, Spring—M. Kanazawa, A. Swoboda*

395. Advanced Topics and Housing and the Environment Economists frequently combine housing data and the hedonic method to estimate the value of location-based amenities. Advances in computing techniques and the newly available decennial US Census Data make this a particularly interesting time to study the impact of open space, land-use regulation, mass transit, clean air, pollution, foreclosures, schools, and other variables on nearby house prices. Through close readings of journal articles and lab exercises with local data, this seminar will engage students with research methods and topics in the housing hedonic analysis literature to develop a stimulating research prospectus and Economics comps project. Prerequisite: Economics 330, 331, and 332 or concurrent enrollment in 332. *6 credits, SS, WR; SI, WR2, QRE, Fall—A. Swoboda*

395. Advanced Topics in International Finance This course focuses on topics and empirical puzzles in International Macroeconomics. It covers exchange rate determination and forecasting, the effect of monetary and fiscal policies in open economies, exchange rate crises, failures of purchasing power parity and law of one price, the so called "consumption correlations puzzle" and the home bias in international investment. A basic theoretical dynamic model of a small open economy is introduced, as well as time series econometric methods that are commonly used by empirical researchers in the field. Prerequisite: Economics 330, 331, and 332 or concurrent enrollment in 332. *6 credits, SS; SI, IS, QRE, Fall—R. Szulga*

395. Advanced Topics in Sports Economics An in-depth analysis of economic issues involving professional and amateur sports leagues and collegiate athletic programs. A variety of issues will be examined including the structuring of labor contracts, superstar compensation, cartelization and price-fixing, cross-subsidization and antitrust treatment of sports franchises. Prerequisites: Economics 330, 331, and 332 or concurrent enrollment in 332. *6 credits, SS; SI, QRE, Fall—M. Kanazawa*

400. Integrative Exercise *6 credits, S/NC, ND, Winter, Spring—M. Kanazawa, A. Swoboda, R. Szulga*

EDUCATIONAL STUDIES (EDUC)

Chair: Professor Deborah Appleman

Professor: Deborah Appleman

Assistant Professor: Anita Chikkatur

Visiting Assistant Professor: Cathy Tower Oehmke

Visiting Instructor: Ann Leming

Postdoctoral Fellow: Jack Schneider

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 and can be counted toward meeting distribution requirements in social sciences. No major is offered; however, we do offer an interdisciplinary concentration for those students who are especially interested in educational studies but not necessarily in public school teaching.

Students may qualify for 5-12 teaching licensure in the State of Minnesota in communication arts, mathematics, earth and space science, life science, and social studies. 7-12 licensure is offered in

chemistry and physics. K-12 licensure is offered in world languages (French, German, Spanish) and visual arts. Earning licensure requires: completion of an approved Carleton major, other subject area courses not required by the Carleton major and/or specific courses within the major, a specified program of educational studies courses (see the Teacher Education Handbook), and student teaching in the major field, usually in a "13th Term."

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

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

Educational Studies Courses

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, SS, WR; SI, WR2, IDS, Fall, Spring—A. Chikkatur*

225. Issues in Urban Education This course will explore the unique qualities that make city schools places of great richness and diversity, as well as places that face financial challenges and declining enrollment. We will explore race, culture, language, and curricular developments in many cities in the United States that have placed urban schools in the forefront of innovative educational leadership. We will read and discuss research on the importance of outreach to communities around a school. Other topics for class reading include the effect of funding inequities on urban schools, political ramifications and their direct effect on children, and the effect of tracking on all students. Prerequisite: one previous educational studies course. *6 credits, SS; SI, IDS, QRE, Not offered in 2011-2012*

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. No prerequisite. *6 credits, SS; SI, Fall—D. Appleman*

238. Multicultural Education: Race, Gender and 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. *6 credits, SS, RAD; SI, IDS, Winter—A. Chikkatur*

242. Developing Education Policy for Access & Equity This course is designed to engage students in an exploration of the promise of our democracy to educate everyone for the Common Good. It seeks a critical understanding of the so-called achievement gap. Students will look at public schools in the United States and determine how well they are interpreting and executing this mandate to create citizens both willing and able to sustain and improve the Republic. We will also look at TIMMS, PISA, OECD and other international data to compare our schooling system to systems in other countries. *6 credits, SS; SI, IDS, QRE, Not offered in 2011-2012*

245. The History of American School Reform This course explores major issues in the history of school reform in the United States, with an emphasis on the 20th 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, SS; SI, Not offered in 2011-2012*

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

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

330. Politics of Reading Education The debate over the best way to teach children to read has raged for decades in the U.S. This seminar will take the National Reading Panel Report (2000) as the entry point into the world of reading instruction, reading research, and the history of both. It will consider the role of politics in the teaching of reading, in the definition of "research-based," and in the selection of instructional materials. It will also consider the impact that all of this has on teachers and students. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

332. Reading, Writing and Teaching for Social Change Literature can motivate us to change. It can widen our world view. This course will involve reading fiction, poetry, and memoirs that present stories and images in such a compelling way that we see the world differently after having read them. Often it is empathy that is the basis for effective action. This empathy can come from a well-written short story as well as an essay. It need not be didactic. We will look at the works of James Welch, Zora Neale Hurston, Martin, Espada, Cheri Register and others as models of literature that creates such empathy and thus motivates students to act. We will be doing creative writing on themes from the literature as well as planning effective ways to use such literature in the classroom. *6 credits, ND; HI, Not offered in 2011-2012*

340. Race, Immigration and Urban Schools This course explores the important role that public schools, particularly in urban areas, 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 U.S. (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. *6 credits, SS, RAD; SI, IDS, Fall—A. Chikkatur*

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 education course. *6 credits, SS; SI, Spring—D. Appleman*

345. Methods of Teaching Art This course explores approaches to teaching art in education including the purposes, standards, materials, and methods for addressing the socio-emotional, creative, and curricular needs of children and adolescents. *6 credits, ND; NE, Not offered in 2011-2012*

346. Methods of Teaching Modern World Languages The course will provide practical, hands-on experience in the teaching of foreign languages and develop the skills to enter the teaching profession. The course will include the study of theoretical perspectives and practical strategies for planning and implementing an effective language program. Students will learn about classroom management, foreign language teaching methods, strategies for teaching reading, writing, speaking and listening in a foreign language, and second language acquisition research. Students will reflect on the role of teaching in their professional development, observe and teach in public school classrooms, and review relevant texts. Prerequisites: Senior standing, Educational Studies 234, and permission of instructor. *6 credits, ND; NE, Not offered in 2011-2012*

347. Methods of Teaching Science This course will explore teaching methods for the life and physical sciences in grades 5-12. Curricular materials and active learning labs will be discussed and developed. In addition, time outside of class will be spent observing and teaching in local science classrooms. Will not count toward a biology major. Prerequisites: Permission of instructor. *6 credits, ND; NE, Not offered in 2011-2012*

348. Methods of Teaching Social Studies Structure, methodology, strategies, and materials for teaching sociology-anthropology, psychology, economics, political science, geography and history in grades 5-12. Prerequisites: Senior standing and permission of the instructor. *6 credits, ND; NE, Winter—J. Schneider*

350. Methods of Teaching Mathematics *Crosslisted with MATH 349.* 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 permission of the instructor. *6 credits, ND; NE, Not offered in 2011-2012*

353. Schooling and Opportunity in American Society This course is concerned with both the role of schools in society and the impact of society on schools. It deals with race, ethnicity, sex, social class and other factors which influence school achievement, and also examines the widespread assumption that the expansion of schooling can increase equality of opportunity in society. *6 credits, SS; SI, IDS, QRE, Not offered in 2011-2012*

355, 356. Student Teaching Fulltime teaching in middle and high school under supervision. Prerequisites: 13th term licensure candidate, special methods in teaching area, and permission of instructor. *6 credits, S/CR/NC, ND; NE, Fall—D. Appleman, J. Schneider*

360. Gender, Sexuality and Schooling This course explores how gender and sexuality are socially constructed in school settings. Using a variety of feminist cultural texts ranging from empirical studies to popular films, we will focus on how masculinities, femininities and queer identities are formed and performed in the context of school, and how notions of gender and sexuality inform interactions between teachers, students and administrators. In addition, we will address how race, class, age and nation complicate gender and sexuality identities. Specific topics to be covered include sex education, teachers' work, sex/gender segregation, and the experiences of students. *6 credits, SS, RAD; SI, IDS, Not offered in 2011-2012*

365. Democracy, Diversity, and Education A junior-level seminar, the course will examine various theories about the relationship between democracy and education and the role of American public schools in creating a citizenry for a democratic society. The first half of the course will explore theorists who have written about the relationship between education and democracy and the second half will explore a case study (which will vary from year to year) to examine how this relationship actually unfolds in our educational system. Prerequisite: A 100 or 200 level educational studies course, or permission of instructor. *6 credits, SS; SI, Offered in alternate years, Not offered in 2011-2012*

379. Methods of Literacy Instruction *Crosslisted with ENGL 379.* This course introduces students to a variety of approaches and perspective in teaching English language arts in grades 5-12. We will explore methodologies and issues surrounding the teaching of reading, literature, language and composition in middle and high schools. In addition to the usual course components of reading, writing, and discussion approximately one day per week outside of class time will be devoted to observation and mini-teaching in 5-12 grade English classes in the Twin Cities. Prerequisites: Senior English major, permission of the instructor and Educational Studies 234. *6 credits, ND; NE, Not offered in 2011-2012*

385. Schooling and Communities: A Practicum for Teacher Candidates This course provides licensure candidates with an opportunity to work directly in schools and community organizations related to schools and to reflect on that experience in a classroom setting. Prerequisites: Acceptance into teacher education program and registration for fall student teaching. *3 credits, ND; NE, Spring—C. Oehmke*

386. Teaching Reading in the Content Areas This course is required for all students pursuing teacher licensure, regardless of content area. The course provides a theoretical and practical foundation for helping secondary teachers learn to provide specific instructional support for secondary readers. The course will cover instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Theoretical instruction will be combined with a clinical tutoring experience. Prerequisite: Educational Studies 234 and acceptance in Teacher Licensure Program. *3 credits, ND; NE, Spring—C. Oehmke*

395. Senior Seminar This is a research and design seminar for educational studies concentrators. It focuses on a contemporary issue in American education. Recent seminars have been on educational reform and reformers, service learning, literacy leaders in education, education and the emotions, and personal essays about education. Some off campus work with public school students and teachers is an integral part of the seminar. Prerequisite: Educational Studies concentrator or permission of the instructor. *6 credits, SS; NE, Spring—A. Chikkatur*

EDUCATIONAL STUDIES CONCENTRATION

Director: Professor Deborah Appleman

The Educational Studies Concentration provides an interdisciplinary approach to the study of education as an individual pursuit, an institutional venture, and a societal imperative. The concentration aims to develop thoughtful, skillful and imaginative students of the psychology, social and cultural history, and politics of education. Students will pursue the study of education as a liberal art, one that both reveals the constraints of socialization and informs alternative visions of self and community. The concentration is appropriate for students of all majors interested in the stewardship of education as a cornerstone of democracy.

Requirements for the Concentration

All students will be required to take a minimum of seven courses: three core courses, three supporting courses and a senior seminar. Students interested in the concentration are advised to begin their study during their sophomore year.

Core Courses:

EDUC 110 Introduction to Educational Studies

EDUC 234 Educational Psychology

EDUC 238 Multicultural Education

Supporting Courses: Select one course from each of the three clusters; these courses must be from three different departments. The list below is not an exhaustive one. Please check the appropriate department pages for course descriptions and prerequisites and when courses are offered. We can neither control nor predict when courses from other departments are offered. If you have difficulty enrolling in a course for a particular cluster, please see the concentration coordinator to discuss other courses that might fulfill the requirement.

Cluster I Learning, Cognition and Development

CGSC/PSYC 232 Cognitive Processes

CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool Years (not offered in 2011-2012)

CGSC 385 Cognitive Development in Middle Childhood

CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plan (not offered in 2011-2012)

EDUC 344 Teenage Wasteland: Adolescence and the American High School

PSYC 210 Psychology of Learning

PSYC 236 Thinking, Reasoning, and Decision-Making

PSYC 250 Developmental Psychology

PSYC 258 Social Cognition

PSYC 366 Cognitive Neuroscience (not offered in 2011-2012)

Cluster II Social and Cultural Context of Schooling in a Diverse Society

AMST 115 Introduction to American Studies: The Immigrant Experience

AMST 127 Introduction to U.S. Latino/a Studies (not offered in 2011-2012)

EDUC 340 Race, Immigration and Urban Schools

ENGL 227 Borderlands: Places and People (not offered in 2011-2012)

HIST 125 African American History I (not offered in 2011-2012)

HIST 126 African American History II (not offered in 2011-2012)

HIST 228 American Indian History (not offered in 2011-2012)

POSC 122 Politics in America: Liberty and Equality

POSC 207 Urban Politics in a Global Era (not offered in 2011-2012)

POSC 275 Identity Politics in America: Ethnicity, Gender, Religion

POSC 306 How Race Matters in American Politics*

PSYC 384 Psychology of Prejudice

RELG 140 Religion and American Culture

SOAN 220 Class, Power and Inequality in America (not offered in 2011-2012)

SOAN 272 Ethnicity and Race (not offered in 2011-2012)

Cluster III Public Policy and Educational Reform

ECON 245 Economics of Inequality (not offered in 2011-2012)

ECON 270 Economics of the Public Sector (not offered in 2011-2012)

EDUC 225 Issues in Urban Education (not offered in 2011-2012)

EDUC 245 History of American School Reform (not offered in 2011-2012)

EDUC 353 Schooling and Opportunity in American Society (not offered in 2011-2012)

POSC 218 Schools, Scholarship and Policy in the U.S.
POSC 219 Protest, Power and Grassroots Organizing: American Social Movements
POSC 308 Poverty and Public Policy* (not offered in 2011-2012)
SOAN 215 Social Welfare
Senior Seminar: EDUC 395 Senior Seminar

ENGLISH (ENGL)

Chair: Professor Kofi Owusu

Professors: Nancy J. Cho, Susan Jaret McKinstry, Michael J. Kowalewski, Elizabeth McKinsey, Kofi Owusu, Timothy J. Raylor, Gregory Blake Smith, Constance H. Walker

Associate Professors: Peter Balaam, Adriana Estill, Gregory G. Hewett, Jessica L. Leiman, George G. Shuffelton

Assistant Professors: Arnab Chakladar, Pierre Hecker

Senior Lecturer: Carol A. Rutz

Visiting Instructor: Dennis Cass

General Information

Courses numbered from 100 to 294 (introductory courses) are designed for non-majors and majors alike. With the exception of 200-level creative writing courses these courses have no prerequisites. English 295, "Critical Methods," requires prior completion of one Foundations course and another 6-credit English course. (English 295 is not open to first-year students.) Literature courses numbered 300 and above (upper-level courses) require prior completion of one Foundations course and another 6-credit English course. Intermediate courses in creative writing (200-level) require prior completion of one 6-credit English course; admission to upper-level courses in creative writing (300-level) is by portfolio submission. English 395, "Advanced Seminar," requires prior completion of English 295 and one 300-level course.

Requirements for a Major

Seventy-two credits in English, including the following:

1. **Foundations:** One designated 100-level course that develops skills of literary analysis and introduces the concept of genre

2. **Historical Eras:** 36 credits in literature courses numbered 200-395 (excluding 220 and 295) which must include:

a. Group I: 12 credits in literature before 1660

b. Group II: 12 credits in literature between 1660 and 1900

c. Group III: 12 credits in literature after 1900

3. **English 295:** Critical Methods

4. **English 395:** Advanced Seminar

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

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

b. *Research Essay Option:* An extended essay on a topic of the student's own devising. Open only to students who have completed their Advanced Seminar by the end of fall term senior year.

c. *Creative Writing Option:* Creation of a work of literary art. Open only to students who have completed at least two creative writing courses (one of which must be at the 300 level) by the end of

fall term senior year.

d. *Project Option*: Creation of an individual or group multidisciplinary project.

Of the 72 credits required to complete the major:

1. at least 6 credits *must* be taken in each of the following traditions:

a. British literature

b. United States literature

c. English literatures other than British and United States

2. at least 24 credits *must* be in courses numbered 300-395

3. up to 6 credits *may* be in literature other than English in the original or translation

4. up to 12 credits *may* be in creative writing

Double-majors considering completing the integrative exercise during the junior year will need written approval from the departmental chair.

Workshops in Writing

The Department of English offers workshop courses in the writing of fiction, poetry, and creative non-fiction for those students who wish to gain experience in writing. Students are encouraged to submit their work to college publications such as *The Lens*, *manuscript*, *the Clap*, and *Carleton Progressive*.

Writers on the Carleton faculty include poets Gregory Hewett and Susan Jaret McKinstry and novelist Gregory Blake Smith. In addition to those courses offered by regular faculty members, the department brings visiting writers to campus to read and to conduct workshops in their specialties. Visitors in recent years have included playwright Tony Kushner, memoirists Richard Rodriguez and Patricia Hampl, poets Robert Creeley, Carolyn Forché, Sharon Olds, and Andrew Hudgins, nature writers Dan O'Brien and David Rains Wallace, and fiction-writers Jane Hamilton, Ann Beattie, Maxine Hong Kingston, Marilynne Robinson and Jonis Agee.

English Courses

099. Summer Writing Program Emphasizing a writing process approach, the Summer Writing Program helps high school seniors learn to compose academic papers that are similar to those they will write in college. Students read both contemporary and traditional literature from classic texts by writers such as Plato and Shakespeare to a variety of modern short stories, essays, and poems by authors such as August Wilson, Margaret Atwood, James Baldwin, Alice Walker, and Adrienne Rich. This literature then becomes the focus of their papers. Students write every day, and although occasional creative writing exercises are included, the main emphasis of the course will be on expository prose. Cannot be used for the Writing Requirement. *6 credits, S/CR/NC, ND; NE, Summer—Staff*

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

100. Narrative Necessity We are always telling stories about ourselves, about others, and about our world. How do narratives work over time, across cultures, and even within academic disciplines? What are the rules of narrative forms, and how are they bent or broken by individual tellers for particular audiences? How does narrative shape the differences between history and fiction, truth and imagination, or public writing and private experience? We will study examples of fiction, poetry, creative nonfiction, and film to explore the power and process of narrative. *6 credits, AI, WR1, Fall—S. Jaret McKinstry*

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—N. Cho*

100. Persuade Me: Argument as a Liberal Art This Argument and Inquiry Seminar is designed to help first-year students make a transition to academic work at Carleton. It offers training in the principles and practice of writing effective expository and persuasive essays. Our method will be the ancient and contemporary arts of "rhetoric," but we will explore and deploy these arts, taking the political, social, and economic uncertainties and debates of our times as our primary text. The single goal of the course is to develop in students the skills in inquiry and argument they will need in order to write effectively at the college level and beyond. *6 credits, AI, WR1, Fall—P. Balaam*

100. "His Dark Materials": Milton, Shelley, Pullman We will read Mary Shelley's *Frankenstein* and Philip Pullman's *His Dark Materials* as responses to and radical revisions of Milton's *Paradise Lost*. *6 credits, AI, WR1, Fall—C. Walker*

100. Shakespeare on Film This seminar explores the many ways in which Shakespeare's plays have been adapted for film. From Hollywood to Bollywood to Japan, and from Westerns to Sci-fi to cartoons, Shakespeare has been reworked and reconceived in every filmmaking culture and in every genre. A number of major plays are considered through both straightforward adaptations and unconventional appropriations. Using the tools of both literary criticism and film analysis, the course seeks to assess the interpretive value of these films for Shakespeare, their place in performance history and film history, as well as their status as individual works of art. *6 credits, AI, WR1, Fall—P. Hecker*

100. Writing About America and Globalization Focusing on rhetorical choices and writing strategies, we will seek to read critically, formulate questions, and write persuasively about contemporary issues of globalization. Varied readings, journalistic, scholarly, and literary, as well as our own experiences, will provide a springboard for discussion of the impact of globalization on particular cultures (in the U.S. and other countries), economic justice, national sovereignty, sustainability, and human rights in the face of increasing economic interdependence and instant communication in our "globalized" world. Students will refine persuasive skills through research, writing and revising several major essays, peer review, and a final oral presentation. *6 credits, AI, WR1, QRE, Fall—E. McKinsey*

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—J. Leiman*

109. Introduction to Rhetoric English 109 is the single Carleton course devoted exclusively to the study and practice of expository prose. It is designed to provide students with the organizational and argumentative skills they will need in order to write effectively at the college level and beyond. All sections of the course feature diverse readings, weekly writing exercises and essays, and individual

tutorials. 6 credits, ND, WR; NE, WR2, Spring—**N. Cho**

113. American Voices This course provides a foundation for further study in poetry and the American tradition. We will examine the work of four pairs of American poets and explore the ways in which they helped define a national literature. Beginning with the startling Puritan verse of Anne Bradstreet and Edward Taylor, we move to the iconoclastic Romantic-Transcendentalist poetry of Walt Whitman and Emily Dickinson, followed by the Modernist experiments of T.S. Eliot and H.D., and finally the Beat poetry of Allen Ginsberg and Confessional poetry of Sylvia Plath. Works include: *Song of Myself*, *The Waste Land*, *Howl* and *Daddy*. 6 credits, AL, WR; LA, WR2, Spring—**G. Hewett**

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, AL; LA, Winter—**G. Shuffelton**

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 a selection of short stories drawn from different literary periods and from various parts of the world. Stories to be read include those by Poe, Gilman, Chekhov, Joyce, Borges, John Cheever, Alice Munro, Toni Bambara, Grace Paley, Margaret Atwood, Lorrie Moore, Edwidge Danticat, Salman Rushdie, and Sherman Alexie. 6 credits, AL, WR; LA, WR2, Spring—**K. Owusu**

116. Introduction to English Drama This class introduces the varied forms of English drama over the last six hundred years. We will move chronologically, from the religious street theater of the medieval city and the rapid development of professional theater in Renaissance England, all the way up to the work of twentieth-century playwrights. We will consider changes to the staging and audiences of drama, and ask ourselves what sorts of cultural work drama can perform. 6 credits, AL, WR; LA, WR2, Offered in alternate years, Not offered in 2011-2012

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, AL, WR; LA, WR2, IDS, Spring—**K. Owusu**

118. Introduction to Poetry We will look at the whole kingdom of poetry, exploring how poets use form, tone, sound, imagery, rhythm, and subject matter to create what Wallace Stevens called the "supreme fiction." Examples will be drawn from around the world, from Sappho to spoken word. Participation in discussion is mandatory; essay assignments will ask you to provide close readings of particular works; a couple of assignments will focus on the writing of poems so as to give you a full understanding of this ancient and living art. 6 credits, AL, WR; LA, WR2, Winter, Spring—**A. Estill, T. Raylor**

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, AL, WR, RAD; LA, WR2, IDS, Not offered in 2011-2012*

120. Introduction to Literary Modernism "On or about December 1910 human character changed," Virginia Woolf once observed, and indeed, something *did* happen at the beginning of the twentieth century that changed the course of literature forever. We will look at the great poets and novelists of modernism--Yeats, Joyce, Eliot, Faulkner among many others--and try to come to terms with the literary movement that helped shape the consciousness of the twentieth century. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

121. Introduction to Narrative How do we tell stories, and why? What are the different elements of narrative (words, images, even sounds), and how do they work across disciplines and forms, both fictional and non-fictional? This course will study the form and function--and the power and persuasion--of narrative, examining examples of fiction, non-fiction, graphic novels, illustrated books, poetry, television, and cinema. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

129. Introduction to British Comedy "And those things do best please me / That befall prepost'rously." A survey of comic plays, novels, short stories, films and television from Shakespeare, Austen, Lewis Carroll, Gilbert and Sullivan, Oscar Wilde, through P.G. Wodehouse and beyond. *6 credits, AL, WR; LA, WR2, Offered in alternate years, Winter—C. Walker*

134. Introduction to Children's Literature A literary investigation of the genre, with attention to its roots, aesthetic intricacies, and social and psychological functions. Topics will include the genre's origins in the power struggles and wish fulfillment of oral tradition stories, the rise of the Enlightenment "fairytale," the romantic invention of childhood, and the nineteenth and twentieth-century emergence of works written and published for a child audience. Readings from the Grimms, Straparola, Basile, Perrault, d'Aulnoy, Bettelheim, Wordsworth, Burnett, Kipling, Jarrell, E. B. White, and Sendak. *6 credits, AL, WR; LA, WR2, Offered in alternate years, Not offered in 2011-2012*

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, AL, WR; LA, WR2, IS, Spring—A. Chakladar*

160. Introduction to Creative Writing This course offers training in the writing and revision of poetry and prose fiction, supplemented by examples from published writers and some essays on the creative process. Discussion of each participant's writing is the central mode of instruction. *6 credits, AL, WR; ARP, WR2, Fall, Winter, Spring—S. Jaret McKinstry, G. Hewett*

201. Chaucer I: *The Canterbury Tales* A study of *The Canterbury Tales* in Middle English (no previous knowledge assumed), concentrating on the pilgrims as narrating subjects, and on Chaucer's legendary status as the "Father" of English literature. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

210. Medieval and Renaissance 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, AL, WR; LA, WR2, Winter, Spring—P. Hecker, G. Shuffelton*

211. Neoclassic, Romantic, and Victorian Literature Readings in eighteenth and nineteenth-century British literature. *6 credits, AL, WR; LA, WR2, Winter—J. Leiman*

212. Nineteenth-Century American Literature A survey of the major forms and voices of nineteenth-century American literature during the Romantic and Realist periods, with attention to the historical and intellectual contexts of that work. Topics covered will include the literary writings of Transcendentalism, abolition, and the rise of literary "realism" after the Civil War as an artistic response to urbanization and industrialism. Writers to be read include Irving, Hawthorne, Melville, Emerson, Douglass, Dickinson, Whitman, Twain, James, and Wharton. *6 credits, AL, WR; LA, WR2, Fall—E. McKinsey*

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, AL, WR; LA, Winter—P. Hecker*

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, AL, WR; LA, Winter—P. Hecker*

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, AL, WR; LA, WR2, Spring—M. Kowalewski*

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, AL, WR; LA, WR2, Fall—T. Raylor*

217. A Novel Education Samuel Johnson declared novels to be "written chiefly to the young, the ignorant, and the idle, to whom they serve as lectures of conduct, and introductions into life." This course will explore what kinds of education the novel offered its readers during a time when fiction was considered a source of valuable lessons and a vehicle for corruption. We will read a selection of eighteenth- and nineteenth-century novels, considering how they engage with contemporary educational theories, notions of male and female conduct, and concerns about the didactic and imaginative possibilities of fiction. Authors include Richardson, Lennox, Austen, Edgeworth, and Dickens. *6 credits, AL, WR; LA, WR2, Offered in alternate years, Fall—J. Leiman*

218. The Gothic Spirit The eighteenth and early nineteenth century saw the rise of the Gothic, a genre populated by brooding hero-villains, vulnerable virgins, mad monks, ghosts, and monsters. In this course, we will examine the conventions and concerns of the Gothic, addressing its preoccupation with terror, sex, and the supernatural. As we situate this genre within its literary and historical context, we will consider its relationship to realism and Romanticism, and we will explore how it reflects the political and cultural anxieties of the age. Authors include Walpole, Radcliffe, Lewis, Austen, M. Shelley, and E. Bronte. *6 credits, AL, WR; LA, WR2, Spring—J. Leiman*

219. The City in American Literature This course explores the role of the city in twentieth century American literature. The city as both material reality and metaphor has fueled the imagination of diverse poets, playwrights, and novelists. We will first study the realistic tradition of urban fiction at the turn of the twentieth century; then we will turn our attention to modern and contemporary re-

inventions of the city. Selected films, photographs, and historical sources will supplement our readings of the literature. Authors will likely include Theodore Dreiser, Edith Wharton, Nella Larsen, Toni Morrison, Karen Tei Yamashita, Junot Diaz, and Anna Deavere Smith. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

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, ND; NE, Fall, Winter, Spring—M. Kowalewski, T. Raylor*

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, AL, WR; LA, WR2, Winter—C. Walker*

223. American Transcendentalism "The question of the times," Emerson writes, "resolve[s] itself into a practical question of the conduct of life. How shall I live?" An outgrowth of liberal religious culture in and around Boston in the decades before the Civil War, the U.S. Transcendentalist movement remains one of most debated but influential intellectual movements in American cultural history. This course will offer in-depth exposure to the experiments in thought, writing, and conduct for which the movement is known, and to its still unsettled legacy on such topics as Revolution, slavery, religion, nature, and friendship. *6 credits, AL, WR; LA, WR2, Offered in alternate years, Winter—P. Balaam*

227. Borderlands: Places and People The borderlands provide a powerful metaphoric vehicle for American cultural expression. We will engage this metaphor through a broad chronological and generic range of literary and visual texts. Gloria Anzaldúa's *Borderlands* and John Sayles's *Lone Star* will initiate our discussion through their reflections on the U.S.-Mexico border and its production of border identities. Modernism provides us entry into early twentieth century concerns around mulatto bodies and community construction. Subsequent texts allow us to trace the development of fears and utopian imaginings around a variety of hybrid identities through the twentieth and into twenty-first century science fiction. *6 credits, AL, WR, RAD; HI, WR2, IDS, Offered in alternate years, Not offered in 2011-2012*

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, AL, WR, RAD; LA, WR2, IDS, Offered in alternate years, Not offered in 2011-2012*

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, AL, WR, RAD; LA, WR2, IDS, Fall—N. Cho*

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, AL, WR; LA, WR2, Spring—M. Kowalewski*

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, AL, RAD; LA, IS, Winter—K. Owusu*

239. American Best-Sellers A book's popularity is itself a kind of criticism, complex evidence that the best-seller in question expressed the hopes and fears of people who found them nowhere else so forcibly put. In this course--a literary, historical, and cultural exploration of best-selling nineteenth century American fiction--we will seek to understand not only which books became popular, but why they did, how their formal qualities and particular engagements moved contemporary readers to buy and read them so avidly. Page-turners, barn-burners, and tear-jerkers, nine of them, by Rowson, Cooper, Stowe, Alger, Burroughs, Zane Grey, Wharton. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

240. The Romantic World Heroes and demons, revolutionaries and explorers, the Sublime and the Abyss, and of course Nature, will be among the subjects of this interdisciplinary, multi-genre course on the international cultural, intellectual, and political movement that became known as Romanticism, a movement whose reverberations continue to be felt strongly today. Among the works and authors to be studied: *Frankenstein* and *The Last of the Mohicans*; Wordsworth and Whitman; *The Sorrows of Young Werther* and *Confessions of an English Opium Eater*; Poe and Coleridge; the Brothers Grimm and Hawthorne; Beethoven and Chopin; the Hudson River School and Turner; Goya and Verdi; Rousseau and Thoreau. *6 credits, AL, WR; LA, WR2, IS, Offered in alternate years, Not offered in 2011-2012*

243. Text and Film Each text selected for this course will be paired with its filmic adaptation for a series of discussions focused on narrative structures, points of view, frames of reference, and textual (in)fidelity. We will read the following texts and watch their film versions: Wright's *Native Son*, Malcolm X and Haley's *The Autobiography of Malcolm X*, Naylor's *The Women of Brewster Place*, Walker's *The Color Purple*, McMillan's *Waiting to Exhale*, and Mosley's *Devil in a Blue Dress*. *6 credits, AL; LA, IDS, Fall—K. Owusu*

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 abilities to think critically about literature. *6 credits, AL; LA, Fall—P. Hecker*

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, AL, WR, RAD; LA, WR2, IS, Offered in alternate years, Spring—A. Chakladar*

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*. *6 credits, AL, WR; LA,*

WR2, Offered in alternate years, Not offered in 2011-2012

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 *Bladerunner*. *6 credits, AL, WR; LA, WR2, IDS, Offered in alternate years, Not offered in 2011-2012*

250. Modern Indian Fiction In this course we will follow the various paths that the novel in India has taken since the early twentieth century. Reading both works composed in English and some in translation we will probe in particular the ways in which questions of language and national/cultural identity are constructed and critiqued in the Indian novel. We will read some of the most celebrated Indian writers of the last 100 years as well as some who are not as well-known as they should be. The course will also introduce you to some fundamental concepts in postcolonial studies. *6 credits, AL, WR, RAD; LA, WR2, IS, Not offered in 2011-2012*

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, AL, WR, RAD; LA, WR2, IS, Offered in alternate years, Not offered in 2011-2012*

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, AL, WR, RAD; LA, WR2, IS, Not offered in 2011-2012*

258. Contemporary American Playwrights of Color This course examines a diverse selection of plays from the 1960s to the present, exploring how different theatrical contexts, from Broadway to regional theater to Off-Off Broadway, frame the staging of ethnic identity. Playwrights and performers to be studied include Amiri Baraka, Alice Childress, Ntozake Shange, George C. Wolfe, Luis Valdez, David Henry Hwang, August Wilson, Philip Gotanda, Maria Irene Fornes, Suzan-Lori Parks, and Anna Deavere Smith. There will be occasional out-of-class film screenings, and attendance at live theater performances when possible. *6 credits, AL, WR, RAD; LA, WR2, IS, Spring—N. Cho*

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, AL, WR; ARP, WR2, Fall, Winter—G. Smith*

271. Poetry Workshop This course offers newer poets ways of developing poetic craft and vision. Through intensive writing and revision of poetry, supplemented by reading and discussion of poetry, each member of the group will create a portfolio of poems. Prerequisite: one prior 6-credit English course. *6 credits, AL, WR; ARP, WR2, Winter—G. Hewett*

272. Truth vs. Power: A Journey in Journalism Journalism is in turmoil today. Bold

experimentation is needed to meet such dramatic new challenges to journalism as the Internet, the decline of newspapers, multilingual readerships, and global crises requiring activism more than "objectivity." The class will move between a theoretical focus--exploring journalism's basic theories and often-contradictory methods, purposes and aims--and a practical focus inviting students to strive towards their highest journalistic ideals. Students will be challenged to blend journalism's indispensable norms of factual accuracy, fairness and quality writing with new technologies such as blogging, podcasting, videocasting, social networking and RSS feeds. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

275. Rhetoric and Self-presentation Given that 75% of Carleton graduates enroll in graduate or professional school within five years of graduation, today's undergraduates can expect to be required to present themselves, their personal histories, their ideas, and their career goals in writing for various prestigious audiences. In this course, we will examine the rhetoric of self-presentation in contexts such as personal statements, fellowship applications, and research proposals. Students should expect frequent peer workshops and extensive revision toward polished, formally written products. Prerequisite: Sophomore standing or higher. *6 credits, ND, WR; NE, WR2, QRE, Fall—C. Rutz*

279. London Program: Urban Field Studies: London as Text A combination of background readings and guided site visits will give students tools for seeing the city itself as a multilayered text, a human work under constant processes of growth, decay, and revision. Starting from the city's pre-urban geology and the still visible structures of its Roman past, we will recreate a sense of the Regency-era city of our Romanticism studies and explore the urban reforms currently under way in preparations for the 2012 Olympic Games. Students will pursue a visual understanding of London in groups and on their own, becoming expert on some aspect of London's reconstructable urban text. *4 credits, S/CR/NC, AL; HI, Spring—P. Balaam*

280. Creative Non-Fiction Workshop This course explores the translation from event to effective writing through a variety of creative non-fiction forms, including memoir, journalism, and personal essay. Discussion of each participant's writing is the central mode of instruction, supplemented by examples from published writers, current magazines and newspapers, and essays on the creative process. Each student will create a portfolio of their work. Prerequisite: One prior 6-credit English course. *6 credits, S/CR/NC, AL, WR; ARP, WR2, Spring—D. Cass*

281. London Program: Seeing Romantically: London's Age of Wonder Early nineteenth-century London (1785-1830) was a place of extraordinary intellectual, social, and political volatility and vitality. With the city itself as our classroom, we will explore the revolutions in thought and feeling that made the Romantic era an epistemological "age of wonder." The poetry and prose of Blake, Wordsworth, Coleridge, Hazlitt, De Quincey and Mary Shelley, contextualized in light of Romantic era expressions of architecture, painting and science, will help us to recreate a sense of what it meant to see the world *romantically*. *6 credits, AL; LA, Spring—P. Balaam*

282. London Program: London Theater We will attend productions of classical and contemporary plays in London and perhaps Stratford-on-Avon (about two per week) and do related reading. Class discussions will focus on dramatic genres and themes, production and direction decisions, acting styles, and design. Possible guest speakers may include actors, critics, and directors. Students will keep a theater journal and develop several entries into full reviews of plays. *6 credits, AL; LA, Spring—P. Balaam*

283. Ireland Program: Modern Irish Literature We will explore Irish culture, history, politics, and art through a study of modern and contemporary Irish literature. Authors read will include the poets William Butler Yeats, Patrick Kavanagh and Seamus Heaney; fiction writers James Joyce, Frank

O'Connor and Glenn Patterson; and the dramatist Brian Friel. We will meet with writers in Belfast and Dublin, as well as attend plays, readings, and lectures. *6 credits, AL, WR; LA, WR2, Summer—M. Kowalewski*

284. Ireland Program: James Joyce's *Ulysses* James Joyce wanted "to write a novel about Dublin so complete that if the city one day suddenly disappeared from the earth, it could be reconstructed out of my book." Did he succeed? We will study *Ulysses* in Dublin with Professor O'Callaghan, an expert on Joyce, modernism and Irish literature. The class will include field trips to sites associated with Joyce and his novel. *6 credits, AL, WR; LA, WR2, Summer—M. Kowalewski*

285. The Arts of Power: Poetry, Painting, and Propaganda at the English Court (1509-1685) This seminar--team-taught by members of the Art History and English Departments--will examine the visual and literary arts at the Tudor and Stuart courts in England. Topics will include Henry VIII and the northern Renaissance; the cult of Elizabeth I; patronage and diplomacy (Rubens), portraiture (Van Dyck), and multimedia entertainments (the masques of Inigo Jones and Ben Jonson) under James I and Charles I. Questions raised will include the extent to which the arts of propaganda can question or critique power, and the extent to which the visual and verbal arts were conceived as rivals or allies. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

290. Ireland Program: Irish Field Studies *6 credits, S/CR/NC, ND; NE, Summer—M. Kowalewski*

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: Prior completion of one Foundations course and another 6-credit English course. *6 credits, AL, WR; LA, WR2, Winter, Spring—N. Cho, G. Shuffelton*

301. The Courtly Chaucer None of the 493 documents in the *Chaucer Life Records* mention his poetry; most describe his activities as a courtier and royal administrator. This course seeks to reconcile this courtly Chaucer with his writing prior to the *Canterbury Tales*. As we read his early dream visions, we will immerse ourselves in the courtly cultures Chaucer learned by reading French and Italian works in translation, and by examining the art and manners of the English court. The final weeks will be spent reading his finished masterpiece, *Troilus and Criseyde*, sometimes called "the first novel in English." *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

309. Renaissance Selves What is a "self?" And where do our ideas of it come from? Some scholars have argued that modern notions of individuality, subjectivity, interiority, and of performative "self-fashioning" emerged during the Renaissance; others respond that this is not history, but myth. We'll join the debate by reading the major scholarly contributions (including work by Burkhardt and Greenblatt); by studying (in translation) the texts around which the argument revolves--Castiglione's *Courtier*, Machiavelli's *Prince*, Montaigne's *Essays*; and by examining exemplars of the literary genres most directly associated with the expression of selfhood: autobiography (Anne Clifford), essay (Bacon), and lyric poem (Sidney, Shakespeare). Prerequisite: one course numbered 110-175 or written permission of the instructor. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

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 Foundations course and Shakespeare I. *6 credits, AL, WR; LA, WR2, Spring—P. Hecker*

313. Major Works of the English Renaissance: *The Faerie Queene* A study of Spenser's romance epic. *3 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

314. Major Works of the English Renaissance: *Paradise Lost* An examination of Milton's masterwork. 3 credits, AL, WR; LA, WR2, Not offered in 2011-2012

319. The Rise of the Novel A study of the origin and development of the English novel throughout the long eighteenth century. We will situate the early novel within its historical and cultural context, paying particular attention to its concern with courtship and marriage, writing and reading, the real and the fantastic. We will also consider eighteenth-century debates about the social function of novels and the dangers of reading fiction. Authors include Behn, Defoe, Haywood, Richardson, Fielding, Sterne, Walpole, and Austen. Prerequisite: One Foundations course and one other 6-credit English course. 6 credits, AL, WR; LA, WR2, Winter—**J. Leiman**

323. English Romantic Poetry "It is impossible to read the compositions of the most celebrated writers of the present day without being startled with the electric life which burns within their words"--P. B. Shelley. Readings in Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries. Prerequisite: One Foundations course and one other 6-credit course in English. 6 credits, AL, WR; LA, WR2, Fall—**C. Walker**

327. Victorian Novel We will study selected British novels of the nineteenth century (Eliot's *Middlemarch*, Dickens' *Bleak House*, Carroll's *Alice in Wonderland*, Du Maurier's *Trilby*, C. Bronte's *Jane Eyre*, and E. Bronte's *Wuthering Heights*) as literary texts and cultural objects, examining the prose and also the bindings, pages, and illustrations of Victorian and contemporary editions. Using Victorian serial publications as models, and in collaboration with studio art and art history students, students will design and create short illustrated serial editions of chapters that will be exhibited in spring term. 6 credits, AL, WR; LA, WR2, Spring—**S. Jaret McKinstry**

328. Victorian Poetry A study of Victorian poetry with particular emphasis on Pre-Raphaelite poetry and paintings. 6 credits, AL, WR; LA, WR2, Winter—**S. Jaret McKinstry**

329. The Literature of the Colonial U.S. A transcultural study of the literature produced in the seventeenth and eighteenth century expansion of European powers into North America, with emphasis on narratives of contact, the New England settlements, and literary responses to the Revolution and founding of the U.S. Group II. 6 credits, AL, WR; LA, WR2, Not offered in 2011-2012

332. Studies in American Literature: Faulkner, Hemingway, and Fitzgerald An intensive study of the novels and short fiction of William Faulkner, Ernest Hemingway, and F. Scott Fitzgerald. The course will focus on the ethos of experimentation and the "homemade" quality of these innovative stylists who shaped the course of American modernism. Works read will be primarily from the twenties and thirties and will include *The Sound and the Fury*, *In Our Time*, *Light in August*, *The Great Gatsby*, *The Sun Also Rises*, and *Go Down, Moses*. 6 credits, AL, WR; LA, WR2, Winter—**M. Kowalewski**

335. Postcolonial Literature In Joseph Conrad's *Heart of Darkness* Marlow notes, "The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much. What redeems it is the idea only." In this class we will explore both the ways in which this "idea" has been written about in European fictions about empire, and some responses to it from those on the receiving end. In particular, we will probe the ways in which the cultural identity of both the colonizer and the colonized are created, staged and written under colonialism and its aftermath. 6 credits, AL, RAD; LA, IS, Not offered in 2011-2012

337. Art and Argument in U.S. Literary Realism From the 1870s to World War I, the realists produced novels they hoped would be aesthetically superior to those of the past as well as deeply responsive to the rapid social and moral changes of the era. Readings will be drawn from the fiction

and theory of Twain, Howells, James, Crane, Jewett, Gilman, Wharton, Dreiser, and Du Bois. 6 credits, AL, WR; LA, WR2, Not offered in 2011-2012

340. The American Novel: Origins to 1860 A survey of the novel in U.S. cultural and literary history from Revolutionary Era origins to the Civil War. What did eighteenth-century Americans find expressed in the gothic, picaresque, and sentimental novels they read? What did the latitude of fiction allow nineteenth-century romancers and reform-novelists to say that could be nowhere else so powerfully put? Works by Foster, Brockden Brown, Tenney, Cooper, Poe, Hawthorne, Fern, Melville. Prerequisite: One foundation course and one other 6-credit English course. 6 credits, AL, WR; LA, WR2, Offered in alternate years, Not offered in 2011-2012

350. The Postcolonial Novel: Forms and Contexts Authors from the colonies and ex-colonies of England have complicated understandings of the locations, forms and indeed the language of the contemporary English novel. This course will examine these questions and the theoretical and interpretive frames in which these writers have often been placed, and probe their place in the global marketplace (and awards stage). We will read writers such as Chinua Achebe, V.S Naipaul, Ngugi wa Thiong'o, Salman Rushdie, Nuruddin Farah, Arundhati Roy and Zadie Smith as well as some of the central works of postcolonial literary criticism. Prerequisite: One Foundations course and one other 6-credit English course. 6 credits, AL, WR, RAD; LA, WR2, IS, Fall—A. **Chakladar**

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 Foundations course and one other 6-credit English course. 6 credits, AL, WR; LA, WR2, Offered in alternate years, Not offered in 2011-2012

370. Advanced Fiction Workshop An advanced course in the writing of fiction. Students will write three to four short stories or novel chapters which will be read and critiqued by the class. Students wishing to register for the course must first submit a portfolio of creative writing (typically a short story) to the instructor during Registration (see the English Department's website for full instructions.) Final enrollment is based on the quality of the submitted work. Prerequisite: Written permission of instructor based upon portfolio submission. 6 credits, S/CR/NC, AL, WR; ARP, WR2, Spring—G. **Smith**

371. Advanced Poetry Workshop For students with some experience in writing poetry, this workshop further develops craft and vision. Readings and exercises will be used to expand the poet's individual range, and to explore the power of poetic language. Over the ten weeks, each poet will write and revise a significant portfolio. Students must submit three poems to the instructor prior to registration. Final enrollment is based on the quality of the submitted work. Prerequisite: Submit three poems to instructor. 6 credits, AL, WR; ARP, WR2, Not offered in 2011-2012

379. Methods of Literacy Instruction *Crosslisted with EDUC 379.* This course introduces students to a variety of approaches and perspective in teaching English language arts in grades 5-12. We will explore methodologies and issues surrounding the teaching of reading, literature, language and composition in middle and high schools. In addition to the usual course components of reading, writing, and discussion approximately one day per week outside of class time will be devoted to observation and mini-teaching in 5-12 grade English classes in the Twin Cities. Prerequisites: Senior English major, permission of the instructor and Educational Studies 234. 6 credits, ND; NE, Not offered in 2011-2012

395. Nabokov We will put on our explorer's gear, make sure our dues are paid up to the Society for the

Propagation of the Irreal, and venture into the magical worlds of Vladimir Nabokov, the greatest novelist of the second half of the twentieth-century (the Chair will entertain objections only from Señor Garcia Marquez). We will lovingly pet the fauna of the Russian novels, inhale the exotic flora of the American novels, and fly from Terra to Antiterra where accommodations for fifteen intrepid souls have been booked at The Enchanted Hunters. *6 credits, AL, WR; LA, WR2, Fall—G. Smith*

395. Medieval Other Worlds When medieval writers imagined worlds beyond their own, what did they see? This course will examine depictions of the afterlife, the East, and other magical realms of the imagination. In reading romances, visions, ballads, and a masterpiece of pseudo-travel literature that influenced both Shakespeare and Columbus, we will visit the lands of the dead and the undead, and we will compare gruesome punishments and heavenly rewards. We will also encounter dog-headed men, Amazons, cannibals, armies devoured by hippopotami, and roasted geese that fly on to waiting dinner tables. Be prepared. Readings in Middle English and in modern translations. *6 credits, AL, WR; LA, WR2, Winter—G. Shuffelton*

395. Latin@ Bodies on the (Poetry) Line This course considers how Latin@ literature responds to and engages in political and social movements beginning with Chicano movement poetry (1960s) and ending with the rise of the slam poetry movements (2010). How does poetry participate in community construction? What does it mean to build a populist aesthetics? In what ways does poetry's formal strategies produce identities and provide space for activism? What is the role of the poet in the face of structural or institutional wrongs? What is the role of poetry in the internet age? Authors include: Pedro Pietri, Gloria Anzaldúa, Martín Espada. *6 credits, ND, WR; NE, WR2, IDS, Offered in alternate years, Spring—A. Estill*

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, ND, Winter, Spring—Staff*

Other Courses Pertinent to English

AMST 240 The Midwest and the American Imagination (Not offered in 2010-2011)

ENVIRONMENTAL STUDIES (ENST)

Directors: Associate Professor Kimberly K. Smith

Professor: Mark Kanazawa

Associate Professor: Kimberly Smith

Assistant Professors: Tsegaye Nega, Aaron M. Swoboda, George H. Vrtis

Adjunct Instructor: Wei-Hsin Fu

Committee Members: Cameron Davidson, Adrienne Falcón, Tricia Ferrett, Deborah Gross, Bereket Haileab, Daniel Hernandez, William E. Hollingsworth, David Hougen-Eitzman, Mark Kanazawa, Michael J. Kowalewski, Tun Myint, Beverly Nagel, Mary E. Savina, Joel Weisberg

The central mission of Carleton's Environmental Studies Program is to educate the next

generation of environmental scholars and professionals in the fundamental scientific, ecological, social, ethical, political, and economic forces that govern environmental issues and the long-term quality and viability of society. The complexities of environmental problems dictate that study of the environment be based in multiple disciplines to provide students with skill sets and knowledge bases in the following areas: scientific principles as applied to the environment, the political, economic, social and cultural dimensions of environmental problems, the historical and ethical context for environmental problems and policy, and literary and artistic explorations of the environment. Students who major in Environmental Studies can gain a broad knowledge base in the natural sciences, social sciences and the humanities, which is intended to help them understand the complex environmental issues faced by societies around the world.

The major is designed to help students make connections across these key knowledge bases, which traditionally have been pursued largely in disciplinary isolation. In order to facilitate making these connections, the major is organized into a multidisciplinary set of core courses and four more narrowly defined areas of concentration, called foci. Students are required to complete all of the core courses and to select one of the foci as an area of concentration. The four foci, described in more detail below, are *Food and Agriculture*, *Conservation and Development*, *Landscapes and Perception*, and *Water Resources*. These foci are designed to provide students with both breadth and depth of knowledge in these topical fields.

The Environmental Studies major prepares students for meaningful involvement in a wide array of environmental and governmental organizations, as well as for graduate study in many environmental fields, law, public policy, and other areas of inquiry.

Requirements for a Major

In most cases, majors must complete 66 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 63 credits for the major.

I. Introductory Course (6 credits): Pick any *one* of the following:

BIOL 126 Energy Flow in Biological Systems

CHEM 128 Principles of Environmental Chemistry

ENTS 112 Conservation Biology (Not offered in 2011–2012)

GEOL 120 Introduction to Environmental Geology (Not offered in 2011–2012)

PHYS 152 Introduction to Physics: Environmental Physics

and one of its prerequisites (Physics 131, 132, 141 or 142)

II. Research Design and Methods (3 credits)

ENTS 232 Research Design and Methods

III. Quantitative Methods (6 credits): Pick *either* of the following:

ENTS 120 Introduction to Geospatial Analysis

MATH 215 Introduction to Statistics

IV. Core Courses (18 credits): Take *all* of the following:

BIOL 210 Global Change Biology

ENTS 271 Environmental Economics and Policy

HIST 205 American Environmental History

V. Focus Electives (24 credits): All students must choose an area of specialization, or focus.

Completion of a focus requires taking two courses in the natural sciences and two non-science courses. Focus requirements are listed below:

(1) Food and Agriculture

(i) Environmental Science: Take any *two* of the following:

BIOL 236 Plant Biology
BIOL 238 Entomology (Not offered in 2011–2012)
BIOL 374 Seminar: Grassland Ecology
ENTS 260 Comparative Agroecology
ENTS 287 Climate Science
ENTS 288 Abrupt Climate Change (Not offered in 2011–2012)
GEOL 258 Geology of Soils
GEOL 340 Hydrology (Not offered in 2011–2012)

(ii) Society, Culture and Policy: Take any *two* of the following:

ECON 268 Economics of Cost Benefit Analysis (Not offered in 2011–2012)
ECON 271 Economics of Natural Resources and the Environment
ECON 273 Water and Western Economic Development (Not offered in 2011–2012)
ENTS 200 Food and Agriculture
ENTS 215 Environmental Ethics
ENTS 310 Topics in Environmental Law and Policy
POSC 212 Environmental Justice
POSC 268 International Environmental Politics and Policies
POSC 333 Sustainability Science*

(2) Conservation and Development

(i) Environmental Science: Take any *two* of the following:

BIOL 221 Ecosystem Ecology
BIOL 250 Australia Program: Marine Biology
BIOL 350 Evolution
BIOL 352 Population Ecology
BIOL 361 Tropical Rainforest Ecology (Not offered in 2011–2012)
BIOL 362 Field Investigation in Tropical Rainforest Ecology (Not offered in 2011–2012)
BIOL 374 Seminar: Grassland Ecology
ENTS 254 Topics in Landscape Ecology
ENTS 287 Climate Science
ENTS 288 Abrupt Climate Change (Not offered in 2011–2012)

(ii) Society, Culture and Policy: Take any *two* of the following:

ECON 240 Microeconomics of Development
ECON 243 Economic Demography (Not offered in 2011–2012)
ECON 268 Economics of Cost Benefit Analysis (Not offered in 2011–2012)
ECON 271 Economics of Natural Resources and the Environment
ENTS 200 Food and Agriculture
ENTS 215 Environmental Ethics
ENTS 244 Biodiversity Conservation and Development
ENTS 310 Topics in Environmental Law and Policy
HIST 306 American Wilderness
POSC 212 Environmental Justice
POSC 268 International Environmental Politics and Policies
POSC 333 Sustainability Science*
SOAN 210 Principles of Demography (Not offered in 2011–2012)
SOAN 229 Demography of the Family (Not offered in 2011–2012)
SOAN 234 Ecology, Economy, and Culture (Not offered in 2011–2012)
SOAN 302 Anthropology and Indigenous Rights

(3) Landscapes and Perception

(i) Environmental Science: Take any *two* of the following:

BIOL 221 Ecosystem Ecology
ENTS 254 Topics in Landscape Ecology
ENTS 260 Comparative Agroecology
ENTS 287 Climate Science
GEOL 210 Geomorphology (Not offered in 2011–2012)
GEOL 258 Geology of Soils

(ii) Society, Culture and Policy: Take any *two* of the following:

AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (Not offered in 2011–2012)
ARTH 266 Planning Utopia: Ideal Cities in Theory and Practice
ARTS 113 Field Drawing
ARTS 212 Studio Art Seminar in the South Pacific: Mixed-Media Drawing (Not offered in 2011–2012)
ARTS 275 Studio Art Seminar in the South Pacific: Physical & Cultural Environment of Australia & New Zealand (Not offered in 2011–2012)
ENGL 236 American Nature Writing
ENGL 247 The American West (Not offered in 2011–2012)
ENGL 248 Visions of California (Not offered in 2011–2012)
ENTS 180 Basic Principles of Sustainable Design (Not offered in 2011–2012)
ENTS 200 Food and Agriculture
ENTS 215 Environmental Ethics
HIST 306 American Wilderness
PHIL 234 Aesthetics (Not offered in 2011–2012)
POSC 212 Environmental Justice
RELG 243 Native American Religious Freedom (Not offered in 2011–2012)
RELG 356 Buddhism and Ecology
SOAN 234 Ecology, Economy, and Culture (Not offered in 2011–2012)
SOAN 266 Urban Sociology (Not offered in 2011–2012)
SPAN 260 Forces of Nature (Not offered in 2011–2012)

(4) Water Resources

(i) Environmental Science: Take any *two* of the following:

CHEM 328 Environmental Analysis (Not offered in 2011–2012)
ENTS 288 Abrupt Climate Change (Not offered in 2011–2012)
GEOL 210 Geomorphology (Not offered in 2011–2012)
GEOL 340 Hydrology (Not offered in 2011–2012)
GEOL 370 Geochemistry of Natural Waters (Not offered in 2011–2012)

(ii) Society, Culture and Policy: Take any *two* of the following:

ECON 268 Economics of Cost Benefit Analysis (Not offered in 2011–2012)
ECON 271 Economics of Natural Resources and the Environment
ECON 273 Water and Western Economic Development (Not offered in 2011–2012)
ENTS 215 Environmental Ethics
HIST 306 American Wilderness
POSC 268 International Environmental Politics and Policies
POSC 333 Sustainability Science*

V. 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

112. Conservation Biology The current global rate of extinction of species is probably unprecedented in the history of the world, and the rate will increase dramatically in the coming decades. Conservation biology is a new synthetic discipline that emerged in the early 1980s to simultaneously address the scientific and social dimension of biodiversity conservation. The course presents an overview of the founding principles of conservation biology by examining the historic and present-day causes of species extinction, the biological bases central to species conservation, and the social dimension of conservation for sustainable management of biological diversity. *6 credits, MS; NE, Not offered in 2011-2012*

120. Introduction to Geospatial Analysis Spatial data analysis using Geographic Information Systems (GIS), remote sensing, global positioning, and related technologies are increasingly important for understanding and analyzing a wide range of biophysical, social, and economic phenomena. This course serves as an overview and introduction to the concepts, algorithms, issues, and methods in describing, analyzing, and modeling geospatial data over a range of application areas. *6 credits, MS; SI, QRE, Winter—T. Nega*

180. Basic Principles of Sustainable Design A holistic and integrated look at the fundamental and interdependent aspects of architecture and sustainable design, the impacts our buildings and choices have on the environment and ecology of the planet, and what we can do to mitigate those impacts. This course will provide students with a basic holistic knowledge of microclimate and siting, energy and resource efficiency, water, waste reduction, materials, and biological influences in sustainable design. *6 credits, ND; NE, Not offered in 2011-2012*

200. Food and Agriculture The production and consumption of food is a seemingly mundane activity in our lives. Yet, how we respond to food and our consumptive practices mirror our sense of place, our capacity for self-control, our health, the ways in which we impact the world food production system, and the natural environment. In this course, students will study modern agro-food systems and their social and ecological impacts in Ethiopia. The group will visit various sites throughout the program, including large and small scale farms, agro-forestry systems, and examples of urban agriculture. *6 credits, SS; NE, Spring—T. Nega*

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, ND; HI, Fall—K. Smith*

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, ND; FSR, QRE, Winter—M. Kanazawa*

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, SS; SI, IS, QRE, Fall—T. Nega*

245. Field Investigation of Biodiversity Conservation and Development This course is the second part of a two-term course sequence beginning with Environmental and Technology Studies 244. The first part of the course consists of a two-week field trip to Tanzania investigating the relationship between biodiversity conservation efforts and meeting the livelihood of local communities. The course will conclude on campus, meeting once a week to enable students to analyze, write a report, and give oral presentation on topics chosen fall term and researched during the field trip. Prerequisite: Environmental and Technology Studies 244. *6 credits, SS; SI, IS, QRE, Not offered in 2011-2012*

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. Prerequisites: Biology 125 and 126. *6 credits, MS; SI, QRE, Spring—T. Nega*

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

261. Field Investigation in Comparative Agroecology This course is the second part of a two-term course sequence beginning with Environmental and Technology Studies 260. The course begins with a two-week visit in December to Beijing and Sichuan province. Field work will include visits to Chinese farms at the forefront of an incipient sustainable agriculture movement in China, as well as discussions with Chinese sustainable agriculture researchers. In regular weekly meetings during the winter term on campus, data will be analyzed and presented in oral and written reports. Prerequisite: Environmental and Technology Studies 260. *6 credits, MS; NE, Winter—D. Hougén-Eitzman*

264. OCS: Agriculture and Rural Livelihoods in Sub-Saharan Africa Smallholder agriculture is the mainstay of livelihoods in much of Sub Saharan Africa. In east Africa, for example, smallholder farming accounts for about 75% of agricultural production and over 75% employment. Yet the productivity of the sector is very low to the point that famine is a recurrent phenomenon. In this course, students will study the structure of the smallholder farming communities, the economic and institutional constraints under which these farmers operate, and current efforts to address them. The group will explore these issues at various sites throughout the program. *6 credits, SS; SI, IS, QRE, Offered in alternate years, Winter—Tsegaye Nega*

271. Environmental Economics and Policy This course will explore the economic and political

institutions affecting the environment. The major questions of the course will be: When are individual economic incentives not aligned with society's environmental interests? How can policies and regulations be changed to best accomplish environmental goals? Will the economic development of economies like India and China lead to more or less environmental destruction? How can we best balance costs and benefits over long time horizons as we must in issues of non-renewable resource management and climate change? Topics to be discussed may include: climate change, agriculture, transportation, energy efficiency, population growth, and water. *6 credits, SS; SI, QRE, Winter—A. Swoboda*

280. Tanzania Program: Research Projects on Conservation and Development The aim of this course is to equip students with the necessary research, evaluation and communication skills in order to carry out their research projects successfully. Topics covered includes understanding of the frameworks within which knowledge is communicated and gained as well as the particular skills and techniques that make that possible. *4 credits, ND; NE, Not offered in 2011-2012*

284. Tanzania Program: Cultural Studies The course is intended to expose students to the cultural heritages of Tanzania and Ethiopia. Among the cultural activities involved in the course include visits to historical cultural sites and museums, guest lectures, and lessons in local cuisines. *2 credits, S/CR/NC, ND; NE, Not offered in 2011-2012*

285. OCS: Wildlife Conservation and Livelihoods This field seminar will explore the evolution of wildlife management in Tanzania and Ethiopia. At various sites along the program route students will examine the tension between wildlife conservation and people's livelihoods, discuss with local experts, and carry out a short research to develop a better understanding of the challenges/opportunities towards developing a sustainable land use system that meets the needs of the local people while sustaining the resilience of wildlife populations. Students will write a series of short papers that summarizes their understanding, focusing on how the sites visited fit into the larger debate on conservation and development. *6 credits, SS; SI, IS, QRE, Offered in alternate years, Winter—Tsegaye*

287. Climate Science In this course, we will explore the state of the science of the modern global climate. The course will include a discussion of the impact of greenhouse gases and aerosol particles on the global climate system, and attention will be paid to understanding global cycles as well as global climate models. In order to understand the underlying science, geoengineering schemes to "fix" the global climate system will be investigated. Throughout the course, our emphasis will be on a quantitative, scientifically rigorous understanding of the complex climate system. Prerequisite: One introductory course in Biology (125 or 126), Chemistry (123 or 128), Geology (110 or 120), or Physics (two five-week courses from 131-162) and Math 111 or 215, or consent of the instructor. *6 credits, MS; NE, QRE, Winter—D. Gross*

288. Abrupt Climate Change The field of abrupt climate change seeks to understand very fast changes, or "tipping points," in historical climate records. Course topics will include interpretation of historical climate data, methods of measuring abrupt changes in ancient climates, theories for abrupt change, the role of complex earth systems, and the connection to current trends in global climate change. The course will also directly address our future vulnerability to abrupt climate change through cases studies of past human civilizations (Mayans, Anasazi). Prerequisites: One introductory course in Biology (125 or 126), Chemistry (123 or 128), Geology (110 or 120), or Physics (two five-week courses from 131-162). *6 credits, MS, WR; NE, WR2, QRE, Not offered in 2011-2012*

301. Science and Society Science today is hardwired into virtually every aspect of our lives and the world we inhabit so much so that there is no 'space' outside science. Our societies can equally well die of the production of science (e.g., global warming, species extinction) or safeguard itself from them. In

such a context, how we understand science and with what tools is a key question. The aim of this course is to explore major approaches for understanding and explaining scientific knowledge and the implications of these approaches for understanding the place and importance of science in an age of global environmentalism. Prerequisite: Sociology/Anthropology 110, 111, or permission of instructor. *6 credits, ND; SI, Not offered in 2011-2012*

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, ND; SI, Offered in alternate years, Spring—K. Smith*

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 ENTS core courses except comps. *3 credits, ND; SI, Fall—G. Vrtis*

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: ENTS 395. *6 credits, S/NC, ND; NE, Winter—Staff*

EUROPEAN STUDIES CONCENTRATION (EUST)

Director: Associate Professor William North

Post-Doctoral Fellow: Paul Petzchmann

The European Studies concentration provides an intellectual meeting ground for students interested in exploring of Europe from a variety of disciplinary and interdisciplinary perspectives. Drawing courses from a number of different departments, the program in European Studies allows students to integrate their study of a European language and off-campus experiences in Europe with a coherent set of courses on campus to achieve a greater understanding of both new and old Europes.

Requirements for the Concentration

1. EUST 110: Introduction to European Studies: The Nation State in Europe
2. Four transnational supporting courses that a) approach a theme or issue from a pan-European perspective OR b) compare European countries or regions OR c) compare Europe (or parts of Europe) with another part of the world. These courses will engage in an examination of such overarching issues as the relation between individual and community, cultural and linguistic diversity, and globalization. The list below is not exhaustive; students should consult with the concentration director regarding other courses that may fulfill this requirement.

ARTH 101 Introduction to Art History I

ARTH 102 Introduction to Art History II

ARTH 170 Printmaking: The First Media Revolution (Not offered in 2011–2012)
 ARTH 172 Modern Art: 1890-1945 (Not offered in 2011–2012)
 ARTH 223 Women in Art (Not offered in 2011–2012)
 ARTH 240 Art Since 1945
 ARTH 245 Modern Architecture
 ARTH 286 Legacies of the Avant-Garde: Dada Then and Now (Not offered in 2011–2012)
 ARTH 287 Legacies of the Avant-Garde: Constructivism Then and Now
 CAMS 211 Film History II (Not offered in 2011–2012)
 CAMS 214 Film History III
 CAMS 217 Border Crossings: Postmodern Perspectives on French and German Cinema (Not offered in 2011–2012)
 ECON 233 European Economic History
 ECON 236 Economics of the European Union (Not offered in 2011–2012)
 ECON 250 History of Economic Ideas
 ENGL 114 Introduction to Medieval Narrative
 ENGL 309 Renaissance Selves (Not offered in 2011–2012)
 EUST 100 Allies or Enemies? America through European Eyes
 EUST 278 Cross-Cultural Psychology Sem in Prague: Politics & Culture in Central Europe-Twentieth Century (Not offered in 2011–2012)
 FREN 249 The French Art of Living: Tradition, Myth, Reality
 FREN 349 The French Art of Living: Tradition, Myth, Reality
 FREN 360 Topics in French Studies: Algeria-France
 GERM 230 From Gutenberg to Gates: The History and Practice of Printing (Not offered in 2011–2012)
 GERM 250 Tense Affinities: A History of German Jewish Culture (Not offered in 2011–2012)
 HIST 137 Before Europe: The Early Medieval World, 250-c. 1050 (Not offered in 2011–2012)
 HIST 138 The Making of Europe (Not offered in 2011–2012)
 HIST 139 Foundations of Modern Europe (Not offered in 2011–2012)
 HIST 140 Modern Europe 1789-1914 (Not offered in 2011–2012)
 HIST 141 Europe in the Twentieth Century
 HIST 203 Papacy, Church and Empire in the Age of Reform
 HIST 230 Institutional Structure and Culture in the Middle Ages (Not offered in 2011–2012)
 HIST 232 Renaissance Worlds in France and Italy
 HIST 233 Cultures of Empire: Byzantium, 710-1453
 HIST 236 Women's Lives in Pre-Modern Europe (Not offered in 2011–2012)
 HIST 237 The Enlightenment
 HIST 249 Modern Central Europe (Not offered in 2011–2012)
 HIST 395 Nationalism
 MELA 230 Jewish Collective Memory
 MELA 243 Jews in a Multiethnic Empire
 MUSC 111 Western Art Music and Western Civilization
 MUSC 120 Introduction to Opera (Not offered in 2011–2012)
 MUSC 122 Symphonies from Mozart to Mahler
 MUSC 210 Medieval and Renaissance Music (Not offered in 2011–2012)
 MUSC 211 Baroque and Classical Music
 MUSC 312 Romantic Music
 PHIL 272 Modern Philosophy: Reason and Reality
 PHIL 274 Existentialism (Not offered in 2011–2012)

PHIL 395 Wittgenstein on Language, Mind and Meaning
 POSC 120 Comparative Political Regimes
 POSC 228 Foucault: Bodies in Politics
 POSC 247 Comparative Nationalism (Not offered in 2011–2012)
 POSC 249 Theories of International Relations
 POSC 256 Nietzsche and Political Philosophy (Not offered in 2011–2012)
 POSC 263 European Political Economy (Not offered in 2011–2012)
 POSC 268 International Environmental Politics and Policies
 POSC 276 Arendt: Imagination and Politics
 POSC 352 Political Theory of Alexis de Tocqueville*
 POSC 358 Comparative Social Movements* (Not offered in 2011–2012)
 POSC 359 Cosmopolitanism*
 POSC 383 European Political Economy Seminar in Madrid and Maastricht: Politics of the
 European Union (Not offered in 2011–2012)
 RELG 231 From Luther to Kierkegaard (Not offered in 2011–2012)
 RELG 287 Many Marys
 RELG 329 Theology, Pluralism, and Culture (Not offered in 2011–2012)
 RELG 380 Radical Critiques of Christianity

3. Two country-specific supporting courses in the participating disciplines, each of which focuses on a particular European country or region. Country-specific courses need not address pan-European issues, but students will be expected to bring a comparative awareness of Europe to their learning experience.

ARTH 233 Van Eyck, Bosch, Bruegel: Their Visual Culture
 ARTH 234 Italian Renaissance Art (Not offered in 2011–2012)
 ARTH 238 Rembrandt, Vermeer and Netherlandish Art
 ARTH 251 Ruins and Romantics: English Gothic and Gothic-Revival Art and Architecture (Not
 offered in 2011–2012)
 CAMS 212 Contemporary Spanish Cinema
 CAMS 213 Italian Neorealism and Global Cinema (Not offered in 2011–2012)
 ECON 221 Cambridge Program: Contemporary British Economy
 ECON 222 Cambridge Program: The Industrial Revolution in Britain
 ECON 224 Cambridge Program: Comparative Environmental Policy
 ENGL 210 Medieval and Renaissance English Literature
 ENGL 211 Neoclassic, Romantic, and Victorian Literature
 ENGL 213 Christopher Marlowe
 ENGL 214 Revenge Tragedy
 ENGL 216 Milton
 ENGL 218 The Gothic Spirit
 ENGL 222 The Art of Jane Austen
 ENGL 244 Shakespeare I
 ENGL 281 London Program: Seeing Romantically: London's Age of Wonder
 ENGL 282 London Program: London Theater
 ENGL 285 The Arts of Power: Poetry, Painting, and Propaganda at the English Court (1509-1685)
 (Not offered in 2011–2012)
 ENGL 301 The Courtly Chaucer (Not offered in 2011–2012)
 ENGL 310 Shakespeare II
 ENGL 313 Major Works of the English Renaissance: *The Faerie Queene* (Not offered in 2011–2012)
 ENGL 323 English Romantic Poetry

ENGL 328 Victorian Poetry
 FREN 240 Introduction to French and Francophone Literature: Dreams of Trespass
 FREN 241 Sexuality and Sagacity: Introduction to French and Francophone Literature
 FREN 243 Topics in Cultural Studies: The Urban Periphery/Negotiated Cultures
 FREN 246 Paris Program: City of Wonders: Paris in the Arts
 FREN 249 The French Art of Living: Tradition, Myth, Reality
 FREN 340 Arts of Brevity: Short Fiction (Not offered in 2011–2012)
 FREN 341 Madame Bovary and Her Avatars (Not offered in 2011–2012)
 FREN 351 Love, War and Monsters in Early Modern France
 GERM 205 Berlin Program: Intermediate Composition and Conversation
 GERM 207 Young Adult Literature
 GERM 219 German Film after World War II
 GERM 231 Damsels, Dwarfs, and Dragons: Medieval German Literature (Not offered in 2011–2012)
 GERM 234 Introduction to German Culture
 GERM 247 Fairy Tales, Myths, and Legends (Not offered in 2011–2012)
 GERM 295 Berlin Program: Berlin: The German Metropolis
 GERM 312 Rilke and His Circle (Not offered in 2011–2012)
 GERM 346 Viennese Culture on Site (Not offered in 2011–2012)
 GERM 351 The Age of Goethe
 HIST 239 Britain, c. 1485-1834: From Sceptred Isle to Satanic Mills (Not offered in 2011–2012)
 HIST 240 Imperial Russia (Not offered in 2011–2012)
 HIST 241 Russia through Wars and Revolutions
 HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (Not offered in 2011–2012)
 HIST 245 Ireland: The Origin of the Troubles
 HIST 248 Berlin Program: Monuments and Memory: A Cultural History of Berlin (Not offered in 2011–2012)
 HIST 250 Modern Germany (Not offered in 2011–2012)
 HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2011–2012)
 HIST 346 The Holocaust (Not offered in 2011–2012)
 MELA 240 Turkey Today: An Introduction
 MELA 241 Ottoman-Turkish History Through Music
 MELA 242 Ethnographies of Turkey (Not offered in 2011–2012)
 POSC 388 European Political Economy Seminar in Madrid and Maastricht: Spanish Politics and Political Economy (Not offered in 2011–2012)
 RUSS 150 Contemporary Russian Culture and Society
 RUSS 205 Russian in Cultural Contexts
 RUSS 227 Moscow Program: Russia East and West
 RUSS 244 Russian Literature in Translation: The Novel to 1917 (Not offered in 2011–2012)
 RUSS 255 Russian Cinema: History and Theory (Not offered in 2011–2012)
 RUSS 266 Dostoevsky (Not offered in 2011–2012)
 RUSS 267 War and Peace (Not offered in 2011–2012)
 RUSS 268 Russian Fiction of the Soviet Period (Not offered in 2011–2012)
 RUSS 331 Russia's Literature of the Uncanny (Not offered in 2011–2012)
 RUSS 333 Russian Literature for Children
 RUSS 336 Pushkin
 RUSS 345 Russian Cultural Idioms of the Nineteenth Century (Not offered in 2011–2012)

RUSS 351 Chekhov (Not offered in 2011–2012)
 RUSS 395 Senior Seminar: The Cult of Stalin (Not offered in 2011–2012)
 SPAN 209 Madrid Program: Current News
 SPAN 240 Introduction to Spanish Literature (Not offered in 2011–2012)
 SPAN 244 Spain Today: Recent Changes through Narrative and Film
 SPAN 247 Madrid Program: Spanish Art from El Greco to Picasso
 SPAN 250 Spanish Cinema (Not offered in 2011–2012)
 SPAN 256 Lorca, Buñuel, and Dalí: Poetry, Film, and Painting in Spain
 SPAN 301 Greek and Christian Tragedy
 SPAN 320 New Spanish Voices
 SPAN 330 The Invention of the Modern Novel: Cervantes' Don Quijote (Not offered in 2011–2012)
 SPAN 331 Baroque Desires (Not offered in 2011–2012)
 SPAN 351 Madrid Program: Film and the City
 SPAN 358 The Spanish Civil War (Not offered in 2011–2012)
 SPAN 366 Jorge Luis Borges: Less a Man Than a Vast and Complex Literature

4. EUST 398: Senior Colloquium.

5. Concentrators must normally participate in an off-campus study program in Europe.

6. The overall balance of courses must include a reasonable mix of disciplines and course levels (100s, 200s, 300s). While this balance will be established for each individual student in consultation with the concentration coordinator, no more than half of the required minimum of courses may be in one department, and at least half of the required minimum of courses must be above the 100-level. The total number of credits required to complete the concentration is 45.

European Studies Courses

100. Allies or Enemies? America through European Eyes During the nineteenth and twentieth centuries, America often served as a canvass for projecting European anxieties about economic, social and political modernization. Admiration of technological progress and political stability was combined with a pervasive anti-Americanism, which was, according to political scientist Andrei Markovits, the "lingua franca" of modern Europe. These often contradictory perceptions of the United States were crucial in the process of forming national histories and mythologies as well as a common European identity. Accordingly, this course will explore the many and often contradictory views expressed by Europe's emerging mass publics and intellectual and political elites about the United States during this period. *6 credits, AI, WR1, IS, Fall—P. Petzschmann*

110. The Nation State in Europe This course explores the role of the nation and nationalism within modern Europe and the ways in which ideas and myths about the nation have complemented and competed with conceptions of Europe as a geographic, cultural and political unity. We will explore the intellectual roots of nationalism in different countries as well as their artistic, literary and musical expressions. In addition to examining nationalism from a variety of disciplinary perspectives--sociology, anthropology, history, political science--we will explore some of the watershed, moments of European nationalism such as the French Revolution, the two world wars, and the Maastricht treaty. *6 credits, HU; HI, IS, Winter—P. Petzschmann*

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, ND; NE, Not offered in 2011-2012*

398. Senior Colloquium Culminates in a final oral presentation that will allow concentrators to synthesize and reflect upon their diverse European studies, including on-campus and off-campus classwork, internships, and cross-cultural experiences. *3 credits, ND; NE, Spring—L. Goering*

FRENCH AND FRANCOPHONE STUDIES (FRST)

Chair: Professor Dana Strand

Professors: Scott D. Carpenter, Chérif Keïta, Éva Pósfay, Dana J. Strand, Cathy Yandell

Visiting Assistant Professor: Stephanie M. Cox

Senior Lecturers: Christine Lac, Cynthia Luck Shearer

Visiting Lecturer: Annick Fritz-Smead

General Information

The French and Francophone Studies Department 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. Operating study abroad programs in Mali and Paris, we 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 programs in literary and cultural studies are appropriate for students wishing to do advanced work in French or who hope to use French language or important critical skills in future careers or studies.

Language Courses: Language courses 101, 102, 103, 204 are a sequential series of courses designed to prepare 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. French 206 and 309 are designed to develop the student's spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. Admission to these courses is determined either by appropriate high school CEEB or Carleton placement test scores, or by completion of the previous course in the sequence with a grade of C- or better.

Literature Courses: We examine literary works for both their aesthetic and human values. Our literature courses have a number of goals: to refine and expand students' linguistic ability, to broaden their cultural understanding, to improve their ability to engage in literary analysis, to enhance their knowledge of literary history and criticism, and to help students better understand themselves and the human condition. In our discussions, we address universal themes and concerns, but we also try to uncover what is peculiarly French or Francophone about the works.

Requirements for an Arts and Literature Track

The Arts and Literature Track consists of intensive work in language, and literature, and may include courses in film or other arts. All courses in the Arts and Literature Track are conducted in French.

Sixty-nine credits beyond French 204 including:

1. Core courses: French 309, Beyond Words: The Fine Art of Writing in French, preferably taken in the sophomore or junior year; and Literary and Cultural Studies 245, Introduction to Critical Methods: Structure, Gender, Culture, (usually taken in the junior year)
2. Fifty-four credits in departmental electives. Students should generally begin with courses at the 200-level (French 206, 240, 241, 243, etc.), but at least thirty credits in addition to Fren 309 must

be taken at the 300-level. (400 does not count in this category).

All courses conducted in French on the Paris and Mali programs may be applied to this category, as long as the requisite number of 300-level credits is attained.

3. Integrative Exercise (3 credits): During their senior year students will expand and deepen an essay in French from one of their advanced courses in the major. Normally, but not always, the director for this project will be the professor from that course. This essay may be completed during any term, but must be finished by the end of winter term. In the spring term, students will deliver an oral presentation (in English) of their work.

Requirements for a Cultural Studies Track

The Cultural Studies Track is interdisciplinary in nature: students will take courses in French and Francophone literature and other media, but also in such fields as history, art history, political science, and anthropology. Courses outside the department will generally not be taught in French.

Sixty-nine credits beyond French 204 including the following (please note that any given course will not count in more than one category):

1. Core courses: French 309, Beyond Words: The Fine Art of Writing in French, preferably taken in the sophomore or junior year; and the capstone seminar (normally French 395).

2. Literature and language: At least twenty-four credits in French language or literature, in addition to the core courses, twelve credits of which must be at the 300-level.

3. At least six credits in cultural studies such as: 243, Topics in Cultural Studies; 249/349, the Paris Program Seminar; 250, Mali Program; Film and Society in Mali.

4. At least six credits in history or methodology such as: LCST 245, Introduction to Critical Methods: Structure, Gender Culture, FREN 251, Mali Program: Negotiating the Past: The Challenges of Nation-building in Mali; HIST 237, The Enlightenment; HIST 298, Junior Year History Colloquium

5. Elective courses: 18 credits, in French or in other departments or programs (see pre-approved courses under the concentration in French and Francophone Studies), with director's approval.

6. The 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, students will deliver an oral presentation (in English) of their work

A special major in Romance Languages (a combination of French and Spanish language and literature) is available by petition through the Academic Standing Committee. The integrative exercise counts for three credits.

Concentration: See separate section for French and Francophone Studies Concentration.

Programs Abroad: Participation in a Carleton or in another approved foreign study program is highly recommended for students majoring or concentrating in the above areas. The department operates programs in Paris and in Mali, but non-Carleton programs are available, too. Students interested in study abroad should consult the section on international off-campus programs, and discuss alternatives with faculty in French and with the Director of Off-Campus Studies.

Certificate of Advanced Study in Foreign Language and Literature: In order to receive the Certificate of Advanced Study in French, students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: 36 credits completed with a grade of C- or better in French beyond 103, including at least two upper-level literature courses (300-395). Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy course requirements. No more than 12 credits from non-Carleton off-campus studies programs may be applied toward the certificate.

Language House: Students have the opportunity to immerse themselves in the language by living in the Language House. The Associate is a native speaker, and students organize and participate in

numerous cultural activities in the Language House.

French and Francophone Studies Courses

101. Elementary French This course introduces the basic structures of the French language, everyday vocabulary and cultural situations. Students practice all four skills (reading, writing, listening, and speaking) in French. Taught five days a week in French. Prerequisite: none (Placement score for students with previous experience in French). *6 credits, ND; NE, Fall—Staff*

102. Elementary French This course introduces complex sentences and various tenses through short literary and cultural texts. Students practice all four skills (reading, writing, listening, and speaking) in French. Taught five days a week in French. Prerequisite: French 101 or placement score. *6 credits, ND; NE, Winter—Staff*

103. Intermediate French This course reviews basic and complex sentence patterns in greater depth through the discussion of authentic short stories. Students practice all four skills (reading, writing, listening, and speaking) in French. Taught five days a week in French. Prerequisite: French 102 or placement score. *6 credits, ND; NE, Fall, Spring—Staff*

204. Intermediate French Through discussion of book-length literary and cultural texts (film, etc.), and including in-depth grammar review, this course aims to help students acquire greater skill and confidence in both oral and written expression. Taught three days a week in French. Prerequisite: French 103 or placement score. *6 credits, ND; NE, Fall, Winter—Staff*

206. Contemporary Francophone Culture This course focuses on developing students' skills in French conversation and composition through the discussion of contemporary Francophone culture: current political and social issues, film, and music. Prerequisite: French 204 or the equivalent. Prerequisite: French 204. *6 credits, ND; NE, IS, Winter—S. Cox*

208. Paris Program: Conversation and Composition Focusing on topics of current interest in French society, this course is designed to help students gain ease and proficiency in spoken and written French. The course will be taught and supervised by local instructors assisted by recent graduates of the Program in French as a Foreign Language. In addition to regular in-class activities, the graduate assistants will meet with students for tutorials and discussion groups. Conducted in French. *6 credits, AL; HI, Spring—Non-Carleton Faculty*

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 permission of the instructor. *2 credits, S/CR/NC, ND; HI, Fall, Winter, Spring—S. Carpenter, C. Keïta, D. Strand*

235. Francophone Literature of Africa and the Caribbean Reading and discussion of literary works, with analysis of social, historical and political issues. Conducted in English. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

240. Introduction to French and Francophone Literature: Dreams of Trespass From sweet-talking medieval troubadours to free-spirited Moroccan harem women, French and Francophone literature offers fascinating glimpses of what happens when we dare to flirt with the forbidden. In this survey course, we will explore the transgressive acts imagined by selected writers and filmmakers representing different historical periods and cultural traditions. Conducted in French. Prerequisite: French 204 or equivalent. *6 credits, AL; LA, IS, Fall—D. Strand*

- 241. Sexuality and Sagacity: Introduction to French and Francophone Literature** What is the relationship between sexuality and knowledge? We will attempt to answer this question through novels, poetry, plays of such authors as Ronsard, Baudelaire, Gide, Sade, Sartre, Kundera and Nimier, as well as films of Téchiné and Kasovitz. This course serves as an introduction to the study of French and Francophone literatures and aims to develop students' skills in analysis and discussion in French. Prerequisite: French 204 or the equivalent. *6 credits, AL; LA, IS, Winter—C. Yandell*
- 243. Topics in Cultural Studies: The Urban Periphery/Negotiated Cultures** The French banlieue has become a flashpoint in politics, culture, and literature. In this course, we will examine the way the banlieue is represented by others, how it attempts to represent itself, and how its mix of cultures is a source of creative (albeit sometimes problematic) representation. *6 credits, AL; HI, Spring—S. Cox*
- 245. Francophone Literature of Africa and the Caribbean** Reading and discussion of literary works, with analysis of social, historical and political issues. Prerequisite: French 204. *6 credits, AL, RAD; LA, Not offered in 2011-2012*
- 246. Paris Program: City of Wonders: Paris in the Arts** 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 French art of the last two centuries onsite: 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. Conducted in French. *6 credits, AL; LA, IS, Spring—Non-Carleton Faculty*
- 249. The French Art of Living: Tradition, Myth, Reality** The French have been associated, both in stereotypes and in their own proclamations, with a certain "joie de vivre." Through literature, art, architecture, and theory, students will explore French notions of what it means to live well, from renaissance sumptuousness to existentialist questioning to the depiction of immigrants' lives in contemporary Paris. The program will examine the ways in which the physical environment fashions attitudes and practices that define the good life (urban and rural settings, the north and the south, housing projects and seascapes). Whenever possible, course readings and student writing will be linked with experiential learning in Paris and southern France. Prerequisite: French 204. *6 credits, AL; LA, IS, Spring—C. Yandell*
- 250. Mali Program: Film and Society in Mali** This course will concentrate on the dynamics of traditional orality within the art of cinema in Mali. Feature films and documentaries by award-winning filmmakers such as Soulemane Cissé, Cheick Oumar Sissoko, Adama Drabo, Dany Kouyaté, and Abderrahmane Sissako will be screened and analyzed. Discussions with some of these filmmakers will introduce the student to the challenges and success of filmmaking in economically-challenged countries such as Mali and Burkina Faso. *6 credits, AL, RAD; LA, IS, Winter—Non-Carleton Faculty*
- 251. Mali Program: Negotiating the Past: The Challenges of Nation-building in Mali** This course will look at various issues in Malian history (ancient and modern) and the process of political and economic change. A component of this course will be an introduction to conversational Bambara, the lingua franca of Mali. *4 credits, AL, RAD; HI, IS, Winter—Non-Carleton Faculty*
- 252. Mali Program: Literature and Society in Mali** This course will focus on the theme of social change in different genres of Malian literature, from the colonial period to the present. By studying oral and written works by traditional and modern poets, novelists, and playwrights such as Seydou Badian and Massa Makan Diabaté, Moussa Konaté, and Amadou Hampaté Bâ, the student will get an understanding of issues such as education, marriage, and traditional vs. modern political power in contemporary Malian society. Meeting will be arranged with many writers and oral performers. *6*

credits, AL, RAD; LA, IS, Winter—C. Keïta

290. Mali Program: Directed Reading 2 credits, S/CR/NC, ND; NE, Winter—C. Keïta

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 Bélyala (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. 6 credits, AL; LA, IS, Not offered in 2011-2012

309. Beyond Words: The Fine Art of Writing in French In this course we analyze and use the many linguistic and rhetorical devices the French language offers us. To do so, we study, translate and emulate various types of texts and develop our sense of style in French. In order to contextualize language use, we work on functional projects, which may include subtitling of films, translating picture books, composing an academic paper, or creating a website. Overall, we will focus on developing a continued appreciation for words and language. Required for the major in French. Prerequisite: at least one course above French 204. 6 credits, AL; LA, IS, Spring—A. Fritz-Smead

340. Arts of Brevity: Short Fiction The rise of newspapers and magazines in the nineteenth century promotes a variety of short genres that will remain popular to the present day: short stories, prose poetry, vignettes, theatrical scenes. In this short course (first five weeks of the term) we'll study short works by such authors as Diderot, Sand, Balzac, Mérimée, Flaubert, Allais, Tardieu, Le Clézio. Conducted in French. Prerequisite: French 204; recommended preparation: French 206, 240, or 241. 3 credits, AL; LA, IS, Not offered in 2011-2012

341. Madame Bovary and Her Avatars Decried as scandalous, heralded as the first "modern" novel, Gustave Flaubert's *Madame Bovary* (published in 1857) sparked debate, spawned both detractors and followers, and became a permanent fixture in French culture and even the French language. In this five-week course we will read the novel, study its cultural context and impact, and see how it has been variously re-interpreted in film and other media. Conducted in French. Prerequisite: French 204; recommended preparation: French 206, 240, or 241. 3 credits, AL; LA, IS, Not offered in 2011-2012

349. The French Art of Living: Tradition, Myth, Reality The French have been associated, both in stereotypes and in their own proclamations, with a certain "joie de vivre." Through literature, art, architecture, and theory, students will explore French notions of what it means to live well, from Renaissance sumptuousness to existentialist questioning to the depiction of immigrants' lives in contemporary Paris. The program will examine the ways in which the physical environment fashions attitudes and practices that define the good life (urban and rural settings, the north and the south, housing projects and seascapes). Whenever possible, course readings and student writing will be linked with experiential learning in Paris and southern France. Prerequisite: French 204 or equivalent. 6 credits, AL; LA, IS, Spring—C. Yandell

351. Love, War and Monsters in Early Modern France The French Renaissance continues to intrigue students and critics by its propensity for paradox, ambiguity, and contradiction. Just as literature and the arts reached new levels of aesthetic achievement, the bloodiest civil war in French history was taking shape. Lyric poetry, bawdy tales, essays and chronicles depict beautiful bodies and monsters, war and peace, hatred and love. Through such authors as Rabelais, Marguerite de Navarre, Ronsard, Louise Labé and Montaigne, as well as artistic and musical works, we will investigate the multiple worlds of French renaissance culture. Recommended preparation: French 240-level course or the equivalent. 6 credits, AL; LA, IS, Fall—C. Yandell

352. The Court and its Dissenters Seventeenth-century France is often touted as the pinnacle of

French grandeur. Under Louis XIV's absolutist rule, France supported an astounding number of normative measures--from founding academies to policing codes of behavior--designed to help the French nation to become a political, economic and cultural world power. But in the midst of all these pressures towards normativeness, could one express any dissent in the age of Versailles? To answer this question we will examine the creative (and irreverent) strategies used by a whole range of authors such as Molière, Racine, Lafayette, Fènelon, and many more. Conducted in French. Recommended preparation: French 240-level course or equivalent. *6 credits, AL; LA, IS, Not offered in 2011-2012*

354. Other Worlds What do Persians, Peruvians, Tartars, Tahitians and Eldoradans have in common? For one thing, they're all present in eighteenth-century France's heavily fantasized view of the world beyond its borders. By looking at texts and events of the long eighteenth century, including travel literature, voyages of discovery, and the *Encyclopédie*, we will examine the way the French used the outside world as a screen upon which to project its own imaginings. Authors may include Mme de Graffigny, Montesquieu, Bougainville, Diderot, Voltaire, Sade, Mme de Staël and Voltaire, among others. Conducted in French. Prerequisite: Prerequisite: French 204, recommended preparation: French 206, 240, or 241. *6 credits, AL; LA, IS, Spring—S. Carpenter*

360. Topics in French Studies: Algeria-France For the historian Benjamin Stora, the close and complex bond between France and Algeria can be compared to a forced marriage, doomed to a violent divorce the repercussions of which are still being felt on either side of the Mediterranean. In this interdisciplinary course we will explore the extended relationship between Algeria and France through a variety of literary and historical texts (as well as several relevant films). Taught in French. Prerequisite: 200-level French course or permission of instructor. *6 credits, AL; LA, IS, Winter—D. Strand*

361. Identity in Progress in Quebec In this course, we will examine the *québécois* quest for identity through novels, plays, films and folktales from the twentieth century. With the objective to understand Quebec's contemporary culture, we will try to answer the following questions: How can bilingualism divide a country? Why did French-Canadians feel like second-class citizens in the 1950s? What happened to the indigenous populations in the debate of cultural distinctiveness? Why did Quebec's women's movement fare better than in France? Finally, we will discuss the impact of immigrant writings on the issue of identity. Conducted in French. *6 credits, AL; LA, IS, Not offered in 2011-2012*

362. Transnational Writers in Quebec In this course, we will examine those often viewed as the "outsiders" of Quebec literature: the immigrant writers, the Anglophone writers of Montreal and the First Nation writers. Because of Quebec's unique place and history within North America, its literary production reflects a culture whose sense of self is defined and shifts according to the gaze of several Others, the Anglo-Canadian, the American or the French. Therefore, Quebec's literature offers a natural hearth for transnational and transcultural authors. Readings will include authors who live or publish in Quebec but who are born outside of Canada. Conducted in French. *6 credits, AL; LA, IS, Not offered in 2011-2012*

400. Integrative Exercise During their senior year students will expand and deepen an essay in French from one of their advanced courses in the major. 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 early in the spring term, when an oral presentation (in English) of the work will be presented. *3 credits, S/NC, ND, Fall, Winter, Spring—S. Carpenter, D. Strand*

FRENCH AND FRANCOPHONE STUDIES CONCENTRATION

Director: Professor Dana Strand

The French and Francophone Studies Concentration unites a diversity of disciplinary approaches to France while extending the notion of French and Francophone Studies beyond the specific territorial and linguistic boundaries of France and Parisian French. Relying on a solid language training, courses offered in French literature of France, Francophone literature of Africa and the Caribbean, film studies, social, political and art history, and economics, will afford a synthetic view of the evolution and impact of French cultural institutions. The majors most organically connected with French Studies are French, history, anthropology, art history, and political science, although students majoring in other disciplines may also concentrate in French and Francophone Studies.

Requirements for the Concentration

Language Requirement: French 204 or equivalent

Two Supporting Courses:

EUST 110 The Nation State in Europe

FREN 243 Topics in Cultural Studies: The Urban Periphery/Negotiated Cultures

FREN 249/349 French Studies Seminar in Paris: Tradition, Myth, Reality

FREN 250 Mali Program: Film and Society in Mali

HIST 140 Modern Europe 1789-1914 (Not offered in 2011-2012)

HIST 141 Europe in the Twentieth Century

HIST 232 Renaissance Worlds in France and Italy

HIST 237 The Enlightenment

LCST 245 Introduction to Critical Methods: Structure, Gender, Culture

Four Core Courses: Two from Group I, one from Groups II and III

Group I: French and Francophone Literature

FREN 240 Dreams of Trespass

FREN 241 Sexuality and Sagacity

FREN 243 Topics in Cultural Studies: The Urban Periphery/Negotiated Cultures

FREN 245 Francophone Literature of Africa and the Caribbean (Not offered in 2011-2012)

FREN 249/349 Paris Program: Tradition, Myth, Reality

FREN 340 Arts of Brevity: Short Fiction (Not offered in 2011-2012)

FREN 341 Madame Bovary and Her Avatars (Not offered in 2011-2012)

FREN 351 Topics in Sixteenth Century Literature: Metamorphoses: Love, War and Monsters
in Early Modern France

FREN 352 The Court and Its Dissenters (Not offered in 2011-2012)

FREN 354 Other Worlds

FREN 360 Topics in French Studies: Algeria-France*

Group II History and Art History

FREN 246 French Studies Seminar in Paris: City of Wonders: Paris in the Arts

FREN 251 Mali Program: Negotiating the Past: The Challenges of Nation-building in Mali

HIST 137 Before Europe: The Early Medieval World 250c-1050 (Not offered in 2011-2012)

HIST 139 Foundations of Modern Europe* (Not offered in 2011-2012)

HIST 140 Modern Europe 1789-1914 (Not offered in 2011-2012)

HIST 141 Europe in the Twentieth Century

HIST 232 Renaissance Worlds in France and Italy

HIST 236 Women's Lives in Pre-Modern Europe (Not offered in 2011-2012)

HIST 237 The Enlightenment*

HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France
(Not offered in 2011-2012)

HIST 282 Masquerades in Africa

HIST 330 Gender, Ethics and Power in Medieval France* (Not offered in 2011-2012)

*This course qualifies for Group II if not taken to fulfill the supporting course requirement.

Group III: Social Sciences: Anthropology, Economics, Political Science

CAMS 217 Border Crossings: Postmodern Perspective on French and German Cinema (Not offered in 2011-2012)

ECON 233 European Economic History

POSC 228 Foucault: Bodies in Politics

POSC 251 Modern Political Philosophy

POSC 255 Postmodern Political Thought (Not offered in 2011-2012)

POSC 352 Political Theory of Alexis de Tocqueville

SOAN 256 Ethnography of Africa

Senior Seminar: FREN 360 (in place of French 395) Algeria-France

For courses other than those in the French department, students will be expected to do source reading in French, but papers and exams will be written in English. Check with the director for other on or off-campus courses that may count for the concentration.

GEOLOGY (GEOL)

Chair: Associate Professor Bereket Haileab

Professors: Clinton A. Cowan, Cameron Davidson, Mary E. Savina

Associate Professor: Bereket Haileab

Assistant Professor: Sarah J. Titus

Visiting Instructors: Ellen Schaal, Nicholas Swanson-Hysell

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 are welcome to enroll in geology courses numbered 200 and above without the introductory geology prerequisite with permission of the instructor.

Requirements for a Major

In addition to any introductory geology (100 level) course that includes a laboratory section, students must take 36 credits from the 200- and 300-level Geology course offerings. The requirement for introductory geology may be waived for juniors who come to geology from another science major. Six credits toward the major can be counted from any single off-campus program where appropriate, with a maximum of twelve credits toward the major from all off-campus programs. Each student must complete six credits of Geology 400, Integrative Exercise and attend seminars associated with comps

fall, winter and spring terms senior year (students planning to spend a term off-campus during senior year should attend the appropriate seminars during junior year). Each student must also complete six credits of Physics from courses numbered 131 and above; six credits of Chemistry from courses numbered 123 and above; and twelve credits of Mathematics from courses numbered 111 and above; Computer Science courses numbered 111 and above may count for six credits of the mathematics requirement. Geology students should take three or four 200-level courses before taking 300-level courses. Geology majors are encouraged to participate in a recognized field camp and take part in summer research opportunities. These requirements for the geology major are considered to be minimal; students planning a career in geology or the earth sciences should take several additional courses in mathematics and other sciences as well as geology. Students interested in earth science education should discuss their plans with Ms. Savina because a number of specific courses must be taken for teacher certification.

Geology Courses

100. Geology in the Field This course introduces fundamental principles of geology and geological reasoning through first-hand field work. Much class time will be spent outdoors at nearby sites of geological interest. Using field observations, descriptions, data-gathering, hypothesis-testing, and interpreting, supplemented by lab work and critical reading, students will piece together the most important elements of the long and complex geologic history of southern Minnesota. They will learn how geologists ask questions, evaluate information and construct arguments. In a civic engagement project, students will also explain their results to the public. The course includes several writing assignments. Two weekend field trips will be included. *6 credits, AI, WR1, QRE, Fall—C. Davidson*

110. Introduction to Geology An introduction to the study of earth systems, physical processes operating on the earth, and the history of the earth. Field trips, including an all-day trip, and laboratories included. Not open to students who have taken Geology 100 or 120. *6 credits, MS; LS, Fall, Winter, Spring—C. Davidson, B. Haileab, M. Savina, S. Titus*

115. Introduction to Paleoclimate Studies 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 under winter conditions and one Saturday field trip. *6 credits, MS; LS, Not offered in 2011-2012*

120. Introduction to Environmental Geology An introduction to geology emphasizing environmental health and humankind's use and abuse of soil, water, fuels, and other resources. Field trips and laboratories included. Not open to students who have taken Geology 100 or 110. *6 credits, MS; LS, Not offered in 2011-2012*

210. Geomorphology Study of the geological processes and factors which influence the origin and development of the surficial features of the earth. Laboratories and field trips included. Prerequisite: One introductory geology course (110 or 120), or consent of the instructor. *6 credits, MS, WR; LS, WR2, QRE, Not offered in 2011-2012*

215. Energy and the Environment This course focuses on the scientific evidence of climate change and how human behavior impacts the composition of the atmosphere through the burning of fossil fuels. We also explore the potential of reducing or eliminating carbon from the energy stream. Students

work in groups to research and present the scientific, economic, political, legal, and/or social consequences/implications of 1) global warming, 2) our current energy system, and 3) alternative energy systems in three related case studies. Writing briefs, oral presentations and panel discussions are emphasized. Does not count toward the Geology major. Prerequisite: One introductory lab science course. *6 credits, MS, WR; LS, QRE, Not offered in 2011-2012*

220. Tectonics This course focuses on understanding the plate tectonics paradigm and its application to all types of plate boundaries. We will explore the historical development of the paradigm, geophysical tools used for imaging the structure of the Earth and determining plate motions, and possible driving mechanisms of this global system. Students will independently explore a particular tectonic plate in detail throughout the term. Laboratories included. Prerequisite: One introductory geology course. *6 credits, MS, WR; LS, WR2, Fall—S. Titus*

230. Paleobiology Fossils: their anatomy and classification, evolution, and ecology. Special emphasis on the paleobiology of marine invertebrates. Field trips and laboratories included. Prerequisite: One introductory geology course (110, or 120, ENTS 110 or an introductory biology course), or consent of the instructor. *6 credits, MS; LS, Spring—E. Schaal*

240. Geophysics This applied geophysics course focuses on understanding the near-surface structure of the Earth using a hand-on approach. Students will collect, process, model, and interpret geophysical data using gravitational, magnetic, and seismic methods. Weekly laboratories and one weekend field trip will be required. Prerequisite: One Introductory Geology course (100, 110, or 120) and one of the Physics introductory courses (131, 132, 141, 142) or consent of the instructors. *6 credits, MS; LS, Spring—S. Titus, W. Titus*

250. Mineralogy The study of the chemical and physical properties of minerals, their geologic occurrence and associations. Topics include crystallography, crystal chemistry, x-ray analysis, phase equilibria, classification, optical mineralogy, and environments of formation. Laboratories are included. Prerequisite: One introductory geology course (110 or 120), or Chemistry 123 or 128. *6 credits, MS; LS, Winter—C. Davidson*

255. Petrology An introduction to the fundamental physical, chemical and tectonic principles that are relevant to the formation of igneous and metamorphic rocks. Labs emphasize description and interpretation of the origin of rocks based on hand specimen and thin section study. Field trips and laboratories are included. Prerequisite: Geology 250. *6 credits, MS; LS, Spring—B. Haileab*

258. Geology of Soils The study of soil formation, and physical and chemical properties of soils especially as related to geomorphology and land use. Laboratories and field trips will emphasize how to describe and interpret soils. Prerequisite: One introductory geology course (110 or 120). *6 credits, MS, WR; LS, WR2, Fall—M. Savina*

285. Geology in New Zealand: North Island In this course, we will study modern and ancient geologic systems in the North Island with a view to understanding the volcanic, sedimentary and geomorphologic history of New Zealand. These may include projects and visits to sites such as volcanic systems, hot springs, modern marine-estuarine settings, and terraced fluvial-alluvial systems, among others *6 credits, MS; NE, Offered in alternate years, Winter—M. Savina*

286. Geology in New Zealand: Topics in North Island Geology This reading and discussion course is tied to the half of the program focusing on the Geology of the North Island. Readings and discussion will focus on topics such as: (a) risk and mitigation of flood, landslide, volcanic and seismic hazards in New Zealand (b) connections between the Gondwanan geologic heritage of New Zealand and its natural ecosystems, and (c) present environmental geology issues in New Zealand. *3 credits, S/CR/NC, ND; NE, Offered in alternate years, Winter—M. Savina*

287. Geology in New Zealand: South Island In this course, we 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, slivers of the mantle, and the Alpine fault are possible. *6 credits, MS; NE, Offered in alternate years, Winter—S. Titus*

288. Geology in New Zealand: Topics in South Island Geology This reading and discussion course is tied to the half of the program focusing on the Geology of the South Island. Readings, exercises, and discussions will focus on the topics such as: (a) the development and assembly of New Zealand, (b) the distribution of current plate motion across New Zealand, and (c) how tectonic processes continue to shape New Zealand. *3 credits, S/CR/NC, ND; NE, Offered in alternate years, Winter—S. Titus*

340. Hydrology A seminar on major principles of ground and surface water hydrology and their application to contemporary hydrologic problems. The course will draw considerably on student-directed investigation of critical areas of study in hydrology. Prerequisites: Geology 210 or junior/senior standing in one of the physical sciences. *6 credits, ND, WR; LS, WR2, QRE, Not offered in 2011-2012*

350. Special Topics in Advanced Geology Intensive study of the original journal literature of a particular geologic province or subfield of geology, culminating in cooperative preparation of a professional field trip guide, review paper or major presentation. Prerequisite: Senior standing in Geology or permission of instructor *3 credits, MS; NE, Not offered in 2011-2012*

360. Sedimentology and Stratigraphy This course is based on field examination of outcrops of Lower Paleozoic sedimentary rock. We will interpret the processes involved in the creation, movement, and deposition of these ancient sediments, and try to determine their paleoenvironments. Also of interest are the transformation of these sediments into rock and the analysis and correlation of strata. Weekly laboratories, one overnight trip, and one Saturday trip are required. Please note the late laboratory times for this course. 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, MS, WR; LS, WR2, Fall—N. Swanson-Hysell*

365. Structural Geology This course focuses on rock deformation at scales ranging from the collision of continents to the movement of individual atoms within crystals. We will examine structures that develop within different layers of the Earth's lithosphere and discuss how and why these structures form. Reading, discussion, and presentation of scientific literature is expected throughout the term as we focus on deformation and tectonics in a single region. Laboratories and one weekend field trip are included. Prerequisite: One introductory geology course, six credits of Physics numbered 131 and above is recommended. *6 credits, MS; LS, Not offered in 2011-2012*

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 instructor's consent. *6 credits, ND, WR; LS, WR2, QRE, Not offered in 2011-2012*

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. *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

GERMAN (GERM)

Chair: Professor Laura Goering

Professors: Sigrun D. Leonhard, John Roger Paas, Anne C. Ulmer

Visiting Assistant Professor: Kai Herklotz

In our changing global environment, communication is the key to understanding other peoples and cultures. Our goal in German is to provide students with the proficiency needed to read German works in the original and/or to live and study in a German-speaking country. Since the fall of the Wall and the establishment of the European Union as an economic and political power, the question of German identity has again come to the forefront, and German philosophical and literary foundations are crucial to an understanding of the country and to the role it plays in the world. Our upper-level courses introduce students to important writers and thinkers such as Goethe, Schiller, Kafka, Brecht, and Rilke as well as to the German cinema and past and current cultural trends.

Language Courses: Language courses 101, 102, 103, and 204 are a sequential series of courses designed to prepare the student in the basic language skills (listening, speaking, reading, and writing) through the study of grammar, literature, and culture, and to provide the foundation for pursuing advanced work in language and literature. German 205 (taught overseas) and 207 are designed to develop the student's spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. Admission to these courses is determined either by appropriate CEEB or placement test scores, or by successful completion of the previous course in the sequence.

Literature/Cultural Courses: We examine a wide range of works for both their aesthetic and human values. Our literature courses have a number of goals: to refine and expand students' linguistic ability, to give students access to some of the greatest works of literature, to broaden their cultural understanding, to improve their ability to engage in critical analysis, and to help them better understand themselves and the human condition. In class discussions attention is focused on universal themes and concerns within the broad context of German culture. In all courses numbered 250 and above the readings and discussions will be in German. The prerequisite for these courses is German 204 or the permission of the instructor.

Requirements for a Major

Sixty-six credits including one language class (German 205 or 207); Literary and Cultural Studies 245 (best taken during the junior year); normally German 231; three literature/culture courses in German; and the integrative exercise. Courses 101, 102, 103, 204 and 210 do not count toward the major. In addition at least six credits are required in literature other than German, read in the original language or in translation. Majors are encouraged to take other related courses in fields such as history, philosophy, religion, classics, and art or music history, in order to gain further perspectives in their literary studies. A special major involving German literature and another discipline may sometimes be arranged upon consultation with the department.

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 aboard that is not affiliated with Carleton should consult with a faculty member in German and with the Director of Off-Campus Studies.

Language Houses: Students have the opportunity to immerse themselves in the language by living in the Language House where they can organize and participate in numerous cultural activities. Each year a language associate from Germany resides in the house.

Certificate of Advanced Study in Foreign Language and Literature: In order to receive the Certificate of Advanced Study in German students must satisfactorily complete the following: 36 credits beyond 103, of which at least twenty-four will be taught in the target language; 18 of these credits may be obtained in advanced language courses (German 205, 207 or 210). The remaining courses may be from the German section or from a list of approved courses offered by other departments (philosophy, history, linguistics, music, etc.) Although courses for the certificate may be taken on a S/CR/NC basis, "CR" level work will not be sufficient to satisfy course requirements. No more than twelve credits from non-Carleton off-campus studies programs may be applied toward the certificate.

German Courses

100. Views of Reality: Understanding Literary Works of the Past Views of reality constantly change over time and find their expression in art and literature. This course will focus on European views of reality in the eighteenth century, a century of contentment as well as revolution. Works by such authors as Goethe, Voltaire, Schiller and Pope will be studied within their historical and social context. Readings and discussion in English. *6 credits, AI, WR1, Fall—R. Paas*

101. Elementary German This course stresses a firm understanding of the basic structural patterns of the German language through reading, writing, speaking, and listening drills. For students with no previous knowledge of German or for those whose test scores indicate that this is the appropriate level of placement. *6 credits, ND; NE, Fall—A. Ulmer*

102. Elementary German Further study of the basic structural patterns of the German language. Prerequisite: German 101, or appropriate placement score. *6 credits, ND; NE, Winter—K. Herklotz*

103. Intermediate German Completion of the study of basic structural patterns of the German language, and the reading and discussion of a longer literary work. Prerequisite: German 102. *6 credits, ND; NE, Spring—K. Herklotz*

204. Intermediate German Critical reading and discussion of selected German plays, short stories and/or films. Prerequisite: German 103 or appropriate placement score. *6 credits, ND; NE, Fall—R. Paas*

205. Berlin Program: Intermediate Composition and Conversation This course, taught by a native speaker, will focus on students' reading, writing, and speaking abilities. The class format will feature mainly discussions with grammar exercises interspersed as needed. Students will write frequent papers and correct these papers themselves. *6 credits, ND; NE, Fall—K. Herklotz*

207. Young Adult Literature The best current German-language literature for teen-aged readers treats serious topics with wit and sensitivity. These texts, many of which have won prizes, are linguistically accessible and written with flair. Readings and class discussions will be in German. Prerequisite: German 204 or the equivalent. *6 credits, ND; LA, Winter—A. Ulmer*

209. Reading German This course is designed to help students make the transition to reading German texts of their own choosing in any academic discipline. Prerequisite: German 204 or the equivalent. *2 credits, S/CR/NC, ND; NE, Not offered in 2011-2012*

210. Coffee and the News This course is intended as a refresher course for students who have

completed the basic language sequence and/or taken part in the German program. Practice in writing and speaking German. Prerequisite: German 204 or the equivalent. *2 credits, S/CR/NC, ND; NE, IS, Fall, Winter—K. Herklotz, A. Ulmer*

219. German Film after World War II This course introduces postwar German cinema, emphasizing films in their socio-historical contexts while also providing an introduction to theoretical approaches and analytical tools for film analysis. Topics include: Remembering the Holocaust and WWII; terrorism; socialism and utopia; Berlin films and reunification; as well as race and migration. We will discuss a wide range of genres and styles, from New German Cinema to Turkish German comedy, from documentary to socialist musical. We will watch one or two films per week, accompanied by readings on specific films, German film history, and film analysis. All readings and class discussion in English. *6 credits, AL, WR; LA, WR2, Spring—K. Herklotz*

230. From Gutenberg to Gates: The History and Practice of Printing Gutenberg's invention of printing with movable type has had a far-reaching impact on the political, social, and intellectual development in the Western World. A similarly profound revolution is taking place today with the use of computers. This course focuses on the major developments in printing since 1450 against the relevant historical and social background. In addition to lectures and discussions there is a weekly "lab," in which students will gain first-hand knowledge of such techniques as woodcutting, engraving, etching, lithography, bookbinding, and papermaking. In English translation. *6 credits, S/CR/NC, AL; HI, Not offered in 2011-2012*

231. Damsels, Dwarfs, and Dragons: Medieval German Literature Around the year 1200 German poets wrote some of the most lasting works in the Western literary tradition. It was a time of courtly love and Arthurian romances, and themes vary widely from love and honor to revenge and murder. Special attention is given to the poetry of Walther von der Vogelweide and two major epics: *The Nibelungenlied* and Gottfried von Strassburg's *Tristan and Isolde*. In English translation. *6 credits, AL; HI, Not offered in 2011-2012*

234. Introduction to German Culture A study of the historical development of German culture from Roman times to the present. The periods under investigation include the Middle Ages, German Classicism, Romanticism, the Third Reich, etc. Works by such authors as Luther, Goethe, Schiller, Brecht, and Böll will be viewed in their historical context. In translation. *6 credits, HU; HI, IS, Offered in alternate years, Winter—R. Paas*

241. Literature Interpreting History This course focuses on German literary works that are set in various periods of past German history and interpret the actions of people at the time. The authors to be studied include among others Goethe, Schiller, Kleist, Büchner, Hauptmann, Brecht, and Dürrenmatt. In English. *6 credits, AL, RAD; LA, Offered in alternate years, Winter—R. Paas*

247. Fairy Tales, Myths, and Legends From bedtime stories to Disney films to video games, narratives familiar to us as fairy tales, myths and legends are ever present. This course examines tales in multiple forms, including versions of oral tales, literary tales, feature and animated film, and popular culture manifestations. While the course has a special emphasis on the German tradition, we will also examine many stories (in all their forms) in traditions that have been in dialogue with European traditions, including the *Arabian Nights*, Disney films, and anime. In several cases we will also read contemporary literary rewritings of familiar tales. All readings and class discussion in English. *6 credits, AL; HI, Not offered in 2011-2012*

250. Tense Affinities: A History of German Jewish Culture The tragedy of the Holocaust in the twentieth century often has overshadowed the long and lively history of German Jewish culture. This course will trace the historical developments of a diverse and complex German Jewish culture and the

multiple ways in which it is intertwined with European and German mainstream culture from the Middle Ages to its revival in post-unification Germany. The readings include overviews of historical periods; the literary, political, and philosophical texts by major German Jewish authors; autobiographies; painting; graphic novels; and film. Prerequisite: German 204 or equivalent. *6 credits, HU; HI, IS, Not offered in 2011-2012*

254. Berlin Program: Theater in Berlin This course will be structured around the theater productions of the fall season in Berlin. The class will read six to eight plays from different literary and historical periods, study their historical and literary context, and also see them performed in the theater. Prerequisite: German 204 or equivalent. *6 credits, AL; LA, IS, Offered in alternate years, Fall—K. Herklotz*

295. Berlin Program: Berlin: The German Metropolis Today Berlin is at the center of unified Germany and an evermore-united Europe. This course will trace the significance of Berlin for both Germany and Europe, taking a historical as well as comparative approach. Representations of Berlin in theoretical essays, literature, art and film, as well as Berlin as site of history, will provide the starting point from which we will explore many facets of twentieth century modernity, German-Jewish history, the Cold War, and the New Europe. Readings and discussions are in German. *6 credits, AL; HI, IS, Fall—K. Herklotz*

312. Rilke and His Circle Rainer Maria Rilke, perhaps the foremost poet of his century, lived among a variety of artists, thinkers, and writers. Among them are Rodin, Lou Andreas-Salome, and the Worpswede group of artists. We will follow the threads of Rilke's life and poetry, and see where they lead us. The course will center on Rilke's poetry and prose fiction, but will also include correspondence, and the works of some of Rilke's associates. Class discussions and primary readings will be in German (sometimes with English translations provided); some secondary readings may be in English. Prerequisites: German 204 or equivalent. *6 credits, AL; LA, Not offered in 2011-2012*

345. Vienna: Dream and Reality The course will examine the beginnings of Modernism in Austrian culture, music, theater, art, architecture, and philosophy, focusing on literature within its wider context. Students will look at such thinkers and artists as Freud, Schnitzler, Hofmannsthal, Hermann Bahr, Karl Kraus, Robert Musil, Peter Altenberg, and Wittgenstein, as well as the great musicians, architects, and painters of the time. The group will survey the history and culture of the period between 1870 and 1930, with the primary focus on the period from around 1890-1920. Lectures and discussions will be in German. Prerequisite: German 204 or the equivalent. *6 credits, AL; LA, IS, Fall—A. Ulmer*

346. Viennese Culture on Site The first part of the course consists of a two-week field trip to Vienna, Austria, to visit museums and see the architecture and art the group discussed in German 345, including many works by such artists as Loos, Klimt, Schiele and Kokoschka. The course will conclude on campus when students will give oral presentations on topics selected in the fall term and investigated during the winter break trip. *6 credits, AL; LA, IS, Not offered in 2011-2012—A. Ulmer*

351. The Age of Goethe The literary movements of Enlightenment, Storm and Stress, and Classicism as seen through selected works of Goethe, Schiller, Lessing and Herder. Prerequisite: German 204 or the equivalent. *6 credits, AL; LA, Spring—S. Leonhard*

355. Topics in German Drama: Twentieth Century Theatrical Experiments We will read and discuss in German a range of plays which push the limits of theatrical possibilities. Possible playwrights include Georg Kaiser, Bert Brecht, Wolfgang Borchert, Rolf Hochhuth, Peter Handke, Heiner Müller, Thomas Bernhard, and perhaps a twenty-first century writer. Videos of play productions and our own dramatic readings of scenes will help us explore some of the century's theories of acting and staging. Prerequisite: German 204 or the equivalent. *6 credits, AL; LA, Not*

offered in 2011-2012

400. Integrative Exercise Examining an aspect of German literature across eras or genres. *6 credits, S/NC, ND, Fall, Winter—Staff*

HEBREW

See Middle Eastern Languages.

HISTORY (HIST)

Chair: Professor Susannah R. Ottaway

Professors: Clifford E. Clark, Jr., Anna Rachel Igra, Adeeb Khalid, Susannah R. Ottaway, Harry McKinley Williams

Associate Professors: Andrew B. Fisher, Victoria Morse, William North, Seungjoo Yoon, Serena R. Zabin

Assistant Professors: Amna Khalid, David G. Tompkins, George H. Vrtis, John C. Willis

The objectives of the History major have both a general educational aspect and an aspect that is more narrowly professional. On one level, work in the major develops skills of research, analysis, and expression; on another level, it introduces the student to some of the major civilizations that human beings have created during the past three thousand years; on still another level, majoring in History confronts students with specific problems of interpreting the past--the conflict of opinions among historians and the difficulties of reconstructing past societies from their sources.

In view of the variety of departmental offerings, no specific combination of courses can be considered the ideal program. If you choose History as a major you have, in effect, to design your own mix of courses to meet these objectives. The department offers a few guidelines, even fewer requirements, and the services of a departmental advisor. Still, most of the choice is up to you; it should reflect your particular interests and abilities, and perhaps also your career plans.

See History Department Web site.

Requirements for a Major

A total of 72 credits from courses taken in the history department. History 100's and 110's and the comprehensive exercise count toward the total number of credits. Certain courses offered outside the history department may count toward the major; consult the department chair for specific information. Courses in ancient history are also taught in the Classics department and count toward the History major.

Primary Field

Courses must be taken in at least three of the following seven fields: 1) United States, 2) Ancient and Medieval, 3) Early Modern and Modern Europe, 4) the Middle East and Asia, 5) Africa and Its Diaspora, 6) Latin America, and 7) the Atlantic World. Students choosing fields 1-4 as their primary field will take four courses; those choosing 5-7 may take four courses in that field, or take three courses in the field and one additional course that is of relevance to the field. This additional course will be chosen in consultation with the adviser.

Self-designed Thematic Field Option

In consultation with the faculty, students may also propose a self-designed thematic field as their primary field (e.g., Gender and History, Colonialism). Interested students should consult the department for further details and procedures.

Additional Requirements

In addition to four courses in a primary field, all majors must also take at least two courses in each of two secondary fields. The History major must complete a research seminar (History 395) normally in the primary field, the History Colloquium (History 298) and Advanced Historical Writing (History 398) in the winter term of the senior year. Students prepare for the senior integrative exercise by submitting an acceptable proposal (History 397), normally in fall term of the senior year and writing a thesis (History 400), normally in the winter term of the senior year. See History Comps Web page.

It is recommended that students planning to major in history take a History 100 seminar and one or two other courses during their first year. History majors who are interested in study and research in a major library should consider the Newberry Library Seminar program. Other interesting off-campus programs and graduate studies programs and information can be found in the history department lobby and at the following sites: History Department Resources page or Off-Campus Studies Office.

Courses from other departments

(may be included in the seventy-two credits total).

AMST 115 Introduction to American Studies

CLAS 227 Greek History: The Greek World From the Rise of the City-State to the Rise of the Hellenistic Kingdom (Not offered in 2011-2012)

CLAS 228 Roman Republic

CLAS 229 The Later Roman Empire, Byzantium and Islam

ECON 232 American Economic History: A Cliometric Approach (Not offered in 2011-2012)

ECON 233 European Economic History

RELG 140 Religion and American Culture

Please ask the history department chair or your adviser about any courses in African/African American Studies, American Studies, Asian Studies, Classics, Economics, Environmental and Technology Studies, Latin American Studies, Religion, Women's and Gender Studies, or other special courses offered by an historian in another department if you wish to have these courses to apply toward the history major.

History Courses

Courses numbered below 200 are open to first year students. First year students may register in courses numbered 200 and above with a signed permission slip from the instructor.

100. The Gold Rush West The great western gold rushes are among the most iconic episodes in nineteenth-century American history. It takes little effort to place the name John Sutter or to find an abandoned mining camp west of the Great Plains. Behind such symbols, though, lay the transforming effects of remarkable mass migrations, of pivotal confrontations with Native peoples, of new ways of perceiving and using land, and of dynamic cultural, political and environmental forces that combined to remake the West and the nation as a whole. This seminar will examine these developments from the California experience to the Klondike. *6 credits, AI, WR1, IDS, Fall—G. Vrtis*

100. The Age of Elizabeth Her subjects remembered her as *Good Queen Bess*, and biographers have sung the praises of Gloriana, but what is our current understanding of Elizabeth I of England? This course will examine recent works on Elizabeth's family and personal life, as well as histories of the political and religious events of the Tudor Age. In the process we will be seeking not merely to understand how historians have studied Elizabeth, but also to learn about how historians practice their craft. *6 credits, AI, WR1, Fall—S. Ottaway*

100. The Chinese Cultural Revolution, 1966-1976 In recent past the youthful radical movement in Communist China has made an indelible mark on the society comprising a quarter of the world's population. In 1966 the student radicals known as Red Guards launched a series of destructive campaigns against the Communist Party with the Maoist cue to "Bombard the Headquarters!" How could a Leninist party find itself the victim of its own supreme leader? Students will examine tabloids, wall posters, pamphlets, cartoons, memoirs, reportage literature, play scripts, films, as well as party documents to explore such themes as theories on class, legitimization of violence, and operations of memory. *6 credits, AI, WR1, IS, Fall—S. Yoon*

100. Medicine and Disease in the Making of the Modern World One of the many dimensions of globalization is the spread and exchange of pathogens. The recent scare of a swine flu pandemic and the outbreak of SARS in 2008 are reminders of the growing difficulties in containing infectious diseases. Using specific diseases as case studies this course looks at the politics of disease prevention and examines how the disease landscape of the world has developed from 1500 to present. We will consider the role of Western medicine in the process of colonization/globalization, the construction of race, and social control. Disease case studies include smallpox, yellow fever, cholera, plague and AIDS. *6 credits, AI, WR1, Fall—Amna Khalid*

100. History and Memory in Africa, Nineteenth-Twenty-first Centuries This course explores how Africans have remembered and retold their own history in the colonial and post-colonial contexts (nineteenth-twenty-first centuries). Students will examine memories of origin, the slave trade, conversion, and colonialism as well as of personal and communal triumphs and tragedies. Both long-standing historical texts like praise-names and rituals and modern texts like journals, court records, and letters will be explored. What is the relationship between the historical medium and the memory? Drawing from select cases in West, East and South Africa, students will come to understand the rich and varied history of Africa's creative expression. *6 credits, WR; AI, WR1, IS, Fall—J. Willis*

120. Rethinking the American Experience: American Social History, 1607-1865 A survey of the American experience from before Christopher Columbus' arrival through the Civil War. Some of the topics we will cover include: contact between Native and European cultures; the development of the thirteen mainland British colonies; British, French, and Spanish imperial conflicts over the Americas; slavery; the American Revolution; religious *awakenings*; antebellum politics; and the Civil War. *6 credits, HU; HI, Winter—C. Clark*

121. Rethinking the American Experience: American Social History, 1865-1945 This course offers a survey of the American experience from the end of the Civil War through World War II. Although we will cover a large number of major historical developments--including Reconstruction, the Progressive movement, World War I, the Great Depression, the New Deal and World War II--the course will seek to emphasize the various beliefs, values, and understanding that informed Americans' choices throughout these periods. In countless ways, the legacy of their lives continues to shape ours today, and so we will seek to understand the connections (and sometimes the disconnections) between Americans past and present. *6 credits, HU; HI, Spring—G. Vrtis*

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, HU, RAD; HI, IDS, Fall—A. Igra*

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, HU, RAD; HI, IDS, Spring—A. Igra*

125. African American History I This survey begins with the pre-enslavement history of African Americans in West Africa. It proceeds to the transition of the slave from an African to an African American either directly or indirectly through the institution of slavery until 1865. Special attention will be given to black female activists, organizations, and philosophies proposing solutions to the African-American and Euro-American dilemma in the antebellum period. *6 credits, HU, RAD; HI, IDS, Offered in alternate years, Not offered in 2011-2012*

131. Saints, Sinners, and Philosophers in Late Antiquity In Late Antiquity, pagans and Christians asked with particular intensity: How should I live? Those answering these questions successfully could become figures of authority and influence in their worlds. In this course we will explore what roles education; discipline of the mind and body; physical location and social status; and acts of power played in the making of a saint or philosopher. Was the best life achieved through material renunciation, psychological transformation, or both? What institutional forms fostered such a life? We will ask these and other questions of a wide array of primary sources while employing the insights of modern scholarship. *6 credits, HU, WR; HI, WR2, IS, Offered in alternate years, Fall—W. North*

137. Before Europe: The Early Medieval World, 250-c. 1050 This course examines the formation of western Christendom from its origins in the Christian Roman Empire to its consolidation in the eleventh century. As we move from Merovingian Gaul, Lombard Italy, and Anglo-Saxon England to the Carolingian Empire and its successor kingdoms in Germany, France, and Italy, we will examine such issues as the cultural and political legacy of the Roman and Carolingian worlds; the nature and forms of secular and sacred power; gender roles and relations; ethnic and social identity; and the forms, patterns and meaning of communication (political, economic, ritual, literary, religious) both inside and outside early medieval Europe. *6 credits, HU; HI, IS, Not offered in 2011-2012*

138. The Making of Europe What are the origins of what we call "Europe?" How did this corner of the Eurasian continent come to play a predominant role in world history? What forces worked to create or to undermine a recognizably "European" culture? While cultural developments and new institutions offered powerful sources of shared experience and practice, national states and self-conscious localisms introduced new lines of fragmentation. Through lectures and discussion of a wide variety of primary sources from the period this class will examine these competing tendencies as they shaped the history of Europe's peoples during the later Middle Ages and the early Renaissance. *6 credits, HU, WR; HI, WR2, IS, Not offered in 2011-2012*

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, HU; HI, IS, Not offered in 2011-2012*

140. Modern Europe 1789-1914 An introduction in the age of political and social revolutions. Emphasis is given to the impact of industrialization, the rise of national consciousness, and the search for progress through the great liberal and socialist movements, and ultimately the drive for global domination and development, students are invited but not required to take HIST 141 as a follow-up to

this course. *6 credits, HU; HI, IS, Not offered in 2011-2012*

141. Europe in the Twentieth Century A survey of the major political, socio-economic, and intellectual developments of twentieth century Europe. Special emphasis will be placed on the rise of urban masses and private economic power and the attempts to integrate these new forces into a stable political system. *6 credits, HU; HI, IS, Spring—D. Tompkins*

152. History of Early China At what point can we talk about the formation of China as an organized political entity? What did it mean to be a Chinese at different points in time? This course is an introduction to the history of China from its beginnings to the end of the Han dynasty in 220. Students will examine the emergence of philosophical debates on human nature, historical consciousness of time and recording, and ritual theories in formation. Students will focus on the interplay between statecraft and religion, between ethnicity and identity, and between intellectual (e.g., Confucianism) and socio-cultural history (e.g., feminine and popular mentalities). *6 credits, HU, WR, RAD; HI, WR2, IS, Winter—S. Yoon*

153. History of Modern China This course offers a critical survey of the modern transformation of the trajectory of China's recent past spanning from the eighteenth century through the present. Students will analyze deep structural issues that cut across political narratives of Chinese elites. Themes for discussion will include the debates on Chinese "capitalism," new religious currents as a form of legitimation (e.g., Tibetan Buddhism), bureaucratic behaviors, cultural refinements, peasant and sectarian rebellions, the interaction with the West, the (non-)existence of civil society, nationalism, party politics, the dynamics of Communist rule, and alternative Chinese societies both inside and outside of Mainland China. *6 credits, HU, WR, RAD; HI, WR2, IS, Spring—S. Yoon*

161. History of Modern India A survey of the modern history of the Indian sub-continent from the establishment of the Mughal Court in North India (1525 AD) until the formation of the Republic of India (1947 AD), including the regional states, the British East India Company, British colonial rule and the rise of nationalism. Students will be asked to consider the differences between the early modern and colonial periods, and the empires of the subcontinent. *6 credits, HU, RAD; HI, IS, Winter—Amna Khalid*

167. History of Modern South Asia This course examines the history of South Asia from 1947 to the present. We will explore forms of government, types of economies, and art and culture, and examine the role of religions in South Asian societies, including Islam, Hinduism, and Buddhism. We will consider the following countries: India, Pakistan, Bangladesh and Sri Lanka. Topics covered will include political violence and non-violence, the rise of communalism, conceptions of masculinity and femininity, caste class, uses of national history. *6 credits, HU, RAD; HI, IS, Spring—Amna Khalid*

169. Colonial Latin America 1492-1810 How did peoples from the Americas, the Iberian Peninsula, and Africa contribute to the creation of new colonial societies in Latin America and the Caribbean? The course examines the bewildering spectrum of indigenous societies Europeans and Africans encountered in the Americas, then turns to the introduction and proliferation of Hispanic institutions and culture, the development of mature colonial societies, and the increasing tensions and internal contradictions that plagued the region by the late eighteenth century. It asks how the colonized population managed to survive, adapt, and resist imperial pressures and examines the creation of new collective identities. *6 credits, HU, RAD; HI, IS, Not offered in 2011-2012*

170. Modern Latin America 1810-Present This course focuses on the legacy of colonial rule and asks how nascent nation-states dealt with new challenges of political legitimacy, economic development, and the rights of citizens. Case studies from the experiences of individual nations will highlight concerns still pertinent today: the ongoing struggle to extend meaningful political

participation and the benefits of economic growth to the majority of the region's inhabitants, popular struggles for political, economic, and cultural rights, and the emergence of a civic society. *6 credits, HU, RAD; HI, IS, Spring—A. Fisher*

180. An Historical Survey of East Africa This course will survey the history of Eastern Africa from 1000 BC to the present. Topics to be covered include the development of settled communities and states; the economic and cultural networks that have linked the Indian Ocean with the interior; the East African slave trade; comparative colonialism; anti-colonial resistance; African nationalism; and post-colonial developments. We will cover the region that today comprises the countries of Tanzania, Kenya, and Uganda. *6 credits, HU, RAD; HI, IS, Not offered in 2011-2012*

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, HU; HI, IS, Offered in alternate years, Not offered in 2011-2012*

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, HU, RAD; HI, IS, Offered in alternate years, Not offered in 2011-2012*

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, HU, RAD; HI, IS, Offered in alternate years, Not offered in 2011-2012*

202. Iconoclasm in the Early Middle Ages What roles do images play in society? 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 power structures, and how is the management of the visual integrated with and shaped by other values, structures, and objectives? This course will examine these questions by looking in depth at the theory and practice of iconoclasm in Byzantium, early Islam, and the early medieval West. *3 credits, HU; HI, IS, Offered in alternate years, Winter—W. North*

203. Papacy, Church and Empire in the Age of Reform Over the course of the eleventh century, monks and clerics, kings and princes, lay men and women, challenged the traditional order of European society, demanding purity, freedom, and justice for their church and the reform of institutions grown corrupt. Yet the traditional order had its defenders, too. In this course we will examine their intellectual and political struggles as they debate such issues as clerical marriage and purity, institutional corruption, the relationship of Church and King, the meaning of canon law, the

concept of just war, and the power of the pope within the Church. *3 credits, HU; HI, IS, Offered in alternate years, Winter—W. North*

204. Crusade, Contact and Exchange in the Medieval Mediterranean The theory that the focus of affairs in Europe turned northwards after the Muslim conquests of North Africa and Spain has been highly influential in shaping courses on medieval Europe. More recently, however, attention has focused on the rich culture of contact among the peoples of the Mediterranean throughout the medieval period. Through lectures and critical discussion of primary sources, this course will explore the many faces of this contact, including trade, warfare, political ties, missions, and artistic and intellectual influences. Our primary focus will be on the Christian European experience, but we will also study Jewish, Muslim and Byzantine sources. *6 credits, HU, WR, RAD; HI, WR2, IS, Not offered in 2011-2012*

205. American Environmental History This course examines the changing relationship between humankind and the natural world in the portion of North America that is now the United States. We will begin with a consideration of Native American subsistence strategies and ideas about nature, and then turn to the arrival of Europeans, colonialism, industrialization, increasing urbanization, and the conservation and environmental movements, among other major eco-historical developments. As we explore these developments, we will focus on the deeper ecological implications of human activities, cultural patterns and intellectual currents. One goal of the course will be to provide an historical context for understanding contemporary environmental issues. *6 credits, HU; HI, IDS, Spring—G. Vrtis*

208. The Atlantic World: Columbus to the Age of Revolutions, 1492-1792 In the late fifteenth century, the Atlantic ocean became a vast highway linking Spain, France, Britain, and the Netherlands to the Americas and Africa. This course will examine the lives of the men and women who inhabited this new world from the time of Columbus to the eighteenth-century revolutions in Haiti and North America. We will focus on the links between continents rather than the geographic segments. Topics will include the destruction and reconfiguration of indigenous societies; slavery and other forms of servitude; religion; war; and the construction of ideas of empire. Students considering a concentration in Atlantic History are particularly encouraged to enroll. Emphasis on primary sources. *6 credits, HU; HI, IS, Not offered in 2011-2012*

211. More than Pilgrims: Colonial British America An intensive exploration of particular topics in early American history in its context as part of an Atlantic world. Topics will include voluntary and involuntary migration from Europe and Africa, personal, political, and military relationships between Europeans and Native Americans, the pattern of colonial settlement and politics, concepts of family and community, strategies of cultural adaptation and resistance, slavery, religion, the making of racial, rank, and gender ideologies, and the development of British and American identities. *6 credits, HU; HI, IDS, Not offered in 2011-2012*

212. The Era of the American Revolution This class will examine the American Revolution as both a process and a phenomenon. It will consider the relationship of the American Revolution to social, cultural, economic, political, and ideological change in the lives of Americans from the founding fathers to the disenfranchised, focusing on the period 1750-1800. The central question of the course is this: how revolutionary was the Revolution? *6 credits, HU; HI, Not offered in 2011-2012*

213. The Age of Jefferson This course will examine the social, political and cultural history of the period 1783-1830 with special consideration of the framing and ratification of the Constitution and the defining of the "United States." Historians contend that the period covered by this course is the key era of social transformation in American history. To assess this hypothesis, we will examine changes in

race, gender, and class relations within the context of economic and geographical expansion and religious revitalization. We will explore paradoxes of American democracy and citizenship as they developed in the early Republic. Previous knowledge of American history will be assumed. *6 credits, HU; HI, Not offered in 2011-2012*

214. Rethinking the American Civil War The Civil War, in which more than 620,000 died, was a cataclysmic event that reshaped American life. Using both original sources and the most recent scholarship, we will explore the causes, leadership, battles, and consequences of the war for ordinary Americans. Topics include the war's impact on men, women, slavery, legal rights, the economy, the confederacy, the presidency, and American memory. Special attention will be paid to Civil War photography, the problems of mapping the conflict, and the attempt to understand the war through modern movies and documentaries, including those of Ken Burns. *6 credits, HU; HI, IDS, Spring—C. Clark*

217. From Ragtime to Football: U.S. History in the 1890s The 1890s were a period of turmoil. From the closing of the frontier west to the debates over imperialism, immigrants, ragtime music, and football, Americans tried to come to terms with the changing standards and social relationships of the modern world. Using original sources from the period, this course will explore the various debates over war, women's roles, sports, art, music, politics, and popular culture in the 1890s. *6 credits, HU, WR; HI, WR2, Not offered in 2011-2012*

221. African American History II The transition from slavery to freedom; the post-Reconstruction erosion of civil rights and the ascendancy of Booker T. Washington; protest organizations and mass migration before and during World War I; the postwar resurgence of black nationalism; African Americans in the Great Depression and World War II; roots of the modern Civil Rights movement, and black female activism. *6 credits, HU, RAD; HI, IDS, Not offered in 2011-2012*

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, HU; HI, Winter—A. Igra*

227. The American West This course explores the history of a large and seemingly unruly swath of North America, the lands lying Missouri River. For many people, the American West tends to conjure up familiar images: Indians riding hard after buffalo, wagon trains winding their way west along river valleys, bedraggled goldseekers, Custer's last stand along the Little Bighorn, cowboys and the open range, Populist stump-speakers, hardscrabble cities, towering mountains, majestic national parks, and many more. This course will examine these images--these iconic western stories--and the complex historical developments they both represent from pre-history through the twentieth century. *6 credits, HU; HI, IDS, Not offered in 2011-2012*

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, HU, RAD; HI, IDS, Offered in alternate years, Fall—A. Igra*

230. Institutional Structure and Culture in the Middle Ages From churches to monasteries to universities to guilds, the medieval world was full of institutions that faced hard questions: How best to structure power and authority? What is our place in the wider world? How is our collective identity and ethos achieved, maintained, or transformed? How does the institution as a material community relate to the institution's mission and culture? What are the ideals and techniques of leadership? What do success and failure look like? Through theoretical readings and case studies, students will investigate medieval responses to these challenges, while analyzing the complex dynamics of institutional life more generally. *6 credits, HU; SI, Not offered in 2011-2012*

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, HU, WR; HI, WR2, IS, Offered in alternate years, Spring—V. Morse*

233. Cultures of Empire: Byzantium, 710-1453 Heir to the Roman Empire, Byzantium proved to be one of the most enduring and fascinating polities of the medieval world. Through written and visual evidence, we will examine the central features of Byzantine history and culture from the period of Iconoclasm to the Empire's fall to the Ottoman Turks in 1453, concentrating on the nature and function of imperial rule; Byzantine aesthetics and religiosity; Byzantium's relations with the Latin West and Islam; and the changing nature of the Byzantine thought world. No prerequisites, but History 131, 204 and/or Classics 229 will be useful preparation. *6 credits, HU, RAD; HI, IS, Spring—W. North*

236. Women's Lives in Pre-Modern Europe Did women have a Renaissance? Were women increasingly relegated to a separate sphere from men: "domesticated" into the household? Or, on the contrary, is the history of European women characterized by fundamental continuities? This course seeks to answer these questions through an exploration of women's place in the family and economy, laws and cultural assumptions about women, and women's role in religion. Throughout the term, we will be focusing not only on writings about women, but primarily on sources written by women themselves, as we seek a fuller understanding of the nature of European women's lives before the modern era. *6 credits, HU; HI, IS, Not offered in 2011-2012*

237. The Enlightenment This course focuses on the texts of Enlightenment thinkers, including Locke, Montesquieu, Voltaire, Diderot, Rousseau, Kant and Mesmer. Emphasis will be on French thinkers and the effect of the Enlightenment on French society. The course covers the impact of the Enlightenment on science, religion, politics and the position of women. Students will have the opportunity to read the philosophies in French. *6 credits, HU, WR; HI, WR2, IS, Spring—S. Ottaway*

239. Britain, c. 1485-1834: From Sceptred Isle to Satanic Mills This course traces the political, intellectual, economic and social history of the British Isles from the Tudor era to the Industrial Revolution. As we move from the world of Shakespeare to that of Jane Austen, we will follow changing British identities, the development of Atlantic slavery (and the subsequent move to emancipation), and revolutions in the political world. At the same time, we identify the origins and consequences of the fundamental economic and demographic changes associated with the demographic transition and industrialization. *6 credits, HU; HI, IS, Not offered in 2011-2012*

240. Imperial Russia This course provides an introduction to the Russian imperial state as it evolved over centuries. We will focus on the immense diversity of the empire and the structures of domination

and legitimacy that held it together. Major topics covered include imperial ideology, serfdom, the intelligentsia, and political opposition. *6 credits, HU; HI, IS, Not offered in 2011-2012*

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, HU; HI, IS, Winter—Adeeb Khalid*

242. Russia Since 1953 We will explore the history of Russia and other former Soviet states in the period after the death of Stalin. We will investigate the nature of the late Soviet state and explore the different trajectories Russia and other post-Soviet states have followed since the end of the Soviet Union. *6 credits, HU; HI, IS, Not offered in 2011-2012*

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, HU; HI, IS, Not offered in 2011-2012*

245. Ireland: The Origin of the Troubles The religious and political tensions and violence that have characterized modern Irish history have deep roots in centuries of troubled relations between Ireland and England. This course examines Irish history with a special focus on Anglo-Irish relations from Tudor colonization through the Great Hunger of the nineteenth century. We will also be examining the very different ways in which Irish history is told by nationalist and revisionist scholars. *6 credits, HU, WR; HI, WR2, IS, Winter—S. Ottaway*

248. Berlin Program: Monuments and Memory: A Cultural History of Berlin Berlin is the center of a transnational space both German-speaking and vibrantly multicultural. This course will examine Berlin's complicated history and culture through its monuments, museums, and other sites of commemoration. Using Berlin as our text, we will gain insights into the significant historical events that shaped the society and culture of Germany's capital city. Where relevant, we will discuss developments in Germany and Central Europe more generally, and incorporate visits to nearby cities into the course. *6 credits, HU; HI, IS, Not offered in 2011-2012*

249. Modern Central Europe An examination of the political, social, and cultural history of Central Europe from 1848 to the present day. We will explore the evolution of state and civil society in the multicultural/multinational regions of the present-day Czech Republic, Slovakia, Poland, Hungary, as well as eastern Germany and Austria. Much of the course will focus on the common experiences of authoritarianism, anti-Semitism, fascism/Nazism, and especially the Communist era and its dissolution. *6 credits, HU; HI, IS, Not offered in 2011-2012*

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, HU; HI, IS, Not offered in 2011-2012*

252. China and Its Neighbors, ca. 1200-1800 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 purports to 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, HU, WR, RAD; HI, WR2, IS, Offered in alternate years, Spring—S. Yoon*

253. Bureaucracy, Law, and Religion in East Asia One tends to interpret East Asian polity in terms of rule by person rather than rule by law and of the unity between politics and religion. Students will examine the validity of these traditional conceptualizations through an analysis of the intricate interactions between bureaucratic behaviors, legal parameters, and religious orientations as evolved in the East Asian historical societies from its beginnings to the present. Students will discuss the relationships between autocracy and bureaucracy, church and state, aristocracy and literati ideals, eunuch prerogatives, samurai ethics, and yangban protocols, with a focus on various bureaucratic configurations (public, private, ecclesiastical, parallel, and interstitial). *6 credits, HU; HI, IS, Not offered in 2011-2012*

254. Colonialism in East Asia This course explores the colonialisms in East Asia, both internal and external. Students examine Chinese, Inner Asian, Japanese, and European colonialisms from the seventeenth century to the present. Geographically, students cover borderlands of East Asian empires (Tibet, Xinjiang, Mongolia, Manchuria, Fujian, Yunnan, Canton, Vietnam, Taiwan, Korea, Okinawa, and Hokkaido). Methodologically, students eschew power-politics and historical studies of "frontier" regions in order to analyze everyday aspects of colonial arrangements and communities in different historical moments from the bottom up. Topics include ethnic identities, racial discourses, colonial settlements, opium regimes, violence and memory (e.g. Nanjing massacre), and forced labor migrations (e.g. comfort women). *6 credits, HU, WR; HI, WR2, IS, Winter—S. Yoon*

255. Print Culture and Nationalism in East Asia Has a public sphere ever existed in East Asia? Is there freedom of the press in East Asian history? To some, these questions may sound counter-intuitive in that the book industry and a reading public emerged much earlier in the region than any other parts in the world. This course will examine how printing and press-like activities shaped national consciousness in China, Japan, and Korea. Students will analyze communication circuits that linked authors, journalists, shippers, booksellers, itinerant storytellers, gossipers, listeners, and active readers. Sources will be drawn from poems, private letters, maps, pamphlets, handbills, local gazetteers, rumor mills, pictorials, and cartoons. *6 credits, HU, WR, RAD; HI, WR2, IS, Fall—S. Yoon*

259. Women in South Asia: Histories, Narratives and Representation The objective of this course is to survey the historical institutions, practices and traditions that defined the position of women in India. We will examine the laws and religious traditions related to women in South Asia including marriage, inheritance, *sati* and *purdah*. We will also consider the role and position of European women in India. Readings will include stories and memoirs from the colonial and post-colonial period. Representations of both European and Indian women in Indian and European cinema will also be examined. The purpose of the course is to understand women in India as both the object and subject of history *6 credits, HU, RAD; HI, IS, Winter—Amna Khalid*

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, HU; HI, IS, Fall—Adeeb Khalid*

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, HU; HI, IS, Spring—Adeeb Khalid*

266. History of Islam in India The countries of South Asia --particularly India, Pakistan and Bangladesh--are collectively home to the world's largest Muslim population. This course will examine the history and significance of the expansion of Islam into the Indian subcontinent, with an emphasis on topics including poetry and art, trade, Islamic concepts of law and justice, mysticism, and popular religion. We will study the development of specifically Indian forms of Islam, with a focus on the interaction of Muslims with non-Muslim communities. We will also examine the wide variety of socio-political movements which emerged among Muslim communities in the colonial and post-colonial eras. *6 credits, HU; HI, IS, Not offered in 2011-2012*

268. The Indian Ocean World in the Age of European Expansion Five years after Columbus's voyage to the New World, Vasco Da Gama navigated his way to the real Indies. The advent of Europeans in the Indian Ocean had a gradual but significant impact on trade and the balance of power in the Indian Ocean world. We will examine how the growing influence of the Portuguese, the Dutch and finally the British influenced not only trading patterns but also the interactions between the littoral regions and communities. Topics covered include commodities and markets; slavery, forced labor and pilgrims; diasporic communities and the challenges of assimilation; and port cities as disease frontiers. *6 credits, HU; HI, IS, Spring—Amna Khalid*

272. The Emergence of Modern Mexico This course examines the origins and development of Mexican nationalism from the early nineteenth century to the present day. Central to this course will be the question of how national identity and culture was contested and negotiated across racial, class, regional and gender divides. We will also attempt to deconstruct the cultural project of "lo mexicano" most closely associated with the decades immediately following the Mexican Revolution (1910-1917). *6 credits, HU, RAD; HI, IS, Not offered in 2011-2012*

273. Go-Betweens and Rebels in the Andean World This course examines the dynamics of imperial rule in the vertical world of the Andes from the time of the Inca, through Spanish rule, and beyond. Of particular interest will be the myriad roles played by indigenous intermediaries who bridged the social, political and cultural gap between their communities and the state. While critical for maintaining the imperial order, these individuals also served as a galvanizing source of popular resistance against the state. Emphasis will be placed on the reading of translated primary sources written by a diverse group of Andean cultural intermediaries and rebels. *6 credits, HU; HI, IS, Winter—A. Fisher*

276. The African Diaspora in Latin America A study of the participation of peoples of African descent in the creation of Latin American societies and culture. After an examination of the Atlantic slave trade, the course will survey the institution of African slavery in colonial societies with particular attention given to urban versus rural slavery, slave resistance and rebellion, maroon communities, gender relations, manumission, and cultural continuities and innovations. The course concludes with a consideration of the experiences of freed peoples in post-abolition societies and the historical legacy of slavery. Some background knowledge of Latin American history is recommended. *6 credits, HU, RAD; HI, IS, QRE, Spring—A. Fisher*

278. Religious Orthodoxy and Deviance in New Spain Largely through the prism of inquisition sources, this course explores popular religion in the Viceroyalty of New Spain and its relationship to Catholic orthodoxy. Central themes will include ideas about conversion, resistance, local religion, and religious tolerance. Among other topics, we will study crypto-Judaism, the conversion of indigenous people to Catholicism, diabolism, popular saints, witchcraft and mysticism. The course will also explore the methodological challenges involved in using inquisition sources for the study of religion. *6 credits, HU, RAD; HI, IS, Not offered in 2011-2012*

279. American Intellectual History A study of selected moments in the history of ideas from Puritanism to Pragmatism. The major focus will be on the classic writing of William Bradford, Anne Hutchinson, Jonathan Boucher, William Bartram, Henry David Thoreau, Oliver Wendell Holmes, William James and John Dewey. Students will examine the ideas of one writer in depth and analyze that writer's attempt to shape public policy. Using Louis Menand's prize-winning *The Metaphysical Club*, we will explore the attempt of post-Civil War thinkers to craft a social philosophy for the modern world of industry and science. *6 credits, HU, WR; HI, WR2, Not offered in 2011-2012*

280. African in the Arab World This course surveys the development of an African Diaspora in the Arab world. This community's emergence is linked to the movement of enslaved Africans across the Sahara Desert, up the Nile valley, and across the Red Sea. Highlighting communities in North Africa and the Middle East, this course looks at the diverse experiences of peoples whose black skin came to be equated with slave status, yet who also became loyal followers of Islam in an Arab world. It challenges students to conceive of an African Diasporic identity in which the "East" and Islam are central. *6 credits, HU, RAD; HI, IS, Offered in alternate years, Spring—J. Willis*

281. War in Modern Africa This course examines the Nigerian Civil War, also known as the Biafra War, 1967-1970, and its implications for post-colonial Nigerian and African history. Clashes between two ethnic groups, the Igbo and the Hausa, culminated in a failed attempt by the Igbo-dominated south to secede from the nation of Nigeria and establish Biafra as an independent country. What role did colonialism play in igniting and fueling the tensions that culminated in the war? What was the role of the media in the war? What light does the Biafra War shed on modern conflict in Africa? *6 credits, HU, RAD; HI, IS, Offered in alternate years, Winter—J. Willis*

282. Masquerades in Africa This course explores the relevance of masks, animated in masquerade performances, to the practice of reconstructing the African past. Students learn (1) how the peoples of Africa have performed masquerades to both record and reenact the past; (2) how nineteenth- and twentieth-century explorers and ethnographers have described masks and masquerades; (3) how various elements of these performances offer evidence from which scholars can reconstruct the past; and (4) how to identify and interpret the paradigms and politics that inform the production of both the masks themselves and the ethnographic accounts of their significance in African culture. *6 credits, HU; HI, IS, Offered in alternate years, Fall—T. Willis*

298. Junior-year History Colloquium In the junior year, majors must take six-credit reading and discussion course taught each year by different members of the department faculty. The general purpose of History 298 is to help students reach a more sophisticated understanding of the nature of history as a discipline and of the approaches and methods of historians. A major who is considering off-campus study in the junior year should consult with their adviser on when to take History 298. *6 credits, ND; HI, Fall, Winter—A. Fisher, Adeb Khalid*

306. American Wilderness To many Americans, wild lands are among the nation's most treasured places. Yosemite, Yellowstone, the Grand Canyon, Joshua Tree--the names alone evoke a sense of awe, naturalness, beauty, even love. But, where do those ideas and feelings come from, and how have

they both reflected and shaped American cultural, political and environmental history over the last four centuries? These are the central issues and questions that we will pursue in this seminar. Prerequisite: Prerequisite: History 195/205 or consent of instructor. *6 credits, HU, WR; HI, WR2, IDS, Offered in alternate years, Winter—G. Vrtis*

322. Civil Rights and Black Power This seminar frames the life and death of the civil rights and black power movements as rich experiments in political, social, cultural, religious, and intellectual theory and practice envisioned to create a racially liberal American state. *6 credits, HU, RAD; HI, Not offered in 2011-2012*

324. The Concord Intellectuals The social and intellectual history of the American Renaissance with focus on selected works of Emerson, Thoreau, Amos Bronson Alcott, and Margaret Fuller. Special emphasis will be placed on the one common denominator uniting these intellectuals: their devotion to the possibilities of democracy. Prerequisite: History 120 or consent of the instructor. *6 credits, HU; HI, Not offered in 2011-2012*

330. Gender, Ethics and Power in Medieval France What comprised the ethical fabric of medieval France? How was it created and understood over the generations? This course explores the ways in which men and women from the twelfth through the fifteenth centuries explored essential questions about their society: What was love? What factors shaped relations between men and women? How did one know right from wrong? What are the obligations between men and women, rich and poor, knight and lord, merchant and seller, humans and God? What kinds of violence were just, why, and for whom? *6 credits, HU; HI, IS, Not offered in 2011-2012*

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, HU; HI, IS, Offered in alternate years, Not offered in 2011-2012*

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, HU, WR, RAD; HI, WR2, IS, Spring—Adeeb Khalid*

381. History, Memory and the Atlantic World: Ghana and the United This reading and research seminar prepares students for a winter-break field trip in Ghana. It investigates four major questions: did contemporary Gold Coast merchants participate in the Atlantic world slave trade as willing partners or did they make irrational decisions? How do Ghanaians remember slavery, British colonization, and the struggle for independence? What roles did W.E.B. Du Bois, Marcus Garvey, Shirley Graham Du Bois, and Richard Wright play in Ghana's cultural life: Why did Maya Angelou and other American writers and artists move to Ghana during the Civil Rights Movement? *6 credits, RAD; HI, IS, Not offered in 2011-2012*

382. History, Memory, and the Atlantic World: On Site and Revisited The first part of the seminar is a 15-day winter break field trip to Ghana. Fieldwork begins in Accra, the seat of national government since 1877. The capital is the base for lectures by University of Ghana professors and for visits to sites representing important moments in Ghana's post-colonial history. The trip continues to Kumasi, capital of the Ashanti Region and once an inland terminus of major slave trading routes to the

Atlantic coast. Kumasi is the base for day trips to traditional craft villages and for lectures by professors at Kwame Nkrumah University of Science and Technology (KNUST). *6 credits, HI, IS, Not offered in 2011-2012*

386. Disease, Health, and Healing in Modern African History In this course, we will examine the history of disease, health, and healing in the context of changing economic, cultural, and political relations in Africa. Topics to be discussed include African medical ideas and practices, therapeutic pluralism, colonial medicine, social/public responses to disease, patient experiences, and controversies surrounding HIV/AIDS. We will pay attention to questions of power, agency, and gender as we discuss these topics. The course will highlight the key themes, historiographies, and methodologies in the history of disease, health, and healing in modern African history. *6 credits, HU; HI, IS, Not offered in 2011-2012*

395. Nationalism In the first half of the course, students will acquaint themselves with the recent literature on nationalism, including both theoretical and historical works. In the second half, they will prepare and present research papers on nationalism in a given historical context. Previous work in history required. *6 credits, HU; HI, Winter—Adeeb Khalid*

395. The Progressive Era? Was the Progressive Era progressive? It was a period of social reform, labor activism, and woman suffrage, but also of Jim Crow, corporate capitalism, and U.S. imperialism. These are among the topics that can be explored in research papers on this contradictory era. We will begin by reading a brief text that surveys the major subject areas and relevant historiography of the period. The course will center on the writing of a 25-30 page based on primary research, which will be read and critiqued by members of the seminar. *6 credits, HU; HI, Spring—A. Igra*

397. Senior Research Proposal Completion of a research proposal, working with an adviser. Satisfactory completion of this senior requirement depends upon approval of the proposal by the faculty adviser and the department. *3 credits, S/CR/NC, HU; HI, Fall—Staff*

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, HU, WR; HI, WR2, Winter—C. Clark, A. Igra, J. Willis*

400. Integrative Exercise Required of all seniors majoring in history. Registration in this course is contingent upon prior approval of a research proposal. *3 credits, S/NC, ND; NE, Winter—Staff*

INTERDISCIPLINARY STUDIES

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

100. Measured Thinking: Reasoning with Numbers about World Events, Health, Science and Social Issues This interdisciplinary course addresses one of the signal features of contemporary academic, professional, public, and personal life: a reliance on information and arguments involving numbers. We will examine how numbers are used and misused in verbal, statistical, and graphical form in discussions of world events, health, science, and social issues. Students will also apply quantitative reasoning skills to assist community organizations. *6 credits, AI, WR1, QRE, Fall—N. Lutsky*

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 are required to keep a weekly journal that is graded by faculty members. Required application form may be downloaded from Dean of Student's web-page. *2 credits, S/CR/NC, ND; NE, Winter—Faculty on Intergroup Dialogue*

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, ND; NE, Fall, Winter, Spring—D. Walser-Kuntz*

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. Prerequisite: MMUF fellow status. *2 credits, S/CR/NC, ND; NE, Fall, Winter, Spring—W. North*

203. Talking about Diversity This course prepares students to facilitate peer-led conversations about diversity. Students learn about categories and theories related to social identity, power, and inequality, and explore how race, gender, class, and sexual orientation affect individual experience and communal structures. Students complete readings and engage in experiential exercises that invite them to reflect on their own social identities and their reactions to difference, diversity, and conflict. Students are required to keep a weekly journal and to participate in class leadership. Participants in this class may apply to facilitate sections of IDSC 103, a 2-credit student-led course in winter term. Prerequisite: by application only. *4 credits, S/CR/NC, ND; NE, Fall—M. Sehgal*

209. Writing Science This course will explore how scientists communicate. Focused on communication expected in the sciences. The assignments will range among math and natural science disciplines, using data, graphics and text for a variety of purposes. Students should expect reading, writing, and speaking assignments tailored to a variety of audiences, including professional scientific audiences and the broader community. This course is intended for students with at least one previous or concurrent introductory mathematics or natural science course. Prerequisite: At least one previous or concurrent introductory mathematics or natural science course. *6 credits, ND, WR; LA, WR2, QRE, Not offered in 2011-2012*

261. Economic and Social Justice Traditionally economists have focused primarily on the material well-being of individuals as a measure of their welfare, but philosophers and others have found this material focus limiting, arguing that utility maximization does not do justice to the complexity of human beings. This reading course will examine various definitions of social justice and the impact of these different concepts on economic objectives, outcomes and policies. Attendance and class participation are mandatory for credit. *2 credits, S/CR/NC, ND; SI, Not offered in 2011-2012*

263. Uses and Abuses of Behavioral Research We will explore ethical dilemmas that arise during the conduct of scientific studies (e.g. treatment of participants) and dilemmas that arise in the application or use of scientific findings. We will examine these issues by first exploring our own ethical decision making practices (e.g. principles that guide our decisions and actions); then we'll consider similar and unique challenges faced by scientists attempting to balance personal and professional goals with ethical principles; then we'll discuss examples of experiments that raise ethical questions (e.g. how did scientists deal with those dilemmas); and end with real world uses and applications of scientific findings. *2 credits, S/CR/NC, ND; SI, Not offered in 2011-2012*

INTERNATIONAL RELATIONS MAJOR

See Political Science.

JAPANESE

See Asian Languages and Literatures.

JUDAIC STUDIES

Director: Associate Professor Stacy Beckwith

Judaic Studies at Carleton provides students with the opportunity to explore aspects of Jewish civilization in its historical and contemporary manifestations from the perspectives of a variety of modern disciplines. Judaic Studies examines Jewish history, thought, literature and social life as dimensions of the unique experience of the Jewish people within humanity's diverse cultural endeavors.

Students may petition for a special major in Judaic Studies, or take a concentrated program within a major in Religion. Judaic Studies courses are offered on a regular basis by the Religion Department. From year to year, courses pertinent to Judaic Studies may be offered within other departments as well. For Hebrew course descriptions, refer to listings for Hebrew.

Other Courses Pertinent to Judaic Studies:

HEBR 101, 102, 103 Elementary Modern Hebrew

HEBR 204 Intermediate Modern Hebrew

HEBR 221 Israeli Literature in the Middle East (Not offered in 2011-2012)

HEBR 222 Discovering Literary Tel Aviv and Jerusalem

HEBR 223 Faith and Fiction: Exploring Israeli National Identity

HEBR 241 Israel in A. B. Yehoshua's Literature (Not offered in 2011-2012)

HEBR 291 and 391 Independent Study

MELA 230 Jewish Collective Memory

RELG 120 Introduction to Judaism

RELG 160 Living Jewish Texts: Reading, Wrestling and Ritualizing (Not offered in 2011-2012)

RELG 222 State of Judaism in the State of Israel

RELG 223 Research on Israel

RELG 269 Jewish Ethics (Not offered in 2011-2012)

RELG 271 Religious and Moral Issues of Holocaust (Not offered in 2011-2012)

RELG 291 and 391 Independent Study

RELG 326 Approaching the Jewish Body

RELG 327 Genesis (Not offered in 2011-2012)

Students interested in Judaic Studies at Carleton or in off-campus programs in Judaica should consult with the Director of Judaic Studies.

See also Hebrew.

LATIN AMERICAN STUDIES (LTAM)

Director: Professor Alfred P. Montero

Committee Members: Becky J. Boling, Jorge Brioso, José Cerna-Bazán, Adriana Estill, Adrienne Falcón, Andrew B. Fisher, Jerome Levi, Silvia L. López, Alfred P. Montero, Beverly Nagel, Yansi Pérez, Anthony Terrance Wiley

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.

Requirements for a Major

Students complete a minimum of sixty-six credits in approved courses for the major. Majors must also demonstrate competence in Spanish by completing Spanish 205 or equivalent.

Required Courses: (The following core courses are required of all majors):

HIST 170 Modern Latin America, 1810-present

LTAM 200 Issues in Latin American Studies

LTAM 400 Integrative Exercise

In addition, majors are required to complete: Two 300-level Latin American literature courses, One 300-level History or Social Science course focused on Latin America, and 30 additional credits of electives from the list below. The 300-level literature courses that are required are always taught in the language.

Students are strongly encouraged to complete the 300-level history or social science 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 social science course as an elective.

Up to 27 credits from work in approved off-campus programs may be counted as electives for the major. Students may count up to 12 credits in comparative and/or U.S. Latino courses as electives. These courses are indicated by an asterisk on the list below. No more than four courses (twenty-four credits) in any one discipline may apply to the major.

Latin American Studies Courses

200. Issues in Latin American Studies This required course for Latin American Studies concentrators and majors explores issues pertinent to the study of Latin America, including an examination of what constitutes Latin American area studies and Latin America itself, the history of the field, the perception in and outside of academia, the way such perceptions shape public policy, the contributions of Latin America to the arts, culture, economics, and the changing nature of Latin American Studies in the face of globalization. Designed by the faculty in Latin American Studies, the course will include regular guest lectures from among these faculty. *6 credits, ND; HI, IS, Spring—S. López*

365. Peru Program: Current Issues in Development and Social Movements in Peru Peru's strong economy is reflected in its current GDP's growth (second only to Brazil in Latin America). This growth is based in part on the intensive exploitation of raw materials and state and private projects that are contested by important social sectors because they have a negative impact on the country's biodiversity and do not benefit large segments of the population. This course deals with the challenges raised by the often-opposing terms economic growth/social development/biodiversity conservation in the Andean and Amazonian areas. Classes are supplemented by visits to relevant sites and by lectures by local experts and activists. Prerequisite: Spanish 204 or equivalent. *6 credits, AL; SI, Spring—J. Cerna-Bazán*

370. Brazil Culture and Politics This course will focus in depth on political and historical patterns of Brazil's economic, social, and cultural development from colonial times to its current democracy. The Brazil case study offers a wealth of lessons concerning the contradictions and possibilities of economic, social, and cultural development in the world today. We will explore these lessons through literature, music, architecture, and the arts as they speak to the perils of the country's insertion into

global capitalism and to its political history which reflects the difficulties of creating and deepening democracy and building centers of political authority in the context of growing social inequalities and industrialization. Prerequisites: Latin American Studies 200. *6 credits, ND; SI, IS, Fall—S. López, A. Montero*

371. Brazil Research Seminar Brazil research on-site in Rio de Janeiro and São Paulo during winter break. Writing and presentation of research projects during winter term. Prerequisite: Latin American Studies 370. *6 credits, ND; SI, IS, Winter—S. López, A. Montero*

398. Latin American Forum This colloquium will explore specific issues or works in Latin American Studies through discussion of a common reading, public presentation, project, and/or performance that constitute the annual Latin American Forum. Students will be required to attend two meetings during the term to discuss the common reading or other material and must attend, without exception, ALL events of the Forum which take place during fourth week of spring term (on Friday afternoon and Saturday morning). A short integrative essay or report will be required at the end of the term. Intended as capstone for Latin American Studies concentrators. *2 credits, S/CR/NC, ND; HI, IS, Spring—S. Lopez*

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. *6 credits, S/NC, ND, Fall, Winter, Spring—J. Cerna-Bazán, S. López, A. Montero*

Other Courses Pertinent to Latin American Studies

ECON 240 Microeconomics of Development

ECON 241 Growth and Development

HIST 169 Colonial Latin America 1492-1810 (Not offered in 2011–2012)

HIST 170 Modern Latin America 1810-Present

HIST 272 The Emergence of Modern Mexico (Not offered in 2011–2012)

HIST 273 Go-Betweens and Rebels in the Andean World

HIST 276 The African Diaspora in Latin America

HIST 278 Religious Orthodoxy and Deviance in New Spain (Not offered in 2011–2012)

MUSC 243 Music of the Caribbean

POSC 233 Corruption, Authoritarianism, and Democracy (Not offered in 2011–2012)

POSC 322 Political Economy of Latin America* (Not offered in 2011–2012)

POSC 323 Cuban Politics Seminar* (Not offered in 2011–2012)

RELG 284 The Virgin of Guadalupe (Not offered in 2011–2012)

SOAN 234 Ecology, Economy, and Culture (Not offered in 2011–2012)

SOAN 241 Guatemala Program: Mesoamerican Cultures

SOAN 251 Guatemala Prog: Resource Mgmt, Community Developmnt & Soc Change in Guatemala & Chiapas

SOAN 259 Comparative Issues in Native North America (Not offered in 2011–2012)

SOAN 295 Guatemala Program: Field Methods and Individual Research Project

SOAN 302 Anthropology and Indigenous Rights

SPAN 220 Magical Realism in Latin American Narrative (Not offered in 2011–2012)

SPAN 242 Introduction to Latin American Literature

SPAN 252 Love Stories in Latin American Prose (Not offered in 2011–2012)

SPAN 260 Forces of Nature (Not offered in 2011–2012)

SPAN 262 Myth and History in Central American Literature (Not offered in 2011–2012)
SPAN 263 History of Human Rights
SPAN 266 Postwar Central American Literature (Not offered in 2011–2012)
SPAN 336 Genealogies of the Modern: Turn of the Century Latin America
SPAN 342 Latin American Theater: Nation, Power, Gender (Not offered in 2011–2012)
SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in 2011–2012)
SPAN 350 Recent Trends in Latin American Narrative: Pop Culture and Testimony (Not offered in 2011–2012)
SPAN 353 History and Subjectivity in Latin American Poetry (Not offered in 2011–2012)
SPAN 356 The Cuban Revolution and the Revolution of Literature (Not offered in 2011–2012)
SPAN 358 The Spanish Civil War (Not offered in 2011–2012)

LATIN AMERICAN STUDIES CONCENTRATION

Director: Professor Alfred P. Montero

The Latin American Studies Concentration provides students with a framework for developing a deeper understanding of Latin American history, society, and culture from an interdisciplinary perspective, and is intended to complement a disciplinary major. Concentrators pursue a program of study combining language training with courses in the humanities and social sciences, culminating in a capstone experience, the Latin American Forum.

Requirements for the Concentration

HIST 170 Modern Latin America, 1810-present

LTAM 200 Issues in Latin American Studies

LTAM 398 Latin American Forum

One additional survey course, selected from:

SOAN 250 Ethnography of Latin America (Not offered in 2011-2012)

SPAN 242 Introduction to Latin American Literature

And 30 credits in electives

Concentrators must also complete Spanish 204 or equivalent. Electives may be chosen from the following list, with at least 12 credits drawn from arts and literature and twelve from social sciences and history. No more than three courses from the student's major may apply to the concentration, and no more than three in the same discipline. Up to twelve credits may be comparative or Latino in focus (AMST 226, ECON 240, ECON 241, POSC 233, RELG 227, SOAN 234, SOAN 259, SOAN 302). Up to 18 credits from approved off-campus programs may be counted as electives.

Elective Courses:

Group I: Arts and Literature

AMST 226 Latinas in Hollywood

LTAM 365 Peru Program: Current Issues in Development and Social Movements in Peru

MUSC 243 Music of the Caribbean

SPAN 220 Magical Realism in Latin American Narrative (Not offered in 2011–2012)

SPAN 242 Introduction to Latin American Literature

SPAN 252 Love Stories in Latin American Prose (Not offered in 2011–2012)

SPAN 260 Forces of Nature (Not offered in 2011–2012)

SPAN 262 Myth and History in Central American Literature (Not offered in 2011–2012)
 SPAN 263 History of Human Rights
 SPAN 266 Postwar Central American Literature (Not offered in 2011–2012)
 SPAN 336 Genealogies of the Modern: Turn of the Century Latin America
 SPAN 342 Latin American Theater: Nation, Power, Gender (Not offered in 2011–2012)
 SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in 2011–2012)
 SPAN 350 Recent Trends in Latin American Narrative: Pop Culture and Testimony (Not offered in 2011–2012)
 SPAN 353 History and Subjectivity in Latin American Poetry (Not offered in 2011–2012)
 SPAN 356 The Cuban Revolution and the Revolution of Literature (Not offered in 2011–2012)
 SPAN 358 The Spanish Civil War (Not offered in 2011–2012)
 SPAN 360 Race and Nation in Caribbean Literature (Not offered in 2011–2012)

Group II: Social Sciences and Humanities

ECON 240 Microeconomics of Development
 ECON 241 Growth and Development
 HIST 169 Colonial Latin America 1492-1810 (Not offered in 2011–2012)
 HIST 170 Modern Latin America 1810-Present
 HIST 272 The Emergence of Modern Mexico (Not offered in 2011–2012)
 HIST 273 Go-Betweens and Rebels in the Andean World
 HIST 276 The African Diaspora in Latin America
 HIST 278 Religious Orthodoxy and Deviance in New Spain (Not offered in 2011–2012)
 LTAM 365 Peru Program: Current Issues in Development and Social Movements in Peru
 POSC 233 Corruption, Authoritarianism, and Democracy (Not offered in 2011–2012)
 POSC 322 Political Economy of Latin America* (Not offered in 2011–2012)
 POSC 323 Cuban Politics Seminar* (Not offered in 2011–2012)
 RELG 284 The Virgin of Guadalupe (Not offered in 2011–2012)
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2011–2012)
 SOAN 241 Guatemala Program: Mesoamerican Cultures
 SOAN 251 Guatemala Prog: Resource Mgmt, Community Developmnt & Soc Change in Guatemala & Chiapas
 SOAN 259 Comparative Issues in Native North America (Not offered in 2011–2012)
 SOAN 295 Guatemala Program: Field Methods and Individual Research Project
 SOAN 302 Anthropology and Indigenous Rights

LINGUISTICS (LING)

Chair: Professor Michael J. Flynn

Professor: Michael J. Flynn

Assistant Professors: Catherine Rose Fortin, Cherlon L. Ussery

Linguistics is the study of the human language faculty, surely one of the most central components of human nature. We study language from a variety of perspectives, including the construction of illuminating descriptions of these extraordinarily complex systems, their acquisition by young children, their realization in the brain, how they change over time, among others.

We offer a major which emphasizes theoretical creativity and the ability to articulate insights in both written and oral presentation, preparing students to confidently engage complexity and to make sophisticated original contributions to intellectual inquiry more generally.

Requirements for a Major

A total of 69 credits

Nine courses in Core Linguistics:

Linguistics 100 or 110; 115, 216, and 217; and three 300-level courses drawn from: 315, 316, 317, 325, 340; and 399 and 400.

Three electives:

At least two drawn from: Linguistics 250, 265, 270, 275, 280, 285, 286 or Asian Languages 111, 260. At most one drawn from: Computer Science 232, 254, 322, Philosophy 210, 223, 225, Psychology 234, 364, 366, 375, Sociology/Anthropology 274.

Linguistics Courses

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, SS; FSR, Winter, Spring—M. Flynn, C. Fortin*

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. No prerequisite. *6 credits, SS; NE, Fall, Spring—C. Ussery*

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, SS; FSR, Winter—C. Ussery*

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: Any 100 level course in Linguistics. *6 credits, SS; FSR, Fall—M. Flynn*

222. Case and Agreement The form words take is, in part, governed by complex systems called "case" and "agreement." In general, case refers to forms of nouns, and agreement refers to forms of verbs. We go beyond familiar case patterns in which subjects are Nominative and objects are Accusative and familiar agreement patterns in which verbs display the person, gender, and/or number

of subjects. We discover that nouns can bear a variety of cases and that agreement comes in many forms. Using syntactic theory, we explore the interaction between how languages construct words and sentences. No familiarity with languages other than English is required. Prerequisite: Any 100 level Linguistics course. *6 credits, SS; FSR, Offered in alternate years, Not offered in 2011-2012*

250. Linguistics and Literary Art This course examines approaches to the question: "How do artists who use language as a medium manipulate that medium, and to what effect?" Prerequisite: Linguistics 110 or permission of instructor. *6 credits, SS; LA, Fall—M. Flynn*

265. Language and Brain Topics include: the history of the field, agrammatism, fluent aphasia, acquired dyslexias, the role of the non-dominant hemisphere, bilingualism, and subcortical structures. Prerequisite: Any 100 level course in Linguistics. *6 credits, SS; FSR, Offered in alternate years, Not offered in 2011-2012*

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: Any 100 level course in Linguistics. *6 credits, SS; LS, Offered in alternate years, Not offered in 2011-2012*

285. Linguistics 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: Any 100 level course in Linguistics. *6 credits, SS; SI, IS, Offered in alternate years, Spring—M. Flynn*

286. Linguistics 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: Any 100 level course in Linguistics. *6 credits, SS; FSR, IS, Offered in alternate years, Spring—Doshisha University faculty*

315. Topics in Syntax More on syntax. Particular topics vary by year and student interest. Prerequisite: Linguistics 216. *6 credits, SS; FSR, Fall—C. Ussery*

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, SS; FSR, Offered in alternate years, Winter—C. Ussery*

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, SS; FSR, Not offered in 2011-2012*

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, SS; LS, Spring—C. Fortin*

340. Topics in Semantics Semantics is the study of meaning (broadly construed) in language. In this course we explore several objects of inquiry within the field of semantics, including compositional semantics (i.e., the computation of meaning over syntactic structures), lexical semantics, argument structure, and pragmatics. Prerequisite: Linguistics 216. *6 credits, SS, Not offered in 2011-2012*

399. Senior Thesis *3 credits, S/CR/NC, ND; FSR, Fall—M. Flynn*

400. Integrative Exercise *3 credits, S/NC, ND; NE, Winter—M. Flynn*

Other Courses Pertinent to Linguistics:

ASLN 111 Writing Systems (Not offered in 2011–2012)

ASLN 260 Historical Linguistics

ASST 284 Linguistics Seminar: History and Culture of Japan

CS 202 Mathematics of Computer Science

CS 254 Computability and Complexity

PHIL 210 Logic

PHIL 223 Philosophy of Language

PSYC 234 Psychology of Language (Not offered in 2011–2012)

SOAN 274 Language, Culture and Society

LITERARY AND CULTURAL STUDIES (LCST)

101. Elementary Italian This highly-recommended language course will emphasize basic listening and speaking skills. Students will be challenged to utilize their new language skills in everyday situations. *Instructor: local faculty 3 credits, S/CR/NC, ND; NE, Offered in alternate years, Spring—Local instructor*

245. Introduction to Critical Methods: Structure, Gender, Culture What does it mean to interpret? What questions do we ask of texts and images, and how do we go about finding our answers? In this course we will examine a number of strategies for reading works (such as novels, stories, images, films), drawing on a variety of national traditions. Topics include rhetoric, translation, post-structuralism, cultural studies, and gender studies. *6 credits, AL, WR; LA, WR2, IS, Spring—S. Carpenter*

MATHEMATICS (MATH)

Chair: Professor Deanna Beth Haunsperger

Professors: Laura M. Chihara, Jack Goldfeather, Deanna Beth Haunsperger, Stephen F. Kennedy, Mark Krusemeyer, Gail S. Nelson, Jeffrey R. Ondich, Samuel E. Patterson

Visiting Professor: Theodore A. Vessey

Benedict Distinguished Visiting Professor: Frank A. Farris

Associate Professors: Robert P. Dobrow, Eric S. Egge

Assistant Professors: Katherine Rose St. Clair, Helen Wong

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.

There are two tracks in the major: Mathematics and Mathematics/Statistics (a double major is not allowed in the two tracks). Students choose from the same integrative exercise choices.

Requirements for the Mathematics Track

The course requirements are Mathematics 101 or 111, 121, 211, 232, 236 and six advanced courses from among: Mathematics courses numbered above 236 and Computer Science 252, 254. Potential majors with especially strong preparation may petition the department for exemption from the Mathematics 232 and/or 236 requirement(s). Mathematics majors are encouraged to take Computer Science 111, preferably during their first two years.

At least three of the following five areas of mathematics must be represented by the six advanced courses.

Algebra: Mathematics 312, 332, 342, 352

Analysis: Mathematics 251, 321, 331, 351

Applied Mathematics: Mathematics 241, 245, 265, 275, 315, 341

Discrete Structures: Mathematics 333, Computer Science 252, 254

Geometry and Topology: Mathematics 244, 344, 354

In addition, each senior major must complete an integrative exercise which consists of a group or original research project. Majors are required to participate in the mathematical life of the department by attending colloquia, comps presentations, and other activities.

There are many patterns of courses for the major depending upon a student's mathematical interests and career goals. A guide for majors, which supplies information about suitable patterns of courses, is available on the Mathematics department web site. Those planning to attend graduate school should consider acquiring a reading knowledge of at least one of the following languages: French, German or Russian.

In order to meet State of Minnesota certification requirements, prospective secondary school teachers must take Mathematics 265, 275, 244 (recommended) or 344, and 349. A computer science course is also strongly recommended.

Requirements for the Mathematics/Statistics Track

Mathematics 101 or 111, 121, 211, 232, 236, 245, 265, 275, 315, plus two mathematics electives above 236, at least one of which must be taken outside of the Applied Mathematics area, and the Senior Integrative Exercise. CS 111 (Introduction to Computer Science) is also recommended. Students on this track are strongly encouraged to engage in some data analysis learning experience outside the classroom such as an internship involving data analysis, a research experience with a statistician, either on or off campus, or a comps project that is explicitly statistical in nature. Students interested in graduate school in statistics are advised to take Mathematics 321 (Real Analysis I).

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

In addition to completing requirements for the mathematics major listed above including Mathematics 241 and 341, the student should take the following courses required for admission to

engineering schools: Two terms of 100-level Physics, Chemistry 123, 230, and Computer Science 111.

Mathematics Skills Center: This Center offers extra assistance to students in lower-level mathematics courses and other courses requiring basic mathematical skills.

Mathematics Courses

101. Calculus with Problem Solving An introduction to the central ideas of calculus with review and practice of those skills needed for the continued study of calculus. Problem solving strategies will be emphasized. (Meets Monday through Friday). Not open to students who have received credit for Math 111. *6 credits, MS; FSR, Fall—D. Haunsperger*

106. Introduction to Mathematics This course is designed to provide an understanding of fundamental concepts, and examples of applications, of mathematics. It attempts to provide insights into the nature of mathematics and its relation to other branches of knowledge, and helps students develop skill in mathematical reasoning. No prerequisites. *6 credits, MS; FSR, Spring—S. Kennedy*

111. Introduction to Calculus An introduction to the differential and integral calculus. Derivatives, antiderivatives, the definite integral, applications, and the fundamental theorem of calculus. 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, MS; FSR, Fall, Winter—Staff*

115. Statistics: Concepts and Applications Introduction to statistical concepts with emphasis on understanding and interpretation of statistical information, especially in the context of media reports and scholarly articles. Examples taken from a wide-range of areas such as public policy, health and medicine, and the social and natural sciences. Computationally less intensive than Math 215. Students will learn how to use statistical software. Topics include: Uncertainty and variability, statistical graphs, types of studies, correlation and linear regression, two-way tables, and inference. Not open to students who have already received credit for Math 211, Math 215 or Psychology 200/201. *6 credits, MS; FSR, QRE, Fall, Winter, Spring—L. Chihara, R. Dobrow, K. St. Clair*

121. Calculus II Integration techniques, improper integrals, the calculus of the logarithmic, exponential and inverse trigonometric functions, applications, Taylor polynomials and infinite series. Prerequisite: Mathematics 101, 111 or placement via Calculus Placement Exam #2. *6 credits, MS; FSR, Fall, Winter, Spring—Staff*

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 credits, S/CR/NC, MS; NE, Winter—Staff*

211. Introduction to Multivariable Calculus Vectors, curves, partial derivatives, gradient, multiple and iterated integrals, line integrals, Green's theorem. Prerequisite: Mathematics 121 or placement via Calculus Placement Exam #3. *6 credits, MS; FSR, Fall, Winter, Spring—Staff*

215. Introduction to Statistics Introduction to statistics and data analysis. Practical aspects of statistics, including extensive use of statistical software, interpretation and communication of results, will be emphasized. Topics include: exploratory data analysis, correlation and linear regression, design of experiments, basic probability, the normal distribution, sampling distributions, estimation, hypothesis testing, and two-way tables. Not open to students who have already received credit for Math 115 or Math 275. Students who have received MS credit for Psychology 200/201 cannot receive MS credit for Math 215. Students who have taken Math 211 are encouraged to consider the more advanced Math 265-275 probability-statistics sequence. *6 credits, MS; FSR, QRE, Fall, Winter, Spring—Staff*

232. Linear Algebra Vector spaces, linear transformations, determinants, inner products and orthogonality, eigenvectors and eigenvalues; connections with multivariable calculus. Prerequisite: Mathematics 211. *6 credits, MS; FSR, Fall, Winter, Spring—Staff*

236. Mathematical Structures Basic concepts and techniques used throughout mathematics. Topics include logic, mathematical induction and other methods of proof, problem solving, sets, cardinality, equivalence relations, functions and relations, and the axiom of choice. Other topics may include: algebraic structures, graph theory, and basic combinatorics. Prerequisite: Mathematics 232 or consent of the instructor. *6 credits, MS; FSR, Fall, Winter, Spring—D. Haunsperger, M. Krusemeyer, H. Wong*

241. Ordinary Differential Equations An introduction to ordinary differential equations, including techniques for finding solutions, conditions under which solutions exist, and some qualitative analysis. Prerequisites: Mathematics 232 or permission of the instructor. *6 credits, MS; FSR, Winter, Spring—M. Krusemeyer, S. Patterson*

244. Geometries Euclidean geometry from an advanced perspective; projective, hyperbolic, inversive, and/or other geometries. In addition to foundations, various topics such as transformation and convexity will be treated. Recommended for prospective secondary school teachers. Prerequisite: Mathematics 236. *6 credits, MS; FSR, Offered in alternate years, Fall—F. Farris*

245. Applied Regression Analysis A second course in statistics covering simple linear regression, multiple regression and ANOVA, and logistic regression. Exploratory graphical methods, model building and model checking techniques will be emphasized with extensive use of statistical software to analyze real-life data. Prerequisites: Mathematics 215 (or equivalent) or 275. *6 credits, MS; FSR, QRE, Winter, Spring—L. Chihara, K. St. Clair*

251. Chaotic Dynamics An exploration of the behavior of non-linear dynamical systems. Topics include one-dimensional dynamics, Sarkovskii's Theorem, chaos, symbolic dynamics, fractals, Mandelbrot and Julia sets. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

265. Probability Introduction to probability and its applications. Topics include discrete probability, random variables, independence, joint and conditional distributions, expectation, limit laws and properties of common probability distributions. Prerequisite: Mathematics 211. *6 credits, MS; FSR, Fall—R. Dobrow, K. St. Clair*

275. Introduction to Statistical Inference Introduction to mathematical statistics. The mathematics underlying fundamental statistical concepts will be covered as well as applications of these ideas to real-life data. Topics include: confidence intervals, hypothesis testing, parameter estimation, maximum likelihood, goodness of fit tests and regressions. A statistical software package will be used to analyze data sets. Prerequisite: Mathematics 265. *6 credits, MS; FSR, QRE, Winter—R. Dobrow*

295. Seminar in Set Theory Introduction to set-theoretic foundations of mathematics. The axiom system of Zermelo-Fraenkel, cardinal and ordinal numbers, and the Axiom of Choice. As time permits, additional topics may include construction of the real number, transfinite induction, or consistency/independence proofs. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS; FSR, Spring—G. Nelson*

295. Differential Forms and Vector Calculus Differential Forms provide a modern approach to a classical topic: Vector Calculus. They find applications in such diverse fields as geometry, algebra, engineering, electricity and magnetism, and general relativity. This course will rigorously develop differential forms then apply them to classical topics including divergence, gradient, and curl. A

primary focus of the course will be the proof of the generalized Stokes' Theorem which is a general n -dimensional form of the familiar Fundamental Theorem of Calculus. Modern treatments of other topics from advanced calculus will be considered as time permits. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS; FSR, Winter—S. Patterson*

312. Elementary Theory of Numbers Properties of the integers. Topics include the Euclidean algorithm, classical unsolved problems in number theory, prime factorization, Diophantine equations, congruences, divisibility, Euler's phi function and other multiplicative functions, primitive roots, and quadratic reciprocity. Other topics may include integers as sums of squares, continued fractions, distribution of primes, integers in extension fields, p -adic numbers. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

315. Topics in Probability and Statistics: Statistical Computing Topics include generating random variables, monte carlo integration, markov chains monte carlo. We will use R extensively. Prerequisite: Mathematics 215 or 275. *6 credits, MS; FSR, QRE, Spring—L. Chihara*

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 consent of the instructor. *6 credits, MS; FSR, Winter—G. Nelson*

331. Real Analysis II Further topics in analysis such as measure theory, Lebesgue integration or Banach and Hilbert spaces. Prerequisite: Mathematics 321 or consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

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 consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Fall—R. Dobrow*

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 permission of instructor. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

341. Fourier Series and Boundary Value Problems Fourier series and their applications to boundary value problems in partial differential equations. Topics include separation of variables, orthogonal sets of functions, representations of functions in series of orthogonal functions, Fourier transforms, and uniqueness of solutions. Prerequisite: Mathematics 241. *6 credits, MS; FSR, Spring—G. Nelson*

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 consent of the instructor. *6 credits, MS; FSR, Winter—J. Goldfeather*

344. Differential Geometry Local and global theory of curves, Frenet formulas. Local theory of surfaces, normal curvature, geodesics, Gaussian and mean curvatures, Theorema Egregium. Riemannian geometry. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Not offered in 2011-2012*

349. Methods of Teaching Mathematics *Crosslisted with EDUC 350.* 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 permission of the instructor. *6 credits, ND; NE, Not offered in 2011-2012*

351. Functions of a Complex Variable Algebra and geometry of complex numbers, analytic functions, complex integration, series, residues, applications. Prerequisite: Mathematics 211. *6 credits, MS; FSR, Offered in alternate years, Spring—M. Krusemeyer*

352. Abstract Algebra II An intensive study of one or more of the types of algebraic systems studied in Mathematics 342. Prerequisite: Mathematics 342 or consent of the instructor. *6 credits, MS; FSR, Offered in alternate years, Spring—E. Egge*

354. Topology An introduction to the topology of surfaces. We will cover basic point-set, geometric and algebraic topology. Topics include continuity, connectedness and compactness; triangulations and classification of surfaces; topological invariants (Euler characteristic); homology. Prerequisite: Mathematics 236. *6 credits, MS; FSR, Offered in alternate years, Winter—H. Wong*

395. Creating Symmetry Under the pretext of creating beautiful patterns, suitable for framing as art or printing on fabric, we study several topics from analysis and algebra. Fourier series, the linear wave equation, function spaces, and group actions all show up naturally as we learn how to create mathematical objects with various types of symmetry. An initial example of creating rosettes from parametric equations leads to a methodology that works just as well to create "wallpaper waves." As time permits, we will extend these ideas to the hyperbolic plane and Euclidean 3-space. Prerequisite: Mathematics 236. *6 credits, MS; FSR, Fall—F. Farris*

395. Topics in Combinatorics Selected topics beyond the material of Mathematics 333. Topics may include Hall's marriage theorem, the transfer matrix method, enumeration of plane partitions, the matrix-tree theorem, perfect graphs, the hook length formula, the Robinson-Schensted-Knuth correspondence, advanced generating functionology, combinatorial q-analogues, and the combinatorics of symmetric functions. Prerequisite: Math 333, an equivalent Budapest Semester in Mathematics course, or consent of the instructor. *6 credits, MS; FSR, Fall—E. Egge*

395. Exploring Symmetry An exploration of symmetry in hyperbolic space and Euclidean three-space. Prerequisite: Permission of Instructor. *6 credits, S/CR/NC, MS; FSR, Winter—S. Kennedy*

400. Integrative Exercise A supervised small-group research project for senior mathematics majors. Required of all senior majors. Prerequisite: Mathematics 236 and successful completion of three courses from among: Mathematics courses numbered above 236, Computer Science 252, Computer Science 254. *3 credits, S/NC, ND, Fall, Winter, Spring—Staff*

MEDIEVAL AND RENAISSANCE STUDIES CONCENTRATION

Directors: Associate Professors Victoria Morse and William North

The Medieval and Renaissance Studies Concentration encourages students interested in the cultures and kingdoms that flourished from Late Antiquity through the Renaissance to deepen their understanding of these periods through an interdisciplinary program of study. Heirs to ancient empires, the societies of Europe, Byzantium, and the Muslim world each offer fascinating opportunities to watch societies cope with timeless problems of power, identity, and belief. The concentration is open to students in ANY major who wish to expand their knowledge of this important and fascinating period

of human history.

A total of 42 credits (usually 7 courses) is required for the concentration: 18 credits in "Core" courses, 18 credits in "Supporting" courses; and a capstone seminar. In addition to the seminars listed below, students may count--with prior approval of both the course instructor and the concentration coordinators--other advanced seminars in which the concentrator's research focuses on a topic within the period covered by the concentration

Optional Off-Campus Programs: Off-campus study can be an important part of the concentration. Students interested in study abroad as part of the concentration are advised to consult with their academic advisers in deciding when to go off-campus and with the concentration coordinators to discuss the range of programs available and potential programs of study. Courses taken abroad may count for up to two "core" courses (12 credits) and two "supporting courses" (12 credits).

Requirements for the Concentration

Core Courses (3 courses/18 credits required):

- ARBC 185 The Creation of Classical Arabic Literature
- ARCN 246 Archaeological Methodology (Not offered in 2011–2012)
- ARCN 395 Archaeology Capstone Seminar
- ARTH 101 Introduction to Art History I
- ARTH 102 Introduction to Art History II
- ARTH 155 Islamic Art and Architecture (Not offered in 2011–2012)
- ARTH 234 Italian Renaissance Art (Not offered in 2011–2012)
- CLAS 229 The Later Roman Empire, Byzantium and Islam (Not offered in 2011–2012)
- ENGL 114 Introduction to Medieval Narrative
- ENGL 201 Chaucer I: *The Canterbury Tales* (Not offered in 2011–2012)
- ENGL 210 Medieval and Renaissance English Literature
- ENGL 216 Milton
- ENGL 244 Shakespeare I
- ENGL 285 The Arts of Power: Poetry, Painting, and Propaganda at the English Court (1509-1685)
(Not offered in 2011–2012)
- ENGL 301 The Courtly Chaucer (Not offered in 2011–2012)
- ENGL 309 Renaissance Selves (Not offered in 2011–2012)
- ENGL 310 Shakespeare II
- ENGL 313 Major Works of the English Renaissance: *The Faerie Queene* (Not offered in 2011–2012)
- ENGL 314 Major Works of the English Renaissance: *Paradise Lost* (Not offered in 2011–2012)
- ENGL 395 Medieval Other Worlds
- FREN 351 Love, War and Monsters in Early Modern France
- GERM 230 From Gutenberg to Gates: The History and Practice of Printing (Not offered in 2011–2012)
- GERM 231 Damsels, Dwarfs, and Dragons: Medieval German Literature (Not offered in 2011–2012)
- HIST 131 Saints, Sinners, and Philosophers in Late Antiquity
- HIST 137 Before Europe: The Early Medieval World, 250-c. 1050 (Not offered in 2011–2012)
- HIST 138 The Making of Europe (Not offered in 2011–2012)
- HIST 139 Foundations of Modern Europe (Not offered in 2011–2012)
- HIST 204 Crusade, Contact and Exchange in the Medieval Mediterranean (Not offered in 2011–2012)
- HIST 230 Institutional Structure and Culture in the Middle Ages (Not offered in 2011–2012)
- HIST 232 Renaissance Worlds in France and Italy

HIST 233 Cultures of Empire: Byzantium, 710-1453
HIST 236 Women's Lives in Pre-Modern Europe (Not offered in 2011–2012)
HIST 239 Britain, c. 1485-1834: From Sceptred Isle to Satanic Mills (Not offered in 2011–2012)
HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (Not offered in 2011–2012)
HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2011–2012)
LATN 243 Medieval Latin (Not offered in 2011–2012)
MUSC 210 Medieval and Renaissance Music (Not offered in 2011–2012)
RELG 122 Muhammad and the Qur'an: An Introduction to Islam
RELG 163 The Qur'an (Not offered in 2011–2012)
RELG 231 From Luther to Kierkegaard (Not offered in 2011–2012)
RELG 263 Sufism (Not offered in 2011–2012)
SPAN 330 The Invention of the Modern Novel: Cervantes' Don Quijote (Not offered in 2011–2012)
SPAN 331 Baroque Desires (Not offered in 2011–2012)
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 215 Readings in Medieval Arabic Anthologies
ARCN 246 Archaeological Methodology (Not offered in 2011–2012)
ARCN 395 Archaeology Capstone Seminar
ARTH 101 Introduction to Art History I
ARTH 102 Introduction to Art History II
ARTH 155 Islamic Art and Architecture (Not offered in 2011–2012)
ARTH 170 Printmaking: The First Media Revolution (Not offered in 2011–2012)
ARTH 233 Van Eyck, Bosch, Bruegel: Their Visual Culture
ARTH 234 Italian Renaissance Art (Not offered in 2011–2012)
ARTH 238 Rembrandt, Vermeer and Netherlandish Art
ARTH 251 Ruins and Romantics: English Gothic and Gothic-Revival Art and Architecture (Not offered in 2011–2012)
ARTH 351 English Art and Architecture on Site (Not offered in 2011–2012)
CLAS 229 The Later Roman Empire, Byzantium and Islam (Not offered in 2011–2012)
ENGL 114 Introduction to Medieval Narrative
ENGL 201 Chaucer I: *The Canterbury Tales* (Not offered in 2011–2012)
ENGL 210 Medieval and Renaissance English Literature
ENGL 213 Christopher Marlowe
ENGL 214 Revenge Tragedy
ENGL 244 Shakespeare I
ENGL 285 The Arts of Power: Poetry, Painting, and Propaganda at the English Court (1509-1685) (Not offered in 2011–2012)
ENGL 309 Renaissance Selves (Not offered in 2011–2012)
ENGL 310 Shakespeare II
ENGL 313 Major Works of the English Renaissance: *The Faerie Queene* (Not offered in 2011–2012)
ENGL 314 Major Works of the English Renaissance: *Paradise Lost* (Not offered in 2011–2012)
ENGL 395 Medieval Other Worlds
FREN 351 Love, War and Monsters in Early Modern France
GERM 230 From Gutenberg to Gates: The History and Practice of Printing (Not offered in 2011–2012)

GERM 231 Damsels, Dwarfs, and Dragons: Medieval German Literature (Not offered in 2011–2012)

HIST 131 Saints, Sinners, and Philosophers in Late Antiquity

HIST 137 Before Europe: The Early Medieval World, 250-c. 1050 (Not offered in 2011–2012)

HIST 138 The Making of Europe (Not offered in 2011–2012)

HIST 139 Foundations of Modern Europe (Not offered in 2011–2012)

HIST 202 Iconoclasm in the Early Middle Ages

HIST 203 Papacy, Church and Empire in the Age of Reform

HIST 204 Crusade, Contact and Exchange in the Medieval Mediterranean (Not offered in 2011–2012)

HIST 230 Institutional Structure and Culture in the Middle Ages (Not offered in 2011–2012)

HIST 232 Renaissance Worlds in France and Italy

HIST 236 Women's Lives in Pre-Modern Europe (Not offered in 2011–2012)

HIST 239 Britain, c. 1485-1834: From Sceptred Isle to Satanic Mills (Not offered in 2011–2012)

HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (Not offered in 2011–2012)

HIST 245 Ireland: The Origin of the Troubles

HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2011–2012)

LATN 243 Medieval Latin (Not offered in 2011–2012)

LATN 253 Seneca the Younger

MUSC 210 Medieval and Renaissance Music (Not offered in 2011–2012)

PHIL 270 Ancient Greek Philosophy: Knowledge and Skepticism

POSC 250 Ancient Political Philosophy (Not offered in 2011–2012)

POSC 254 Freedom, Excellence, Happiness: Aristotle's *Ethics* (Not offered in 2011–2012)

RELG 122 Muhammad and the Qur'an: An Introduction to Islam

RELG 163 The Qur'an (Not offered in 2011–2012)

RELG 231 From Luther to Kierkegaard (Not offered in 2011–2012)

RELG 263 Sufism (Not offered in 2011–2012)

RELG 287 Many Marys

SPAN 330 The Invention of the Modern Novel: Cervantes' Don Quijote (Not offered in 2011–2012)

SPAN 331 Baroque Desires (Not offered in 2011–2012)

Capstone Seminars (one course required):

ARCN 395 Archaeology Capstone Seminar

ENGL 309 Renaissance Selves (Not offered in 2011–2012)

ENGL 395 Medieval Other Worlds

FREN 351 Love, War and Monsters in Early Modern France

HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2011–2012)

MIDDLE EASTERN LANGUAGES (MELA)

Chair: Associate Professor Stacy N. Beckwith
Associate Professor: Stacy N. Beckwith
Assistant Professor: Yaron Klein
Adjunct Instructor: Shadi Bayadsy
ACLS Fellow: Maureen Jackson

The Department of Middle Eastern Languages offers introductory, intermediate, and advanced courses in Arabic and Hebrew language, and a variety of courses in classical and modern Arabic and modern Hebrew literature, mostly in English translation. We also offer courses in Ottoman, Turkish, and wider Jewish history and culture.

Arabic Courses (ARBC)

101. Elementary Arabic This course sequence introduces non-Arabic speakers to the sounds, script, and basic grammar of Arabic--the language of 200 million speakers in the Arab world and the liturgical language of over a billion Muslims. Students will develop basic listening, speaking, reading and writing skills in Modern Standard Arabic. Classes will incorporate readings and audio-visual material from contemporary Arabic media, as well as popular music. *6 credits, ND; NE, Fall—Y. Klein, S. Bayadisy*

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, ND; NE, Winter—S. Bayadisy*

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, ND; NE, Spring—S. Bayadisy*

185. The Creation of Classical Arabic Literature In this course we will explore the emergence of Arabic literature in one of the most exciting and important periods in the history of the Islamic and Arab world; a time in which pre-Islamic Arabian lore was combined with translated Persian wisdom literature and Greek scientific and philosophical writings. We will explore some of the different literary genres that emerged in the New Arab courts and urban centers: from wine and love poetry, historical and humorous anecdotes, to the Thousand and One Nights, and discuss the socio-historical forces and institutions that shaped them. All readings are in English. No Arabic knowledge required. *6 credits, AL, RAD; LA, IS, Winter—Y. Klein*

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 placement test indication. *6 credits, ND; NE, Fall—Y. Klein*

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 placement test indication. *6 credits, ND; NE, Winter—Y. Klein*

215. Readings in Medieval Arabic Anthologies The concept of *adab* as the "liberal arts education" of

the medieval Arab world presents itself most vividly in the "Adab anthology." In this genre, medieval Arab authors collected and classified the knowledge of their time, representing a variety of disciplines: literature (poetry, proverbs, historical-anecdotal material), Religion (Quran, *hadith*, jurisprudence, theology), linguistics, as well as philosophy and the sciences. In the class we will read excerpts from the works of some of the major medieval anthology writers: Ibn Abd Rabbihi, Abu al-Faraj al-Isfahani, al-Nuwayri and al-Ibshihi. All readings are in Arabic. Prerequisite: Arabic 205 or equivalent. *6 credits, AL, RAD; LA, IS, Offered in alternate years, Spring—Y. Klein*

222. Contemporary Music in the Middle East: From Umm Kulthum to Nancy Ajrami The Middle East is the home of a great number of musical styles, genres and traditions. Regional, ideological, and cultural diversity, national identity, as well as cross-cultural encounters--all express themselves in music. In this class we will explore some of the various musical traditions in the Arab world, Turkey and Iran, from the beginning of the twentieth century to the present. Class discussions will involve readings (in English) and guided listening. No prior music knowledge is required. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

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 205 or equivalent. *6 credits, AL, RAD; LA, IS, Offered in alternate years, Not offered in 2011-2012*

Hebrew Courses (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, ND; NE, Winter—S. Bayadsy*

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, ND; NE, Spring—S. Bayadsy*

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, ND; NE, Fall—S. Beckwith, S. Bayadsy*

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. *6 credits, ND; NE, Winter—S. Beckwith*

221. Israeli Literature in the Middle East Since it began to develop in the early twentieth century, Israeli literature has encompassed diverse reflections of Middle Eastern landscapes and lifestyles. Such images range from typecast to groundbreaking, depending on authors' personal experiences, socio-cultural inclinations, and attitudes toward what makes Israel a nation. We will examine tensions and synergies between Western and Eastern elements in Hebrew fiction by authors of European and Middle Eastern Jewish backgrounds circa Israeli independence in 1948, and by diverse second and third generation writers since then. We will also include some Israeli-Palestinian fiction. In translation; some coursework in Hebrew for advanced students. *6 credits, AL, WR, RAD; LA, WR2, IS, Offered in alternate years, Not offered in 2011-2012*

222. Discovering Literary Tel Aviv and Jerusalem This course delves into Israel's two major cities, comparing their history and character. How are Tel Aviv's founding Zionist ideals and the Middle Eastern realities that challenged them portrayed in Hebrew literature? Our literary and cultural studies engagement with Tel Aviv will prepare students for our similar exploration of Jerusalem with its much longer multicultural history. How have places in both cities inspired literary reflections on national identity and memory? How have Israeli authors reciprocally influenced people's views of these urban spaces and their national resonance? This course is part of the OCS Winter Break program, which involves two linked classes in fall and winter terms; this class is the first class in the sequence. In translation. *6 credits, AL, WR; LA, WR2, IS, Fall—S. Beckwith*

223. Faith and Fiction: Exploring Israeli National Identity This course is the second part of a two-term sequence beginning with Hebrew 222. Israel research on-site in Tel Aviv and Jerusalem during winter break. It is anticipated that research projects will be shared in a public symposium at the end of the term. Prerequisite: Hebrew 222 or Religion 222. *6 credits, AL; LA, IS, Winter—S. Beckwith*

241. Israel in A. B. Yehoshua's Literature Since 1962 A.B. Yehoshua has been one of Israel's most prolific, politically engaged, and internationally significant authors. A combination of Middle Eastern and Sephardic (medieval Spanish) Jewish family roots and a Western Zionist education has fueled provocative literary interpretations of the Jewish State's historical origins and many internal fault lines. We will examine Yehoshua's portrayals of Jewish ethnic and religious diversity and of Zionist national consciousness in medieval through modern Mediterranean and European contexts pre-1948. We will then view Israel's domestic East/ West, Jewish/ Palestinian, and religious/ secular divides through an artistic lens of exceptional, debatable historical scope. In English translation. *6 credits, AL, WR, RAD; LA, WR2, IS, Not offered in 2011-2012*

Middle Eastern Language Courses (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, HU, RAD; HI, IS, Spring—S. Beckwith*

240. Turkey Today: An Introduction We will explore contemporary cultural and political issues in

Turkey through investigating their historical context. Current topics as Turkey's bid to the European Union, the banning of the headscarf in public institutions, and the assertion of minority rights raise questions that we can explore more fully through historical understanding. How do we define 'Europe,' and what is the nature of historical interchange between Europe and the Ottoman empire and Turkey? What is the historical legal basis for disallowing the headscarf in Turkish and French public schools? From current issues we will work backwards toward fuller historical understanding of the present. 6 credits, HU, RAD; HI, IS, Fall—**M. Jackson**

241. Ottoman-Turkish History Through Music Through exploring music in the Ottoman empire and Turkey we can learn about multiethnic diversity and social relations, imperial court culture, leisure activity, European interchange, and twentieth c. nation-building. In this class we will engage with the intersection between musical and historical studies in order to probe such topics as palace patronage of the arts, the Mevlevi ("whirling dervishes") and their place in court and urban life, minority and women composers of the palace; and artistic cross-currents between Ottomans and Europeans. Topics in Turkish musical culture include the impact of new technologies and debates about appropriate national arts. 6 credits, HU, RAD; HI, IS, Winter—**M. Jackson**

242. Ethnographies of Turkey This course will focus on anthropological perspectives on Turkey, aiming to expand our interdisciplinary understanding of the region. We will learn about the history of anthropological research in general and in Turkey in particular, as well as the changing concept of "culture." Diverse ethnographic themes include gender, religion, labor, and the arts. Historical ethnographies will assist us in understanding the past in the present, as well as communities such as religious (Muslim and non-Muslim) minorities who may be less visible in the textual historical record. Ethnographic scholarship from other parts of the Middle East will provide comparative perspectives. 6 credits, HU, RAD; HI, IS, Not offered in 2011-2012

243. Jews in a Multiethnic Empire This course will follow Sephardic Jewry after their expulsion from Spain in 1492 to their settlement in the Ottoman empire and Turkey. We will engage with issues of establishing urban Jewish communities, state-society relations, cultural confluences with surrounding peoples, European education and enculturation, and Ladino language and literature. We will explore Jews as a minority in twentieth and twenty-first century Turkey, as well as diaspora communities and how absent Jews are remembered together with other post-Ottoman minorities. 6 credits, HU; HI, IS, Spring—**M. Jackson**

MUSIC (MUSC)

Chair: Professor Hector Luis Valdivia

Professors: Lawrence L. Archbold, Lawrence E. Burnett, Justin M. London, Ronald W. Rodman, Melinda Russell, Hector Luis Valdivia

Associate Professor: Nicola Melville

Assistant Professors: J. Andrew Flory, Alexander Freeman

Senior Lecturers: Benjamin Allen, Jackson Bryce, Lynn Deichert, John Ellinger, Elizabeth M. Ericksen, Janean Hall, Mary Budd Horozaniecki, Kenneth Huber, Jay L. Johnson, Merilee I. Klemp, Mark Krusemeyer, Constance K. Martin, Mary Boyd Martz, Elinor Niemisto, Nina Olsen, Rick Penning, David Saunders, David Singley, David Whetstone, Marcia R. Widman

Lecturers: Gwen Anderson, Laura Caviani, Gao Hong, Martha Jamsa, Patricia Kent, Matthew McCright, Thomas Rosenberg

Adjunct Instructor: Mark Kreitzer

General Information

The Department of Music at Carleton College enrolls several hundred students every term, both majors and non-majors, in a curriculum that offers a balanced, integrated approach to the areas of performance, composition, theory, history, and ethnomusicology. Though students arrive at Carleton with a wide range of musical background and ability, all are encouraged to broaden, deepen, enrich and improve their engagement with music. In addition to 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

Beginning with the 2010-2011 academic year, there are two registration options for nine half-hour lessons (the 100-level courses) or nine hour lessons (the 200-level courses):

First option: a one-credit course (100-level) or a two-credit course (200-level) that will be mandatory S/CR/NC and will not fulfill the Arts Practice requirement, but will fulfill the Arts and Literature requirement.

Second option: a one-credit course (100-level) or a two-credit course (200-level) that will carry a "J" designation and include a jury experience at the end of the term. This type of course will be graded, though students can elect to take it S/CR/NC, in which case, the credits count toward their maximum allowed. This second option will fulfill both the Arts Practice requirement and the Arts and Literature requirement.

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 must be included in the student's official registration. The comprehensive fee does not include the cost of private instruction, and special fees are charged as described elsewhere. 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.

In the following listing, Music 150-184, 285, and 385 are for one credit, Music 250-284, 286, 299 and 386 are for two credits. Permission of the instructor is required for registration for two credits.

Requirements for a Major

The goal of the major in Music at Carleton is to give students grounding in all aspects of the study of music: performance, composition, theory, history, and ethnomusicology. In addition to excellent preparation for graduate study in any of these fields, successful completion of the major provides a basic musical competency, enriches students' other coursework at the College, and enhances their experiences in applied studies.

Students intending to major in music should consult with the Music Major Adviser, Professor Lawrence Archbold, early in their college career since the theory and history courses follow one another in a preferred sequence. 72 credits are required for a major in music. Courses offered for a grade must be taken for a grade to apply to the major: i.e., courses cannot be taken S/CR/NC. All majors must take the following core courses:

18 credits: Music Theory (Music 200, 201, 202)

12 credits: Music History (Music 211, 312)

6 credits: Ethnomusicology (Music 140, 141, 243, 245, 246, 247 or 248, AMST 396)

6 credits: Composition (Music 220; 285/286 cannot substitute for 220)

6 credits: Music Since 1900 (Music 303)

2 credits: Music Major Colloquium (Music 398)

4 credits: Integrative Exercise (Music 400)

8 credits: Juried Lessons, of which at least 4 credits are taken from Music 385 or 386. Music 299 may be taken in lieu of two credits of 385 or 386.

4 credits: Ensemble Participation (Music 185 through 195), of which at least two credits are in one of the following conducted ensembles: 185, 186, 187, 189, 190

6 credits: Music Electives (from any Music course).

Performance Requirement

Every music major must, at least on one occasion, give a public performance of a piece worked on with one of the major's applied music instructors. This performance must be a solo, not a group, performance and might take place during a studio recital or common time recital, a junior or senior solo recital, or some other event sponsored by the Music Department.

Music Courses

100. How To Talk About Music When we talk about a piece of music we are usually talking about several things at once: the sounds we are hearing, whether we like them, their meaning, and their aesthetic value. This course will enable you to describe what you hear in plain English, explain why you like (or dislike) some kinds of music, expand the ways you think it, and help you find and appreciate new music, too. Examples from a wide range of musical styles will be discussed, along with explanations from history, philosophy, psychology, biology, and anthropology. Prerequisite: The ability to read music. *6 credits, AI, WR1, Offered in alternate years, Fall—J. London*

101. Music Fundamentals A course designed for students with minimal or no music background as preparation for other music courses and/or applied music study. The course covers the fundamentals of music including note reading in treble and bass clefs, rhythms, meter, scales, intervals, key signatures, chords, basic harmony and musical forms. The class will make regular use of the music computer lab for assignments. *3 credits, AL; ARP, Spring—J. Ellinger*

102. Basic Musicianship This course will enable students to develop proficiency in aural and music reading skills. Open to all students, but especially recommended for students who are considering a major in music or enrolling in voice lessons and choir. *3 credits, AL; ARP, Fall—N. Melville*

108. Introduction to Music Technology A course designed to use the computer as a musical instrument. Studying the low level details of the MIDI language, standard MIDI files, MIDI sequencing and digital audio techniques, projects will focus on getting the computer to play music expressively, with all the nuances of a human performance: rhythm, dynamics, articulation, and tempo; producing original arrangements of music written in Excel spreadsheets using the raw MIDI language and then rendered on the computer as standard MIDI files; and will involve the musical realization of an original musical score or arrangement from notation to MIDI to digital audio to effects processing and mastering on an audio CD. The class will make use of the music computer lab for projects. Open to all students with an interest in music or computers. Prerequisite: Ability to read music. *6 credits, AL; ARP, Winter—J. Ellinger*

111. Western Art Music and Western Civilization An introduction to the history of western art music from the Middle Ages to the present. The emphasis is on the various styles of the western tradition (Medieval, Renaissance, Baroque, Classical, Romantic, and Modern) and their relationships with other aspects of European and Euro-American high culture. Representative compositions from each of these periods will be studied through reading and guided listening. No prerequisite: the ability to read music is not necessary. *6 credits, AL, WR; LA, WR2, Winter—L. Archbold*

115. Music and Film This course explores the history and development of film music along with theories of how music contributes to the meaning of moving images and narrative scenes. The primary

focus of the course will be on film music in the U.S., but notable film scores from Europe and Asia will also be discussed. The film music history covers historical periods from the pre-cinematic Vaudeville era through the postmodern films of the early twenty-first century. Cross-cutting this chronological history will be discussion of film musicals as a separate genre. Ability to read music not required. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

117. Introduction to Composition Two class meetings and one individual session per week. In contrast to Music 220, this class does not require a background in music theory. It is designed for the person who has an interest in exploring the process of writing music. Class meetings will introduce techniques of composition and present structured exercises. Individual sessions will focus on the student's own projects. Class assignments will involve the opportunity to use computer/midi/synthesizer technologies. Prerequisite: the ability to read music. *6 credits, S/CR/NC, AL; ARP, Fall—A. Freeman*

120. Introduction to Opera A survey of opera and its history with special emphasis on four major works, one each by Mozart, Bizet, Wagner, and Stravinsky. Operas will be studied through video presentation, listening, and readings. Librettos available in translation; ability to read music not required. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

121. Songs from Beethoven to Ben Folds This course will provide an overview of the song cycle genre from its beginning up to and including some popular albums. Our goal is to enhance listening and analytical skills through reading and listening assignments, in-class discussions, and analyses. Ability to read music not required. *6 credits, AL, WR; LA, WR2, Spring—A. Freeman*

122. Symphonies from Mozart to Mahler A survey of orchestral symphonies and related genres from the late eighteenth through the late nineteenth centuries with emphasis on the works of Mozart, Beethoven, Berlioz, Schubert, Schumann, Brahms, Mahler, and others. Symphonies will be studied through listening and readings; connections to other aspects of nineteenth-century European culture will be explored. Ability to read music not required. *6 credits, AL, WR; LA, WR2, Spring—L. Archbold*

125. The Piano: Uses and Abuses From the royal courtrooms of eighteenth-century Europe, through the rise of the bourgeoisie, to controversial and conceptual art of the twentieth century, the piano is inextricably linked to the important compositional and social trends of western music over the last three hundred years. It is at the center of social intercourse in the nineteenth century; it is the target of humor, destruction and abuse in film, pop music and performance art of the twentieth century. This class will examine the people, music, and cultural trends that have made the piano such a ubiquitous and central figure in music history. *6 credits, AL; LA, Not offered in 2011-2012*

128. Conducting The course covers the fundamentals of conducting such as beat patterns, baton technique, score reading, cueing, fermatas, and releases. The class will function as an ensemble, and each student will conduct short assignments once each week, or as frequently as possible. Near the end of the term each student will form a small volunteer ensemble for a final conducting project. Prerequisite: ability to read music and active participation in a major faculty-coached ensemble, or permission of the instructor. *2 credits, AL; ARP, Not offered in 2011-2012*

130. The History of Jazz A survey of jazz from its beginnings to the present day focusing on the performer/composers and their music. No prerequisite. *6 credits, AL, WR; LA, WR2, IDS, Winter, Spring—A. Flory*

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, AL; LA, IDS, Not offered in 2011-2012*

132. Golden Age of R and B A survey of rhythm and blues from 1945 to 1975, focusing on performers, composers, and the music industry. *6 credits, AL, WR; LA, WR2, IDS, Winter—A. Flory*

136. History of Rock A survey of rock and roll from its beginnings to the present day, focusing on the performers, composers and the music industry. *6 credits, AL, WR; LA, WR2, IDS, Fall, Spring—A. Flory*

137. Spiritual Hymns and Gospel Music: Aspects of African-American Music Traditions The survey of African-American hymns, spirituals and gospel music in the worship service and on the concert stage. The course of study will place the music and its creators within the historical, social, and cultural contexts of life in the United States, from the earliest days to the present. This framework will provide an appreciation for how the music tells the story of African-Americans, how the music affects audiences throughout the world, and how the traditions influence other musical expressions. The approach of the study is performance based with particular attention to the similarities and differences of musical forms, styles and performance practices of western art music. No prerequisite. *6 credits, AL, WR, RAD; LA, WR2, IDS, Not offered in 2011-2012*

140. Global Music Traditions We will study musical traditions of a variety of places, usually including India, South Africa, Indonesia, Iran, Peru, China, and Ireland. With the goal of understanding both the sound and the meaning of these musics, we will consider traditional and popular music and musical life in relation to identity, politics, religion, gender, and modernity. Students will engage multiple forms of ethnomusicological scholarship, develop critical listening skills, and learn to convey their growing understanding of musical elements in writing and oral presentation. No musical experience necessary. *6 credits, AL, WR, RAD; LA, WR2, IS, Not offered in 2011-2012*

141. Global Popular Music We will study the profusion of popular musics around the globe, and also music which has become global in its reach. Genres include reggae, bhangra, tango, salsa, huayno, highlife, filmi, Afrobeat, rai, soca, merengue, and soukous. Musics will be explored in their historical, political, and social contexts, with the goal of understanding both their sounds and their meanings. Students will engage multiple forms of ethnomusicological scholarship, develop critical listening skills, and learn to convey their growing understanding of musical elements in writing and oral presentation. No musical experience necessary. *6 credits, AL, WR, RAD; LA, WR2, IS, Fall—M. Russell*

146. Studies in American Music Rather than surveying all of American musical history, we will focus on a series of musical cultures, exploring folk/vernacular, religious, popular, and classical traditions. These will include American Indian musics of the Northeast, Anglo-Celtic ballads in the Southern Appalachians, bluegrass and old time music, New England Psalm-Singing, the beginnings of classical music in America, Cowboy music, Southern Fife and Drum music, songs of Stephen Foster and his contemporaries, Tin Pan Alley, and the varied music cultures of the upper Midwest, especially those of its Czech, Hmong, and Somali peoples. No musical experience required. *6 credits, AL, WR; LA, WR2, IDS, Not offered in 2011-2012*

150. Piano Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods,

with special reference to a composer's individual notation, technical challenges and stylistic interpretation. *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—K. Huber, M. McCright, N. Melville, M. Widman*

150J. Piano (Juried) Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special reference to a composer's individual notation, technical challenges and stylistic interpretation. *1 credits, AL; ARP, Fall, Winter, Spring—K. Huber, M. McCright, N. Melville, M. Widman*

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 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—B. Allen, L. Burnett, P. Kent, M. Martz, R. Penning*

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 credits, AL; ARP, Fall, Winter, Spring—B. Allen, L. Burnett, P. Kent, M. Martz, R. Penning*

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 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Ellinger*

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 credits, AL; ARP, Fall, Winter, Spring—J. Ellinger*

155. Violin *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

155J. Violin (Juried) *1 credits, AL; ARP, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

156. Viola *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

156J. Viola (Juried) *1 credits, AL; ARP, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

157. Cello *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—Staff*

157J. Cello (Juried) *1 credits, AL; ARP, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

158. Classical String Bass The study of the acoustic string bass in the Classical style. Prerequisite: None. *1 credits, S/CR/NC, AL; ARP, Fall—Constance Martin*

158J. Classical String Bass (Juried) The study of the acoustic string bass in the Classical style. Prerequisite: None. *1 credits, AL; ARP, Fall—Constance Martin*

159. Flute *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Jamsa*

- 159J. Flute (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—M. Jamsa*
- 160-01. Oboe** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Klemp*
- 160-02. English Horn** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Klemp*
- 160J-01. Oboe (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—M. Klemp*
- 160J-02. English Horn (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—M. Klemp*
- 161. Clarinet** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—N. Olsen*
- 161J. Clarinet (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—N. Olsen*
- 162. Saxophone** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—D. Saunders*
- 162J. Saxophone (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—D. Saunders*
- 163. Bassoon** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Bryce*
- 163J. Bassoon (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—J. Bryce*
- 164. French Horn** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—G. Anderson*
- 164J. French Horn (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—G. Anderson*
- 165. Trumpet** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—L. Deichert*
- 165J. Trumpet (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—L. Deichert*
- 166-01. Trombone** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—R. Rodman*
- 166-02. Euphonium** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—R. Rodman*
- 166J-01. Trombone (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—R. Rodman*
- 166J-02. Euphonium (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—R. Rodman*
- 167. Tuba** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—R. Rodman*
- 167J. Tuba (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—R. Rodman*
- 168. Orchestral Percussion** Instruction on orchestral percussion instruments such as snare drum, mallets, and tympani. Equipment available for registered students. *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Johnson*
- 168J. Orchestral Percussion (Juried)** Instruction on orchestral percussion instruments such as snare drum, mallets, and tympani. Equipment available for registered students. *1 credits, AL; ARP, Fall, Winter, Spring—J. Johnson*
- 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 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—E. Niemisto*
- 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 credits, AL; ARP, Fall, Winter, Spring—E. Niemisto*
- 170. Harpsichord** *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Hall*
- 170J. Harpsichord (Juried)** *1 credits, AL; ARP, Fall, Winter, Spring—J. Hall*
- 171. Organ** Basic piano skills required. *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—L.*

Archbold, J. Hall

171J. Organ (Juried) Basic piano skills required. *1 credits, AL; ARP, Fall, Winter, Spring—L. Archbold, J. Hall*

174. Recorder *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Krusemeyer, J. Mason*

174J. Recorder (Juried) *1 credits, AL; ARP, Fall, Winter, Spring—M. Krusemeyer, J. Mason*

175. Jazz Piano Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—L. Caviani*

175J. Jazz Piano (Juried) Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. *1 credits, AL; ARP, Fall, Winter, Spring—L. Caviani*

176. Jazz Double Bass Instruction in Jazz Double Bass technique and theory. *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—K. Clements*

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. Prerequisite: None. *1 credits, S/CR/NC, AL; ARP, Fall—Travis Schilling*

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. Prerequisite: None. *1 credits, AL; ARP, Fall—Travis Schilling*

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 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—D. Singley*

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 credits, AL; ARP, Fall, Winter, Spring—D. Singley*

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 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Johnson*

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 credits, AL; ARP, Fall, Winter, Spring—J. Johnson*

179. Jazz Improvisation The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—L. Caviani, L. Deichert, D. Saunders, D. Singley*

179J. Jazz Improvisation (Juried) *1 credits, AL; ARP, Fall, Winter, Spring—L. Caviani, L. Deichert, D. Saunders, D. Singley*

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 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—D. Whetstone*

180J. Raga: Vocal or Instrumental Study of Hindustani Music Beginning, intermediate, and advanced students of voice, guitar, violin, flute, clarinet, etc., approach raga from their current level of musicianship. In all cases, traditional practical instruction is complemented by some theoretical and philosophical exploration of the underpinnings of the music. *1 credits, AL; ARP, Fall, Winter, Spring—D. Whetstone*

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 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—D. Whetstone*

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 credits, AL; ARP, Fall, Winter, Spring—D. Whetstone*

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 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—G. Hong*

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 credits, AL; ARP, Fall, Winter, Spring—G. Hong*

183. Ethnic Drumming Instruction Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Johnson*

183J. Ethnic Drumming Instruction (Juried) Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. *1 credits, AL; ARP, Fall, Winter, Spring—J. Johnson*

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, resonator guitar, fiddle (violin, viola, cello), bass, mandolin, mandola or mandocello. Students must provide their own instruments. *1 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Kreitzer*

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, resonator guitar, fiddle (violin, viola, cello), bass, mandolin, mandola or mandocello. Students must provide their own instruments. *1 credits, AL; ARP, Fall, Winter, Spring—M. Kreitzer*

185. Carleton Choir: Bella Cantemus and Men's Chorus The Carleton Choir, the cornerstone of the choral program, is a select mixed chorus of Carleton students. Each term, the ensemble presents a

concert of short and extended works from the large bodies of classical, ethnic and cultural repertoires, including works for mixed, women and men's voices. Concerts are sometimes repeated off campus. Students must have good vocal skills, basic sight reading ability, and a high degree of interest in performing quality choral music. Admission is by audition. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—L. Burnett*

186. Carleton Singers The Carleton Singers is a small, highly select vocal group dedicated to performing a cappella choral music of all periods and styles. The Singers collaborate and perform with the Carleton Choir. Membership is offered to students who demonstrate exceptional vocal and musical skills. The need to balance all parts (Soprano, Alto, Tenor and Bass) dictates the size of the ensemble. With few exceptions, membership is for the full year. Admission by audition. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—L. Burnett*

187. Carleton Orchestra The Carleton Orchestra performs large symphonic masterpieces, such as Beethoven, Stravinsky and Bernstein. Concerts with students and faculty soloists, and smaller works for string and wind ensembles are also performed. Occasional sight-reading sessions. Admission by audition. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—H. Valdivia*

188. Carleton Chinese Music Ensemble The ensemble will use indigenous instruments and a Chinese approach to musical training in order to learn and perform music from China. Prerequisite: Previous experience in a music ensemble, Chinese Musical Instruments, or permission of the instructor. *1 credits, S/CR/NC, AL; ARP, IS, Fall—G. Hong*

189. Carleton Symphony Band The Carleton Symphony Band performs music selected from the standard repertory, including compositions by Holst, Grainger, Nelybel, and Sousa. Regular sight-reading sessions. Admission by audition. *1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—R. Rodman*

190. Carleton Jazz Ensemble The study and performance of the styles of important figures in jazz band repertory such as Basie, Kenton, Ellington, Herman, Rich, and Evans as well as current trends in contemporary jazz band compositions. Repertory will be selected from published works and student original compositions and arrangements. Admission by audition. *1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—D. Singley*

191. African Karimba Ensemble This ensemble focuses on the 15-key Shona (Zimbabwe) karimba (sometimes called a "thumb piano"). Students learn the fundamentals of solo and group playing on the karimba and study selections from the instrument's traditional repertoire. No musical training or experience is necessary. *1 credits, S/CR/NC, AL; ARP, IS, Not offered in 2011-2012*

192. African Drum Ensemble The ensemble will use indigenous instruments and an African approach to musical training in order to learn and perform rhythms and songs from West Africa. Prerequisite: Music 199 and/or permission of the instructor. *1 credits, S/CR/NC, AL; ARP, IS, Fall, Winter, Spring—J. Johnson*

193. African Mbira Ensemble An ensemble of 22-key Shona (Zimbabwe) mbira dza vadzimu. Playing techniques, improvisational practices, and traditional repertoire will be taught. Prerequisite: Music 191, 245, or permission of the instructor. *1 credits, S/CR/NC, AL; ARP, IS, Spring—M. Russell*

194. Chamber Music Small groups, formed by at least three students, will participate in the study and performance of keyboard and instrumental chamber music, non-western, or small jazz ensemble repertory, coached weekly by music faculty. Students must be registered and may not audit or participate in more than one group. *1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—N. Melville*

195. Jubilee Singers The Carleton Jubilee Singers expands on the famed Fisk Jubilee Singers model,

and performs traditional African and Black American spirituals and gospel music a cappella. The ensemble performs on and off campus throughout the academic year, culminating in a full spring term concert. Students must have strong vocal skills, a good ear, basic sight reading ability, and a high degree of interest in Black sacred music traditions. Placement is by audition. Concurrent enrollment in the Carleton Choir is highly recommended, though not required. *1 credits, S/CR/NC, AL; ARP, Winter—L. Burnett*

195. Pro Musica Singers The Pro Musica Singers is a small vocal ensemble that performs Medieval and Renaissance as well as contemporary classical compositions. The ensemble performs on and off campus throughout the academic year, culminating in a full spring-term concert. Students must have strong vocal skills and sight reading ability, and a high degree of interest in early and contemporary classical music. Placement is by audition. Concurrent enrollment in the Carleton Choir is highly recommended, though not required. *1 credits, S/CR/NC, AL; ARP, Not offered in 2011-2012*

197. Class Guitar An introduction to classical and folk guitar: styles, chords and music notation for persons with little or no previous music instruction. Special fee: \$75. Not to be taken concurrently with Music 152 or 252 (Guitar). *1 credits, S/CR/NC, ND; NE, Fall, Winter, Spring—J. Ellinger*

199. African Drum Class Class instruction in basic techniques of African drumming. No musical training or experience is necessary. Special fee: \$75. *1 credits, S/CR/NC, ND, Fall, Winter, Spring—J. Johnson*

200. Music Theory I An introduction to the theory and analysis of music, beginning with the basic elements of musical pitch, rhythm, and harmony in a variety of musical styles, from classical to popular. The course covers the syntax of diatonic chord progressions, identifying cadences, basic melodic construction, and the description and analysis of short pieces in a single key. Also involves work in sight singing and aural skills. Students have assignments using the computers in the Music Resource Center and become conversant with musical notation programs and MIDI workstations. Three class meetings per week plus two aural skills labs. Prerequisite: Ability to read music in at least one clef. *6 credits, AL; LA, Fall—R. Rodman*

201. Music Theory II Advanced diatonic and introductory chromatic harmony, with an emphasis on chord function, tonicizations and basic modulatory techniques. Also two voice schemas in the Galant musical style, with related compositional exercises. Students continue assignments on the computers in the Music Resource Center. Continued work in sight singing, aural skills, and contextual analysis of musical works in a variety of styles. Three class meetings per week plus two aural skills labs. Prerequisite: Music 200. *6 credits, AL; LA, Winter—J. London*

202. Theory III The theory and analysis of larger musical forms. Large forms (Rondo, Theme and Variations, and Sonata Form) will be surveyed and analyzed, with an increased emphasis on writing about musical structure. Important sources in formal theory (including Reicha, Czerny, A.B. Marx, and Schoenberg) are read and discussed; the course involves a major research paper in musical analysis. Continued work in sight singing and aural skills. Three class meetings per week plus aural skills lab. Prerequisite: Music 201. *6 credits, AL, WR; LA, WR2, Spring—J. London*

210. Medieval and Renaissance Music A study of the most characteristic forms of music from 800 to 1600 in the western tradition. Prerequisite: the ability to read music. *6 credits, AL; LA, Not offered in 2011-2012*

211. Baroque and Classical Music An examination of western art music of the seventeenth and eighteenth centuries, including Monteverdi, Bach, Handel, Haydn, Mozart and Beethoven. Prerequisite: Music 200 or consent of the instructor. *6 credits, AL, WR; LA, WR2, Winter—L. Archbold*

220. Composition Two class meetings and individual instruction. Classes are devoted to the study of compositional techniques, analysis of relevant works, and computer/midi/synthesizer technologies. Individual instruction is focused on the student's original compositions. Prerequisites: Music 201 or Music 117 with consent of the instructor. *6 credits, AL; ARP, Winter—A. Freeman*

227. Introduction to the Perception and Cognition of Music Covers basic issues in auditory perception and cognition with an emphasis on pitch perception, including sensory discrimination, categorical perception, roughness and dissonance, and auditory streaming. The basic aspects of experimental design and elementary statistical analysis will also be covered. Student teams will prepare summaries of class readings (and lead class discussions); analyze and discuss data collected from in-class experimental demonstrations, and reproduce classic experiments in music perception. For a final project each student will write a modest term paper on a topic of their choosing (after consulting with the instructor). Prerequisite: A previous course in music or psychology, or permission of the instructor. *6 credits, SS; SI, QRE, Spring—J. London*

232. Motown A survey of the people, music, and cultural contributions of the Motown Record Corporation from its antecedents in the 1950s through the mid-1980s. Prerequisite: The ability to read music and a previous music course, or permission of the instructor. *6 credits, AL, WR; LA, WR2, IDS, Offered in alternate years, Spring—A. Flory*

239. The Philosophy of Music What Is Music? What exactly is a "musical composition," especially in the age of recorded music and sampling? How is music meaningful? Can music tell a story? Express an emotion? Induce an emotion (and if so, what kind)? Convey a proposition? And if music can do any of these things, how does it do it? To explore these questions, we will discuss readings by contemporary musicians and philosophers, and musical examples ranging from Mozart to Muddy Waters and from Beethoven to the Beatles. Prerequisite: A previous course in music or philosophy, or permission of the instructor. *6 credits, AL, WR; HI, WR2, Winter—J. London*

243. Music of the Caribbean This course will introduce the musical traditions and socio-cultural contexts of a number of Caribbean nations, usually including Cuba, the Dominican Republic, Haiti, Jamaica, Puerto Rico, Trinidad, and the French Antilles. Both popular and African-derived sacred genres will be examined. While each island has unique and varied traditions, a number of themes relevant to Caribbean ethnomusicology will underlie each unit and tie them together. These include issues of acculturation, race, class, politics, nationalism, and globalization, and how these issues shape and are shaped by musical practices. Prerequisite: Familiarity with basic music terminology or permission of the instructor. *6 credits, AL, WR; LA, WR2, IS, Spring—M. Russell*

245. Music of Africa An introduction to the music of sub-Saharan Africa, including music of the Manding, Yoruba, Ashanti, Mbuti, and Shona. Traditional and popular styles will be explored. Music is examined in its cultural context with particular attention to ethnic identity, political life, religion, and gender roles. Eight sessions will be spent on applied group instruction in West African drumming and Shona karimba. *6 credits, AL, WR; LA, WR2, IS, Fall—M. Russell*

247. The 1960s Folk Music Revival This course examines the folk revival movement in the United States from circa 1930 to the present, with emphasis on the period from 1958-1970. Topics include: the historical basis of musical style in the revival, the role of recorded music, the social construction of a "folk music" milieu, and detailed consideration of the music of several major figures of the period, including Pete Seeger, Woody Guthrie, Phil Ochs, Bob Dylan, Joan Baez, and others. Prerequisite: Students should be conversant with basic music terminology. *6 credits, AL, WR; LA, WR2, IDS, Winter—M. Russell*

250. Piano Applied study on the instrument, with attention to both musical and technical development.

Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special reference to a composer's individual notation, technical challenges and stylistic interpretation. Music 250 is intended for the advanced piano student: permission of instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—K. Huber, M. McCright, N. Melville, M. Widman*

250J. Piano (Juried) Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special reference to a composer's individual notation, technical challenges and stylistic interpretation. Music 250 is intended for the advanced piano student: permission of instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—K. Huber, M. McCright, N. Melville, M. Widman*

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, AL; NE, Fall, Winter, Spring—B. Allen, L. Burnett, P. Kent, M. Martz, R. Penning*

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, AL; ARP, Fall, Winter, Spring—B. Allen, L. Burnett, P. Kent, M. Martz, R. Penning*

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: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Ellinger*

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: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—J. Ellinger*

255. Violin Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

255J. Violin (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

256. Viola Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

256J. Viola (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

257. Cello Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—Staff*

257J. Cello (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—Staff*

258. Double Bass Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—C. Martin*

258. Classical String Bass The study of the acoustic string bass in the Classical style. Prerequisite: Permission of instructor. *2 credits, S/CR/NC, AL; ARP, Fall—Constance Martin*

258J. Classical String Bass (Juried) The study of the acoustic string bass in the Classical style. Prerequisite: Permission of instructor. *2 credits, AL; ARP, Fall—Constance Martin*

259. Flute Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Jamsa*

259J. Flute (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—M. Jamsa*

260-01. Oboe Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Klemp*

260-02. English Horn Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Klemp*

260J-01. Oboe (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—M. Klemp*

260J-02. English Horn (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—M. Klemp*

261. Clarinet Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—N. Olsen*

261J. Clarinet (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—N. Olsen*

262. Saxophone Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—D. Saunders*

262J. Saxophone (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—D. Saunders*

263. Bassoon Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Bryce*

263J. Bassoon (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—J. Bryce*

264. French Horn Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—G. Anderson*

264J. French Horn (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—G. Anderson*

265. Trumpet Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—L. Deichert*

265J. Trumpet (Juried) Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—L. Deichert*

- 266-01. Trombone** Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—R. Rodman*
- 266-02. Euphonium** Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—R. Rodman*
- 266J-01. Trombone (Juried)** Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—R. Rodman*
- 266J-02. Euphonium (Juried)** Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—R. Rodman*
- 267. Tuba** Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—R. Rodman*
- 267J. Tuba (Juried)** Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—R. Rodman*
- 268. Orchestral Percussion** Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Johnson*
- 268J. Orchestral Percussion (Juried)** Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—J. Johnson*
- 269. Harp** Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—E. Niemisto*
- 269J. Harp (Juried)** Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—E. Niemisto*
- 270. Harpsichord** Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Hall*
- 270J. Harpsichord (Juried)** Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—J. Hall*
- 271. Organ** Basic piano skills required. Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—L. Archbold, J. Hall*
- 271J. Organ (Juried)** Basic piano skills required. Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—L. Archbold, J. Hall*
- 274. Recorder** Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Krusemeyer*
- 274J. Recorder (Juried)** Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—M. Krusemeyer*
- 275. Jazz Piano** Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—L. Caviani*
- 275J. Jazz Piano (Juried)** Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. Prerequisite: Permission of the instructor is

required. 2 credits, AL; ARP, Fall, Winter, Spring—**L. Caviani**

276. Jazz Double Bass Instruction in Jazz Bass technique and theory. Prerequisite: Permission of the instructor is required. 2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—**K. Clements**

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: Permission of instructor. 2 credits, S/CR/NC, AL; ARP, Fall—**Travis Schilling**

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: Permission of instructor. 2 credits, AL; ARP, Fall—**Travis Schilling**

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: Permission of the instructor is required. 2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—**D. Singley**

277J. Jazz & Blues Guitar (Juried) Study of chord voicings, accompanimental techniques, and solo guitar performance in the jazz idiom. Prerequisites: previous study of guitar and the ability to read music, or the permission of the instructor. Students must provide their own instruments. Prerequisite: Permission of the instructor is required. 2 credits, AL; ARP, Fall, Winter, Spring—**D. Singley**

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: Permission of the instructor is required. 2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—**J. Johnson**

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: Permission of the instructor is required. 2 credits, AL; ARP, Fall, Winter, Spring—**J. Johnson**

279. Jazz Improvisation The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. Prerequisite: Permission of the instructor is required. 2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—**L. Caviani, L. Deichert, D. Saunders, D. Singley**

279J. Jazz Improvisation (Juried) The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. Prerequisite: Permission of the instructor is required. 2 credits, AL; ARP, Fall, Winter, Spring—**L. Caviani, L. Deichert, D. Saunders, D. Singley**

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: Permission of the instructor is required. 2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—**D. Whetstone**

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: Permission of the instructor is required. 2 credits, AL; ARP, Fall, Winter, Spring—**D. Whetstone**

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: Permission of the

instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—D. Whetstone*

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: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—D. Whetstone*

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: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—G. Hong*

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: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—G. Hong*

283. Ethnic Drumming Instruction Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—J. Johnson*

283J. Ethnic Drumming Instruction (Juried) Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—J. Johnson*

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, resonator guitar, fiddle (violin, viola, cello), bass, mandolin, mandola or mandocello. Students must provide their own instruments. Prerequisite: Permission of the instructor is required. *2 credits, S/CR/NC, AL; NE, Fall, Winter, Spring—M. Kreitzer*

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, resonator guitar, fiddle (violin, viola, cello), bass, mandolin, mandola or mandocello. Students must provide their own instruments. Prerequisite: Permission of the instructor is required. *2 credits, AL; ARP, Fall, Winter, Spring—M. Kreitzer*

285J. Composition (Juried) Individual instruction focusing on the student's original compositions. Course work includes the study of compositional techniques, analysis of relevant works, and computer/MIDI/synthesizer technologies. The course is particularly directed toward the major who wishes to pursue the composition option in the Senior Integrative Exercise. Prerequisite: Music 220 or permission of the instructor. *1 credits, AL; ARP, Fall—A. Freeman*

286J. Composition (Juried) Individual instruction focusing on the student's original compositions. Course work includes the study of compositional techniques, analysis of relevant works, and computer/MIDI/synthesizer technologies. The course is particularly directed toward the major who wishes to pursue the composition option in the Senior Integrative Exercise. Prerequisite: Music 220 or permission of the instructor. *2 credits, AL; ARP, Fall—A. Freeman*

299. Recital A public music recital of a minimum of thirty minutes of solo performance (some chamber music may be included). Students enrolling in 299 do so in lieu of registering for applied lessons; 299 includes nine one-hour lessons. Prerequisite: completed recital form and permission of the Music Department the term prior to the recital. Fees and financial aid for 299 are the same as for two-

credit applied lessons. *2 credits, AL, Fall, Winter, Spring—Staff*

303. Music Since 1900 This course, required for the music major, is both an overall survey of the Western art music of the twentieth century, and an analysis class designed to equip the major with analytical techniques in non-tonal music from Schoenberg to the avant-garde. Prerequisite: Music 202. *6 credits, AL, WR; LA, WR2, Fall—A. Freeman*

312. Romantic Music An examination of western art music of the nineteenth and twentieth century, including Schubert, Berlioz, Brahms, and Wagner. Prerequisite: Music 201 and 211 or consent of the instructor. *6 credits, AL, WR; LA, WR2, Spring—L. Archbold*

330. Jazz History Seminar A research seminar in jazz history, this course will introduce students to the basic bibliographic tools, historical artifacts, and critical tradition of the field. Students will present short oral and written reports on selected examples of this material in preparation for a major research paper on a topic chosen in consultation with the instructor. Prerequisites: Music 110, 130 or permission of the instructor. *6 credits, AL, WR; LA, WR2, Not offered in 2011-2012*

385. Juried Lessons for the Major Applied lessons on the student's major instrument or voice, with attention to both musical and technical development. Each major will pursue a course of study tailored to the student's specific needs. The student's performance abilities are evaluated twice, by means of a jury, before and after instruction. Prerequisite: Music major standing or permission of the department. *2 credits, AL; ARP, Fall, Winter, Spring—Staff*

386. Juried Lessons for the Major Applied lessons on the student's major instrument or voice, with attention to both musical and technical development. Each major will pursue a course of study tailored to the student's specific needs. The student's performance abilities are evaluated twice, by means of a jury, before and after instruction. Prerequisite: Music major standing or permission of the department. *4 credits, AL; ARP, Fall, Winter, Spring—Staff*

398. Music Major Colloquium The music major colloquium is required for all music majors. The general purpose of the course is to introduce students to some of the issues and techniques of research in music history and theory. Prerequisite: Music major standing. *2 credits, S/CR/NC, ND; NE, Spring—L. Archbold*

400. Integrative Exercise Required of senior majors. The integrative exercise may be fulfilled by completion of a significant composition, lecture-recital, or research-paper project. Students who wish to fulfill Music 400 with such projects must meet department-specified qualifying criteria. Music Major Colloquium (Music 398) is a preparatory course required before students may enroll for Music 400. *1-4 credits, S/NC, Fall, Winter, Spring—L. Archbold*

NEUROSCIENCE CONCENTRATION (NEUR)

Director: Professor Fernán Jaramillo

Professors: Fernán Jaramillo, Julie J. Neiworth

Associate Professors: Matt Rand, Lawrence Wichlinski

Assistant Professor: Jennifer Ross Wolff

Requirements for the Concentration

Core Courses:

(AP Biology does not count)

BIOL 125 Genes, Evolution, and Development: A Problem Solving Approach

BIOL 125 Genes, Evolution, and Development
BIOL 126 Energy Flow in Biological Systems
BIOL 386 Neurobiology
PSYC 216 Behavioral Neuroscience
PSYC 217 Laboratory Research Methods in Behavioral Neuroscience

Electives:

BIOL 232 Human Physiology
BIOL 342 Animal Developmental Biology
BIOL 343 Animal Developmental Biology Laboratory
BIOL 365 Topics in Neuroscience
BIOL 368 Developmental Neurobiology (Not offered in 2011–2012)
BIOL 369 Developmental Neurobiology Laboratory (Not offered in 2011–2012)
LING 265 Language and Brain (Not offered in 2011–2012)
MUSC 227 Introduction to the Perception and Cognition of Music
PHYS 261 Medical Physics (Not offered in 2011–2012)
PSYC 218 Hormones and Behavior
PSYC 260 Health Psychology
PSYC 263 Sleep and Dreaming (Not offered in 2011–2012)
PSYC 318 Psychopharmacology (Not offered in 2011–2012)
PSYC 366 Cognitive Neuroscience (Not offered in 2011–2012)
PSYC 371 Evolutionary and Developmental Trends in Cognition
PSYC 376 Neural Plasticity (Not offered in 2011–2012)
PSYC 379 Child and Adolescent Psychiatry (Not offered in 2011–2012)

Capstone:

NEUR 395 Neuroscience Capstone Seminar
PSYC 263 Sleep and Dreaming (Not offered in 2011–2012)

395. Neuroscience Capstone Seminar This capstone seminar will cover current approaches and techniques in the field of neuroscience. Guest speakers and Carleton faculty in neuroscience and related areas will present their research. *3 credits, S/CR/NC, ND; NE, Spring—Staff*

PHILOSOPHY (PHIL)

Chair: Professor: Roy Elveton, fall, Associate Professor Anna Moltchanova, winter and spring

Professor: Roy Elveton

Visiting Professor: Kendall Lewis Walton

Associate Professor: Anna Moltchanova

Assistant Professors: Angela Curran, Jason Decker, Daniel Groll

Visiting Assistant Professor: Denis Vlahovic

Scholar-in-Residence Fellow: Adrian Avery Archer

Prerequisites for Courses in Philosophy

For courses numbered 100-210: none.

For courses numbered 211 through 299: six credits in philosophy (not including credits earned in Argument and Inquiry seminars) or permission of the instructor.

For courses numbered 300 through 400: twelve credits in philosophy (not including credits earned in Argument and inquiry seminars) or permission of the instructor.

Requirements for a Major

Sixty-nine credits in philosophy, including:

1. Core Courses (24 credits)

PHIL 210 Logic

PHIL 213 Ethics

PHIL 270 Ancient Greek Philosophy: Knowledge and Skepticism

PHIL 272 Modern Philosophy: Reason and Reality

2. Theoretical Philosophy Area Requirement (6 credits) Theoretical philosophy courses include, but are not limited to, courses that predominantly cover themes from metaphysics, epistemology, the philosophy of language, the philosophy of science, logic, or the philosophy of mind.

One course at or above 200-level in *theoretical philosophy* (6 credits)

PHIL 211 Being, Time and Identity

PHIL 212 Epistemology

PHIL 223 Philosophy of Language

PHIL 250 Philosophy of Physics (Not offered in 2011–2012)

PHIL 274 Existentialism (Not offered in 2011–2012)

PHIL 395 Wittgenstein on Language, Mind and Meaning

3. Practical Philosophy/Value Theory Area Requirement (6 credits). *Practical Philosophy/Value Theory courses include, but are not limited to, courses that predominantly cover themes from ethics, political philosophy, social philosophy, or aesthetics.*

One course at or above 200-level in practical philosophy/value theory (6 credits)

PHIL 221 Philosophy of Law

PHIL 222 Topics in Medical Ethics

PHIL 224 Philosophy of Literature

PHIL 232 Social and Political Philosophy: Justice and Politics (Not offered in 2011–2012)

PHIL 234 Aesthetics (Not offered in 2011–2012)

PHIL 242 Environmental Ethics (Not offered in 2011–2012)

PHIL 395 Aristotle on Being Human

PHIL 395 Problems in Aesthetics

4. Advanced Courses and Integrative Exercise (21 credits)

PHIL 395 Advanced Seminar (two sections must be taken, 12 credits)

PHIL 395 Aristotle on Being Human

PHIL 395 Wittgenstein on Language, Mind and Meaning

PHIL 395 Problems in Aesthetics

PHIL 399 Senior Thesis (6 credits)

PHIL 400 Integrative Exercise (3 credits)

Courses cannot be double counted to meet more than one of the above requirements. That is, if a student takes a 395 Advanced Seminar in the philosophy of mind, it cannot count as *both* a theoretical philosophy distribution requirement (#2 above) *and* an advanced seminar.

No more than six credits at the 100-level counts toward the major.

Depending on each student's individual educational goals, up to one course from another department can count toward the major. This is done in consultation with the chair of Philosophy.

Philosophy Courses

100. The Good Life What makes for a good life? Pleasure? Happiness? Are those just the same thing? And what is the proper place of knowledge, achievement and morality in a good life? Do we care

about these things for their own sake? Or simply because they help us to get other things we want (happiness or pleasure perhaps)? We will grapple with these questions through a careful engagement with the philosopher Thomas Hurka's *The Best Things In Life: A Guide to What Really Matters* as well as the work of other philosophers that have tried to determine what goes into living a good life. 6 credits, AI, WR1, Fall—**D. Groll**

110. Appearance and Reality Nothing is what it seems. This claim has been one of the staples of philosophy. Naturally, theories of the reality that lies behind the appearances have been many and diverse. For Platonists, there are only immaterial forms and the intellectual souls that grasp them. For Eliminative materialists there are only physical things and the laws that govern them. To the modern reader, this second theory seems unproblematic, but it too, means that most of what we assume to be obviously true is mistaken. In this course, we shall examine these, and other, accounts of the reality behind the appearances. 6 credits, HU, WR; HI, WR2, Fall, Winter—**D. Vlahovic**

111. Arguing about Politics This course introduces students to several classic texts in the history of political thought and provides them with an opportunity to interpret these texts critically by concentrating on argument analysis. Students will also learn to construct and effectively communicate their own arguments about foundational issues in politics. We will discuss justifications of democracy, the challenge of diverse citizenship, the role of deliberation in politics and related questions. We will read works by Plato, Aristotle, Hobbes, Rousseau, Locke, de Tocqueville, Mill as well as some contemporary political theorists. 6 credits, HU, WR; HI, WR2, Spring—**A. Moltchanova**

112. Mind, Matter, Consciousness According to a common view of the mind, mental states are nothing more than states of the brain. There are certain features of human intellection, subjective experience, and action which have prompted some philosophers to argue that human mental activity is not reducible to brain activity. Some have gone on to argue that the human mind is immaterial and capable of surviving the death of the body. We will examine variants of these views as well as objections to them, reading selections from such historical figures as Plato, Aristotle, and Descartes, and such contemporary philosophers as Churchland, Nagel, and Searle. 6 credits, HU, WR; HI, WR2, Not offered in 2011-2012

113. Killing Although we tend not to think about it very often, killing is very much a part of our lives. We confront it whenever we eat an animal, talk about the wisdom of intervention in foreign conflicts, consider federal funding of abortion or ask whether people have the right to terminate their own lives. This course will explore killing in its various guises, with special focus on war, our relationship with animals, abortion and euthanasia. Students will be asked to consider various views on these matters while developing the skills to clearly state and defend, via philosophical argument, their own views. 6 credits, HU, WR; HI, WR2, Winter—**D. Groll**

114. Personal Identity This course is an introduction to philosophy through the topic of personal identity. What is a person? What is it that makes possible our continued existence through time? Is it a soul? Our bodies? Or is it a stream of memories connecting us to past events? We also examine the place of race in determining personal identity. Readings will be drawn from historical as well as contemporary sources. 6 credits, HU, WR, RAD; HI, WR2, Spring—**A. Curran**

115. Science, Faith, and Rationality This course will introduce the student to the study of philosophy through a consideration of various epistemic and metaphysical issues surrounding science and religion. What distinguishes scientific inquiry from other areas of inquiry: Its subject matter, its method of inquiry, or perhaps both? How does scientific belief differ from religious belief, in particular? Is the scientist committed to substantive metaphysical assumptions? If so, what role do these assumptions play in scientific investigation and how do they differ from religious dogma (if they do)? Our

exploration of these questions will involve the consideration of both classic and contemporary philosophical texts. *6 credits, HU, WR; HI, WR2, Not offered in 2011-2012*

210. Logic This course is an introduction to the basic concepts and methods of classical sentential and first-order, predicate logic. We will begin with a brief examination of some of the informal, linguistic techniques used to identify the structure of arguments expressed in natural English. We will then turn our attention to formal logic, developing precise methods for assessing the validity of arguments expressed in the formalized settings of both sentential and predicate logic. We will introduce both semantic and proof-theoretic techniques for assessing the validity of such formal patterns of reasoning. *6 credits, ND; FSR, Fall—A. Archer*

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: one 100 level course in Philosophy. *6 credits, HU, WR; HI, WR2, Offered in alternate years, Winter—A. Moltchanova*

212. Epistemology Epistemology, or the theory of knowledge, is concerned with the nature and scope (limitations) of knowledge, as well as with related issues about what we should believe. In this class, we will be exploring a number of central epistemological questions, including: What is it, exactly, to know something? How, if at all, is knowledge different from true belief? Why, if at all, should we value knowledge? What justifies us in believing as we do? If time permits, we will also discuss some of the putative sources of knowledge and justification, such as perception, memory, a priori reasoning, and inductive inference. Prerequisite: One 100 level course in philosophy or permission of the instructor. *6 credits, HU; HI, Winter—A. Archer*

213. Ethics How should we live? What makes certain actions right and others wrong? And why should I care about morality? These questions are at the heart of the study of ethics. We begin by looking at particular ethical issues (abortion, poverty, killing in war) with special emphasis on what is involved in making a philosophical "argument" for our convictions on these matters. We then turn to foundational issues in ethics concerning which principle(s) determine(s) govern right and wrong action, before turning to the question of whether everyone has reason to be moral. Readings are drawn from a combination of contemporary and historical sources. Prerequisite: One 100 level course in philosophy. *6 credits, HU, WR; HI, WR2, Fall—D. Groll*

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, HU, WR; HI, WR2, Offered in alternate years, Spring—A. Moltchanova*

222. Topics in Medical Ethics Over the past forty years, the idea that competent patients have the right to make decisions about their own care has become paramount in medical ethics and medical practice. But the primacy of patient autonomy as a value raises a host of interesting questions: What can (or should) clinicians do when patients make poor decisions? What does it mean for a patient to be competent? Who should make decisions in those cases where the patient is deemed incompetent? And when, if ever, can clinicians refuse to offer treatment on moral grounds? We will explore these issues through a combination of philosophical readings and case studies. Prerequisite: Any other course in

philosophy or permission of instructor. *6 credits, HU, WR; HI, WR2, Spring—D. Groll*

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, HU, WR; HI, WR2, Offered in alternate years, Fall—D. Vlahovic*

224. Philosophy of Literature This class investigates some intriguing questions that philosophers have considered about literature. Why should a writer who is interested in philosophical issues write a work of literature rather than a philosophical treatise? What is the function or point of literature: to convey the truth, engage in make believe, or present a model for ways to live one's life? In addition we investigate the difference between fiction and non-fiction, interpretation, metaphor, the imagination, and the definition and ontology of literature. Readings will be drawn from philosophy as well as some case materials, including a novel and several films. *6 credits, HU, WR; HI, WR2, Winter—A. Curran*

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, HU, WR; HI, WR2, Offered in alternate years, Not offered in 2011-2012*

232. Social and Political Philosophy: Justice and Politics What distinguishes just states from unjust states? Are some states so unjust that we are not obliged to comply with their laws? We will examine answers to these and related questions proposed by liberal, socialist, libertarian, communitarian, feminist and post-modern theories of political and social justice. The following are some of the authors we will read: Plato, Aristotle, Kant, Marx, Berlin, Lyotard, Nozick, Rawls, Habermas, Sandel, Seyla Benhabib, Jean Hampton, Charles Taylor, and Amy Gutmann. *6 credits, HU; SI, Not offered in 2011-2012*

234. Aesthetics Various issues in aesthetics: the definition of art, the nature of the aesthetic, the description, interpretation, and evaluation of aesthetic objects. Readings will be drawn primarily from the works of philosophers and from case materials. *6 credits, HU, WR; HI, WR2, Not offered in 2011-2012*

242. Environmental Ethics What moral stance should we take toward the non-human part of our natural environment? How should we treat animals, for instance? Is there any justification for treating human beings with special consideration, or is this an objectionable form of speciesism? How should we treat other non-animal beings? What stance should we take toward the ecological system as a whole? In this class we will consider various ethical approaches in an attempt to raise the level of sophistication with which we can go about framing and supporting answers to these (and other similar) questions. *6 credits, HU, WR; HI, WR2, Not offered in 2011-2012*

250. Philosophy of Physics A study of the implications that our best current physical theories have for our understanding of the world, as well as the implications that our best philosophical theories have for our understanding of physical theory. We will focus primarily on relativity theory and quantum mechanics. Possible topics include: the nature of causality, the relativity of simultaneity, the twin paradox, hidden variables, the measurement problem, nonlocality, the relationship between quantum

theory and relativity theory, and the very idea of scientific truth. *6 credits, HU; HI, Not offered in 2011-2012*

270. Ancient Greek Philosophy: Knowledge and Skepticism Is it possible to know anything for certain? A skeptic denies that we are ever justified in claiming to know something. This class examines the debates in ancient Greek philosophy regarding the nature and justification of knowledge. Is knowledge relative to the perceiver? Is it possible that knowledge can be found in a transcendental realm of abstract forms? Or should knowledge be acquired by induction based on sense perception? Should we withhold our assent from everything that is less than certain? Readings from Heraclitus, Plato, Aristotle, Pyrrho and Sextus Empiricus. *6 credits, HU, WR; HI, WR2, Spring—A. Curran*

272. Modern Philosophy: Reason and Reality What is the nature of reality and the self? And what role does reason play in helping us answer this question? We engage these questions through a careful look at some of the central texts of Modern philosophy (the seventeenth and eighteenth century). We will read Descartes (who declares "I think, therefore I am" as a part of a broader project to secure knowledge), Berkeley (who maintains that reality consists of nothing more than bundles of ideas), Hume (who claims that our knowledge of the world is based on "custom") and Kant (whose views are not amenable to summary in a parenthesis!). Prerequisite: Any other course in philosophy or permission of the instructor. *6 credits, HU, WR; HI, WR2, Winter—D. Groll*

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, HU; HI, Not offered in 2011-2012*

395. Wittgenstein on Language, Mind and Meaning A close reading of Wittgenstein's *Philosophical Investigations*. The seminar will focus on Wittgenstein's rejection of cognitivism and individualism in the philosophy of mind and the philosophy of language. Select Continental sources, including Heidegger and Merleau-Ponty, will also be discussed. *6 credits, HU; HI, Winter—R. Elveton*

395. Problems in Aesthetics In the first part of the course we will examine notions of the *aesthetic* (aesthetic value, aesthetic experience, judgments of "taste," etc.), focusing on *formalist* theories, and objections to them. In the second part of the course we will investigate cognitive dimensions of the arts. It is often by engaging appreciators imaginatively, or by eliciting *empathy* (in any of several senses) that works affect them cognitively. So we will investigate imaginative and empathetic responses to works of art. *6 credits, HU; HI, Spring—K. Walton*

395. Aristotle on Being Human What is it to be human? Is there some form of life that is a distinctively human life and separates us from other animals? What sorts of beings are we, from a metaphysical point of view, and what kind of ethical, cultural and political life is necessary for us to flourish as human beings? In this seminar we investigate Aristotle's view of what it is to live an authentically human life. Readings from Aristotle's major works and modern criticisms and defenses of Aristotle's ideas by Williams, MacIntyre, and Nussbaum, and others. *6 credits, HU, WR; HI, WR2, Fall—A. Curran*

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, ND; NE, Winter—A. Curran*

400. Integrative Exercise A colloquium in which seniors defend their senior theses and discuss the senior theses of others. *3 credits, S/NC, ND, Fall, Spring—Staff*

PHYSICAL EDUCATION, ATHLETICS, AND RECREATION (PE)

Chair and Athletic Director: Professor Gerald Young

Associate Athletic Director: Professor Heidi L. Jaynes

Professors: Andrew M. Clark, Heidi L. Jaynes, Guy A. Kalland, Leon Lunder, Donna M. Ricks, Gerald L. Young

Associate Professors: Amy Erickson, David H. Ricks, Aaron Rushing

Assistant Professors: Luciano Battaglini, Robert S. Carlson, Keren A. Gudeman, Kurt Ramler

Instructor: Cassie M. Kosiba

Description of Program

The Physical Education Program includes a variety of activity courses from which the student may select. Emphasis is on an "activity for all" approach in hopes that each person will discover that physical activity can contribute to his/her well being now and in the future. Lifetime sports such as swimming, racquetball, tennis, aerobics, badminton, golf, skiing (downhill and cross country), and skating are particularly popular. To accommodate those who would prefer a team sport experience, classes in volleyball, basketball, frisbee, and hockey are offered. Weight training, aerobics, jogging, and cycling classes help those who wish to work on various components of their fitness. Classes are coed and instruction is given at beginning, intermediate, and advanced levels.

Courses are provided for those seeking American Red Cross certification in First Aid and CPR, Life Guard Training, and Water Safety Instructor.

Students interested in dance can elect to specialize in modern dance or ballet. Folk, social, and jazz classes are also popular (see the Department of Theater and Dance elsewhere in the Catalog for dance courses which may be taken for academic credit).

Requirements

Four terms of physical education 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 each term and may receive a maximum of one Physical Education activity credit per term. Physical Education credit may be earned for participation on a club team that meets the requirements stipulated by the department. Each approved club may be granted credit in only **one term** each academic year. Students may receive only two of the required four PE credits by participating in a club sport. For students matriculating Fall 2010 and thereafter, during his/her time at Carleton, any student may receive the **four** required PE credits by participating in an approved club sport. The club credits may be received in the same or different approved club sport.

Facilities

Classes and groups meet in the most ideal setting possible, making use of Cowling Recreation Center, Carleton Recreation Center, West Gymnasium, Laird Stadium, Arb and Bell Field Tennis Courts, various outdoor playing fields around the campus and several off-campus sites. Physical Education classes, varsity teams, clubs, and intramurals are all tightly scheduled since the demands for use are very heavy.

Intercollegiate Athletics

Carleton sponsors intercollegiate varsity teams for both men and women in the following sports: Basketball, Cross Country, Track and Field (indoor and outdoor), Soccer, Swimming/Diving, Golf and Tennis.

Men only: Baseball, Football

Women only: Softball, Volleyball

Physical Education credit can be earned for participation on an intercollegiate team. Candidates for athletic teams should have a current physical examination within six months of practice in their sport.

The College does not accept financial responsibility for medical, surgical, or other expenses arising out of athletic injuries which exceeds the care provided through the College Health Services and/or our authorized Athletic Trainer.

Carleton is a member of the Minnesota Intercollegiate Athletic Conference which participates in Division III of the NCAA.

Intramural Sports

The primary goal of the Carleton Intramural Sports Program is to give Carleton students, faculty and staff the opportunity to enjoy a good recreational athletics program. Such a program can provide a balance of activities, further the social and athletic components of a Carleton student's education and enhance the professional lives of faculty and staff. The program is designed to encourage dorm-floor participation; athletic activities provides the opportunity to interact in a fun, relaxing, healthy and cooperative environment. Similarly, faculty and staff participation is encouraged. The intramural program is a great opportunity for all members of the college community to interact in an extra-curricular environment.

Fall: Quidditch, Ultimate Frisbee, Tennis, Sand Volleyball, Dodgeball, 6x6 Flag Football, Racquetball

Winter: Broomball, Indoor Soccer, 5x5 Basketball, Floor Hockey

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, Field Hockey, Ice Hockey, Karate, Lacrosse, Nordic Ski, Rugby, Sailing, Synchronized Swimming, Table Tennis, Tae Kwon Do, Tennis, Ultimate Frisbee, Men's Volleyball, Water Polo.

Activity Courses

All activity classes are offered on a S/NC basis.

101. Aerobics Basic dance steps, calisthenic-type movements and locomotor skills (running, jumping, hopping, skipping, etc.) are combined into vigorous routines which are performed to the beat of popular music. All classes offer components of strength development, flexibility and cardio-vascular fitness. No experience necessary. Wear comfortable clothes and shoes with good support (no running shoes). *credits, Fall, Winter, Spring—M. Levi, N. Stuckmayer*

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. An additional fee of \$30 is required. Prerequisite: Aikido, Beginning *credits, Winter, Spring—J. Ward*

103. Aikido, Beginning Developed from samurai traditions, Aikido is Japanese *budo*--a method of training and study that applies the physical principles of a martial art toward the goals of peace, harmony, and self-improvement. The movements of Aikido focus on learning to move in harmony with another, yet can be an effective self-defense. Students also learn many ways of falling safely and getting up quickly. Applied properly, the insights gained can lead to better self-respect and more harmonious relationships. An additional fee of \$30 is required. *credits, Fall, Winter, Spring—J. Ward*

104. Aikido, Advanced More complex empty-hand and weapon techniques are taught. Advanced breakfalls are added along with more intense physical and mental training. An additional fee of \$30 is

required. Prerequisite: Beginning Aikido. *credits, Fall, Winter, Spring—J. Ward*

105. Badminton, Beginning Fundamental skills of the game are presented (serve, clear, drop shot, smash and drive). Various drills are used to improve skills, with ample opportunity for play. Rules and strategy for both singles and doubles are stressed. Open to all abilities. All equipment is furnished. *credits, Winter, Spring—A. Erickson*

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. *credits, Winter—A. Erickson*

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. *credits, Fall, Winter, Spring—J. Bader*

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. *credits, Fall, Winter, Spring—J. Bader*

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. *credits, Spring—J. Bader*

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. *credits, Fall—A. Rushing*

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. *credits, Winter—G. Kalland, K. Ramler*

112. Advanced Baseball Advanced skills of the game are introduced, including pitching (including breaking balls), the catching position, advanced infield play, situational hitting and defense, and base running. An advanced rules test (ungraded) will be given to challenge students' knowledge of the game. *credits, Winter—A. Rushing*

117. Cote Fitness Students are tested (cardiovascular efficiency, strength, flexibility and body composition) to determine base-fitness levels. Individualized programs are established based on test results and goal setting by the students. *credits, Winter, Spring—L. Lunder*

119. Cycling, Recreational The class is geared to beginning, recreational cyclists, not the competitive cyclist. Students must provide their own bicycles. Helmets are mandatory. Information on equipment, repair of equipment, and rules of the road are interspersed with opportunities to develop fitness by riding the various routes around Northfield. *credits, Not offered in 2011-2012*

120. Diving *credits, Not offered in 2011-2012*

121. Fencing, Beginning An instructional class for beginners. Students learn footwork, techniques and simple attacks and defense. Foils, masks and fencing jackets are provided. Students are encouraged to continue with intermediate fencing to further develop skills. *credits, Fall, Winter, Spring—Staff*

124. Fitness for the Athlete For the off-season or pre-season competitor (IM, club, or varsity). The winter term course will focus on those who want to stay in shape and hone their flexibility, balance, strength and an aerobic threshold. This is a challenging course that will teach techniques and strategies to work out on your own as well as motivate you to improve or work weaker areas. Incorporating training on the track, free weights, bosu, jump ropes and much more. The spring term class will focus on olympic lifts, plyometrics and speed training. *credits, Not offered in 2011-2012*

125. Folk Dance Folk dance includes a variety of dances of varying intricacy from around the world. No experience necessary. *credits, Fall, Winter, Spring—Staff*

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. *credits, ND; NE, Winter, Spring—Staff*

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! *credits, Fall, Spring—A. Chaput*

128. Frisbee, Advanced Ultimate Enhance your skills and abilities in Ultimate. *credits, Spring—Staff*

129. Golf, Beginning Basic instruction and opportunities to improve your game are provided. All equipment is provided. Experience not necessary. *credits, Not offered in 2011-2012*

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. *credits, Fall, Spring—G. Kalland*

131. Ice Hockey, Beginning This course is designed to give men and women the opportunity to play ice hockey together in a fun and non-competitive setting. Absolutely no body checking or rough play is allowed. Skill development in skating, stick handling, passing and shooting is stressed as well as position play and rules necessary to ensure the safety of the participants. Helmets are recommended and furnished. Students must provide their own skates and hockey sticks. Highly accomplished or "hard-core" hockey players have no place in this class. *credits, Winter—Staff*

131. Ice Hockey, Intermediate *credits, Winter—Staff*

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. *credits, Winter—Staff*

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. *credits, Winter—Staff*

135. Outdoor Activities: Canoeing This course is designed for adventurous souls not afraid to get dirty. Each week we will either take a trip down the mighty Cannon in our canoes or pursue another outdoor adventure. Fishing and tree climbing are possibilities. Prerequisites: ability to swim, positive attitude. *credits, Not offered in 2011-2012*

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. *credits, Not offered in 2011-2012*

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. *credits, Spring—B. Carlson*

141. Intramural Sports This course is designed to give men and women the opportunity to play a variety of intramural sports together in a fun setting. Kickball, Dodgeball, Broomball, 3 v 3 basketball, Volleyball, Whiffle Ball, and other sports will be included. Open to all looking for an enjoyable workout and athletic social interaction. *credits, Not offered in 2011-2012*

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. *credits, Fall, Winter, Spring—R. Dobrow*

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. *credits, Fall, Winter—M. Levi*

144. Advanced Kettlebell Fitness This course will review basic kettlebell exercises early in the term but will move quickly into more advanced exercises with an emphasis on enhancing sport performance. *credits, Spring—M. Levi*

146. Life Guard Training American Red Cross course that encompasses training in aquatic safety and rescue skills. On successful completion of the course, participants will receive two certifications: one for A.R.C. Lifeguard Training (includes First Aid), valid for three years, and the second for A.R.C. C.P.R. for the Professional Rescuer, valid for one year. In order to be eligible for this course, students must demonstrate competence in the basic swimming strokes (front crawl, breaststroke, and sidestroke), be able to tread water (without use of hands/arms) for two minutes and exhibit an ability to swim under water to depths of at least nine feet. The course is approximately 35 hours in length, with 80 percent of the class time spent in the pool and 20 percent in the classroom. *credits, Spring—A. Clark*

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. *credits, Spring—J. Shockley*

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. *credits, Fall, Winter, Spring—J. Howard, J. Shockley*

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. *credits, Fall, Winter, Spring—J. Howard, J. Shockley*

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. *credits, Fall, Winter—J. Shockley*

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. *credits, Fall, Winter, Spring—J. Howard*

153. Outdoor Skills for the Backcountry This course will introduce students to many of the skills necessary to survive and thrive in the wilderness. The objective of this course is to prepare students to be able to plan and execute their own backcountry experience with guidance in trip planning, plant and animal identification, first aid, orienteering shelter building, food planning, packing and preparation, and an introduction to group dynamics and leadership. *credits, Not offered in 2011-2012*

154. Beginning Racquetball This course is designed for beginners and people with very limited experience in racquetball. The focus of this course is on basic skills development and practice. Students are introduced to rules and singles strategy. No experience required. *credits, Not offered in 2011-2012*

158. Rock Climbing The beginning of the course covers climbing knots, belaying and commands. Efficient movement and climbing styles will also be addressed. The majority of the term will allow students to apply their new skills on the Recreation Center's climbing wall and in the Boulderin Cave. *credits, Fall, Winter, Spring—Staff*

159. Scuba PADI Open Water SCUBA certification can be earned. A SCUBA class involves three parts: class, pool and open water. Classroom and pool sessions are conducted over six nights at the West Gym classroom and Thorpe Pool. The open water portion (optional for PE activity credit but required for PADI certification) is conducted off campus. Lab fees apply, please contact instructor. *credits, Fall, Spring—J. Campion*

161. Self Defense for Women Taught by Mary Brandl, a fourth degree Black Belt with the Midwest Karate Association. 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. *credits, Fall, Spring—M. Brandl*

167. Social Dance I Provides instruction in basic steps and patterns of ballroom dance such as waltz, cha-cha and swing. No previous experience is needed. Additional opportunities are provided by the Social Dance Club. *credits, Fall, Winter, Spring—Staff*

168. Social Dance II Provides a progression from the basics and begins to move into more rhythmically advanced dances and speciality moves. Previous experience or completion of Social Dance I is required. *credits, Fall, Winter, Spring—Staff*

169. Social Dance, Winter Ball Course is completed in five weeks - just in time for mid-winter ball. *credits, Winter—Staff*

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. *credits, Fall, Winter, Spring—R. Petricka*

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. *credits, Fall, Winter, Spring—A. Clark, B. Larsen*

173. Swimming, Instructional Novice to intermediate swim. Introduction to basic swim skills and technique. *credits, Fall, Winter, Spring—B. Larsen*

177. Swing Dance 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. *credits, Fall, Winter, Spring—Staff*

178. Tae Kwon Do The traditional martial art of Korea. The class meets in conjunction with the Tae Kwon Do Club. Its goal is to strengthen the physical and mental abilities of its members. Tae Kwon Do offers a well-balanced practical approach to training, promoting physical fitness, self control, confidence, leadership, discipline and an understanding of the art of Tae Kwon Do and the Korean culture from which it originated. *credits, Winter, Spring—Staff*

181. Table Tennis An introduction to the basics of table tennis. *credits, Winter—K. Ramler*

182. Tennis, Beginning This is the introductory class for those wanting to learn the game of tennis. Instruction includes basic stroke techniques, basic strategies, rules and scoring. Students must provide their own rackets and suitable shoes. *credits, Not offered in 2011-2012*

183. Tennis, Intermediate This course is for players who have mastered the basics of the game. Previous experience or Beginning Tennis class required. Instruction in more advanced techniques and strategies for both singles and doubles, as well as match opportunities are provided. Students must provide their own rackets and suitable shoes. *credits, Not offered in 2011-2012*

186. Tennis, Advanced This course is for students with prior competitive tennis experience at the high school level. Instruction in advanced strategy for singles and doubles will be the focus of the course. In addition, students will play both singles and doubles matches. *credits, Not offered in 2011-2012*

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. *credits, Spring—A. Clark*

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. *credits, Fall, Spring—C. Kosiba*

192. Water Safety Instructor American Red Cross certification course for those wishing to teach swimming and water safety classes. In order to be eligible to participate in this course, students must pass a precourse written test and skills test. The written test and skills test are based on a proficiency level equal to the American Red Cross Community Water Safety course and Level VI of the American Red Cross Learn to Swim Program. Although not mandatory, all instructor candidates should have current certification in first aid and CPR. This course requires time outside of class for teaching experiences. Certification is acquired by successfully passing all written tests and skillful demonstration of all required aquatic skills. *credits, Spring—A. Clark*

193. Winter Sports Fitness This course is designed to introduce students to winter sport and fitness activities. Nordic skiing, snowshoeing, skating, broomball, and all other sports will be included. Open to all looking for an enjoyable workout and athletic social interaction. *credits, Not offered in 2011-2012*

194. Weight Training, Beginning The focus of this course is introduction to the basics of resistance training including a variety of machines, simple free weight and free hand activity. The course is designed for those students with little or no weight training experience. Perfection of basic techniques, strength assessment and personalized programming are ultimate goals of the course. *credits, Not offered in 2011-2012*

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. *credits, Winter—L. Lunder*

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. *credits, Spring—C. Kosiba*

199. Yoga Learn the basics of a variety of hatha yoga styles. Appropriate for all levels, this class will focus on a variety of seated, standing and balancing postures as well as core strength and breathwork. *credits, Fall, Winter, Spring—K. Layman, F. Hagstrom*

210. Baseball Intercollegiate, Men *credits, Spring—A. Rushing*

211. Basketball Intercollegiate, Men *credits, Winter—G. Kalland*

212. Basketball Intercollegiate, Women *credits, Winter—C. Kosiba*

217. Cross Country Intercollegiate, Men *credits, Fall—D. Ricks*

218. Cross Country Intercollegiate, Women *credits, Fall—D. Ricks*

219. Cycling Club *credits, Spring—Staff*

222. Field Hockey Club, Co-ed *credits, Fall—Staff*

226. Football Intercollegiate *credits, Fall—K. Ramler*

227. Ultimate Frisbee Club, CUT and GOP *credits, Spring—Staff*

228. Ultimate Frisbee Club, Syzygy and Eclipse *credits, Spring—Staff*

229. Golf Intercollegiate, Men *credits, Fall, Spring—G. Ericksen*

230. Golf Intercollegiate, Women *credits, Fall, Spring—E. Seiger*

231. Ice Hockey Club, Men *credits, Winter—Staff*

232. Ice Hockey Club, Women *credits, Winter—Staff*

244. Lacrosse Club, Men *credits, Spring—Staff*

245. Lacrosse Club, Women *credits, Spring—Staff*

258. Rugby Club, Men *credits, Spring—Staff*

- 259. Rugby Club, Women** *credits, Spring—Staff*
- 260. Sailing Club** *credits, Spring—Staff*
- 263. Nordic Ski Club** *credits, Winter—Staff*
- 265. Alpine Ski Club** *credits, Winter—Staff*
- 269. Soccer Intercollegiate, Men** *credits, Fall—B. Carlson*
- 270. Soccer Intercollegiate, Women** *credits, Fall—K. Gudeman*
- 271. Softball Intercollegiate, Women** *credits, Spring—A. Erickson*
- 272. Swimming/Diving Intercollegiate, Men** *credits, Winter—A. Clark*
- 273. Swimming/Diving Intercollegiate, Women** *credits, Winter—A. Clark*
- 276. Synchro Swim Club** *credits, Winter—A. Chaput*
- 282. Tennis Intercollegiate, Men** *credits, Fall, Winter, Spring—S. Zweifel*
- 283. Tennis Intercollegiate, Women** *credits, Fall, Winter, Spring—L. Battagalini*
- 284. Tennis Club** *credits, Spring—Staff*
- 286. Track and Field/Indoor Intercollegiate, Men** *credits, Winter—D. Ricks*
- 287. Track and Field/Indoor Intercollegiate, Women** *credits, Winter—D. Ricks*
- 288. Track and Field/Outdoor Intercollegiate, Men** *credits, Spring—D. Ricks*
- 289. Track and Field/Outdoor Intercollegiate, Women** *credits, Spring—D. Ricks*
- 290. Volleyball Club, Men** *credits, Winter—Staff*
- 291. Volleyball Intercollegiate, Women** *credits, Fall—H. Jaynes*
- 293. Water Polo Club** *credits, Spring—Staff*
- 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, ND; NE, Winter, Spring—C. Alladin*
- 348. Principles of 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, ND; SI, Fall—L. Battaglioni*
- 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, ND; SI, Winter—A. Rushing*

PHYSICS AND ASTRONOMY

Chair: Professor Cynthia A. Blaha

Professors: Cynthia A. Blaha, Nelson Lloyd Christensen, Jr., Arjendu K. Pattanayak, William J.

Titus, Joel M. Weisberg

Associate Professor: Melissa A. Eblen-Zayas

Assistant Professors: Marty Baylor, Dwight Luhman

Visiting Assistant Professors: Jay O. Tasson, John Wilfred Weiss

Consonant with the liberal arts nature of Carleton, our department serves not only physics and astronomy majors but also other science majors requiring a background in physics or astronomy, and non-science majors desiring an introduction to these subjects. We have goals for the knowledge we would like students to acquire, the skills they should master, and the experiences they should have in learning and doing physics. For example, some of the general skills are the ability to communicate clearly in written work and oral presentation; the ability to locate information through library research and other means; and the ability to continue learning on a largely independent basis. More specific skills include logical problem-solving and mathematical analysis, experimental design and the use of measurement apparatus, and the use of computers for modeling physical phenomena and for data acquisition and analysis.

Requirements for a Major

Prospective physics majors are strongly encouraged to begin their study of physics and mathematics in the first year. Physics courses are somewhat sequential and are developed in close association with mathematics courses. The curriculum provides an excellent basis for graduate study in physics, astronomy, and in various fields of engineering, and for careers in high-school teaching, industry, and other areas.

Required courses for the major are Physics 151 or 152 and 131 or 132 or 141 or 142, 228, 229, 230, 235, 336 and 339, 342, and 400, plus one applied physics course. (Choose from the following applied courses: Physics 234, 260, 261, 341, 343, 344, 347 or 354; Astronomy 232 or 233, Biology 360 or others upon consultation with the department.) Required math courses are Mathematics 111, 121, 211, and 232. Additional courses that are often recommended include Physics 123, 223, 336, 350, 352, 340, 356, Astronomy 113, 356, Chemistry 123, Mathematics 241, 341, 351, and Computer Science 111. Students considering graduate study in physics are strongly encouraged to take Physics 350.

Major Under Combined Plan in Engineering (See Engineering in index):

In addition to completing the requirements for the physics major listed above, the student should also take the following courses required for admission to the engineering schools: Mathematics 241, Chemistry 123, 230, and Computer Science 111.

Physics Courses (PHYS)

120. Revolutions in Physics The structure and development of key concepts in physics. In particular, we will examine the Newtonian synthesis, Einstein's theory of relativity, quantum mechanics and chaotic dynamics. We will see how the various developments alter our perspective on our relationship with the material universe. We will also consider the role of social context, creativity, aesthetics, and tradition in scientific discovery. No mathematical background beyond high-school algebra will be assumed. Occasional laboratory work. Not open to students majoring in mathematics or the natural sciences or to students who have taken 131, 132, 141, 142, 151, 152, 153, 161 or 162. *6 credits, MS; NE, QRE, Winter—J. Tasson*

123. What Physicists Do A program of five lectures by invited speakers that is intended to give students some perspective on the kinds of work done by people with a physics background. Visitors

from industry, government, business, and research and educational institutions will discuss their work and work-related experiences. Prerequisite: Physics 131, 132, 141, 142, 151, 152, 153, 161 or 162. *1 credits, S/CR/NC, ND; NE, QRE, Spring—W. Titus*

131. Introduction to Physics: Newtonian Mechanics An introduction to classical mechanics using the Newtonian worldview. The kinematics and dynamics of some simple systems including objects in free fall, simple harmonic motion, planetary motion, and the motion of charged particles in electromagnetic fields are investigated using Newton's laws, vector analysis, and the conservation laws of linear momentum, angular momentum, and energy. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Not open to students who have completed Physics 132, 141, or 142 at Carleton. Prerequisite: Mathematics 111. *3 credits, MS; LS, QRE, Fall, Winter, Spring—M. Baylor, J. Tasson, W. Titus*

132. Introduction to Physics: Gravity and the Earth An introduction to the basic principles of Newtonian mechanics and conservation laws using the earth and the gravitational force law as a conceptual framework. The many influences of gravity on the structure of the earth from its shape to the tides, and techniques for measuring gravity will be discussed. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory. Not open to students who have completed Physics 131, 141 or 142 at Carleton. Prerequisite: Mathematics 111. *3 credits, MS; LS, QRE, Spring—W. Titus*

141. Introduction to Physics: Gravity and the Cosmos An introduction of basic principles of physics in the realm of planetary systems, black holes and dark matter in the universe. Gravity, conservation of energy and momentum will be used to explore large-scale phenomena in the cosmos. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory or observational work. Not open to students who have completed Physics 131, 132, or 142 at Carleton. Prerequisites: Mathematics 121 or 131 (completion or concurrent registration) and strong preparation in Newtonian Mechanics. *3 credits, MS; LS, QRE, Winter—C. Blaha*

142. Introductory Mechanics: Matter and Interactions An introduction to Newtonian mechanics using calculus. The kinematics and dynamics of objects in motion are investigated using Newton's laws and related conservation laws. Examples of systems studied include table-top objects, simple astronomical systems, or objects in harmonic motion. This section emphasizes a bottom-up atomic perspective and introduces a computational approach to allow the consideration of atoms and molecules inside solids as well. Weekly laboratory or computational work. Not open to students who have completed Physics 131, 132, or 141 at Carleton. Prerequisite: Mathematics 121 (completion or concurrent registration) and strong preparation in physics. *3 credits, MS; LS, QRE, Fall—J. Tasson*

151. Introduction to Physics: Relativity and Particles An introduction to principles of physics in the domain of the very small and very fast. Topics include the special theory of relativity, and selected applications to atomic, nuclear, and particle physics. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisites: Mathematics 121 or 131 (completion or concurrent registration) and Physics 131(completion or concurrent registration) or 132 or 141 or 142. *3 credits, MS; LS, QRE, Fall, Winter, Spring—N. Christensen, W. Titus*

152. Introduction to Physics: Environmental Physics An introduction to principles of physics and their application to the environment. Topics include energy and its flows, engines, energy efficiency, energy usage and conservation in vehicles and buildings, the atmosphere, and climate change. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work or field trips. Prerequisites: Mathematics 111 (completion or concurrent registration)

and Physics 131 or 132 or 141 or 142 (or their equivalents). *3 credits, MS; LS, QRE, Spring—J. Tasson*

153. Fluid and Waves A study of the properties of fluids (both static and dynamic) and the principles of waves and wave motion (including both sound and light). Topics include simple harmonic motion, buoyancy and Archimedes' principle, Bernoulli's equation, viscosity, Poiseuille's equation, standing waves, musical instruments, and the Doppler effect. One laboratory per week. Prerequisite: Physics 131 or 132 or 141 or 142 and Mathematics 111. *3 credits, MS; LS, QRE, Spring—C. Blaha*

161. Electricity, Magnetism & Circuits A study of the principles of electricity, magnetism and circuits with an emphasis on applications to physical measurements. Topics include electric charge, fields, potentials and currents, magnetic fields, Maxwell's equations, and DC and AC circuits. Provides the physical background to effectively use and understand a variety of laboratory instruments. 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. Prerequisites: Physics 131 or 132 or 141 or 142, Mathematics 121 or 131. *3 credits, MS; LS, QRE, Winter—M. Baylor*

162. Light and Optics A study of the principles of light and optics with an emphasis on applications in astronomy, laser physics, and medicine. Topics include geometric and wave optics, lenses and mirrors, telescopic and microscopic observational tools, and the physics of the eye. The course provides the physical background to effectively use a variety of laboratory instruments. Designed for science majors who want additional background in physics. One laboratory per week. Prerequisites: Physics 131 or 132 or 141 or 142, Mathematics 121 or 131. *3 credits, MS; LS, QRE, Winter—N. Christensen*

223. Presentation Skills in Physics Designed to help students improve their skills in oral and visual presentation of scientific topics. The course will begin with readings and discussion of effective oral presentation skills. Students will report on physics-related topics of their choice (e.g., their previous summer's research, or a topic studied in another course). Prerequisite: Physics 151, 152, 153, 161 or 162. *2 credits, S/CR/NC, ND, Not offered in 2011-2012*

228. Atomic and Nuclear Physics An elementary but analytical introduction to the physics of atoms and nuclei. Topics include the particle aspects of electromagnetic radiation, an introduction to quantum mechanics, the wave aspects of material particles, the structure of atoms, X-ray and optical spectra, instruments of nuclear and particle physics, nuclear structure and elementary particles. One laboratory per week. Prerequisite: Physics 151. *6 credits, MS; LS, QRE, Fall—D. Luhman*

229. Analytical Mechanics An analytical treatment of classical mechanics from a Lagrangian and Hamiltonian standpoint. Equations of motion and their solutions are studied with special emphasis on the harmonic oscillator and central-force problems. Prerequisites: Physics 131, 132, 141, or 142 and Mathematics 211; or permission of the instructor. *3 credits, MS; NE, Winter—J. Tasson*

230. Computational Mechanics A numerical treatment of classical mechanics concentrating on examples which are difficult, if not impossible, to solve analytically. Topics may include examples from astrophysics and chaotic dynamics. Prerequisite: Physics 229. *3 credits, MS; NE, Winter—J. Tasson*

232. Astrophysics I *Crosslisted with ASTR 232.* 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. Prerequisites: Physics 228 and Physics 229/230 or permission of the instructor. *6 credits, MS; NE, QRE, Offered in alternate years, Spring—C. Blaha*

233. Astrophysics II *Crosslisted with ASTR 233.* 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 and 229/230 or permission of the instructor. *6 credits, MS; NE, QRE, Offered in alternate years, Not offered in 2011-2012*

234. Computer Simulations in Complex Physical Systems The development of techniques to study complex physical systems from a probabilistic and numerical standpoint using *Mathematica*. Subject material is applicable to all the sciences and mathematics. Some topics considered are random walks, percolation clusters, avalanches, traffic flow, the spread of forest fires and diseases, and a brief introduction to Bayesian statistics. No *Mathematica* skills are assumed. Prerequisite: Physics 131,132,141 or 142 or permission of instructor. *6 credits, MS; LS, QRE, Offered in alternate years, Fall—W. Titus*

235. Electricity and Magnetism Electric and magnetic fields in free space, and their interactions with charges and currents. Topics include DC and AC circuits, Maxwells's equations, and electromagnetic waves. Weekly laboratory work. Prerequisites: Physics 151 or 161 and Mathematics 211; or permission of the instructor. *6 credits, MS; LS, QRE, Spring—N. Christensen*

247. Digital Electronics A study of the digital electronics involved in computers, ranging from basic logic circuits to microprocessors. Weekly lab. Each student will complete a term paper that will involve projections about future developments in computer electronics, and a lab project that will involve circuit design. Prerequisite: Computer Science 208. *6 credits, MS; LS, QRE, Offered in alternate years, Not offered in 2011-2012*

260. Materials Science From a simple "Post-It" note to a complex computer microprocessor, modern products derive much of their utility from the structures and properties of their constituent materials. This course will provide a survey of the science of materials including structure (bonding, crystal structure, defects), classes of materials (polymers, ceramics, metals, composites), physical properties (mechanical, electromagnetic, thermal, optical) and techniques for materials characterization. In addition, the technological and societal impacts of materials development will be explored. Prerequisites: Physics 151, 152, 153, 161 or 162 or Chemistry 123 or 128. *6 credits, MS; NE, Offered in alternate years, Not offered in 2011-2012*

261. Medical Physics The course covers the basic concepts of medical physics. Particular attention is paid to electromagnetism, mechanics and nuclear physics when applied to medical and biological phenomena. Topics include medical imaging techniques, nuclear medicine radiation protection, dosimetry, and physics in biology. Students will visit medical imaging facilities. Note that this course is not appropriate for pre-medical, pre-dental or pre-veterinary requirements. Prerequisite: Physics 151, 152, 153, 161 or 162. *6 credits, MS; NE, Offered in alternate years, Not offered in 2011-2012*

336. Quantum Mechanics I 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. Prerequisite: Physics 228, 229/230 and Mathematics 232. Familiarity with matrix algebra is assumed. *3 credits, MS; NE, Winter—N. Christensen*

337. Quantum Mechanics II A study of the principles and applications of non-relativistic quantum mechanics. Possible topics may include the harmonic oscillator, the hydrogen atom, approximation techniques, and applications to atomic and nuclear physics. Prerequisite: Physics 336. *3 credits, MS;*

NE, Winter—N. Christensen

339. Thermal and Statistical Physics I The fundamentals of classical thermodynamics and statistical mechanics. Topics may include the kinetic theory of gases; energy, entropy, and the laws of thermodynamics; heat engines and refrigerators; the Maxwell-Boltzmann distribution; the physics of efficient energy use as well as the statistical concepts of temperature and entropy. Prerequisites: Physics 228. *3 credits, MS; NE, Fall—W. Titus*

340. Thermal and Statistical Physics II Applications of the principles of thermal and statistical physics. Topics may include the canonical ensemble and the Boltzmann factor; the Planck, Fermi-Dirac, and Bose-Einstein distributions and their applications to black-body radiation, phonons, and electrons in solids. Prerequisites: Physics 339. *3 credits, MS; NE, Fall—W. Titus*

341. Waves The analysis of wave phenomena, including normal mode expansions, the wave equation and boundary value problems, and interference, diffraction, and polarization. Applications are made to mechanical, sound, water and electromagnetic waves with particular emphasis on electromagnetism and optics. Prerequisites: Physics 229 and 235, and Mathematics 232. *6 credits, MS; NE, Offered in alternate years, Not offered in 2011-2012*

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

343. Electronics A study of the electrical circuits and electronics underlying modern physics instrumentation. Includes an introduction to microprocessor and microcomputer design. Approximately equal emphasis on analog and digital electronics. One laboratory per week. Prerequisite: Physics 235. *6 credits, MS; LS, QRE, Winter—M. Eblen-Zayas*

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. Prerequisites: Physics 235 and Mathematics 232. *6 credits, MS; NE, Offered in alternate years, Fall—M. Baylor*

345. Advanced Optics This is a laboratory course that will serve as a follow-up to Physics 344, Classical and Quantum Optics. Students will conduct a number of experiments pertaining to optical phenomena. The experiments will display effects pertaining to classical, quantum, and non-linear optics. The lab will take place once a week for four hours each session. Prerequisite: Physics 344 or permission of the instructor. *2 credits, MS; LS, QRE, Offered in alternate years, Winter—M. Baylor*

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 230 and 235. *6 credits, MS; NE, Fall—N. Christensen*

350. Advanced Classical Mechanics Lagrangian and Hamiltonian methods including central force

motion coupled harmonic oscillators and the study of continuous systems. Prerequisite: Physics 229/230. *3 credits, MS; NE, Fall—Staff*

352. Advanced Electricity and Magnetism The classical theory of fields and waves. Electromagnetic theory including Maxwell's equations, radiation and relativity. Prerequisites: Physics 235 and Mathematics 341 strongly recommended. *6 credits, MS; NE, Spring—M. Baylor*

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. Prerequisites: Physics 336 or 339. *6 credits, MS; NE, Offered in alternate years, Spring—M. Eblen-Zayas*

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 or 3 credits, S/CR/NC, MS; NE, Fall, Winter, Spring—Staff*

400. Integrative Exercise An extensive study of a specific topic in physics, culminating in a 70-minute presentation during winter or spring term. A short background paper and a longer summary paper are also required. 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). *6 credits, S/NC, ND, Winter, Spring—Staff*

Astronomy Courses

100. Cosmology: A Beginner's Guide to the Universe A discussion of the changing view of our place in space, from the cosmologies of ancient civilizations to the twenty-first century picture of an accelerating universe. Topics will include basic principles of General Relativity, black holes and the curvature of space, and speculations about the ultimate fate of the universe. Designed to appeal to a wide audience of "cosmic thinkers," including both science and non-science majors. Some evening observing sessions will provide opportunity for viewing with the telescopes. Prerequisites: high school algebra and trigonometry. *6 credits, AI, WRI, Fall—C. Blaha*

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, MS; LS, QRE, Fall—C. Blaha, J. Weiss*

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 110, 232, or 233, or permission of the instructor. *3 credits, S/CR/NC, MS; LS, QRE, Fall—C. Blaha*

232. Astrophysics I *Crosslisted with PHYS 232.* 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. Prerequisites: Physics 228 and Physics 229/230 or permission of the instructor. *6 credits, MS; NE, QRE, Offered in alternate years, Spring—C. Blaha*

233. Astrophysics II *Crosslisted with PHYS 233.* 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 and 229/230 or permission of the instructor. *6 credits, MS; NE, QRE, Offered in alternate years, Not offered in 2011-2012*

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: Permission of the instructor. *2 or 3 credits, S/CR/NC, MS, Fall, Winter, Spring—Staff*

POLITICAL ECONOMY CONCENTRATION

Director: Associate Professor Greg Marfleet

The study of political economy involves issues that range from the analysis of American Public Policy, globalization, comparative national economic policies, the relationship of micro-level to macro-level activity, and the ways that public and private choices affect one another.

Requirements for the Concentration:

Since the study of politics and economics are closely and intimately related, we ask students (1) get a grounding in political science and economics, and perhaps a third discipline, sociology; (2) to specialize in either American Public Policy or World Trade and Development; and (3) to integrate their studies in a final senior seminar that cuts across the different fields of specialization.

Lower Level Course Requirements (four courses required):

All three of the following:

ECON 110 Principles of Macroeconomics

ECON 111 Principles of Microeconomics

POSC 265 Politics of Global Economic Relations

or

POSC 263 European Political Economy (Not offered in 2011-2012)

plus one course from:

ECON 250 History of Economic Ideas

HIST 141 Europe in the Twentieth Century

POSC 170 International Relations and World Politics

Middle-Division Requirement (one course required):

The selected course must correspond with area of specialization.

American Public Policy:

ECON 270 Economics of the Public Sector (Not offered in 2011-2012)

POSC 201 National Policymaking (Not offered in 2011-2012)

SOAN 220 Class, Power, and Inequality in America (Not offered in 2011-2012)

or **World Trade and Development:**

ECON 240 Microeconomics of Development

ECON 241 Growth and Development

ECON 280 International Trade

ECON 281 International Finance

Upper Level Course Electives (three courses required):

Each student will select at least three courses from the two areas of specialization listed below in consultation with the concentration coordinator. These courses must come from at least two different departments. Two of these courses will be in the same area of specialization with the third

coming from the other area. Courses listed under Middle-Division Requirement (above) may also count as upper level course electives if they are not being used to satisfy the Middle-Division Requirement. Political Science 263 may be used to satisfy one upper level elective requirement in the area of World Trade and Development if Political Science 265 was used to satisfy the lower level course requirement. It may not satisfy both requirements simultaneously.

American Public Policy:

ECON 232 American Economic History: A Cliometric Approach (Not offered in 2011-2012)
ECON 245 Economics of Inequality (Not offered in 2011-2012)
ECON 262 Economics of Sports (Not offered in 2011-2012)
ECON 264 Health Economics (Not offered in 2011-2012)
ECON 270 Economics of the Public Sector (Not offered in 2011-2012)
ECON 271 Economics of Natural Resources and the Environment
ECON 273 Water and Western Economic Development (Not offered in 2011-2012)
ECON 274 Labor Economics
ECON 275 Law and Economics
ECON 278 Industrial Organization and Pricing Policy (Not offered in 2011-2012)
ECON 282 Investment Finance
POSC Carleton Political Science Seminar in Washington D.C.*
POSC 308 Poverty and Public Policy (Not offered in 2011-2012)
POSC 366 Urban Political Economy (Not offered in 2011-2012)
SOAN 210 Principles of Demography (Not offered in 2011-2012)
SOAN 215 Social Welfare (Not offered in 2011-2012)
SOAN 220 Class, Power, and Inequality in America (Not offered in 2011-2012)
SOAN 221 Law and Society (Not offered in 2011-2012)
SOAN 229 Demography of the Family (Not offered in 2011-2012)
SOAN 266 Urban Sociology (Not offered in 2011-2012)
SOAN 280 Statistic Tool Reasoning (Not offered in 2011-2012)
SOAN 308 Work Across the Life Course (Not offered in 2011-2012)

World Trade and Development:

ECON Carleton Economics Seminar in Cambridge*
ECON 233 European Economic History
ECON 236 Economics of the European Union (Not offered in 2011-2012)
POSC 229 International Institutions (Not offered in 2011-2012)
POSC 263 European Political Economy (Not offered in 2011-2012)
POSC 268 International Environmental Politics and Policy
POSC 322 Political Economy of Latin America (Not offered in 2011-2012)
POSC 333 Sustainability Science (Not offered in 2011-2012)
POSC 361 Approaches to Development
POSC 364 Capitalism and Its Critics
POSC 383 Maastricht Program: Politics of the European Union (Not offered in 2011-2012)
SOAN 224 Global Migrations (Not offered in 2011-2012)
SOAN 234 Ecology, Economy, and Culture (Not offered in 2011-2012)
SOAN 239 Exploration of Social Data (Not offered in 2011-2012)
SOAN 280 Statistical Tools Reasoning (Not offered in 2011-2012)

Upper Level Seminar Requirement: (one course)

POSC 322 Political Economy of Latin America (Not offered in 2011-2012)
POSC 364 Capitalism and Its Critics

POSC 365 Political Economy of Global Tourism

* *selected courses from the off-campus seminar*

Participants on the Cambridge program will normally be granted 12 Economics credits under the World Trade and Development division.

POLITICAL SCIENCE (POSC)

Chair: Professor Richard A. Keiser

Professors: Barbara Allen, Laurence D. Cooper, Roy F. Grow, Richard A. Keiser, Alfred P. Montero, Steven G. Poskanzer, Steven E. Schier

Visiting Professor: Burton Levin

Benedict Distinguished Visiting Professor: Avraham Sela

Associate Professors: Brian Gregory Marfleet, Kimberly K. Smith

Assistant Professors: Mihaela Czobor-Lupp, Devashree Gupta, Tun Myint, Carolyn Wong

Visiting Assistant Professor: Patricia Cavanaugh

Political science encompasses the study of governments and international organizations political behavior, public policies, political processes, systems, and theory. It includes American politics, comparative politics, political philosophy, international relations and world politics. The Department's curriculum is designed to cultivate judicious and productive citizenship, as well as provide versatile skills and knowledge. These can be applied to a wide range of fields, including law, business, government, international service, education, journalism, and other fields.

Majors choose between two tracks: Political Science or Political Science/International Relations. Within each of these tracks, students have flexibility to plan their courses of study around subfields of interest.

Requirements for the Political Science track

Sixty-six credits, including:

1. Core Courses (18 credits) Majors are required to complete *three* of the following core courses prior to their senior year.

POSC 120 Comparative Political Regimes

POSC 122 Politics in America: Liberty and Equality

POSC 160 Political Philosophy

POSC 170 International Relations and World Politics

2. Methods Sequence (12 credits):

MATH 115 Introduction to Statistics, MATH 215 Introduction to Probability and Statistics, MATH 245 Applied Regression Analysis, MATH 265 Probability, MATH 275 Introduction to Statistical inference (6 credits) or MATH Stats AP score of 4 or 5. Math courses may be taken on an elective S/CR/NC basis.

POSC 230: Methods of Political Research (6 credits) This course should be taken as soon as possible after declaring a major, but not simultaneously with the math class listed above.

3. Elective Courses (30 credits in the department): At least two courses (12 credits) must be at the 300-level, and one of these two must be an asterisk * designated seminar. It is recommended that majors take their seminar course during the junior year.

A maximum of 12 credits earned on a non-Carleton off campus studies program may be granted toward the electives requirement. These credits may not be used to replace a core course and should be distinct and independent from electives offered at Carleton. The chair may require a copy of

the off-campus course syllabus.

4. Integrative Exercise (6 credits total - POSC 400): During their junior or senior year students will revise substantially the final paper from an advanced seminar in political science. (Department-approved courses are designated with an asterisk (*). Also see separately published list, which does not include courses taken on non-Carleton off-campus programs.)

The professor in the course will act as the student's comps adviser. Usually revision will take place during the term following the seminar and the revision will be completed during that term. However, professors and advisees may mutually define the scope of revision. The integrative exercise will be completed with preparation of a poster for a group poster presentation.

Requirements for the Political Science/International Relations track

Coordinator: Associate Professor Gregory Marfleet

The International Relations Program was originated in 1937 by the former Secretary of State and Nobel Peace Prize winner, Frank B. Kellogg, through the establishment at Carleton of the Kellogg Foundation for Education in International Relations.

Sixty-six credits, including:

1. Core Courses (12 credits): Majors are required to complete the two core courses prior to their senior year, as listed below.

Required:

POSC 170 International Relations and World Politics

Plus one of the following:

POSC 120 Comparative Political Regimes

POSC 122 Politics in America: Liberty and Equality

POSC 160 Political Philosophy

2. Methods Sequence (12 credits):

MATH 115 Introduction to Statistics or MATH 215 Introduction to Probability and Statistics, MATH 245 Applied Regression Analysis, MATH 265 Probability, MATH 275 Introduction to Statistical Inference (6 credits) or MATH Stats AP score of 4 or 5. Math courses may be taken on an elective S/CR/NC basis.

POSC 230 Methods of Political Research (6 credits) This course should be taken as soon as possible after declaring a major, but not simultaneously with the Math class listed above.

3. Elective Courses (36 credits): Six courses from the following three subfield electives and area studies, subject to the following distribution requirements (May not be taken as S/Cr/NC):

a) three of these six courses (or 18 credits) must come from the student's main subfield electives list and one (6 credits) from another subfield list.

b) One of the six courses must be a non-POSC selection. (May not be taken as S/CR/NC)

c) One of the six courses must be an area studies course (If a non-POSC course, it will also satisfy the (b) requirement.) Approved area studies courses are listed below. Area studies cannot be used as a main subfield.

d) Two of the six courses must be 300-level courses in the Political Science Department, and one of those two 300-level courses must be an asterisk * designated seminar in the student's main subfield.

It is recommended that majors take their seminar course during the junior year. A course which was listed as fulfilling the International Relations electives requirement at the time the student elected that course, but which has been deleted from the catalog simply because it has not been taught this year or last, will continue to be accepted in fulfillment of the IR requirement.

a) Leadership, Peace and Security

- POSC 226 Political Psychology (Not offered in 2011–2012)
- POSC 229 International Institutions (Not offered in 2011–2012)
- POSC 231 American Foreign Policy
- POSC 239 The Diplomat's Craft: Three Case Studies
- POSC 241 Ethnic Conflict
- POSC 249 Theories of International Relations
- POSC 258 Politics and Ambition (Not offered in 2011–2012)
- POSC 259 Justice Among Nations
- POSC 288 Washington D.C.: A Global Conversation Part I
- POSC 289 Washington D.C. Seminar: A Global Conversation Part II
- POSC 309 The American Presidency* (Not offered in 2011–2012)
- POSC 326 America's China Policy* (Not offered in 2011–2012)
- POSC 328 Foreign Policy Analysis* (Not offered in 2011–2012)
- POSC 329 Vietnam and American Policy*
- POSC 330 The Complexity of Politics*
- POSC 342 War, Diplomacy and Peacemaking
- POSC 345 Guerillas, Warlords and Bandits: The Art of Asymmetric War*
- POSC 346 Spies, Rogues and Statesmen: Intelligence and the Formation of Foreign Policy* (Not offered in 2011–2012)
- POSC 347 America and Its Wars* (Not offered in 2011–2012)
- POSC 350 Herodotus and the Origin of Political Philosophy
- SOAN 236 Introduction to Peace Studies
- WGST 234 Feminist Theory (Not offered in 2011–2012)
- WGST 240 Gender, Globalization and War (Not offered in 2011–2012)

b) Global Development and Sustainability

- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development
- ECON 274 Labor Economics
- ECON 275 Law and Economics
- ECON 280 International Trade
- ECON 281 International Finance
- ENTS 271 Environmental Economics and Policy
- POSC 253 Marxist Political Thought (Not offered in 2011–2012)
- POSC 263 European Political Economy (Not offered in 2011–2012)
- POSC 265 Politics of Global Economic Relations
- POSC 266 Urban Political Economy (Not offered in 2011–2012)
- POSC 268 International Environmental Politics and Policies
- POSC 322 Political Economy of Latin America* (Not offered in 2011–2012)
- POSC 330 The Complexity of Politics*
- POSC 333 Sustainability Science*
- POSC 361 Approaches to Development*
- POSC 364 Capitalism and Its Critics*
- POSC 365 Political Economy of Global Tourism*
- POSC 366 Urban Political Economy* (Not offered in 2011–2012)
- POSC 383 European Political Economy Seminar in Madrid and Maastricht: Politics of the European Union (Not offered in 2011–2012)
- SOAN 234 Ecology, Economy, and Culture (Not offered in 2011–2012)

WGST 239 Transnational Feminisms (Not offered in 2011–2012)

c) Democracy, Society, and the State

POSC 201 National Policymaking (Not offered in 2011–2012)

POSC 215 Political Communication in Comparative Context (Not offered in 2011–2012)

POSC 219 Protest, Power & Grassroots Organizing: American Social Movements

POSC 233 Corruption, Authoritarianism, and Democracy (Not offered in 2011–2012)

POSC 234 State, Society and International Relations of the Middle East

POSC 237 Southeast Asian Politics (Not offered in 2011–2012)

POSC 247 Comparative Nationalism (Not offered in 2011–2012)

POSC 273 Citizen and Immigration Politics

POSC 281 Global Society: An Approach to World Politics

POSC 319 Protest, Power and Grassroots Organizing: American Social Movements

POSC 323 Cuban Politics Seminar* (Not offered in 2011–2012)

POSC 330 The Complexity of Politics*

POSC 332 Religion and Politics*

POSC 350 Herodotus and the Origin of Political Philosophy

POSC 355 Identity, Culture and Rights* (Not offered in 2011–2012)

POSC 358 Comparative Social Movements* (Not offered in 2011–2012)

POSC 388 European Political Economy Seminar in Madrid and Maastricht: Spanish Politics and Political Economy (Not offered in 2011–2012)

RELG 264 Islamic Politics (Not offered in 2011–2012)

SOAN 221 Law and Society (Not offered in 2011–2012)

SOAN 225 Social Movements (Not offered in 2011–2012)

Approved Area Studies Courses

AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America (Not offered in 2011–2012)

ECON 233 European Economic History

ECON 236 Economics of the European Union (Not offered in 2011–2012)

EUST 110 The Nation State in Europe

HIST 138 The Making of Europe (Not offered in 2011–2012)

HIST 139 Foundations of Modern Europe (Not offered in 2011–2012)

HIST 140 Modern Europe 1789-1914 (Not offered in 2011–2012)

HIST 141 Europe in the Twentieth Century

HIST 152 History of Early China

HIST 153 History of Modern China

HIST 161 History of Modern India

HIST 167 History of Modern South Asia

HIST 170 Modern Latin America 1810-Present

HIST 180 An Historical Survey of East Africa (Not offered in 2011–2012)

HIST 184 Colonial West Africa (Not offered in 2011–2012)

HIST 241 Russia through Wars and Revolutions

HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France (Not offered in 2011–2012)

HIST 249 Modern Central Europe (Not offered in 2011–2012)

HIST 250 Modern Germany (Not offered in 2011–2012)

HIST 254 Colonialism in East Asia

HIST 255 Print Culture and Nationalism in East Asia

HIST 260 The Making of the Modern Middle East

HIST 265 Central Asia in the Modern Age
 HIST 266 History of Islam in India (Not offered in 2011–2012)
 HIST 272 The Emergence of Modern Mexico (Not offered in 2011–2012)
 HIST 278 Religious Orthodoxy and Deviance in New Spain (Not offered in 2011–2012)
 HIST 360 Muslims and Modernity
 HIST 386 Disease, Health, and Healing in Modern African History (Not offered in 2011–2012)
 LTAM 200 Issues in Latin American Studies
 POSC 237 Southeast Asian Politics (Not offered in 2011–2012)
 SOAN 256 Ethnography of Africa
 SOAN 257 Culture and Politics in India
 SOAN 261 Imagining Indonesia: Pluralism and Unity

4. **Integrative Exercise** (Total of 6 credits - POSC 400): During their junior or senior year, students will revise substantially the final paper from an advanced seminar in international relations. (Department-approved courses are designated with an asterisk (*). Also see separately published list, which does not include courses taken on non-Carleton off-campus programs.)

The professor in the course will act as the student's comps adviser. Usually revision will take place during the term following the seminar and the revision will be completed during that term. However, professors and advisees may mutually define the scope of revision. The integrative exercise will be completed with preparation of a poster for a group poster presentation.

5. **Study Abroad:** We recommend study in a Carleton College Off-Campus or non-Carleton program that includes a significant political component. This may include study in our Madrid/Maastricht program or the Washington D.C. program, especially if the internship taken during the Washington program includes an international organization issue.

A maximum of 12 credits earned on a non-Carleton off campus studies program may be granted toward the electives requirement. These credits may not be used to replace a core course and should be distinct and independent from electives offered at Carleton. The chair may require a copy of the off-campus course syllabus.

Political Science and International Relations Courses

100. Cosmos or Chaos: Views of the World, Views of the Good Life This seminar is based on the premise that what we believe about the fundamental metaphysical questions inevitably shapes what we believe about living a good life as human beings. Is the world naturally harmonious, or full of strife? Is it governed by divine will, or is there nothing that outranks human will? Does existence have an intrinsic purpose? We will investigate several classic answers to these questions and their implications for human life. Readings will be drawn from ancient, modern, and contemporary texts, from Homer, Plato and the Bible to Nietzsche and the current day. *6 credits, AI, WR1, Fall—L. Cooper*

120. Comparative Political Regimes An introduction to the fundamentals of government and the variety of ways politics is practiced in different countries. Capitalist democracies, transitional states and developing nations are compared. *6 credits, SS, WR; SI, WR2, IS, Winter, Spring—D. Gupta*

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, SS; SI, IDS, QRE, Fall, Winter, Spring—R. Keiser, S. Schier*

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, SS; HI, Fall, Winter, Spring—L. Cooper, M. Czobor-Lupp*

170. International Relations and World Politics A survey of factors in international relations of a geopolitical, commercial and ideological character; systems of international relations, including bipolar deterrence, polycentrism, and international organization; and dynamics of international relations, including war, diplomacy, and international economic and social development. *6 credits, SS, WR; SI, WR2, IS, Fall, Winter, Spring—R. Grow, G. Marfleet, T. Myint*

201. National Policymaking This course will examine how and by whom ideas are brought to the national political agenda and how they are kept off, the processes by which policy solutions are considered, the formulation of legislation and the reasons for success and failure, and policy implementation. We will mix theory with a variety of policy case studies, such as tax reform policy and health care policy. Prerequisite: Political Science 122 or sophomore standing. *6 credits, SS; SI, IDS, Not offered in 2011-2012*

202. Parties, Interest Groups and Elections Examination of the American electoral system and its components: parties, interest groups and the media. The impact of parties and interests on national policy making is also explored. The course will devote special attention to the 2008 and 2010 elections. *6 credits, SS; SI, IDS, Spring—S. Schier*

203. Political Communication: Election Campaign Advertising and Public Opinion* *Crosslisted with POSC 303.* How does political advertising influence the electorate? Do "negative ads" turn voters off? Can advertising be used strategically to influence turnout, decreasing the participation of one of the major parties, while increasing the likelihood that others will vote? Election ads along with the six second "sound bite" are now among the major forms of political communication in modern democracies. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. The course includes a research experience. *6 credits, SS; LA, QRE, Not offered in 2011-2012*

204. Media and Electoral Politics: 2010 United States Election Our analysis of media influences on politics will draw from three fields of study: political psychology, political behavior and participation, and public opinion. Students will conduct a study of the effects of campaign ads and news in the 2008 election, 2010 election, and health care initiatives in the Obama administration, using content analysis and other research methods. *6 credits, SS; SI, QRE, Offered in alternate years, Not offered in 2011-2012*

205. Issues in American Democracy *Crosslisted with POSC 305.* Is direct citizen rule through participatory democracy or a reliance on policymaking by officeholders the best way to govern America? This seminar addresses the question by examining several topics--the levels of political knowledge and interest among the public, the impact of interest groups in national government, and the operation of popular rule through initiatives and referendums in American states. *6 credits, SS; SI, Winter—S. Schier*

206. The American Courts We will explore the political and institutional dimensions of courts, and consider whether and how judicial decision making differs from political decision making. Topics will include legal reasoning and the role of the judge, the institutional capacity of courts and their relation to the political branches, and the role of lawyers in the political system. *6 credits, SS, WR; SI, WR2, Not offered in 2011-2012*

207. Urban Politics in a Global Era Are cities microcosms of state or nation? How has the role of immigrant-port-of-entry affected the politics of cities? What has been the impact of population shift to

the suburbs? Are African-Americans and Latinos fighting over an inconsequential hole-in-the-doughnut in Chicago and Los Angeles? What is the significance of living wage and gay rights movements in cities? Why do European and American cities seem so different, and are there signs of convergence in the era of globalization? *6 credits, SS; SI, IS, Not offered in 2011-2012*

211. Institutional Diversity and Environmental Complexity How can we design democratic institutions to deal with environmental and social problems? Are there universal approaches to solving political problems in physically and socially diverse communities? Do people come up with different institutional ways to address shared problems because of environmental or cultural differences? By examining basic principles of institutional design you will learn how to analyze constitutions, public policies, international treaties, and other "rule ordered relationships" that different people have created to deal with environmental concerns and, generally, the health and welfare of their communities. *6 credits, SS; SI, IS, Offered in alternate years, Not offered in 2011-2012*

212. Environmental Justice The environmental justice movement seeks greater participation by marginalized communities in environmental policy, and equity in the distribution of environmental harms and benefits. This course will examine the meaning of "environmental justice," the history of the movement, the empirical foundation for the movement's claims, and specific policy questions. Our focus is the United States, but students will have the opportunity to research environmental justice in other countries. *6 credits, SS; SI, IS, QRE, Winter—K. Smith*

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, SS; LA, QRE, Not offered in 2011-2012*

215. Political Communication in Comparative Context This five-week course will focus on the major theories of political communication in an election context. Our case study will be the United Kingdom elections, which are expected to occur around May 6, 2010. Students who enroll for this course concurrently with POSC 204 on United States elections will have an opportunity to compare the legal and cultural contexts of election news coverage and advertising in the United Kingdom and United States. *3 credits, SS; SI, IS, QRE, Offered in alternate years, Not offered in 2011-2012*

216. The Initiative, Referendum and Public Policy *Crosslisted with POSC.316.* This course focuses on the direct democracy tools of initiative and referendum. What are the origins of these institutions and in what historical circumstances do citizens turn to them? Policy conflicts over gay marriage, regulation of tobacco, financing of sports stadiums, and the externalities of economic development will be among our topics. *6 credits, SS; SI, IDS, Not offered in 2011-2012*

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, SS; SI, IDS, Offered in alternate years, Fall—R. Keiser*

219. Protest, Power & Grassroots Organizing: American Social Movements *Crosslisted with POSC.319.* Why do protest movements form and who joins? How do grassroots movements achieve their aims? This class examines the strategies of grassroots political actors as they organize protest movements in civil society, forge coalitions, and give a voice to the voiceless. Comparisons are drawn between the United States, European, Asian, and Latin American experiences. *6 credits, SS; SI, IDS,*

220. Politics and Political History in Film How do representations of politics in film influence our ideas about governance, citizenship, power, and authority? How do film and TV reflect values and beliefs of democratic society, particularly in the United States? These are two questions that we will consider in the course as we study films representing politics and historical events in fiction and non-fiction genres for entertainment and education. Films to be analyzed include: *Battle of Algiers*, *Fog of War*, *Cape Fear (1963)*, *Manchurian Candidate (1960)*, *Advise and Consent*, *All the President's Men*, *Primary*, *War Room*, *The Mushroom Club*, *Fahrenheit 9/11*, *When the Levees Broke*. 6 credits, SS; LA, IS, Not offered in 2011-2012

226. Political Psychology This course is an introduction to political psychology, an inter-disciplinary field of study that applies psychological theory and research to the study of politics, as a theoretical alternative to rational choice models. Study will include applying psychological models to elite decision making and to political behavior of ordinary citizens. Topics include personality and political leadership, group processes and foreign policy, theories of information processing and elite decision making, malignant political aggression and punitive politics, altruism and heroic political action, etc. in light of important political issues and events. 6 credits, SS; SI, QRE, Not offered in 2011-2012

227. Agenda Setting through Speeches and Debates Can political speeches like the State of the Union Address really set the agenda for the Congress and the country? How do election campaign speeches set an agenda and control the discourse among journalists, citizens, and candidate? What about campaign debates? Do they set an agenda for candidate and country? What do debates and speeches reveal about the political psychology of candidates and office holders: about how they process information and make decisions. These are a few of the questions we will address in our survey of political psychology and communication literature. 6 credits, SS; SI, QRE, Not offered in 2011-2012

228. Foucault: Bodies in Politics Are human bodies the sites where political power is constituted and legitimized? Are they sites of resistance and change, through which the construction of alternative identities and forms of discourse is incited and made possible? Drawing on philosophical, historical, and literary resources this course will explore different ways in which human bodies become politically significant. While the course will take its leading idea from Foucault's notion of biopolitics, it will expand its approach in a direction that will include feminist perspectives, as well as prison memories from survivors and witnesses of totalitarian/authoritarian political regimes. 6 credits, SS; HI, Offered in alternate years, Fall—M. Czobor-Lupp

229. International Institutions Intergovernmental organizations (IGOs), nongovernmental organizations (NGOs), and citizens are all entities that shape the governance of international and global issues. This course focuses on both international organizations (IOs) and international institutions that include formal treaties and informal rules, norms, and strategies. We will study key theoretical concepts and analytical frameworks through case studies and the literature on formal organization and collective action. 6 credits, SS, WR; SI, WR2, IS, QRE, Not offered in 2011-2012

230. Methods of Political Research An introduction to research method, research design, and the analysis of political data. The course is intended to introduce students to the fundamentals of scientific inquiry as they are employed in the discipline. The course will consider the philosophy of scientific research generally, the philosophy of social science research, theory building and theory testing, the components of applied (quantitative and qualitative) research across the major sub-fields of political science, and basic methodological tools. Intended for majors only. Prerequisite: Mathematics 115, 215, 245, 265, 275 or AP Statistics (score of 4 or 5). 6 credits, ND, WR; SI, WR2, QRE, Fall, Winter,

Spring—G. Marfleet, D. Gupta, C. Wong

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 highly recommended. *6 credits, SS; SI, Winter—G. Marfleet*

233. Corruption, Authoritarianism, and Democracy After three decades of democratization, most countries are democratic. But the quality of these democracies is questionable as many suffer from continuous problems of corruption, poor elite accountability, human rights violations, and even policies that can only be described as semi-authoritarian. This course investigates the classic regime types (totalitarianism, authoritarianism, democracy), transitions between them, and the problems of deviations from democratic norms and processes. Special attention will be paid to problems of democratic governance such as electoral fraud, campaign finance malfeasance, the corruption of the judiciary, political violence, and violations of human and civil rights. *6 credits, SS; SI, IS, QRE, Not offered in 2011-2012*

234. State, Society and International Relations of the Middle East The course introduces students to social and political realities in the Middle East. A central theme is the "state," a relatively new form of social and political organization shaped largely by European colonialism. Though varying in their degree of "stateness" and capabilities, states in the Middle East have been pivotal agents of modernization as well as of shaping the region's political order in the face of revisionist ideologies, domestic and regional conflicts, international interference, and the constant quest for security. *6 credits, SS; SI, IS, Fall—A. Sela*

237. Southeast Asian Politics This course will cover key thematic issues of Southeast Asian politics, including the challenges of democracy, regional integration, environmental politics, the rise of the power of non-state actors, and struggles for citizen-sovereignty of the people. We will examine these frontier issues against the background of Southeast Asia's societal evolution through kingdoms, colonial eras, emergence of nation-states, and the influence of globalization on politics. *6 credits, SS, WR; SI, WR2, IS, QRE, Not offered in 2011-2012*

239. The Diplomat's Craft: Three Case Studies Diplomacy is the means by which states find common ground and resolve differences. Former ambassador Burt Levin uses three cases studies from his career to evaluate the relationships between diplomacy and policy implementation. *3 credits, SS; SI, IS, Fall—B. Levin*

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, SS; SI, IS, QRE, Fall—D. Gupta*

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, SS; SI, IS, Not offered in 2011-2012*

249. Theories of International Relations This course will acquaint students with the most important approaches in the study of international relations. It does so, first, by exploring a range of theoretical approaches to international politics and the empirical and normative challenges they raise; and second, by locating these approaches in a wider disciplinary, historical and geographical context. We will consider the ways in which historians, philosophers and sociologists have attempted to understand phenomena that are beyond the purview of the nation state. The course will also focus on the history and emergence of modern International Relations theory and introduce non-Western approaches to international questions. *6 credits, SS; HI, Spring—P. Petzschmann*

250. Ancient Political Philosophy In this course we will examine ancient political philosophy through the intensive study of Plato's *Republic*, perhaps the greatest work of political philosophy ever written. What is morality? Why should a person behave morally? Wouldn't it be more satisfying to be a tyrant? What is the best way of life? What would a perfect society look like? What would be its customs and institutions, and who would rule? What would it demand of us, and would that price be worth paying? These are some of the politically (and personally) vital questions addressed by the book. *6 credits, SS; HI, Not offered in 2011-2012*

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

253. Marxist Political Thought A discussion seminar introducing the economic and political themes in Marxist literature, concentrating on the works of Marx, Engels, Lenin, and Mao. The course looks at theories of economic development, the role of the state, social conflict, political action, and revolution in the writings of each of these thinkers. *6 credits, SS; HI, Not offered in 2011-2012*

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, SS; SI, Offered in alternate years, Not offered in 2011-2012*

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, SS; HI, Not offered in 2011-2012*

256. Nietzsche and Political Philosophy Perhaps no thinker has influenced the thought of the current age as much as Friedrich Nietzsche, whose critique of rationalism, modernity, and liberalism gave rise

to what we now know as post-modernism. In this course we will engage in a close study of *Beyond Good and Evil*, Nietzsche's most overtly political major work and perhaps his most beautiful one. Selections from some of his other work will also be assigned. Students will be required to write three 7-8 page papers and participate in seminar discussions. The latter will include informal presentations. Prerequisite: Recommend prior coursework in Political Philosophy or Philosophy. *6 credits, SS; HI, Not offered in 2011-2012*

258. Politics and Ambition Is personal ambition a threat to peace and the public good or is it a prod to nobility and heroism? Does it exemplify the opposition between self and society or does it represent their intersection and mutual support---or both? Drawing on literary, philosophical, and historical works this course will take up these and other questions as part of a broad examination of the role of ambition in politics. *6 credits, SS; HI, Not offered in 2011-2012*

259. Justice Among Nations This course will attempt to bring to bear great works of political philosophy on the central questions of international relations, questions concerning both the moral basis of power and the character of international politics. Readings will be drawn from ancient and modern political philosophy and will culminate in an analysis and evaluation of contemporary international relations theory in light of these earlier thinkers. *6 credits, SS; SI, Spring—L. Cooper*

260. The Political Philosophy of Jean-Jacques Rousseau In this course we will study what Rousseau considered his greatest and best book: *Emile*. *Emile* is a philosophic novel. It uses a thought experiment--the rearing of a child from infancy to adulthood--to explore human nature and the human condition, including their political dimensions. Among *Emile*'s themes are natural goodness and the origins of evil; self-love and sociability; the differences and relations between the sexes; citizenship; and the principles of political right. The book also addresses the question of how one might live naturally and happily amid an unnatural and unhappy civilization. *6 credits, SS; HI, Not offered in 2011-2012*

263. European Political Economy An introduction to the politics of the European region during the post-World War II period. Students will examine the political conditions that gave impetus to the creation, maintenance, crisis, and decline of Keynesian economic policies, social welfare states, social democratic partisan alliances, and cooperative patterns of industrial relations. The course will examine the rise and reform of the project of European integration. The course will also address the particular problems faced by the East European countries as they attempt to make a transition from authoritarian, command economies to democratic, market-based economies. *6 credits, SS; SI, IS, QRE, Not offered in 2011-2012*

265. Politics of Global Economic Relations This course examines the interaction of national politics and international economic activity. Topics include the relationship between national and international finance, global competitiveness, and economic development. Case studies drawn from every continent. *6 credits, SS; SI, IS, QRE, Winter—A. Montero*

266. Urban Political Economy *Crosslisted with POSC.366.* 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, SS; SI, IDS, Not offered in 2011-2012*

268. International Environmental Politics and Policies International environmental politics and policy is the most prominent field that challenges traditional state-centric ways of thinking about international problems and solutions. This course will cover five arenas crucial to understanding the

nature and origin of international environmental problems and policymaking mechanisms: (1) international environmental law; (2) international 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, SS, WR; SI, WR2, IS, QRE, Winter—T. Myint*

271. Constitutional Law I Covers American constitutional law and history from the founding to the breakdown of the constitution in secession crisis. Extensive attention will be paid to the constitutional convention and other sources of constitutional law in addition to Supreme Court cases. *6 credits, SS; SI, Fall—K. Smith*

272. Constitutional Law II Covers American constitutional law and history from Reconstruction to the contemporary era. Extensive attention will be paid to the effort to refound the American constitution following the Civil War as manifest in the 13th, 14th, and 15th amendments, and to the successive transformations which the Supreme Court worked in the new constitutional order. Political Science 271 is not a prerequisite. *6 credits, SS; SI, Winter—K. Smith*

273. Citizen and Immigration Politics This course examines the politics of citizenship and immigration policy in the United States from a comparative perspective. In addition, to the United States case, the class also examines policy in Australia, Britain, Canada, France, and Germany. What foundational political ideals and traditions shape a nation's laws on citizenship and immigration? How do public opinion, political elites, and interest groups affect the path of immigration controversy over time? What effect do national political institutions have on policy-making? In what ways do domestic and foreign policy concerns interact? As more immigrants become citizens, how does their voice and participation alter the public discourse and politics of immigration? *6 credits, SS; SI, IS, Winter—C. Wong*

275. Identity Politics in America: Ethnicity, Gender, Religion This class explores the goals, forms, and impact of identity politics in America. Groups engage in identity politics when their members collectively strive for recognition for the group's particular culture, history, language, or identity. How do movements concerned with recognition of particular groups define "insiders" and relate to "outsiders"? How do groups define a group interest when memberships are heterogeneous and individuals hold multiple group memberships? To what extent do race-ethnicity, gender, and religion shape people's outlook, values, and political choices in the United States? *6 credits, SS; SI, IDS, Spring—C. Wong*

276. Arendt: Imagination and Politics We will investigate Hannah Arendt's conception of the political power of imagination, and explore the role hyperactive aesthetic imagination plays in the creation and mass dissemination of extreme political ideologies (i.e., tribal nationalism, racism, and Antisemitism). We will also examine how a benign active imagination, which is, nevertheless, essential to political judgment and political thinking in general, is possible at all. Readings will include *The Origins of Totalitarianism, Eichmann in Jerusalem, The Jewish Writings, The Human Condition*, and several of Arendt's essays on writers, such as G. E. Lessing, Heinrich Heine, Franz Kafka, Isak Dinesen, Bertolt Brecht, and Hermann Broch. *6 credits, SS; HI, Offered in alternate years, Spring—M. Czobor-Lupp*

281. Global Society: An Approach to World Politics One of the features of the Post-Cold War world has been the increased salience of issues such as terrorism, the environment, the influence of transnational corporations, the world-wide AIDS epidemic, the drug trade, and the crisis of refugees. The proliferation of such problems illustrates the limitations of state-centric international relations theory. This course examines new theoretical approaches to global politics that seek to understand how non-state actors and structures influence emerging patterns of global governance. We will debate as a

class the extent to which a global society approach to world politics helps us to understand these transnational problems. *6 credits, SS; SI, IS, QRE, Winter—B. Allen*

288. Washington D.C.: A Global Conversation Part I Students will participate in a seminar involving meetings with leading Washington figures in areas of global policy making and regular discussions of related readings. *6 credits, SS; SI, IS, Spring—G. Marfleet*

289. Washington D.C. Seminar: A Global Conversation Part II Students will engage with leading scholars and practitioners in the field of political communication to learn how mass media, particularly TV news, influences politics. We will be especially attentive to United States news coverage of international events in new and old media and its importance in international relations, domestic perceptions of global political concerns (e.g. climate change and universal declarations of human rights). Our seminar readings will draw on research in political psychology and democratic theory. *6 credits, SS; SI, IDS, Spring—B. Allen*

293. Washington D.C. Seminar: Global Conservation Internship *6 credits, ND; NE, Spring—B. Allen, G. Marfleet*

303. Political Communication: Election Campaign Advertising and Public Opinion* *Crosslisted with POSC 203.* How does political advertising influence the electorate? Do "negative ads" turn voters off? Can advertising be used strategically to influence turnout, decreasing the participation of one of the major parties, while increasing the likelihood that others will vote? Election ads along with the six second "sound bite" are now among the major forms of political communication in modern democracies. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. The course includes a research component and students enrolled at the 300 level will conduct more extensive analysis of data for their seminar papers. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

305. Issues in American Democracy* *Crosslisted with POSC.205.* Is direct citizen rule through participatory democracy or a reliance on policymaking by officeholders the best way to govern America? This seminar addresses the question by examining several topics--the levels of political knowledge and interest among the public, the impact of interest groups in national government, and the operation of popular rule through initiatives and referendums in American states. *6 credits, SS; SI, Winter—S. Schier*

306. How Race Matters in American Politics* How do the politics of race and ethnicity influence the modern development of American democracy? Problems of inequality and social marginalization. Racial attitudes and progress toward equality from the civil rights movement of the 1960s to the present. The relationship between protest and electoral politics in African American, Latino, and Asian American communities. Mechanisms for representation of racial-ethnic minorities at the national, state, and local levels of government. Controversies over racial-ethnic policy, such as affirmative action and bilingual education. *6 credits, SS, RAD; SI, IDS, Not offered in 2011-2012*

308. Poverty and Public Policy* This course will focus on the causes of urban poverty in the United States and the public policy strategies at the state and federal levels for reducing poverty. *6 credits, SS; SI, IDS, Not offered in 2011-2012*

309. The American Presidency* A study of the contemporary Presidency, with a focus on the development of the institutional Presidency, presidential personality and the presidency's relations with other structures in the American political system. The equivalent of a large research paper will be among the requirements for this course. *6 credits, SS; SI, IDS, Not offered in 2011-2012*

311. Topics in Constitutional Law* This seminar will explore selected themes in constitutional law,

examining the historical development of doctrine, the philosophical issues raised by the issues and the contemporary political controversies surrounding the Court's decisions. Topics may include the separation of church and state, freedom of speech, reproductive rights, criminal justice, voting rights, and gender and sexuality in the law. Prerequisite: One of the following: Political Science 206, 270, 271. *6 credits, SS; SI, Not offered in 2011-2012*

316. The Initiative, Referendum and Public Policy* *Crosslisted with POSC.216.* This course focuses on the direct democracy tools of initiative and referendum. What are the origins of these institutions and in what historical circumstances do citizens turn to them? Policy conflicts over gay marriage, regulation of tobacco, financing of sports stadiums, and the externalities of economic development will be among our topics. Students will be required to write a research paper. *6 credits, SS; SI, IDS, Not offered in 2011-2012*

319. Protest, Power and Grassroots Organizing: American Social Movements *Crosslisted with POSC.219.* Why do protest movements form and who joins? How do grassroots movements achieve their aims? This class examines the strategies of grassroots political actors as they organize protest movements in civil society, forge coalitions, and give a voice to the voiceless. Comparisons are drawn between the United States, European, Asian, and Latin American experiences. *6 credits, SS; SI, IDS, Winter—C. Wong*

322. Political Economy of Latin America* A research seminar that focuses on politics and economic development Latin America. Topics include: macroeconomic crisis and industrialization, poverty and inequality, regional integration, state reform and decentralization. Students work on individual research projects of their choosing. *6 credits, SS; SI, IS, QRE, Not offered in 2011-2012*

323. Cuban Politics Seminar* The seminar will examine the major political and economic transitions in Cuban history, beginning with the wars of independence and culminating in the post-Cold War period of the Communist era. Students will engage in original research projects related to the major themes in the course. *6 credits, SS; SI, IS, Not offered in 2011-2012*

326. America's China Policy* This course examines the factors that shape United States policies toward China. Topics include the early relationships in the 1800s, the problems of the war years, and the strains of the People's Republic era. *6 credits, SS; SI, IS, Not offered in 2011-2012*

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, SS; SI, QRE, Not offered in 2011-2012*

329. Vietnam and American Policy* This course will examine the factors that shaped America's involvement in the Vietnam War of the 1960's. Comparisons with America's role in the Afghan and Iraq Wars in the twenty-first century. Discussions will focus on the domestic and foreign policy issues that shaped American public perceptions, and investigate both government policies and military strategies. The class will also look at the impact of all three conflicts on the course of American foreign policy. *6 credits, SS; SI, IS, Spring—R. Grow, B. Levin*

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, SS; SI, QRE, Fall—G. Marfleet*

332. Religion and Politics* In this class, we will investigate the relationship between politics and religion around the world. It is not a class on theology or belief systems. Instead, we will focus on describing and explaining how religious beliefs and organizations affect political outcomes and vice-versa. Topics will include the relationship between religion and the state, the political dimensions of religious movements, the religious dimensions of political movements, and how religious perspectives on such issues as gender, sexuality, race, and war reinforce or clash with political values and policy. *6 credits, SS; SI, IS, Fall—D. Gupta*

333. Sustainability Science* This course is about the science of integrating social changes and environmental changes to understand and to be able to advance analytical concepts, research methods, and theories of society-nature interactions. Scholars in the field of sustainability science work to understand, explain, and predict both qualitative and quantitative changes that have occurred in society and nature. Students will learn fundamental theories and concepts that explain linkages between social change and environmental changes; gain methods and skills to measure social changes qualitatively and quantitatively; and gain critical thinking and writing skills by using climate change data and social change data. *6 credits, SS, WR; SI, WR2, IS, QRE, Spring—T. Myint*

342. War, Diplomacy and Peacemaking The course begins with a review of the theoretical literature explaining the causes of war and the conditions determining their management and settlement. This process is particularly complex in cases of shifting from protracted conflict to diplomacy, stabilization of coexistence and peace in domestic, regional and international contexts. The second part of the course examines the case of the Arab-Israeli conflict and American involvement in an effort to bring about its settlement. This part assumes a regional approach which examines the ability of individual Arab and Muslim states to act autonomously of supra-state pan-Arab and pan-Islamic ideologies. *6 credits, SS; SI, IS, Fall—A. Sela*

344. Black Masks and Bombs: The Logic of Political Terrorism* The "war on terror" has changed the logic and direction of America's foreign policy. This course examines the logic and practice of political terror, the theoretical arguments that shape the use of terror as a political instrument, and the debates about counter-terror policies. *6 credits, SS; SI, IS, Not offered in 2011-2012*

345. Guerillas, Warlords and Bandits: The Art of Asymmetric War* Guerilla insurgencies are a special kind of war and present special problems for foreign policy formation and military response. This course looks at historical cases and theoretical propositions that range from Sun Zi *The Art of War* to Mao Zedong, Vo Nguyen Giap, and Che Guevara. Case studies from China, Vietnam, Afghanistan, Iraq, early United States, and South America. Examination of strategies based on Chinese game of WeiQi (Go) as opposed to western Chess. *6 credits, SS; SI, IS, Fall—R. Grow*

346. Spies, Rogues and Statesmen: Intelligence and the Formation of Foreign Policy* Collecting and interpreting information--real and not-so-real--ripples across the making of defense strategy and foreign policy. This seminar examines the link between intelligence gathering and policy formation. Case studies from WWII, the Cold War, the Vietnam era, and the Iraqi Wars. *6 credits, SS; SI, IS, Not offered in 2011-2012*

347. America and Its Wars* War has a special place in American history and this course will look at the changing role of armed conflict in American foreign policy. The course will be based on a series of

case studies and the class will look at "large wars" such as World War II and smaller "limited engagements" in Asia and Latin America. Students will examine the debates about strategies and tactics in each of these conflicts and then merge their insights from the case studies with arguments from the larger theoretical literature about war and its role in foreign policy. *6 credits, SS; SI, IS, Not offered in 2011-2012*

349. Ideology and Power* Ideology is a rather new concept (end of the eighteenth century), but it already has an intense, turbulent, still unfolding history. We will discuss and analyze different theories of ideology from the nineteenth and twentieth century: How do social structures and interests shape ideas? How do ideas affect political practice and how do they help legitimize political power? Can politics overcome ideology and develop a more scientific outlook on society? What role do intellectual and political elites play in these processes? We will read authors such as K. Marx, M. Weber, K. Mannheim, J. Habermas, M. Foucault, and P. Ricoeur. *6 credits, SS; HI, Offered in alternate years, Not offered in 2011-2012*

350. Herodotus and the Origin of Political Philosophy This course will be devoted to close study of Herodotus' *Histories*, a rich and delightful book that defies easy description. Herodotus has much to teach us about great questions of freedom and despotism, war and peace, and empire. He was also arguably the first great thinker to explore cultural diversity and the larger questions it raises, including questions of particularism versus universalism and nature versus convention. *6 credits, SS; HI, Offered in alternate years, Winter—L. Cooper*

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, SS, WR; HI, WR2, IS, Fall—B. Allen*

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, SS, WR; SI, WR2, IS, Offered in alternate years, Not offered in 2011-2012*

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, SS; SI, IS, Not offered in 2011-2012*

359. Cosmopolitanism* Is cosmopolitanism just a form of disguised imperialism or does it represent a genuine recognition and incorporation of diversity in ways that make the world a moral community? How are we to deal with strangers and foreigners? Do we have duties to strangers? Is hospitality a human right? Is it realistic to think that we can develop trans-national forms of democracy? This course will address these and other questions through a dialogue with thinkers as diverse as: Im. Kant, J. G. Herder, J. Habermas, S. Benhabib, A. Appiah, S. Muthu, J. Derrida, and B. Honig. *6 credits, SS;*

HI, Offered in alternate years, Winter—M. Czobor-Lupp

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, SS, WR; SI, WR2, IS, QRE, Winter—T. Myint*

364. Capitalism and Its Critics* This research seminar examines the major debates in studies of contemporary capitalism in advanced capitalist and developing countries around the world. Moving beyond the classic theoretical debates of liberal, Marxist, developmentalist, and post-industrial arguments, the seminar will focus on recent debates concerning changes in labor markets, class structures, production systems, political institutions and social distribution, corporate governance, the multilateral system (e.g., IMF, the World Bank), supranational entities such as the European Union, and critical approaches on economic development, including new studies of the informal labor market. *6 credits, SS; SI, IS, QRE, Fall—A. Montero*

365. Political Economy of Global Tourism* As manufacturing has migrated to places with cheaper labor, many cities have turned to tourism to attract capital, employ low-skilled labor, and develop a niche in the global economy. We will pay particular attention to the consequences, for cities and their inhabitants, of the policy of tourism-driven economic development. We will also consider what it is that is being manufactured, marketed and sold in the tourist economy. Our investigation will proceed in an interdisciplinary manner, with inquiry into the political, sociological, anthropological, and economic consequences of tourism. Prerequisite: There are no prerequisites but participation in a college-level study abroad program will be an asset. *6 credits, SS; SI, IS, Offered in alternate years, Winter—R. Keiser*

366. Urban Political Economy* *Crosslisted with POSC.266.* City revenue is increasingly dependent on tourism. Cities manufacture identity and entertainment, whether we think of Las Vegas or Jerusalem, Berlin or Bilbao, the ethnoscapes of Copenhagen or the red light district of Amsterdam. As cities compete in the global economy to become playgrounds for a transnational tourist class, what is the role of urban residents? Who governs? Who benefits? A research paper will be required. *6 credits, SS; SI, IS, Not offered in 2011-2012*

383. European Political Economy Seminar in Madrid and Maastricht: Politics of the European Union This course examines the formation, development, institutions, laws, and policies of the European Union, with special emphasis on current issues arising from the Maastricht and Amsterdam Treaty revisions in the 1990s. Students will be divided into smaller groups to focus on different policy areas during the last two weeks of the course. *6 credits, SS; SI, IS, Not offered in 2011-2012*

388. European Political Economy Seminar in Madrid and Maastricht: Spanish Politics and Political Economy This seminar will examine the institutions, actors, and movements that made Spanish democracy possible and that govern this country today. Students will explore class, gender, ethnic, and nationalist cleavages in Spanish society and learn how they have shaped institutions at the national and subnational levels. Instruction will include travel to sites outside the Madrid region. Instruction in this course will also complement the research assignment of the Spanish portion of POSC 392. Prerequisite: Admission to the European Political Economy Program. *6 credits, SS; SI, IS, Not offered in 2011-2012*

400. Integrative Exercise 6 credits, S/NC, ND, Fall, Winter, Spring—*Staff*

PSYCHOLOGY (PSYC)

Chair: Professor Neil S. Lutsky

Professors: Sharon A. Akimoto, Neil S. Lutsky, Julie J. Neiworth

Benedict Distinguished Visiting Professor: Seth N. Greenberg

Associate Professors: Mija M. Van Der Wege, Lawrence J. Wichlinski,

Assistant Professors: Kenneth B. Abrams, Sarah Meerts

Visiting Assistant Professor: Julia Strand

Senior Lecturer: Steven F. Kozberg

Psychology at Carleton provides a systematic approach to the study of behavior and experience. It examines processes of physiological functioning, human and animal learning, human and animal cognition, cognitive and social development, personality, social influence, and psychopathology, and treats particular topics (e.g., prejudice, real-life decision making, and psychopharmacology) that are representative of the diversity and complexity of psychology. It also strongly emphasizes the development of analytic and expressive skills that are the basis of investigation, evaluation, and communication in the field.

Psychology 110 is the basic introductory course in the department and is a prerequisite for all other courses in psychology. Only in exceptional circumstances (e.g., an advanced placement score of 4 or 5 or a higher level IB score of 6 or 7) will a student be allowed to enroll in an upper-level psychology course without having taken Psychology 110. Majors in the department generally enroll in mid-level courses in our three core areas:

Biological and Behavioral Processes Courses: 210, 212, 216, 218, 220, 263

Cognitive Studies Courses: PSYC 220, CGSC/PSYC 232, PSYC 234, 238

Social Behavior, Development, and Personality Courses: 224, 248, 250, 252, 254, 256, 258,

260

Majors are advised to plan their schedules carefully in light of the prerequisites listed for upper-level courses in each area and the schedule of course offerings. A major in psychology prepares students for graduate study toward an advanced research degree in psychology and for a variety of professional programs and careers in psychological and social service areas. It also serves those intending to pursue careers in law, medicine, education, and business.

Requirements for a Major

The introductory course (110), (unless waived by an advanced placement score of 4 or 5 or a higher level exam IB score of 6 or 7, and a passable grade in a mid-level course); the measurement and methods and accompanying lab (200, 201); four courses from a list of core courses (courses numbered 210-263) including one from the Biological and Behavioral Processes group (210, 212, 216, 218, 220, 263), one from the Cognitive Studies group (220, 232, 234, 238), and one from the Social Behavior, Development and Personality group (224, 248, 250, 252, 254, 256, 258, 260); two upper-level courses (310, 318, 384, CGSC 380, 385, 386) including at least one seminar (courses numbered 358 to 386); two laboratory courses (211, 217, 221, 233, 235, 257, 259, 261); a capstone seminar of 299 plus either 397, 398, 399; and the integrative exercise (400).

It is strongly recommended that all majors complete the measurement and methods (200 and 201) course with lab during their sophomore or junior years. Particular courses in biology, education, linguistics, mathematics and computer science, economics, philosophy, and sociology-anthropology

may also be recommended, depending on an individual's interests and plans.

For future planning purposes, majors should anticipate that the capstone seminar would be taken in the spring of the junior year (299) plus either 397, 398 or 399 during the latter half of that spring term and that the integrative exercise will be completed during the fall and possibly winter of the senior year depending on the nature of the comps project.

Psychology Courses

100. Brain, Mind and Behavior This seminar for first-year students will explore the relationship between the brain and mind and how the brain/mind influences bodily processes, both in health and in disease. In addition, we will examine how the scientific communities of psychology and neuroscience function, and students will develop skills applicable to a broad range of sciences. *6 credits, AI, WRI, Fall—L. Wichlinski*

100. Psychology, Technology and Design This course surveys major topics in psychology from psychological methods to neuroscience to cognition to social psychology, through the applied lens of technology. The course will address the following questions: how are technologies interfacing with human neural circuitry; how can designers improve interfaces with technology; and how is technology changing the way that we learn and make decisions and the way we think about ourselves and interact with others. Students will work in groups to apply psychological principles and experimental methods to understanding and improving website design. This course requires co-enrollment with the special section of Computer Science 111. *6 credits, WR; AI, WRI, QRE, Fall—M. Van Der Wege*

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, SS; SI, Fall, Winter, Spring—Staff*

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. Psychology 200 requires concurrent registration in Psychology 201. *6 credits, MS; FSR, QRE, Winter—K. Abrams*

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. *2 credits, ND; FSR, QRE, Winter—K. Abrams*

210. Psychology of Learning A summary of theoretical approaches, historical influences and contemporary research in the area of human and animal learning. The course provides a background in classical, operant, and contemporary conditioning models, and these are applied to issues such as behavioral therapy, drug addiction, decision-making, education, and choice. It is recommended that students enroll concurrently in Psychology 211. A grade of C- or better must be earned in both

Psychology 210 and 211 to satisfy the LS requirement. Prerequisite: Psychology 110, or consent of the instructor. *6 credits, SS, WR; LS, WR2, QRE, Winter—J. Neiworth*

211. Laboratory Research Methods in Learning This course accompanies Psychology 210. Students will replicate classical studies and plan and conduct original empirical research projects in the study of human and animal learning. Psychology 211 requires concurrent or prior registration in Psychology 210. A grade of C- or better must be earned in both Psychology 210 and 211 to satisfy the LS requirement. Prerequisite: Psychology 110. *2 credits, ND, WR; LS, WR2, QRE, Winter—J. Neiworth*

212. Comparative Cognition This course is a systematic investigation of nonhuman animals' mental experiences. Various cognitive capabilities are reviewed, including counting, communication, categorization, self concept, and deception, memory mechanisms such as rehearsal and imagery, and social concepts in animals. Under review are these capabilities in different species of birds and mammals, including rats, pigeons, parrots, various species of monkeys, apes, and dolphins. Prerequisite: Psychology 110 or Biology 126 or Psychology 216 or permission of the instructor. *6 credits, SS, WR; SI, WR2, Not offered in 2011-2012*

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. *6 credits, MS; LS, Fall, Winter—S. Meerts, L. Wichlinski*

217. Laboratory Research Methods in Behavioral Neuroscience This course accompanies Psychology 216. 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. This course may be taken separately from Psychology 216. A grade of C- or better must be earned in both Psychology 216 and 217 to satisfy the LS requirement. *2 credits, ND; LS, Winter—S. Meerts*

218. Hormones and Behavior In this course, students will learn about the relationship between hormones and behavior. The approach in this course will be based in biological psychology and will emphasize the experimental evidence upon which our understanding of hormones and behavior is constructed. Students will learn about the techniques used to ask questions in neuroendocrinology. Topics will include the endocrine system, sexual differentiation, the stress response, and reproductive and parenting behaviors. Prerequisite: Psychology 110. Psychology 216 recommended or permission of instructor. *6 credits, SS; SI, Fall—S. Meerts*

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 consent of instructor. *6 credits, SS; LS, Spring—J. Strand*

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, ND; LS, Spring—J. Strand*

224. Psychology of Gender This course will engage the student in various readings and exercises on theory and research in the psychology of gender. The student will come to clearly understand (1) several broad theories of gender, (2) how gender impacts our thoughts and behavior, (3) a sampling of empirical research of gender, (4) how to critically evaluate gender research, especially "popular" research, (5) the controversies surrounding traditional descriptions of gender, (6) how gender is involved in family, sexuality, work, friendships/relationships, mental health, and cross-cultural concerns. Prerequisite: Psychology 110. *6 credits, SS; SI, Not offered in 2011-2012*

232. Cognitive Processes *Crosslisted 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 to gender and individual differences in cognition, as well as cultural settings for cognitive activities. Prerequisite: Psychology 110 or permission of the instructor. Corequisite: Psychology 233. A grade of C- or better must be earned in both Psychology 232 and 233 to satisfy the LS requirement. *6 credits, SS, WR; LS, WR2, Spring—K. Galotti*

233. Laboratory Research Methods in Cognitive Processes *Crosslisted with CGSC.233.* Students will participate in the replication and planning of empirical studies, collecting and analyzing data relevant to major cognitive phenomena. Prerequisite: Psychology 110 or permission of the instructor. Corequisite: Psychology 232. A grade of C- or better must be earned in both Psychology 232 and 233 to satisfy the LS requirement. *2 credits, ND; LS, Spring—K. Galotti*

234. Psychology of Language This course will cover a range of aspects of language use. We will spend time discussing language production and comprehension, discourse processing, the relationship between language and thought, and language acquisition. Additionally, we will touch on issues of memory, perception, concepts, mental representation, and neuroscience. Throughout the course, we will emphasize both the individual and social aspects of language as well as the dynamic and fluid nature of language use. Requires concurrent registration in Psychology 235. A grade of C- or better must be earned in both Psychology 234 and 235 to satisfy the LS requirement. Prerequisite: Psychology 110. *6 credits, SS; LS, Not offered in 2011-2012*

235. Psychology of Language Laboratory This laboratory experience will expose students to a variety of methodologies employed by researchers interested in studying language. Throughout the term, students will both participate in experiments and conduct experiments. We will spend time discussing and performing typical analyses. Finally, students will be expected to become proficient in writing their experimental work in APA format and in presenting their research ideas in an oral format. Psychology 235 requires concurrent registration in Psychology 234. A grade of C- or better must be earned in both Psychology 234 and 235 to satisfy the LS requirement. Prerequisite: Psychology 110. *2 credits, ND; LS, Not offered in 2011-2012*

238. Memory Processes Memory is a key foundational component of most human activities. This course will explore different types of memory (working memory, episodic memory, semantic memory, implicit memory, procedural memory), how we encode and retrieve memories, methods of studying memory, memory changes over the lifespan, and applications of this knowledge to day-to-day life (education, law, medicine, advertising). Prerequisite: Psychology 110. *6 credits, SS; SI, Offered in alternate years, Fall—M. Van Der Wege*

248. Cross-Cultural Psychology Do psychological principles apply universally or are they culture specific? How does the exploration of psychological phenomenon across cultures inform our understanding of human behavior? This course examines major theoretical and empirical work in the

field of Cross-Cultural Psychology. A major component will be on applied products such as a web site containing 1) critical analysis of a particular cross cultural psychological phenomenon, and 2) evidence-based proposal for improving cross cultural interaction. Prerequisite: Psychology 110. *6 credits, SS, RAD; SI, IS, Offered in alternate years, Winter—S. Akimoto*

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 prior consent of the instructor. *6 credits, SS, WR; SI, WR2, Winter—K. Galotti*

252. Personality An examination of analytic models that attempt to characterize and explain aspects of behavior, thought, and emotion that are central to our conceptions of ourselves as distinctly human beings and as individuals. Original theoretical statements and relevant empirical literature will be consulted. Prerequisite: Psychology 110 or consent of the instructor. *6 credits, SS; SI, Not offered in 2011-2012*

253. Research Methods in Personality Laboratory A laboratory to be taken concurrently with the Personality course, to undertake research on topics in personality. *2 credits, ND; SI, Not offered in 2011-2012*

254. Psychopathology An introduction to theories, research, treatments, and issues in the field of psychopathology. This course will be run as a seminar. Prerequisites: Psychology 110 or consent of the instructor. Recommended: Psychology 252. *6 credits, SS; SI, Spring—S. Kozberg*

256. Social Behavior and Interpersonal Processes The social psychological analysis of human social behavior, interpersonal processes, and group influences. Concurrent registration in Psychology 257 is strongly recommended. A grade of C- or better must be earned in both Psychology 256 and 257 to satisfy the LS requirement. *6 credits, SS; LS, Winter—N. Lutsky*

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. Psychology 257 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. *2 credits, ND; LS, Spring—N. Lutsky*

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, SS; LS, Fall—S. Akimoto*

259. Laboratory Research Methods in Social Cognition Students will participate in the design and replication of social psychological studies related to social cognition. This course requires concurrent registration in Psychology 258. A grade of C- or better must be earned in both Psychology 258 and 259 to satisfy the LS requirement. *2 credits, ND; LS, Fall—S. Akimoto*

260. Health Psychology This course will examine how psychological principles can be employed to promote and maintain health, prevent and treat illness, and encourage adherence to disease treatment regimens. Within a biopsychosocial framework, we will analyze behavioral patterns and public policies that influence risk for cardiovascular disease, cancer, chronic pain, substance abuse, and sexually transmitted diseases, among other conditions. Additionally, students in groups will critically

examine the effects of local policies on health outcomes and propose policy changes supported by theory and research. A grade of C- or better must be earned in both Psychology 260 and 261 to satisfy the LS requirement. Prerequisite: Psychology 110. *6 credits, SS; LS, Fall—K. Abrams*

261. Health Psychology Lab This course provides students with direct experience applying principles of health psychology. Students will engage in a term-long self-directed project aimed at increasing the frequency of a healthy behavior (such as exercising) or decreasing the frequency of an unhealthy behavior (such as smoking). Additionally, we will read and discuss case studies that relate to the current topic in the lecture portion of the course. Concurrent registration in Psychology 260 is required. A grade of C- or better must be earned in both Psychology 260 and 261 to satisfy the LS requirement. *2 credits, ND; LS, QRE, Fall—K. Abrams*

263. Sleep and Dreaming This course will examine recent experimental findings and current perspectives on sleep, dreaming, sleep disorders, and states of consciousness. Prerequisite: Psychology 110. *6 credits, SS; SI, Not offered in 2011-2012*

299. Capstone Seminar: General This capstone seminar focuses on issues of interest to all students planning to choose a comprehensive project. The course is a lead in to the more specialized core seminars of Psychology 397, 398, and 399. The goal of the course is to provide a broad review of subject matter and options that would aid students in their selection of a specific topic. Students will then be assigned to Psychology 397, 398, or 399 depending upon discussions and expressed interest. Prerequisite: Psychology Major. *3 credits, S/CR/NC, ND; NE, Spring—Staff*

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 consent of the instructor. *6 credits, ND; SI, Not offered in 2011-2012*

354. Counseling Psychology An introduction to theories, research, techniques, and issues in the field of counseling psychology. This course will be run as a seminar. Prerequisites: Psychology 110 or consent of the instructor. Recommended: Psychology 252. *6 credits, SS; SI, Fall—S. Kozberg*

358. Cross-Cultural Psychology Seminar in Prague: Psychopathology In this course we will critically examine the extent to which the etiology and manifestation of mental disorders are affected by culture and politics. The proposition that mental disorders prevalent within a culture shed light on the value structure and preoccupations of that culture will be considered. Prerequisite: Psychology 110. *6 credits, SS, RAD; SI, IS, Not offered in 2011-2012*

362. Psychology of Spoken Words This seminar explores the processes that enable humans to understand and produce spoken words. We will review major research on word perception and production, and then look at more specific topics including the influence of gesturing on word production, how seeing a talker helps us hear them, the integration of spoken language in meaningful contexts, speech errors, tip-of-tongue-states (being temporarily unable to recall a word), language disorders, and other related issues. Prerequisite: Psychology 110 (required) and a course in cognition (recommended). *6 credits, SS; SI, Fall—J. Strand*

365. Science and Pseudoscience in Psychology In this seminar we will explore the differences between scientific and pseudoscientific approaches to the study of human behavior. Common characteristics of pseudoscientific approaches as well as tools for critically evaluating claims to knowledge will be identified. Topics covered will include controversial assessment techniques (astrology, hypnosis), treatments for psychological conditions (homeopathy, facilitated communication), treatments for medical conditions (psychic surgery, faith healing), and paranormal phenomena (extrasensory perception, UFO abductions). Students will be encouraged to maintain a

healthy degree of skepticism toward controversial claims and utilize a high standard of evidence before accepting them. Prerequisites: Psychology 110 or consent of the instructor. *6 credits, SS; SI, Spring—K. Abrams*

366. Cognitive Neuroscience It should be obvious that every process that goes on in the mind has physiological underpinnings. But, whether we can unlock the secrets of learning, memory and perception as they are supported by neurons and neural connections is a longstanding and elusive problem in psychology. Contemporary articles are the text for this discussion-driven course. The student should leave the class with a working understanding of brain processes and of contemporary theories of brain processes that may support perception, memory, language, and consciousness. Prerequisite: Psychology 110 or Biology 125 or Psychology 216 or permission of the instructor. *6 credits, SS; SI, QRE, Not offered in 2011-2012*

370. Neurobiology of Motivated Behaviors This seminar will provide an in depth look at a specific research area to explore how the brain is involved in the expression of motivated behaviors like reproduction and parenting. Readings will primarily come from empirical research articles. Discussions will be used to reflect on societal views of sexuality, sex differences and brain function. Prerequisite: Psychology 110, and 216. *6 credits, SS; NE, Spring—S. Meerts*

371. Evolutionary and Developmental Trends in Cognition Recent findings have brought to light some very compelling examples of humanlike cognition in nonhuman primates: tool use and tool making, family bonding, complex social behaviors such as cooperation, altruism, communication, and emotion. The study of infant cognition has also revealed more complex cognitive abilities in developing humans. Each of these topics is considered in the context of the cognitive workings of the primate mind, with emphases on apes (gorilla, chimpanzee), monkeys (particularly cebus and rhesus varieties) and human children. The goal is to evaluate the uniqueness of primate cognition, both human and nonhuman. Prerequisites: Psychology 110 or Biology 126 or Psychology 216 or permission of the instructor. *6 credits, SS; SI, QRE, Fall—J. Neiworth*

373. Face Recognition This seminar begins with an overview of some of the explanations offered on how we recognize faces. We then delve into specific issues such as cross race identification, eyewitness identification, own face perception, perception of emotion on a face, and perception of faces by children. Primary sources material will come from primarily cognitive and social cognitive journals. Prerequisite: Psychology 232, or Psychology 220 recommended or permission of instructor. *6 credits, ND; NE, Not offered in 2011-2012*

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? Prerequisites: Psychology/Cognitive Science 232, 234, or 236. *6 credits, SS; SI, QRE, Spring—M. Van Der Wege*

376. Neural Plasticity This seminar will examine how the brain changes in response to experience, with a focus on the mammalian brain. Examples will be drawn from the literature on "normal" development as well as from recent clinical research, both basic and applied. Prerequisite: Psychology 216. *6 credits, SS; NE, Not offered in 2011-2012*

377. Research Seminar in Language: Conversational Processes Any conversation is a series of coordinated actions on the part of two or more people. This seminar will review current research on the cognitive and social processes involved in this coordination. Students will take an active role in

conducting research based on the readings and class discussions. Prerequisites: Psychology 200/201 and CGSC/PSYC 232 or Psychology 234. *6 credits, SS; NE, Not offered in 2011-2012*

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, SS; NE, Not offered in 2011-2012*

382. Topics in Social and Personality: Close Relationships This seminar will examine the contemporary effort to use the tools of rigorous science to help us understand the sources and nature of interpersonal relationship of significance. Prerequisite: Psychology 252, 256, 258, or permissions of the instructor. *6 credits, SS; SI, Not offered in 2011-2012*

382. Topics in Social and Personality: Positive Psychology This seminar will examine the contemporary effort to use the tools of rigorous science to help us understand the sources and nature of positive human strengths, characteristics, resources, aspirations and institutions. Prerequisite: Psychology 252, 256, 258, or permissions of the instructor. *6 credits, SS; SI, Not offered in 2011-2012*

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. Prerequisites: Psychology 110 or permission of instructor. Psychology 256 or 258 recommended. *6 credits, SS, RAD; SI, IDS, Winter—S. Akimoto*

397. Biological and Behavioral Psychology This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of biological and behavioral psychology. The goals of the course are to review skills pertinent to scholarly investigation of topics within biological and behavioral psychology, introduce a variety of topics that are of current interest in the respective fields, mentor students in scientific proposal development and guide students in preparing the construction of comps projects. Prerequisite: Several 200-level courses in Psychology. *3 credits, ND; NE, Spring—J. Neiworth*

398. Cognitive and Developmental Psychology This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of cognitive and developmental psychology. The goals of the course are to review skills pertinent to scholarly investigation of topics within cognitive and developmental psychology, introduce a variety of topics that are of current interest in the respective fields, mentor students in scientific proposal development and guide students in preparing the construction of comps projects. Prerequisite: Several 200-level courses in Psychology. *3 credits, ND; NE, Spring—J. Strand, M. Van Der Wege*

399. Social, Personality, Clinical and Health Psychology This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of social, personality, clinical and health. The goals of the course are to review skills pertinent to scholarly investigation of topics within social, personality, clinical and health psychology, introduce a variety of topics that are of current interest in the respective fields, mentor students in scientific proposal development and guide students in preparing the construction of comps projects. Prerequisite: Several 200-level courses in Psychology. *3 credits, ND; NE, Spring—K. Abrams, S. Akimoto*

400. Integrative Exercise Prerequisite: Psychology 397, 398, or 399. *6 credits, S/CR/NC, ND; NE, Fall—Staff*

Other Courses Pertinent to Psychology

CGSC 380: Preschool Cognitive Development (not offered in 2011-2012)

CGSC 385: Cognitive Development in Middle Childhood

CGSC 386: Adolescent Cognition (not offered in 2011-2012)

RELIGION (RELG)

Chair: Professor Michael McNally

Professors: Roger R. Jackson, Michael McNally, Louis E. Newman

Associate Professor: Lori K. Pearson

Assistant Professors: Kristin C. Bloomer, Noah Salomon, Asuka Sango, Anthony Terrance Wiley

Visiting Instructor: Shana Sippy

The study of religion, in the context of a liberal arts education, draws upon multiple disciplines in the humanities and the social sciences. This is reflected in the variety of courses offered within the department: some introduce a religious tradition and trace its development historically; others examine in a cross-cultural context the issues faced by various religious communities and individuals; and still others explore and compare diverse theories and methods employed in the study of religions. The department is concerned with traditional and contemporary forms of both major and more marginal religions, and with both "elite" and "popular" forms of religious expression. We examine the existential, intellectual, and social problems to which religions respond, and probe the dynamic and often ambiguous relationship between religious beliefs and practices and the social order in which they are embedded. Throughout the curriculum, religion is approached as a significant and pervasive expression of human culture, both in the past and the present.

Requirements for a Major

Sixty-nine credits in the department, including Religion 110; a minimum of one course numbered 111-199; two courses numbered 211-299; two advanced seminars (311-398); Religion 300: Issues in the Study of Religion; Religion 399: Senior Research Seminar; and Religion 400: Integrative Exercise. Students planning to major in Religion should consult with their adviser in the spring of their sophomore year; a sequence of at least three courses in a religious tradition, theme, or topic is to be designed in consultation with an academic adviser by the end of the junior year, and majors are expected to build some cross-cultural diversity into their programs of study. Religion 300 is normally taken during the winter term of the junior year, Religion 399 during the winter term of the senior year and Religion 400 in the spring term of the senior year. Religion 110 is a prerequisite for Religion 300.

Religion Courses

100. Televangelists and Cyber-Shaykhs: Explorations in Religion and Media Today, the most vibrant places to study religion are often not mosques, churches, or other traditional sacred spaces. Instead, religion permeates our lives in unexpected locales and the primary conduit through which it does so is often print and electronic medias. The goal of this course is to explore the kinds of religiosities that such media broadcast and the modes of religious selfhood that they make possible. Students will be asked to roll up their sleeves and delve into primary source material gathered from internet, film, television and print medias in order to understand these quintessentially twenty-first century religious movements. *6 credits, AI, WR1, IS, Fall—N. Salomon*

100. Imagining Home: Global Identities in Diaspora What and where is "home" for people on the

move? Is "home" a place, a tradition, a family, a nation, a people, a prayer, or a dream? Who feels "at home" and why? How does the stranger define who belongs? What are the effects of diaspora on religion, politics, fundamentalism, gender, sexuality, and community? This class will consider the experiences of diasporic communities--Jews, Africans, and Asians--in history and modernity. Through works of literature, theology, film, and cultural studies we will explore how communities have preserved, negotiated, and transformed their identities, traditions, and nationalities in global migrations and contexts. *6 credits, AI, WR1, IS, Fall—S. Sippy*

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, IDS, Fall—K. Bloomer*

110. Introduction to Religion This course offers an opportunity to reflect upon religion in human life. Sections vary with professors' aims, but all sections encounter material from more than one religious tradition, and probe theories of religion from several disciplinary perspectives. The study of individual quests highlights the personal dimension of religion, while the examination of historical cases brings out its cultural and political dimensions. Issues of gender, power, and social location also receive attention. Although Religion 110 makes no attempt to survey the world's religions, it provides an introduction to aspects of religious life and to the academic field of religious studies. *6 credits, HU; HI, Fall, Winter, Spring—K. Bloomer, N. Salomon, A. Wiley*

118. Religion and the Ethical This introductory course will examine philosophical accounts of what it means to live well, focusing mainly on works written since the American Civil War that are relevant to issues in religious ethics: whether morality requires a religious foundation, the ethical significance of divine commandments, and the concepts of virtue, goodness, evil, horror, holiness, sainthood, faith, and the sacred. Among the thinkers to be discussed are Tolstoy, H. Richard Niebuhr, Richard Rorty, John Finnis, Alasdair MacIntyre, Iris Murdoch, and Robert Merrihew Adams. *6 credits, HU, RAD; HI, Offered in alternate years, Not offered in 2011-2012*

120. Introduction to Judaism How does a religious tradition evolve over time? This course provides an overview of the Judaic tradition as a whole, exploring its history, modes of expression, and characteristic polarities as they have emerged in various times and places. The contours of classical Jewish life and thought are explored, as well as the crises, challenges, and choices confronting Jews and Judaism today. *6 credits, HU; HI, Fall—S. Sippy*

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, HU; HI, Offered in alternate years, Not offered in 2011-2012*

122. Muhammad and the Qur'an: An Introduction to Islam This course explores the foundational sources of the Islamic tradition--the Qur'an and the actions and sayings of the Prophet Muhammad--as

embodied in texts and the lives of pious Muslims. Students will learn the fundamentals of Islam not as timeless abstracts, but rather as dynamic and contested objects shaped by multiple histories. Through following the thread of ideas from Islamic scripture, through legal and interpretive traditions, and into the complicated present, students will explore the complexity of what it means to live an Islamic tradition with both fidelity to the text and flexibility to the demands of the modern age. *6 credits, HU, WR, RAD; HI, WR2, IS, Winter—N. Salomon*

124. Jews and the American Experience What happens to a traditional religion when it is transplanted into a modern environment? How do people adapt old beliefs and practices to a new social setting, and what new forms of religious and ethnic life develop? These are the questions raised by the study of Jews and Judaism in America. We will analyze the development of Judaism in America through the works of historians, sociologists, novelists, filmmakers, and theologians. *6 credits, HU; HI, Not offered in 2011-2012*

125. Jesus and the Gospels The Gospel accounts of Mark, Matthew, Luke and John are among the earliest Christian texts depicting the life, mission or "good news" of Jesus Christ. Comparative critical reading of these four Gospels is the basis for both historical and literary modes of discerning the social world of Jesus, his audiences, and his core message. Through these unique canonical texts that describe Jesus, his social world, and the audiences he inspired, this course will survey key results of the methods of distinguishing the worlds behind, in front of, and within these four Gospels, as well as the means of discerning them. *6 credits, HU; HI, Offered in alternate years, Not offered in 2011-2012*

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, HU, WR, RAD; HI, WR2, IDS, Not offered in 2011-2012*

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, HU, WR, RAD; HI, WR2, IDS, Spring—M. McNally*

150. Religions of South Asia A survey of the origins and classical development of the major religious traditions of the Indian subcontinent. Primary attention will be given to the Hindu and Buddhist communities, but Islam and the Jain and Sikh traditions also are considered. Readings are drawn mainly from Indian sources in English translation. *6 credits, HU, RAD; HI, IS, Spring—K. Bloomer*

151. Religions in Chinese Culture An introduction to the major religious traditions of China, from earliest times to the present. Combining thematic and historical approaches, this course will scrutinize both defining characteristics of, and interactions among, various religious traditions, including Buddhism, Daoism, and the Confuciansim, as well as Christianity and new religious movements. We also will discuss issues crucial in the study of religion, such as the relation between religion and violence, gender, modernity, nationalism and war. *6 credits, HU, RAD; HI, IS, Spring—A. Sango*

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 dieties), 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, HU, RAD; HI, IS, Not offered in 2011-2012*

160. Living Jewish Texts: Reading, Wrestling, and Ritualizing In this course we will read a range of Jewish texts, from the Biblical to modern, to consider the role that texts have played in the construction of Jewish beliefs, practices, identities, and communities. We consider how these texts engage in dialogue with one another across time and place and have been and continue to be brought to life--interpreted through rituals, literature, art, film, and music. We will explore how different groups (from Ultra-Orthodox to feminists) have wrestled with these texts and reinterpreted as them sources of theology, law, ritual practice, and creative inspiration. *6 credits, HU; HI, Offered in alternate years, Not offered in 2011-2012*

162. Jesus, Paul, and Christian Origins (New Testament) This course introduces students to the diverse literature and theologies of the New Testament and to the origins and social worlds of early Christian movements. Possible topics include: Jesus and his message; Paul and women's spiritual authority; non-canonical gospels (Mary, Thomas, Judas, etc.); relations between Christians and Jews in the first century; and more. Attention is given to the interpretation of New Testament texts in their historical settings, and to the various ways contemporary scholars and groups interpret the New Testament as a source for theological reflection. *6 credits, HU; NE, Not offered in 2011-2012*

163. The Qur'an An exploration of the most influential single authority for Muslims world-wide, the Arabic text received by the prophet Muhammad in the seventh century known as "The Recitation," or Qur'an. We will investigate questions regarding its transmission, redaction, interpretation, and ritual uses. Our major concern will be to utilize the contents of the Qur'an as a window on the Islamic world-view, and to consider issues that arise from diverse attempts to read and understand it in the context of contemporary Muslim experience. *6 credits, HU, RAD; HI, Not offered in 2011-2012*

188. Women and Religion: India and Abroad This course addresses some of the most challenging questions facing the combined study of religion, gender, and post-colonialism today, using case studies from India, Europe and the United States as starting points. What do we mean when we talk about "religion" and its scholarly study? Do "women" constitute a legitimate category of analysis? How might women and men manipulate an inherited tradition to creative ends, and how might these ends be related to gender and power? This class focuses on Christianity and Hinduism, and other religions as time allows. *6 credits, HU; HI, Offered in alternate years, Not offered in 2011-2012*

213. Sex and Scriptures This course will juxtapose contemporary sexual theories with religious texts, such as the Hebrew and Christian scriptures, when assessing the sexual moral economy they promote, presuppose, or have been interpreted to contain. Among issues covered: kinship systems, gendered poverty, sex and disability law, violence, the economics of caring labor, and racism as sexual ideology. Texts by Marcuse, Fanon, Rubin, Foucault, Irigaray, Butler, and Sandoval, among others, are surveyed for application in order to clarify relationships between sexual hierarchies, religious systems, and the social and economic struggles of various groups for human dignity. *6 credits, HU, WR; HI, WR2, IDS, Not offered in 2011-2012*

222. The State of Judaism in the State of Israel The course will explore the complex relationship between Judaism and social-political realities of modern Israel. What is the role of Judaism in the modern, largely, secular, State of Israel? How and why did the early Zionists' anti-religious ideology give rise to such enormous religious passions? How have traditional Jewish practices been adapted to this new environment? Readings will range from biblical texts to the works of contemporary "post-Zionist" Israeli thinkers. This course is part of the off-campus winter break program to Israel. Winter

break programs involve two linked classes in fall and winter terms, and this class is the first class in the sequence. *6 credits, HU; HI, Fall—L. Newman*

223. Research on Israel This course is the second part of a two-term sequence beginning with Religion 222 and will give students an opportunity to develop a research project on a topic of their choice on the state of Judaism in Israel. It is anticipated that research projects will be shared in a public symposium at the end of the term. *6 credits, ND; HI, Winter—L. Newman*

224. Women and Christianity This course first examines women's historical involvement in Christianity and the various views on women held by influential Christians of the past. It then probes literary and theological texts that reflect the efforts of contemporary thinkers to understand and transform a tradition they find both oppressive and liberating where justice for women is concerned. A diverse range of contemporary authors (including African-American, Chinese-American, European-American, and Mexican-American) invite reflection on topics such as God-language, Christian missions, race, class, spirituality, sexuality, and environmental justice. *6 credits, HU; HI, Not offered in 2011-2012*

226. Liberation and the Bible Liberation theologians argue that the core theme of the Judeo-Christian Bible is human liberation. This course will survey the classic biblical texts used to support this claim, as well as the key concepts and theoretical presuppositions of liberation hermeneutics. We will also engage with contemporary challenges to classic liberation approaches coming from post-colonial, queer, indigenous, feminist, critical race and disability studies. Liberation readings from all continents will be covered utilizing the new Peoples' Bible and The Peoples' Companion to the Bible. *6 credits, HU, WR, RAD; NE, WR2, IS, Not offered in 2011-2012*

227. Liberation Theologies An introduction to black theology, United States hispanic theology, Latin American liberation theology, and feminist theology through writings of various contemporary thinkers. Attention will be directed to the social settings out of which these thinkers have emerged, their critiques of "traditional" theologies, and the new vision of Christian life they are developing. Previous study of Christianity is recommended but not required. *6 credits, HU; HI, Not offered in 2011-2012*

230. Feminist Theologies How have feminist theologians attempted to understand and transform religious traditions they find both oppressive and liberating where justice for women is concerned? This course examines works by feminist scholars (from Christian and Jewish traditions) who have sought to re-think fundamental categories, symbols, questions, and methods related to the study of scripture, ethics, and theology. We explore the ways in which theologians from various cultural backgrounds have worked toward women's empowerment through critiques of sexism, racism, and colonialism, and through feminist models of community, identity, and justice. Topics include: gender and biblical interpretation, God-language, redemption, sexual ethics, and ecofeminism. *6 credits, HU, RAD; HI, IDS, Spring—L. Pearson*

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, HU, WR; HI, WR2, Offered in alternate years, Not offered in 2011-2012*

236. Gender and Religion in the African Diaspora This course explores the role of women and

constructions of gender in four religions of the African Diaspora (Haitian Vodou, Cuban Lucumí/Santería, Brazilian Candomblé/Macumba, and Jamaican Rastafarianism), as well as one continental West African tradition. The course's main objectives are to acquaint students with the range of prominent positions that women have held in these religions; to investigate how these religions have organized women's ritual practice; to draw distinctions between the ideal female religious subject and the everyday experiences of actual women in these traditions; and to consider their worship and representation of female deities. *6 credits, HU; HI, Not offered in 2011-2012*

238. The Sacred Body The human body has been a focus of reflection throughout history and across traditions. Drawing on specific examples from various historical, geographical, and cultural contexts, we will explore numerous ways of constructing, deconstructing, cultivating, imagining, representing, disciplining, habituating, inhabiting, and adorning the body--both in daily life and in religious fields. We will explore different forms of bodily knowledge and their relation to subjectivity. We will also take up questions about the relation between the soul (insofar as it is relevant in certain traditions), the self, and the body as it has been elaborated in a variety of contexts. *6 credits, HU, WR; HI, WR2, IS, Offered in alternate years, Winter—K. Bloomer*

241. Envisioning Vodoun: Haitian Popular Religion in Historical Perspective This course explores a religious tradition vital to the culture of Haiti, examining Vodoun against its African background, in its practice in Haiti and the Haitian diaspora, and over against its depiction in American popular culture as "Voodoo." *6 credits, HU; HI, Not offered in 2011-2012*

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, HU, RAD; HI, IDS, Not offered in 2011-2012*

246. Religion and the Black Freedom Struggle This course will examine the key events, figures, philosophies, tactics, and consequences of the modern civil rights movement in United States. The period from 1955-1965 will receive special attention, but the roots of the freedom struggle and the effect on recent American history will also be considered. Studying primary source documents, film, secondary literature, and music will facilitate understanding of what is widely regarded as the most effective mass protest movement in modern American history. Emphasis will be given to the centrality of religion for the social ethics of key movement participants. *6 credits, HU; HI, IDS, Offered in alternate years, Not offered in 2011-2012*

247. RAP and Religion: Rhymes about God and the Good We will explore the origins, existential, and ethical dimensions of Rhythm and Poetry (RAP) music. Giving attention to RAP songs written and produced by African American artists, including Tupac, Nas, Cee-lo Green, Dante Smith, Michael Franti, The Roots, and Lauryn Hill, we will analyze their work with an interest in understanding the conceptions of God and the good reflected in them, and how these conceptions connect to and reflect African American cultural practices. Weekly, we will read one theoretical, biographical, or sociological book and listen to one album. Assignments will include book review essays, music reviews, and a final paper. *6 credits, HU, WR, RAD; HI, WR2, IDS, Winter—T. Wiley*

248. Religion, Law, Religious Law This course will examine the burgeoning field of "religion and law" through asking two questions central to its inquiry: 1) How does religion become law? 2) How

does secular law extend into domains to which religion also stakes claims through the adjudication process? To answer the first question, we'll examine the development of Islamic *sharia* from "God's Path" into "religious law" in its codification and canonization by the modern state. To answer the second question, we'll look at American First Amendment jurisprudence, examining recent cases to determine how the law defines "religion" and what assumptions about religion such definitions legislate. *6 credits, HU; HI, Offered in alternate years, Not offered in 2011-2012*

249. Religion and American Public Life This course explores the contentious place of religion in American public life. What roles do religious organizations and religious motivations play in the public arenas of electoral politics, policy-making, schools, courts, social service delivery, media, and marketplace? What roles ought they play? In a pluralistic society, how are Americans to balance diverse moral positions with our shared civic life? Engaging the insights of sociologists of religion, legal scholars, ethicists, political theorists, and cultural critics this course will refine the language with which we address such broad questions. Students will apply those insights to focused critical analyses of issues they choose. *6 credits, HU, WR; HI, WR2, IS, Not offered in 2011-2012*

251. Theravada Buddhism Study of Buddhism's beginnings in India and its spread to Sri Lanka and Southeast Asia, where it is a dominant religious and cultural form. The first part of the course focuses on Theravadin interpretations of the Buddha's life and basic teachings, as found in the Pali canon. The second part of the course analyzes Buddhism's function as a cultural system in one or more Theravadin society, with special attention to such issues as Buddhist legitimization of secular power, popular religious practices, the relation between monks and laity, and the role of women. Religion 150 recommended but not required. *6 credits, HU, WR, RAD; HI, WR2, IS, Fall—R. Jackson*

252. Mahabharata: The Hindu Book of War and Peace The Mahabharata, perhaps the longest epic poem ever composed, tells the story of a fratricidal war at the dawn of Indian history. It is an inexhaustible source of Hindu mythology, religion, philosophy, psychology, ethics, political theory, and social thought. We will study both the broad outlines and particular sections of the Mahabharata, including its most famous episode, the Bhagavad Gita. We will explore the epic both in its traditional context and through modern artistic re-creations. Throughout, we will seek to understand what the Mahabharata tells us about the enduring values, and notions of war and peace, found in Indic civilization. *6 credits, HU, WR, RAD; HI, WR2, IS, Offered in alternate years, Spring—R. Jackson*

253. Tibetan Buddhism Against a background of the essential ideas and practices of Mainstream and Mahayana Buddhism, this course examines the development within Mahayana of the esoteric traditions of Tantra, and then traces the rise and development of the complex, Tantra-dominated Buddhism of Tibet. Topics include the role of the lama, ideas about death and reincarnation, tantric meditative practices, debates about such doctrines as emptiness and skillful means, the place of women, and the history of the Dalai Lamas. Religion 150 is recommended but not required. *6 credits, HU, WR, RAD; HI, WR2, IS, Not offered in 2011-2012*

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, on to its efflorescence in Japan, where it became a powerful cultural and political force. We will explore the paradoxes and practices of Zen; its impact on Japanese religion, aesthetics, and philosophy; and its complex ethical implications. We also will consider Zen's place in Korea and Vietnam, as well as in America, where it has influenced art, literature, and religion for over a century and remains perhaps the best known of all Buddhist traditions. *6 credits, HU, WR, RAD; HI, WR2, IS, Offered in alternate years, Not offered in 2011-2012*

255. Social Engagement in Asian Religions This course explores religions in contemporary Asia

while focusing on their energetic engagement with social and political issues and crises. In Vietnam, Burma, and Tibet, for example, Buddhists famously protested against war and violence by quietly marching, fasting, or immolating themselves. Yet in Japan and China, many religious groups are criticized for having justified imperialism, engaged in terrorist activities, or become mere money-making machines. Can religions serve as a vehicle of social and political activism? Do they potentially change or passively maintain the status quo? We will critically examine both examples and counter-examples of social engagement in Asian religions. *6 credits, HU, RAD; HI, IS, Winter—A. Sango*

256. Modern Hinduism: Encounters with the West A controversial statement: "Modern Hinduism was defined in engagement with Western discourses of 'religion.'" This course will begin with the ideas of such prominent Hindu thinkers as Rammohan Ray, Vivekananda, Savarkar, and Gandhi, looking to a range of historical and critical materials to ground their voices in the experience of colonialism. We'll move on to consider contemporary contexts: strains of Indian nationalism; migration and the growth of diasporic Hindu communities overseas; conversion and the transnational spread of modern guru movements; consumerism and globalization. Throughout we'll remain mindful of the question: Why is the theme of this class controversial? *6 credits, HU, RAD; HI, IS, Not offered in 2011-2012*

257. Buddha Buddha, "the awakened," is the ideal being--and state of being--in all Buddhist traditions. This course will explore the contours of the Buddha-ideal as revealed in legendary narratives, devotional poems, ritual texts, visionary accounts, philosophical treatises, meditation manuals, and artistic representations. We will draw primarily on classical South Asian and Tibetan sources from the Theravada, Mahayana, and Tantric traditions, but also will consider East Asian (e.g., Pure Land and Zen) conceptions of Buddha and modern reinterpretations of the idea. In addition, we will compare Buddha with the "ideal being" of other traditions, e.g., Brahman, the Dao, and God. *6 credits, HU, WR, RAD; HI, WR2, IS, Not offered in 2011-2012*

258. Women and Buddhism This course explores various, often contradictory, images and roles of women in Buddhism from cross-cultural and comparative perspectives. First, we examine how women's sexuality and spiritual capacity are perceived in different strands of Buddhism that were developed in South and East Asian societies. Then we probe the ways in which Buddhist ideas both reflected and prescribed the gender roles practiced in these societies. Special attention will be given to women's efforts to understand and appropriate the resources of Buddhist traditions to address the social problems they encounter. *6 credits, HU; HI, Not offered in 2011-2012*

261. Beyond Hindu and Muslim: The Lives of Indian Saints Charismatic teachers--Hindu and Sikh gurus and Muslim pirs--have been prominent as interlocutors between religious communities in South Asia. This course will examine how this cross-pollination produces a mutual flowering in the early modern period, with Bhakti and Sufism developing kindred concepts and attitudes, including a complementary mistrust of institutional authorities, a fondness for rhetorical paradox, and an emphasis on eroticism and mystical ecstasy. We will consider studies of the careers and cults of holy men and women from the medieval period to the present alongside critical readings of primary texts, including poems, songs, and films. *6 credits, HU, RAD; HI, IS, Not offered in 2011-2012*

262. Islamic Africa The goal of this course is to re-center Africa within Islamic studies and to re-center Islam and Arabic culture within African Studies. A Middle-East-centrism characterizes the academic study of Islam and misses the importance of Africa and other so-called "frontiers" in shaping the development of global Islamic thought and culture. On the other hand, African Studies has yet to fully integrate Islamic and Arab societies on the continent due to historical discord. This course explores the Sahara, the Red Sea, and the Indian Ocean as places of exchange, not barriers, examining several distinct Islamic cultures in Africa's past and present. *6 credits, HU, WR, RAD; HI, WR2, IS, Offered in alternate years, Spring—N. Salomon*

263. Sufism This course explores the Islamic devotional tradition known as Sufism. We will spend the semester both re-situating Sufism within the Islamic tradition of which it is a part (but *apart from which* it is too often studied) as well as disentangling Sufism from its common reduction to "Islamic mysticism." We will come to understand Sufism's unique contributions to Islamic theology, liturgy, theories of religious knowledge, structures of religious authority and even political theory and jurisprudence. Further, we will examine a history of Sufism, paying particular attention to its development from an elite theosophical stance to a popular organized phenomenon. *6 credits, HU; HI, IS, Offered in alternate years, Not offered in 2011-2012*

264. Islamic Politics The specter of Islamic politics haunts much policy discussion in the United States and abroad. Behind phrases such as "radical Islam," "political Islam," and "liberal Islam" do we understand what a political theory which draws its inspiration from an Islamic tradition means? Can Muslim political positions/institutions exist comfortably in a secular, democratic state or international order, or must they always necessarily be at odds with them? This course will examine scriptural paradigms in Muslim politics, several modern Muslim political theorists, and contemporary attempts at Islamic political formations in Iran, Sudan and Turkey to shed light on this complicated topic. *6 credits, HU, RAD; HI, IS, Offered in alternate years, Not offered in 2011-2012*

265. Religion and Violence: Hindus, Muslims, Jews Whether seen on t.v. screens or in history books, the horror of war, genocide, terrorism, communal violence, and land disputes often prompts the question: *is religion the problem?* Conversely, one may point to the peaceful aspirations and non-violent social movements that have been led by religious leaders, and motivated by religious philosophies and impulses and ask: *can religion be the solution?* This course will explore the complex, and sometimes paradoxical roles religious ideas, practices, communities, and leaders play in both the perpetuation and cessation of violence. Case studies will be drawn from Hindu, Muslim, and Jewish conflicts in recent history. *6 credits, HU, WR, RAD; HI, WR2, IS, Offered in alternate years, Winter—S. Sippy*

266. Islamic Conversions: The Muslim Presence in South Asia A survey exploring Islamic orthodoxies and heterodoxies in South Asia. We will chart the process of Islam's Indianization through a sequence of historical readings. The question "What's South Asian about this?" then opens the way to ethnographic perspectives on themes of contemporary practice; possession and healing, dress and diet, ideology and relations with state and other authorities, caste. In the last third of the course we turn to representative literary texts for a view of how a distinctively Muslim cultural sensibility has come to be identified in both Pakistan and India with the language and letters of Urdu. *6 credits, HU, RAD; HI, IS, Not offered in 2011-2012*

267. Contemporary Jewish Thought This course introduces students to contemporary (Post-World War II) Jewish theology. We will explore the creative and diverse ways in which modern Jewish thinkers have combined elements of modernity (e.g. the emphasis on autonomy and freedom) with traditional Jewish beliefs about God, revelation, and redemption. The course will include representative selections from rationalists and mystics, feminists, traditionalists and post-modernists. Prior study of religion and/or philosophy will be helpful. *6 credits, HU; HI, Not offered in 2011-2012*

268. Encountering Islam: Dialogue and Difference This course explores discourses that emerged as Islamic traditions encountered other cultures, from the medieval and colonial to the modern. Reading texts--historical, fictional, and ethnographic--we will consider how different religious, political, civic and cultural formations (i.e. Judaism, Christianity, Hinduism, Feminism and the Secular State) engage with Islam. Focused on questions about representation--the perception of Islam by "others," and Muslim self-representation--we will explore the nature of dialogue and alliance, both on the interfaith community and geo-political levels. Students will also explore Minnesota's varied Muslim populations

and the nuances at work in contemporary American encounters with Islam. *6 credits, HU; HI, Not offered in 2011-2012*

269. Jewish Ethics How do religious beliefs shape our moral perspectives? In this course we will examine the ways in which this has happened within the Jewish tradition, paying attention to both ethical theory (e.g., the relationship of law and ethics) and issues in applied ethics (e.g., war, sexual ethics, abortion). Both traditional and contemporary approaches to Jewish ethics will be examined. Prior study of religion and/or ethics will be useful, but is not required. *6 credits, HU; HI, Not offered in 2011-2012*

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, HU, WR; HI, WR2, Winter—L. Pearson*

271. Religious and Moral Issues of the Holocaust This course explores the profound theological and moral issues raised by the Nazi policy of systematic genocide. Attention will be given to a wide range of issues, including Jewish and Christian responses to these events, collaboration with the perpetrators, spiritual resistance, whether there are "unforgivable" crimes, and the use of scientific data from experiments on concentration camp inmates. Permission of the instructor required. *6 credits, HU; HI, Not offered in 2011-2012*

274. The Sacred Journey: Exodus and other Literary Pilgrimages This course will examine what it means to take a journey from a religious perspective. Beginning with the Book of Exodus, we will move on to a cross-cultural survey of pilgrimages and journeys, reading selections from Chaucer's *Canterbury Tales* and the medieval pilgrimage of Margery Kempe. We will read philosophers of religion such as Mircea Eliade and consider such nineteenth century pilgrims as Mark Twain and Herman Melville. Jewish notions of yearning for Zion, a comic account of a trip to the Holy Land by S.Y. Abramovitch, and Bruce Chatwin's *Songlines*, a meditation on nomadism and mortality, conclude the course. *6 credits, HU; HI, Not offered in 2011-2012*

275. Law, Religion, and Morality Normative and descriptive accounts of the law, particularly in relation to politics, morality, and religion, will be the focus of this course. Philosophical literature, legal theory, ethnographies, political constitutions, human rights charters, court decisions, religious scripture, novels, and film will be studied in order to help us grasp how different traditions, from the Greek tragedians to American lawyers and artists, have distinguished the categories legal, political, moral, and religious from one another; understand how legal institutions and conceptions of the law shape our social reality; and articulate our own theories about how the phenomena in question relate, actually and normatively. *6 credits, HU, WR; SI, WR2, IDS, Offered in alternate years, Spring—T. Wiley*

276. Nonviolent Social Change: Theory and Praxis Nonviolent direct action has effectuated major sociopolitical change in an impressive array of societies during the past century. India and the United States are prominent examples. In this class we will give attention to the historical conditions and events that led to the emergence of the theory of nonviolence (from Gandhi to Chavez) and the nonviolent activist tradition, and analyze the social movements that have informed the development of and been animated by theories of nonviolent social change. Examining the interrelationship and cross influences among members of the transnational tradition will be a key focus of our class discussions. *6*

credits, HU, RAD; SI, IS, Offered in alternate years, Fall—T. Wiley

279. Anarchism: Religion, Ethics, Political Obligation Anarchism emerged in the nineteenth century as an important transnational sociopolitical philosophy. Course participants will analyze anarchism as a political philosophy and as a social movement, from the nineteenth century labor movement to the ongoing global justice movement, with the objective of understanding the strengths and weaknesses of the normative visions (i.e. a society without violently enforced political decisions) presented by anarchist theorists and groups and the means that anarchists (from Thoreau and Proudhon, Bakunin and Tolstoy, Kropotkin and Emma Goldman, Dorothy Day and Murray Bookchin, and others) have prescribed and employed in order to realize their respective social visions. *6 credits, HU, WR; SI, WR2, IS, Offered in alternate years, Fall—T. Wiley*

281. Performing Tradition: Art, Religion, and Globalization Visit a museum and it is not uncommon to find--along side visual displays--exhibitions of "culture" in the form of performances. Building upon the idea that "art is a bridge to understanding," festivals, fairs, and classrooms have become venues for artists and religious leaders to bring the global local. Tracing the history of exhibiting cultures, beginning in the late nineteenth century, we will consider how religions and traditions are represented in different contexts with a range of political and social implications. We will also work with artists-in-residence to consider the role performance plays in constructions of rituals, religions and cultures. *6 credits, HU; HI, IDS, Offered in alternate years, Not offered in 2011-2012*

284. The Virgin of Guadalupe This course examines the apparition of the Virgin Mary called the Queen of Mexico and Patroness of the Americas, placing particular emphasis on the diverse appropriations of her image. Beginning with her precursors in the Old and New World, we approach Guadalupe as a tool with which to pry open questions central to Mexican history and identity, including issues of gender, ethnicity, class, nationalism, and representation with regard to Guadalupe and devotional objects more generally. The course concludes with a consideration of the Virgin's contemporary materialization as a symbol to be not only displayed and consumed, but also embodied. *6 credits, HU; HI, Not offered in 2011-2012*

285. Goddesses This class examines goddesses both ancient and modern, from Mesopotamia, Europe, South Asia, West Africa, the Caribbean, and Latin America. It introduces some of the world's most complex deified figures through their mythical narratives, visual representations, and ritual practices. This course places goddess worship within the context of human gender roles and relations and considers theoretical issues regarding the goddess's function as a role model for women. The course pays particular attention to issues of iconography, sacrifice, the political and social significance of goddess worship, the phenomenon of goddess possession, and what goddesses do for--and with--men. *6 credits, HU; HI, Not offered in 2011-2012*

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, HU, WR; HI, WR2, IS, Fall—K. Bloomer*

288. Women and Religion: India and Abroad This course will address some of the most challenging questions facing the combined study of religion, gender, and post-colonialism today, using case studies from India, Europe and the United States as starting points. What do we mean when we talk about "religion" and its scholarly study? Do "women" constitute a legitimate category of analysis? How

might women and men manipulate an inherited tradition to creative ends, and how might these ends be related to gender and power? We will concentrate on two religions--Hinduism and Christianity--while investigating other religions and regions as time allows. *6 credits, HU; HI, Offered in alternate years, Not offered in 2011-2012*

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, HU, RAD; HI, IDS, Spring—S. Sippy*

300. Theories and Methods in the Study of Religion This seminar is designed to acquaint junior religion majors with some of the basic theories, methods, and problems in the field of religious studies. *6 credits, HU; HI, Winter—A. Sango*

323. Scriptures and Hermeneutics: Class, Gender and Sexuality This theory seminar will attend to the key methods and questions that can be applied to religious texts, such as the Hebrew and Christian scriptures, when assessing the sexual moral economy they promote, presuppose, or have been interpreted to contain. Among issues covered: kinship systems, gendered poverty, sex and disability law, violence, the economics of caring labor, and racism as sexual ideology. Theory texts by Marcuse, Fanon, Rubin, Foucault, Irigaray, Butler, and Sandoval, among others, are surveyed for application in order clarify relationships between sexual hierarchies, religious systems, and the social and economic struggles of various groups for human dignity. *6 credits, HU; HI, IDS, Offered in alternate years, Not offered in 2011-2012*

326. Approaching the Jewish Body Called the "People of the Book," it is no wonder that it is texts that most think of when they study Jews. But what of Jewish bodies--the importance of circumcision in making a covenanted body, of embodied rites (eating, immersing, praying), of "big noses" and "hidden horns" in stereotypes? This course will consider how Jewish bodies have been constituted ritually, textually, politically, and theologically. We will pay particular attention to matters of gender and sexuality, as we read classical and modern sources to consider the ways Jewish bodies have been made and represented (by themselves and others) over time. *6 credits, HU; HI, Not offered in 2011-2012*

327. Genesis This course will address two central concerns through an in-depth study of the book of Genesis: hermeneutics--the problems and possibilities of textual interpretation, and theology--the ways in which religious communities and individuals reflect on the meaning of sacred events. This important biblical book raises an extraordinary range of issues, including cosmogony, the nature of humankind, faith, familial relationships, politics, sex and violence. Materials will be drawn from both classical and modern commentaries. Prior work in literature or religion helpful, but not necessary. *6 credits, HU; HI, Not offered in 2011-2012*

329. Theology, Pluralism, and Culture Is there one Christianity or are there many Christianities? Is Christianity separate from, or shaped by, its surrounding culture? Do religious traditions have boundaries? How and why do beliefs and doctrines change? How much should contemporary culture influence the ways we talk about God? In this course we analyze the complex relationship between theology and culture. We consider the influence of cultural identity on religious belief and practice, and we learn about theories of tradition and culture from a variety of disciplines. Throughout the term

we explore the implications of relativism, pluralism, and diversity for theological reflection on the identity of Christianity. *6 credits, HU; HI, Not offered in 2011-2012*

330. Radical Pacifism This advanced seminar will explore the emergence of pacifism as a modern tradition and the development of pacifist thinking and activism from the Mexican-American War to the War on Terror. Students will endeavor to understand the religious beliefs, ethical commitments, and ontological assumptions that inform pacifist criticism(s) of modern social order. And consider how pacifism relates to other modern social theories, including Marxism, anarchism, and feminism. Emphasis will be given to the writings of American pacifists, including William Garrison, Adin Ballou, Jessie Hughan, Jane Addams, Dorothy Day, and Martin Luther King Jr., and to the histories and philosophies of major peace organizations. *6 credits, HU; HI, Offered in alternate years, Not offered in 2011-2012*

340. Contemporary Islamic Renewal This course will explore the intellectual origins and contemporary manifestations of movements of Islamic renewal. First, by reading the classical texts which undergird the theology and social action of revivalist trends while simultaneously examining how such texts attain new meaning in the present moment, we will problematize the oft-stated dichotomy between tradition and modernity. Next, through exploring ethnographic and sociological accounts of contemporary Islamic piety movements (of Sufi and Salafi varieties, and the unaffiliated) we will explore the relevance of religion to current debates about ethics, politics, gender, and the arts in the Islamic world and beyond. *6 credits, HU, WR, RAD; HI, WR2, IS, Offered in alternate years, Winter—N. Salomon*

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, HU; HI, IDS, Not offered in 2011-2012*

350. Emptiness An exploration of the central concept of Mahayana Buddhism, *shunyata*, translated as emptiness. We will trace prefigurations of emptiness in early Buddhism, then examine its classical expression in the Perfection of Wisdom sutras and the treatises of the Madhyamaka school, and its gnostic application in tantric traditions. Throughout, we will try to understand how the "emptiness factor" affects basic questions in Buddhist metaphysics, epistemology, meditation-theory, and ethics. Our primary focus will be on Indian and Tibetan texts, but we also will consider interpretations from East Asian and modern Buddhist writers, and reflect on emptiness vis à vis Western philosophies. *6 credits, HU, WR, RAD; HI, WR2, IS, Not offered in 2011-2012*

353. Hindu Hierarchies: Caste in Theory and Practice This seminar will investigate two aspects of India's "peculiar institution:" caste hierarchy as lived in historical and present-day Hindu communities; and discourses of caste as conceived, justified, and reformed within Hindu thought. Alongside mythological and shastric texts taken from the classical Brahmanical corpus, we will consider a range of alternatives to orthodox caste dharma (*varnashramadharma*) as advanced by lower-caste voices, exponents of *Bhakti* devotionism, and modern critics such as Gandhi, Ambedkar, and Periyar. We will also pursue critical readings of analytic frameworks developed to study caste, foregrounding the work of theorists such as Dumont, Srinivas, Beteille, Marriott, and Dirks. *6 credits, HU, RAD; HI, Not offered in 2011-2012*

356. Buddhism and Ecology Both environmental scholars and activists have been vigorously discussing the role that religion plays in shaping our attitudes towards the environment. In this course, we carry on this conversation through a unique vantage point, Buddhism. Western environmentalists often assume Buddhism to be "eco-friendly." Together, we will critically rethink this benign image, exploring the parallels and the divergences between Buddhism and ecological practice, as well as the problems and the prospects of Buddhist environmentalism. *6 credits, HU; HI, IS, Spring—A. Sango*

358. Zen, Nationalism, and Orientalism To most people in the West, the term "Zen" means a religion of serene meditation, simple aesthetics, healthy food, or the key that unlocks the art of just about anything. We will challenge the commonly accepted images of Zen and reveal its active (and often problematic) engagement with social and political issues in modern and contemporary societies. Why did Japanese Zen monks justify and participate in Japan's modernization, nationalism, and imperialism? How did they reinterpret Zen when trying to introduce it to the Western audience? How did Westerners, in turn, understand and represent Zen as a religion of mysterious orient? *6 credits, HU, RAD; HI, Not offered in 2011-2012*

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, HU, WR, RAD; HI, WR2, IS, Not offered in 2011-2012*

365. Mysticism Drawing from selected traditional texts and modern analyses, we will investigate the human encounter with ultimate reality. Questions we will consider include: What is the definition and typology of mysticism? Is mystical experience truly ineffable? What are its modes of expression? Do all mystics experience the same reality? Is unmediated experience possible? Do mystical experiences show us the truth? Is there a place for reason on a mystical path? What is the role of the body and brain in mystical practice? Does mystical experience make us good? Does it free us? Are mystics critics of institutional religion or social injustice? *6 credits, HU; HI, Spring—R. Jackson*

380. Radical Critiques of Christianity This course introduces students to some of the most radical critiques brought against the foundations of Christian theology (by philosophers and theologians, outsiders and insiders, alike) in the modern period. We examine critiques concerning the authority and historical veracity of scripture, the nature and status of Christian doctrines, the true meaning of faith, the relation between Christian theology and oppressive power, and the value of Christian morality. We also consider the work of Christian theologians who have embraced these critical perspectives and who have put them to use in their efforts to reform and redefine Christianity. Prerequisites: Prior coursework in philosophy or Christian theology is desirable, but there is no prerequisite for the course. *6 credits, HU; HI, Fall—L. Pearson*

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's permission. *6 credits, ND; HI, Winter—M. McNally*

400. Integrative Exercise *3 credits, S/NC, ND, Spring—Staff*

Other Courses Pertinent to Religion

ARTH 164 Buddhist Art
HIST 131 Saints, Sinners, and Philosophers in Late Antiquity
HIST 202 Iconoclasm in the Early Middle Ages
HIST 203 Papacy, Church and Empire in the Age of Reform
HIST 230 Institutional Structure and Culture in the Middle Ages (Not offered in 2011–2012)
HIST 266 History of Islam in India (Not offered in 2011–2012)
HIST 278 Religious Orthodoxy and Deviance in New Spain (Not offered in 2011–2012)
HIST 360 Muslims and Modernity
SOAN 260 Myth, Ritual, and Symbolism (Not offered in 2011–2012)

RUSSIAN (RUSS)

Chair: Professor Laura Goering
Professors: Laura Goering, Diane M. Nemec Ignashev
Senior Lecturer: Anna Mikhailovna Dotlibova

Students considering language study outside the Western European offerings will find Russian a refreshing change. In our first-year sequence we cover the fundamentals with equal emphasis on speaking, listening, writing, and reading. Traditional materials are supplemented by fairy tales, folk songs, rock music video, film clips and internet materials. By the end of Russian 204, students are able to read short prose by Chekhov, Dostoevsky, and Tolstoy, and to communicate functionally with native speakers. Language courses beyond 204 address contemporary Russian cultural and social issues while focusing on skill development at the intermediate (205), and advanced level (301). Students with pre-college Russian, either acquired or native, should consult the department for placement information.

Literature and Cultural Studies

We teach a variety of courses in English translation with no prerequisites (230-295). Courses at the 330-395 level that are conducted entirely in Russian aim to expand students' linguistic range as well as their understanding of analytical techniques and cultural contexts. See individual listings below for prerequisites.

Requirements for a Major

63 credits, including the following: Russian 205; 207 or 307; 12 credits of survey courses in English (Russian 150, 244, 255, 268); 18 credits numbered 330 or above, six of which will normally be Russian 395; and the integrative exercise. Up to six credits in Russian 301-308 can be counted toward the major. Remaining credits may be chosen in consultation with the adviser from: departmental offerings, study abroad, appropriate methodology courses, related field work, etc. Students are strongly advised to include Russian and Eurasian courses from other disciplines in their electives.

Study Abroad: Participation in foreign study programs is highly recommended for students majoring in the Russian field. For a description of the Carleton Moscow Program, consult the section "Off-Campus Studies." Departmental approval of credit for participation in overseas programs should be sought before leaving campus.

Certificate of Advanced Study in Foreign Language and Literature or Foreign Language and Area Studies: In order to receive the Certificate of Advanced Study in Russian, students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses beyond 103, including 205 and two courses numbered 330 or above. Although courses for the certificate may

be taken on a S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy course requirements. Additional courses may be chosen from among other offerings in the Russian section, History 240-241, and Economics 231.

Language House: Students have the opportunity to immerse themselves in the language by living in the Language House. A native Russian Resident Associate provides opportunities for conversation practice and assists students in organizing a variety of cultural activities.

Russian Courses

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, ND; NE, Fall—A. Dotlibova, L. Goering*

102. Elementary Russian Continues Russian 101. Prerequisite: Russian 101 or placement. Class meets five days a week. *6 credits, ND; NE, Winter—A. Dotlibova, L. Goering*

103. Elementary Russian Concludes introductory method of Russian 101-102. Prerequisite: Russian 102 or placement. Class meets five days a week. *6 credits, ND; NE, Spring—A. Dotlibova, L. Goering*

107. Moscow Program: Beginning Grammar This course will focus on continued study of the fundamentals of Russian grammar, vocabulary expansion, and activation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. Prerequisite: For students who have just recently begun their study of the Russian language, having completed or tested beyond elementary Russian 102. *4 credits, ND; NE, Spring—D. Nemeč Ignashev*

108. Moscow Program: Beginning Phonetics This course is taken in combination with Russian 107. Students focus on the essentials of Russian pronunciation with preliminary work in intonation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *2 credits, ND; NE, Spring—D. Nemeč Ignashev*

109. Moscow Program: Beginning Conversation This course is taken in combination with Russian 107. Emphasis on socially relevant material. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *3 credits, ND; NE, Spring—D. Nemeč Ignashev*

150. Contemporary Russian Culture and Society This course surveys the complexities and contradictions of contemporary Russia, which today struggles with geography, climate, ethnic and religious diversity, and the legacies of serfdom and official corruption. Course materials include visual media (film, animation, computer graphics), short fiction (fairy tales, classical short works, and post-modern sci-fi), economic reviews, Chechnya reportage, and documentary. Course requirements: short papers aimed at the portfolio, occasional quizzes, final exam. No knowledge of Russian language or Russian studies assumed or required. No prerequisites. *6 credits, AL, WR, RAD; HI, WR2, IS, Fall—D. Nemeč Ignashev*

204. Intermediate Russian Continued four-skill development using texts and resources from a variety of sources. Emphasis on communicative skills. Prerequisite: Russian 103 or placement. Class meets five days a week. *6 credits, ND; NE, Fall—A. Dotlibova, D. Nemeč Ignashev*

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 placement. *6 credits, ND; NE, IS, Winter—A. Dotlibova*

207. Moscow Program: Intermediate Grammar This course aims at vocabulary expansion and the assimilation and activation of formulaic conversational structures and speech etiquette at the same time it develops familiarity with more complex principles of Russian grammar. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. Prerequisite: Russian 205 or placement. *4 credits, ND; NE, Spring—D. Nemeč Ignashev*

208. Moscow Program: Intermediate Phonetics This course is taken in combination with Russian 207. Students focus on the essentials of Russian pronunciation and correction. Preliminary work in intonation will be offered. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *2 credits, ND; NE, Spring—D. Nemeč Ignashev*

209. Moscow Program: Intermediate Conversation This course is taken in combination with Russian 207. Emphasis will be placed on socially relevant reading materials. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *3 credits, ND; NE, Spring—D. Nemeč Ignashev*

227. Moscow Program: Russia East and West Students will read non-fiction and fiction that explores and illuminates Russia's dual identity as European and Asian. Literary readings will include fairy tales, saints' lives, and short prose and poetry by Pushkin, Gogol, Dostoevsky, Rasputin, Vampilov, and others. Through readings, excursions, and travel in European and Asian Russia students will place the readings in the large cultural context of contemporary Russian, both historical and contemporary. The evaluative exercise for this course will include a project and/or a final examination. *6 credits, AL, RAD; HI, IS, Spring—D. Nemeč Ignashev*

228. Moscow Program: Russia North and South Students will read non-fiction and fiction that explores and illuminates Russia's cultural identities along the axis of North-South. Literary readings will include fairy tales, saints' lives, and short prose and poetry by Pushkin, Lermontov, Tolstoy, Belov, Pristavkin, and others. Through readings, excursions, and travel to the Russian North and Black Sea areas students will place the readings in the large cultural context of contemporary Russia. The evaluative exercise for this course will include a project and/or a final examination. *6 credits, AL, RAD; HI, IS, Not offered in 2011-2012*

244. Russian Literature in Translation: The Novel to 1917 A survey of representative works from the early nineteenth century to 1917. Close textual analysis will be combined with discussion of the evolution of the genre in its historical and cultural context. Works by Dostoevsky, Tolstoy, Gogol and others. No prior knowledge of Russian or Russian history is required. *6 credits, AL, WR; LA, WR2, IS, Not offered in 2011-2012*

255. Russian Cinema: History and Theory This course offers an historical overview of Russian cinema from its inception before the revolution of 1917, through the Soviet epoch, and into the era of independent Russia. Focus on the history of the medium in its distinctly Russian context is complemented with an overview of Russian film theory as applied in analysis. No prior knowledge of Russian language or culture is required. All films will be subtitled. Format: two screenings per week, readings, discussion, short papers. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

266. Dostoevsky An introduction to the works of Dostoevsky. Readings include *Poor Folk*, *Notes from the Underground*, and *The Brothers Karamazov*. Conducted entirely in English. No prerequisites and no knowledge of Russian literature or history required. *3 credits, AL; LA, IS, Not offered in 2011-2012*

267. War and Peace Close reading and discussion of Tolstoy's magnum opus. Conducted entirely in

English. No prerequisites and no knowledge of Russian literature or history required. *3 credits, AL; LA, IS, Not offered in 2011-2012*

268. Russian Fiction of the Soviet Period What avenues of literary expression are open to a writer when the government declares "socialist realism" to be the only acceptable artistic method? In this course we will read novels and short prose written in Russia between 1917 and 1991. Writers to be covered will range from those who conformed in varying degrees to governmental strictures to those who risked their lives to circulate their works underground or publish them abroad. Works by Olesha, Bulgakov, Pasternak, Solzhenitsyn, Tolstaia, and others. In translation. No prerequisite. *6 credits, AL, WR; LA, WR2, IS, Not offered in 2011-2012*

301. Russian Skill Maintenance Continued language practice and skill development. Topic in 2011-2012: morphology and vocabulary-building. Meets once weekly. May be repeated according to need; six credits may be counted towards the Russian major. Prerequisite: Russian 204. *3 credits, ND; NE, Fall—D. Nemeč Ignashev*

307. Moscow Program: Advanced Grammar This course combines advanced work in Russian grammar (largely corrective) and fundamentals in composition, with conversational Russian. Prerequisite: at least 6-12 credits beyond Russian 205/-206. *4 credits, ND; NE, Spring—D. Nemeč Ignashev*

308. Moscow Program: Advanced Phonetics and Intonation This course is taken in combination with Russian 307. Students focus on corrective pronunciation and theory and practice of Russian intonation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *2 credits, ND; NE, Spring—D. Nemeč Ignashev*

309. Moscow Program: Advanced Composition This course is taken in combination with Russian 307. Materials will combine literary classics with the socially relevant. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *3 credits, ND; NE, Spring—D. Nemeč Ignashev*

331. Russia's Literature of the Uncanny A survey of Russia's literature of the fantastic, including: saints' lives, fairy tales, and works by writers such as Pushkin, Gogol, Dostoevsky, Leskov, Remizov, Grin, Platonov, A.N. Tolstoy, Kharms, Kataev, Sinyavsky, Pelevin, Petrushevskia. This course is conducted in Russian. Prerequisite: Russian 205 or faculty permission. *6 credits, AL; LA, IS, Not offered in 2011-2012*

333. Russian Literature for Children Many well-known Russian writers also wrote literature for children. Some sought new ways of educating; others sought refuge from the constraints of censorship. Some incorporated themes from folklore; others created new characters who became part of the literary culture shared by all Russians. This course will examine the evolution of Russian writing for children from the mid-nineteenth century to the present. Works by Tolstoy, Chukovskii, Zoshchenko, Olesha, Kharms, Marshak and others. Conducted in Russian. Prerequisite: Russian 205 or faculty permission. *6 credits, AL; LA, IS, Winter—L. Goering*

336. Pushkin A study of the major poetry, drama and prose of Russia's most important poet. Prerequisite: Russian 205 or permission of the instructor. *6 credits, AL; LA, IS, Winter—L. Goering*

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, AL; NE, IS, Not offered in 2011-2012*

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, Petrushevskaja and Pietsukh. Conducted in Russian. Prerequisite: Russian 205 or permission of the instructor. *6 credits, AL; LA, IS, Not offered in 2011-2012*

395. Senior Seminar: The Cult of Stalin Drawing on materials from film, literature, architecture, and mass culture, we will examine the cult of Iosif Stalin during "the Leader's" lifetime and continuing into subsequent eras through both repudiation and periodic revivals. We will address the pagan and Christian foundations of the Stalin cult, as well as its connections with the cult of Lenin. Conducted entirely in Russian. Prerequisite: at least 6 credits at the level of Russian 330 or higher or permission of the instructor. *6 credits, AL, Not offered in 2011-2012*

400. Integrative Exercise *6 credits, S/NC, ND, Fall, Winter, Spring—L. Goering, D. Nemec Ignashev*

SOCIOLOGY AND ANTHROPOLOGY (SOAN)

Chair: Associate Professor Annette Nierobisz

Professors: Pamela Feldman-Savelsberg, Jerome M. Levi, Beverly Nagel, Nader Saiedi, Nancy C. Wilkie

Visiting Professor: Verne A. (Van) Dusenbery

Associate Professor: Annette Nierobisz

Assistant Professor: Meera Sehgal

Visiting Assistant Professor: Elizabeth Coville

Adjunct Instructor: Adrienne Falcón

Joining two disciplines as it does, the Sociology and Anthropology Department at Carleton seeks to present a truly unified vision of disciplines, both in the major as a whole and in many of the individual courses. Our principal goal is to give students a comparative perspective on human societies, exploring the vast range of similarities and differences among them in space and time.

The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above.

Requirements for a Major

Seventy-two credits including: Sociology/Anthropology 110 or 111, 240, 330, 331,396 (required for the Class of 2013 and subsequent class years) 400, and Sociology/Anthropology 239 or Mathematics 115 or 215. Students must complete Sociology/Anthropology 239 or Mathematics 115 or 215 or earn a score of 4 or 5 on the Math AP Statistics exam before taking Sociology/Anthropology 240. We *recommend but not require* that majors and students considering a major take both 110 and 111, preferably by the end of their sophomore year.

Students should plan on taking the theory courses, 330 and 331, and the research methods course, 240 no later than their junior year. Beginning with the Class of 2013, Sociology/Anthropology 396 is taken in the fall of the senior year. The integrative exercise is spread out over the senior year, with most of the work falling in winter term. A maximum of 12 credits can be applied toward the major from relevant courses in off-campus programs. CCST 210, ARCN 246 and ARCN 395 may be

applied toward the major.

In keeping with our philosophy of comparative studies and commitment to understanding human societies other than the one we live in, majors are strongly urged to develop an in depth study of a culture other than their own. This may be done through regular courses, independent study, or on off-campus programs. Early in their junior year, students should discuss ways of integrating such an in-depth study into their work in the major with their advisers.

Sociology/Anthropology Courses

100. The Myths of Crime What is crime? Who is the typical offender? What percentage of the American population is victimized by crime? This course will examine popular answers to these and other pressing questions about crime and contrast them with sociological informed accounts. As a first-year seminar, the course is designed to help students acquire a critical perspective on crime and more importantly, to separate fact from fiction. In the process students will learn how to locate and interpret sociological evidence, and how to assess theoretical accounts of crime. By the end of the course students will have a better sense of the larger sociological enterprise. *6 credits, AI, WRI, QRE, Fall—A. Nierobisz*

110. Introduction to Anthropology An introduction to cultural and social anthropology which develops the theoretical rationale of the discipline through the integration of ethnographic accounts with an analysis of major trends in historical and contemporary thought. Examples of analytical problems selected for discussion include the concepts of society and culture, value systems, linguistics, economic, social, political and religious institutions, as well as ethnographic method and the ethical position of anthropology. *6 credits, SS, RAD; SI, IS, Fall, Winter, Spring—E. Coville, P. Feldman Savelsberg*

111. Introduction to Sociology An introduction to sociology, including analysis of the sociological perspective, culture, socialization, demography, and social class and caste institutions in modern industrial societies and cultures; stability and change in societies of the twentieth and twenty-first centuries. Pros and cons of various theoretical strategies will be emphasized. *6 credits, SS; SI, Fall—N. Saiedi*

122. Anthropology of Humor Laughter is found in all human societies, but we do not all laugh at the same things. In this course we will discuss why, cross-culturally, some things are funny and others are not, and what forms humor may take (jokes, riddles, teasing, banter, clowning). We will look at such topics as joking relationships, evolutionary aspects of laughter and smiling, sexual inequality in humor, ethnic humor, and humor in religion and language. Some prior exposure to anthropology is desirable but not required. The main prerequisite for the course is a serious sense of humor. *6 credits, SS; SI, Offered in alternate years, Fall—J. Levi*

150. Who Cares and Who Gets Care? Women and Health This course will focus on the organization of the health care system in the United States and its impact on women's health. We will explore the politics of women's health from the perspective of women of different races, ethnicities, classes and sexual orientations. Gender and the social construction of health and illness, and women's activism (as consumers and health care practitioners) shall frame our explorations of menstruation, sexuality, nutrition, body image, fertility control, pregnancy, childbirth, and menopause. We will focus on the medicalization of these processes and explore alternatives that center on reproductive justice. *6 credits, SS, RAD; SI, IDS, Not offered in 2011-2012*

157. Culture and Politics in India India is a region of immense diversity where more than one billion people live. This course will explore social structures in India--through a focus on key areas of

everyday life such as family, religion, economy, systems of stratification and social movements. Close attention will be given to religious nationalism, globalization and militarism as dominant trends affecting contemporary India. Questions we will consider include: How has India been represented in the Western imagination and why do such representations matter? What are the forces of modernity and tradition in India? What are the similarities and differences in systems of stratification in India and the United States? *6 credits, SS, RAD; SI, IS, Not offered in 2011-2012*

161. Imagining Indonesia: Pluralism and Unity Given its great cultural and linguistic diversity, its religious pluralism, and the dramatic political changes it has recently undergone, the Republic of Indonesia provides an opportunity to explore questions crucial to understanding human society and culture. How do people make collective sense of their experiences in a changing world? How do citizens negotiate membership in a nation-state with belonging to local ethnolinguistic groups? How are modernity and tradition interpreted and combined? How do world religions (i.e., Islam, Christianity, Hinduism, Buddhism) interact with local beliefs and practices? We take an anthropological perspective using various genres and resources, both written and visual. *6 credits, SS, WR, RAD; SI, WR2, IS, Not offered in 2011-2012*

202. Girls Gone Bad: Women, Crime, and Criminal Justice Criminologists agree that sex is a major correlate of criminal activity. Whether we examine official statistics, self-report data, or victimization surveys, the pattern is strong and persistent: males commit more crime than females and the types of offenses males commit tend to be more serious. While crime is predominantly a male phenomenon, in this course we examine female criminality. In doing so, we learn about the social basis of criminal activity, the assumptions present in criminological theory, and the ways in which criminal justice practices are gendered. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS; SI, QRE, Winter—A. Nierobisz*

210. Principles of Demography Demography is the scientific study of human populations. The field of demography has two branches: formal demography and population studies. In formal demography, quantitative data and techniques are used to calculate demographic measures such as population size, age structure, fertility rates, life expectancies and migration levels. In population studies, these demographic measures are set within a broader societal context. Students in this course will receive grounding in formal demography not population studies. Topics include measuring fertility, mortality, migration and marriage and life tables. This course requires intensive work in small groups. *6 credits, SS, WR; FSR, WR2, IS, QRE, Not offered in 2011-2012*

215. Social Welfare This course studies the social welfare system in the United States The course reviews the historical, social, and cultural underpinnings of the nation's welfare system: then the course examines which groups are served and not served by the system. Several sections of the course examine the intellectual debates about the incentive structures of the United States welfare system and whether welfare reform have been effective in reducing welfare dependency. Time permitting, the United States welfare system is placed in comparative perspective. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS, WR; SI, WR2, Not offered in 2011-2012*

220. Class, Power, and Inequality in America The processes, structures, and functions of stratification in advanced capitalist societies. Marxist, neomarxist, Weberian, and functionalist models of class analysis; theories of status attainment and mobility; comparative welfare states; the relationship between class, gender, and ethnicity; the relation of education to status attainment; class and socialization; and models of justice and rationality. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS; SI, IDS, Offered in alternate years, Not offered in 2011-2012*

221. Law and Society Law has an impact on every aspect of our lives, from the conditions of our birth to the conditions of our death and everything else in between. As we enter the twenty-first century, the pervasiveness of law continues to grow. We begin this course by exploring the ubiquity of law and the implications of this for our day-to-day lives. Next we examine definitions of law, the development of law, and the extent to which law is shaped by the wider social and cultural contexts in which it is embedded. We conclude by examining specific issues such as legal consciousness, the legal profession, and law and social inequality. Readings include classic and contemporary theoretical works on law and society, and current empirical applications. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS; SI, Not offered in 2011-2012*

224. Global Migrations We look at causes of migration such as post-colonial conditions in the developing world that create political and economic instability; declining populations in the developed world that create labor needs; and human slavery and trafficking from countries with high poverty, unstable governments, and challenges to human rights. We study some of the largest-scale migrations: the Chinese, Indians, Jews, Japanese, German and Italians, and examine political instability in places where minority immigrant groups control nations' economic resources. Theoretical approaches include micro-economic 'push-pull' theories and macro-structural theories focusing on global conditions. *6 credits, SS; SI, IS, Not offered in 2011-2012*

225. Social Movements In this course we will consider questions of how ordinary women and men have come together to reshape the societies in which they live and the difficult choices they have faced in the process. We will explore factors affecting the emergence, growth, structure and impact of social movements as their participants intentionally attempt to bring about social change, transform social relationships and reshape social values. Major theoretical perspectives (concerning collective behavior, resource mobilization, and new social movements) will be examined in light of some of the most important social movements from around the world. *6 credits, SS; SI, IS, Offered in alternate years, Not offered in 2011-2012*

226. Anthropology of Gender This course examines gender and gender relations from an anthropological perspective. We discuss such key concepts as gender, voice/mutedness, status, public and private spheres, and the gendered division of labor, and explore the intellectual history of these terms and how they have been used. The course focuses on two areas: 1) the role of sex, sexuality, and procreation in creating cultural notions of gender, and 2) the impacts of colonialism, globalization, and economic underdevelopment on Third World women. Readings include both theoretical articles and ethnographic case studies from around the world. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS, WR, RAD; SI, WR2, IS, Fall—P. Feldman Savelsberg*

229. Demography of the Family This course uses demographic techniques to study the family and changes in family behaviors and household relationships. Drawing primarily, but not exclusively, upon the demographic literature, families are studied across time, social groups, and countries. The course will review trends in family composition and structures and introduce theoretical perspectives on union formation and family change. Possible topics for study include cohabitation and marriage, teenage pregnancy, child care, and intergenerational relationships. The course will examine the role that public policies have played in shaping families to date and what effects public policies might have on the American family in the future. Prerequisite: Sociology and Anthropology 110 or 111. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS, WR; SI, WR2, IS, QRE, Not offered in 2011-2012*

230. Human Evolution and Prehistory A survey of the course of human evolution from

Australopithecenes to the Upper Paleolithic. Areas of discussion include paleoanthropology, genetics, primate ethology, the role of archaeology in providing evidence for human evolution and culture, and the importance of environment and technology in the evolution of culture. No prerequisite. *6 credits, SS; NE, Spring—N. Wilkie*

231. Transnational Migration and Diasporic Communities An interdisciplinary approach to the study of transnational migration and global diasporas. Instructor introduces theoretical perspectives on contemporary migration, transnational linkages, and imaginative connections maintained by globally dispersed peoples. Instructor and guest experts present model case studies. Students research and present additional case studies. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS, WR, RAD; SI, WR2, IS, Offered in alternate years, Winter—V. Dusenbery*

233. Life Work of an Anthropologist: Marshall Sahlins Through consideration of his or her publications and professional activities, this course explores contributions to the discipline and beyond by a major figure in the field of anthropology. This is primarily a reading and discussion, seminar-style course. This year's iteration of the course will explore the life work of Marshall Sahlins, Chesley lecturer for 2011. *3 credits, SS; SI, Not offered in 2011-2012*

234. Ecology, Economy, and Culture This course examines the ways in which economic goods are embedded in social relations. When does a thing become a commodity? What relationships exist between culture and ecology? Formulating an anthropological perspective for the interpretation of "economic facts," we will examine similarities and differences among hunter-gatherers, horticulturalists, and peasants. We will also discuss the interpretation of traders in the brokering of culture, asymmetrical articulation of local and transnational economies, gender bias in classical exchange theory, Mauss on gift-giving and Marx on "commodity fetishism." Theoretical material will be illustrated with ethnographic examples from Africa, Asia, Oceania, and the Americas. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS; SI, IS, Not offered in 2011-2012*

236. Introduction to Peace Studies Peace studies is an evolving and emerging holistic interdisciplinary study of collective harmony and collective violence. In this course we will study the alternative definitions of peace and examine the relation between peace and a variety of societal factors including modernity, post modernity, international anarchy, forms of state, cultural construction of violence, religious prejudice, patriarchy, nuclear weapon, ecology, militarism, globalization and a global civil society and culture. *6 credits, SS; SI, IS, Winter—N. Saidei*

238. Proponents of the Poor: A Radical Experiment in Development Aid Disillusioned by the failures of conventional foreign aid, in the 1960s Congress took a remarkable step. It created the Inter-American Foundation (IAF) to make grants directly to grassroots organizations for projects that would empower the poor. In this course Marion Vance (Carleton '60) will draw on two decades of personal experience as field representative and department director to deliver an insider's perspective on the IAF. Through debate and discussion, students will gain insight into the politics of aid, the links between a major United States agency and local NGOs, and the complexity of even well-meaning efforts to "do good." *1 credits, SS; SI, Spring—M. Vance*

239. Explorations in Social Data Analysis The course introduces social science students to basic statistical tools for social data analysis. The course covers the foundations of univariate and inferential statistics up to simple regression. The course focuses much more on applications of statistical techniques to social science questions and data, rather than statistical theory. *6 credits, SS; FSR, QRE, Not offered in 2011-2012*

240. Methods of Social Research The course is concerned with social scientific inquiry and explanation, particularly with reference to sociology and anthropology. Topics covered include research design, data collection, and analysis of data. Both quantitative and qualitative methods are considered. Student will demonstrate their knowledge by developing a research proposal that is implementable. Prerequisite: Sociology and Anthropology 110 or 111; Sociology and Anthropology 239 or Mathematics 115 or Mathematics 215. *6 credits, SS; SI, QRE, Spring—A. Nierobitz*

241. Guatemala Program: Mesoamerican Cultures Mesoamerica, a major area of pre-Columbian civilization, is a region generally extending from around the Tropic of Cancer in Mexico to northwestern Costa Rica. This course will examine both ancient and modern peoples of Mesoamerica, with special reference to the Maya peoples of Guatemala and southern Mexico. Students will cover topics including economic, social, political, and religious organization as well as cosmology and symbolism. Course materials should assist students in selecting a topic for their individual research projects. *6 credits, SS; SI, IS, Winter—J. Levi*

242. Qualitative Methods In this course we examine the epistemological assumptions and techniques of qualitative research. We begin by examining questions such as: How do we know what we know? What questions guide our research? Does it matter who the researcher is? What do we do to the objects/subjects of our research? What issues arise in studying 'Others'? Whose interests does research serve? Who uses or misuses it? Can qualitative research address social justice issues? These discussions are followed by hands-on practical experience thinking and researching from a qualitative perspective. This course is useful to students applying for junior fellowships, study abroad programs, or planning to use a qualitative approach in their comps. Prerequisites: Sociology and Anthropology 110 or 111 or permission of instructor. *6 credits, SS, WR; SI, WR2, IS, Offered in alternate years, Not offered in 2011-2012*

243. Social Research Practicum This course builds on the skills of Sociology and Anthropology 240 which introduces students to qualitative and quantitative methodologies for examining hypotheses about the social world. Students will select a compelling social issue and design and conduct a complete research study. This research practicum will provide a solid foundation for students' subsequent integrative exercise in Sociology and Anthropology 400. *6 credits, SS; SI, Not offered in 2011-2012*

250. Ethnography of Latin America This course explores the historical development and contemporary experience of selected peoples and cultures of Latin America. We will examine the historical and structural processes that have shaped contact among indigenous, European, and African peoples in Latin America during Conquest and the colonial period, under conditions of global economic expansion and state formation, and in present day urban centers and extractive "frontiers." Special attention will be given to local-level transformations and resistance as well as issues of migration and gender construction. *6 credits, SS, RAD; SI, IS, Not offered in 2011-2012*

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

256. Ethnography of Africa This course emphasizes the study of several sub-Saharan African societies so as to deal with themes that have concerned anthropologists working in Africa. The types of questions anthropologists have posed about African societies, and the role Africa has played in the development of anthropological theory is explored. Texts include three classics, *The Nuer*, *Chisungu*, and *Witchcraft, Oracles and Magic* as well as contemporary re-studies and ethnographic case studies by both African and Western scholars to address issues affecting the entire continent, including colonialism, gender, AIDS, local-state relations, the role of history, and debates about cultural identities. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS, WR, RAD; SI, WR2, IS, Spring—P. Feldman Savelsberg*

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, SS, RAD; SI, IS, Fall—M. Sehgal*

259. Comparative Issues in Native North America This course examines the cultural and historical situation of indigenous groups in the United States, Mexico, and Canada to develop a comparative perspective for understanding native peoples in North America. How have indigenous peoples variously coped with continuity and change? What strategies have they employed in pursuit of political sovereignty, economic survival, and cultural vitality? In answering these questions, we will explore the politics of representation regarding "the Indian" as a symbol in national consciousness; the negotiation of identity in inter-ethnic contexts; patterns of resistance; the impact of European powers and state agendas; and the resurgence of tradition. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS; SI, IDS, Not offered in 2011-2012*

260. Myth, Ritual, and Symbolism Exploring the ways in which people make sense of their world through myth, ritual and symbolism, this course takes an anthropological approach to the study of comparative religion. What is the relationship between "myth" and "history?" How do animals, food, color, music, and the human body function as idioms of symbolic communication? Why is ritual credited with the ability to heal illnesses, offer political commentary, maintain cosmic harmony, and foster social cohesion through the exhibition of interpersonal tensions? Examining major theories in the anthropology of religion, students learn to record and analyze both "familiar" and "unfamiliar" myths, rituals, and symbols. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS; SI, IS, Not offered in 2011-2012*

261. Imagining Indonesia: Pluralism and Unity Given its great cultural and linguistic diversity, its religious pluralism, and the dramatic political changes it has recently undergone, the Republic of Indonesia provides an opportunity to explore questions crucial to understanding human society and culture. How do people make collective sense of their experiences in a changing world? How do citizens negotiate membership in a nation-state with belonging to local ethnolinguistic groups? How are modernity and tradition interpreted and combined? How do world religions (i.e. Islam, Christianity, Hinduism, Buddhism) interact with local beliefs and practices? We take an anthropological perspective using various genres and resources, both written and visual. *6 credits, SS, WR, RAD; SI, WR2, IS,*

Winter—*E. Coville*

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 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS, WR; SI, WR2, IS, Winter—P. Feldman-Savelsberg*

265. Globalization, Gender & Militarism This course examines the relationship between globalization, gender and militarism to understand how globalization and militarism are gendered, and examines processes through which gender becomes globalized and militarized. We will take up the different theoretical and disciplinary approaches to this project, as well as the perspectives and methods put forth for studying gender, race and class transnationally. We will explore how economic development, human rights, and the politics of resistance are gendered. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS, RAD; SI, IS, Winter—M. Sehgal*

266. Urban Sociology In this course, we will explore ideas about cities and humans who live there through a series of lenses including: city as place, city as symbol, city as location of assimilation and integration and the opposite, city as a site of segregation and extremes of power and capital. How do cities work and for whom? By combing theoretical readings with case studies, we will move from historical ethnographies of cities and communities, to current studies of cities in global context. Prerequisites: Sociology and Anthropology 110 or 111 or consent of instructor. *6 credits, SS; SI, IDS, Not offered in 2011-2012*

272. Ethnicity and Race This course examines ethnic and racial relations from an anthropological perspective. We focus on such theories as primordialism, instrumentalism, myth-complex, and boundaries, exploring the intellectual history of these theories. Readings include both theoretical articles and ethnographic case studies from around the world. *6 credits, SS, RAD; SI, IS, Not offered in 2011-2012*

274. Language, Culture and Society With an emphasis on the linking of language, culture, and social context, this course introduces linguistic anthropology. We begin by looking at its roots in linguistics, anthropology, semiology and semiotics. Then we introduce the central concepts of speech community, communicative competence, and language functions. We explore both classic studies (e.g., terms of address; linguistic relativity; language variation) and contemporary research (e.g., ritual performance; political economy of language; language socialization; social contexts of literacy; language ideologies; language endangerment). We will read ethnographic material from the United States (e.g., Hmong, Apache) and the world (e.g., Indonesia, Africa). Students will also do field observations of language practice in their own communities. *6 credits, SS, RAD; SI, IS, Fall—E. Coville*

280. Statistical Tools for Quantitative Reasoning This course aims to produce numerate students who can write confidently and effectively about the social world they have explored using survey data and have assessed using statistical tools. The course provides students with statistical tools to evaluate and analyze survey data and opportunities to write critically and cogently about the empirical relationships they have discovered. Numerous statistical methods are taught, but contrasting more traditional advanced statistics courses, the emphases are using survey data to drive learning multivariate statistics, and requiring intensive writing exercises about empirical discoveries to motivate

student understanding about the social world and complex statistical concepts. Students should have basic knowledge of the statistical program STATA. Prerequisite: Mathematics 115 or 215 or with permission of instructor. *6 credits, SS, WR; FSR, WR2, QRE, Not offered in 2011-2012*

285. The Ethics of Civic Engagement In this course, students will discuss the ethical questions that arise when they engage with others in research, service, organizing, or policy work. Students will read and talk about the meanings and forms of civic engagement and use these readings to reflect upon their own research or service projects, or to reflect upon the college's role in Haiti or Faribault, two areas where college members are actively engaged. Gaining insights from sociological and practice based readings, we will examine different perspectives on the ways that power and privilege relate to civic engagement. *3 credits, S/CR/NC, SS; SI, Fall, Spring—A. Falcon*

290. Guatemala Program: Directed Reading During winter break participants are asked to read selected works chosen to provide background on Guatemalan history, Mayan culture, and contemporary social issues in preparation for the field seminar. Students will write an integrative essay on this material and participate in discussions covering the readings during the first week of the program. *2 credits, ND; NE, Winter—J. Levi*

295. Guatemala Program: Field Methods and Individual Research Project The first part of the course is designed to prepare students for their individual field research projects. Students will cover participant observation, interview methods, research ethics, and develop a prospectus for their field research. In the second part of the course, students will apply their knowledge of field methods and conduct four weeks of ethnographic research in a highland Maya community in western Guatemala based on their prospectus, followed by a one week period in Quetzaltenango during which students will write their research papers and present their findings in a research symposium. *6 credits, ND; SI, IS, Winter—J. Levi*

302. Anthropology and Indigenous Rights This seminar examines the relationship between culture and human rights from an anthropological perspective. By asking "who are indigenous peoples?" and "what specific rights do they have?" this course introduces students to a comparative framework for understanding cultural rights discourse. Given the history of intolerance to difference, the seminar demonstrates the need to explore the determinants of violence, ethnocide, and exploitation routinely committed against the world's most marginalized peoples. At the same time, it also asks about the limits of tolerance, if human rights abuses are perpetrated under the banner of cultural pluralism. Students will analyze case studies drawn from Africa, Asia, and the Americas, as well as issues that cross-cut these regions. Prerequisite: Sociology and Anthropology 110, 111 or permission of the instructor; upper division coursework in anthropology, sociology, history or philosophy recommended. *6 credits, SS; SI, IS, Fall—J. Levi*

308. Working Across the Life Course This course explores the meaning, experiences, and challenges of work at four stages: adolescence, young adulthood, mid-life, and the senior years. At each stage we examine key questions that sociologists who study work and occupations ask. For example, how does paid employment in the teenage years affect schoolwork and adolescent well-being? Do the occupational aspirations of today's college students match up with the job structure of the contemporary labor market? What types of challenges arise in balancing work and family? We develop answers to these questions by reading sociological theory and research, and by analyzing data. The course will also have an experiential component. Prerequisites: Mathematics 115 or 215 or Sociology and Anthropology 240. *6 credits, SS, WR; SI, WR2, QRE, Not offered in 2011-2012*

311. Anthropology and/of Globalization Late twentieth century-early twenty-first century globalization--speeding up and intensifying transnational flows of people, goods, capital, ideas, and

images--has challenged modernist thinking about our social world. This course explores both the challenges that globalization has posed to mainstream anthropological thought and theory and the ways that anthropologists have contributed to the interdisciplinary study of globalization as a social process. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS; SI, IS, Not offered in 2011-2012*

330. Sociological Thought and Theory Classical sociological theory has been concerned with at least three fundamental questions. They are the nature of the historic transition from feudalism to capitalism, the appropriate method of social studies, and the form of a rational society. Beginning with the Enlightenment and romanticism, we study nineteenth century positivism, liberalism, Marxism and nihilism, and investigate the ideas of Weber and Durkheim at the turn of the century. Prerequisite: The department strongly recommends that 110 or 111 be taken prior to enrolling in courses numbered 200 or above. *6 credits, SS; SI, Fall—N. Saiedi*

331. Anthropological Thought and Theory A systematic introduction to the theoretical foundations of social and cultural anthropology with special emphasis given to twentieth century British, French and American schools. The course deals with such seminal figures as Morgan, Boas, Malinowski, Radcliffe-Brown, Levi-Straus, Harris, Sahlins, Bourdieu, Geertz, and Appadurai. The reading strikes a balance between ethnographic accounts and theoretical statements. Prerequisite: Sociology/Anthropology 110 or 111 or permission of the instructor. *6 credits, SS, RAD; SI, IS, Winter—V. Dusenbery*

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. Prerequisites: Sociology and Anthropology 110 or 111; and 226, 260, or 262; or permission of the instructor. *6 credits, SS, WR; SI, WR2, IS, Spring—P. Feldman Savelsberg*

396. Advanced Sociology and Anthropological Writing This course explores different genres of writing and different audiences for writing in the social sciences, but it focuses particular attention on scholarly articles published in professional journals in sociology and anthropology. To that end, students both analyze sociological and anthropological articles (as facilitated by the instructor and guest presenters) and 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 (e.g., introductions, literature reviews, thesis statements, methods statements, presentation of argument with evidence, conclusions, and abstracts) on which students practice and revise their work. Prerequisite: Senior Sociology/Anthropology major or consent of the instructor. *6 credits, Not offered in 2011-2012*

400. Integrative Exercise The integrative exercise in Sociology and Anthropology consists of two options. The thesis option involves carrying out and presenting a major piece of research, as well as sharing and discussing the work-in-progress with a group of others engaged in the same process, under the guidance of a faculty supervisor. The exam option consists of a four-part comprehensive exam on sociological theory, anthropological theory, social research methods, and a topical specialization. Study groups work together in fall and winter for the spring term exam. Please consult the Sociology/Anthropology website for a full description. *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

Other Courses Pertinent to Sociology/Anthropology:

ARCN 246 Archaeological Methodology (Not offered in 2011–2012)

ARCN 395 Archaeology Capstone Seminar

CCST 210 Global/Local Perspectives

ENTS 244 Biodiversity Conservation and Development

MELA 242 Ethnographies of Turkey (Not offered in 2011–2012)

SOUTH ASIAN STUDIES CONCENTRATION

Director: Assistant Professor Meera Sehgal

South Asia, which contains nearly a quarter of the world's people, refers to the countries comprising the South Asian subcontinent: Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, Maldives, and sometimes Afghanistan and Tibet. The concentration consists of 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 concentration is to provide cross-cultural interdisciplinary understanding of a complex civilization that is both ancient and modern, and of great significance in the contemporary world.

Requirements for the Concentration:

A total of 42 credits, with at least 6 credits drawn from each of the three ASST distribution areas (Arts and Literature, Humanities, Social Sciences)

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

24 credits from supporting courses, drawn from at least two of the three ASST distribution areas, and including a designated South Asia-related capstone course

Courses taken on off-campus programs in South Asia may be applied to the concentration

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

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

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

ENGL 250: Modern India Fiction (not offered in 2011-2012)

ENGL 251: Contemporary Indian Fiction (Not offered in 2011-2012)

HIST 167: History of Modern South Asia

HIST 266: History of Islam in India (Not offered in 2011-2012)

RELG 150: Religions of South Asia

SOAN 157 Cultures and Politics in India

SOAN 257 Cultures and Politics in India

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

ECON 240 Microeconomics of Development

ENGL 245 Bollywood Nation

ENGL 335 Post Colonial Literature (not offered in 2011-2012)

HIST 259 Women in South Asia: Histories, Narratives and Representation

MUSC 180 or 280 Raga: Vocal or Instrumental Study of Hindustani Music

RELG 122 Muhammad and the Quʿan: An Introduction to Islam

RELG 251 Theravada Buddhism
RELG 253 Tibetan Buddhism (not offered in 2011-2012)
RELG 256 Modern Hinduism: Encounters with the West (Not offered in 2011-2012)
RELG 257 Buddha (Not offered in 2011-2012)
RELG 268 Encountering Islam (Not offered in 2011-2012)
RELG 350 Emptiness (Not offered in 2011-2012)
Capstone Course: For 2011-2012, the designated capstone course is: to be determined

SPANISH (SPAN)

Chairs: Associate Professor Silvia L. López
Professors: Becky J. Boling, José Cerna-Bazán, Humberto R. Huergo
Associate Professors: Jorge Brioso, Silvia L. López
Assistant Professor: Maria Del Palmar Álvarez-Blanco, Yansi Perez
Senior Lecturers: María Elena Doleman, Diane Pearsall
Lecturer: Linda Demarest Burdell
Visiting Instructor: Beatriz Periente-Beltrán

Language Courses

Language courses 101, 102, 103, 204 are a sequential series of courses designed to prepare the student in the basic language skills (listening, speaking, reading, and writing) through the study of grammar, literature, and culture, and/or to provide the foundation for pursuing advanced work in language and literature. Spanish 205, 206 and 207 are designed to develop the student's spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. Admission to these courses is determined either by appropriate high school CEEB or Carleton placement test scores or by completion of the previous course in the sequence with a grade of C- or better.

Literature Courses

We examine literary works for both their aesthetic and human values. Our literature courses have a number of goals: to refine and expand students' linguistic ability, to broaden their cultural understanding, to improve their ability to engage in literary analysis, to enhance their knowledge of literary history and criticism, and to help students better understand themselves and the human condition. In our discussions, we address universal themes and concerns, but we also try to uncover what is peculiarly Hispanic or Latin American about the works.

Requirements for a Major

Sixty-six credits in Spanish including either 205 or 206 and no more than twelve credits in the 205-210 sequence. Courses 101, 102, 103, 204 do not count toward the major. Students may not apply more than 18 credits from courses numbered 220-290 to the major. In addition to 66 credits in the major, six credits are required in literature outside the major. Majors must complete at least three courses in Latin American literature and three courses in Peninsular literature (Spain) before winter term of the senior year. Students also write an integrative exercise during senior year.

Concentration: See separate section for Latin American Studies Concentration.

Programs Abroad: Participation in a Carleton or in another approved foreign study program is highly recommended for students majoring or concentrating in the above areas. Students interested in study abroad should consult the section on international off-campus programs, and discuss alternatives

with faculty in Spanish and with the Director of Off-Campus Studies.

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

Certificate of Advanced Study in Foreign Language and Literature: In order to receive the Certificate of Advanced Study in Spanish, students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses completed with a grade of C- or better in Spanish beyond 103, including at least two upper-level literature courses (300-395). Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "Cr" level work will not be sufficient to satisfy course requirements. No more than 12 credits from non-Carleton off-campus studies programs may be applied toward the certificate.

Spanish Courses

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, ND; NE, Fall—Staff*

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 placement score. *6 credits, ND; NE, Winter—Staff*

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 placement score. *6 credits, ND; NE, Spring—Staff*

204. Intermediate Spanish Through discussion of literary and cultural texts and films, as well as a review of grammar, this course aims to help students acquire greater skill and confidence in both oral and written expression. Taught three days a week in Spanish. Some Spanish 204 sections include a service-learning component, to enrich students' understanding of course material by integrating academic study with public service. The language classes team up with the Northfield public schools to help both Northfield and Carleton students improve their language skills. Prerequisite: Spanish 103 or placement score. *6 credits, ND; NE, Fall, Winter, Spring—Staff*

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 proficiency. *6 credits, ND; LA, IS, Fall, Winter, Spring—J. Brioso, H. Huergo*

207. Exploring Hispanic Culture Designed for the person who wants to develop greater fluency in speaking, writing, and reading Spanish in the context of a broad introduction to Hispanic culture. Short stories, plays, poems, films, and short novels are read with the goal of enhancing awareness of Hispanic diversity and stimulating classroom discussion. Prerequisite: Spanish 204 or proficiency. *6 credits, ND, RAD; LA, IS, Not offered in 2011-2012*

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 proficiency. *2 credits, S/CR/NC, ND; LA, IS, Fall, Winter, Spring—H. Huergo*

209. Madrid Program: Current News This course is a discussion of current events affecting Spain as reflected in the daily press. *6 credits, ND; LA, IS, Fall—J. Briosio*

211. Peru Program: Writing and Conversation This course aims at further development of communicative skills in Spanish. The strong emphasis on student presentations and interactions with native speakers are oriented toward a greater fluency in spoken Spanish. The course focuses on the grammar of compound sentence and structures beyond the sentence level, and includes practice of different registers and varieties of writing in Spanish. Written work and class discussion focus on relevant aspects of Peruvian and Latin American social reality. Prerequisite: Spanish 204 or equivalent. *6 credits, AL; LA, IS, Spring—J. Cerna-Bazán*

220. Magical Realism in Latin American Narrative Is it real? A concern with the interplay between reality and fiction rests at the heart of Magical Realism--a mode of discourse and a perspective on the problem of representation that informs a good many of the best known works in Latin American literature. This course will examine works in translation by authors such as Alejo Carpentier, Gabriel García Márquez, Julio Cortázar, Isabel Allende, Laura Esquivel. We'll close the course with a nod to those authors who reject Magical Realism as the primary mode of fiction in Latin American prose. RAD, LA, IS, LTAM elective credit. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

238. Images of the Indian in Spanish American Literature After a historical survey of the relationship between national projects of social organization and the indigenous populations of the area, this course focuses on Indigenismo as a set of social discourses attempting to represent "the Indian," and on key works by Icaza (Ecuador), Asturias (Guatemala), Arguedas (Peru), and Castellanos (Mexico). While considering the specific literary quality of this writing, we will contrast its representation of "the Indian," with indigenous self-representation in oral-popular tradition and through intellectuals like Domitila Barrios, Rigoberta Menchú, Bernabe Condori and others, to better understand the relationship between official culture and its Other. Prerequisite: Spanish 204 or proficiency. *6 credits, AL; LA, IS, Not offered in 2011-2012*

240. Introduction to Spanish Literature This course will examine the uniqueness of Spanish literature from the Middle Ages to the present. What is unique about Spanish literature? The meeting of Arabs, Christians, and Jews; the discovery of the Indies as told by Christopher Columbus; the enormous cultural and ethnic complexity of the conquest of the New World; the creation of the modern novel in the *Lazarillo* and its destruction in Cervante's *Don Quixote*; the mystic eroticism of St. Therese and St. John of the Cross; the ruminative poetry of Antonio Machado and the mythical poetry of Lorca. Prerequisite: Spanish 204 or proficiency. *6 credits, AL; LA, IS, Not offered in 2011-2012*

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, AL, RAD; LA, IS, Winter—S. López*

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 proficiency. *6 credits, AL, RAD; LA, IS, Spring—P. Álvarez-Blanco*

247. Madrid Program: Spanish Art from El Greco to Picasso This course is a survey of Spanish art from the sixteenth to the twentieth centuries. Classes will meet at some of the finest museums in Madrid, including the Prado Museum and the Museo Nacional Centro de Arte Reina Sofía (Museum of Modern Art). Art lectures will be supplemented by field trips to Toledo, Barcelona, Córdoba, and Seville. Prerequisite: Spanish 204 or proficiency. *4 credits, AL; LA, IS, Fall—Non-Carleton Faculty*

250. Spanish Cinema This course will study Spanish film from 1950s to the present. Through the study of the social and political processes involved in the conception of time and memory we will discuss the work of internationally recognized filmmakers such as Luis Buñuel, Luis García Berlanga, Mario Camus, Carlos Saura, Víctor Erice and Pedro Almodóvar. Extra time. Prerequisites: Spanish 204 or proficiency. *6 credits, AL; LA, IS, Not offered in 2011-2012*

252. Love Stories in Latin American Prose From soap operas (culebrones) and popular romance novels (la novela rosa) to stories written by Gabriel García Márquez and Laura Esquivel, love stories never seem to lose their appeal. In this course we will read a popular Spanish romance novel by Corín Tellado, watch a Latin American soap opera, and read and discuss variations on the basic novela rosa by Latin American authors. Among possible authors studied are Gabriel García Márquez, Laura Esquivel, Daína Chaviano, Zoé Valdés, Manuel Puig, Isabel Allende, Gioconda Belli, Mayra Montero. Prerequisite: Spanish 204 or proficiency. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

256. Lorca, Buñuel, and Dalí: Poetry, Film, and Painting in Spain Lorca, Buñuel, and Dalí attended the same college in Madrid. It was the 1920s and the young were truly young and almost everything was possible. Soon Lorca became Dalí's secret lover and muse, inspiring many of his early paintings and launching his career in the artistic circles of Barcelona and Madrid. At the same time, Dalí collaborated with Buñuel in two landmarks of experimental cinema--*The Andalusian Dog* and *The Golden Age*. This course examines the friendship between the three artists and their place in the history of twentieth-century art, film, and literature. Extra time. Prerequisite: Spanish 205 or proficiency. *6 credits, AL; LA, IS, Winter—H. Huergo*

260. Forces of Nature This course examines nature and its relationship to Latin American identity across the last 200 years, but with emphasis on the twentieth century. Paradise regained and lost, monster or endangered habitat, nature plays a central role in Latin American development and its literature. Its literary image has varied greatly in the nineteenth and twentieth centuries, at times suggesting the lost Garden of Eden, at other times mirroring human cruelty, and recently coming center stage in the ecological novel. Among the authors studied in this course are Sarmiento, Quiroga, Gallegos, Rulfo, Sepúlveda, Belli, and Montero. Prerequisite: Spanish 204 or proficiency. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

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. *6 credits, AL; LA, IS, Not offered in 2011-2012*

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. *6 credits, AL, RAD; LA, IS, Spring—J. Briosio*

266. Postwar Central American Literature We study the resurgence of literature in Central America during the 1990s after the various political conflicts in the region (a civil war, a revolution and an insurgency). We will examine how the reconstruction of the public sphere in these countries included a rethinking of civil society via literature. We will study how literature from this period reimagines national frontiers as members of the diasporic communities that resulted from the political conflicts produced texts and posed difficult questions about what is a national literature. Among the authors studied will be Horacio Castellanos Moya, Jacinta Escudos Rodrigo Rey Rosa and Franz Galich. *6 credits, AL, RAD; LA, IS, Offered in alternate years, Not offered in 2011-2012*

269. Peru Program: Diversity, Conflict and Culture in Peru This class focuses on key cultural manifestations arising from class, social, ethnic and regional conflicts of contemporary Peru. Intellectual and artistic production as well as materials drawn from popular culture sources are examined for class discussion and projects. Classes are supplemented by visits to relevant sites and by lectures by local intellectuals. Prerequisite: Spanish 204 or equivalent. *6 credits, AL; HI, IS, Spring—J. Cerna-Bazán*

277. The Poem as Artifact: Art and Work in Contemporary Spanish American Poetry Poetry will be studied as an activity that shares a common ground with other social practices. In particular, we will examine particular moments and cases of Latin American literature in which the poem (the making of poetry and the form of the text) has been conceived in its connection with work, that is, with the process of transformation of materiality into specific "objects," involving a necessary social use of time and space. We will explore this topic starting with Modernismo and, after covering the Vanguardias, will get to some key developments from the 1960s to present. Prerequisite: Spanish 204 or equivalent. *6 credits, AL; LA, Fall—J. Cerna-Bazán*

290. Madrid Program: Independent Reading Basic readings in Spanish history and culture in preparation for the program. *2 credits, S/CR/NC, ND; NE, Fall—J. Briosio*

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, AL; HI, IS, Offered in alternate years, Spring—H. Huergo*

320. New Spanish Voices Since 1980, Spain has experienced a literary and artistic boom, with scores of young novelists and filmmakers whose works challenge traditional notions of the individual and society. This course will examine some of these works, paying attention to regions of Spain normally excluded from the curriculum--Galicia, the Basque Country, and Catalonia. Discussions topics include gender and sexuality, cultural and personal memory, exile and migration, and the relationship between voice and power. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD; LA, IS, Fall—P. Alvarez Blanco*

326. Writers in Exile Two countries and four writers will be the protagonists of our course: Guillermo Cabrera Infante, a refugee from the Cuban revolution living in London while trying to recover his lost city Habana through his writing; Reinaldo Arenas, another Cuban refugee dying of AIDS in New York while writing about his illness and exile; Spanish novelist Jorge Semprún, a deportee and survivor of a concentration camp established in Paris and writing in French; and Juan Goytisolo, a Spanish

expatriated in Morocco, writing in Spanish and Arabic about his own country and the Muslim world. Prerequisite: Spanish 205 or above. *6 credits, AL; LA, IS, Not offered in 2011-2012*

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, AL; LA, IS, Not offered in 2011-2012*

331. Baroque Desires According to Gracián's influential *The Art of Worldly Wisdom* (1647), it is essential "to have always something still to desire, that one may not be unhappy in his happiness." This course explores this curious conundrum--that perhaps real happiness lies in the *unfulfillment* of desire--through a number of "biggies," including Cervantes, Therese of Avila, John of the Cross, Garcilaso, Quevedo, Calderón, and the precursor of Nietzsche's *Gay Science*--Gracián himself. If by the end of the course you still do not understand Gracián, at least you will know why Mick Jagger "can't get no satisfaction." Prerequisite: Spanish 205 or above. *6 credits, AL; HI, IS, Not offered in 2011-2012*

336. Genealogies of the Modern: Turn of the Century Latin America We will study the experience of literary modernity (1870-1910) in the context of the configuration of emergent cities, urban culture, mass media, technological innovation, the modernization of the figure of the writer, and the vicissitudes of modern bourgeois subjectivity. A key emphasis will be placed on the raid on the European artistic archive and its forms of subjectivity. Texts by Martí, Darío, Rodó, Lugones, Silva, Gutiérrez Nájera, Neruo, Machado de Assis, and Agustini among others. Theoretical selections from Freud, Simmel, Benjamin, Corbain, Foucault, Montaldo, Molloy, Sarlo, and Rotker among others. Prerequisite: Spanish 205 or equivalent. *6 credits, AL, RAD; LA, IS, Spring—S. López*

342. Latin American Theater: Nation, Power, Gender Introduction to key themes and modes of production in twentieth century theater in Latin America. We will read representative plays from established playwrights such as Rodolfo Usigli, Griselda Gambaro, Manuel Puig, Sabina Berman, Mario Vargas Llosa, Mario Benedetti, Ariel Dorfman, Susana Torres Molina among others. The course will be organized around themes of national and cultural identity, relations of power, and the (de)construction of gender. Students will be asked to put on scenes and develop areas of research. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

344. Women Writers in Latin America: Challenging Gender and Genre The course will study texts (written by women) that deal critically with issues of gender, challenging implicit and explicit patriarchal values. Emphasis will also be placed on how these women have experimented with narrative and poetic genres to express their personal concerns and to deconstruct orthodox structures. Authors usually included: Sor Juana Inés de la Cruz, Storni, Agustini, Castellanos, Poniatowska, Molloy, Valenzuela, Ferré, Garro, Peri Rossi, Allende. Prerequisite: Spanish 240 or a 300 level literature course is recommended. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

350. Recent Trends in Latin American Narrative: Pop Culture and Testimony Postboom narratives question the very nature of telling stories, from Rigoberta Menchú's testimony of genocide to the virtual reality of MacOndo. Eduardo Galeano, Manuel Puig, and Elena Poniatowska are some of the writers we will examine, writers who combine fiction and reportage, recontextualize the *novela rosa*, or write an urban literature within a global context. What makes these new texts literature? How has the craft of author changed, and what constitutes a postmodern narrative discourse? Taught in Spanish. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

351. Madrid Program: Film and the City The first images we have on film are of urban landscapes:

a train arriving at the station, workers leaving the factory after a workday. This course examines the relationship that exists between cinematographic images and the life styles that cities generate. What relationship exists between different temporalities that intersect in the city and the temporality of the cinematographic image? In this course we will discuss how these questions were represented in classic film such as *The Crowd* by King Vidor or *Metropolis* by Fritz Lang and in Spanish films by Buñuel, Berlanga, Erice, Guerin, and Joaquín Jordá. Prerequisite: Spanish 205 or above. *6 credits, AL; LA, IS, Fall—J. Briosó*

353. History and Subjectivity in Latin American Poetry In this course we will examine this poetic experimentation in relation to the major political and ideological trends that have shaped Spanish American societies and cultures in the twentieth century. While focusing on the work of one major figure, we will read it in relationship to the poetry of other authors. Some authors included will be Pablo Neruda, Csar Vallejo, Gabriela Mistral, Nicanor Parra, Octavio Paz, Enrique Lihn, Ernesto Cardenal, Blanca Varela and Alejandra Pizarnik. Prerequisite: Spanish 205 or proficiency. *6 credits, AL; LA, IS, Not offered in 2011-2012*

356. The Cuban Revolution and the Revolution of Literature The Cuban Revolution symbolizes a moment of tremendous political, social, and cultural transformation in Latin America. Out of this political upheaval arose a cultural renovation that resulted in various forms of artistic experimentation as well as different narratives about the revolution. We will focus on several practices and discourses (literature, literary and cultural criticism, film and art) that were central to the debates fostered during this period. We will read some Latin American writers who wrote about the concept of revolution (Roque Dalton, Julio Cortázar, etc.), as well as Cuban authors who wrote about the Cuban Revolution (Heberto Padilla, Nancy Morejón, etc.). *6 credits, AL; LA, IS, Not offered in 2011-2012*

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, AL, RAD; HI, IS, Not offered in 2011-2012*

360. Race and Nation in Caribbean Literature We will study the Caribbean as the space, par excellence, of imperial, racial and cultural intersections. With a special emphasis on literary production in the Spanish Caribbean, we will focus on the formation of hegemonic nationalist discourses that often silenced the region's great racial and cultural diversity. We will analyze symbolic and cultural constructions of power rationalized with complex racialized beliefs to sustain the social and political structures in these countries. We will read texts by José Martí, Juan Francisco Manzano, Lydia Cabrera, Nancy Morejón, Nicolás Guillén, and Derek Walcott among others. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD; LA, IS, Not offered in 2011-2012*

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, AL; LA, IS, Offered in alternate years, Winter—J. Briosó*

400. Integrative Exercise 6 credits, S/NC, ND, Fall, Winter, Spring—*Staff*

THEATER AND DANCE

Chair: Associate Professor David Wiles

Professor: Ruth Weiner

Benedict Distinguished Visiting Professor: Edward Berkeley

Associate Professor: David Wiles

Assistant Professor: Judith Howard

Lecturers: Jennifer A. Bader, Jane Shockley

The Department of Theater and Dance offers courses in each of the major areas of interest. Theater offerings include acting, voice, movement, directing, design-technical, and performance as well as courses in literature, history and criticism. In all of our courses our goal is to study the best of dramatic literature, as well as all the elements of production. We recognize Dance as a global phenomenon and seek to provide opportunities for cross-cultural studies and scholarship.

Dance activities give students at all levels opportunities for active participation in three basic areas: technique, choreography and analysis, and performance. The broadest goal of these offerings is to increase understanding of the art of dance as a contribution to a liberal arts education. Goals that are more specific are the development of a trained, articulate body, increased choreographic skill, and more finely honed performance.

While there is a regular major in Theater Arts, advanced students may apply to the chair of Dance for a special major in Dance.

Dance Courses (DANC)

Technique Courses: 107, 147, 148, 150, 200, 204, 205, 206, 208, 214, 215, 300, 301, 309

Classes in Modern Dance Technique and Ballet are offered on at least two levels during all terms. Other technique classes offered on a rotating schedule are jazz, moving anatomy and contact improvisation. All courses may be taken any number of terms at the appropriate level. A maximum of 24 credits from dance technique classes may be counted toward graduation.

History Courses: Dance 115, 266

Choreography Courses: 190, 253, 350

107. Ballet I 1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—**J. Bader**

115. Cultures of Dance The study of dance is the study of culture. We will look at dance as culturally-coded, embodied knowledge and investigate dance forms and contexts across the globe. We will examine, cross-culturally, the function of dance in the lives of individuals and societies through various lenses including feminist, africanist and ethnological perspectives. We will read, write, view videos and performances, discuss and move. This course in dance theory and practice will include a weekly movement lab. No previous dance experience necessary. 6 credits, AL, RAD; HI, IS, Fall—**J. Howard**

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 credits, S/CR/NC, AL; ARP, Spring—**J. Shockley**

148. Modern Dance I: Technique and Theory 1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—*J. Howard, J. Shockley*

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 credits, S/CR/NC, AL; ARP, Fall, Winter—*J. Shockley*

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, AL; ARP, Not offered in 2011-2012

200. Modern Dance II: Technique and Theory A continuation of Level I with more emphasis on the development of technique and expressive qualities. 1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—*J. Howard, J. Shockley*

204. Fall Dance Intensive rehearsal and performance of a work commissioned from a professional guest choreographer. Open to all levels. 1 credits, S/CR/NC, AL; ARP, Fall—*J. Howard*

205. Winter Dance Intensive rehearsal and performance of a work commissioned from a professional guest choreographer. Open to all levels. 1 credits, S/CR/NC, AL; ARP, Winter—*Staff*

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. Prerequisites: One of the following: Dance 204, 205, 214, 215 or 350. 1 credits, S/CR/NC, AL; ARP, Spring—*J. Howard, J. Shockley*

208. Ballet II For the student with previous ballet experience. This course emphasizes articulation of technique and development of ballet vocabulary. 1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—*J. Bader*

214. Fall Dance, Student Choreography For students enrolled in Dance 204, supervised student choreography with two public showings. 1 credits, S/CR/NC, AL; ARP, Fall—*J. Howard*

215. Winter Dance, Student Choreography For students enrolled in Dance 205, supervised student choreography with two public showings. 1 credits, S/CR/NC, AL; ARP, Winter—*Staff*

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, AL; ARP, Winter—*J. Shockley*

266. Reading The Dancing Body: Topics in Dance History Dance is an art of the body in time and space and culture. This course will look at dance as a symbolic system of meanings based on bodily display. The investigation of the body as a "text" will be anchored by, but not limited to, feminist perspectives. Through reading, writing, discussing, moving, viewing videos and performances the class will "read" the gender, race, and politics of the dancing body in a historical context from Romanticism through Post-modernism. 6 credits, AL; HI, Spring—*J. Howard*

300. Modern Dance III: Technique and Theory Intensive work on technical, theoretical, and expressive problems for the experienced dancer. 1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—

J. Howard, J. Shockley

301. Contemporary Styles and Techniques: African Dance A physical exploration of the technical, theoretical and stylistic bases of different approaches to modern dance movement chosen yearly from such techniques as: Body Mind Centering; Limon; Cunningham; Graham; African-Caribbean. Prerequisite: some previous dance experience. *2 credits, S/CR/NC, AL; ARP, Fall—J. Howard*

309. Ballet III *1 credits, S/CR/NC, AL; ARP, Spring—J. Bader*

350. Semaphore Repertory Dance Company Provides advanced dance students with an intensive opportunity to develop as performers in professional level dances. Skills to be honed are: the dancer as "tool" and contributor to the process of art-making; defining individual technical and expressive gifts; working in a variety of new technical and philosophical dance frameworks. In addition to regular training during the academic terms, participation in a "preseason" rehearsal period before fall term is required. A few pieces of student choreography will be accepted for repertory. The group produces an annual concert, performs in the Twin Cities and makes dance exchanges with other college groups. Audition required. *1 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—J. Howard, J. Shockley*

Theater Arts (THEA)

Requirements for the major:

Sixty-eight credits distributed as follows:

a) 6 credits of one of the following courses in design or technical theater:

THEA 115 Introduction to Design and Technical Theater (Not offered in 2011-2012)

THEA 236 Scenic and Lighting Design for the Theater (Not offered in 2011-2012)

b) 18 credits from the following courses in practical theater:

DANC 150 Contact Improvisation

DANC 253 Movement for the Performer

THEA 110 Beginning Acting

THEA 185 The Speaking Voice

THEA 211 Intermediate Acting (Not offered in 2011-2012)

THEA 240 Directing I (Not offered in 2011-2012)

THEA 241 Directing II (Not offered in 2011-2012)

THEA 312 Problems in Acting (Not offered in 2011-2012)

c) 18 credits at the 300 level, at least six of which should be English 258 or Theater Arts 351 if possible (additional courses may be added to this group as approved):

ENGL 310 Shakespeare II

ENGL 258 Contemporary American Playwrights of Color

ENGL 282 London Theater Program

GERM 355 Topics in German Drama: Twentieth Century Theatrical Experiments (Not offered in 2011-2012)

RUSS 351 Chekhov

THEA 312 Problems in Acting (Not offered in 2011-2012)

THEA 351 Women Playwrights/Women's Roles (Not offered in 2011-2012)

d) 18 additional credits, six of which must be a non-theater course, in literature, criticism, or history courses from the following list:

CLAS 116 Ancient Drama: Truth in Performances (Not offered in 2011-2012)

ENGL 116 Introduction to English Drama (Not offered in 2011-2012)

ENGL 213 Christopher Marlowe

ENGL 214 Revenge Tragedy

ENGL 244 Shakespeare ENGL 258 Contemporary American Playwrights of Color
 ENGL 282 London Theater Program
 ENGL 310 Shakespeare II (Not offered in 2011-2012)
 GERM 355 Topics in German Drama: Twentieth Century Theatrical Experiments (not offered
 in 2011-2012)
 GRK 204 Greek Tragedy
 GRK 351 Aristophanes (Not offered in 2011-2012)
 RUSS 351 Chekhov (Not offered in 2011-2012)
 SPAN 342 Latin American Theater: Nation, Power, Gender
 THEA 175 Drama/Theater/Text (Not offered in 2011-2012)
 THEA 242 Twentieth Century American Drama
 THEA 246 Playwriting
 THEA 351 Women Playwrights/Women's Roles (Not offered in 2011-2012)
 e) 2 credits of THEA 190, Players Production
 f) 6 credits of 400, Integrative Exercise

Theater Courses

100. Performing Roles This course will explore the depiction of traditional societal roles in American film, theater and television since the 1920's and examine the impact such fictional depictions have had and continue to have on shaping the performance of those roles in modern American life. *6 credits, AL, WR1, Fall—D. Wiles*

110. Beginning Acting Introduces students to fundamental acting skills, including preliminary physical and vocal training, improvisational techniques, and basic scene work. The course includes analysis of plays as bases for performance, with a strong emphasis on characterization. *6 credits, AL; ARP, Winter—D. Wiles*

115. Introduction to Design and Technical Theater An overview of the technical aspects of theater with an emphasis on the practical areas of the physical theater: drafting, materials, tools, lighting, costuming, scene painting, and properties. *6 credits, AL; ARP, Not offered in 2011-2012*

175. Drama/Theatre/Text We will study a selection of 10-15 plays as literary texts and as the foundations of performance. These plays are selected both for their literary stature and for their association with specific art and/or critical movements. *6 credits, AL; ARP, Not offered in 2011-2012*

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, AL; ARP, Spring—D. Wiles*

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 credits, S/CR/NC, AL; ARP, Fall, Winter, Spring—R. Weiner, D. Wiles, Staff*

211. Intermediate Acting Continuation of Theater Arts 110. Focus is on specific problems encountered by all actors in performance, especially in stage movements, vocal range and flexibility,

and details of characterization. Prerequisite: Theater Arts 110 or consent of the instructor. *6 credits, AL; ARP, Not offered in 2011-2012*

233. Set Design as Site Specific Sculpture In this course we will explore set design from the perspective of site specific sculpture, working in the new theater at the Weitz Center for Creativity we will collaboratively design and help construct the set for the upcoming student production. The work in this class will be intense and front loaded (mostly weeks 1-6). Several field trips and group work outside of the scheduled class time will be required. Prerequisite: Theater, construction, or sculpture experience. *3 credits, S/CR/NC, AL; ARP, Fall—S. Mohring*

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 terminology; communication graphics through practical laboratory explorations. Application of principles for performance events and contemporary lighting problems will be studied through hands-on applications. *3 credits, ND; ARP, Not offered in 2011-2012*

236. Scenic and Lighting Design for the Theater Scenic and lighting design, seen from both the aesthetic and practical viewpoints, will be explored. Particular emphasis will be placed on presentational techniques, from the study of perspective to the finished rendering, the creation of the light plot to the instrument schedule. Prerequisite: Theater Arts 115. *6 credits, AL; ARP, Not offered in 2011-2012*

239. Topics in Theater: Costume Design A series of specialized courses in costume design and technical theater. The topic of this course is determined according to the opportunities offered by the departmental production of the term and the needs of the students, with consideration to the rotation of the topics. Topics offered may include: Costume Construction, Costume Patterning, Millinery, Mask Making, Textile Manipulation and Fabric Art. *3 credits, AL; ARP, Spring—M. Kelling*

240. Directing I The aim of Directing I is to help build a conceptual base for directing. The purpose of all assigned work is to nurture your conceptual and imaginative response to theater texts, to help develop the technical skills you will need to implement your vision of a given text, and to lay a groundwork for collaboration with other theater artists. There will be some opportunity for production work. *3 credits, ND; ARP, IS, Not offered in 2011-2012*

241. Directing II Directing II is a practical directing workshop. Each member of the class will plan a full production. Each of you will also direct a short play or a full scene. *3 credits, ND; ARP, IS, Not offered in 2011-2012*

242. Twentieth Century American Drama A study of a selection of important American plays from Eugene O'Neill's *Hairy Ape* (1920) to Tony Kushner's *Angels in America* (1992) in the context of larger American themes and cultural preoccupations. The premise of this course is that these plays define the American theatre for most of this century. By studying them we will gain understanding of our own culture and the links that connect this culture to the transformative events of the century. *6 credits, AL; LA, Winter—D. Wiles*

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, AL; ARP, Winter—Staff*

252. African-American Theater This course will focus on developments in African-American Theater at particular points in its history during the nineteenth and twentieth centuries. The course will examine the development of theaters, theatrical movements, the contributions of relevant artists, and the relationship of theater to the struggle for African-American social and political equality. Students

may take the course at the 200 or 300-level. Those taking it at the 300-level will be expected to complete a major research project. *6 credits, AL, RAD; LA, Not offered in 2011-2012*

312. Problems in Acting Problems in Acting will focus on text analysis and questions of method, style and (acting) theory in the performance of scenes selected from plays of different periods and genres. Students will collaborate in the presentation of scenes and monologues taken from a broad variety of works. Prerequisite: Theater 110 or 211. *6 credits, AL; ARP, IS, Not offered in 2011-2012*

325. Performing Shakespeare This course will explore approaches for taking Shakespeare's text from page to stage. Using methods developed in theaters in the United States and the United Kingdom, students will prepare written analysis and construct performances that explore Shakespeare's use of formal rhetoric and poetic imagery and examine some of the ethical and political questions posed in the plays. Using video and audio recordings, students will critically examine various approaches to performing Shakespeare in the United States and the United Kingdom over the last century. Prerequisite: One or more of the following courses: Theater 110, 185, 190, 240/241, 211, or 312. *6 credits, AL, WR; ARP, WR2, Offered in alternate years, Not offered in 2011-2012*

351. Women Playwrights/Women's Roles A study of images of women in plays by Shakespeare, Ibsen, Strindberg, Tennessee Williams, and a number of women playwrights from Hellman and Clare Booth Luce to Caryl Churchill to Ntozane Shange. *6 credits, AL; LA, IDS, Not offered in 2011-2012*

352. African-American Theater *Crosslisted with THEA 252.* This course will focus on developments in African-American Theater at particular points in its history during the nineteenth and twentieth centuries. The course will examine the development of theaters, theatrical movements, the contributions of relevant artists, and the relationship of theater to the struggle for African-American social and political equality. Students may take the course at the 200 or 300-level. Those taking it at the 300-level will be expected to complete a major research project. *6 credits, AL, RAD; LA, Not offered in 2011-2012*

400. Integrative Exercise *6 credits, ND; NE, Not offered in 2011-2012*

WOMEN'S AND GENDER STUDIES (WGST)

Director: Professor Barbara Allen

Assistant Professor: Meera Sehgal

Committee Members: Barbara Allen, Kristin Bloomer, Carol Donelan, Pamela Feldman-Savelsberg, Clara Hardy, Annette Igra, Diane M. Nemeč Ignashev, Annette Nierobisz, Meera Sehgal, Kathryn Sparling

The Women's and Gender Studies Program provides an interdisciplinary meeting ground for exploring questions about women and gender that are transforming knowledge across disciplinary lines in the sciences, social sciences, arts, and humanities. Its goal is to include gender, along with class, sexuality and race, as a central category of social and cultural analysis. Courses focusing on women and gender are offered by the departments of Asian Languages and Literatures, Classics, English, German and Russian, French and Spanish, History, Cinema and Media Studies, Music, Religion, Philosophy, Political Science, Art, Sociology and Anthropology, as well as Women's and Gender Studies itself. Carleton offers both a Major and a Concentration in Women's and Gender Studies that allows students to complement their major field with an interdisciplinary focus on women and gender. All courses are open to all students, if they have fulfilled the prerequisites.

Women's and Gender Studies 110, an entry point to the major, is a topical introduction to the field. Women's and Gender Studies 200 and 234 provide the theoretical and methodological tools for advanced work on women and gender. The capstone course, Women's and Gender Studies 396, offers students the opportunity to study a topic in depth and to produce a substantial research paper. The major culminates in a senior comprehensive project, directed by advisers from two disciplines, that builds on the skills and interests developed in previous coursework in Women's and Gender Studies. Each student devises an appropriate program of courses in consultation with the major adviser.

Requirements for a Major

Total of 66 credits

One introductory course, Women's and Gender Studies 110

One methodology course, Women's and Gender Studies 200 or 234

One capstone seminar, Women's and Gender Studies 396

Comprehensive Exercise, Women's and Gender Studies 400

In addition to these 24 credits, students must complete an additional 42 credits from the Women's and Gender Studies offerings listed below. Of these 42, no more than 12 credits should be at the 100-level and at least 12 credits should be at the 300-level. Ordinarily, no more than 18 credits may be applied to the major from outside of Carleton.

Students will plan these courses in consultation with the Program Director or a designated faculty adviser when they declare their major, and review their plan each term. The major they design should provide both breadth of exposure to Women's and Gender Studies across fields and depth of study in one discipline (normally at least two courses in one area or from one department).

Women's and Gender Studies Courses

110. Introduction to Women's and Gender Studies This course is an introduction to the ways in which gender structures our world, and to the ways feminists challenge established intellectual frameworks. However, because gender is not a homogeneous category but is differentiated by class, race, sexualities, ethnicity, and culture, we also consider the ways differences in social location intersect with gender. *6 credits, HU, RAD; HI, IDS, Spring—A. Igra*

112. Introduction to LGBT/Queer Studies This course is an introduction to the interdisciplinary examination of sexual desires, sexual orientations, and the concept of sexuality generally, with a particular focus on the construction of lesbian, gay, bisexual, and transgender identities. The course will look specifically at how these identities interact with other phenomena such as government, family, and popular culture. In exploring sexual diversity, we will highlight the complexity and variability of sexualities, both across different historical periods, and in relation to identities of race, class, and ethnicity. *6 credits, HU, RAD; HI, IDS, Not offered in 2011-2012*

200. Feminist Ways of Knowing In this course we will examine whether there are feminist ways of knowing, the criteria by which knowledge is classified as feminist and the various methods used by feminists to produce this knowledge. Some questions that will occupy us are: How do we know what we know? Who does research? Does it matter who the researcher is? How does the social location (race, class, gender, sexuality) of the researcher affect research? Who is the research for? How can research relate to efforts for social change? While answering these questions, we will consider how different feminist researchers have dealt with them. *6 credits, SS; SI, IS, Spring—M. Sehgal*

205. The Politics of Women's Health This course will explore the politics of women's health from the perspective of women of different races, ethnicities, classes and sexual orientations in the U.S. The

organization of the health care system and women's activism (as consumers and health care practitioners) shall frame our explorations of menstruation, sexuality, nutrition, body image, fertility control, pregnancy, childbirth, and menopause. We will cover basic facts about the female body and pay particular attention to adjustments the body makes during physiological events (i.e. menstruation, sexual and reproductive activity, and menopause). We will focus on the medicalization of these processes and explore alternatives to this medicalization. *6 credits, SS, WR, RAD; SI, WR2, IDS, Not offered in 2011-2012*

210. Sexuality and Religious Controversies in the United States and Beyond From pulpits to political campaigns, notions of sexuality are deployed in religious discourse to develop definitions of morality, ethics, family, marriage, gender, citizenship, civil liberties, righteousness and sinfulness. Religious concepts have also been used as creative tools to repress, liberate, legislate, and re-vision various conceptions of sexuality. This course will examine the ways in which religious ideologies, theologies, motivations, and practices function in both public and private contexts in debates over a range of topics, including homosexuality, abortion, and public comportment. We will consider questions about how ideas of sexuality are established as normative through scriptural, ritual, and rhetorical devices. *6 credits, HU; HI, IDS, Offered in alternate years, Spring—S. Sippy*

231. Race, Gender, and Sexuality in Science This course will function as an introduction to feminist science studies with a particular focus on the production of race, gender, and sexuality in the biosciences. We will consider such questions as: What knowledges count as "science?" What is objectivity? How do cultural assumptions shape scientific knowledge production in different historical periods? What is the relationship between "the body" and scientific data? Is feminist science possible? We will draw on a range of sources including theories and critiques of science, primary science publications, pop science bestsellers, and the Science section of the New York Times. *6 credits, SS; SI, IDS, Not offered in 2011-2012*

234. Feminist Theory Feminism has to do with changing the world. We will explore feminist debates about changing the world using a historical framework to situate feminist theories in the context of the philosophical and political thought of specific time periods and cultures. Thus, we will follow feminist theories as they challenged, critiqued, subverted and revised liberalism, Marxism, existentialism, socialism, anarchism, critical race theories, multiculturalism, postmodernism and post-colonialism. We will focus on how theory emerges from and informs matters of practice. We will ask: What counts as theory? Who does it? How is it institutionalized? Who gets to ask the questions and to provide the answers? *6 credits, SS, RAD; SI, IS, Not offered in 2011-2012*

239. Transnational Feminisms This course examines the field of transnational feminist theorizing and the practices of global feminisms. Using a comparative feminist solidarity model, we will learn how to cross the borders of nation, race, class and sexuality to engage with differently situated people. We will focus on postcolonial feminist critiques of the western feminist lens and start developing self-reflexivity in terms of learning how to situate one's identity and work transnationally. We will map out the transnational dimensions of gender, race, class and sexuality, focusing in particular on nationalism, religious fundamentalism, militarism, globalization, and the politics of resistance. *6 credits, ND, RAD; SI, IS, Not offered in 2011-2012*

240. Gender, Globalization and War This course examines the relationship between globalization, gender and militarism to understand how globalization and militarism are gendered, and processes through which gender becomes globalized and militarized. We will focus on the field of transnational feminist theorizing which both "genders the international" and "internationalizes gender." We will take up the different theoretical and disciplinary approaches to this project, as well as the perspectives and methods put forth for studying gender, race and class transnationally. We will explore how economic

development, human rights, and the politics of resistance (particularly in the NGO sector) are gendered. *6 credits, SS; SI, Not offered in 2011-2012*

250. Women's Health Activism This course focuses on women's health movements and feminist activism around reproductive justice in the United States. Our explorations will be linked to a Carleton art gallery exhibition titled *Everybody!* that highlights the use of graphic teaching aids, polemical publications and artistic projects by women's health movements to teach women to celebrate "embodied self-knowledge." Our intellectual focus will be on the role of feminist activism in shifting the discourse around women's health from medicalized pathology to empowerment. The course will have a civic engagement component that encourages students to develop creative visual approaches to feminist health education in the community. *6 credits, SS, RAD; HI, IS, Spring—M. Sehgal*

255. Gender, Justice and Community Engagement This civic engagement course will have a changing thematic focus on a social issue that will bring feminist theory and practice together into a fieldwork setting. Beginning from a vision of gender justice that necessarily involves racial, sexual, and economic dimensions, we will explore feminist politics through collaborations with communities on and off-campus. The course will enable students to engage in self-reflexive activism, learn through the process of doing, explore theories of gender and contribute to local community organization's efforts to bring about gender justice. Prerequisite: Womens and Gender Studies 234 or permission of instructor. *6 credits, SS, RAD; SI, IDS, Spring—M. Sehgal*

310. Asian Mystiques Demystified This class will focus on the topic of Asian sexuality and gender, considering traditional, transnational, and transgressive representations of Asian sexualities, femininities, masculinities and bodies. Often associated with paradoxical images of sensuality, spirituality, repression, and femininity, Asian sexuality has a long history, shaped by enduring colonial imaginaries and our transnational, capitalist present. Tracing a genealogy of Asian mystiques, we will study classical sources that have served as "prooftexts" for these images, and will then focus our attention on Asian literature, film, art, religious traditions, and social movements that have produced their own, often alternative, conceptions of Asian sexualities and gender. *6 credits, HU; HI, IS, Offered in alternate years, Winter—S. Sippy*

396. Capstone Seminar: Rethinking the Sexual Body The purpose of this course is to provide a forum for students to consider the relationship between body theory, gender, and sexuality both in terms of theoretical frameworks within gender studies, and in terms of a range of sites where those theoretical approaches become material, are negotiated, or are shifted. We will pay particular attention to the historical slippage among racial, sexual, and classed bodily signs and symbols. The course is a fully interdisciplinary innovation. It will emphasize the links rather than differences between theory and practice and between cultural, material, and historical approaches to the body, gender, and sexuality. *6 credits, ND; SI, IDS, Not offered in 2011-2012*

400. Integrative Exercise *6 credits, ND, Fall, Winter, Spring—Staff*

Other Courses Pertinent to Women's and Gender Studies

This is a selective and suggestive list. A variety of courses are by visitors or offered only occasionally and may be considered. Contact the director for consideration of other courses to satisfy this requirement.

ARTH 220 Gender and Genre in the Floating World: Japanese Prints (Not offered in 2011–2012)

ARTH 223 Women in Art (Not offered in 2011–2012)

CAMS 225 Film Noir: The Dark Side of the American Dream (Not offered in 2011–2012)

CLAS 114 Gender and Sexuality in Classical Antiquity

ENGL 218 The Gothic Spirit

ENGL 327 Victorian Novel
 FREN 241 Sexuality and Sagacity: Introduction to French and Francophone Literature
 HIST 122 U.S. Women's History to 1877
 HIST 123 U.S. Women's History Since 1877
 HIST 229 Working with Gender in U.S. History
 HIST 236 Women's Lives in Pre-Modern Europe (Not offered in 2011–2012)
 HIST 259 Women in South Asia: Histories, Narratives and Representation
 HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2011–2012)
 JAPN 234 Modern Japanese Novel in Translation: Mothers/Daughters; Fathers/Sons (Not offered in 2011–2012)
 JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (Not offered in 2011–2012)
 POSC 228 Foucault: Bodies in Politics
 POSC 275 Identity Politics in America: Ethnicity, Gender, Religion
 POSC 276 Arendt: Imagination and Politics
 POSC 306 How Race Matters in American Politics* (Not offered in 2011–2012)
 POSC 352 Political Theory of Alexis de Tocqueville*
 POSC 355 Identity, Culture and Rights* (Not offered in 2011–2012)
 POSC 359 Cosmopolitanism*
 PSYC 224 Psychology of Gender (Not offered in 2011–2012)
 RELG 188 Women and Religion: India and Abroad (Not offered in 2011–2012)
 RELG 213 Sex and Scriptures (Not offered in 2011–2012)
 RELG 230 Feminist Theologies
 RELG 236 Gender and Religion in the African Diaspora (Not offered in 2011–2012)
 RELG 258 Women and Buddhism (Not offered in 2011–2012)
 RELG 284 The Virgin of Guadalupe (Not offered in 2011–2012)
 RELG 287 Many Marys
 RELG 288 Women and Religion: India and Abroad (Not offered in 2011–2012)
 SOAN 226 Anthropology of Gender
 SOAN 395 Ethnography of Reproduction
 SPAN 244 Spain Today: Recent Changes through Narrative and Film
 SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in 2011–2012)
 WGST 112 Introduction to LGBT/Queer Studies (Not offered in 2011–2012)
 WGST 231 Race, Gender, and Sexuality in Science (Not offered in 2011–2012)
 WGST 240 Gender, Globalization and War (Not offered in 2011–2012)

WOMEN'S AND GENDER STUDIES CONCENTRATION

Director: Professor Barbara Allen

The Women's and Gender Studies Concentration offers students the opportunity to complement their major field with an interdisciplinary focus on women and gender.

Requirements for the Concentration

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

I. Women's and Gender Studies 110: Introduction to Women's and Gender Studies

II. Core Courses (4 courses or 24 credits):

ARTH 223 Women in Art (Not offered in 2011-2012)

CAMS 225 Film Noir: The Dark Side of the American Dream (Not offered in 2011-2012)

CLAS 114 Gender and Sexuality in Classical Antiquity

EDUC 360 Gender, Sexuality and Schooling (Not offered in 2011-2012)

ENGL 218 The Gothic Spirit

ENGL 319 The Rise of the Novel

ENGL 327 Victorian Novel

HIST 122 U.S. Women's History to 1877

HIST 123 U.S. Women's History Since 1877

HIST 203 Papacy, Church and Empire in the Age of Reform

HIST 229 Working with Gender in United States History

HIST 236 Women's Lives in Pre-modern Europe (Not offered in 2011-2012)

HIST 259 Women in South Asia: Histories, Narratives and Representation

HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2011-2012)

JAPN 234 Modern Japanese Novel in Translation: Mothers/Daughters; Fathers/Sons (Not offered in 2011-2012)

JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (Not offered in 2011-2012)

POSC 275 Identity Politics in America: Ethnicity, Gender, Religion

POSC 355 Identity, Culture, and Rights* (Not offered in 2011-2012)

RELG 236 Gender and Religion in the African Diaspora (Not offered in 2011-2012)

RELG 284 The Virgin of Guadalupe (Not offered in 2011-2012)

SOAN 226 Anthropology of Gender

SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in 2011-2012)

WGST 200 Feminist Ways of Knowing

WGST 234 Feminist Theory (Not offered in 2011-2012)

III. Capstone Seminar: to be announced for 2011-2012. Other advanced seminars may be substituted for the designated capstone seminar only with the approval of both the instructor and the Women's and Gender Studies director.

Special Study Programs / Off-Campus Study Programs

Special Study Programs

To meet the needs of individual students, Carleton offers a wide variety of special programs including opportunities for independent and interdisciplinary work and off-campus studies. Students expecting credit for participation in an off-campus program, whether in the United States or abroad, during the academic year or the summer, should check with the Off-Campus Studies Office, Leighton 119, for procedures, required forms, applications, and deadlines.

Off-Campus Study

74% of the class of 2010 participated in off-campus study during their years at Carleton. Carleton offers a changing selection of seminars and winter break programs every year, conducted by Carleton

faculty in the United States and abroad. In addition, the College co-sponsors 32 other programs and approves participation of students in other non-Carleton institution-led programs. Students who plan to participate in a non-Carleton program must complete an OCS petition and receive approval from the OCS office prior to participation.

Carleton Off-Campus Seminars

Carleton seminars offer a related group of courses conducted 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 and one non-Carleton off-campus study program approved by the College. During the 2011-2012 academic year, the following programs will be part of the Carleton curriculum. A brochure is available for each program in Leighton 119.

Economics Seminar in Cambridge, England, summer term, 18 credits

Residing at Hughes Hall of Cambridge University, students will study British Economics, past and present. Numerous excursions, including the Midlands, London, sites near Cambridge in East Anglia, and a trip to the Continent, will expand the classroom study.

Director: Aaron Swoboda, Assistant Professor of Environmental Studies and Economics

Courses:

- ECON 221 Contemporary British Economy, 4 credits
- ECON 222 The Industrial Revolution in Britain, 6 credits
- ECON 223 The Life of J.M. Keynes, 4 credits, S/CR/NC
- ECON 224 Comparative Environmental Policy, 4 credits

Irish Literature and Culture Seminar in Ireland, summer term, 18 credits

Irish poetry, fiction, and drama will be the subjects of study while students explore the past and contemporary Ireland in Dublin, Belfast, and Louisburgh in County Mayo. Students will enjoy frequent excursions throughout Ireland, in addition to classroom and recreational facilities at Irish universities.

Director: Michael Kowalewski, Professor of English

Courses:

- ENGL 283 Modern Irish Literature, 6 credits
- ENGL 284 James Joyce's *Ulysses*, 6 credits
- ENGL 290 Irish Field Studies, 6 credits, S/CR/NC

Spanish Seminar in Madrid, fall term, 18 credits

Spanish language program for advanced students, based in Madrid's Instituto Superior de Arte. Course work focuses on providing a comprehensive view of Spanish literature, history and art. Home stays, group excursions, and participation in lecture series, theater programs, music and art seminars.

Director: Jorge Brioso, Associate Professor of Spanish

Courses:

- SPAN 290 Independent Reading, 2 credits, S/CR/NC
- SPAN 209 Current News, 6 credits
- SPAN 247 Spanish Art from El Greco to Picasso, 4 credits
- SPAN 351 Film and the City, 6 credits

German Language and Literature Seminar in Berlin, Germany, fall term, 18 credits

Located in Berlin, on this language immersion program students improve their German language skills while gaining firsthand knowledge of Germany and its culture through homestays and weekend trips to places like Hamburg and Dresden.

Director: Kai Herklotz, Visiting Assistant Professor of German

Courses:

- GERM 205 Intermediate Composition and Conversation, 6 credits
- GERM 254 The World's a Stage – Theater in Berlin, 6 credits
- GERM 295 Berlin: the German Metropolis, 6 credits

Ecology Seminar in Australia, winter term, 18 credits

The main goal of the program is to explore ecological features of coastal environments in order to understand how natural and anthropogenic disturbances are impacting these systems. Fieldwork is the essential part of the program. Shorelines, rocky intertidal areas, the Great Barrier Reef, and the rain forests will be the classroom. Variety of lodging at research stations, dorms, hostels, and camping.

Directors: Annie Bosacker, Visiting Assistant Professor of Biology

Courses:

- BIOL 212 Biology Field Studies and Research, 6 credits
- BIOL 250 Marine Biology, 6 credits
- BIOL 255 Culture and Environment in Australia, 2 credits, S/CR/NC
- BIOL 290 Directed Reading, 4 credits

French Studies Seminar in Mali, winter term, 18 credits

French language and Malian culture program enables students to experience life in both the capital city of Bamako through homestays and in rural areas during excursions to several important medieval historic sites. Courses offered in French on literature, film, history and culture, French conversation, and Bambara language.

Director: Chérif Keïta, Professor of French and Francophone Studies

Courses:

- FREN 250 Film and Society in Mali, 6 credits
- FREN 251 Negotiating the Past—the Challenges of Nation-Building in Mali, 4 credits
- FREN 252 Literature and Society in Mali, 6 credits
- FREN 290 Directed Reading, 2 credits, S/CR/NC

Geology Seminar in New Zealand, winter term, 18 credits

The program travels through the North and South Islands and visits a range of settings from mountains and glaciers, to terraced coastal plains and adjacent shoreline and shallow marine environments. Students will stay and work out of rustic field stations, focus on fieldwork, visit cultural sites, and interact with local scientists.

Directors: Mary Savina, Professor of Geology, and Sarah Titus, Assistant Professor of Geology

Courses:

- GEOL 285 Geology of the North Island, 6 credits
- GEOL 286 Topics in North Island Geology, 3 credits, S/CR/NC
- GEOL 287 Geology of the South Island, 6 credits
- GEOL 288 Topics in South Island Geology, 3 credits, S/CR/NC

El Mundo Maya: Socio-Cultural Field Research Seminar in Guatemala and Chiapas, winter term, 18 credits

Through coursework and independent research, this program provides students with the opportunity to examine issues of cultural empowerment, community development, and social change in Guatemala. The program is based in Lake Atitlán and surrounding village communities. The program includes family stays, program seminars, independent field projects and travel to El Petén and the neighboring Chiapas, Mexico to provide an important comparative case for the coursework.

Director: Jay Levi, Professor of Anthropology

Courses:

- SOAN 241 Mesoamerican Cultures, 6 credits
- SOAN 251 Resource Management, Community Development, and Social Change in Guatemala and Chiapas, 4 credits

- SOAN 290 Directed Reading, 2 credits
- SOAN 295 Field Methods and Individual Research Project, 6 credits

English Theater and Literature Seminar in London, spring term, 16 credits

The goal of the London program is to immerse the students in the best and most varied performance the city has to offer, and to make use of local museums and other cultural sites to enhance the study of British literature. The group will attend productions of classical and contemporary plays in London and may travel to Stratford-on-Avon to see Royal Shakespeare Company productions.

Director: Peter Balaam, Associate Professor of English

Courses:

- ENGL 279 Urban Field Studies: London as Text, 4 credits (S/CR/NC)
- ENGL 281 Seeing Romantically: London's Age of Wonder, 6 credits
- ENGL 282 London Theater, 6 credits

French Studies Seminar in Paris, spring term, 18 credits

The program will make extensive use of local resources, both in Paris and in southern France, providing students with a unique opportunity for language immersion, cultural analysis, and personal growth. In addition to classes and excursions, students may pursue activities such as sports, dance, music lessons, etc. There will also be an opportunity to volunteer in a high school in a disadvantaged neighborhood on the outskirts of Paris.

Director: Cathy Yandell, Professor of French

Courses:

- FREN 208 Cultural Themes, 6 credits
- FREN 246 City of Wonders: Paris in the Arts, 6 credits
- FREN 249/349 The French Art of Living Well: Tradition, Myth, Reality, 6 credits

Japanese Linguistics in Kyoto, Japan, spring term, 18 credits

The program takes advantage of its location near Doshisha University to explore various aspects of Japanese history and culture as well as explore topics in linguistics. Knowledge of Japanese is not required.

Director: Michael Flynn, Professor of Linguistics

Courses:

- ASST 284 History and Culture of Japan, 6 credits
- LING 285 The Linguistics of the Japanese Writing System, 6 credits
- LING 286 The Structure of Japanese, 6 credits

Moscow and Beyond: Russian Language and Culture Studies in Moscow, spring term, 18 credits

Seminar (whose courses count toward the Russian major/studies Concentration and the Certificate of Advanced Study) will include Russian language courses, which meet from six to nine periods a week and are conducted by members of Philological Faculty of Moscow State University. Field trips might include trips to St. Petersburg, Lake Baikal, the Republic of Buryatia, on the border with Mongolia.

Director: Diane Nemece Ignashev, Professor of Russian

Courses:

- RUSS 290 Reading for Russia, 3 credits
- RUSS 227 Russia East and West, 6 credits, RAD
- RUSS 307 Advanced Grammar, 4 credits
- RUSS 308 Advanced Phonetics and Intonation, 2 credits
- RUSS 309 Advanced Composition, 3 credits

or

- RUSS 207 Intermediate Grammar, 4 credits
- RUSS 208 Intermediate Phonetics, 2 credits
- RUSS 209 Intermediate Conversation, 3 credits

or

- RUSS 107 Beginning Grammar, 4 credits
- RUSS 108 Beginning Phonetics, 2 credits
- RUSS 109 Beginning Conversation, 3 credits

Political Science Seminar in Washington D.C., winter term, 18 credits

Seminar will focus on American national politics and foreign policy. It allows students work experience three days a week in a Washington internship and provides over fifty class sessions with leading Washington figures—legislators, administration officials, judges, lobbyists, and American and foreign diplomats and members of the press. Students will take a trip to New York for visits to the United Nations, the Council on Foreign Relations, the 9/11 Memorial, and various news outlets.

Directors: Barbara Allen, Professor of Political Science and Greg Marfleet, Associate Professor of Political Science

Courses:

- POSC 288 (Seminar) Washington: A Global Conversation Part I, 6 credits
- POSC 289 (Seminar) Washington: A Global Conversation Part II, 6 credits
- POSC 293 Internship, 6 credits, S/CR/NC

Society, Culture, and Language in Peru, spring term, 18 credits

Based in Lima, Peru's capital, students will observe the differing sides and the contradictions and paradoxes of modernization in the developing world. The program's primary objective is to create conditions for the students to reflect on such reality and the cultural artifacts created by the peoples of Peru.

Director: José Cerna Bazán, Professor of Spanish

Courses:

- SPAN 211 Writing and Conversation, 6 credits
- SPAN 269 Diversity, Conflict, and Culture, 6 credits
- LTAM 365 Current Issues in Development and Social Movements in Peru, 6 credits

Carleton offers three changing winter break programs. Students register for a fall term course, spend two weeks on site during winter break, and return to campus winter term for a follow-up course. These programs are made possible by the Peter G. Thurnauer Memorial Winter Break Programs Fund.

Comparative Agroecology in the United States and China

The goal of the program is to explore the possibilities of sustainable agriculture in the United States and China. Fall term is spent on campus, meeting and talking with organic farmers, while during the winter break the students travel to China to meet with Chinese farmers. During the two-week China field investigation students perform extensive field experiments planned during fall term and will present their findings during winter term.

Director: David Hougen-Eitzman, Senior Lecturer in Biology

- Fall term course: ENTS 260 Comparative Agroecology, 6 credits,
- Winter Break field work and Winter term course: ENTS 261 Field Investigation in Comparative Agroecology, 6 credits

Latin American Studies in Brazil

The program focuses on political and historical patterns of Brazil's economic, social, and cultural development from colonial times to its current democracy.

Directors: Silvia L. López, Associate Professor of Spanish and Al Montero, Professor of Political Science

- Fall term course: LTAM 370 Brazil Culture and Politics, 6 credits
- Winter Break field work and Winter term course: LTAM 371 Brazil Research Seminar, 6 credits

Faith and Fiction: Exploring Israeli National Identity in Israel

This interdisciplinary program immerses students in a world both sacred and secular, east and west, old and new through literature, cultural studies, and religious studies. Both fall courses and the Israel trip culminate in an independent research project and symposium during winter term 2012.

Directors: Stacy Beckwith, Associate Professor of Hebrew and Louis Newman, Professor of Religion

- Fall term course: HEBR 222 Discovering Literary Tel-Aviv and Jerusalem, 6 credits
or RELG 222 The State of Judaism in the State of Israel, 6 credits
- Winter Break field work and Winter term course: HEBR 223 Faith and Fiction: Exploring Israeli National Identity, 6 credits
or RELG 223 Research on Israel, 6 credits

Seminar 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.

Programs Co-Sponsored by Carleton

For specialized areas of study, Carleton has combined with other colleges to develop off-campus study programs. For each of these programs, Carleton representatives participate in the management, Carleton faculty often serve as instructors and directors, and Carleton students participate along with others from the member colleges and universities.

ASSOCIATED KYOTO PROGRAM (AKP), IN KYOTO, JAPAN, academic year only

Students with background in Japanese live with Kyoto families and enroll at Doshisha University in intensive language classes plus two courses each term conducted by visiting professors from AKP member colleges or Doshisha faculty.

HIGHER EDUCATION CONSORTIUM FOR URBAN AFFAIRS (HECUA), fall, and spring semesters

These 15-week programs provide the opportunity to learn from local and international faculty who integrate theory with real-life urban issues. Home stays, internships, community immersion activities, and field research are used throughout the programs, which are open to all majors. Individual program brochures are available in the Off-Campus Studies office, Leighton 119.

Community Internships in Latin America (CILA) in Quito, Ecuador, fall and spring semester

Scandinavian Urban Studies (SUST) in Oslo, Norway, fall semester only

Metro Urban Studies (MUST), in Minneapolis and St. Paul, Minnesota, fall or spring semester

Environmental Sustainability: Science, Politics and Public Policy, and Community Action, Minnesota, fall semester only

Northern Ireland: Democracy and Social Change, in Coleraine, Northern Ireland, spring semester only

CityArts, in Minneapolis and St. Paul, Minnesota, spring semester only

Writing for Social Change, in Minneapolis and St. Paul, Minnesota, fall semester only

INTER-COLLEGIATE SRI LANKA PROGRAM (ISLE), fall semester only

This 15-week program enrolls 15-20 students from eight consortium colleges to study the culture, history, religion, political structure of Sri Lanka. In-depth studies include Buddhist thought and practice, conversational Sinhala, and an independent research project. Students live with host families in Kandy.

ASSOCIATED COLLEGES OF THE MIDWEST (ACM)

Thirteen programs in the United States and abroad are sponsored by the 13 consortium members of the ACM. A resident director for each program is recruited from member colleges. Courses are conducted by the ACM director and by staff at the program site. Brochures about each program are available in the Off-Campus Studies office and applications are available on line.

ACM Brazil Exchange, adviser: Political Science – Silvia Lopez; Environmental Studies – Cam Davidson

ACM Business and Society in Chicago, fall or spring semester, adviser: Michael Hemesath

ACM Chicago Arts Program, fall or spring semester, adviser: David Lefkowitz

ACM Studies in Latin American Culture and Society, fall semester only

ACM Tropical Field Research, Natural and Social Science, in Costa Rica, spring semester only

ACM Florence, Italy, fall semester only, adviser: Alison Kettering

ACM India Studies, fall semester, adviser: Arnab Chakladar

ACM Japan Studies, fall semester or academic year, adviser: Noboru Tomonari

ACM London and Florence Arts in Context, February-May spring semester; Florence only, winter term; January option for Italian Language, adviser: Alison Kettering

ACM Newberry Library Program in the Humanities, in Chicago, fall semester and other short-term seminars and tutorials, adviser: Jessica Leiman

ACM Oak Ridge Science Semester Natural Sciences in Oak Ridge, Tennessee, fall semester only, adviser: Will Hollingsworth

ACM Tanzania in Human Evolution and Ecology, July - December semester, adviser: Bereket Haileab

ACM Botswana Culture and Society in Africa, spring semester, adviser: Bereket Haileab

ACM Urban Studies, in Chicago, fall or spring semester, adviser: Deborah Appleman

Other Programs for Off-Campus Study

In addition to the programs above, which Carleton sponsors or co-sponsors, students can select from over 80 additional non-Carleton programs, which the student and her/his academic adviser believe will further the student's educational goals. Students who plan to participate in a non-Carleton program must complete an OCS petition and receive approval from the OCS office prior to participation. 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. 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.

Professional Preparation

Preparation for Professional Schools: The Carleton curriculum does not provide programs which are recommended for all students intending to enter a particular professional school upon completion of their BA degree. Although there are no special programs designated as pre-law, pre-medicine, pre-ministerial, and so on, Carleton does have a pre-law and a pre-med adviser; each year many Carleton graduates continue their education in various professional schools. At Carleton, a regular program of studies in one of the established major fields is generally recommended as the best preparation for further training. In consultation with their faculty advisers and the department chair, students can arrange a program of study which best suits their own needs and objectives, without restriction to one program which is adjudged the best for all circumstances and cases.

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 information related to these careers. The following comments may be helpful for those who plan to specialize later.

ARCHITECTURE: Graduate schools of architecture do not require a specific major but most require or recommend drawing (ARTS 110, see also ARTS 113 and 210), calculus, and physics. A portfolio of visual materials is also required; students may want to take additional courses in studio art in order to build up their portfolio. Courses in the history of art and architecture are further recommended. For information consult the chair of the Department of Art and Art History.

BUSINESS AND MANAGEMENT: Carleton does not offer courses in business and governmental administration, yet a large proportion of its graduates seek and obtain careers in the management of business firms, government agencies, and nonprofit enterprises such as hospitals, schools, and fine arts centers. Potential employers as well as graduate schools of business, public policy, and law, urge students to take several courses in economics and selected courses in mathematics, especially computer programming and statistics. Interested students can discuss careers in these fields with the chair or any member of the economics department.

CHEMISTRY: The American Chemical Society recommends the following courses for certification: Chemistry 123, 230, 233, 234, 301, 302, 320, 343, 344, 351, 352 and two more advanced courses; plus research experience.

EDUCATION: Preparation for Careers in Public Education: In most states, teaching licensure is a basic requirement for a career in public education, whether as a classroom teacher, administrator, counselor, librarian, or in a variety of supervisory positions. Students planning a teaching career in public education should consult a member of the Educational Studies Department early in their first year.

Programs leading to 5-12 teaching licensure are available at Carleton in the areas of: communication arts (English), mathematics, life sciences, earth sciences and social studies (American studies, African/African American studies, economics, history, political science, psychology, and sociology and anthropology). 7-12 licensure preparation is available in chemistry and physics; K-12 licensure preparation is available in visual arts and world languages (French, German, Spanish). For other fields Carleton students have completed their chosen major and then met professional requirements for licensure through a fifth year at another institution, usually earning a master's degree in elementary education.

The teacher education program at Carleton College is accredited by the Minnesota Department of Children, Families, and Learning and is in full compliance with Federal Title II regulations for disclosure of state-mandated examination pass rates. For 2002-2003 through 2009-2010, the Carleton licensure candidates pass rates were 100 percent for all areas; a detailed disclosure statement is available from the Educational Studies Department.

ENGINEERING: A Combined Plan in Engineering is offered in cooperation with Columbia University and with Washington University (St. Louis). Under this plan a student combines three years of study at Carleton with two years at one of the collaborating institutions. After completion of the five-year program, the student is awarded two degrees, a BA degree from Carleton and a BS degree from the engineering school. Students majoring in chemistry, mathematics, or physics are eligible for participation in this program, provided they plan early in their college careers to complete those courses at Carleton which are necessary for admission to one of these schools at the end of three years. All Carleton proficiency and distribution requirements must be met, and the integrative exercise in the major field must be completed during the junior year. In an effort to broaden the engineering opportunities similar programs have been approved on an individual basis at other engineering schools with national reputations and with academic expectations similar to Carleton's.

Information concerning the Combined Plan in Engineering may be obtained from Marty Baylor, Department of Physics and Astronomy. Students who expect to pursue this option should consult with her as early as possible in their college careers to make certain that their programs of study are suitable. Students intending to enter an engineering program in graduate school should also consult with her.

JOURNALISM AND PUBLISHING: After receiving a BA degree, students can obtain an MA in journalism after one year in a professional school. Many newspaper and magazine editors prefer to employ beginners with experience on college publications and a broad liberal arts education. Students who wish to become journalists are advised to take courses in economics, history, political science and English. Prospective journalists are strongly advised to write for *The Carletonian* and for other campus

publications, to work for other newspapers and magazines during the summer, and to seek out internships on newspapers and magazines and in publishing houses, all of which offer ample opportunity for students to obtain practical experience.

LAW: Most important for law school admission is the development of skills of expression, logic, and verbal and quantitative analysis. What major the student chooses in order to acquire and improve these skills is unimportant. Law schools typically look for a variety of backgrounds and majors among their applicants.

A Combined Plan in Law is offered in cooperation with the Columbia University School of Law. Under this plan a student combines three years of study at Carleton with three years at Columbia Law School. After completion of the six year program, the student is awarded two degrees, a BA degree from Carleton and a JD degree from Columbia. Student applications from Carleton are rare, and the number of applications each year is limited. Information on the combined plan may be obtained from Richard Berman, the campus Pre-Law adviser. Application should be made early in the junior year.

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 of government, and information technology. In all of these settings, information professionals organize and assist with the discovery, evaluation and use of an increasingly rich mix of analog and digital sources in a wide variety of formats. 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.

The Bachelor of Arts degree with a broad background in the arts and science is the best preparation for graduate study in library and information science. Any undergraduate major is acceptable; however there is a particular demand for people with science and social science backgrounds. For a career in academic libraries, a second subject masters is recommended. Course work and practical experience in organizing, retrieving, manipulating, and presenting information are highly valued, as is teaching and working directly with information seekers. Facility with changing technologies is essential. Students with an interest in librarianship or related fields can gain practical experience through a wide variety of student jobs in the College library and Archives, as well as through work in the Music Resource Center, Carleton Art Museum and the Northfield Historical Society. Carleton's 20+ librarians and archivists are always eager to talk with students about work in library and information management settings or to consider sponsoring students in internships. Contact the College Librarian for a referral to a local librarian or other information professional (x4267.)

MEDICINE: It is suggested that students discuss questions relating to preparation for medical training with Pam Middleton, Pre-Med adviser. Most students who plan to enter schools of allopathic or osteopathic medicine, will major in a science, but a major in any field is acceptable providing certain basic science courses are included. The specific requirements of the various medical schools are listed in *Medical School Admissions Requirements*. A copy of this book and other medical school information can be found in the Career Center Library.

OTHER HEALTH PROFESSIONS: Students interested in advanced degree programs in field such as dentistry, hospital administration, midwifery, nursing, several specialty fields in psychology, public

health, or veterinary medicine may request advice and support from the Career Center, the pre-med adviser, and the Wellness Center.

MINISTRY: Theological seminaries, divinity programs, and rabbinical schools advocate a broad general background with courses in languages, philosophy, social science, history, English, sciences, and religion. Interested students should speak with the chaplains or members of the Religion Department for more information about professional education in ministry.

SOCIAL WORK: The Council on Social Work Education has recognized the following sequence of courses at Carleton as containing social welfare content, and they are recommended for those planning a career in social work: Sociology/Anthropology 220, Class, Power and Inequality in America. Also recommended as courses related to this sequence are Psychology 250, Developmental Psychology; 252, Personality; 254, Psychopathology; 354, Counseling Psychology.

Admissions

Admission to Carleton is based on several considerations. Of importance are superior academic achievement, as demonstrated in the applicant's school record and scores on the required entrance examinations; personal qualities and interests; participation in extracurricular activities; and potential for development as a student and a graduate of the College. The Committee on Admissions weighs all factors to ensure that those students offered admission are not only adequately prepared for the academic work, but also will benefit from their total experience at Carleton and add significantly to the College through their individual talents and personal qualities.

Carleton strives to enroll a diverse student body with varied racial, ethnic, socio-economic, religious, cultural and political backgrounds, as well as geographic origins of its students. The College believes such diversity promotes spirited classroom discussion, provides an opening to a variety of viewpoints and life experiences, helps prepare students for a diverse workplace, and develops interpersonal skills for a pluralistic world.

There is no composite Carleton student. He or she possesses a variety of qualities not measurable in test scores: warmth, openness, a sense of humor, an active interest in social service and in community involvement, initiative, resourcefulness, motivation and personal courage. Although many applicants rank in the top tenth of their high school classes with SAT critical reading, writing or math scores above 700, many attractive candidates do not. A sizeable number not possessing such lofty credentials are admitted in the belief that these are restrictive measures of ability and success and do not always assess adequately the human characteristics which are so important to the quality of a student's success in Carleton's residential liberal arts environment.

Application for Admission: Students interested in applying for admission should contact the Admissions Office. Each applicant is responsible for providing the admissions office with all items requested. Students apply online via the Common Application website, at <https://www.commonapp.org> or online at Carleton's website at <http://apps.carleton.edu/admissions/apply/>.

Early Decision: Those who decide that Carleton is their first choice college are encouraged to apply under the Early Decision program. Early Decision is a commitment to attend if accepted. Students may

submit applications to other colleges or universities, but *not* under another early decision plan. Those accepted will be expected to withdraw all other applications.

Early Decision candidates are reviewed at two different times of the year, but whenever the student applies, the criteria for selection are identical. Students electing the Early Decision option should submit all necessary materials by one of the following dates:

- a) November 15. The Admissions Committee will mail decisions by December 15 and admitted candidates will have until January 15 to submit the \$300 confirming deposit.
- b) January 15. The Admissions Committee will mail decisions by February 15 and admitted candidates will have until March 1 to submit the \$300 confirming deposit.

Regular Decision: Applicants on Regular Decision will receive notification from the College by April 15 of the senior year. Those offered admission will have until May 1 to make the \$300 deposit.

APPLICATION SCHEDULE FOR FALL TERM ADMISSION

	All Application Materials Must Be Postmarked by:	Complete Testing by:	File CSS Financial Aid PROFILE Application by:	Mailing of Admissions Decisions On or Before:	Applicant's Reply Date
EARLY DECISION (Fall)	Nov. 15	Nov. 15	Nov. 15	Dec. 15	Jan. 15
EARLY DECISION (Winter)	Jan. 15	Dec. 31	Jan. 15	Feb. 15	March 1
REGULAR DECISION	Jan. 15*	Feb. 1	Feb. 15	April 15	May 1
TRANSFER	March 31*	Feb. 28	March 31	May 15	June 1

** Applications may be submitted after this date, but priority will be given to those applying on or before the deadline.*

The initial \$300 payment will only be refunded in case of illness which makes it impossible for a student to enter the College at the time for which he or she has been accepted.

Late Applicants: Students who submit applications postmarked after January 15 each year must recognize they are applying on a space-if-available basis. In some years, the College is able to offer admission to late applicants; in other years, the first-year student class may be filled and students to whom we would like to offer admission must be placed on a waiting list to see if vacancies occur in late spring or early summer.

Early Admission: Each year, a number of students apply for admission following the junior year of high school. Some may be graduating early, others may be willing to forego the senior year to begin college early. The College welcomes such applications with the following understanding: Successful Early Admission candidates almost always display a high degree of social and emotional maturity, present unusually strong academic credentials and have exhausted their secondary school curricular possibilities.

Deferred Admission: Deferred admission is not for an alternative college academic experience. If a deferred student chooses to study elsewhere, credit will not be transferred to Carleton. Deferred students who take post-secondary courses elsewhere cannot do so on a full-time basis or as a degree-seeking student without violating the terms of their deferral.

Candidates who wish to defer college for a year (a gap year) following completion of secondary school may apply for admission during their senior year. The application should be accompanied by a statement describing the candidate's reasons for desiring a gap year, plans for the interim year and perceived benefits of the delay. Such requests should be made by May 1 if at all possible.

Transfer Students: Carleton accepts a number of transfer students for each fall term. Students wishing to apply for the fall term should submit applications prior to March 31 and will be notified of the Admissions Committee's decision before May 15. All transfer applicants are expected to submit results from the College Board's SAT I or ACT. To qualify for the Carleton degree, students must spend at least two years in residence including the senior year.

Requirements for Admission: The strongest candidates for admission to Carleton have taken four years of English, three or more years of mathematics, two or more years of science and three or more years of social science. At a minimum, applicants should have three or more years of English (with a stress on writing), at least two years of algebra and a year of geometry, two years of social science and one year of a laboratory science. Most Carleton students go well beyond this minimum, and the Admissions Committee is usually attracted to candidates who take advantage of the opportunity to do honors or advanced placement work. Normally, students will be expected to take two or more years of a foreign or classical language unless it is not offered in the school. The greater the number of courses in the subjects listed above, the more the applicant's qualifications for admission are strengthened. An applicant of unusual ability and interest whose secondary school program does not include all of these courses may be granted admission on the basis of his or her school record, the scores on standardized tests, and the recommendations of school officials.

Carleton recognizes achievement in the arts and encourages students to submit slides, CDs, DVDs, web links, or other evidence of their work with their application.

Admissions Testing: Believing that the Admissions Committee is best able to make sound judgments about candidates' academic abilities when the secondary school record is supplemented by the results of standardized examinations, Carleton requires each applicant to submit results of the SAT I or ACT prior to admission. If the ACT is submitted, Carleton requires the writing component of that test. Further, we recommend but do not require, that candidates submit the results of their SAT II subject tests. We have found these tests valuable aids in the assessment of the quality of student achievement in a wide variety of secondary school programs. It has been our experience that SAT II test results usually enhance a candidate's credentials and only rarely constitute a negative factor.

Students whose first or native language is not English should submit official TOEFL (Test of English as a Foreign Language) scores.

Interviews and Visits: When possible, each applicant may have a personal interview with a member of the admissions office staff, an alumni admissions representative or a designated representative of the College. Information on campus visits is detailed at our website <http://apps.carleton.edu/admissions/visit>. The admissions office is open for appointments on weekdays from 8:30 a.m. to 12 noon and 1 to 4:30 p.m., and during the academic year on Saturdays from 8:30 a.m. to 12 noon. From June through September, the office is closed on Saturdays. The admissions office is located in Johnson House, 100 South College Street.

Rooms: In the late summer, all new students are assigned rooms which will be held until the first day of registration. The College reserves the right to change students' room assignments whenever such changes are deemed advisable and to use student rooms for its own purpose during vacation periods.

Financial Assistance: Carleton's financial aid policy is based on the premise that the family has the primary responsibility for meeting the expenses associated with attending the College, to the extent they are able. Families applying for financial aid will undergo a "need analysis" to determine their ability to contribute. The difference between the cost of attendance, as set by the College, and a family's expected contribution equals the demonstrated financial need, which Carleton will endeavor to meet through grants, loans and work-study.

There is no separate Carleton application for financial aid. Carleton requires financial aid applicants to complete both the Free Application for Federal Student Aid (FAFSA) and the College Board's Financial Aid PROFILE form.

Prior Credits Policy

Carleton accepts up to 36 credits toward the Carleton degree from the following: College Board Advanced Placement credits, Higher Level International Baccalaureate credits, or approved pre-matriculation credits (credits earned in college-level courses taken before graduation from high school or before matriculation at a college or university). These credits may not be applied to curricular exploration requirements.

The faculty urges prospective students to take advantage of opportunities for advanced study available to them.

Several departments on campus offer tests to determine student placement into appropriate level Carleton courses. Some placement examinations are administered via the Web during the summer prior to matriculation; others are offered during New Student Week.

Carleton language and math placement test scores indicate the course the student should register for (e.g., a 204 in Spanish means you should register for Spanish 204). A score of 205 in French, German, Latin, Russian or Spanish (or 206 in Arabic, Chinese or Japanese) means that the language requirement has been satisfied. SAT II scores of 690 and above for French or 650 or above for Spanish or 680 and above for German successfully fulfill the Language Requirement.

Courses and credits completed with a grade of C- or better at other regionally accredited institutions prior to matriculation at Carleton are transferable to Carleton—with limitations mentioned elsewhere in this Catalog—providing Carleton deems the course level and content to be compatible with its undergraduate liberal arts curriculum. Prior credits earned from colleges otherwise accredited may be considered for transfer upon receipt of documentation that demonstrates comparability of course level and content. Carleton does not grant transfer credit for independent study or credit by examination completed at a prior college. Carleton does not grant transfer credit for life or work experience, nor does it grant credit for vocational study.

In the disciplines of foreign language and mathematics, Carleton requires placement exam results to determine transferability of credits earned at a prior college.

Students who are admitted as transfer students are expected to complete a minimum of 108 credits and six terms at Carleton to be eligible for the degree.

College credits completed elsewhere after matriculation at Carleton will not be considered for transfer to Carleton unless preapproved by the Academic Standing Committee and the Registrar or unless they were completed as part of an approved off-campus study program.

College Entrance Examination Board (CEEB) Advanced Placement

The following policies regarding CEEB Advanced Placement examination scores apply for the 2011-2012 academic year:

ART AND ART HISTORY—Art History: Score of 5: 6 credits granted. **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 either 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, placement into either Biology 125 or Biology 126; both introductory courses are required for upper-level courses in biology.

CHEMISTRY—Score of 3: Placement is awarded into Chemistry 123 or 128. Score of 4 or 5: 6 credits granted that count toward a chemistry major and placement is awarded into Chemistry 230 (Equilibrium and Analysis). Students receiving this AP credit cannot also get credit for Chemistry 123 or 128. The Chemistry Department strongly encourages students receiving AP credit to wait until their sophomore year to take Chemistry 233 (Organic Chemistry I).

CLASSICAL LANGUAGES—Greek: There is no Greek Advanced Placement Test, however, credits, placement, and fulfillment of the Language Requirement may be awarded to new students with the appropriate knowledge of ancient Greek. Take the Greek placement exam on-line. **Latin Literature, Virgil:** Score of 1-4: No credit granted. Placement determined after taking the on-line Latin exam. Score of 5: 6 credits granted and the Language Requirement fulfilled either by passing the

departmental on-line Latin Placement Test or by placing into and successfully completing Latin 204 with a grade of C- or above.

COMPUTER SCIENCE—Computer Science A: Score of 3, 4, 5: exemption granted for Computer Science 111; 6 credits granted which count toward a computer science major (for Computer Science 111) after successful completion of Computer Science 201, 202, 204 or 208 with a grade of C- or better. **Computer Science AB:** Score of 3, 4, 5: exemption granted for Computer Science 111 and 201; 6 credits granted which count toward a computer science major (for Computer Science 201) after successful completion of Computer Science 202, 204, or 208 with a grade of C- or better. Note that exemption but no credit is granted for Computer Science 111 for the Computer Science AB exam.

ECONOMICS—Only Economics Micro: Score of 5: 6 credits and exemption granted from Principles of Economics 111 course. **Only Economics Macro:** Score of 5: 6 credits and exemption granted from Principles of Economics 110 course. **Both Economics Micro and Macro:** Score of 5: 6 credits and exemption granted from Principles of Economics 110 and 111 courses.

ENGLISH—Language/Composition: Score of 4 or 5: 6 credits granted. **Literature/Composition:** Score of 4 or 5: 6 credits granted.

ENVIRONMENTAL SCIENCE—Score of 4 or 5: 6 credits granted.

FRENCH—Language: Score of 1, 2, 3: No credit or placement awarded. If the Language Requirement is to be fulfilled with the French language or placement in the French course sequence is desired, take the French Placement Test. Score of 4 or 5: 6 credits granted; placement awarded into any course above Level 204; Language Requirement fulfilled.

GEOGRAPHY—No course credit offered.

GERMAN—Language: Score of 1, 2, 3: No credit or placement awarded. If the Language Requirement is to be fulfilled with the German language, or placement with the German course sequence is desired, take the German Placement Test. Score of 4 or 5: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

HISTORY—Score of 4 or 5: 6 credits granted for each exam. The History department grants credit toward the major and toward certain fields within the major for scores of 4 or 5 on the Advanced Placement examinations in United States and European history only. 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 3, 4, 5: 6 credits granted which count toward a mathematics major (for Mathematics 111) after successful completion of Mathematics 121 with a grade of C- or better. **Calculus BC:** Score of 3, 4, 5: 12 credits granted which count toward a mathematics major (for Mathematics 111 and 121) after successful completion of Mathematics 211 with grade of C- or better. **Statistics:** Score of 4 or 5: placement into Mathematics 245; 6 credits granted after successful completion of Mathematics 245 with a grade of C- or better.

MUSIC—Theory: Score of 4 or 5: 6 credits granted and exemption from Music 200.

PHYSICS—B: Score of 3, 4, or 5: 6 credits granted. Score of 3 suggested placement into Physics 131 or 132. Score of 4 or 5 suggested placement into Physics 141 or 142. **Physics C Mechanics and Physics C Electricity/Magnetism:** Score of 3, 4, or 5 on both exams: 6 credits granted. Score of 4 or 5 suggested placement into Physics 141 or 142. Placement into higher courses possible, but will be determined individually upon consultation with the department. **Physics C Mechanics:** Score of 3, 4 or 5: 3 credits granted. Score of 4 or 5 suggested placement into Physics 141 or 142. Placement into higher courses possible, but will be determined individually upon consultation with the department.

POLITICAL SCIENCE—American Government Score of 5: 6 credits granted which fulfill the Political Science 122 requirement for a major in the Department of Political Science. **Comparative Government** Score of 5: 6 credits granted which fulfill the Political Science 120 requirement for a major in the Department of Political Science.

PSYCHOLOGY—Score of 4 or 5: 6 credits and exemption from Psychology 110 granted after successful completion (C- or better) of any Psychology course numbered in the 200's.

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 2011-2012 academic year on awarding credit for International Baccalaureate Higher level examinations is as follows:

ART—Studio Art (Drawing and General): Score of 6 or 7: 6 credits granted. Placement awarded beyond ARTS 110, but only after departmental review of the portfolio.

BIOLOGY—Score of 4 or 5: 6 credits granted, placement into either a) Biology 125 fall term, b) the winter term offering of Biology 125, c) Biology 126. Score of 6 or 7: 6 credits granted that count toward the biology major and placement is awarded into Biology 126.

CHEMISTRY—Score of 4: Placement is awarded into Chemistry 123 or 128. Score of 5, 6, or 7: 6 credits are granted that count toward the chemistry major and placement is awarded into Chemistry 230 (Equilibrium and Analysis). Students receiving this IB credit cannot also get credit for Chemistry 123 or 128. The Chemistry Department strongly encourages students receiving IB credit to wait until their sophomore year to take Chemistry 233 (Organic Chemistry I).

CHINESE—Score of 5, 6 or 7: 6 credits granted if student successfully fulfills the language requirement through the Carleton Chinese placement exam.

ECONOMICS—Score of 6 or 7: 6 credits and exemption granted from Economics 110 and 111.

ENGLISH—Score of 5, 6, or 7: 6 credits granted.

FRENCH—Score of 6 or 7: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

GERMAN—Score of 6 or 7: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

HISTORY—Score of 5, 6, or 7: 6 credits granted for each exam. The History department grants credit toward the major and toward the “Early Modern/Modern Europe” field within the major for scores of 5, 6, or 7 on the International Baccalaureate Higher Level examination in European history. Credit toward the History major for examinations in History of Asia/Oceania; History of Asia/Middle East and the History of Africa will be considered and determined by the department, adviser, and chair on a case by case basis. The History department will count no more than 12 pre-matriculation credits total toward the major from approved exams (AP and/or IB), and majors are strongly encouraged to count no more than 6 such credits toward the major.

JAPANESE—Score of 5, 6, or 7: 6 credits granted if student successfully fulfills the language requirement through the Carleton Japanese placement exam.

LATIN—No course credit offered. Placement subject to Carleton Placement Exam.

MATHEMATICS—Score of 5, 6, or 7: credits are granted when a student successfully completes the course into which placement was awarded with a grade of C- or better. See the Department Chair for placement.

MUSIC—Score of 5, 6, or 7: 6 credits granted.

PHILOSOPHY—Score of 5, 6, or 7: 6 credits granted.

PHYSICS—Score of 5, 6, or 7: 6 credits granted. Placement into courses will be determined individually upon consultation with the Department.

PSYCHOLOGY—Score of 6 or 7: 6 credits and exemption from Psychology 110 granted after successful completion (C- or better) of any Psychology course numbered in the 200’s.

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.

Expenses

Comprehensive Fee: Students attending Carleton pay an all-inclusive fee, called a comprehensive fee, which is regarded as an annual charge rather than the sum of charges for each term covering tuition, room, board, and student activities. There are no special fees charged for laboratory work or field trips, or for diplomas upon graduation. All students are entitled to admission without charge to most athletic contests, concerts, plays, movies, lectures and other campus events. These activities as well as subscriptions to the student publications are covered by the student activity fee. For 2011-2012 the comprehensive fee totals \$54,180 and it is allocated as follows:

Tuition	\$42,690
Room	\$5,904
Board	\$5,334
Activity Fee	\$252

Special Fees: The department of music offers private lessons in applied music. The fees for 2011-2012 per term for individual instruction in all instruments, and use of practice facilities are: after the drop/add deadline, a term fee of \$260 is billed to each student for weekly (normally 9) half-hour lessons (1 credit) per term, or \$520 for weekly (normally 9) hour lessons (2 credits). Class Guitar and African Drum Class are \$75 each. Junior and senior music majors receive up to 4 credits per term of lessons free of charge. Students on financial aid who experience difficulty in meeting the cost of private lessons may apply for financial assistance for such expenses directly to the Student Financial Services Office.

Many art classes and various other classes require consumable materials and supplies which are not included in the comprehensive fee; special fees may apply to these classes. Contact the Student Financial Services Office for financial assistance eligibility requirements.

Student health insurance is available at additional cost for those not covered by another plan. Note: proof of health insurance is required. For possible financial assistance to cover the cost of health insurance, contact the Student Financial Services Office for eligibility requirements.

Students residing in the Village Apartments are assessed a \$25 per term laundry facilities fee for use of non-coin operated machines in these facilities. This fee will be reflected in the overall cost for room and board for students assigned to rooms in the Village Apartments.

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. Credit by examination and off-campus internships are charged on the same basis.

For students who apply to non-Carleton off-campus studies programs after the deadlines for each term, a non-refundable fee of \$300 will be charged. Payment of the fee does not insure acceptance in a program and no refund will be made in case of non-acceptance. "To apply after the deadlines" means completed forms as required by the Off-Campus Studies Office (OCS) are received by the OCS office after their stated deadlines.

Enrollment Deposit: In addition to the comprehensive fee, all enrolling students are required to pay and maintain an enrollment deposit of \$300, which functions as a confirming admissions deposit. \$250 of this total becomes a continuing enrollment deposit for subsequent years and the remaining \$50 of the deposit is used as a lifetime transcript fee, where students may request college transcripts from the Registrar without cost. The deposit (\$250) will be returned upon graduation. Any unpaid student account obligation will be applied against this deposit at the time of graduation.

Calendar of Payments:

When filing for admission (application fee) \$30

When accepted (enrollment deposit) \$300

August 15 \$18,060

December 15 \$18,060

March 15 \$18,060

Total \$54,180

Students are held responsible for payment of their college fees. Students will receive e-mail notifications, using the student's Carleton e-mail address, when the term bills are available on-line.

A monthly payment plan is available through TuitionPay Plan, an outside vendor.

Penalties: Students' accounts are regarded as delinquent and subject to penalty if payments are not made at the specified times, or if arrangements have not been made for later payment. The penalty for late payment of fees is \$35.

A student will not be permitted to register for the following term until his or her account has been cleared by the Business Office. The student will be withdrawn from the College if the Business Office has a financial block on the student's tuition 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 off-campus studies; in addition, a \$400 penalty is assessed for late withdrawals before the start of the program. See the Off-Campus Studies Planning Guide: Approval and Departure for Off-Campus Study and the student's letter of participation.

Refunds: Students will be eligible for a refund of tuition, room, board and student activity fees if they have paid for the upcoming term and then decide to withdraw or take a leave of absence and they notify the Dean of Students before the term starts.

If a student leaves during the first two weeks of the term, as defined by the academic calendar; a 25% tuition refund is available:

Term	Last day available
Fall 2011	September 23, 2011
Winter 2012	January 18, 2012

Spring 2012 April 6, 2012

If a student leaves due to illness during the first half of the term, as defined by the academic calendar; a 50% tuition refund is available:

Term Last day available

Fall 2011 October 13, 2011

Winter 2012 February 3, 2012

Spring 2012 April 26, 2012

Room charges will not be refunded if a student leaves after the term starts.

Board charges will not be refunded if a student leaves after the term starts.

Financial aid will be reduced according to federally mandated guidelines.

Applied music fees will be refunded, with charges deducted for lessons received, only if the student notifies the department of music within the first two weeks of the term.

In the event of a national emergency all charges will be refunded pro rata to students drafted or called as military reservists unless they have attended courses a sufficient length of time to earn academic credit.

If a student wishes to transfer to another institution he or she must settle accounts in the Business Office by making necessary payments or arrangements for extension before a transcript of credits will be issued.

No refunds will be made to students suspended or dismissed from the College.

A more restrictive refund policy governs withdrawal from Carleton off-campus programs. This policy is explained in the Off-Campus Studies Planning Guide for each program.

Housing and Residential Life

As a residential college, Carleton requires all students to live in College operated residences and participate in the College dining plan.

Residence halls and campus houses are an integral part of the Carleton learning experience. Living with other students provides many informal opportunities for students to learn about themselves, develop friendships, and discuss new ways of thinking. The mission of Residential Life is to create a healthy, safe and thriving environment where students can gain experience, be involved and develop their interpersonal, academic, and leadership potential. Our professional Hall Directors and student Resident Assistants (RA's) help plan social, educational, and recreational activities in the halls and

houses. These staff members are available to assist students in many ways throughout the academic year.

Carleton College offers a variety of housing options because we recognize that residential options are desirable and beneficial for students. Housing opportunities include traditional residence halls, suites, houses, apartments and Northfield Option. Northfield Option is a program that allows a very limited number of seniors to live in non-College owned housing. Students must receive prior approval from Residential Life to be eligible for this option. Students who are married or have dependent children living with them will be exempted from the residency and board requirements upon providing documentation to the Residential Life Office.

Financial Aid

Philosophy: Carleton's tradition of extending educational opportunities to academically qualified students and meeting their financial need is based on a deep commitment to the belief that a true liberal arts education exposes students to varying backgrounds and points of view outside as well as inside, the classroom. For this reason, in addition to the more pragmatic one that many parents cannot afford the cost of education today, Carleton encourages high school students to apply for admission without regard to their financial circumstances. The basic philosophy underlying the student financial aid program at Carleton is that families have the primary responsibility to finance their children's education to the extent that they are able. When a family cannot afford our costs, Carleton is committed to meeting a student's need with various types of aid for all those admitted, for all four years.

How to Apply: Carleton is a member of the College Scholarship Service (CSS), a division of the College Board, which processes the confidential statements submitted by families in support of their application for financial assistance. The many colleges using the service join in the belief that financial aid should be awarded to students only after careful consideration of the family's ability to contribute to the cost of their children's education and determination of their demonstrated financial need. All families who wish to be considered for financial aid must complete the CSS PROFILE. In addition, the Free Application for Federal Student Aid (FAFSA) must be completed to qualify for any applicable federal and state assistance. No separate Carleton aid form is required for students. However, all student applicants and their parents must submit completed and signed copies of their previous year's federal income tax returns, including W-2 forms and all schedules, to finalize any financial aid award. In selected cases, Carleton reserves the right to request copies of tax returns directly from the IRS.

Terms of Assistance: When financial need is demonstrated, assistance will be granted under the following conditions:

All financial aid awards are made for only one year at a time. It is customary to meet the student's total demonstrated need by utilizing a combination of grants, student employment, and loans. With the exception of student employment and outside scholarships, financial aid is 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 (loans and/or student employment) on a dollar-for-dollar basis. In this way, the students benefit directly by reducing their loan debt and/or their work hours. It is the College's policy to not reduce grants 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 loan or student employment awards resulting from outside aid are made in succeeding years upon receipt of those funds.

It is the responsibility of the student to submit a complete financial aid application (CSS PROFILE, FAFSA, parent and student federal tax returns and follow-up forms) before established deadlines. Deadline dates are "priority deadlines" and will be enforced according to the availability of aid funding for that year. Those that meet the deadline will be given consideration for assistance first. Other applications will be considered according to the date received and current funding levels.

Renewal of Aid: Financial aid forms must be completed each year. A student and his or her family may assume that the College will continue to provide comparable assistance for subsequent years insofar as the family's financial circumstances remain stable. As those circumstances change, financial aid may also change. It is important to understand that financial aid administered by the College is not renewed automatically. Parents and students must complete and submit the necessary forms and need analysis documents each year (i.e. CSS PROFILE, FAFSA, parent and student federal tax returns). At Carleton, financial aid is related to demonstrated financial need rather than academic measures. However, students must make satisfactory academic progress toward graduation in order to have their aid renewed.

Types of Financial Aid Available

Merit Aid: A small proportion of Carleton's financial aid is given as non-need or merit based aid. The scholarships that are merit based are the National Merit Scholarship, National Achievement 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, and brass instruments. Auditions are required and the scholarship is worth a minimum of \$2,000 per year, plus music lessons and support for summer music institutes.

Need-Based Aid: There are two major categories of need-based aid: gift aid and self-help aid. The gift aid is given to the student in the form of grants and scholarships and does not need to be repaid. The self-help aid needs to be either earned (student employment) or repaid (student loans).

Gift Aid includes grants and scholarships. The majority of the dollars received by students at the College is in the form of Carleton grants and Carleton scholarships. To the student, there is no difference whether they have received a grant or scholarship from the College. Any student who is eligible for need-based aid is reviewed to determine if they have the appropriate characteristics for one of 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.

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 and scholarships. A description of each of these aid types may be found on the Student Financial Services Website.

Self-Help Aid comes in two forms. The first is student employment. Most students receiving need-based financial aid are awarded student employment, with first-year students authorized to work up to eight hours per week and returning students up to ten hours per week. The dollars awarded for the hours worked represent an opportunity for students to earn money toward college expenses. The dollars awarded represent a maximum that can be earned during the academic year. The exact dollars earned may be influenced by the hours available from the employer and student schedule for a term. Hours not worked and awarded dollars not earned may be converted to additional self-help aid (i.e. loans). Students are usually assigned campus jobs, although some students are assigned off-campus jobs at non-profit organizations. Student employees may choose to apply all or a portion of their earnings to their tuition account through the Business Office website. Otherwise, earnings are directly deposited into the student's checking or savings account at the end of each pay period.

The second form of self-help aid is student loans. Loans allow students to finance a portion of their education through utilization of future earnings resulting from and enhanced by the benefits of their college education. These loans must be repaid after the student has graduated or enrollment has ceased. Most student loans may be deferred if the student continues their education beyond their Bachelor's Degree.

The self-help aid distributed most commonly at Carleton College includes student employment, Perkins Loans, and William D. Ford Federal Direct Loans subsidized and unsubsidized, and 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 at 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 period start June 1 or equal payments for an 11 month period start July 1. The plan has a \$55 annual fee to enroll. The TuitionPay Plan may be used to cover all or a portion of annual tuition, fees, room and board. The deadline to enroll is July 25. The exact terms and conditions of the monthly payment plan are determined annually and may differ from what is described here.

Families who would like additional information or to enroll in the TuitionPay Plan, visit www.tuitionpay.salliemae.com or call 800-635-0120, or contact the Business Office at Carleton College at 507-222-4179.

Special Funds

Support of the College: As an independent, privately endowed institution, Carleton's development has been made possible by the support of interested individuals, foundations, and corporations. Student tuition payments cover only about one-half of the College's educational and general expenses. Most of the balance comes from gifts for current purposes and from income earned by the College's endowment, which was itself provided by gifts.

Honorary Scholarships: WILLIAM CARLETON SCHOLARSHIPS, given to entering students in memory of the man for whom Carleton is named, are honorary awards in recognition of outstanding qualities of scholarship, character, and promise of achievement.

Endowed Scholarship Awards

Income from the endowed funds described here provides scholarship assistance to enable qualified students to attend Carleton College. All scholarship recipients must maintain academic excellence and must, unless otherwise noted, demonstrate financial need. Students need not apply for these scholarships directly, they are awarded at the discretion of the College and administered as an integral part of Carleton's financial aid program. The minimum amount currently designated for endowing and administering a new scholarship fund is \$100,000.

THE ABC-DIVERSITY SCHOLARSHIP was established in 1998 by Ervin and Louise Shames, parents of Allyson Shames Argo '93. This fund is intended to support Carleton students who are successful graduates of the A Better Chance (ABC) secondary school program.

THE GEORGE I. ALDEN SCHOLARSHIP was initiated by the Alden Trust through challenge grants to the College in 1986 and 1989 to support mathematics and science majors. These grants were matched by gifts from several corporate, foundation, and individual donors.

THE CHARLES AND ELLORA ALLISS EDUCATIONAL FOUNDATION, created in 1960 through a bequest from Charles Clifford Alliss, offers scholarship aid to residents of Minnesota.

THE AMANDA B. ANDERSON SCHOLARSHIP FUND was established by Amanda B. Anderson in 1974 to ensure qualified students the opportunity for a superior education in the liberal arts. Miss Anderson was inspired to establish this fund by her association with friends who were Carleton graduates.

THE LESLEY K. ANDERSON '94 MEMORIAL SCHOLARSHIP was established in 2003 by family, friends, and classmates as a memorial to Lesley K. Anderson, Class of 1994, to support students studying psychology.

THE SARA M. ANDERSON FUND was established in 1967 by Sara M. Anderson.

THE ROBERT W., MILDRED S., AND JANE ANDREWS '41 MEMORIAL SCHOLARSHIP FUND was established in 1961 in honor of Robert and Mildred Andrews. Their daughter, Jane Andrews, Class of 1941, was a long-time Carleton staff member and dedicated alumni volunteer. When Jane passed away in 1997, the fund expanded to commemorate her life, as well.

THE WALTER G. ANDREWS AND LOUISE SEEGER ANDREWS SCHOLARSHIP was established in 2003 through a bequest from Mr. and Mrs. Andrews, both members of the Class of 1935.

An **ANNONYMOUS SCHOLARSHIP** was established in 2010 to ensure that all students of academic merit have access to a Carleton education.

An **ANNONYMOUS SCHOLARSHIP** was established in 2010 to provide need-based financial aid to deserving students.

THE LOIS L. ARNEGARD '33 ENDOWED SCHOLARSHIP FUND was created through a bequest in 2001. This scholarship is awarded to first and second year students.

THE RICHARD D. ARNEY ENDOWED SCHOLARSHIP was created in 2005 by the Arney Family to honor the memory of Richard D. Arney, a member of the Carleton Class of 1933 and the successful varsity basketball team of that year. This scholarship provides assistance to Carleton students with financial need, with a preference for students who are members of varsity athletic teams, especially those who play varsity basketball.

THE S. EUGENE BAILEY INSTRUMENTAL SCHOLARSHIP was established through a bequest in 1997 from S. Eugene Bailey, a member of Carleton's Music faculty from 1946 to 1975. This fund supports students who study and perform on orchestra strings, woodwinds or brass instruments.

THE WINFIELD AND HAROLD BAIRD STUDENT AID FUND was established in 1964 by the Winfield and Harold Baird Foundation in honor of W. Stewart McDonald, Class of 1922 and a trustee of the College from 1951 until his death in 1967.

THE FREDERICK GOODSSELL BARROWS SCHOLARSHIP FUND was established in 1959 by Frederick Goodsell Barrows, to assist students from Otter Tail County, Minnesota.

THE BAUCUS AND CO. ENDOWED SCHOLARSHIP FUND was established in 1992 by the Holly Beach Public Library Association in Wildwood, New Jersey, and augmented in 1995 by Mrs. Harold J. Fox.

THE LUCILLE H. BECKHART ENDOWED MEMORIAL SCHOLARSHIP FUND was established in 1991 through a bequest from Maurice H. Beckhart in memory of his wife Lucille H. Beckhart, Class of 1927.

THE HAROLD P. BEND SCHOLARSHIP FUND was established in 1965 by Mr. and Mrs. Harold P. Bend.

THE BENOIT FAMILY SCHOLARSHIP was established in 2004 by Madeline Benoit, a Carleton parent and grandparent.

THE MARY LATHROP BENTON SCHOLARSHIP FUND was established in 1978 by Dr. Evelyn Anderson Haymaker, Class of 1921, and her husband Dr. Webb Haymaker in memory of Dr. Mary Lathrop Benton, Dean of Women and Professor of French and Latin from 1914 to 1922.

THE ROBERT R. AND JOSEPHINE F. BERG '47 SCHOLARSHIP was established in 2007 with a generous gift from Mrs. Berg, a member of the Class of 1947. Robert Berg attended Carleton in the early 1940s and did meteorology training on campus during World War II.

THE MARK H. BERMAN ENDOWED SCHOLARSHIP FUND was established in 1999 as a memorial to Mark Berman, Class of 1991, by his family and friends.

THE F. R. BIGELOW FOUNDATION MINORITY SCHOLARSHIP FUND was established in 1985 through a gift from the F. R. Bigelow Foundation of St. Paul, Minnesota, to assist minority students from Ramsey, Washington, and Dakota Counties of Minnesota.

THE VIRGINIA MCKNIGHT BINGER SCHOLARSHIP was established in 1974 by the McKnight Foundation.

THE LUCETTA O. BISSELL MEMORIAL SCHOLARSHIP was established in 1969 through a bequest from Lucetta O. Bissell, Class of 1909, to assist students in the sciences and sociology.

THE ROBERT AND BARBARA BONNER SCHOLARSHIP FUND was established in 2000 by Roy S. Rogers IV, Class of 1989. The fund recognizes Robert's service to Carleton as a member of the History Department and Dean of Students and Barbara's service to both the Carleton and Northfield communities. The fund also serves as a memorial to Jennifer Bonner, Class of 1989. The Bonner Fund provides scholarship aid to students interested in the humanities.

THE BOSWELL SCHOLARSHIP FUND was established in 1875 by Charles M. Boswell.

THE ELIZABETH S. BOYLES SCHOLARSHIP IN MUSIC was established in 1964 through a bequest from her husband, Charles D. Boyles, to assist students in any field of music.

THE PROFESSOR VIOLETTE BROWNE MEMORIAL SCHOLARSHIP was established through a bequest from Robert L. Currie '44 in 2001. This scholarship supports students studying music, with a preference for voice students.

THE DAVID BRYN-JONES SCHOLARSHIP FUND was established in 1964 by Mr. and Mrs. Edward C. Wilson in honor of Dr. David Bryn-Jones, Professor of Economics and Political Science at Carleton from 1920 to 1927 and the Frank B. Kellogg Professor of International Relations from 1936 to 1952. The fund, augmented by family and friends, provides scholarship aid to students interested in the humanities and social sciences in general and in international relations in particular.

THE MARIAN BRYN-JONES SCHOLARSHIP FUND FOR MINORITY STUDENTS was established in 1985 by Marian Bryn-Jones, Class of 1923, to assist minority students.

THE BELLE CALDWELL SCHOLARSHIP FUND was established through a bequest from Mary Louise Caldwell, to provide assistance for junior or senior students.

THE CAMPUS ENDOWED SCHOLARSHIP FUND was established in 1997 during the *Assuring Excellence Campaign* through the generosity of many members of Carleton's faculty and staff.

THE DAVID L. CANMANN '36 ENDOWED SCHOLARSHIP was established in 2006 by the Canmann family in memory of David L. Canmann '36. The fund provides scholarship aid to Carleton students with demonstrated financial need and a record of academic excellence majoring in economics.

THE HAROLD G. AND ROBERT C. CANT MEMORIAL SCHOLARSHIP FUND was established in 1974 through a bequest from Harold G. Cant, a Minneapolis attorney and a long time friend of Carleton. When Robert passed away in 1999, the memorial scholarship expanded to commemorate his life as well.

THE LOIS CAREY MEMORIAL MUSIC FUND was established in 1991 by family and friends in memory of Lois Utzinger Carey, Class of 1948, to assist students with music lessons, preferably students of stringed instruments, piano or voice, or for the purchase of music.

THE ARNOLD W. CARLSON '52 MEMORIAL SCHOLARSHIP was established in 2001 by Barbara Gray Koch, Class of 1952, in memory of her very close friend and classmate.

THE WENDELL RAMBERG CARLSON FUND was established in 1955 by Anna Carlson Hall, Class of 1910, as a memorial to her brother who died in 1915 while attending Carleton. This scholarship is awarded to male students of unusual promise.

THE CAROLYN SCHOLARSHIP FUND was established in 1969 by the Carolyn Foundation, to provide financial assistance to minority students.

THE PATRICIA D. AND GEORGE L. CASSAT SCHOLARSHIP was established in 2008 to provide scholarship aid to international and domestic students with demonstrated financial need. The scholarship is named for Patricia Donnell Cassat and George L. Cassat, members of the class of 1946 and Carleton parents who have provided extraordinary support for the College.

THE FRANCES AND ROSE CAWARD MEMORIAL FUND was established through a bequest from Neil G. Caward, Class of 1906, in tribute to his wife and his mother.

THE LAURENA CHOO MEMORIAL FUND FOR STUDIES IN ASIA was established in 1992 by Kwan and Jessica Choo in memory of their daughter Laurena Choo, Class of 1990, to support students who are studying in China or in other parts of East or Southeast Asia.

THE CHRISTIAN HIGHER EDUCATION SCHOLARSHIP FUND was established in 1962 by the United Church Board for Homeland Ministries, to assist students who intend to pursue studies related to religion.

THE CLASS OF 1929 SCHOLARSHIP FUND was established by gifts from members of the class on the 55th anniversary of their graduation from Carleton.

THE CLASS OF 1931 SCHOLARSHIP FUND was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

THE CLASS OF 1933 SCHOLARSHIP FUND was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

THE CLASS OF 1934 SCHOLARSHIP FUND was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

THE CLASS OF 1937 SCHOLARSHIP FUND was established by gifts from members of the class.

THE CLASS OF 1944 SCHOLARSHIP FUND was established by gifts from members of the class on its 50th anniversary. Income from the fund will provide four-year scholarships for students who demonstrate qualities of imagination, diversity of talents, self-reliance, creativity, integrity, good citizenship and a strong sense of community. They will be known as Class of 1944 Scholars.

In appreciation for their generous 50th Reunion gift, the College established **THE CLASS OF 1950 SCHOLARS**. The scholarship is awarded to junior or senior Carleton students with financial need.

THE CLASS OF 1953 ENDOWED SCHOLARSHIP FUND was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

THE CLASS OF 1954 ENDOWED SCHOLARSHIP FUND was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

THE CLASS OF 1956 SCHOLARSHIP ENDOWMENT FOR STUDENTS STUDYING ABROAD was created in 2006 by the Class of 1956 on the occasion of their 50th Reunion. The fund provides scholarships to Carleton students who are pursuing off-campus studies in locations outside of the United States.

THE CLASS OF 1959 ENDOWED SCHOLARSHIP was established by members of the Class of 1959 on the occasion of their 50th reunion. In establishing this scholarship, the Class of 1959 affirms one of the College's highest aspirations, which is to make an exceptional undergraduate liberal arts education accessible to students of all economic backgrounds.

THE '62 SCHOLARS FUND was established by gifts from members of the class at its 25th reunion to support students whom the class hopes will reflect the diversity of interests, the enthusiasm for life, and the commitment to others and to Carleton that exemplify the Class of 1962.

THE CLASS OF 1966 DIVERSITY OF ACHIEVEMENT SCHOLARSHIP AWARD was established by gifts from the members of the class on the 25th anniversary of their graduation from Carleton. The scholarship is awarded to students who have made a unique contribution to the college or the community in diverse areas such as the arts, community service, student government, academic research, or other areas of contribution.

THE CLASS OF 1968 SCHOLARSHIP FUND was established by gifts from members of the class on its 25th anniversary and in memory of seventeen classmates.

THE BRUCE W. COLWELL SCHOLARSHIP was established in 2009 to support students with financial need from non-urban areas with preference given to first-generation college students.

THE HOWARD CONN FUND was established anonymously in 1960 to honor the Reverend Dr. Howard Conn, a Carleton trustee from 1948 to 1972 and Trustee Emeritus since 1972, for the benefit, preferably, of students preparing for the missionary field.

THE DONALD J. AND ELIZABETH S. COWLING FUND was established in 1945 by friends of Carleton in honor of its third president, Donald J. Cowling, who served from 1909 to 1945, and his wife Elizabeth. Income from the fund is used to meet the financial need of minority students with “outstanding potential for success at Carleton and leadership in the nation and the world.”

THE ELIZABETH REINHART CRABTREE SCHOLARSHIP was established in 2009 through a gift from the estate of Elizabeth Reinhart Crabtree, Class of 1942. The fund provides assistance for students with financial need who are residents of Florida at the time of their matriculation

THE JENNIE NASON CROOKER MEMORIAL SCHOLARSHIP FUND was established in 1978 by Harold N. Crooker, Class of 1918, as a memorial to his mother. Income from the fund provides scholarship assistance to women, preferably daughters of the clergy or missionaries.

THE THOMAS M. CROSBY SR. FUND FOR MINORITY STUDENTS was established in 1988 through a bequest from Thomas M. Crosby, a trustee of the College from 1973 until his death in 1988.

THE WILLIAM D. CROTTY SCHOLARSHIP FUND was established in 1987 through a bequest from William D. Crotty.

THE CHARLES A. CULVER SCHOLARSHIP FUND FOR PHYSICS was established in 1965 with a gift from Dr. Culver, Class of 1902, Professor of Physics from 1923 through 1946 and Professor of Mathematics in 1947, to assist students who intend to pursue the study of physics as a life career.

THE CUSTODIAL SCHOLARSHIP FUND was established in 1993 by members of Carleton’s custodial staff to assist students with financial need with preference given to the children of custodians.

THE DAIMLER CHRYSLER CORPORATION SCHOLARSHIP FUND was established in 1971 for qualified students who could not afford to attend Carleton College without financial aid.

THE PATRICIA V. DAMON ’36 SCHOLARSHIP FUND was created in 2003 by a bequest from the estate of Ms. Damon. This fund provides scholarship aid to senior Carleton students who exhibit a strong academic profile and accomplishment in extra-curricular activities.

THE CARRIE AND JAMES DAVIS SCHOLARSHIP FUND was created in 2006 by Stephen J. Davis, Class of 1988, and Christopher J. Davis, Class of 1989, to honor their parents. The scholarship provides aid to students of color with preference given to African American students.

THE DEKKO SCHOLARSHIP was established in 2008 by Jeffrey Dekko '88 and Christine Rhodes Dekko '87 to provide scholarship aid to students with demonstrated financial need.

THE EDWIN DICKINSON SCHOLARSHIP FUND was established in 1979 through a bequest from Mrs. Edwin D. Dickinson, Class of 1909, in memory of her husband, also a 1909 graduate.

THE DIPLOMATS ENDOWED SCHOLARSHIP FUND was established by an anonymous donor in 2004. The fund provides financial assistance to students who have taken at least one course in international relations.

THE LOUIS L. DODGE FUND was established in 1936 by Mattie Chapman Dodge as a memorial to her husband.

THE CHARLES AND BERTHANIA DONNELLY SCHOLARSHIP FUND was established in 1970 with a gift from their estate.

THE JOYCE P. AND DAVID F. DRAKE SCHOLARSHIP FUND was established in 2008 by Joyce and David Drake in celebration of their 50th reunion. Both members of the Class of 1958 and Northfield natives, they wish to extend the opportunity of a Carleton education to young men and women with financial need from their hometown and the surrounding area.

THE DR. AND MRS. HILLIARD DUBROW ENDOWED STUDENT TRAVEL FUND was established in 2010 by Heather Dubrow to support student travel for off-campus studies programs. In creating this fund, Ms. Dubrow honors her parents' respect for education, travel, and the many connections between the two, and expresses her gratitude for their support in both areas.

THE NEIL S. DUNGAY MEMORIAL FUND was established in 1959 by friends of Dr. Dungay, a Carleton professor for 45 years, to assist pre-medicine and other science students.

THE PHILIP R. DUNTON SCHOLARSHIP FUND was established in 1965 with a gift from Philip R. Dunton, to assist students expressing interest in mathematics or the sciences.

THE ROGER L. ELDRIDGE INTERNATIONAL STUDENT SCHOLARSHIP was established in 1992 by Joanne E. Swenson Eldridge, to honor her husband, Roger L. Eldridge, Class of 1955 and College Chaplain from 1962 to 1963.

THE RUDOLPH T. ELSTAD SCHOLARSHIP FUND was established in 1961 by Mrs. Rudolph T. Elstad, Class of 1919, in memory of her husband, a trustee of the College from 1952 to 1959, to assist students studying mathematics, pre-engineering, or science.

THE ARTHUR T. ERICKSON SCHOLARSHIP FUND was established in 1969 through a bequest from the estate of Mr. Erickson, the father of two Carleton students.

THE MARILYN MINAR ERICKSON MUSIC SCHOLARSHIP was established in 1981 to honor Marilyn Minar Erickson, Class of 1949, and her life-long love of music, nurtured while she was a student at the College. Income from the fund is awarded to Carleton students from the Upper Midwest who play a stringed instrument.

THE CLARK D. EVANS SCHOLARSHIP FUND was established in 1987 by the family and friends of Clark D. Evans, Class of 1980. This scholarship is awarded to entering first-year students based on their academic achievement and ability, and is renewed annually, assuming continued scholarship achievement, during the students' four years at Carleton.

THE FIRST NATIONAL BANK OF NORTHFIELD SCHOLARSHIP was established in 1998 for the benefit of Northfield High School graduates. Two scholarships are awarded each year to first year students.

THE ROBERT FLANAGAN MEMORIAL SCHOLARSHIP FUND was established in 1974 by friends and associates in memory of Mr. Flanagan. Robert Flanagan served on the Carleton Board of Trustees from 1944 to 1968.

THE FORD MOTOR COMPANY ENDOWED SCHOLARSHIP was established in 1996 to assist students majoring in the physical sciences or mathematics.

THE WINFIELD A. FOREMAN ENDOWED SCHOLARSHIP FOR ACADEMIC EXCELLENCE IN ECONOMICS is given to students with a track record of academic excellence majoring in Economics. This scholarship was created in May of 2005 by Winfield Foreman's wife, Alice, in honor of her husband's 90th birthday. Mr. Foreman was a member of the Carleton Class of 1937.

THE ALICE BEAN FRASER SCHOLARSHIP FUND was established in 1975 with a gift from the estate of Alice Bean Fraser, Class of 1900, to assist minority students.

THE GAMBLE AND SKOGMO FOUNDATION FUND FOR MINORITY STUDENTS was established in 1986.

THE RUTH HARTZELL GAUMNITZ FUND was established in 1937 by her husband, Carl Gaumnitz, in her memory.

THE GILLETTE-PIKE SCHOLARSHIP FUND was established in 1962 by Mr. and Mrs. Allen W. Pike in memory of James R. Gillette, who served for 15 years at Carleton as professor of music, to assist music students.

THE LAURENCE MCKINLEY GOULD FUND was established in 1952 as a tribute to former Carleton President Laurence McKinley Gould to assist students majoring in science.

THE LAURENCE M. GOULD ENDOWED SCHOLARSHIP FUND was established in 1974 by DeWitt Wallace, founder with Mrs. Wallace of Reader's Digest, to honor his friend, former Carleton President Laurence M. Gould.

THE SPENCER GOULD '52 AND BARBARA SHARP GOULD '57 ENDOWED SCHOLARSHIP FUND was established in 2002 by the Class of 1952 in honor of Spencer Gould's 50th reunion and to recognize the exceptional generosity of Spencer and Barbara.

THE PHILIP FARRINGTON GRAY MEMORIAL SCHOLARSHIP FUND was established in 1927 by friends of Mr. Gray, Class of 1928.

THE HAZEL L. AMLAND GROSE SCHOLARSHIP FUND was established in 1975 by Thomas F. Grose in memory of his mother, Hazel Amland Grose, Class of 1922.

THE DR. M. STUART AND MARION BURNETT GROVE ENDOWED SCHOLARSHIP FUND was established in 2007 through a gift from the Groves' estate and memorial gifts made by their family and friends. The fund assists students with financial need.

THE ALICE DAU HAN, R.N., SCHOLARSHIP FUND was established in 1976 through a bequest from her husband, Dr. Maolin Han, Class of 1945, to assist students studying Chinese culture, language, and/or history.

THE MALCOLM B. HANSON MEMORIAL SCHOLARSHIP FUND was established in 1974 by Josephine O. Hanson in honor of her late husband, Malcolm Hanson, Class of 1920, to assist students of Scandinavian descent.

THE JOSEPHINE LOUISE HARPER MEMORIAL SCHOLARSHIP FUND was established in 1926 by Mrs. J. L. Harper as a memorial to her daughter.

THE ADA M. HARRISON ENDOWED SCHOLARSHIP FUND was established in 2000 from Professor Harrison's estate and with memorial gifts from her former students and colleagues. Ada M. Harrison taught economics at Carleton from 1948 until her retirement in 1979.

THE JOSEPHINE NEWTON HART SCHOLARSHIP FUND was established in 1963 by a gift from the estate of Josephine Newton Hart, Class of 1900.

THE WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP FUND was established in 1991 by The Hearst Foundation, Inc. of San Francisco.

THE LUCILLE R. AND PETER F. HEINTZ ENDOWED SCHOLARSHIP FUND was established in 1997 to support students of need with priority given to students from Chickasaw County, Iowa or from other rural areas in Iowa.

THE DOW ZACHARY HELMERICH SCHOLARSHIP FUND was established in 1989 by Walter H. Helmerich, III, to honor his son "Zak" Helmerich, Class of 1980, and to assist students from Oklahoma.

THE PAT AND PAULINE HERMAN SCHOLARSHIP FUND was established in 2001 through a bequest from the Hermans. Preference is given to students from Guam, or specified schools in India or the city of Oak Park, Illinois.

THE ROBERT J. "BOB" HERMECKE AND ARNOLD J. "ARNIE" HILLESTAD ENDOWED SCHOLARSHIP FUND was established in 1999 through an estate gift from Arnold J. Hillestad. This fund supports students studying the piano.

THE JEAN R. AND RICHARD H. HOPPIN SCHOLARSHIP was established in 1986 by Richard H. Hoppin, Class of 1936, to assist students in the Departments of English and Music. One award is made each year and alternates between English and Music majors.

THE GEORGE A. HORMEL AND COMPANY SCHOLARSHIP was established in 1984 to assist students from Austin, Minnesota, and vicinity.

THE A.D. AND M.A. HULINGS '36 MEMORIAL SCHOLARSHIP FUND was created in 1994 by Carleton alumni, faculty, staff, and friends of A.D. "Bill" and M.A. "Betty" Hulings, both from the Class of 1936. Bill and Betty both served as trustees of the College.

THE HUNT SCHOLARS ENDOWED SCHOLARSHIP FUND was established in 1999 with a gift from the estate of Sam E. Hunt. The fund provides financial support for two students of color, one male and one female, who demonstrate deep financial need and have a strong academic record.

THE JAMES AND JOANNE SILL HUNTTING SCHOLARSHIP was established in 2009 by James '50 and Joanne '50 Hunting on the occasion of their 50th reunion. The fund is intended to provide financial aid to students with demonstrated financial need.

THE SARAH B. HYDE SCHOLARSHIP FUND was established in 1897 with a gift from the estate of Sarah B. Hyde.

THE INTERNATIONAL SCHOLARSHIP was created in 2004 through an anonymous gift to broaden access to a Carleton education for talented students from around the world.

THE HORACE HILLS IRVINE SCHOLARSHIP FUND was established in 1958 by Mrs. Irvine in memory of her husband, a Carleton trustee from 1930 to 1947, to assist students majoring in any field of science.

THE ANDREA GROVE ISEMINGER '59 ENDOWED SCHOLARSHIP FUND FOR OFF-CAMPUS STUDIES was created in 2001, honoring Andrea Grove Iseminger and her distinguished service to Carleton. As director of Off-Campus Studies, Ms. Iseminger matured and expanded Carleton's program which has been described as one of the best in the nation. Scholarships provide financial resources each year for off-campus study and travel for students with demonstrated financial need enrolled in Carleton sponsored programs.

THE IVES SCHOLARSHIP FUND was established in 1888 by Dr. Charles L. Ives.

THE MILDRED LAURA JAYNES SCHOLARSHIP was established through a bequest from Mildred Laura Jaynes, to assist students in the Physical Education Department.

THE OWEN AND BARBARA JENKINS HONORARY SCHOLARSHIP was established in 1997 by alumni, family, and friends to honor and carry on the tradition of Professor Jenkins, the cherished mentor and inspiration to generations of Carleton students. In 2008 the scholarship was modified to recognize Barbara Jenkins and her significant contributions to Carleton upon her retirement. The fund provides financial assistance for English majors with high academic achievement.

THE JAMES EDWIN JENKS SCHOLARSHIP FUND was established in 1972 through a bequest from Marion S. Jenks in memory of her husband James, Class of 1895, to assist male students with financial need.

THE LOWELL E. AND ADA WHITING JEPSON SCHOLARSHIP FUND was established in 1981 by Katharine Jepson Jackson, Class of 1914, in memory of her parents, Ada Whiting Jepson, Class of 1888, and Lowell Jepson, Class of 1887 and a Carleton trustee from 1898 to 1938.

THE LYDIA M. JEWETT SCHOLARSHIP FUND was established in 1881 with a gift from the estate of Lydia M. Jewett to support daughters of clergyman.

THE ROSALIND GESNER JOHNSON '54 MEMORIAL ENDOWED SCHOLARSHIP FUND was established in 2001 in anticipation of the Class of 1954's 50th Reunion by Louise Heffelfinger. This fund recognizes her close friend and classmate, Rosie Johnson.

THE LYDIA S. AND CLARENCE E. TILLBERG AND JEROME J. AND LORRAINE T. KAPITANOFF SCHOLARSHIP FUND was established in 2005 with a gift from the estate of Lorraine Tillman Kapitanoff, Class of 1939.

THE KAUTZ FAMILY ENDOWED SCHOLARSHIP was established in 2008 with a gift from the Kautz Family Foundation to honor Leslie Barnes Kautz '80 and the excellent liberal arts education she received at Carleton. The fund assists students with financial need, with preference for first generation college students.

THE FRANK B. KELLOGG FOUNDATION SCHOLARSHIP FUND was established in 1937 by Senator and Secretary of State Frank B. Kellogg, to assist students with an interest in international relations and the study of other governments and cultural groups.

THE FRED C. AND BEATRICE E. KENNEDY GEOLOGY FUND was established in 1998 by Mr. Kennedy. The fund supports student scholarships and the maintenance of the rare mineral species collection donated by Mr. Kennedy.

THE WALTER AND CAROLYN KERN FUND was established in 1944 through a bequest from Walter Kern, whose wife Carolyn Evans Kern graduated in 1900.

THE HAROLD P. KLUG MUSIC SCHOLARSHIP was established in 1994 through a bequest from Mr. Klug to support students interested in music.

THE WARREN P. KNOWLES ENDOWED SCHOLARSHIP FUND was established in 1994 through a bequest from Mr. Knowles, Class of 1930 and former Governor of Wisconsin. Income from the fund assists students who have completed their first year and are going to complete their education at Carleton.

THE KUEFFNER ENDOWED SCHOLARSHIP FUND was established in 2000 by Mary-Hill French, Class of 1938, and William R. Kueffner, Class of 1941, in honor of their parents, Helen S. and William Ruesch Kueffner.

THE GEORGE H. LAMSON ENDOWED SCHOLARSHIP FOR INTERNATIONAL STUDENTS was established in 2003 with gifts from friends, family, alumni, and colleagues of Professor Lamson to honor his 33 years of distinguished service to the College.

THE CLAIRE SCHMUCKEL LANDAU '37 ENDOWED SCHOLARSHIP was established in 2002 by Richard and Claire Landau to support students studying music.

THE ELIZABETH J. LARIMORE AND MAUDE I. MATHEWS MEMORIAL FUND was established in 1965 through a bequest from Elizabeth J. Larimore as a memorial to Elizabeth J. Larimore, Class of 1893, and her sister Maude I. Mathews, Class of 1895.

THE ROBERT F. LEACH MEMORIAL SCHOLARSHIP FUND was established in 1971 by friends and associates of Robert F. Leach, Class of 1931 and a Carleton trustee from 1960 to 1970.

THE RALPH N. LEUTHOLD SCHOLARSHIP FUND was established in 1961 to assist deserving students, preferably from southern Minnesota.

THE HAZEL M. LEWIS MEMORIAL SCHOLARSHIP FUND was established in 1962 by her family and friends in memory of Hazel M. Lewis, Dean of Women from 1943 to 1958.

THE MARY ELLEN LEWIS '28 SCHOLARSHIP FUND was established in 1998 through a bequest from Mary Ellen Lewis.

THE WARD B. AND SUSAN E. LEWIS SCHOLARSHIP was established in 2010 with gifts from the estates of Ward and Susan Lewis, members of the Class of 1932 and 1934, respectively.

THE MIRIAM LOSS LEWY '44 SCHOLARSHIP was created in 1996 as a tribute to Mrs. Lewy.

THE DR. AND MRS. HYME LOSS SCHOLARSHIP FUND was established in 1975 by Adith Loss Miller, Class of 1939, and her husband Benjamin, to honor Mrs. Miller's parents. Dr. Hyme Loss taught at Carleton from 1926 to 1955 and was chairman of the Department of Romance Languages from 1942 until his retirement.

THE FRANCES P. LUCAS SCHOLARSHIP FUND was established in 1975 by Frances P. Lucas, wife of Ward Lucas, Carleton trustee from 1941 to 1961. Income from the fund is awarded, when possible, to students who are residents of Winona County, Minnesota.

THE WARD LUCAS SCHOLARSHIP FUND was established in 1956 by Frances P. Lucas as a memorial to her husband Ward, a Carleton trustee from 1941 to 1961.

THE RALPH B. AND NANCY LYNN SCHOLARSHIP FUND was established in 1984 by Ralph B. Lynn, Class of 1932, and his wife Nancy.

THE JACKY TRAGER MAGUIRE SCHOLARSHIP IN ENGLISH LITERATURE was established in 1994 by family and friends as a memorial to Jacquelyn Marie Trager Maguire, Class of 1947, to assist students studying English Literature.

THE JOHN W. MAHAN MEMORIAL FUND was established in 1957 through bequests from his wife Hortense B. Mahan and daughter Marjorie E. Mahan, Class of 1921, to assist students, preferably from St. Paul and suburbs.

THE JOE AND DONNA MARKLEY SCHOLARSHIP FUND was established in 1979 by Joseph H. Markley, Class of 1917, and Donna Rosebrock Markley, Class of 1919.

THE MARJORIE MARSHALL SCHOLARSHIP FUND was established by Irl H. Marshall in honor of his daughter, Class of 1951.

THE MARYHILL ENDOWED SCHOLARSHIP FUND was established in 2007 by Mary F. Carson and K. Paul Carson, Jr., parents of three Carleton graduates.

THE JAMES C. MASSON SCHOLARSHIP FUND was established in 1976 through a bequest from Dr. James C. Masson.

THE PHILIP A. McADAM SCHOLARSHIP FUND was established in 1959 by the parents of Philip McAdam '41 who was killed in action during WWII. The fund assists students with financial need.

THE McDONALD SCHOLARSHIP FUND was established in 1964 to honor the memory of Willis James and Isabelle Stewart McDonald, K. J. McDonald, Class of 1920, and W. Stewart McDonald, Class of 1922 and a trustee of the College from 1951 to 1967.

THE McKNIGHT FOUNDATION ENDOWED SCHOLARSHIP FUND was established in 1975 to assist minority students.

THE MEAD WITTER FOUNDATION ENDOWED SCHOLARSHIP FUND was established in 2004 for Carleton students from Wisconsin.

THE CHARLES E. MERRILL SCHOLARSHIP FUND was established with gifts in 1960 and 1968 from the Charles E. Merrill Trust, to assist students from small mid-western towns.

THE CHARLES E. MERRILL SCHOLARSHIPS were established in 1977 to assist students from small communities in Minnesota, Iowa, North and South Dakota, and Wisconsin.

THE GEORGE AND RUTH MESTJIAN SCHOLARSHIP FUND was established in 2008 through a gift from the Mestjians' estate to support students with financial need who have "struggled mightily to help themselves."

THE JOHN M. AND MINNIE S. MILLEN MEMORIAL SCHOLARSHIP FUND was established in 1931 by friends of Mr. Millen. Mr. Millen was a track coach at Carleton in the 1920s. The name of the scholarship was changed in 1997 to include Mrs. Millen's name.

THE ADITH LOSS MILLER '39 MEMORIAL SCHOLARSHIP was established in 1998 by Benjamin A. Miller in loving memory of his wife Adith.

THE ALLICE ARCHIBALD MINOR AND JOEL P. HEATWOLE FUND was created by combining two separate funds in 1965 as a memorial to Allice Archibald Minor, to assist students who are graduates of Northfield High School or residents of Northfield and vicinity.

THE WILLARD WHITCOMB MORSE MEMORIAL FUND FOR CARLETON COLLEGE was established in 1961 by the Morse Foundation of Minneapolis, Minnesota, as a memorial to Willard Morse, to assist students studying English and/or history.

THE CHARLES A. MOSES '49 ENDOWED SCHOLARSHIP was established in 2002 with a bequest from Mr. Moses' estate. Preference is given to students intending to major in economics.

THE MULTICULTURAL ALUMNI NETWORK (MCAN) SCHOLARSHIP was created in 1999 by Carleton alumni, faculty, staff, and friends to provide scholarship aid to Carleton students of color.

THE LAURA JANE MUSSER ENDOWED SCHOLARSHIP FUND was established in 1992 by the trustees of The Musser Fund in memory of Laura Jane Musser to provide aid to students of color with demonstrated financial need.

THE ROBERT EATON NASON MEMORIAL SCHOLARSHIP FUND was established in 1931 as a memorial to Robert E. Nason, Class of 1931.

THE EARL A. NEIL '57 ENDOWED SCHOLARSHIP was created in 2005 by Phillip G. Schmid '57 and Joanne M. Schmid P'84 to honor Phil's friend and classmate, Earl A. Neil '57. This fund provides scholarship aid to Carleton students with demonstrated financial need, with a preference given to students from minority or traditionally disadvantaged backgrounds.

THE ANN NICOLE NELSON '93 MEMORIAL SCHOLARSHIP FUND was established in 2003 to honor the memory of Ann Nelson, Class of 1993, who lost her life in the World Trade Center on September 11, 2001.

THE MABEL HUNTOON NELSON FUND was established in 1966 through a bequest from Mabel H. Nelson, Class of 1915, to assist talented music students.

THE MALCOLM J. NELSON SCHOLARSHIP FUND was established in 1997 by Robert W. Nelson, Class of 1962, and Carolyn Williamson Nelson, Class of 1963, in memory of Robert's father, Malcolm J. Nelson. The scholarship is awarded to students from rural areas or small towns in Minnesota with preference given to students from the counties of Otter Tail or Mahnommen.

THE ERNEST AND EDNA NEWHOUSE ENDOWED SCHOLARSHIP FUND was established in 2005 from the estate of Mr. Newhouse, Class of 1935.

THE NORTHWEST PAPER FOUNDATION SCHOLARSHIP FUND was established in 1969 by the Northwest Paper Foundation.

THE LAVERNE NOYES FOUNDATION SCHOLARSHIP FUND was established in 1937 by the trustees of the estate of LaVerne Noyes, to assist students who are descended from veterans of World War I.

THE MARY JUSTINE OENNING '28 MEMORIAL SCHOLARSHIP was established in 1998 through a bequest from Mary Oenning's estate.

THE OGDEN-WILKINSON SCHOLARSHIP FUND was established in 1980 by J. Humphrey Wilkinson, Class of 1916, and by gifts from Dr. Warner Ogden, Class of 1916, and his son Dr. Harry S. Ogden, Class of 1945, in honor of J. Humphrey Wilkinson and his classmate and friend, Dr. Warner Ogden.

THE ANN ELIZABETH OLIVER SCHOLARSHIP was established in 1993 by Julia and Gay Oliver and the Borg Warner Foundation in memory of the Olivers' daughter Ann, Class of 1994, who died of cancer.

THE OSCAR AND MAUDE OLSON SCHOLARSHIP FUND was established in 1984 by a bequest from their daughter Helen K. Dundas, Class of 1926, to assist women students, preferably those interested in a business career.

THE ROBERT J. OWENS '66 ENDOWED SCHOLARSHIP was established in 2009 by Robert J. Owens, Class of 1966, and is awarded to students with financial need.

THE J. FALCONER PATERSON AND KATHERINE K. PATERSON SCHOLARSHIP FUND was established in 1996 through a bequest from the Patersons. Assistance is awarded to students demonstrating financial need with preference given to students interested in optometry.

THE BOWMAN W. PATTEN SCHOLARSHIP FUND was established in 1944 in memory of Bowman W. Patten, a friend of the College, to assist a senior planning to study for the ministry.

THE CAROLINE F. PEINE '47 ENDOWED SCHOLARSHIP was established in 1997 by Caroline F. Peine, to assist students from Kansas.

THE JESSE F. PERRIN SCHOLARSHIP FUND was established in 1971 by Homer Surbeck in honor of his boyhood friend, Reverend Jesse Perrin, Class of 1925.

THE CLIFTON E. PETERSON, M.D. '50 SCHOLARSHIP FUND was established by Dr. Peterson in 2001 to assist students from the Iowa counties of Franklin, Hancock, and Wright, and the Wisconsin counties of Ozaukee and Polk.

THE PROFESSOR JOHN PHELAN MEMORIAL SCHOLARSHIP was established through a bequest from Robert L. Currie '44 in 2001. Professor Phelan taught sociology and anthropology at Carleton from 1932 until 1950. This scholarship assists students studying sociology or social work.

THE PILLSBURY COMPANY SCHOLARSHIP was established in 1985 by the Company as part of the College's scholarship endowment for minority students.

THE PRENTISS SCHOLARSHIP FUND was established in 1934 by the board of trustees of the Prentiss estate as a memorial to Mr. and Mrs. Samuel Prentiss (Maud Laird), in acknowledgment of their long interest in Carleton.

THE NICHOLAS '37 AND VIRGINIA G. PUZAK ENDOWED SCHOLARSHIP FUND was established in 1999 and is awarded to students who graduate from high schools in Minnesota.

THE WILLIAM HERMAN QUIRMBACH SCHOLARSHIP FUND was established in 1985 by relatives and friends of William Herman Quirmbach, to assist students of high academic achievement who participate in the extracurricular life of the College.

THE EBENEZER G. RANNEY SCHOLARSHIP FUND was established in 1926 by Ebenezer G. Ranney.

THE READER'S DIGEST FOUNDATION SCHOLARSHIP FUND was established in 1965.

THE RELIASTAR SCHOLARSHIP FUND was established in 1997 by the Minnesota-based ReliaStar Foundation. Scholarship assistance is awarded to juniors or seniors majoring in economics, mathematics, computer science, or related fields.

THE REMEMBRANCE OF WAR, PURSUIT OF PEACE SCHOLARSHIP was established in 1995 by gifts from members of the Class of 1945 on the 50th anniversary of their graduation from Carleton. Their scholarship fund supports two scholarships, one for a junior and one for a senior student, in hope that their education will have some impact on the world's search for peace.

THE EDITH GARRISON REYNOLDS ENDOWED SCHOLARSHIP FUND was established in 1992 through a bequest from Edith Garrison Reynolds, Class of 1932.

THE C. EUGENE RIGGS SCHOLARSHIP FUND was established in 1972 by C. Eugene Riggs.

THE MABEL E. P. RIGGS FUND was established in 1946 by her husband C. E. Riggs to assist students with demonstrated need, preferably female students.

THE JESSE SQUIBB ROBINSON SCHOLARSHIP IN ECONOMICS was established in 1977 by Freda Dungay Robinson in memory of her husband Jesse, a member of the economics department from 1920 to 1953, to assist students studying economics.

THE RICHARD AND ELIZABETH RODGERS ENDOWED SCHOLARSHIP FUND was established in 1996 through an estate gift of Richard S. Rodgers, Class of 1926, to support upper class students with financial need during their final two years at Carleton.

THE KATHLEEN ROSSKOPF AND ROLAND PESCH SCHOLARSHIP was established in 2009 by Kathleen Rosskopf '72 and Roland Pesch who both benefited from scholarships during their college years.

THE JANET VIEREGG ROSSOW '59 MEMORIAL SCHOLARSHIP was established in 1995 by her husband Edwin Rossow, '59 to recognize and perpetuate within the Carleton community the spirit of the love of art that was central in Janet's life. This scholarship is awarded to a senior Studio Art or Art History major with good academic standing, demonstrated financial need, and who best exemplifies Janet's love of art and her commitment to enrich the lives of members of her local community.

THE VICTORIA ANN RUPP '66 ENDOWED SCHOLARSHIP FUND was established in 2007 with a gift from Victoria Ann Rupp, Class of 1966 and long time member of the Carleton Alumni Adventures Travel Committee and the Alumni Council.

THE CHARLOTTE M. SANFORD SCHOLARSHIP FOUNDATION was established in 1993 through a bequest from Charlotte Mead Sanford of St. Paul to provide financial aid for deserving music, art, and modern language students. Ms. Sanford did not attend Carleton, but some of her closest friends were alumni and staff.

THE SCHOLARSHIP FOR INTERNATIONAL STUDENTS was established by an anonymous donor in 2004 to provide financial support for international students enrolled at Carleton.

THE DONALDA D. SCHNEIDT SCHOLARSHIP FUND was established in 1970 through a bequest from Donalda D. Ludwig Schneidt, Class of 1906.

THE LOUISE E. SCHUTZ SCHOLARSHIP FUND was established in 1966 through a bequest from Louise E. Schutz, Class of 1907.

THE HIRAM ARTHUR SCRIVER FUND was established in 1944 by the Arthur T. Scriver family in memory of Hiram Arthur Scriver, Class of 1881 and a trustee of the College from 1900 to 1922, and his grandson, also Hiram Arthur Scriver, Class of 1943.

THE WILLIAM H., MARY L., AND M. LEITH SHACKEL SCHOLARSHIP FUND was created in 1955 by Leith Shackel, Class of 1929 and former Director of Placement and Dean of Women at Carleton, as a memorial to her parents. When Leith passed away in 1996, the memorial scholarship expanded to commemorate her life, as well.

THE SHELDAHL - JAMES S. WOMACK ENDOWED SCHOLARSHIP FUND was established in 1992 by Sheldahl Incorporated to honor retiree James S. Womack whose career at Sheldahl spanned 35 years. Mr. Womack had a strong commitment to the Northfield community and to Carleton College.

THE MICHAEL T. SHELTON '79 SCHOLARSHIP FUND was established in 1998 through a bequest from Michael T. Shelton to assist senior students who have a proven record of helping others and exhibit a good sense of humor.

THE FRANK SHIGEMURA SCHOLARSHIP was established in 1951 by Mr. and Mrs. T. Shigemura to honor the memory of their son, Frank, who was killed in World War II.

THE BEVERLY OYLER SHIVERS '56 OFF-CAMPUS STUDY FUND was created in 1998 to support students who are attending a Carleton sponsored off-campus program in France or in French-speaking countries.

THE PROFESSOR ROSS SHOGER SCHOLARSHIP was established in 2007 by Professor Shoger and his wife, Jan, to assist students with financial need, with preference to students participating in Carleton's pre-medical program.

THE DR. A. E. AND RUTH SIMONSON SCHOLARSHIP FUND was established in 1971 through a bequest from Dr. A. E. Simonson in memory of his wife Ruth, Class of 1917, to assist students, preferably graduates of Pelican Rapids (Minnesota) High School.

THE FRED G. SIMONTON ENDOWED SCHOLARSHIP FUND was established in 1986 with gifts received in memory of Fred G. Simonton. Students with a rural or small community background from the states of Montana, Wyoming, Colorado, Kansas, Nebraska, North Dakota, South Dakota, Minnesota, and Iowa will receive priority.

THE SKILLMAN FOUNDATION SCHOLARSHIP was established in 1975 by The Skillman Foundation in honor of Mrs. Robert H. Skillman.

THE NATALIE TOWERS SLACK SCHOLARSHIP FUND was established in 1966 by Ralph Towers, in honor of his daughter Natalie, Class of 1956, to assist students interested in music.

THE SLOCUM FUND was established in 1984 by members of the Slocum family, to assist deserving students, preferably female students from southwestern Minnesota.

THE CHARLES L. SMITH, JR. SCHOLARSHIP was established in 1985 by Mr. Smith, a Carleton parent and past trustee, as part of the College's scholarship endowment for minority students.

THE GEORGE T. SOMERO MEMORIAL SCHOLARSHIP FUND was established in 1972 by his wife Mary E. Somero and his son and daughter-in-law, Dr. George N. Somero, Class of 1962, and Dr. Meredith C. Somero, in honor of George T. Somero. First preference will be given to students from Ely, Minnesota, and a secondary preference to Minnesota students from schools located within 100 miles of Ely.

THE BIRUTA K. SOMMER SCHOLARSHIP FUND was established in 1975 through a bequest from Biruta K. Sommer, a friend of the College, to assist students studying German literature.

THE KELLEY SRIVER ENDOWED SCHOLARSHIP was created in 2005 by Christina Kelley Sriver '93 and Joe Kelley Sriver. Preference for these awards will be given to students who participate in or are eligible for the TRIO/SSS program.

THE C.V. STARR SCHOLARSHIP FUND was established in 1987 to provide financial assistance to students connected with the Asian Studies Program.

THE NORMAN A. AND BETSY BULLIS STERRIE ENDOWED SCHOLARSHIP FUND was established in 2002 by Mr. and Mrs. Sterrie with the hope that they could help future Carleton students as they were helped when they were students at Carleton in 1939.

THE WILLIAM W. STOUT FUND was founded in 1959 through a bequest from William W. Stout.

THE SURDNA FOUNDATION SCHOLARSHIP was established in 1985 to assist minority students.

THE SWEITZER FAMILY SCHOLARSHIP was established in 2008 by Caesar F. '72 and Peggy A. Salagovic '71 Sweitzer to provide financial aid to students with demonstrated need. Preference is given to first generation college students.

THE THURLO B. THOMAS SCHOLARSHIP FUND was established in 1972 by former students and friends of Dr. Thurlo B. Thomas, Professor of Zoology for 27 years. This fund assists students majoring in biology, preferably those who intend to pursue medicine as a career.

THE JAMES R. THORPE ENDOWED SCHOLARSHIP FUND was established through a bequest from James R. Thorpe, to assist students from Minnesota or the Upper Midwest (North Dakota, South Dakota, Iowa, and Wisconsin).

THE ANNA AND THEODORE THORSEN SCHOLARSHIP was established in 2010 through a bequest from Helen Blomquist '37 in honor of her parents.

THE CAROLYN KLEPFER AND THOMAS OLIVER THORSEN '53 ENDOWED SCHOLARSHIP was established in 2003 through the estate of Thomas O. Thorsen, Class of 1953.

Preference for awards from this fund will be given to students from the Brainerd Lakes area with an interest in economics or to students majoring in economics.

THE GRETCHEN KAISERMAN TRAGER SCHOLARSHIP FUND was established in 1991 by Jacquelyn Trager Maguire, Class of 1947, and her husband Walter as a memorial to Jacquelyn's mother Gretchen Kaiserman Trager, Class of 1918, to assist music majors.

THE U.S. BANK SCHOLARSHIP FUND (formerly The First National Bank of St. Paul Scholarship Fund) was established in 1969 by the board of directors of the bank.

THE F. KEITH UNDERBRINK FUND FOR GLOBAL INITIATIVES was established with gifts from the estate of F. Keith Underbrink, a member of the Carleton Class of 1956. The Underbrink Fund for Global Initiatives supports the Underbrink Scholarship, which provides financial aid to international students.

THE ADDIE BIXBY UPHAM FUND was established in 1935 through a bequest from Warren Upham as a memorial to his wife, to provide assistance to students with rural backgrounds.

THE CORNELIA F. AND FRANCES O. VAIL ENDOWED MUSIC SCHOLARSHIP was established in 2003 by Judson F. Harmon, class of 1956. Mr. Harmon created this fund as a tribute to his grandmother, Cornelia Vail, and his aunt, Frances O. Vail, Carleton Class of 1923. The scholarship provides assistance to students studying music.

THE ELIZABETH WARREN AND FRANCES R. WARREN SCHOLARSHIP FUND was established in 1993 through a bequest from Frances R. Warren, Class of 1931, to assist worthy students with demonstrated financial need—students less fortunate than Frances and her sister Elizabeth Warren, Class of 1925.

THE WILLIAM W. WATSON MEMORIAL FUND was established in 1955 by Dr. Percy T. Watson, Class of 1903, and Mrs. Watson (Clara French), Class of 1903, as a memorial.

THE DR. ARTHUR WEILAND FUND was established in 1982 as a memorial to Dr. Arthur Weiland, Class of 1917.

THE FLORENCE RICE WELLMAN SCHOLARSHIP FUND was established in 1974 through a bequest from Florence R. Wellman, Class of 1908, to assist students studying chemistry or music.

THE MAY CRAVATH WHARTON FUND was established in 1960 through a bequest from William B. Cravath as a memorial to his sister, Dr. May Cravath Wharton, Class of 1894.

THE DAVID WHITCOMB SCHOLARSHIP FUND was established in 1887 by David Whitcomb to assist female students.

THE ELLEN M. WHITCOMB SCHOLARSHIP FUND was established in 1888 by David Whitcomb, in memory of his daughter Ellen, to assist children of missionaries and clergymen.

THE CHARLOTTE WILLARD SCHOLARSHIP FUND was established in 1959 through a bequest from Nellie Gregg Hurst, Class of 1898, in honor of Charlotte Willard, a former faculty member.

THE WINONA SCHOLARSHIP FUND was established by Mrs. Frances Laird Bell in 1917, to assist students from Winona County, Minnesota.

THE FRANK L. AND JOY G. WOLF ENDOWED SCHOLARSHIP FUND was established in 2000 by Joy G. Wolf, along with family, friends, and colleagues to honor Frank's memory. Professor Wolf taught mathematics at Carleton from 1952 until his retirement in 1989. Students from Crow Wing, Aitkin, and Mille Lacs Counties of Minnesota are given preference for awards.

THE ARNOLD R. WOLFF SCHOLARSHIP was established in 1985 by Mr. Wolff, Class of 1940, as part of the College's scholarship endowment for minority students.

THE BARBARA MARTIN WOODARD ENDOWED SCHOLARSHIP FUND was established in 1998 by Grant Woodard '45 in memory of his wife, Barbara, Class of 1945. This scholarship is awarded to one or more students whose educational interest is in social work.

THE W. SCOTT WOODWORTH MEMORIAL FUND was established in 1929 by Mr. and Mrs. Sumner T. McKnight to assist students of music.

THE YOUNG QUINLAN SCHOLARSHIP FUND was established in 1968 by the Young Quinlan Company of Minneapolis.

THE ALICE N. YOUNGS SCHOLARSHIP FUND was established in 1970 by Edwin B. Youngs, Class of 1963, as a memorial to his wife.

Current Scholarship Awards

The following grants and awards provide scholarship money for students demonstrating financial need. As with the endowed scholarship funds, students need not apply for these scholarships directly; they are awarded at the discretion of the College and administered as an integral part of Carleton's financial aid program.

THE CARLETON-NEBRASKA CONNECTIONS SCHOLARSHIP was established in 2010 through a grant from the Robert B. Daugherty Charitable Foundation to provide educational opportunities for Nebraska students who would not readily seek out a highly selective, national, small liberal arts college; and to provide them with the support mechanisms necessary for their success.

THE CHARLES AND ELLORA ALLISS EDUCATIONAL FOUNDATION SCHOLARSHIP, created in 1960 under the will of Charles Clifford Alliss, offers scholarship aid to residents of Minnesota.

THE PETRA CROSBY INTERNATIONAL SCHOLARSHIP was created in 2010 by alumni, colleagues and friends of Petra Crosby to honor her service to international students at Carleton

College and to carry on her commitment to seeing that every talented international student who wants a Carleton education will have the resources to make that dream come true.

THE DAVIES SCHOLARSHIP was established in 1983 by Mr. and Mrs. John G. Davies to provide financial assistance to students from single-parent households. The Davies are the parents of Wanda Davies, Class of 1978.

THE DONALD SCHOLARS FUND was established in 2001 by Arnold and Hazel Donald, Carleton alumni from the Class of 1976. Recipients are selected from applicants of St. Augustine High School and Xavier University Preparatory School in New Orleans, Louisiana.

THE DOOR COUNTY SCHOLARSHIP was established by Spencer '52 and Barbara '57 Gould in 2003. Preference for awards will be made to students originally from Door County, Wisconsin. Scholarships may also be awarded to students from small towns and rural areas of Wisconsin, or to students of color from Wisconsin.

THE DOW CHEMICAL COMPANY FOUNDATION SCHOLARSHIP is awarded annually to chemistry majors planning to continue their studies at the graduate level.

THE MARY FJELSTAD FACCIANI SCHOLARSHIP was established in 1980 and is funded by Clara Facciani and Rudolph Facciani in memory of their daughter-in-law Mary, Class of 1971, to assist music students at Carleton.

THE GEORGE INTERNATIONAL FELLOWS FUND was established in 1999 by the George Family Foundation. Preference for awards given to students from developing nations who demonstrate economic need and exceptional academic potential and promise.

THE ADA HARRISON SCHOLARSHIP FOR THE CAMBRIDGE EXPERIENCE was created in 1996 by the Weissman family to honor Ada Harrison, a 30-year member of the economics department faculty. The fund supports students with financial need who attend the Carleton Economics Seminar in Cambridge, England.

THE CLAIRE SCHMUCKEL LANDAU '37 ENDOWED SCHOLARSHIP was established in 2002 by Richard and Claire Landau to support students studying music.

THE ERIC LASLEY '66 SCHOLARSHIP FOR PHYSICAL AND MATHEMATICAL SCIENCES was established in 2010 by Eric Lasley to provide financial support to junior or senior physics, astronomy, math, or computer science majors who demonstrate academic excellence and who plan to attend graduate school and pursue a career in their major.

THE VERNON JAMES PICK FOUNDATION SCHOLARSHIP is funded by the Vernon James Pick Foundation and awarded to junior or senior science majors of outstanding merit.

THE JUDITH ANN SOSTED '61 SCHOLARSHIP FUND FOR OFF-CAMPUS STUDIES was established in 2003 to support female students participating in an off-campus study program.

THE STARR FOUNDATION SCHOLARSHIP FOR THE “ASIA IN COMPARATIVE PERSPECTIVE” PROGRAM was established in 1997 by the Starr Foundation to support students attending Carleton from Asian countries.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS are available through limited funds provided to the College each year by the federal government. Grants are restricted to students with exceptional financial need.

THE JOANNE F. ’54 AND JAMES C. THARIN SCHOLARSHIP was established in 2010 by James C. Tharin, Jr. ’81 and his sister, Catherine Tharin, to honor their parents. The fund supports political science majors with preference given to students from the Midwest.

Fellowships and Prizes

The following prizes and research opportunities are open to all students in the groups indicated.

THE FRANCES AND ROL ALLENSWORTH ENDOWED GEOLOGY FUND was established in 2001 through the will provision of Georgina Michl ’96. This fund provides for visiting lecturers, a geology research associate, and a stipend/fellowship for student research and travel.

THE JOHN K. BARE PRIZE IN PSYCHOLOGY was established in 1983 by students, colleagues, friends, and family of Dr. John Bare to honor him for his many contributions to his students, to Carleton’s Department of Psychology, and to psychology teaching in America. This prize is awarded annually to a member of the senior class who has demonstrated outstanding achievement in the study of psychology.

THE JAMES S. BERGLUND SOCIAL SCIENCE PRIZE was established in 1962 by friends and classmates of James S. Berglund, who died shortly after his graduation in 1961. The prize is awarded annually for the best essay or research paper written in the social sciences.

THE SCOTT TYLER BERGNER PRIZE FUND was established in 1978 by Mr. and Mrs. Carsten Retrum in memory of Scott Tyler Bergner, son of Susan Retrum Bergner, Class of 1969, and Jeffrey T. Bergner, Class of 1969. The prize is awarded each year to a member of the senior class who has an outstanding academic record and who has demonstrated excellence of thought and character. The prize will be used to further the pursuit of excellence.

THE BERNSTEIN DEVELOPMENT FOUNDATION GEOLOGY ENDOWMENT was established in 1985 to support geological field study, research for students, and opportunities for students to present original research at professional meetings.

THE CATHERINE E. BOYD PRIZE IN MEDIEVAL AND RENAISSANCE STUDIES was established in 2001 by an anonymous donor. The prize is awarded for the best research essay in any relevant field.

THE CARLETON SCIENCE FELLOWSHIP, which was established in 2009, serves to broaden participation of historically underrepresented groups in the sciences. The Science Fellowship provides

mentoring and two summers of research laboratory experience, and is supported by funding from the Howard Hughes Medical Institute.

THE CARLETON SOCIAL JUSTICE INTERNSHIP is made possible through the Barry “Mike” Casper and Paul and Sheila Wellstone Fund for Community Engagement, the Clement F. Shearer Fund for Achieving Common Ground, and the Interfaith Social Action Fund. These internships are awarded to students pursuing unpaid or low-paying summer internships or training programs in organizations promoting social justice. The awards seek to encourage students to put their values into action, gain experience outside of the classroom, and help others through social change.

THE CARLETON TONI AWARD IN THE ARTS was established in 1996 to honor the memory of Antoinette Sostek, dance instructor at Carleton from 1971 to 1996. The prize is awarded annually to a junior or senior who most aptly reflects the spirit of Toni’s teachings: finds the fun in shared experience; understands that major challenges are overcome through small steps and small triumphs; exults in the joy of personal achievement; and does not let personal limitations or conventional wisdom discourage creative expression.

THE CLASS OF 1885 PRIZE is awarded annually to the student submitting the best work of imagination in prose.

THE CLASS OF 1963 FELLOWSHIPS, established by gifts from the Class of 1963, are awarded to qualified students to carry out independent research activities in any field taught at the college or to undertake projects in the creative or performing arts. Normally the fellowships are awarded to juniors for use during vacation periods to support a project unrelated to Carleton course work; occasionally, however, these fellowships may be used during the academic year for projects that would qualify for independent study credit.

THE MARGARET DALTON CURRAN PRIZE was established in 1986 by family and friends of Margaret Dalton Curran, Class of 1926. In recognition of the lifelong interest in excellent writing she developed while she was a student at Carleton, this prize is awarded annually to a student submitting the most accomplished academic essay.

THE DANA AWARD FOR PERSONAL ACHIEVEMENT was established in 1949 by Ellis H. Dana, Class of 1924, in memory of his grandfather, the Reverend Malcolm McGregor Dana, Trustee of Carleton from 1878 to 1888. The award is given annually as a recognition to a male student in the senior class who, during four years at Carleton College, has shown superior personal achievement in developing a balanced combination of high scholarship, exceptional leadership abilities, and outstanding Christian character, and as a symbol of confidence in the promise of future attainment in his chosen field of public service.

THE DIMSDALE PRIZE FOR UNDERGRADUATE MEDICAL RESEARCH was established in 2008 by Dr. Joel Dimsdale, Class of 1968, to support off-campus research by Carleton students who are interested in pursuing a career in medicine.

THE MIKE EWERS AWARD FROM THE MINNESOTA SPACE GRANT CONSORTIUM is awarded to juniors involved in space-related research who best exemplify the vision for the exploration of space of Mike Ewers ’04 and his enthusiasm for public outreach.

THE DR. E. A. FATH ENDOWED RESEARCH FUND was established in 1986 by Catherine Fath Sherry, Class of 1935. Income from the fund supports student research in astronomy and student travel to major research telescopes.

THE DAVID JOHN FIELD PRIZE was established in 1984 by Mr. and Mrs. Harold C. Field as a memorial to their son. The prize is awarded each year to a member of the senior class whose non-athletic activities best exhibit the qualities of imagination, ingenuity, energy, verve, and zest for life which David Field, Class of 1964, exemplified while living with his fellow students at Carleton.

THE CLINTON FORD RESEARCH FUND was established in 1983 by Clinton Ford '35 to support student/faculty travel and research in astronomy.

THE STEVEN P. GALOVICH PRIZE IN MATHEMATICS was established in 2009 to honor the memory of Steve Galovich, professor of mathematics from 1974 to 1994. The prize is given to the graduating mathematics major who best reflects Professor Galovich's enthusiasm for and love of mathematics, zestful joy in life, sense of humor, and compassion for others.

THE GOODSSELL AWARD is given to the graduating senior or seniors whose service and enthusiasm best exemplify support for the astronomy program at Goodsell Observatory. The award honors the long-standing tradition of astronomical observing and public outreach at Carleton College.

THE LAURENCE MCKINLEY GOULD PRIZE IN NATURAL SCIENCE was established in 1979 in recognition of the contributions made to scientific research and to liberal education by Dr. Laurence McKinley Gould, who served as Carleton's president from 1945 to 1962. This prize is awarded annually to a member of the senior class who has demonstrated excellence in experimental scientific research in either biology, chemistry, geology, physics, or psychology and who has studied one of the humanities at a level well beyond the minimum College requirement.

THE ELE HANSEN AWARD was established by friends, colleagues, and former students of Dr. Ele Hansen at the time of her retirement in 1986. The award is given annually to two senior female students who bring to sport the joy of participation and who have influenced others through their example, service, and leadership in the athletic or recreation program. This award publicly honors Professor Hansen, Chair of the Women's Physical Education Department from 1952 to 1986, in appreciation of the generosity, enthusiasm, and warmth she shared with generations of Carleton students.

THE DALE AND ELIZABETH HANSON FELLOWSHIP IN ETHICS was established in 2008 to honor the generosity of Dale '60 and Elizabeth Hanson, visionaries behind the Ethical Inquiry at Carleton (EthIC) program. The fellowships allow students to pursue research as an extension of work from a previous course or to examine ethical questions as they relate to their major. The summer research fellowships are awarded to first, second and third year students.

THE A. M. HARRISON PRIZE IN ECONOMICS was established in 1979 by former students, friends, and colleagues of Dr. A. M. Harrison at the time of her retirement. The prize recognizes each year the outstanding academic achievements of a graduating economics major at Carleton. It also honors Professor Ada M. Harrison for 30 years of distinguished service to Carleton economics.

THE EILER HENRICKSON ENDOWMENT FUND FOR FIELD RESEARCH was established in 1987 to honor Professor Henrickson and his retirement from Carleton. The fund supports field research in geology.

THE HUNTINGTON POETRY PRIZE was established in memory of Dr. George Huntington, poet and novelist, professor of logic, rhetoric, and elocution at Carleton from 1879 to 1906. The prize is awarded to the student whose submitted poem, or group of poems, is judged to be the best.

THE INITIATIVE FOR SERVICE INTERNSHIPS IN INTERNATIONAL DEVELOPMENT was established in 2003 by Stephen R. West '53 and his wife Phyllis M. West. This Initiative is intended to encourage internships for Carleton students to perform volunteer service in the areas of international community, social, and economic development, including credit and business cooperatives, public wellness and treatment, literacy and education, and other public services in developing countries.

THE NEIL ISAACS AND FRANK WRIGHT FELLOWSHIP IN INVESTIGATIVE JOURNALISM was established in 2007 to support students interested in investigative journalism in conjunction with the Center for Investigative Journalism in Berkeley, California.

THE JARCHOW FELLOWSHIP was established in 1986 and is awarded annually to an outstanding second-year resident assistant who has demonstrated leadership, integrity, love of the institution and people of Carleton, and other qualities represented by former Dean of Men, Merrill E. "Casey" Jarchow.

THE JEFFERSON NATURAL SCIENCES TEACHING AWARD is given annually to a current student who has demonstrated an interest in and capacity for teaching children or adults in the natural sciences. The award may be used for any purpose that would further the student's teaching career.

THE URSULA HEMINGWAY JEPSON MEMORIAL AWARD was established in 1968 by Jasper Jay Jepson, Class of 1925, in honor of his wife Ursula Hemingway Jepson, Class of 1925. The fund provides an annual cash award to the outstanding junior studio art student.

THE PAUL AND LYNN KELLEY ENDOWED FELLOWSHIP FUND was created in 2005 by Christina Kelley Sriver '93 and Joe Kelley Sriver to honor Christina's parents, Paul and Lynn Kelley, who have done a great deal to support and promote cultural understanding, including medical travels to Central America, years-long service to indigenous and tribal peoples, AIDS work, and much more. The fund is intended to support students with financial need who are doing research fellowships abroad.

THE ROBERT J. KOLENKOW AND ROBERT A. REITZ ENDOWED FUND FOR STUDENT SCIENTIFIC RESEARCH was established in 2007 by David Ignat, Class of 1963, to honor Robert J. Kolenkow and Robert A. Reitz, two former members of the physics faculty at Carleton who had a lasting impact on Mr. Ignat's career as a physicist. This fund provides support to Carleton students pursuing research opportunities in the sciences.

THE IAN KRAABEL MEMORIAL PRIZE was established in 1987 by classmates and friends of Ian Kraabel, Class of 1985, who died in an avalanche on Mount Baker in the summer of 1986. This award honors Ian Kraabel's unusual intensity, originality, and athletic ability, and is given each year by

the History Department to the student who best reflects Ian's personal qualities, including his desire to pursue understanding and knowledge.

THE PAT LAMB AWARD was established in 1994 by former students, colleagues, and friends of Patricia A. Lamb. This award is given annually to two outstanding senior female athletes who have achieved athletic excellence and also a high level of academic achievement. One of those athletes has excelled in team sports, the other in individual sports. This award publicly honors Pat Lamb, Carleton's first Director of Women's Athletics (1970-1985). Professor Lamb was an influential leader in the early development of increased opportunities for women not only at Carleton, but also at the state, regional, and national levels.

THE SIGRID AND ERLING LARSEN AWARD IN THE CREATIVE AND PERFORMING ARTS was established in 1961 to honor the memory of Sigrid Larsen, Class of 1962, and her father Erling Larsen, Carleton professor of English from 1956 to 1974. The award is given annually to a student who has done the most memorable or distinguished work in literature, drama, music, art, dance, photography, or film, either as a creator or performer.

THE LARSON INTERNATIONAL FELLOWSHIPS were established in 1986 by Robert, Class of 1956, John, Class of 1960, and David Larson, Class of 1963, in memory of their parents Frances W. and Eugene Larson, who had a deep interest in Carleton and were champions of international understanding and involvement. The Fellowships enable students with leadership promise to have a significant international summer experience.

THE LOFGREN FELLOWSHIP FUND (Carleton College Alumni Business Program) was established in 1984 by Charles Lofgren Sr., Class of 1927. Fellowships are awarded annually to alumni who wish to undertake an extensive program for mid-career education intended to expand their horizons and leadership roles in the for-profit sector of the economy. Candidates selected may pursue part- or full-time study in graduate Masters of Business Administration or Executive MBA programs.

THE DAVID MAITLAND—ROBERT WILL PRIZE was established by Pastor Kirbyjon H. Caldwell '75, and his wife Suzette, to honor two professors who had a major impact on him. This prize is awarded to a student completing their sophomore year who, in the judgment of the Economics Department and the College Chaplain, has shown the greatest capacity to transform a community during their time at Carleton.

THE ROBERT T. MATHEWS STUDENT FELLOWSHIP FOR ASTRONOMY STUDY was created in 2003 by Jon Laible '59 to honor the memory of Professor Mathews. This fund supports student research related to the study of astronomy.

THE ADELAIDE H. MATTESON SERVICE INTERNSHIP is awarded annually to a junior or senior who has exhibited a high degree of academic achievement, motivation with respect to problem solving, and desire to pursue an environmental career.

THE ANDREW W. MELLON FOUNDATION UNDERGRADUATE FELLOWSHIPS were established in 1996 for student research in the humanities, social sciences, and selected natural sciences.

THE JERRY MOHRIG PRIZE IN CHEMISTRY was established in 2006 by Jerry Mohrig to recognize a chemistry major who has excelled in the study of chemistry and in undergraduate scientific research. Faculty members of the Chemistry Department participate in the annual selection of candidates.

THE MORTAR BOARD FUND was established by members of Mortar Board and is awarded each year for the purchase of books to a member of the previous first-year class who has achieved a distinguished grade point average.

THE DACIE MOSES AWARD was established in 1981 by the Alumni Association as a celebration of the warmth, generosity and hospitality of Dacie Moses, who contributed much to the lives of Carleton students. The award is given annually to a student or students who continue to express the hospitality, caring, and concern characteristic of Candace Kelley Moses.

THE WILLIAM MUIR FUND was established in 1985 to support the Biology Department. The fund provides for ACM Wilderness Field Station scholarships, a stipend for outstanding juniors interested in plant sciences, the maintenance of the Carleton greenhouse, and a speaker program.

THE EDWARD H. "TED" MULLIN HISTORY PRIZE was established in 2007 in memory of Ted, who lost his life to cancer in September 2006 while a student at Carleton. The prize is awarded by the History Department during winter term to the junior history major who most exemplifies Ted's love of history, academic excellence, selflessness, courage, and tenacity. The award is to be used to support travel and/or research opportunities that enhance the student's academic or broader learning journey.

THE RICHARD T. NEWMAN FAMILY FUND FOR LANGUAGE STUDY INTERNSHIPS was established in 2004 by Mr. Newman, Class of 1949. The fund supports and encourages students to pursue internships in foreign countries that can lead to career opportunities in the field of foreign languages.

THE PHILIP H. NILES PRIZE IN MEDIEVAL AND RENAISSANCE STUDIES was established in 2001 by an anonymous donor. The prize is awarded for the best short essay in any relevant field.

THE NOYES PRIZES were founded in 1908 by the late Daniel R. Noyes of St. Paul. Distinguished scholars are selected from a list of eligible members of the senior class, based on grade point average and/or nominations of the faculty.

THE DAVE OKADA MEMORIAL PRIZE IN THE SOCIAL SCIENCES, established in 1972, is awarded annually to the social science major who has demonstrated the most remarkable intellectual achievement in his or her studies.

THE JONATHAN PARADISE ISRAEL EXPERIENCE SCHOLARSHIP was established by Mansoor Alyeshmerni, Carleton's Hebrew instructor for many years, to honor his teacher, Professor Jonathan Paradise. Its purpose is to provide financial support to Carleton students who wish to learn more about the culture, history, and politics of Israel and to better understand the global community in which they live.

THE PHI BETA KAPPA PRIZES are offered annually by the Carleton Chapter of Phi Beta Kappa: one is awarded to a first-year student, a second to a member of the sophomore class. Each student holds the highest class ranking for the year in scholarship among the members of their respective classes.

THE CHARLES W. POTTS ENDOWMENT FUND was established in 1986 by his daughters Katherine Potts MacDonald, Class of 1928, and Ruth Potts Culbertson, Class of 1930. Income from the fund supports field study and research for geology students.

THE REEVE PRIZE was established in 1881 in memory of Miss Minnie A. Reeve of Minneapolis. A distinguished scholar is selected from a list of eligible members of the senior class, based on grade point average and/or nominations from the faculty.

THE WARREN RINGLIEN MEMORIAL PHYSICS PRIZE honors a graduating physics major who has demonstrated the ability to construct complicated scientific instrumentation, and then use them in real applications. Warren Ringlien was Carleton's instrument maker for many years and had the ability to build wonderful devices for use in the sciences. This prize recognizes a student who has similar skills.

THE RACHEL A. ROSENFELD PRIZE, is awarded to the student submitting the most accomplished senior thesis in Sociology and Anthropology and honors the memory of Rachel A. Rosenfeld '70.

THE FRANK LUDWIG ROSENOW FUND was established in 1973 for student research in biology.

THE ALLEN AND IRENE G. SALISBURY STUDENT FELLOWSHIP was established in 1997 by Richard A. Salisbury, Class of 1966, and Irene G. Salisbury. The Fund recognizes the service of James F. Fisher, John W. Nason Professor of Asian Studies and Anthropology. This endowed fund supports student fellowships for independent research outside the classroom. Students studying any discipline are eligible to receive awards, with preference given to juniors and seniors studying an aspect of Nepal or Asia.

THE RICHARD A. SALISBURY ENDOWED FUND was established in 2000 by Richard A. Salisbury '66. These fellowships will provide for independent research in any field taught at Carleton or will allow students to undertake projects in the creative or performing arts. Preference for awards will be given to students studying in Latin America or Africa. Juniors and seniors receive primary consideration for the award.

THE JEAN SCHMIDT PRIZE, created in memory of Jean Schmidt, Class of 1973, is awarded annually to that student who embodies Jean's enthusiasm for learning and love of people.

THE SECOND CENTURY STUDENT AWARD honors a member of the Carleton student body who has made an outstanding contribution to the College through significant service to others. The award is not intended to recognize academic or political success, but rather to honor service on- or off-campus which in other ways enriches and strengthens the institution and the lives of its members.

THE M. LEITH SHACKEL INTERNSHIP ENDOWMENT FUND was created in 2005 by Margaret and Walter Wales in commemoration of their 50th reunion celebrations. The fund supports Carleton students who participate in internships and honors Dr. Shackel who held various offices at Carleton from 1946 through 1973 including Director of the Placement Office and Dean of Women.

THE HARRIET SHERIDAN ENDOWED PRIZE was established by Pastor Kirbyjon H. Caldwell '75 and his wife Suzette, to honor Professor Sheridan, former acting president, dean, and professor of English at Carleton, who had a major impact on Pastor Caldwell when he was a student. Additional funding has been provided by John Bullion '74 and his wife Betty. The purpose of this prize is to recognize qualities that are important in defining a Carleton education - in this instance, writing ability. This prize is awarded to a student completing their sophomore year who, in the judgment of the Chair of the English Department and the Coordinator of the Writing Program, has shown the greatest growth in writing ability in the first two years at Carleton.

THE LEE SIGELMAN PRIZE was established in 2010 to honor the memory of Professor of Political Science Lee Sigelman '67. The prize recognizes the best paper written by a junior political science major.

THE BARDWELL SMITH PRIZE FOR EXCELLENCE IN THE STUDY OF RELIGION, established in 2006 on the occasion of the 50th anniversary of Carleton's Department of Religion, celebrates the leadership and career of the John W. Nason Professor of Religion and Asian Studies, Bardwell L. Smith. The prize is awarded each year by the Department of Religion to a student who exhibits a passion for the life of the mind, a willingness to take intellectual risks, and a desire to grow and change as a young scholar.

THE ELLEN ROGERS STEIF MEMORIAL AWARD was established by the family and friends of Ellen Steif who died of cancer in the fall of 1979, two years after her classmates had graduated from Carleton. Ellen's interest in history and her personal courage in the face of death were an inspiration to her many friends at Carleton during her long and painful illness. The prize is awarded each year to the student who best reflects Ellen's personal qualities and academic achievements.

THE DUNCAN STEWART FELLOWSHIP was established in 1976 by Daniel Gainey, Class of 1949, in honor of Duncan Stewart, Professor of Geology at Carleton for nearly 25 years. Each spring two or three students from the junior class are selected to serve as Stewart Fellows during their senior year. The principal criteria for selection are excellence in scholarship, a high level of intellectual curiosity, potential for scientific growth, a demonstrated ability to work independently, and involvement in department activities. The Fellowships provide outstanding students an opportunity to pursue projects that will aid in their intellectual and scientific growth to a degree not possible without the Fellowship.

THE STIMSON PRIZE, established in 1873 by the Reverend Henry A. Stimson, D.D., Minister of Plymouth Congregational Church, Minneapolis, is intended to encourage public speech. This prize is awarded to a student who contributes most to the quality of debate or public speaking at the College.

THE FRANK E. STINCHFIELD ENDOWED PRIZE FUND, established in 2000 by the Margaret and Frank Stinchfield Foundation, is awarded in the fall to an academically outstanding member of the senior class.

THE STRANG PRIZE was established in 2004 by William and Lee Strang to support juniors with an interest in world politics and Asian studies. The prize enables an adventuresome and intellectually promising student to have a significant experience in Asia.

THE SAMUEL STRAUSS PRIZE was established in 1982 by Robert S. Strauss, Class of 1973, in memory of his father. The prize is awarded annually to recognize accomplished humorous writing.

THE TECHNOS INTERNATIONAL PRIZE is awarded each year to a graduating senior with a record of academic excellence and an interest in promoting international understanding. It is balanced by a similar award given by Carleton to a student at Technos International College in Tokyo.

THE ANN GOODSON WEINER PRIZE IN THEATER AND DANCE was created in 2004 by Professors Carl and Ruth Weiner to honor Carl's mother and Ruth's mother-in-law. The prize will be awarded annually to the senior student who, in the judgment of the Chair of the Department of Theater and Dance, has contributed the most significant performance in theater or dance. The purpose of the prize is to honor Ann Goodson Weiner and recognize the hard work, dedication, and inspiration involved in creating a truly unique performance.

THE MARY WIESE ENDOWED PRIZE was established in 1992 to honor the memory of Maria Eugenia Wiese. This prize honors Mary's respect for education, her profound love for students and her understanding of the place of education in their futures. Qualities Mary valued in others and that formed the core of her own character were: cultural pride, kindness, perseverance, self-reliance, discipline, and respect and care for other people. This prize is awarded to a graduating senior who embodies the above qualities and who has demonstrated perseverance in overcoming challenging circumstances. To honor the pride Mary had in her Latino culture, preference will be given to Latino students.

THE ROBERT E. WILL ECONOMICS PRIZE is awarded to the senior economics major or majors who demonstrate excellent academic achievement and breadth of intellectual interests in the best tradition of the liberal arts education.

THE WILLIAMS-HARRIS ENDOWED PRIZE IN AFRICAN AMERICAN STUDIES was established on history professor Harry Williams's 50th birthday to honor his mother, Edith Moselle Harris Williams (1931–1992); his grandmother, Patsy Harris Tunson (1914–1998); and his great-aunt, Ellen Harris Brooks (1909–1998). This prize recognizes their respect for the transformative power of education, the vast richness of their life experiences, and the strength of their characters. The prize recognizes a member of the senior class who has produced a distinguished integrative exercise on any aspect of the African American experience in the New World.

THE LAURENCE AND LUCILLE WU FAMILY ENDOWED FUND FOR FACULTY/STUDENT COLLABORATIVE STUDY PROJECTS was established by Dr. and Mrs. Laurence T. Wu in 2005. This fund is meant to foster joint study/research projects of students and faculty with emphasis on the collaboration between students and faculty. Such collaboration not only strengthens scholarship, but enhances friendships between faculty and students.

Trophy Awards

The following trophy awards are made annually to individual students in the groups indicated.

THE WARREN L. BESON MEMORIAL AWARD for athletic and academic excellence is given to a senior who has won one or more awards in any sport, has a high scholastic average, and is unanimously recommended by the Director of Athletics, the Dean of Students, the faculty representative to the Minnesota Intercollegiate Athletic Conference, and the officers of the "C" Club. The award is not necessarily given annually.

THE C. J. HUNT FOOTBALL AWARD was established in 1957 by Carleton alumni in the Twin Cities area to honor Mr. C. J. Hunt, who was head football coach and Director of Athletics at Carleton from 1913 to 1917 and from 1920 to 1931. The award is given annually to the Carleton football player who has shown the most improvement during the current season.

THE KELLY MEMORIAL BASEBALL AWARD was established in 1949 by Mr. and Mrs. Thomas R. Kelly of Owatonna, Minnesota, as a memorial to their son, Lieutenant James M. Kelly, Class of 1945. Lieutenant Kelly, an officer in the United States Army, died in France on September 1, 1944, of wounds received in the Battle for Brest. The trophy is awarded each year to the player making the most outstanding contribution to the Carleton baseball team.

THE WILLIAM S. AND MARY AGNES KELLY MEMORIAL AWARD was established in 1988 by Mr. Kelly's children and friends as a memorial tribute and to honor one male and female track athlete annually judged by the coaches as the most improved track team members. Mr. and Mrs. Kelly were the parents of two Carleton alumni: William S. Kelly, Jr., Class of 1957, and Thomas S. Kelly, Class of 1960.

THE LIPPERT MEMORIAL FOOTBALL AWARD was established in 1953 by Mr. and Mrs. Cort Lippert of Northfield, Minnesota. Cort Lippert, Class of 1939, is a brother of Lieutenant James A. Lippert, United States Army Air Corps, who was killed in 1943 in Italy. The trophy, a memorial to Lieutenant Lippert, is awarded each year to the player who contributes the most to the Carleton football team.

THE JOHN M. MILLEN TRACK AWARD, established in 1959 by Mr. Theodore Kolderie, Class of 1926, is presented to the athlete "who has contributed the most in the interest of track." The award memorializes John M. Millen, track coach and resident head of men's dormitories at Carleton from 1923 until his death in 1930.

THE STEPHEN F. SMITH MEMORIAL CROSS COUNTRY AWARD was established in 1966 by the family and friends of Stephen F. Smith, who drowned in a boating accident during the summer of his junior year. It is presented annually to the athlete who displays the greatest dedication to cross country running and to Carleton athletics.

THE MIKE STAM MEMORIAL AWARD was established in 1988 by friends and family of Mike Stam '89, a Carleton athlete killed in a snowmobiling accident in January of 1988. The award is presented to the outstanding defensive lineman in the MIAC as voted on by the MIAC coaches.

THE MEL TAUBE AWARD, established in 1980 by the Alumni "C" Club and other friends, is given for dedication, loyalty, competitive spirit, and excellence in varsity athletics. The award, presented in

memory of Melvin H. Taube, who coached at Carleton from 1950 to 1970, is not necessarily given annually.

THE MARC VON TRAPP SPIRIT AWARD was created by family, friends and teammates in 1998 to memorialize Marc von Trapp, Class of 2000, who died during his sophomore year. The award is presented annually to the most outstanding member of the Carleton College Hockey Team who contributes the most both on and off the ice. The Marc von Trapp Spirit Award is the highest honor given to a Carleton hockey player.

THE WARNECKE SWIMMING AWARD was established in 1956 by Mr. Frederic E. Warnecke of Evanston, Illinois. It is presented each year to the senior swimmer who has made the greatest contribution to the Carleton swim team.

THE MATT ZELL SOPHOMORE PLAYER AWARD was established in 1968 by his former teammates, as a memorial to Major Matthew N. Zell IV, Class of 1959, who died in 1967. The trophy is awarded each year to a sophomore football player for dedication and loyalty to the Carleton football team.

Alumni

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 25,000 alumni throughout the world. The purpose of the Carleton Alumni Association is to strengthen the ties between alumni and the College, and among alumni, developing and affirming the culture of alumni stewardship. The Association is comprised of individual members, class organizations (particularly active during their reunion years) and groups of alumni (e.g. the Chicago Carleton Club, the Multicultural Alumni Network, etc.) organized to promote and coordinate alumni activities.

The Association is led by the Carleton Alumni Council, with about 25 active directors. The Alumni Council selects individuals to receive Alumni Association Awards for Distinguished Achievement, Exceptional Service and In the Spirit of Carleton, presented at an awards ceremony during reunion weekend each June. Alumni support Carleton through both organized and individual activities, on and off campus, including assistance to the Office of Admissions (through the Alumni Admissions Program) the Career Center, the Alumni Annual Fund and academic departments of the College. Alumni are also represented on the Board of Trustees and on the College Council. In turn, Carleton serves its alumni by keeping them informed through publications like *The Carleton Voice*, regional, local and class newsletters and the Carleton web site. The College also sponsors reunions, meetings, seminars, workshops, off-campus activities, lifelong learning opportunities, and other functions which bring together alumni, faculty, parents, friends and students. The Office of Alumni Affairs is the primary point of contact between the College and its alumni.

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The date immediately following the name indicates the beginning of the term of service.

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* *Young Alumni Trustee* ** *25th Reunion Trustee*

Term Expires in June 2012

WILLIAM C. CRAINE, BA, MBA; 1995-99, 2000—*Chenango County Treasurer and Budget Officer.*

108 Warner Road, Norwich, New York 13815

JACK W. EUGSTER, BA, MBA; 1992—*Retired Chairman, President and Chief Executive Officer, Musicland, Inc.*

2655 Kelly Avenue, Excelsior, Minnesota 55331

DON J. FROST, JR.**, BA, MA, JD; 2008—*Partner, Skadden Arps, Slate Meagher & Flom LLP*

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1341 West Fullerton Avenue, # 222, Chicago, Illinois 60614

ELISE M. HOLSCHUH, BA, MBA; 2008—

6651 Northeast Windermere Road, Seattle, Washington 98115-7942

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IDS Center, Suite 4900, 80 South 8th Street, Minneapolis, Minnesota 55402

LESLIE B. KAUTZ, BA, MPA; 2004—*Principal, Angeles Investment Advisors LLC*

429 Santa Monica Boulevard, Suite 500, Santa Monica, California 90401

MARC NOËL, BA, MBA; 2008—*Chairman, Noël Group LLC*

501 NMC Drive, Zebulon, North Carolina 27597

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521 Fifth Avenue, 18th Floor, New York, New York 10175

ELIZABETH J. PENNIE*, BA, MBA; 2008—*Assistant Manager, CLP Holdings, Inc.*

Hong Kong, SAR

WALLACE R. WEITZ, BA; 2000—*President, Weitz Funds*

1125 South 103rd Street, Suite 200, Omaha, Nebraska 68124

JUSTIN B. WENDER, BA, MBA; 2004—*President, Stella Point Capital, LLC.*

430 Park Avenue, Suite 802, New York, New York 10022

Term Expires in June 2013

CAROL A. BARNETT, BA, MBA; 1988-92, 1993—*Vice President, Medtronic, Inc.*

7000 Central Avenue NE, Mail Stop 250, Fridley, Minnesota 55432

NANCY PELLOWE DENNIS, BA, MBA; 2001—

3705 Dartmouth Avenue, Dallas, Texas 75205

WILLIAM A. FELDT, BA, MBA; 1995-1999, 2001—*Retired President and Chief Executive Officer, Flohr Metal Fabricators, Inc.*

601 South 291st Street, Federal Way, Washington 98003

WILLIAM R. GAGE‡, BA; 2009—

2303 Manzanita Drive, Oakland, California 94611-1136

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200 South Sixth Street, Suite 4000, Minneapolis, Minnesota 55402-1425

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500 SE 5th Avenue, Unit S802, Boca Raton, Florida 33432

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489 39th Avenue East, Seattle, Washington 98112-5020

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Term Expires in June 2014

MARK W. BANKS, BA, MD; 2005—*Retired Chief Executive Officer, Blue Cross and Blue Shield of Minnesota*

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922 Broadway Avenue #1, Somerville, Massachusetts 02144

ALAN R. BAUER, BA, MBA; 2006—*Former President, Progressive Direct Insurance*

520 Summit Avenue, Mill Valley, California, 94941-1082

BETH BOOSALIS DAVIS, BA, JD; 1994-1998, 2002—Attorney (Retired)

1119 Michigan Avenue, Evanston, Illinois 60202

JOHN F. HARRIS, BA; 2010—Editor-in-Chief, Co-Founder Politico

1100 Wilson Boulevard, Suite 601, Arlington, Virginia 22209

MARTHA H. KAEMMER, BA; 1990—Partner, HRK Group, Inc.

345 St. Peter Street, Suite 1200, St. Paul, Minnesota 55102

ARTHUR D. KOWALOFF, BA, JD; 2010—

1261 Madison Avenue #3S, New York, New York 10128-0569

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676 North Michigan Avenue, Suite 3700, Chicago, Illinois 60611

LAWRENCE PERLMAN, BA, JD; 1986-93, 1998—

2600 S. Full Creek Road, P.O. Box 2008, Wilson, Wyoming 83014

PAMELA KIECKER ROYALL, BA, MBA, PhD; 2010—Head of Research, Royall & Company

1920 E Parham Road, Richmond, Virginia 23228

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28161 North Keith Drive, Lake Forest, Illinois 60045

MARGARET SIMMS‡, BA, MA, PhD; 2010—Institute Fellow/Director Low Income Working Families Project, The Urban Institute

2100 M Street NW, Washington, DC 20037

DAVID B. SMITH, JR, BA, MA, JD; 2010—Executive Vice President and General Counsel, Mutual Fund Directors Forum

1501 M Street NW Suite 1150, Washington, DC 20005

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FISNA MS98, 15407 McGinty Road West, Wayzata, Minnesota 55391

Term Expires in June 2015

NINA ARCHABAL, BA, MAT, PHD, LHD; 2011—

2082 W. Hoyt Avenue, Saint Paul, Minnesota 55108-1338

DAVID M. DIAMOND, BA, MBA; 1984-88, 1999—*President, David Diamond Associates; Partner, Twenty Ten Inc.*

205 East 22nd Street, Apartment 5L, New York, New York 10010

ARNOLD W. DONALD, BA, BS, MBA; 1995—*President and Chief Executive Officer, Executive Leadership Council*

7701 Forsyth Boulevard, Suite 1025, St. Louis, Missouri 63105

MARILYN McCOY, BA, MPP; 2003—*Vice President, Administration and Planning, Northwestern University*

633 Clark Street, Evanston, Illinois 60208

WILLIAM R. McLAUGHLIN, BA, MBA; 2007—*President and Chief Executive Officer, Select Comfort Corporation*

9800-59th Avenue North, Minneapolis, Minnesota 55422

ALAN C. THIEL, BA, JD; 2011—*Partner, Thiel Campbell Gunderson Anderson & Levine PLLP*

7300 Metro Boulevard, Suite 630, Edina, Minnesota 55439

BONNIE M. WHEATON, BA, MSW, JD; 2006-2010, 2011—*Circuit Judge, 18th Judicial Circuit Court, DuPage County, Illinois*

50 North County Farm Road, Courtroom 2007, Wheaton, Illinois 60187-3907

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Term Expires in June 2012

BROOKS H. WALLIN, BA, MS, MBA; 2010—*President, Organic Stories SAS*

85 Blvd St. Michel, 75005 Paris, FRANCE

Term Expires in June 2013

DOROTHY H. BROOM, BA, MA, PhD; 2001—*Professo Emerita, National Centre for Epidemiology and Population Health*

Australian National University, Canberra ACT 0200, Australia

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Term Expires in 2012

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10215 80th Avenue NW, Gig Harbor, Washington 98332

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601 S. Morgan Street, 2720 University Hall (MC 103), Chicago, Illinois 60607

Term Expires in 2013

DIANE S. PARRISH (Co-Chair Parents Advisory Council), BS, JD; 2011

273 Saugatuck Avenue, Westport, Connecticut 06880-6430

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THOMAS G. COLWELL, BA; 1991-2005—*Chairman of the Board, Colwell Industries, Inc.*

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2498 Ram Crossing Way, Henderson, Nevada 89074

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1155 Park Avenue, New York, New York 10128

CONSTANCE S. OTIS, 1966-86—

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HENRY H. PORTER, JR., BA, MBA; 1969-1993—*Retired Private Investor*

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The Faculty

The date immediately following a name indicates the year of appointment at Carleton.

Key to superscripts

- 1 On leave fall
- 2 On leave winter
- 3 On leave spring
- 4 On leave for year
- 5 On leave fall and winter
- 6 On leave winter spring
- 7 On leave fall and spring

STEVEN G. POSKANZER, 2010—President and Professor of Political Science

Princeton University, AB; Harvard University, JD

BEVERLY NAGEL, 1980—Dean of the College and Winifred and Atherton Bean Professor of Sociology, Science, Technology, and Society

Carleton College, BA; Stanford University, MA, PhD

NATHAN D. GRAWE, 1999—Associate Dean of the College and Associate Professor of Economics

St. Olaf College, BA; University of Chicago, MA, PhD

ARJENDU K. PATTANAYAK, 2001—Associate Dean of the College and Professor of Physics

St. Stephen's College Delhi University, BSc; Brown University, ScM; University of Texas (Austin), PhD

KENNETH B. ABRAMS, 2008—Assistant Professor of Psychology

Dartmouth College, BA; University of Minnesota, PhD

SHARON ATSUKO AKIMOTO, 1991—Professor of Psychology

University of Utah, BA, MS, PhD

DAVID G. ALBERG, 1993–Professor of Chemistry

Carleton College, BA; University of California (Berkeley), PhD

BARBARA ALLEN, 1988–Professor of Political Science and Ada M. Harrison Distinguished Teaching Professor of the Social Sciences

Indiana University, BA, MA, PhD

BENJAMIN ALLEN, 1994–Senior Lecturer in Voice

Wartburg College, BMusEd

MARIA DEL PALMAR ÁLVAREZ-BLANCO, 2006–Assistant Professor of Spanish

Universidad de Valladolid, Licenciada; University of Villanova, MA; University of Colorado (Boulder), PhD

GWEN ANDERSON, 1986-90, 2001—Lecturer in French Horn

University of Minnesota, BA

DEBORAH APPLEMAN, 1986–Hollis L. Caswell Professor of Educational Studies

University of Minnesota, BS, MA, PhD

LAWRENCE L. ARCHBOLD¹, 1982–Professor of Music & Enid and Henry Woodward College Organist

University of California (Berkeley), AB, MA, PhD

ADRIAN AVERY ARCHER, 2011–Scholar-In-Residence Fellow in Philosophy

Andrews University, BA; Harvard University, MA; University of St. Andrews, MA; Columbia University, MA

JENNIFER A. BADER, 2001–Lecturer in Dance

University of the Arts, BFA

PETER BALAAM, 2003–Associate Professor of English

University of California (Berkeley), BA; Princeton Theological Seminary, MDiv; Princeton University, MA, PhD

LUCIANO BATTAGLINI, 2007–Assistant Professor of Physical Education, Athletics and Recreation and Head Women's Tennis Coach

Oklahoma Christian University, BS; Oklahoma State University, MS

SHADI BAYADSY, 2009—Adjunct Instructor in Arabic and Hebrew

University of Haifa, BA; University of Texas (Austin), MA

MARTHA-ELIZABETH MARTY BAYLOR, 2007, 2009—Assistant Professor of Physics

Kenyon College, BA; University of Colorado, PhD

JAY BECK, 2010—Assistant Professor of Cinema and Media Studies

State University of New York (Buffalo), BA; University of Iowa, MA, PhD

STACY N. BECKWITH, 1999—Associate Professor of Hebrew

University of Toronto, BA; University of Minnesota, MA, PhD

EDWARD BERKELEY, 2003, 2006, 2011—Benedict Distinguished Visiting Professor of Theater

Carleton College, BA

MUHAMMAD FARESS BHUIYAN, 2010—Assistant Professor of Economics

Northwestern University, BA, MA, PhD

CYNTHIA A. BLAHA, 1987—Professor of Physics and Astronomy

University of Minnesota, BS, MS, PhD

KRISTIN C. BLOOMER, 2010—Assistant Professor of Religion

Wesleyan University, BA; Cambridge University, BA, MA; University of Montana, MFA; University of Chicago, MA, PhD

BECKY J. BOLING⁶, 1983—Stephen R. Lewis, Jr. Professor of Spanish and the Liberal Arts

Indiana State University, BS, MA; Northwestern University, PhD

ANNA L. BOSACKER, 2006—Visiting Assistant Professor of Biology

Carleton College, BA; University of Missouri, BA; University of Minnesota, MS, PhD

JORGE BRIOSO, 2001—Associate Professor of Spanish

University of Havana, BA; City University of New York, PhD

DANIEL P. BRUGGEMAN, 2002—Senior Lecturer in Art

University of Nebraska, BA, BFA; Hunter College, MFA

JACKSON BRYCE, 1972–Marjorie Crabb Garbisch Professor of Classical Languages and the Liberal Arts and Senior Lecturer in Bassoon and Chamber Music

Catholic University of America, AB; Harvard University, AM, PhD

MICHAEL W. BURAND, 2007–Visiting Assistant Professor of Chemistry

University of Minnesota (Duluth), BS; University of Minnesota, MS, PhD

LINDA DEMAREST BURDELL, 2005–Lecturer in Spanish

Kalamazoo College, BA; University of Michigan, MA; University of Kansas, MA, PhD

LAWRENCE E. BURNETT, 1993–Professor of Music and Choral Director

Texas A & I University, BMus; Eastern New Mexico University, MMus; University of Texas (Austin), DMA

ROBERT S. CARLSON², 1997–Assistant Professor of Physical Education, Athletics and Recreation and Head Men's Soccer Coach

St. Olaf College, BA; Loyola University, MEd

SCOTT D. CARPENTER¹, 1990–Professor of French

University of Minnesota, BA; University of Wisconsin (Madison), PhD

DENNIS CASS, 2006, 2009–Visiting Instructor in English

Carleton College, BA

MARION E. CASS¹, 1987–Charles Jim and Marjorie Kade Professor of the Sciences

Fort Lewis College, BS; University of Colorado, PhD

PATRICIA CAVANAUGH, 2009, 2011–Visiting Assistant Professor of Political Science

University of Minnesota, BA, MA, PhD

LAURA CAVIANI, 2003–Lecturer in Jazz Piano

Lawrence University, BMus; University of Michigan (Ann Arbor), MMus

JOSÉ CERNA-BAZÁN², 2001–Professor of Spanish

Universidad Nacional de San Marcos, Lima, BA; University of Minnesota, MA, PhD

ARNAB CHAKLADAR², 2007–Assistant Professor of English

Delhi University, BA; University of Southern California, MA, PhD

JOSEPH WALTER CHIHAE, 2003–Associate Professor of Chemistry

Oberlin College, BA; Columbia University, MA, PhD

LAURA M. CHIHARA¹, 2000–Professor of Mathematics

University of Washington, BS; University of Minnesota, PhD

ANITA CHIKKATUR, 2008–Assistant Professor of Educational Studies

Swarthmore College, BA; University of Pennsylvania, MEd, PhD

NANCY J. CHO, 1995–Professor of English

Yale University, BA; University of Michigan (Ann Arbor), MA, PhD

NELSON LLOYD CHRISTENSEN, JR., 1999–Professor of Physics

Stanford University, BS; Massachusetts Institute of Technology, PhD

ANDREW M. CLARK, 1993–Professor of Physical Education, Athletics and Recreation and Head Swimming Coach

Whitman College, BA; University of Oregon (Eugene), MS

CLIFFORD E. CLARK, JR., 1970–Professor of History and M.A. and A.D. Hulings Professor of American Studies

Yale University, BA; Harvard University, MA, PhD

KELLY CONNOLE, 2004–Associate Professor of Art

University of Montana (Missoula), BFA; San Francisco State University, MFA

LAURENCE D. COOPER, 1997–Professor of Political Science

University of Virginia, BA; New York University, MA; Duke University, MA, PhD

ELIZABETH COVILLE, 1985-91, 2000, 2008—Visiting Assistant Professor of Anthropology

Cornell University, AB; The University of Chicago, AM, PhD

CLINTON A. COWAN⁷, 1997–Professor of Geology

Carleton College, BA; University of Michigan, MS; Queen's University, PhD

STEPHANIE M. COX, 2007–Visiting Assistant Professor of French

Florida State University, BA; Bowling Green State University, MA; University of Louisiana (Lafayette), PhD

CHARLES E. CRUTCHFIELD, III, 2003–Benedict Distinguished Visiting Professor of Biology

Carleton College, BA; Mayo Clinic, MA, MD

AMY CSIZMAR DALAL³, 2003–Associate Professor of Computer Science

University of Notre Dame, BS; Northwestern University, MS, PhD

ANGELA CURRAN, 2005–Assistant Professor of Philosophy

University of California (Berkeley), AB; University of Massachusetts (Amherst), PhD

MIHAELA CZOBOR-LUPP, 2010–Assistant Professor of Political Science

University of Bucharest, BA; University of Warwick, MA; University of Bucharest, PhD; Georgetown University, PhD

CAMERON DAVIDSON, 2002–Professor of Geology

University of Wisconsin, BS; Princeton University, PhD

JASON DECKER⁴, 2007–Assistant Professor of Philosophy

Grove City College, BA; Arizona State University, MA; Massachusetts Institute of Technology, PhD

SARAH DEEL, 1996–Lecturer in Biology

Grinnell College, BA; Oregon State University, MS

LYNN DEICHERT, 1988–Senior Lecturer in Trumpet

Oberlin Conservatory, BMus; Boston University, MMus

ROBERT P. DOBROW, 2001–Associate Professor of Mathematics

State University of New York, BS; Johns Hopkins University, MSE, PhD

MARÍA ELENA DOLEMAN², 1991–Senior Lecturer in Spanish

Briar Cliff College, BA; University of Arkansas, MA

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Iowa State University, BS; University of Iowa, MA; University of Massachusetts (Amherst), PhD

ANNA MIKHAILOVNA DOTLIBOVA³, 1990—Senior Lecturer in Russian

AV Lunacharsky State Institute of Theatrical Art (GITIS), Moscow

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VERNE A. DUSENBERY, 1985-91, 2009—Visiting Professor of Anthropology

Stanford University, AB; University of Chicago, AM, PhD

MELISSA EBLEN-ZAYAS, 2005—Associate Professor of Physics

Smith College, BA; University of Minnesota, PhD

ERIC S. EGGE, 2005—Associate Professor of Mathematics

Carleton College, BA; University of Wisconsin (Madison), MA, PhD

ROSS K. ELFLINE, 2009—Assistant Professor of Art History

Grinnell College, BA; School of the Art Institute of Chicago, MA; University of California (Los Angeles), PhD

JOHN ELLINGER, 1977—Senior Lecturer in Music

Carleton College, BA

ROY O. ELVETON, 1968—Maxine H. and Winston R. Wallin Professor of Philosophy and Cognitive Science

St. Olaf College, BA; Northwestern University, PhD

ELIZABETH M. ERICKSEN, 1993—Senior Lecturer in Violin and Viola

University of Illinois (Champaign-Urbana), BS, MMus

AMY ERICKSON¹, 1998—Associate Professor of Physical Education, Athletics and Recreation and Head Softball Coach

Moorhead State University, BA; Michigan State University, MS

ADRIANA ESTILL, 2003—Associate Professor of English and American Studies

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FRANK A. FARRIS, 2011–Benedict Distinguished Visiting Professor of Mathematics

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ADRIENNE FALCÓN, 2006–Adjunct Instructor in Sociology

Carleton College, BA; University of Chicago, MA

LAUREN FEILER, 2007–Assistant Professor of Economics

Mount Holyoke College, BA; California Institute of Technology, MS, PhD

PAMELA FELDMAN-SAVELSBERG, 1993–Professor of Anthropology

Indiana University (Bloomington), BA; Johns Hopkins University, MA, PhD

TRICIA A. FERRETT, 1990–Professor of Chemistry

Grinnell College, BA; University of California (Berkeley), PhD

ANDREW B. FISHER¹, 2003–Associate Professor of History

Stanford University, BA; University of California (San Diego), MA, PhD

J. ANDREW FLORY, 2011–Assistant Professor of Music

City College of New York, BA; University of North Carolina (Chapel Hill), MA, PhD

MICHAEL J. FLYNN, 1986–Professor of Linguistics and John E. Sawyer Professor of Liberal Learning

University of Notre Dame, BA; University of Massachusetts, PhD

CATHERINE ROSE FORTIN⁵, 2007–Assistant Professor of Linguistics

Tufts University, BA; University of Pittsburgh, MA; University of Michigan, PhD

ALEXANDER FREEMAN, 2007–Assistant Professor of Music

Eastman School of Music, BMus; Boston University College of Fine Arts, MMus; The Juilliard School, DMA

ANNICK FRITZ-SMEAD, 2000–Visiting Lecturer in French and Francophone Studies

University of Besancon, France, BA, MA; University of Minnesota, PhD

WEI-HSIN FU, 2007–Adjunct Instructor and GIS Specialist in Environmental Studies

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Stefani Y. Tran, BA–Admin. Asst. in Admissions for Multicultural Recruit. & Outr

Peter V. Varnum, BA–Admissions Counselor

Carla E. Zelada de Marshall, BA, MA–Assist Dean of Admissions/Coord of Multicultural Recruitment

Alumni Annual Fund Office

Christopher A. Clark, BA–Executive Director of Alumni Annual Fund and Parent Funds

Beth A. Dahle, BS–Sr. Associate Director of Alumni Annual Fund

Terrence Hassanally, BA, MBA–Associate Director of the Alumni Annual Fund

Robert V. Herrick, BA–Associate Director of the Alumni Annual Fund and Alumni Annual Fund Officer

Katherine L. Jumbe, BA, MA–Associate Director of the Alumni Annual Fund

Tricia L. Kasa–Alumni Annual Fund Assistant

Jennifer A. Whitson–Office Manager & Assistant to the Director of the Alumni Ann

Alumni Guest House

Renee Rezac–Coordinator of Alumni Guest House

Alumni Relations

Rebecca Zrimsek, BA–Director of Alumni Relations

Merilyn E. Calcutt, BS–Alumni Relations Project Coordinator

Jeanne E. Estrem–Alumni Relations Administrative Assistant

Catherine K. Gardner, BA–Alumni Fellow

Ann Iijima, BA, JD–Associate Director of Alumni Relations

Naja E. Shabazz, BA–Assistant Director of Alumni Relations

Patsy J. Trusty–Alumni Relations Administrative Assistant

American Studies

Tamara S. Little–Admin. Asst. to Amst, Ents, Ling, Arc Programs

Arb Studies

Nancy C. Braker, BA, MS–Director of Cowling Arboretum

Matthew Elbert–Manager of Cowling Arboretum

Mark McKone, BSS, MS, PhD–Research Supervisor of Cowling Arboretum

Archives

Eric S. Hillemann, AB, MA, MALS–College Archivist

Carol R. Thunem, BMed, MM–Archives Specialist

Art and Art History

Heidi B. Eyestone, BA–Curator of the Visual Resources Collection, Art/Art History

Patricia J. Germann–Administrative Assistant in Art/Art History

Gerald A. Krause, BA–Technician in Studio Arts

Asian Languages & Literatures

Marian J. Sherwin, BS–Administrative Assistant in Asian Languages and Literatures

Biology

Randall Hagen, BA, MS–Animal Colony Supervisor and Greenhouse Coordinator

Lorie L. Tuma, BA–Administrative Assistant in Biology

Alison L. Unger, BA, MS–Biology Stockroom Supervisor

Bookstore

David M. Schlosser, BS, BA–Director of Carleton Bookstore

Julie L. Daley–Office Supplies Specialist/Bookkeeper, Bookstore

Brendon L. Etter, BA–Textbook Manager, Bookstore

Viola T. Ryder–Trade Book Manager, Bookstore

Carleen M. Thurnblad–Clothing and Gift Buyer, Bookstore

Business Office

Linda Thornton, BBA, MBA–Comptroller

Susan D. Benson–Staff Accountant

Denise M. Dube, BA–Senior Accountant - Facilities

Debra J. Fawcett–Student Accounting Manager

Barbara R. Fowler, BS–Assistant Comptroller

Randie F. Johnson, BS–Purchasing and Risk Manager

Candace L. Koen—Administrative Assistant

Kara L. Lloyd, BA—Accounts Payable Manager

Shari L. Mayer, BS—Senior Accountant

Sandra J. Pieri—Student Accounts Specialist

Melissa A. Smith—Accounts Payable Specialist

Elizabeth A. Wurtzberger, BA, AAS—Payroll Manager

Campus Services

Julia H. Burmesch, BS—Director of Campus Services

Mary C. Amy—Info Desk Coordinator and Onecard Program Coordinator

Marilyn J. Hollinger—Fleet Vehicle Services Manager & OneCard Program Coord

Noel S. Ponder—Campus Scheduling Coordinator & OneCard Program Coordinator

Career Center

Richard T. Berman—Director of the Career Center

Susan A. Bovbjerg, BS/BA, CMC—Projects Coordinator/Administrative Assistant

Michael L. Hendel, BS, MS—Associate Director of the Career Center

Bradley A. Kmoch, BA, MS—Assistant Director of the Career Center

Jessica J. Mueller, BA, MALS—Associate Director of the Career Center

Brent K. Nystrom, BA, MA—Associate Director of the Career Center

Debra J. Olien, BA, MS—Career Counselor

Sarah B. Rechtzigel—Administrative Assistant, Career Center

Center for Community and Civic Engagement

Cynthia A. Plash—Administrative Assistant

Central Records

Shannon M. Schulz, BA—Director of Central Records

Cynthia Grisim–Records System Administrator/Office Mgr in Dev. Services

Linda A. Irrthum–Alumni/Development System Specialist

Julie K. Kimber–Gift Accounting Assistant

Pamela J. Sexton, AA–Gift Accounting Assistant

Chaplain's Office

Carolyn M. Fure-Slocum, BA, MDIV, MA–Chaplain

Shoshana S. Dworsky, BA–Associate Chaplain

Janis M. Truax–Administrative Assistant to Chaplain

Chemistry

Julie R. Karg, BS–Chemistry Technician

Brian T. Mars, BA, MTh–Lab Manager in Chemistry, Instrument Specialist, Hazard Wast

Wendy Zimmerman–Administrative Assistant in Chemistry

Cinema and Media Studies

Paul D. Bernhardt, BA–Audio and Visual Technical Director

Marla Erickson, BS–Administrative Assistant in Cinema and Media Studies

Classical Languages

Marian J. Sherwin, BS–Administrative Assistant in Classical Languages

College Relations

Joe A. Hargis, BS, MA–Associate Vice President for External Relations and Director of College Relations

Kerry Raadt, BA–Director of Events

J P. Stark–Technical Coordinator for Events

Melissa J. Thomas–Special Events Associate/Admin Asst for College Relations

Computer Science

Susan L. Jandro—Administrative Assistant in Computer Science

Michael N. Tie, BS—Technical Director in Computer Science

Corporate/Foundation Relations

Mark J. Gleason, BA, MA, PhD—Director of Corporate & Foundation Relations

Nina P. Mangelsen, AA—Admin Asst to the Dir of Corporate & Foundation Relations

Diane A. Menning, BSN—Corporate and Foundation Relations Administrative Assistant

Christopher J. Tassava, BA, MA, PhD—Associate Director of Corporate and Foundation Relations

Custodial Services

Karen L. Lawson—Custodial Services Supervisor

Lynnette F. Nichols—Custodial Administrative Assistant

Patti L. Sabrowski—Custodial Services Supervisor

Dean of Students Office

M. H. Wagner, BS, MS—VP for Student Development and Dean of Students

Tamara M. Anderson—Senior Administrative Assistant to the Associate Deans

Joseph Baggot, BS, MA, PhD—Associate Dean of Students

Cathleen J. Carlson, BS, MEd—Associate Dean of Students

K. J. Spurgeon—Senior Assistant to the VP/Dean of Students

Julie A. Thornton, BA, MS—Associate Dean of Students

Julia C. Uleberg Swanson, BS, MS—Dacie Moses House Coordinator

Dean of the College Office

Danette DeMann, AAS—Sr Administrative Assistant to the Associate Dean of College

Nathan D. Grawe—Associate Dean of the College

Becky J. Krogh—Academic Project Specialist

Brian T. Mars, BA, MTh—Chemical Hygiene Officer

Karen K. Moldenhauer–Senior Administrative Assistant to the Associate Dean of College

Beverly Y. Nagel–Dean of the College

Andrea L. Nixon, BA, MA, PhD–Director of Curricular and Research Support

Arjendu K. Pattanayak–Associate Dean of the College

Peggy L. Pfister, BA–Senior Assistant to the Dean of the College & Office Manager

Aisling O. Quigley, BA–Program Associate, Viz Initiative

Development Info Services

Carla J. Thomas, BA–Manager of Alumni/Development Information Systems

Denise M. Flicek, BS–Applications Support Specialist

Anthony Pierre, BA–Applications Support Programmer

Development Office

Gayle K. McJunkin, BA, MDIV–Director of Development

Mari T. Aylin, BA, MS–Director of 50th Reunion Programs

Patrick Ganey, BA–Development Officer

Christian M. Hakala, BA, MA–Development Officer

Stefanie M. Kelly, BS, MS–Development Officer

Mary A. Niebur–50th Reunion Assistant

Daniel Rustad, BA, MA–Development Officer

Susan M. Streefland–Administrative Assistant to the Director of Development

Judith A. Tabert–Planned Gift Administrator

Michael J. Tompos–Director of Major and Planned Giving

Lynne M. Wilmot, BA, JD–Planned Giving Officer

Development Services

Julie K. Anderson, BA, MBA–Director of Development Services

Economics

Debra G. Bjornard, BS, MRE—Administrative Assistant in Economics and Administrative Assistant for the Viz Initiative

Educational Studies

Krista G. Herbstrith, BA—Administrative Assistant in Educational Studies

English

Carolyn Soule, BA, MA—Administrative Assistant in English

Facilities

Steven K. Spehn, BS—Director of Facilities and Capital Planning

Gloria Heinz—Facilities Communications Specialist

Martha M. Larson, BS—Manager of Campus Energy and Sustainability

John T. Mathews, BA—Project Manager/Owner's Representative

Barbara M. Tousignant—Facilities Administrative Assistant

French and Francophone

Mary Tatge—Administrative Assistant in French

Gender and Sexuality Center

Kaaren M. Williamsen, BA, MS, MA—Director of Gender & Sexuality Center & LGBT Advisor

Geology

Ellen T. Haberoth—Administrative Assistant in Geology

German and Russian

Mary Tatge—Administrative Assistant in German and Russian

Grounds

Dennis Easley, BA—Superintendent of Grounds

History

Marilyn C. Lamberty, BA–Administrative Assistant in History

Human Resources

Kerstin M. Cardenas, BA, MS–Director of Human Resources

Karyn L. Jeffrey, BS–Associate Director of Human Resources

Emily H. Luhman, BS, MA–Recruitment and Training Coordinator

Samantha K. Malecha, AAS, BA–Human Resource Analyst

Andrea M. Zunkel–Benefits Coordinator

Information Technology Service

Joel P. Cooper, BA, MA–Director of Information Technology Services

Larry S. Azelton–Windows Systems Administrator

Troy Barkmeier, BA, MA–Desktop Systems Administrator and Desktop Systems Administrator

Russell E. Bauer, BA, MIS/Business Administration–Computing Support Specialist

Carly J. Born, BA, MA–Academic Technologist

R. K. Chapman, BSc–Student Computing Coordinator

Michael T. Decker, BS–Hardware Asset Manager

Christopher J. Dlugosz, BA–Network Manager

David A. Flynn, BA–UNIX Systems Administrator

Douglas J. Foxgrover, BA–Communication & Train Coord/Curator, Weather Data

Richard L. Goerwitz, BA, MA, PhD–Database Admin and Integrator/Data Warehouse Architect

Richard C. Graves, BA–Senior Unix Administrator/Network Security Administrator

Mark F. Heiman, BA–Senior Web Application Developer

Randy Hoffner, BS, AB–Science Support Specialist

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Julie M. Latham, BA, MAT–Enterprise Applications and Data Warehouse Administrator

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Willy B. Lee, BA–Web Administrator/Developer

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Karl E. Madsen, BS, MA–Applications Analyst

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Sara Oster, BS–Database Administrator

James R. Pence, BS–Hardware Repair Technician

James A. Pierret, BS, MAT–Presentation Technology Specialist

Austin Robinson-Coolidge, BA–Computing Support Specialist, Team Lead

Kendra L. Strode, BA–Computing Support Associate

Suzanne A. Traxler, BS–Associate Director of Information Technology Services

Neal L. Weeg, BA–Applications Support Programmer

Tamara Wellentin–Computing Support Specialist

Inst. Research and Assessment

James C. Fergerson, BA, MA–Director of Institutional Research and Assessment

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Intercultural Life Office

Joy J. Kluttz, BS, MA–Director, Intercultural and International Life

Kristen Askeland–Administrative Assistant, Intercultural & International Life

Martin C. Olague, BS–Assistant Director, Intercultural and International Life

Luyen Phan, BA–Associate Director, Intercultural and International Life

Brisa B. Zubia, BA–Administrative Assistant, Intercultural & International Life

Library

Jennifer Edwins, BA–Assistant to the College Librarian & Loan Services Manager and Interim College Librarian

Matthew S. Bailey, BA, MA, MLS–Media Librarian and Reference & Instruction Lib. for Arts

Vicki L. Burgess, BS–Acquisitions Specialist

Katherine A. Cooper–Interlibrary Loan Specialist

Samuel G. Demas, BA, MA, MLS–College Librarian, Emeritus

Carol Eyler, AB, MLS–Head of Technical Services

Anita Grommesh, BS–Acquisitions Manager

Susan Hoang, BA, MLIS–Reference and Instruction Librarian

Merry L. Hoekstra, BA–Administrative Assistant to the College Librarian

Iris M. Jastram, BA, MA, MLIS–Reference & Instruc. Librarian for Languages and Literature

Christine R. Jensen, BA–Interlibrary Loan Specialist

Terese L. Kissner, BS–Collection Development & Preservation Specialist

Thomas A. Lamb, BA, MS, MS–Cataloging & Metadata Librarian

Danya E. Leebaw, BA, MS–Reference & Instruction Librarian for Social Sciences

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Veronica Otte–Reserves Coordinator

Kristin L. Partlo, BA, MA–Reference & Instruction Librarian for Social Sciences & Data

Lois Perkins, BA–Circulation Specialist

Margaret R. Pezalla-Granlund, BA, MA–Curator of Library Art & Exhibitions

Charles F. Priore, BA, MLS–Reference & Instruction Librarian for Sciences

Kathleen Schwartz–Cataloging Specialist

Christina A. Sinkler-Miller, BA–Periodicals & E-Journals Librarian

Sandra Smith–Circulation & Shelving Specialist

Kathy E. Tezla, BA, MA, MLS–Head of Collection Development

Heather Tompkins–Ref & Instr Librarian for Humanities & Govern. Publications

Kristi R. Wermager, BA, MA–Bibliographer & Curator of Special Collections

Nathaniel J. Wilson, BA, MA, MIS–Library Technology Coordinator

Ann Zawistoski, BA, MS–Acting Head of Reference and Instruction and Reference & Instruction Librarian for Sciences

Maintenance

Kathryn J. Beckers, AA–Maintenance Administrative Assistant

Math Skills Center

Russell J. Petricka, BA, MAT–Supervisor of the Math Skills Center

Mathematics

Susan L. Jandro–Administrative Assistant in Mathematics

Michael N. Tie, BS–Technical Director in Mathematics

Media and Public Relations

Jessica J. Paxton, BA–Media Relations Assistant

Eric Sieger, BA, MA–Director of Media Relations and Public Relations

Middle Eastern Languages

Marian J. Sherwin, BS–Administrative Assistant in Middle Eastern Languages

Music

Susan M. Beeby, BA, MLIS–Music Collections Curator

Hong G. Dice–Performance Activities Coordinator in Music

Carole D. Engel–Administrative Assistant in Music

Sarah P. Lockwood, BM, MM–Staff Accompanist

Nutting House

Laurie S. Brackee–Nutting House Operations Manager

Off Campus Studies Office

Helena I. Kaufman, BA, MA, PhD–Director of Off-Campus Studies

Sean E. Green, BA–Administrative Assistant for Off-Campus Studies

Leslie A. Vanderwood, BA–Off-Campus Studies Program Coordinator

Naomi J. Ziegler, BA, MA, MS, PhD–Assistant Director of Off Campus Studies

Office of Student Fellowships

Elizabeth J. Ciner, BA, MA, PhD–Director of Student Fellowships

Office of the Director of Arts

Steven G. Richardson, BA–Director of the Arts

Jeffrey W. Bartlett–Weitz Center Production Manager

Charlene Hamblin–Administrative Assistant to the Director of the Arts

Perlman Learning/Teaching Ctr

Louis E. Newman–Director, Perlman Center for Learning and Teaching

Charlene Hamblin–Admin Asst to Dir, Perlman Center for Learning & Teaching

Philosophy

Sandra R. Saari, BS–Administrative Assistant in Philosophy

Phys Ed, Athletics, Recreation

Michele L. Showers, BS–Director of Recreational Sports & Manager Recreation Ctr

Michael D. Allen–Building Supervisor, Recreation Center and Building Supervisor, Recreation Center

Terry W. Bestul–Building Supervisor, Recreation Center

Rebecca J. Carel–Building Supervisor, Recreation Center

Aaron J. Chaput, BA, MEd–Asst Dir, Recreation Center & Club Sports Director

Ross Currier–Building Supervisor, Recreation Center

John Gray–Building Supervisor, Recreation Center

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Karen S. Montgomery, BA–Building Supervisor, Recreation Center

Christopher M. Nevin, BA–Building Supervisor, Recreation Center

Physics and Astronomy

Thomas R. Baraniak–Electronics & Laboratory Manager in Physics & Astronomy

Mary S. Drew, BA–Science Initiative Administrative Assistant and Administrative Assistant in Physics and Astronomy

Bruce S. Duffy, BS–Technical Assistant in Physics and Astronomy

Mark J. Zach, BSME–Instrument Project Manager

Political Science

Patricia K. Peterson, BS–Administrative Assistant in Political Science

Post Office

Locke M. Perkins, BA–Mail Services Supervisor

Pre-Med Advising

Pamela Middleton, BA, PhD–Pre-Health Advisor

President's Office

Steven G. Poskanzer–President

Vickie L. Duscher–Receptionist and Scheduler

Elise A. Eslinger, BA, MBA–Associate Vice President and Chief of Staff

Stephanie A. Huston, BS–Administrative Assistant and Travel Coordinator

Jane A. Nelson–Secretary to the Board of Trustees & Assistant to President

Print Services

Corwyn L. Pulju–Duplicating Coordinator

Loretta Springer–Duplicating Coordinator

Prospect Research

Mark N. Egge, BS, MA–Director of Prospect Research

Patrick T. Thompson–Prospect Research Officer

Psychology

Anne M. Fossum–Animal Care Supervisor

Pamela L. Groves-Gaggioli, BS, MLS–Administrative Assistant in Psychology and Cognitive Science

Publications Office

Teresa Scalzo, BA–Director of Publications

Kayla M. Berger, BA–Production Assistant and Writer/Editor

Marla J. Holt, BA–Writer/Editor

Jonathon L. Reese–Graphic Designer

Registrar's Office

Roger A. Lasley, BA, MA–Registrar

Candace I. Braun–Academic Records Coordinator

Inara Makhmudova, BA–Registration Coordinator

Ann M. May–Transcript Coordinator & Senior Administrative Assistant to Registrar

Religion

Sandra R. Saari, BS–Administrative Assistant in Religion

Residential Life

Steve Wisener, BA, MEd–Director of Residential Life

Vicky K. Deering–Administrative Assistant/Data Specialist

Patrick G. Gordon, BA, MA–Hall Director Burton/Davis/Severance
Alicia M. Morrell, BS, MA–Hall Director/Watson & East Side Houses
Christopher T. Remley, BS, MA–Hall Director, Cassat and Memorial
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Kari L. Scheurer–Administrative Assistant/Project Specialist
Amy L. Sillanpa, BS, MS–Associate Director of Residential Life
Tegra M. Straight, BS, MA–Hall Director Myers/Nourse
Isaiah J. Thomas, BA, MA–Hall Director Evans and Goodhue

Science Education Resource Ctr

Monica Z. Bruckner, BA, MS–Geoscience Assistant
Sean Fox, BA, MS–Technical Director in SERC
Linda M. Goozen, BS–Administrative Assistant in Science Education Resource Ctr
Ellen Iverson–Evaluation Director
Karin B. Kirk–Geoscience Assistant
Jon A. Lee–SERC Office Manager
Cathryn A. Manduca, BA, MS, PhD–Director, Science Education Resource Center
John McDaris–Geoscience Assistant
Carol J. Ormand–Geoscience Assistant
Gudrun A. Willett, BA, MA, PhD–SERC Evaluation Specialist

Security

Wayne Eisenhuth, BS–Director of Security Services
Randall R. Atchison–Security Shift Supervisor
Sharon M. Becker–Security Shift Supervisor
James Bushey–Security Shift Supervisor

Klay Christianson, BA–Security Shift Supervisor

Chad G. Drazkowski, AA–Security Officer

Steven R. Hanson, BS–Security Shift Supervisor

Ryan J. Holicky, AAS–Security Officer

Noel C. Williams–Security Shift Supervisor

Sociology and Anthropology

Elizabeth O. Musicant, BA, MA–Administrative Assistant, Sociology and Anthropology

Spanish

Mary Tatge–Administrative Assistant in Spanish

Sports Information

David S. Pape, BA–Sports Information Director

St. Olaf

Charles F. Priore, BA, MLS–Science Librarian

Stewardship

Sarah J. Forster, BA, MA–Director of Stewardship

Tricia L. Cornell, BA–Stewardship Associate

Christine Krejci, BS–Stewardship Coordinator

Student Activities

Lee F. Clark, AA, BS, MA, EdD–Director of Student Activities

Gretchen K. Fierke–Cave Management

Michael K. Morris, BA–Cave Management

Justin R. Plank–Cave Management

Nadine D. Sunderland–Assistant Director of Student Activities

Jessica J. VanZuilen, BS–Administrative Assistant in Student Activities

Student Financial Services

Rodney M. Oto, BA, EdM–Director of Student Financial Services

Cynthia Diessner, BA–SFS Office Assistant/Loan Specialist

Dana L. Edwards–Assistant to the Director of Student Financial Services

Michael Kotchevar, BS–Senior Assistant Director of Student Financial Services

Revae K. Nelson, BA–Assistant Director of Student Financial Services

Kris O. Parker, BA–Assistant Director of Student Financial Services

Elizabeth J. Rowley, BS–Application & Processing Specialist/Administrative Assistant

Student Health and Counseling

Marit Lysne, BA, MA, PsyD–Director of Student Health and Counseling

Andrew E. Christensen, BA, EdM–Coordinator of Disability Services

Janice M. Foley, BA–Medical Administrative Assistant

Denise M. Intihar-Lum, FNP, MSN, BSN–Family Nurse Practitioner

Natalee J. Johnson–Advanced Practice Nurse/Coordinator of Medical Services

Elizabeth R. Lane-Getaz–Nurse Practitioner

Daryn R. Rogers, BS, MS, PhD–Counseling Psychologist

Andrew C. Weis, BS, MS, PhD, LP–Clinical Psychologist

Summer Academic Programs

Jeremy M. Updike, BS, MS–Director of Summer Academic Programs

Charlene Hamblin–Administrative Assistant to the Dir. of Summer Academic Prog

TRIO-SSS Program

Mitchell J. Madson, BA, MA, PhD–Director of TRIO/SSS

Alena N. Rivera, AA, BS, MS–Asst Director TRIO/Student Support Services

Susannah J. Shmurak, BA, MA, PhD–Writing Assistant/Database Manager

Kathleen Sommers, BA–Administrative Assistant for TRIO-SSS

Teaching Museum

Laurel E. Bradley, BA, MA, PhD–Director and Curator in the Teaching Museum

Wendy Nordquist–Teaching Museum Assistant

James F. Smith–Art Collection Registrar

Telecommunications

Deborah T. Ludwig–Telecommunications Specialist

Mary Ann Wroblewski, AAA–Telecommunications Specialist

The Language Center

Cynthia L. Shearer, BA, MA–Director of the Language Center

Mary H. Nelson, BA–Assistant to the Director of the Language Center

Theater & Dance

Benjamin S. Chadwick, BA–Technical Director for Theater and Dance

Patricia J. Germann–Administrative Assistant, Theater and Dance

Mary Ann Kelling, BA, MFA–Costume Designer and Shop Supervisor

Walter F. Wojciechowski–Designer and Technical Director and Senior Lecturer in Theat

VP for External Relations

Joe A. Hargis, BS, MA–Interim Vice President

Gayle K. McJunkin, BA, MDIV–Interim Vice President and Associate Vice President for External Relations

Gayle A. Bauer–Assistant to Vice President/External Relations & Office Mgr

Vice President and Treasurer

Frederick Rogers, BA, MS–Vice President and Treasurer

Daniel R. Bergeson, BA–Director of Auxiliary Services & Special Projects

Andrew D. Christensen, BS, MBA—Director of Private Markets

Elisabeth D. Haase, BA, MBA—Manager of Environmental Health and Safety Compliance

Elizabeth J. Hubbard—Assistant to the Vice President and Treasurer

Patricia M. Langer, BS, MA—Budget Analyst

Jason B. Matz, BS, MBA—Chief Investment Officer

Joanne J. Mullen—Sexual Misconduct Advisor/Investigator

Kelly M. Roehl—Administrative Assistant for Business and Finance

Varsha Seetharam, BA—Investment Operations Analyst

Voice Publications

Teresa Scalzo, BA—Editor of the Carleton Voice

Janice Senn, BS, MA—Managing Editor of the Voice

Web Services

Jaye E. Lawrence, BA—Director of Web Communications and Development

Douglas Bratland, BA—Web Writer

Nathan P. Breitenbach-Dirks, BA—Web Designer

Matthew D. Ryan, BA—Associate Director of Web Communications Development

Nathan A. White, BA—Web Application Developer

Women's and Gender Studies

Tamara S. Little—Administrative Assistant in Women's and Gender Studies

Writing Program

Carol A. Rutz, BA, MA, PhD—Director of the College Writing Program

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Gudrun A. Willett, BA, MA, PhD—Project Director, Writing Program